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PERCEPTIONS OF FRATERNITY AND SORORITY ADVISORS ON ALUMNI CHAPTER ADVISORS

A Dissertation

Presented to the

The Faculty of the School of Education

The College of William and Mary in Virginia

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

By

Samantha M. Easby

March 2022

PERCEPTIONS OF FRATERNITY AND SORORITY ADVISORS ON ALUMNI CHAPTER ADVISORS

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Abstract

Greek letter organizations are unique student organizations because they are supported, not only by student affairs professionals, but also by alumni chapter advisors. These advisors can influence organizational culture unconsciously through their underlying assumptions and beliefs. The purpose of this study was to examine how Fraternity and Sorority Advisors (FSA) perceive the influence of alumni chapter advisors.

A survey instrument collected data from 289 respondents on eight separate constructs based on current literature. Through data reduction the survey items became five factors: high-risk behaviors, leadership development and mentorship, diversity equity and inclusion, philanthropy and service, and persistence and retention. Multiple regression analysis indicated FSAs who advise NIC organizations perceive alumni chapter advisors as promoting high-risk behaviors. The data also indicated FSAs perceive alumni chapter advisors as more accepting of diversity, equity, and inclusion in the Northeast when compared with the South. Qualitative data collected information from FSAs about the "pressing issues" associated when working with alumni chapter advisors. Additionally, FSAs perceived differences when working with the alumni chapter advisors from different organizations.

National headquarters and campus leaders can utilize the findings of this study to enact policy changes or explore creating better curriculum for alumni chapter advisors. However, this study is only the first step in understanding the role of alumni chapter advisors on the culture of undergraduate Greek letter organizations.

PERCEPTIONS OF FRATERNITY AND SORORITY ADVISORS ON ALUMNI CHAPTER ADVISORS

CHAPTER 1

INTRODUCTION

Are Greek letter organizations still relevant to the current college campus environment? This question has been a topic of conversation in higher education for the past several decades (Joyce, 2020). Higher education professionals, as well as external populations, have conflicting views on the influence fraternity and sorority membership has on undergraduate students' personal, academic, and professional development (Joyce, 2020). The range of Greek letter organizations, differing campus cultures, and the experiences of undergraduate chapter members contribute to the lack of a common understanding of the value of Greek letter organizations on campuses. The variety of Greek societies suggests that traditions and organizational culture can vary from chapter to chapter (Nasser, 2020), making it challenging for organizations to have overarching policies. Studies suggest that student behaviors in college are a learned experience through socialization (Kuh & Arnold, 1993), yet with so many external factors influence how students learn acceptable and unacceptable behaviors. Thus, understanding more about the influence of Greek membership on learned behaviors is essential.

Greek letter organizations have existed on college campuses since the early 18th century, following the establishment of Phi Beta Kappa at William & Mary in 1776 (Torbenson, 2005). Today, thousands of men and women around the United States continue to join these organizations every year, despite the recent negative press reports and widespread stereotypes associated with them (Patterson, 2018). For example, in 2020 many new outlets covered the social media movement "Abolish Greek Life" (Lautrup, 2020). Despite the unfavorable press,

Greek letter organizations boast robust alumni networks, and these organizations' national headquarters try to create strong relationships with their undergraduate members to maintain life-long commitment. Not only do undergraduate students create ties to their alma mater, but they tend to remain affiliated with their Greek letter organization after graduation (Parks, 2021). This affiliation suggests that Greek societies remain relevant to members after their college days have passed.

Greek letter organizations differ from most other on-campus students' organizations, as they are not only a part of a local campus, but they are also typically affiliated with an organization that operates at the national and even international level. For the most part, student organizations on a college campus are supported by a campus-based fraternity and sorority professional hired by the college (Hendricks & Whittier, 2020). However, Greek letter organizations are also supported by local alumni chapter advisors, inter/national headquarters staff, and other umbrella organizations (Hendricks & Whittier, 2020). These different groups work together, collaboratively to offer advice and guidance to undergraduate chapters. The mandate of Inter/national Greek organizations is to maintain high functioning alumni chapters which will, in turn, ensure the continued success of individual chapters.

Although alumni advisors to Greek letter societies are useful and play a key part in the societies' success there are serious limitations to their knowledge of student development. Even though all advisors have had first-hand fraternity or sorority experience, they usually possess limited professional experience in student affairs, organizational development, or training in advising student organizations (Hogan et al., 2011). Most alumni advisors are not supervised by higher education institutions and are not strictly monitored by their national Greek letter organization. Despite their lack of training, many alumni chapter advisors oversee the day-to-day

operations of undergraduate chapters and mentor and advise undergraduate chapter members. Although alumni chapter advisors are an integral part of the fraternity and sorority experience, there is no research addressing how these advisors influence the culture and actions of undergraduate chapters.

Greek Letter Organizations

Since the founding of Phi Beta Kappa as a literary society in 1776, many higher education institutions have established fraternities and sororities (Torbenson, 2005). Phi Beta Kappa established many traditions and operations that are still practiced in present day Greek letter-organizations, such as wearing badges, which are linked with the Free Masons (Piehler, 1988). Many of the original members of Phi Beta Kappa were Free Masons and they drew upon the ceremony, operations, and rules they experience with the Free Masons when creating the first chapter of Phi Beta Kappa. For example, like the Free Masons, Greek letter organizations operate with vows of secrecy, initiation rituals, and follow a set of values (Piehler, 1988). Additionally, the Free Masons encouraged the members of Phi Beta Kappa to establish chapters on other college campuses, following their example of establishing Masonic Temples all over the United States (Piehler, 1988). Ultimately, the establishment of new chapters led to the formation of national headquarters for many Greek letter organizations which serve as umbrella organizations for all of their undergraduate and alumni chapters across the country (Syrett, 2009).

Although Phi Beta Kappa expanded to other institutions, the all-male fraternity movement did not become established until the late 1820s and early 1830s (Torbenson, 2005). Several members of Phi Beta Kappa at Union College in New York formed the Kappa Alpha Society in 1825 and from there more fraternity groups were created, which sparked the

popularity of Greek letter organizations (Current, 1990). Greek organizations experience a rapid expansion during the early 20th century (Geiger, 2015). This renewed interest in Greek letter organizations was partly due to the housing crisis many college campuses experienced at this time (Geiger, 2015; Syrett, 2009). Many higher education institutions did not have enough housing for the number of students attending and actively sought alternative solutions. Greek letter organizations were seen as a one solution to these room and board problems. This in turn encouraged membership within these organizations (Geiger, 2015). Today, the North American Interfraternity Conference, a confederation of men's fraternities founded in 1909, includes 57 inter/national men's fraternities, consisting of 6,186 chapters, located on over 800 campuses (Collom, 2020).

When women were first admitted to higher education institutions in the mid-1800s, they were barred from joining men's organizations (Geiger, 2015). During the 1830s women began to form literary societies of their own based upon the format of men's organizations. These new organization were a way for women to unite their small numbers and provide a way to advocate for themselves in campus activities (Torbenson, 2005). However, the first national women's fraternity was not established until 1867 with the creation of I.C. Sorosis at Monmouth College. The term sorority was not used until the creation of Gamma Phi Beta sorority in 1878 (Gamma Phi Beta, n.d.). As more women were given the opportunity to attend higher education institutions in the late 1800s, more women's groups began to form on college campuses, across the United States (Geiger, 2015). In 1902 the oldest Greek-letter umbrella association, the National Panhellenic Conference, was established as an alliance of women's only organizations. Today, the National Panhellenic Conference is an alliance of 26 inter/national women's only

social sororities, consisting of 3,356 chapters, and with almost five million members (Weston, 2020).

Originally, all Greek letter organizations excluded people of color from membership. This exclusionary principle led to the formation of Black Greek letter organizations, in the early 1900s. These new organizations helped build a culture in which Black students were part of a community on campus (Torbenson & Parks, 2009). The first Black Greek letter organization, Alpha Phi Alpha Fraternity, Incorporated was founded in 1906 at Cornell University (Jones & Jones, 2020). As their Greek letters and their identity as Greek-letter societies were similar to White Greek-letter organizations, they were legitimized in the eyes of White college administrators and recognized as sanctioned student organizations (Torbenson & Parks, 2009). Eight more Black Greek letter organizations were created, ultimately including five fraternities and four sororities. These organizations, commonly referred to as the "Divine Nine," are supported by the National Pan-Hellenic Council (NPHC).

Multicultural Greek Letter Organizations were not created until the late 20th century with the purpose of providing a space for cultural affinity groups on college campuses (National Multicultural Greek Council [NMGC,] n.d. a). These cultural groups oftentimes have ties to different ethnicities, such as Latino/a or Asian heritages. The National Multicultural Greek Council (NMGC) was founded in 1998 to serve as the national umbrella group for multicultural-based fraternities and sororities (Bryant, 2020). Currently the NMGC has 11 member organizations, including nine sororities and two fraternities (Bryant, 2020).

Positives Associated with Greek Letter Organizations

Membership in a Greek letter organization has many positive effects on undergraduate students. Fraternities and sororities provide many benefits, such as encouraging leadership

development (Adams & Keim, 2000; Wall, 2006); inspiring increased levels of volunteerism and community service (Asel et al., 2009; Mathiasen, 2005; O'Brien et al., 2012; Wall, 2006); establishing mentorship and career networks (O'Brien et al., 2012; Wall, 2006); making a positive impact learning and intellectual development (Astin, 1993; Pascarella & Terenzini, 2005); developing student engagement (Asel et al., 2009; Lane & Daugherty, 1999); increasing retention and persistence, and an elevated sense of community on campus (Barry, 2007; O'Brien et al., 2012). Advocates of Greek letter organizations argue that fraternities and sororities foster positive relationships and create community on a college campus that benefits the student experience. Some research has indicated that relative to nonmembers, fraternity and sorority members are more satisfied with their social or overall college experience (Charles et al., 2009; Walker et al., 2015). For example, members of Greek letter organizations typically are more involved in campus life, which may increase social satisfaction (Pike, 2000, 2003; Walker et al., 2015). Social integration and satisfaction with the college experience are likely to increase retention and persistence rates (Astin, 1993).

Retention and persistence are important issues for higher education institutions. As fraternities and sororities increase student engagement and ties to the institution many colleges view Greek societies favorably. For example, Nelson et al. (2006) found significantly higher persistence rates for fraternity and sorority members into their senior year than nonmembers. Additionally, DeBard and Sacks (2010) found students who joined Greek organizations were more likely to complete their second year than their nonaffiliated peers. The retention of students may be due to the sense of community created in a Greek letter organization. Graduation rates are also important to higher education institutions as they are used in a college's national ranking. Routon and Walker (2014) found fraternity and sorority members graduated within 4

years at a 4.8% and 4.7% higher rate respectively, than their unaffiliated peers. In addition, Walker et al. (2015) found that Greek membership predicts higher 4-year graduation rates at a single highly selective institution. In their sample, 99% of Greek students graduated within 5 years compared to 94% of non-Greek students.

Members of fraternities and sororities tend to have higher levels of student engagement on a college campus. Elevated student involvement appears to positively influence leadership skills (Biddix et al., 2014; Kezar & Moriarty, 2000). Greek letter organizations tend to provide leadership opportunities for members positions, such as chapter president, executive board member, and committee involvement. Members also gain experience in governance by voting on chapter decisions that require a majority vote (Routon & Walker, 2016). One dissertation study found that fraternity and sorority members demonstrated significantly higher levels of socially responsible leadership than uninvolved students and students who were minimally involved in other student organizations (Gerhardt, 2008). However, when comparing levels of socially responsible leadership, sorority women had significantly higher levels compared to that of fraternity men (Dugan, 2008). Another component to leadership development is acquiring critical thinking skills and cognitive development. Pike (2003) argued that Greek letter organization members have advanced cognitive development due to increased social activities. These higher developmental abilities may indicate that Greek life members improve these life skills due to opportunities that increase their leadership abilities.

Service and philanthropy are an integral part of the fraternity and sorority experience (Parish & Carr, 2020). Many Greek letter organizations directly reference service in their mission, motto, or core values, encouraging members to actively engage in this activity. Currently, service and philanthropy are more formalized with these groups and in some cases,

there are official partnerships between Greek letter organization and nonprofit organizations (Parish & Carr, 2020). Greek organizations generally perform service as a group, organizing and planning events supportive of their chosen philanthropy in conjunction with community organizations (National Panhellenic Conference, n.d.; North American Interfraternity Conference, n.d.). For example, Delta Delta Delta (n.d.) national sorority has a partnership with St. Jude's Children's Hospital and actively raises money for them.

Members of Greek letter organizations are often required to fulfill a set number of community service hours (Cruce & Moore, 2012), which gives them an opportunity to engage in service learning. This requirement may have influenced the results of Hayek et al. (2002) and Pierson's (2002) research that found Greek members were more engaged in community service activities than non-members. Cruce and Moore (2012) also found that members of Greek letter organizations had a probability to volunteer that was 22.4 percentage points greater than their nonaffiliated peers. Members of Greek letter organizations also seem to continue to volunteer after they graduate from college. For example, Thorson (1997, as cited in O'Neill, 2005) found that after graduation alumni members of Greek letter organizations partook more fully in volunteer organizations, charities, and nonprofits, than did non-member alumni.

In conclusion, research shows that there are several developmental and social benefits from membership in a sorority or fraternity as part of the college experience. Many members benefit from a positive experience. They develop a sense of belonging and of community. Many can develop life skills that will benefit them later in life. However, this positive picture of Greek society life is not the whole story.

Criticisms of Greek Letter Organizations

In recent years Greek letter organizations have come under critical review for a series of negative and anti-social behavior associated with membership. The higher education community has raised concerns and is debating their value to undergraduate students (Joyce, 2020). Those who argue against Greek letter organizations highlight negative behaviors that are associated with these groups such as high-risk drinking (Sandy et al., 2017); hazing (Allan et al., 2019); sexism and toxic masculinity (McCready & Radimer, 2020); anti-LGBTQIA attitudes (Windmeyer, 2005); and racism (Hughey, 2010; Pascarella & Terenzini, 2005). Increased media attention on these organizations due to hazing deaths (Patterson, 2018) and problems arising from excessive drinking (e.g. sexual assaults) leave people questioning the purpose of these organizations. Indeed, some campuses have elected to eliminate Greek letter organizations entirely, such as Bloomsburg University (G. Anderson, 2021). Although there is research on many of these negative behaviors there is little information on how or why these behaviors occur within these organizations. With so many external factors influencing student behavior it is important to fully understand how organizational culture is transferred to Greek letter organization members and who, in turn, influence that culture.

Hazing in fraternities and sororities is prevalent in higher education institutions across the United States and is one of the most powerful arguments used against Greek letter organizations (Allan & Madden, 2008, 2012). Since the 1970s, hazing has escalated in severity and frequency, and is often associated with high alcohol consumption (Lipkins, 2006). Most deaths related to hazing are caused by alcohol poisoning or injuries sustained after the overconsumption of alcohol (Nirh, 2020). For example, in 2021, Stone Foltz, a sophomore at Bowling Green State University died due a fatal level of alcohol intoxication during an alleged hazing activity (Setty

et al., 2021). With the increased media attention on hazing and hazing deaths, this topic has become a popular subject in higher education research.

Allan and Madden (2008) reported that 73% of students involved in Greek letter organizations experience some kind of hazing while affiliated with their undergraduate chapter. Hazing encompasses a wide array of tasks, such as running errands, personal servitude, consumption of alcohol, physical assault, and branding. Allan and Madden (2008) found that the most frequently reported hazing behaviors include alcohol consumption, humiliation, isolation, sleep-deprivation, and sex acts. Hazing activities can have a physical and/or psychological impact on participants (Allan & Madden, 2008, 2012; Finkel, 2002). Hazing creates a wide array of concerns for college administrators as these practices endanger students and should be addressed (Campo et al., 2005). Supporters of hazing practices justify the behavior as an effective way to build a strong community through a common experience of hardship or challenge, which provide members with a shared new member experience (Campo et al., 2005). This justification is often used by alumni and current members to suggest that hazing provides a traditional shared experience and is more beneficial than detrimental to the initiation process.

Another problem associated with Greek letter organizations is the history of racism and the fact that systemic racism continues today. In 2013, sororities at the University of Alabama were accused of racist practices in the sorority recruitment process. Alumnae and chapter advisors pressured students to identify minority students and drop them from recruitment, despite the fact that the minority students had been voted in by undergraduate students (Webley, 2014). In this instance, alumnae introduced racial profiling to directly affected the overall diversity of these organizations. Over the past decade there have been many instances of reported racist activities conducted by Greek letter organizations. For example, in 2015, Kappa Sigma fraternity

at the University of Maryland was suspended after an email was leaked that contained racist and sexually suggestive language about Black, Indian, and Asian women (Kingkade, 2015). This behavior is not limited to fraternity men. In 2014, Chi Omega sorority closed its chapter at Penn State when photos appeared on the Internet of their members wearing sombreros, fake mustaches, and holding offensive, racially motivated signs (Kingkade, 2014). It is clear that alumni can directly influence the diversity of a chapter and affect the attitude of current members in regard to race. Through their interactions with undergraduate members alumnae and other volunteer advisors may transfer their own prejudices and beliefs to the undergraduate members of the chapter.

Greek letter organizations are further criticized for their participation in the college party scene, particularly regarding alcohol consumption (Lasky et al., 2017). It is estimated that 35% of United States college students (43% of men and 30% of women) meet the criteria for binge drinking over a two-week period (Johnston et al., 2014) and college students involved with Greek letter organizations tend to consume more alcohol and engage in more binge drinking episodes than their non-Greek affiliated peers (Barry, 2007; Scott-Sheldon et al., 2008; Sher et al., 2001). Greek letter organization members who binge drink are significantly more likely to experience negative consequences than their non-Greek affiliated peers including being involved in a fight, sustaining an injury, being sexually assaulted, and driving under the influence of alcohol or other substance (Ragsdale et al., 2012). Excessive and sustained drinking among college students can also lead to serious health problems, sexual and physical assault, vandalism, unintentional injuries, and academic challenges (Chiazzui et al., 2005). Moreover, the drinking behaviors developed in collegiate environments can continue after college.

Lastly, Greek letter organizations are frequently discussed as upholding traditional negative attitudes towards gender. It has been noted that toxic masculinity, and anti-LGBTQ behaviors are prevalent in Greek organizations (McCready & Radimer, 2020; Windmeyer, 2005). Fraternities are male-only organizations and any intimate relationships or supportive attitudes toward women are often viewed as not masculine (Veliz & Allan, 2017). Due to this mentality men feel pressure to publicly display their masculinity. Fraternity men are more likely to accept heterosexual violence toward women, endorse casual sex, reject women's political leadership, oppose women's rights, and support traditional sex roles (Lottes & Kuriloff, 1994; Worthen, 2014). Additionally, fraternities reinforce misogyny and homophobia through institutional behaviors such as hazing (E. Anderson et al., 2012; Sanday, 2007; Syrett, 2009). Hinrichs and Rosenberg (2002) found that fraternity members had significantly lower levels of empathy for gay, lesbian, and bisexual persons compared to sorority members, though sororities are also seen as perpetuating traditional gender roles. Sorority women tend to give fraternity men power or leadership in social settings by maintaining a reputation or appearance in order to attract fraternity men (Worthen, 2014). While sorority women are more likely to be more supportive of gay, lesbian, and bisexual persons than fraternity men, heterosexual sorority women may distance themselves from lesbian women in the Greek party scene in order to attract desirable heterosexual men (Hamilton, 2007; Worthen, 2014). There is a range of issues and behaviors within Greek organizations that are anti-social, exclusive and, in some cases, dangerous. Some of these behaviors are traditional and exist because of an institutional unwillingness to change. They also highlight some of the challenges student members and chapters experience.

Statement of the Problem

Tradition and ritual are important parts of the collegiate experience. Tradition helps create deep bonds between an institution and its' students ultimately building symbiotic relationship (Schmalz, 2015). Alumni seek to preserve tradition and culture as a means to connect their own experience with undergraduates today (Fleming, 2019). This adherence to tradition is also common across Greek letter organizations and is oftentimes used as a justification for condoning negative behaviors (Cokley et al., 2001). Initiation rituals are a commonly accepted aspect of Greek letter organizations and are a "rite of passage" to becoming a full member of the organization (Drought & Corsoro, 2003). This focus on ritual, however, can perpetuate negative behaviors, as new members are expected to reenact the experiences of past members.

Although there is myriad research about Greek letter organizations (Allan & Madden, 2008; Asel et al., 2009; Kuh & Lyons, 1990; Pascarella & Terenzini, 2005; Pike & Askew, 1990), there is little information on how alumni influence these campus-based organizations. Greek letter organizations espouse life-time commitment, in which members engage or interact with other members for the rest of their lives. Alumni members attend reunion events, national conferences, give financial support, and are heavily involved in the undergraduate chapters of their respective organizations. These organizational ties are designed to develop mentoring relationships between alumni and undergraduate students (Hendricks & Whittier, 2020). However, these advising relationships also mean that antiquated behaviors and perceptions of issues can influence the beliefs and behaviors of current undergraduate students. For example, members of Greek organizations possess more positive beliefs about the purpose of pledging than people who were not part of a Greek organization, primarily because they have an

uncritically positive perception of their time in a Greek organization (Cokley et al., 2001). On the one hand, these perceptions upheld by alumni can influence undergraduate members, to perpetuate behaviors that should be erased. On the other hand, alumni can be a useful tool in creating a community that encourages and supports young people do be successful members of society. Thus, the problem at the heart of this study was to determine how the professional advisors of Greek letter organizations on campus perceive the role of alumni chapter advisors. Do the professionals believe that alumni support the development of organizational culture within undergraduate chapters? Or do they hinder it?

Theoretical Framework

Organizational culture has been widely researched as to how it applies to a corporate setting, however, it is also relevant to student organizations. Organizational culture is typically defined as the set of beliefs, values, and assumptions that affect organizational and individual behavior within a business or similar organization (Alvesson & Billings, 1997; Schein, 1990). Shared values may influence the behavior of organizational members because employees rely on these values to guide their behaviors and decision-making practices (Tsui et al., 2006; van Riel & Fombrun, 2009). Additionally, organizational members develop or adopt a set of mutually acceptable ideas and beliefs about what is real, what is important, and how to respond based on organizational norms (Meng & Berger, 2019).

Organizational culture theory hypothesizes that organizational culture exerts influence through shaping the behavior of organization members (Schein, 1990, 2010). Additionally, organizational culture is necessary to improve an organizational member's engagement and performance (Meng & Berger, 2019). Thus, the organization's culture must be appealing to members to encourage increased engagement with the organization and other members. When

this happens the members of the organization will place their trust in the organization (Meng & Berger, 2019). Organizational culture also significantly influences decision making (Jalal, 2017). When making decisions, leaders for the organization must consider the culture of the organization to ensure that the decisions do not cause a negative reaction in the organization. If a decision maker makes a decision that goes against organizational culture, members may experience dissonance and distrust (Jalal, 2017).

Although each national Greek letter organization has its own history, traditions, and set of values, each chapter within a college or university also has its own distinct culture. Each undergraduate chapter transmits both its organizational and campus cultural identity through storytelling and demonstration (Fink, 2010). For example, drinking stories a model expected behaviors and deliver powerful subliminal messages (T. A. Workman, 2001). Typically, organizational culture is dictated and maintained by older members of the organization. In the case of fraternities and sororities, these models include alumni volunteers. When new members seek to join an organization, they hope to assimilate into the organizational culture, they want to feel part of the organization To do this, new members often feel that they need to demonstrate allegiance to the organization (Muir & Seitz, 2004) and conform to group norms (Waldron & Kowalski, 2009). Culture can be a powerful agent in dictating individual and organizational behavior. The framework of organizational culture provides a lens to better understand how stakeholders in Greek letter organizations influence the culture of individual chapters.

Research Questions

This study examined how Fraternity and Sorority Advisors (FSA) perceive the influence of alumni volunteers (those that serve undergraduate chapters on behalf of the national Greek letter organizations) on the culture of their affiliated chapters, and how the FSA perceive alumni

influence on the behaviors of undergraduate members. The research questions sought to provide a better understanding of how FSAs perceive the influence of alumni volunteers on the culture of undergraduate organizations and how collegiate administrators perceive them. The research questions that guided this study are as follows:

RQ1: What are the perceptions of FSAs on the influence alumni chapter advisors have on undergraduate students involved in Greek letter organizations?

a. Does the perception differ based on foci (e.g., hazing, leadership development)?
b. Does the perception change depending on what type of organization (NPC [National Panhellenic Council], NIC)North American Interfraternity Council], NPHC [National Pan-Hellenic Council, MGC [Multicultural Greek Council]) the FSA is working with?

RQ2: Do perceptions of FSAs differ based on particular demographics?

a. Do the perceptions change based on campus size?
b. Do the perceptions change based on Greek community size?
c. Do the perceptions change based on the region in which the institution is located?

Methodology

This study utilized a survey research design using quantitative analysis to explore how FSAs perceive the influence of alumni volunteers who advise undergraduate Greek letter organizations on undergraduate student behavior. The participants of this study were FSAs who interact with both the alumni volunteers and the undergraduate Greek life members as part of their professional role on campus. The survey instrument was created to collect data for this dissertation and was emailed to all FSAs in the United States. The survey was initially evaluated

by a content expert panel and a functional test was conducted with individuals who have professional experience working with Greek letter organizations. Descriptive statistics were conducted to ascertain frequency counts, central tendency, and standard deviation for items related to demographics and created constructs. An exploratory factor analysis (EFA) was used to determine factor loadings for each of the constructs (e.g., hazing, leadership development, etc.) in the research instrument. A multiple regression analysis, correlation analysis, ANOVA [Analysis of Variance] were used to study the variation among the 289 FSAs who responded to this survey.

Significance of the Study

This study is significant because of the importance of safety on a college campus. In the past decade, there has been more media attention on the dangers and negative consequences of joining a Greek letter organization than at any other time (Patterson, 2018). However, there are also many positives to being a part of these organizations, such as increased student engagement, community engagement, and leadership development (Adams & Keim, 2000; Asel et al., 2009; Mathiasen, 2005; O'Brien et al., 2012; Wall, 2006). Due to negative media exposure, however, there are many people questioning whether Greek letter organizations have a place on today's college campuses. As Greek life is prevalent on more than 650 college campuses in the United States research on how outside influences affect the culture of these organizations is needed (National Panhellenic Conference, n.d.). Greek letter organizations have adapted to change over time and must continue to do so if they are to survive and stay relevant and welcome in the modern college experience (Ballinger et al., 2020). It is important to understand what influence alumni volunteers have on Greek letter organizations, if this influence is positive or negative, and how FSAs perceive this influence.

There is currently no research that discusses the alumni volunteer's influence on undergraduate Greek letter organizations and the FSA perception of this behaviors provides a critical foundation for this line of inquiry. This study is significant in that it attempts to uncover how FSAs view alumni chapter advisors' interactions with undergraduate students and any resulting reinforcement on student behaviors because of this interaction.

Important Contextual Factors

During Fall of 2021, when this study was conducted, higher education was dramatically impacted by the Covid-19 epidemic (Furman & Moldwin, 2021). During the pandemic the way that faculty and staff worked with students and other stakeholders dramatically changed. Many meetings that would have traditionally taken place in person moved to a virtual format, consequently, fraternity/sorority life completely altered. Student groups were unable to conduct their traditional in-person gatherings and those advising these groups had to function in a virtual context (Furman & Moldwin, 2021). During this time administrators also had to adjust to the new working environment. Campus based professionals were called upon to adapt all campus-based activities into an online format, while simultaneously caring for their own families and other personal situations y (Furman & Moldwin, 2021). This dramatic change in campus culture and experience may have impacted this study because FSAs were experiencing a changed and somewhat artificial work situation. Moving into a remote work experience tends to change and possibly dull emotional and personal connections that working face-to-face builds. This in turn might affect how FSAs observe and interact with alumni advisors. Additionally, the pandemic saw an increased emotional toll on students, faculty, and staff (Flaherty, 2020). Increased stress might have affected the interpretation of events that occurred in the past year and so influenced the results of this study. Finally, FSAs who graduated during the pandemic might have only

experienced working with students and alumni advisors in a virtual setting. This might also have affected the results of this study.

Definition of Terms

The following definitions will provide clarification to terminology relative to Greek letter organizations and higher education.

- Alumni Chapter Advisor: For the purpose of this study this term refers to an alumni chapter adviser who is a volunteer with the Greek letter organization.
- Black Greek Letter Organization: Greek letter organizations that were historically comprised of Black college students (Torbenson & Parks, 2009).
- Divine Nine: A common name for the nine historically Black Greek Letter Organizations (Torbenson & Parks, 2009).
- Fraternity: This term specifically refers to traditionally and predominantly White fraternities that are located at an institution and belong to that particular institution's Interfraternity Council.
- Fraternity and Sorority Life Advisor (FSA): Campus based student affairs professionals that directly advise/supervise undergraduate chapters of Greek letter organizations on their campus (Steiner, 2020).
- Greek Alumni: Men and women who have graduated from college and were members of a Greek letter organization while in college.
- Greek letter organization: Any nationally recognized fraternal organization that is primarily social and service oriented in nature (Anson & Marchesani, 1991)

- Hazing: “Any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person’s willingness to participate” (Allan & Madden, 2008, p. 2).
- Interfraternity Council (IFC): A programming and governing board that exists on campuses where there are two or more NIC member (or non-member) fraternities. The Council’s purpose is to advance fraternity on campus and provide inter-fraternal leadership for the community (North American Interfraternity Conference, n.d.).
- National Multicultural Greek Council (NMGC): The NMGC is an umbrella council for Multicultural Greek-letter organizations, which provides programming to member organizations, promotes diversity on collegiate campuses, support and promote the work of its member organizations, and provides a forum for the exchange of ideas (NMGC, n.d.).
- National Panhellenic Conference (NPC): The National Panhellenic Conference (NPC) is an umbrella organization comprised of 26 member International and National sororities that seek to advance the sorority experience. NPC (n.d.) also supports undergraduate Panhellenic Councils on collegiate campuses.
- National Pan-Hellenic Council (NPHC): The National Pan-Hellenic Council (NPHC) is the umbrella organization comprised of the nine historically Black fraternities and sororities in the United States. NPHC (n.d.)works to support affiliate organizations and works with local undergraduate NPHC councils.
- North American Interfraternity Conference (NIC): The NIC is a trade association that member fraternities belong to, which advocates for fraternities and support Interfraternity

Councils. There are currently 58 International and National fraternities that belong to the NIC (n.d.).

- Organizational Culture: A set of beliefs, values, and assumptions that drive organizational and individual behavior (Alvesson & Billings, 1997; Schein, 1990).
- Panhellenic Council: A programming and governing board that exists on campus where there are two or more organizations of the NPC. The Council's purpose is to provide inter-sorority leadership on campus (NPC, n.d.).
- Pledging: Pledging the term used when referring to the process of becoming a full member of a fraternity or a sorority.
- Sorority: This study specifically refers to traditionally and predominantly White sororities that are located at an institution and belong to that institution's Panhellenic Council.

Chapter Summary

Greek letter organizations have a long association with higher education in the United States and they are currently present on over 650 campuses. One unique feature these organization possess is the appointment of volunteer alumni advisors by the national headquarters. Most colleges employ professional FSAs to manage the Greek Life experience on campus. Using a quantitative study, this study explored and evaluated how FSAs perceive the influence of alumni volunteers on undergraduate chapter members, and on the organizational culture of fraternities and sororities. Chapter 2 provides a review of extant research and related literature on this topic. Literature reviewed includes the history of Greek letter organizations on college campuses, a review of the organizational structure of these organizations, a review of collegiate alumni, and an in depth look at the foci of the survey instrument. Chapter 3 provides a description of the methods used in this quantitative study. Chapter 4 details the findings from the

data collected and analyzed as a part of this study. Lastly, Chapter 5 discusses implications for practitioners and policy, recommendations based on this study, and identify areas for future research.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The review of the literature provides important background information for this study. The first section of this chapter includes a history of Greek letter organizations, followed by a section discussing the organizational structure and role of chapter advisors and Fraternity and Sorority Advisors (FSAs). Thirdly, is a section dedicated to college alumni and alumni of Greek letter organizations. Finally, the last section of this chapter provides an in-depth analysis of Greek letter organization membership. While many topics related to Greek letter organization membership have been explored, there is a lack of research regarding how the relationship between undergraduate students and advisors influences the organizational culture of campus chapters. Throughout this review, I argue that there is a need for research on the relationships between alumni chapter advisors and undergraduate Greek letter organization members.

Theoretical Framework

Northouse (2018) defined culture as "the learned beliefs, values, rules, norms, symbols, and traditions that are common to a group of people…it is the shared qualities of a group that make them unique" (p. 434). Individual societies, like Greek letter organizations, can develop unique cultures of their own (Hatch, 1993). Organizational culture theory provides a framework for the development of organizational culture and the behaviors of individuals associated with certain organizations. Contemporary literature on organizational culture theory focused on shared meaning as the primary objective of organizational culture (Bolman & Deal, 2003; Schein, 2004; Tierney, 1988). Many cultural models, leaders, or managers work to facilitate

organizational goals and performance by teaching the culture to members of the organization (Bolman & Deal, 2003; Deal & Kennedy, 2000; Schein, 2004; Tierney, 1988).

Schein (2004) posits that as shared assumptions, norms, and beliefs develop they become deeply and broadly integrated in such a capacity that they influence the organization as a whole. This argument suggests that to create a shared understanding of culture, these beliefs need to be learned by all institutional members for the organization to be successful. Organizational culture is shared both overtly and unconsciously. Visible organizational structures, strategies, goals, and philosophies are an outward way to communicate culture, while culture can also be unconsciously communicated through taken-for granted beliefs, perceptions, individual thoughts, and feelings (Schein, 2004). Schein (2004) identified three levels of culture artifacts, espoused beliefs and values and, underlying assumptions. Actual artifacts are visible products, like structures and processes, that can be seen, heard, and felt when individuals engage with the organization. Espoused beliefs and values are the ideas of what the organization should be, but not necessarily what the actual organization is. However, underlying assumptions, taken-for-granted thoughts and feelings about the organization shape the way the organization functions. These underlying assumptions also inform the organization's values and actions and can be viewed as unchangeable or very challenging to change. This framework indicates that the behaviors of groups are a result of these three levels, with many elements dictated by underlying assumptions (Schein, 2004).

Deal and Kennedy's (2000) model of organizational culture theory argues that culture is enacted through shared traditions, values, and beliefs. However, they additionally posit that subcultures exist and have a direct impact on organizational culture consensus. These subcultures are perceived as detrimental to organizational success, so organizations strive to create a

cohesive group of individuals. Organizational culture is a system of informal rules and norms that dictates member behaviors and enables people to feel better about their individual behaviors, so they are unlikely to question the culture at large (Deal & Kennedy, 2000).

Kuh and Whitt (1988) offers a slightly different perspective on organizational culture theory. Their model emphasizes the value of a culture's holistic, changing, and evolving overlapping layers depth. The main focus of this model is culture is defined by the interplay of a variety of different factors. The model's framework defined institutional culture as collective patterns shaped by norms, values, practice, beliefs, and assumptions, which also guide the behaviors of individuals and groups. This definition emphasized normative influences on behavior and the underlying system of assumptions and beliefs shared within an organization (Kuh & Whitt, 1988). Kuh and Whitt also acknowledge that the dominant culture of an organization may potentially marginalize women and people of color through its enactment of values, believes, norms, and assumptions, which may impede or support the success of students from underrepresented groups.

The literature presented as a part of this study provides a background that showcases the existing culture surrounding Greek letter organizations. The history of Greek letter organizations provides a background and understanding for why certain cultures and behaviors were developed. For example, Greek letter organizations typically provide housing, which links back to a lack of available student housing in the past. Organizational structure and governance provide a background into how the organization operates and highlights who has the potential to impact a campus chapter's individual culture. Having a better understanding of the relationship between each of the factors highlighted in this study and Greek letter organizations helps provide some information regarding the culture of these groups in relation to these factors.

History of Greek Letter Organizations

Greek letter organizations have become an integral part of many college campuses. This section discusses the rise of Greek letter organizations and how they changed over time. This section reviews the founding of fraternities, sororities, historically Black fraternities and sororities, and culturally based fraternities and sororities.

History of Historically White Fraternities

When American colleges were first founded, a collegiate education was extremely regimented and curated, holding onto very traditional views of education (Geiger, 2015). Young men began to form societies to augment the academic experience and provide a social alternative to the classroom (Hunt & Rentz, 1994; Rudolph, 1962). Literary societies enjoyed their greatest popularity between 1760 and 1860, emerging as important student organizations. The rapid increase in these organizations can be attributed to the general atmosphere of political excitement in the country and to the Enlightenment (Torbenson, 2005). They provided members with a spirit of intellectualism lacking in their traditional classroom instruction due to the focus on memorization and recitation (Rudolph, 1962). The first recorded collegiate society was founded in 1750 at William & Mary. The secret society was named the F.H.C. Society and in public was referred to as The Flat Hat Club (Hastings, 1965). The members of the original F.H.C. had a secret handshake, wore a membership medal, and issued certificates of membership (Hastings, 1965). A second secret society emerged at William & Mary in 1773 called the P.D.A. whose initials stood for Please Don't Ask (Hastings, 1965). This society was modeled after the F.H.C., imitating its secrecy and organizational structure (Hastings, 1965).

Many students believed the literary societies suited their educational needs better than their coursework (Syrett, 2009). While these societies encouraged reading, they also prepared

students for public speaking, required writing assignments, and provided a more practical education than the classical curriculum provided by their institution. Literary societies were an important part of the end of the academic year ceremonies, performing orations or holding debates in front of students, faculty, parents, and the townspeople (Geiger, 2015). These organizations often competed with one another for members, student positions, and honors, creating fierce competition on campus (Torbenson, 2005). The societies had formal leaders and leadership within these societies was highly sought after and students actively competed for this honor (Syrett, 2009). Members employed secret initiation rites, mottoes, and badges in order to distinguish themselves from other groups (Syrett, 2009). This atmosphere created an environment in which membership in these societies often became more important than the college curriculum.

Phi Beta Kappa was established at William & Mary in 1776, functioning as a literary society. The members of the organization created secret aspects to identify membership including a handshake, motto, sign, and password. Phi Beta Kappa incorporated an initiation ritual in Greek and Latin to explain the organizations' secrets (Torbenson, 2005). The name Phi Beta Kappa is derived from the initials of the society's Greek motto "Philosophy is the guide of life," making it the first Greek letter society in America (Anson & Marchisani, 1991). Similar to other student organizations, they sponsored essay writing, debates, and oration (Torbenson, 2005). However, this society departed from the norm by incorporating social activities. Secrecy was not unique to Phi Beta Kappa, but no other organizations placed such a heavy emphasis on this group feature (Vorhees, 1929). Another difference between Phi Beta Kappa and many other literary societies was that they allowed alumni to continue to actively participate (Piehler, 1988).

Two of the founders of Phi Beta Kappa and eight subsequent members were Free Masons, which heavily influenced the organization at large. As with the Free Masons, Phi Beta Kappa members were required to take a vow of secrecy concerning the society, which served as a way to enforce the ties of brotherhood (Piehler, 1988). One Masonic characteristic adopted by Phi Beta Kappa was establishing chapters at other locations in Virginia. However, the idea of expanding to other states was unique to Phi Beta Kappa (Torbenson, 2005). Initially, they expanded into the South and by 1780 the society had established chapters at 20 colleges. However, there are no accurate records of these early chapters. Next, Phi Beta Kappa expanded north and added several chapters at prominent institutions including Harvard, Dartmouth, and Yale (Torbenson, 2005). Due to the distance between chapters each operated as an autonomous unit, thus a variety of traditions and practices developed at each school (Syrett, 2009). However, the William & Mary chapter was somewhat successful in transferring several of its traditions, like the motto and organizational structure, to other chapters (Piehler, 1988).

Phi Beta Kappa has long been considered the first fraternity in the United States and led to the creation of social fraternities (Torbenson, 2005). These organizations drew from the characteristics common in literary societies including: the use of pins, badges, secret initiation rites, and mottoes (Syrett, 2009). Greek letter organizations were created by individuals who had similar values and wanted to maintain close relationships throughout college. Primarily, their role was to create long lasting friendships. These groups provided a social space for students, fought for student rights, and wanted to correct the perceived wrongs of the college administration (Syrett, 2009). Many literary societies were taken over by their respective colleges due to their intellectual pursuits, leaving a social void which Greek letter organizations filled.

Outside of Phi Beta Kappa, social fraternities for men began primarily in the northeast and then spread throughout the United States. In 1825 at Union College in Schenectady, New York, Kappa Alpha Society was founded. In addition to Kappa Alpha Society, five other national fraternities were started at Union College, four of them prior to 1840. The reason for this rise in organizations at this college could be attributed to its expanded curriculum. The president of the college, Eliphalet Nott, was considered a radical because he introduced science, engineering, and modern literature to the curriculum early on. It is possible he did not try to eliminate these organizations like other college presidents (Torbenson, 2005). Generally, college presidents and faculty members were opposed to these organizations during this time period because these administrators had enjoyed few freedoms during their own collegiate careers and felt their students should conform to standards set by the college. Some colleges chose to ban fraternities all together, but as a result the organizations went underground and became more secretive (Syrett, 2009). Despite these barriers, the fraternities started at Union College, gradually began to appear at other campuses in this region.

The number of schools adopting fraternities more than doubled from the 1830s to the 1840s and then again from the 1840s to the 1850s, largely due to the increase in the overall number of colleges in the United States. In 1820, there were only 23 colleges in operation and by 1860 that number had increased to 217 (Syrett, 2009). In the 1850s, fraternity expansion moved south, but the onset of the Civil War slowed this pace. By 1861, at the start of the Civil War, 22 different fraternities had 299 chapters at 71 different colleges (Syrett, 2009). During the Civil War fraternities became inactive in the South and after the war many northern fraternities were reluctant to reestablish their chapters at southern schools. Thus, southern students began to create seven new fraternities (Torbenson & Parks, 2009). For example, Sigma Nu Fraternity was

founded in 1869 at the Virginia Military Institute and quickly expanded throughout the country. These “Southern” fraternities emerged during the Civil War conflict and attempted keep alive the spirit of chivalry, self-sacrifice, mutual helpfulness, and comradeship born of their recent experiences (Torbenson & Parks, 2009). These organizations sought to preserve components of their southern culture.

Beginning in the 1870s, major changes in curriculum and student life took place in colleges in the United States (Torbenson & Parks, 2009). Institutions began to encourage student life activities separate from academic pursuits (Geiger, 2015). During this time Greek letter organizations became fixtures on many college campuses where membership could reach as high as 90% participation of the men enrolled on campus. Participation in fraternities affected different aspects of college life. Firstly, Greek letter organizations dealt with housing, feeding, and creating a community for college students. Secondly, social biases determined which young men grouped together. Thirdly, fraternity men played a large role in collegiate activities and were large proponents of school spirit (Geiger, 2015). The positive and negative effects of joining a fraternity are very similar to today’s concerns. Namely, critics of fraternities argued they created privilege on college campuses, caused disciplinary issues, and that members drank excessively. Advocates, on the other hand, discussed building community, and developing leadership skills (Geiger, 2015).

Populism caused an anti-fraternity movement between 1890 and 1910 (Torbenson & Parks, 2009). The Populist Party was created after the Civil War when Southern and Midwestern farming communities struggled in comparison with northern industry. Critics of fraternities characterized them as exclusive, undemocratic, and promoting poor behavior (Geiger, 2015; Torbenson & Parks, 2009). During this time the Populist movement influenced the passage of

state laws that either banned fraternity systems or reduced their activities (Torbenson, 2005). South Carolina, Arkansas, and Mississippi all passed laws prohibiting Greek letter organizations at their state institutions. Although these bans were eventually repealed, these laws forced many chapters to either disband or go underground.

At the beginning of the 20th century, the expansion of fraternities once again increased, and in turn, fraternities and sororities saw a need for a change in organizational structure. The NIC and the NPC were established in 1909 and 1902 respectively (Torbenson & Parks, 2009). These organizations united fraternities and sororities under an umbrella organization, where they could advocate for Greek letter organizations. During this time student housing options were losing money and being discontinued at many colleges. This need for student housing became the primary reason for rapid increase in membership (Geiger, 2015; Torbenson & Parks, 2009). In some instances, colleges were eager to help these organizations build chapter houses because it solved their housing problems and took away the responsibility of taking care of these students (Torbenson, 2005). Due to the economic prosperity of the 1920s, colleges saw a rapid increase in enrollment and fraternity membership.

Between 1930 and 1950 nearly 650 new higher education institutions were established in the United States, which continued the spread of fraternities and sororities to new campuses (Torbenson & Parks, 2009). However, there was an overall decline in membership during this time due to economic events. During the Depression, more than 550 chapters went inactive (Torbenson & Parks, 2009). World War II negatively affected the expansion of Greek letter organizations as well. Many fraternity chapters closed because of low numbers and 15 national organizations went defunct during the 1940s. However, after the Second World War fraternities took advantage of the increased number of students enrolled at colleges due to the GI-Bill

(Geiger, 2015). However, these organizations maintained exclusionary clauses based on race and religion. These restrictions called into question who should oversee membership the national organization or the higher education institution (Torbenson & Parks, 2009), and many colleges expelled organizations that would not change their membership restrictions.

The 1960s and 1970s are typically viewed as a difficult time for organizations experiencing rapid expansion, many chapters went inactive during this time period due to a lack of members. Social fraternities and sororities tended to attract conservative and more affluent students, which the counterculture heavily criticized. Members of the counterculture viewed these organizations as traditional, outdated, and prejudiced (Torbenson & Parks, 2009).

However, in the 1980s through present day the expansion and overall membership in fraternities has increased. Since the 1980s, however, Greek letter organizations have been plagued with issues like: sexual abuse, alcoholism, hazing, racism, and discrimination. These factors led to lawsuits for many higher education institutions, causing many institutions to either distance themselves from the organizations or to increase their control over them (Torbenson & Parks, 2009). Despite these negative associations the popularity of these organizations has continued to increase. Fraternities continue to attract young men to join their organizations by showcasing brotherhood, community service, leadership development, and mentorship. Young men on college campuses want to find a place to belong, and fraternities fill that void. Today there are over 66 inter/national men's fraternities consisting of 6,186 chapters on over 800 college campuses (Collom, 2020).

History of Historically White Sororities

The earliest known women's Greek letter organization, Alpha Delta Pi, was founded in 1851 as the Aldephean Society at Wesleyan College. At the time, Wesleyan College in Macon,

Georgia was an all-female college (Anson & Marchesani, 1991). Pi Beta Phi, founded as I.C. Sorosis, started in 1867 as a secret society at Monmouth College. The founders of Pi Beta Phi sought to create a society for women during a time when only five state universities accepted female students (Anson & Marchesani, 1991). Pi Beta Phi became the first national women's fraternity, expanding to other college campuses that accepted women. The term sorority was not used until the creation of Gamma Phi Beta sorority in 1878 (Gamma Phi Beta, n.d.).

Kappa Alpha Theta was founded in 1870 at Asbury College in Indiana. Women were not welcomed by the student body at Asbury and were excluded from all on campus societies and clubs. In the face of discrimination, women grouped together to form Kappa Alpha Theta, which was modeled from the organizational structure employed by fraternities (Anson & Marchesani, 1991). These organizations met an early need for women on college campuses and quickly expanded. Other sororities soon followed with 14 organizations being created by 1901 (Anson & Marchesani, 1991). The rapid growth in membership and number of women's organizations prompted the creation of the NPC in 1902. The NPC was designed to be a governing body for all women's Greek letter organizations (Anson & Marchesani, 1991).

The founders of Pi Beta Phi were well known for their commitment to philanthropy and service. During the first several years of their existence members of the chapter helped the underprivileged by donating both money and time (Anson & Marchesani, 1991). This focus and commitment to service became the norm of women's organizations, potentially mirroring societal expectations of activities acceptable for women at the time. Prior to 1910, many chapters adopted local causes. During World War I many sororities handled war-related fundraising projects at a national level (Anson & Marchesani, 1991). This national focus gave sororities the foundation to conduct large scale philanthropy efforts. Eventually, all national sororities adopted

a partnership with a particular philanthropy that continues today. For example, Delta Delta Delta (n.d.) sorority partners with St. Jude's Children's Hospital.

History of Black Greek Letter Organizations

To understand the importance of traditionally Black fraternities and sororities, it is necessary to look at the history of segregation in higher education. In 1896, *Plessy vs. Ferguson* legalized racial segregation in public facilities, which institutionalized a period of racial inequality and social disadvantage for African Americans (Ross, 2000). On predominantly White college campuses, African American students were isolated and segregated from the general student population, which compelled them to create student organizations for themselves (Ross, 2000). At the beginning of the 20th century, Black Greek Letter Organizations began to develop. These Black fraternities were often the only social organizations available to these students on college campuses at this time. Although Black students were being admitted to college and universities, there was a distinct racist climate at these institutions, which almost certainly led to feeling of isolation among the students. Black students were not treated equally and faced enormous hardships while attending college. The Black Greek Letter Organizations were created to further the persistence and culture of Black students and to help students create a sense of community. As their Greek letters and their identity as Greek-letter societies were similar to those of White Greek-letter organizations, they were legitimized in the eyes of White college administrators (Torbenson & Parks, 2009).

In contrast to historical White fraternities and sororities, Black Greek Letter Organizations formed at predominantly White institutions used the Greek-letter fraternities and sororities as a way to fit into the White culture on campus. Students used these groups to secretly bond over social and cultural norms in an environment that did not welcome the affirmation of

their culture and intellectual pursuits. In some cases, these organizations developed in response to the racism that occurred on campuses at the predominantly White institutions. For example, Alpha Phi Alpha, the first historically Black fraternity, was founded at Cornell University as a direct result of the rampant racism on campus (Torbenson & Parks, 2009). Black students at Cornell did not have access to student housing, university public facilities, organized athletics, or White social groups. In 1905, the entire incoming class of Black American male students had dropped out by the beginning of next year. When questioned, these men cited racism, segregation, a lack of support by White faculty, and strained economic resources as the cause of the dropouts (Torbenson & Parks, 2009). Eventually a group of Black American students still at the university created a study group organized as a literary society. The purpose of this group was, at first, to graduate from Cornell. In 1906, the literary society adopted the name Alpha Phi Alpha and moved from a literary society to a fraternity. The students felt that as a fraternity, the university would acknowledge them, making their group more purposeful and permanent (Torbenson & Parks, 2009). This group helped these students ultimately graduate with a degree.

Fraternal organizations developed in response to different social cultural circumstances faced by each group. For example, many groups arose to provide a support network for Black students on a predominantly White campus. Alpha Kappa Alpha, Omega Psi Phi, Delta Sigma Theta, Phi Beta Sigma, and Zeta Phi Beta were all formed on the campus of the historically Black college, Howard University. As many White colleges would not admit Black American students due to racially discriminatory admission policies, historically Black colleges were the only choice available for people of color to gain access to higher education. However, historically Black institutions still operated under the idea that people of color were less than White people (Torbenson & Parks, 2009). A White president, Board of Trustees, and

administrators often ran historically Black institutions and reinforced their own opinions on race. Thus, these institutions were not open to the culture and politics of Black Americans. In addition, for the first part of the twentieth century there was a dependent relationship between light skin color, class advantage, and higher education. At these institutions Black Greek Letter Organizations were created to attempt to counter act social and cultural discrimination with visible African cultural elements (Torbenson & Parks, 2009).

Black Greek Letter Organizations were created to further the persistence and culture of Black students and to help students create a sense of community. As their Greek letters and their identity as Greek-letter societies were similar to that of White Greek-letter organizations, they were legitimized in the eyes of White college administrators (Torbenson & Parks, 2009). Today, these nine fraternal organizations fall under the NPHC and are referred to as the "Divine Nine" (Torbenson & Parks, 2009). Students used these groups to secretly bond over social and cultural norms in an environment that did not welcome the affirmation of their culture and intellectual pursuits. In some cases, these organizations developed in response to the racism that occurred on campuses at the predominantly White institutions. Historically, as colleges became more diverse White Greek-letter organizations incorporated racially exclusive policies into their constitutions (Clawson, 1989). By the end of the 1960s, White Greek-letter organizations abolished constitutional stipulations that prohibited race-based membership.

History of Multicultural Greek Organizations

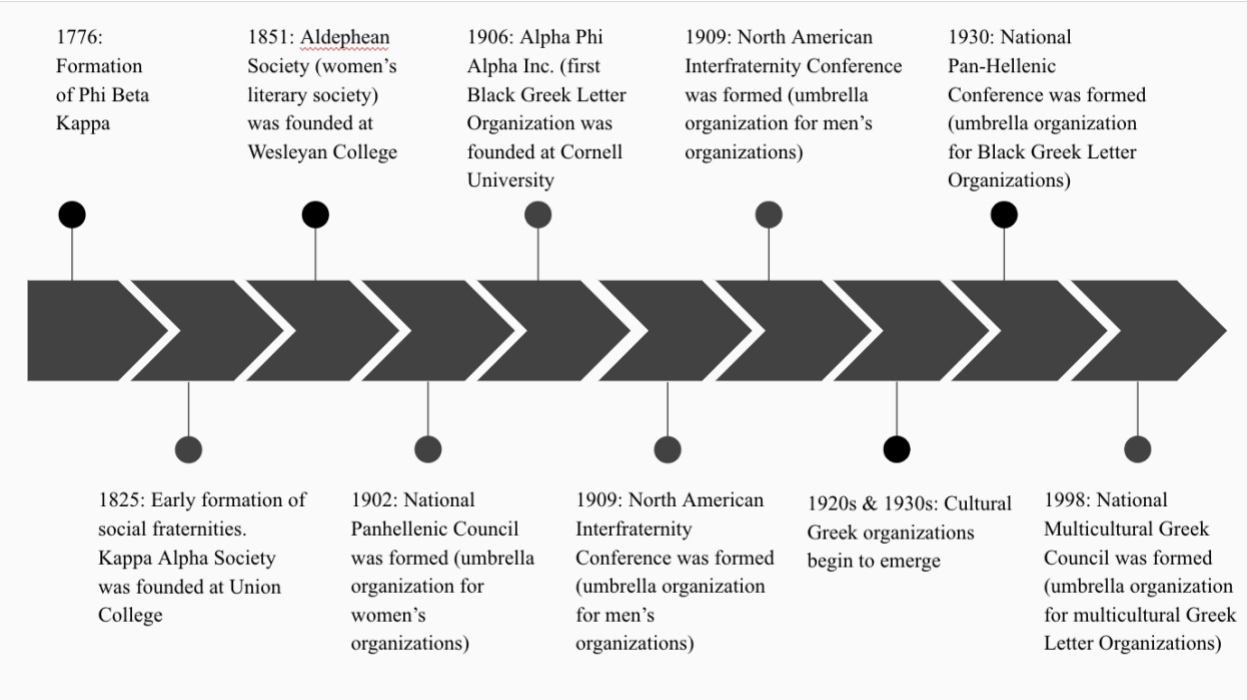
Multi-cultural and multiethnic fraternities and sororities can be traced to single-race fraternity and sorority chapters. These organizations began appearing in the 1920s and 1930s due to the exclusionary practices of Greek letter organizations on college campuses (Wells & Dolan, 2009). For example, Pi Alpha Phi fraternity was founded for Chinese American men in 1929 at

the University of California, Berkeley (Dosono et al., 2020). Despite the founding of these early organizations, many multicultural Greek organizations did not begin to form until the 1980s. For example, 14 Latino fraternities and Latina sororities were founded between 1979 and 1992 (Miranda et al., 2020). Between 2002 and 2007, nearly 30 multicultural fraternities and sororities have been identified on college campuses across the country (Torbenson & Parks, 2009). Each organization has its own identity but is structurally similar to NIC, NPC, and NPHC organizations. Due to the cultural component of these organizations, there is a wide array of traditions and practices (Wells & Dolan, 2009). The National Multicultural Greek Council, founded in 1998, was formed to serve as an advisory board, providing leadership and support for these culturally based organizations (Bryant, 2020).

Contemporary Multicultural Greek letter organizations began in 1981 when the first national multicultural sorority Mu Sigma Upsilon, Inc. was founded. This organization quickly expanded and other sororities and fraternities began to be established. Multicultural fraternities have seen less organizational growth and development than multicultural sororities (Wells & Dolan, 2009). For example, only three organizations, all sororities, have established over 20 chapters (Wells & Dolan, 2009). Today the National Multicultural Greek Council has 11-member organizations, with seven sororities and two fraternities (Bryant, 2020).

Figure 1

Timeline of Greek Letter Organizations



Note. Original creation with the intention to reserve rights.

Organizational Structure and Stakeholders of Greek Letter Organizations

Greek letter organizations are unique student organizations on a college campus. These organizations work with a variety of different stakeholders and collaborate with many different groups. Student leaders of undergraduate chapters work with national headquarters staff, alumni chapter advisors, on campus professional advisors, undergraduate councils, and other undergraduate chapters. Each of these groups impacts how these chapters function.

NIC, NPC, NPHC, and MGC

As previously discussed, the NIC (n.d.) is a trade association of 58 inter/national fraternities. The NIC (n.d.) can trace its origins back to 1909 when a group of 26 chapters met and developed a simple constitution with each organization receiving a vote. The goal of this

organizations has always been to discuss critical issues that face fraternities and advocate for their continued existence (NIC, n.d.).

The NPC was created in 1902 as an alliance of women's only organizations. The NPC is an alliance of 26 inter/national women's only social sororities, with almost 5 million members (Weston, 2020). The founders of this organization designed it to assist collegiate chapters of NPC member groups, and to work with higher education institutions with Greek Life communities (NPC, n.d.). Similar to the goal of the NIC, NPC represents a place where member organizations can discuss issues facing these organizations and continue to advocate for their existence.

The NPHC is the umbrella organization comprised of the nine historically Black fraternities and sororities in the United States that was founded in 1930. The NPHC serves as a space to share resources between member organizations. The NPHC (n.d.)also monitors legislation and social initiatives that directly impact NPHC organizations.

The NMGC was founded in 1998 to serve as the national umbrella group for multicultural-based fraternities and sororities (Bryant, 2020). They provide programming to member organizations, promotes diversity on collegiate campuses, support and promote the work of its member organizations, and provides a forum for the exchange of ideas (NMGC, n.d.).

National Headquarters

In the late 1800s, fraternity men saw the benefit of having a national organization that expanded across the United States. They sought to do this by hosting national conventions which solidified and regulated connections between active members and alumni (Syrett, 2009). Fraternities standardized their badges and secret handshakes, so members could identify one another. They published catalogues and newspapers, so alumni and active members could

establish contacts (Syrett, 2009). National membership allowed for fraternity men to form business and social connections, which influenced the persistence of Greek letter organizations on campus (Syrett, 2009).

By the 1920s and 1930s, national fraternities began to establish permanent headquarters, which were staffed by full time professionals who took over the role of coordinating fraternity expansion and operations, roles previously held by alumni volunteers. The headquarters began to host national meetings, organize educational training programs, and focused on membership development (Syrett, 2009). The headquarters staff also took over hosting alumni events and publishing newsletters. The 1950s and 1960s saw an increase in the role of the national headquarters with the establishment of scholarship funds, housing funds, outreach programs, and leadership trainings (Syrett, 2009). Today, most inter/national Greek letter organizations have established headquarters with full time professional staff, including traveling field officers to advise undergraduate chapters, meeting with interest groups, raising money for philanthropy and the organization at large, working with college staff, and recruiting alumni volunteers.

Undergraduate Councils

Undergraduate governing councils are umbrella organizations similar to their national counterparts, overseeing Greek letter organizations on their particular college campus (e.g., NPC, NIC, NPHC, NMGC). Comprised of members of the Greek Life community on campus, members are typically elected or selected to serve with their primary role being to serve the Greek Life community at large. These organizations are designed to think globally about the Greek Community, rather than focusing on the needs of individual organizations. Additionally, they serve as an information-disseminating body for all undergraduate chapters on campus, offering a wide array of programming initiatives, and influencing the overarching policy in

relation to Greek letter organizations (Hendricks & Whittier, 2020). These groups serve an important role in the governance of Greek letter organizations as they help ensure individual chapters follow both university and national policies.

Role of FSAs

Campus based fraternity and sorority professionals are typically student affairs professionals with graduate level degrees. These professionals are responsible for a myriad of different topics relating to Greek letter organizations including housing, student conduct member development, recruitment retention, advisor training, and networking (Hendricks & Whittier, 2020). One of the primary roles of FSAs is working with various undergraduate governing councils on their campus (Hendricks & Whittier, 2020). An additional responsibility for the FSA is working with individual chapters on campus to help the organization focus on chapter goals and responsibilities. They provide guidance and support to the chapter executive teams and play a vital role in times of crisis or risk management (Hendricks & Whittier, 2020).

FSAs also work with a wide variety of stakeholders both inside and outside the institution including students, alumni, inter/national organizational staff, volunteers, parents, police and fire officials, and community members (Mamarchev et al., 2003). The FSAs develop a partnership with both inter/national headquarters staff, as well as alumni chapter advisors. The role of the FSA within this partnership is to be a content expert on campus culture, student climate, and institutional policies (Hendricks & Whittier, 2020).

Role of Alumni Chapter Advisor and Corporation Boards

Alumni chapter advisors are volunteers recruited by national headquarters staff to work with undergraduate chapters. As these are volunteer positions, some chapters have a robust alumni board in which they support many members of the executive team. However, often

chapters have only one or two active alumni advisors who are tasked with overseeing all chapter operations (Hendricks & Whittier, 2020). Alumni chapter advisors may take on specific advising roles or undefined roles, like as a mentor or conflict mediator. They attend undergraduate events, like chapter meetings, where they can influence the organization's policies and behaviors (Hendricks & Whittier, 2020). Despite being influential to the undergraduate chapters, these individuals typically have no professional experience in student and/or organizational development, and receive little or no training (Hogan et al., 2011).

There can be a disconnection between alumni volunteers and undergraduate students associated with Greek letter organizations. Alumni volunteers were typically very satisfied with their experience in their undergraduate organization and seek to replicate that experience for current undergraduate students. This positive history of involvement by alumni may result in trying to replicate their experience rather than paying attention to the current needs of students. For example, alumni in their 20s and 30s were drawn to Greek letter organizations as an undergraduate student because they believed it would enhance their resume, increase their professional network, and help them develop leadership skills (Cygnus Applied Research, 2013). However, older alumni were more likely to join a Greek organization because of the history and tradition and the opportunity to live in Greek housing (Cygnus Applied Research, 2013). These differences showcase how generational differences can impact these organizations, as these different groups have different priorities.

Structure of Greek Letter Organizations

Undergraduate chapters are a part of a larger organizational framework, with many reporting to inter/national headquarters or a central office (Workman & Ballinger, 2020). Chapters uphold the values and mission of these organizations and must meet any requirements

set by headquarters staff. Having a central office helps ensure each individual chapter replicates similar undergraduate experiences in the organization, which serves to maintain cohesive norms of the national organization. Undergraduate chapters function as small businesses that provide social outlets, leadership skills, and personal development for students. Each chapter has a president, executive team, and several committees who oversee its operations (Posner & Brodsky, 1994). Chapter presidents and the executive team work collaboratively with alumni chapter advisors, campus-based FSAs, and inter/national headquarters to ensure the chapter meets expectations.

Alumni Involvement

Collegiate alumni have been an integral part of the American higher education system for 200 years. Students develop a lifetime relationship with the higher education institution they attended when they become alumni (Fleming, 2019). Early in the history of American institutions, college graduates grouped together, organized, and formed alumni clubs (R. Cohen, 2008). For example, alumni from Harvard frequently returned to campus to visit with former professors and classmates. Typically, these alumni visits revolved around commencement and provided an opportunity for alumni to interact with the newest graduates (Geiger, 2015). Over time these gatherings became formal, significant events in the life of the college. In 1821, Williams College was the first institution to form a recognized alumni association (Rowland, 1986). By the late 1800s over 100 alumni associations were established nationally (R. Cohen, 2008). These new alumni associations were important to maintaining loyalty and school pride among graduates at their alma mater.

Alumni associations also created an avenue for providing financial support for struggling institutions (Forman, 1989), and alumni support quickly became important to the financial

stability and institutional governance for higher education institutions. The future financial success of a college or university is largely based on the involvement and financial support of the school's alumni (Gallo, 2013). As institutions became more financially dependent on alumni support, the alumni's influence on institutional governance and spending also increased. Today, institutions increasingly rely on strong relationships with their alumni for philanthropic, volunteer, and political advocacy due to limited public investment in higher education (McDearmon & Shirley, 2009; Weerts & Ronca, 2007). For example, in 2018 alumni contributed 26% of the total amount raised by United States colleges and universities that year (Council for Advancement and Support of Education, 2018). Therefore, colleges have sought ways to increase alumni participation to increase donations and institutional standing. Alumni giving provides financial support for scholarships, building projects, the student experience, and for future long-term strategic planning. Institutions consider alumni as highly engaged when they volunteer, donate, or lead organizations associated with the institution (Weerts & Ronca, 2007). Typically, wealthier alumni are significantly more likely to donate to their alma maters and in higher amounts, which may be the reason that high level donors are considered more important when making institutional decisions (Weerts & Ronca, 2007). Additionally, higher donation amounts correlate with increase age of alumni, again indicating that older alumni have a larger level of monetary influence over the institution (McDearmon & Shirley, 2009).

The undergraduate student experience directly influences alumni participation with their alma mater. When an undergraduate student has a positive experience or a higher satisfaction level while in college this tends to lead to increased alumni giving levels (McDearmon & Shirley, 2009). Student experience is also important when considering what an alumnus believes is important about their alma mater. For example, fraternity and sorority alumni are 4 times more

likely than non-affiliated alumni to give to an institution, making them influential in university politics (Chang, 2014). Alumni engagement is heavily influenced by their personal values associated with the institution, their understanding of the characteristics that the alma mater possesses, whether or not they see their financial contribution as making a difference, and the sense of connection they feel to the institution (Fleming, 2019). These factors may change over time in congruence with their perceptions of the state of the institution at large.

As alumni integrate the information they receive from the institution and outside sources they can get a sense of the direction of the institution and how much the institution wants alumni to be involved (Fleming, 2019). When alumni believe their institution is moving away from what they perceive is important about the institution, there can be a disconnection which results in declines in giving (Fleming, 2019). This mismatch can also lead to a disconnection between current students and alumni regarding goals and objectives for fraternity and sorority involvement. Alumni may have had very different experiences while they were undergraduates than current students and want to preserve those experiences. This sense of nostalgia can affect the direction and decision making of an institution because they deem it important to placate alumni to ensure continued alumni engagement.

Greek Letter Organization Alumni

Fraternities and sororities also have a strong history of alumni engagement (Syrett, 2009). Historically, alumni enthusiasm for their individual fraternities contributed to the national expansion of these groups and helped cement them as a part of campus culture. Additionally, alumni provided the financial funding for building, supplying, and maintain fraternity facilities and were strong advocates of the fraternity experience (Syrett, 2009). By the late 19th century many of the presidents, professors, and trustees of higher education institutions had been in

Greek letter organizations as undergraduates. Because of their experiences, these individuals were inclined to ensure students at their campuses were afforded the same experiences, leading them to advocate for the establishment of Greek letter organizations at their new institutions. This life-time commitment to these organizations has persisted over time, creating a space in which alumni are seen as important contributors to the organization at large.

Alumni associations were designed to facilitate the interaction of members who belonged to the same Greek letter organization during undergrad, but not necessarily the same chapter of that organization (Syrett, 2009). By 1875, many fraternities had active alumni associations, with many different locations (Syrett, 2009). These associations held meetings and events and kept records of all alumni in the local area, with a goal of increasing the interactions among alumni to foster a sense of belonging within the community (Syrett, 2009). Greek letter organizations continue to operate alumni associations throughout the United States and today have executive teams in charge of planning a variety of events and creating a sense of belonging.

One way alumni can volunteer for the national organization is by advising that overseeing all undergraduate chapters and alumni associations. However, it is impossible for the national headquarters staff to fully support all these individual organizations. As Greek letter organizations have expanded, the role of the alumni volunteer has become more important than ever because volunteers provide guidance and support to chapter leaders. Most national organizations require local chapters to be supervised by an alumni chapter advisor (Hendricks & Whittier, 2020). Typically, these volunteers attend chapter meetings, provide leadership training, and ensure the chapter follows the national headquarters. Pointedly, these volunteers do not have to have a background in higher education to help them understand student development or higher

education administration. Also, they do not need to be affiliated with the chapter that they support but need to be a member of the organization at large.

Institutions of higher education are also heavily invested in Greek life alumni. Greek life members tend to contribute more financially compared to non-Greek life members despite the fact their populations tend to be smaller (Parks, 2021). Alumni affiliated with Greek life tend to donate to their alma mater because their experiences as members create emotional ties, which can increase their loyalty to the institution at large (Parks, 2021). Due to their financial contributions, institutions want to ensure Greek alumni are satisfied with the institution (Parks, 2021). For example, O'Neill (2005) examined the personal giving history of all undergraduate alumni from William & Mary who were affiliated with a graduating class between 1964 and 1994. O'Neill found that alumni who were affiliated with a Greek letter organization during their undergraduate career were more frequent and more generous in their financial support of William & Mary (O'Neill, 2005).

Through institutional and Greek life events alumni continue to interact with undergraduate Greek life members. Despite the positive influence of alumni when engaging with campus, alumni participating in campus-based Greek events can also perpetuate negative behaviors, like high-risk drinking, amongst undergraduate students, which can undermine university policies (Parks, 2021). Although institutions cannot bar alumni from attending institutional programs where they interact with undergraduate students, these encounters could potentially impact the behavior of undergraduate students. Yet, alumni can also have a positive influence on the lives of undergraduate students. For example, many alumni are interested in career-networking with undergraduate students.

Criticisms of Greek Letter Organizations

Arguments against Greek letter organizations highlight high-risk drinking (Sandy et al., 2017); hazing (Allan et al., 2019); sexism and toxic masculinity (McCready & Radimer, 2020); anti-LGBTQIA attitudes (Windmeyer, 2005); and racism (Hughey, 2010; Pascarella & Terenzini, 2005). The literature on the relationship between these negative behaviors and Greek letter organizations will provide insight into how organizational culture is developed.

Hazing

In the last several years, there has been a great deal of media coverage surrounding hazing incidents within Greek letter organizations. Allan and Madden (2008) define hazing as "any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate" (p. 2). Despite anti-hazing initiatives and educational programming, Allan and Madden (2008) discovered that 73% of students involved in fraternities and sororities experience some sort of hazing. The prevalence of this practice shows there has been little cultural change within these organizations over time. Typically, hazing behaviors are related to alcohol consumption, humiliation, isolation, sleep-deprivation, and sex acts, all of which can dramatically affect an individual (Allan & Madden 2008). Hazing can not only lead to serious physical and emotional harm but can also disrupt educational outcomes and affect entire campus communities (Allan et al., 2019).

Hazing activities repeat traditional rituals, maintain hierarchy in a group, intend to create closeness of a group, and involve psychological and physical stress (Lipkins, 2006). Hazing is heavily linked with history and tradition within Greek letter organizations as a rite of passage for new members (Morman, 2007). New members undergo initiation practices, which are an opportunity to create discomfort amongst new group members and degrade these individuals

through acts that are deviant, embarrassing, and humiliating (Keating et al., 2005). These rituals and hazing behaviors are purposeful gatekeeping mechanisms by veteran group members to prevent newcomers from exploiting the benefits of group membership (Cimino, 2011; Syrett, 2009). Hazing is a mechanism to sort through potential members to gauge who is worthy of entering the group. Veteran group members who actively engage in hazing fall into two categories: teacher and the fool (Montague et al., 2008). The teacher sees themselves as the provider of knowledge about the organization and feels the need and the authority to pass down information about the organization at large. The fool typology represents members of the organization who either have some type of self-esteem problems or bring behavior influenced by drugs or alcohol to the initiation process (Montague et al., 2008). Both categories can be dangerous when creating and carrying out hazing behaviors.

While there is a lot of research regarding the prevalence of hazing on college campuses (Allan & Madden, 2008, 2012; Allan et al., 2018; Allan et al., 2019; Veliz & Allan, 2017), there is little research available about what actually stops hazing within student organizations. This lack of research may be due in part to the challenges of investigating hazing practices (Sweet, 1999). Additionally, Campo et al. (2005) indicated that a possible explanation for the reported gap between the experience of hazing and self-reports of hazing is that students ascribe to a narrow definition of hazing that emphasizes extreme forms. When students do not experience those extreme actions, they do not associate other behaviors with hazing and instead think of the activities as normal parts of campus experiences and organizational culture.

Greek Letter Organization Hazing. New member education, sometimes referred to as pledging, is described as the process of becoming a full-fledged member of a Greek letter organization (Cokley & Wright, 1995). This process is designed to teach new members about the

rules, culture, and beliefs of the group (Cokley & Wright, 1995). The term pledging is somewhat outdated because it assumes that new members are not yet full-fledged members of the organization and must undergo initiation practices to gain membership. However, many organizations have opted to incorporate new members into the organization with all the rights and responsibilities as fully initiated member in an effort to combat the power dynamics between full and new members (Joyce, 2020). Although this change was made, many groups still practice hazing.

Initiation rituals are a commonly accepted aspect of fraternal organizations and are a central part of becoming a full member of the organization (Drought & Corsoro, 2003). An initiation ritual, although a process new members must go through, is not meant to result in hazing. However, these ritualistic behaviors can evolve over time into hazing practices. Full-fledged members might believe new members must be initiated, which current members can stretch to include different tests or tasks that slip into hazing practices. Becoming a full-fledged member has new members submitting to practices because they feel as though the practices are just part of the process (Sweet, 1999). Additionally, Greek letter organization initiations are stimulating social dependency on members, which allows maltreatment to occur so that individuals conform to a group identity (Keating et al., 2005). While group identity is encouraged within these groups, this integration may perpetuate members' hazing beliefs and behaviors (DeSantis, 2007; Syrett, 2009).

According to Cokley et al. (2001), members of Greek organizations displayed more positive beliefs about the purpose of pledging than nonmembers, primarily because they have an uncritically positive perception of their Greek organization. In particular, fraternity members are more likely to see behaviors like hazing as more reasonable than nonmembers because they view

it as a way of evaluating the authenticity of members (Cokley et al., 2001). Group bonding and group cohesion are used to justify hazing practices (Allan & Madden, 2008; Keating et al., 2005). Cimino (2011, 2013) asserted that group solidarity and the fostering of committed members are adaptive outcomes of hazing, which may uphold the belief that hazing can be a positive experience. Being a leader and believing hazing builds group cohesion increases the likelihood of self-identifying as a hazer (Campo et al., 2005). This belief is held among Greek letter organization leadership is passed down through new member classes, which perpetuates these behaviors.

Hazing within Greek letter organizations also has to do with campus culture and individual chapters. McCready (2019) found that chapter membership size predicted whether hazing practices were common. Members of fraternities with large memberships may be less likely to have close relationships with fraternity newcomers and it may be easier to dehumanize and objectify newcomers and endorse social dominance when these relationships are absent (Bandura, 2002). Additionally, fraternity chapters with larger membership might possess more power and be more likely to promote hegemonic masculinity than those with small memberships (DeSantis, 2007). This idea of social power can be very important to the standing and prestige of the organization, which places pressure on new members to uphold the reputation of the fraternity on a particular college campus. McCreary and Schutts (2015) identified that social dominance hazing rationale may contribute to a slippery slope of increasingly severe hazing practices, as they found this rationale correlated with the tolerance of more severe forms of hazing and unethical pro-organizational behaviors.

Greek Letter Organization Hazing and Gender. The vast majority of research on hazing, and media attention to particular incidents, has focused on male groups. Men are more

likely to experience hazing than women (Campo et al., 2005) and high-risk hazing behaviors are more prevalently among men (Allan et al., 2019; Allan & Madden, 2008). However, women in Greek letter organizations still experience hazing. Shaw and Morgan (1990) found that of the "incidents of hazing amongst sororities that were reported 20% were considered psychological, 2% physical and 28% considered both" (p. 4). Additionally, for both men and women the most frequently reported hazing behaviors were participating in drinking games and singing or chanting by oneself or in a select group (Allan & Madden, 2008, 2012).

Hazing behaviors differ for men and women. Literature suggests men are more likely to engage in hazing practices that demonstrate physical strength and dominance, sexually objectify women, and humiliation through same-sex sexual harassment (Allan & DeAngelis, 2004; Allan & Kinney, 2017; E. Anderson et al., 2012; Stuart, 2013). In a 2004 study of female athletes, Johnson and Holman found women typically engaged in less violent forms of hazing and were more likely to accept a peer's decision to avoid hazing. In a study on gender differences and hazing, Veliz and Allan (2017) found that when male students defined hazing, they discussed alcohol abuse and physical strength, while women participated in activities like sleep or food deprivation. Additionally, this study found that both men and women discussed emotional harm from hazing in their responses (Veliz & Allan, 2017). Women cited the emotional toll of being told what to do, while men tended to focus on practices that were humiliating in nature.

In men's organizations, hazing may be directly related to proving their masculinity. One of the purposes of Greek letter organizations is to form close, intimate relationships and these attributes are generally perceived to be feminine (McCready, 2019). Hazing may be perceived as important because it legitimizes status in men's organizations and may be used to protect the relationships formed from external scrutiny. Inflicting or enduring hazing provides fraternity

members with the opportunity to display that they are hypermasculine fraternity men, especially in groups that maintain power differences between veteran members and newcomers (McCready, 2019). This form of hazing may be especially true in chapters in which group members collectively reject femininity traits in men or perpetuate homophobia, members may believe newcomers must display their toughness in order to prove they are not feminine or gay (Syrett, 2009). Additionally, collective masculine norm climates of risk-taking, heterosexual presentation, and playboy traits typically present in male Greek organizations tend to indicate that fraternity member's endorsement of social dominance hazing (McCready, 2019). Members of chapters with risk-taking norm climates may be motivated to support social dominance hazing because they view harsh, dangerous hazing practices as prerequisites for newcomers to prove their masculinity and prove they are worthy of joining the organization (McCready, 2019).

Hazing and Race. There are few studies examining racial differences in hazing practices. However, there are studies that show that hazing is still present in Black Greek Letter Organizations and Multicultural Greek Organizations. Members of historically Black Greek letter organizations differ from their peer organizations in that they promote hazing practices to help shape potential members into good members (Parks, 2008). R. L. Jones (2000) found male Black Greek letter organizations were strongly committed to pledging models that included "physical hardships" (p. 121). Parks et al. (2015) argued that hazing in male Black Greek letter organizations is more violent in nature than their historically White peer organizations. Within historically Black fraternities, there is a strong emphasis on hypermasculinity, preserving the organization, and providing a common rite of passage for new members (Nirh, 2020). While hazing in historically Black sororities is less common than their male counterparts, it still occurs within some organizations. Black sororities typically focus on regulating members' appearance

and engaging in personal servitude (Nirh, 2020). Some studies have shown that students who identified as Asian, Native Hawaiian, or Pacific Islander endorse social dominance hazing rationale more than their peers (Liu & Chang, 2007; Lu & Wong, 2013). Asian American men are often feminized, and struggle to earn and prove their manhood to other men (Liu & Chang, 2007; Lu & Wong, 2013), which can lead to hazing practices.

Gender

Gender presents complexity within the context of Greek letter organizations. These organizations are historically gendered, which can lead to sexist behaviors and toxic masculinity (McCready & Radimer, 2020). Maintaining historical gender norms limits members viewpoints of how gender is interpreted. Some organizations can be exclusive to heteronormative behaviors and exhibit anti-LGBTQIA attitudes (Windmeyer, 2005).

Toxic Masculinity and Sexism. Greek letter organizations are frequently cited as sources that perpetuate toxic masculinity and sexism in campus culture and society at large (Kalof & Cargill, 1991; Worthen, 2014). In particular, fraternities are often associated with the reinforcement of traditional gender performances (Kimmel, 2008; Syrett, 2009). These organizations have been described as institutions that reproduce and maintain hypermasculinity through promoting a culture that emphasizes stereotypical gender roles (Kalof & Cargill, 1991; Worthen, 2014). These behaviors are perpetuated within all male environments because fraternity members may feel greater pressure to conform to traditional masculinities to gain the acceptance and approval of their peers (Seabrook et al., 2018).

Masculinity. Fraternities provide a context for individuals to publicly prove their masculinity, both during hazing rituals and through social interactions (Sanday, 2007; Syrett, 2009). Due to these public displays of manhood that fraternities provide, individuals will engage

in hypermasculine behaviors to prove themselves to the group and to secure their social status (Vandello & Bosson, 2013). As masculinity is framed in direct contrast to femininity, behaviors like hazing in fraternities are used to reinforce misogyny, homophobia, and to declare an individual's masculinity (E. Anderson et al., 2012; Sanday, 2007; Syrett, 2009). For example, several studies have shown that fraternity men are more likely to accept heterosexual violence toward women, to endorse casual sex, to reject women's political leadership, to oppose women's rights, and to support traditional sex roles (Lottes & Kuriloff, 1994; Worthen, 2014).

Masculine norms and toxic behaviors are learned through socialization, and fraternities may aggravate or exacerbate these behaviors because of group dynamics (DeSantis, 2007; McCready, 2018). These behaviors of masculine gender norms are learned from older members of the organization and through general societal interactions (West & Zimmerman, 1987). Societal norms around gender have changed over time, with many people more accepting of different gender identities, sexual orientation, and women's empowerment. Not all current undergraduate members or alumni may be as accepting of these newer social norms. However, not all fraternities or individuals conform to traditional gender roles and the concept of masculinity, or are sexist or homophobic (E. Anderson, 2008; Harris & Harper, 2014; McCready, 2018). There are some undergraduate fraternity chapters that allow for more flexibility with gender performances and these organizations may espouse fewer concerning attitudes and engage in less problematic behaviors (E. Anderson, 2008; DeSantis, 2007; McCready, 2018).

Fraternities are also accused of upholding traditional gender roles and can engage in sexist behavior (Seabrook et al., 2018). Fraternities frequently socialize their members to conform to traditional forms of masculinity, which can include sexism (Seabrook et al., 2018). Compared to non-fraternity men, those who choose to join a Greek letter organization have been

found to have more traditional attitudes toward women (Schaeffer & Nelson, 1993). This attitude of degrading women, in the sense that they are physical objects for the enjoyment of men, can start as early as the new member process where the fraternity conducts group bonding through anti-female rituals, such as disclosing details about sexual partners (Sanday, 2007). Fraternities are also associated with the sexual objectification of women through photography and other means (Sanday, 2007). For example, Bleecker and Murnen (2005) found that fraternity men were more likely to display sexually degrading pictures of women in their residence hall rooms than non-fraternity men. Again, these attitudes towards women may be directly influenced by older members of the organization, as well as alumni.

Sororities and Gender Roles. Sororities are also seen as organizations that perpetuate stereotypical gender roles. Historically, sororities prepared their members to display a conventionally feminine appearance and seek attention in heterosocial spaces (Freeman, 2020). Sororities pledge books and handbooks provided strict guidelines for how members were to dress and act (Freeman, 2020). For example, a Kappa Kappa Gamma publication from 1944 described that new members would need to conform to the sorority's appearances and behaviors standards (Freeman, 2020). The goal of these guidelines was to produce women who were physically attractive and socially pleasing and would appeal to men from the same social background (Freeman, 2020). During this time, fraternity men were the pursuers of relationships, so fraternities had greater social agency than sororities. Sororities conducted their member selection and their strict group image guidelines to ensure they were attractive to fraternity men (Freeman, 2020).

Even today, the expected behaviors in sororities are often focused on maintaining an idealized physical appearance to attract fraternity men (Atlas & Morier, 1994; Worthen, 2014),

providing social power to men. This power differential that holds men in superior positions relative to women, which in turn upholds gender roles in campus culture. This perception of how sorority women must act and dress are often reinforced by alumni of the organization, through sorority culture, and through national organizations. During sorority recruitment young women are typically asked to dress and present themselves in a certain way. For example, during recruitment, chapter women would be asked to wear certain kinds of make-up and only talk about pre-approved topics with potential new members. A common practice is to have the more popular or social able women in the chapter be the one's communicating with potential new members, while those who are less engaging relegated to behind-the-scenes work.

Anti-LGBTQIA+. Greek letter organizations are often accused of promoting a culture that supports heteronormative relationships and behaviors (Syrett, 2009). One study found members of fraternity and sorority were more likely to extend membership to individuals to fit gender stereotypes, women who appeared to be extremely feminine and men who appeared to be extremely masculine (Metzger et al., 2006; West & Zimmerman, 1987). Additionally, Hinrichs and Rosenberg (2002) found that fraternity members had significantly lower levels of support for gay, lesbian, and bisexual persons compared to sorority members. Even though sorority women are more likely to support gay, lesbian, and bisexual persons than fraternity men, heterosexual college women may distance themselves from lesbian women in the Greek party scene in order to attract desirable heterosexual men (Hamilton, 2007; Worthen, 2014). Within the fraternity and sorority system lesbian women are devalued (Rupp & Taylor, 2010); however, same-sex eroticism among women is encouraged but only for the enjoyment of male onlookers (Rupp & Taylor, 2010).

High Risk Drinking

Fraternity and sorority culture have long been associated with substance abuse (Sandy et al., 2017). In the media, we see these organizations being portrayed as having members who are heavy "partyers" and individuals that drink heavily. This reputation instills and perpetuates this negative behavior (Sandy et al., 2017). Undergraduate students who are heavy drinkers prior to college may select fraternities and sororities based on their reputation around drinking (Pascarella & Terenzini, 1991). Studies show male high school students who engage in heavy drinking are more likely to join fraternities (Baer et al., 1995). Additionally, several factors have been identified that explain elevated use of alcohol in the Greek community including self-selection, socialization, and distorted social norms (Bartholow et al., 2003; McCabe et al., 2005; Sandy et al., 2017).

Additionally, researchers have found that there are socialization effects for heavy drinking, so students drink more once joining a fraternity or sorority (Bartholow et al., 2003; Cashin et al., 1998; Lo & Globetti, 1995; McCabe et al., 2005; Sher et al., 2001). Additionally, both fraternity and sorority members are more likely to report binge drinking, driving after drinking, and experiencing negative consequences of alcohol use (Scott-Sheldon et al., 2016; Soule et al., 2013). Members of Greek organizations perceive alcohol use and heavy drinking as more acceptable than other on campus organizations (T. A. Workman, 2001). They also view alcohol as important to their social reputation and popularity (Larimer et al., 1997). Alcohol plays a large role in the socialization of fraternity men not only through parties and drinking games, but also during the new members process and at other social functions (T. A. Workman, 2001). Fraternity members may use alcohol to foster friendships, as a result of peer pressure and a way to maintain group identity (T. A. Workman, 2001). In many instances new members may

be encouraged to drink alcohol excessively to gain the approval of other members (Hughey, 2020).

Fraternity members self-reported having 5.78 drinks per week versus nonmembers consumed only 2.77 drinks per week (Alva, 1998). In addition, over the course of one month 19.3% of fraternity members reported no alcohol use versus 43.6% of nonmembers who reported no alcohol use over the past 30 days (Alva, 1998). Additional studies have revealed that members of Greek letter organizations are more likely to drink, drink heavily, and meet the criteria for an alcohol abuse disorder than nonmembers (Alva, 1998; Chauvin, 2012; Engs et al., 1996; Knight et al., 2002; Barry, 2007). McCabe et al. (2018) asserted that binge drinking was significantly elevated among male-residential fraternity members, compared to their non-affiliated peers. Lo and Gobetti (1995) found that women are more likely to increase their drinking habits compared to men after joining a Greek letter organization. Sorority members were almost five times more likely than non-members to increase from low-frequency drinking to high frequency joining; while men fraternity members were only three times more likely than non-members to increase their habits (Lo & Gobetti, 1995). Additionally, the high use of alcohol in these organizations can influence long-term behaviors. Fraternity and sorority members had higher odds of experiencing alcohol use disorders at age 35 compared with their noncollege age peers (McCabe et al, 2018). Despite the existing literature on high risk drinking in Greek letter organizations the role that alumni play in this behavior explicitly and implicitly is unknown.

Diversity and Inclusion

Race has played an influential role in the development of fraternity and sorority life, in terms of who is included and excluded from the community (Garcia & Shirley, 2020). Even though men and women of color are no longer barred from joining White Greek-letter

organizations, there is still a lack of racial diversity within NPC sororities and NIC fraternities (Hughey, 2009; Park, 2008). Park (2014) found that when asked, 97.1% of White fraternity and sorority members indicated their organizations were majority White. This lack of diversity can be attributed to the recruitment practices of these groups (Kendall, 2008). As the majority of the members of these organizations are White, White pledges and members become the social norm of the organization (Joyce, 2018). In Park's (2008) study, which used critical race theory to examine ways women both within and outside of the Greek community perceive racial inequities for Asian American women, many White women attributed racial disparities to individual "fit." Additionally, Park (2012) asserted that "preferential treatment" and insider knowledge contribute to the lack of diversity within these organizations.

Fraternity and sorority membership have been negatively associated with the rates of interaction and friendship with someone of a different race and a student's openness to diversity (Park & Kim, 2013; Pascarella et al., 1996). Additionally, White fraternity and sorority members are significantly less likely to have interracial friendships than unaffiliated White students (Stearns et al., 2009). Park (2014) noted that students who participate in a Greek letter organization are less likely to have at least one close friend of a different race or ethnicity. While Greek letter organizations seem to perpetuate homogeneous groups, several studies have indicated that membership in a Greek letter organization is not associated with levels of intercultural competence (Martin et al., 2011; Martin et al., 2015; Rubin et al., 1999). Thus, Greek letter organization members are neither advantaged nor disadvantaged in terms of intercultural competence when compared with their unaffiliated peers.

Welcoming to Students of Color. Another issue is that White Greek Letter Organizations may appear unwelcome to students of color (Hughey, 2010). White Greek Letter

Organizations have been involved in many incidents that are racially offensive. These organizations have made racist comments and openly mocked certain ethnic and cultural groups (Hughey, 2010). For example, at the University of Maryland, Kappa Sigma fraternity was suspended after an email was leaked, which contained racist and sexually suggestive language about Black, Indian, and Asian women in March 2015 (Kingkade, 2015). This behavior is not just limited to fraternity men. In 2014, Chi Omega closed its chapter at Penn State when pictures appeared on the Internet of their members wearing sombreros, fake mustaches, and holding offensive signs (Kingkade, 2014). These specific instances create a negative image surrounding White Greek letter organizations. The media latches on to stories like these and portrays these organizations in a very negative way. While not all organizations are like these few around our nation, a definite stigma has been created.

Minority Students Within Historically White Organizations. Minority students have a different experience in White Greek-letter organizations than their White peers. Students of color often feel at odds with their White Greek-letter organization and their racial group which creates an internal conflict for these students and may cause issues for them socially (Garcia & Shirley, 2020; Hughey, 2010). Non-White members of these organizations frequently feel pressured to conform to the White members and ignore their own culture. Many students feel uncomfortable associating themselves with anything explicitly racial for fear of being charged with self-segregation (Hughey, 2010). Essentially Black students do not want to take part in cultural events, as this could come off as disassociating from their larger majority group (Hughey, 2010). White students potentially see minority students pulling away to participate in own their cultural group and feel snubbed.

In addition, non-White students in predominantly White organizations have encountered instances of racism amongst their own "brothers" and "sisters." Members of their organizations often used racist stereotypes when describing the minority students in their organization (Hughey, 2010). In addition, their peers may make assumptions about these minority members due to existing stereotypes of their cultural or ethnic group. For example, many Black respondents indicated their race was highlighted during activities such as drinking or hazing (Hughey, 2010).

Arguments Supporting Greek Letter Organizations

Membership in a Greek letter organization has many positive outcomes on undergraduate students including: leadership development (Adams & Keim, 2000; Wall, 2006); increased levels of volunteerism and community service (Asel et al., 2009; Mathiasen, 2005; O'Brien et al., 2012; Wall, 2006); mentorship and career networking (O'Brien et al., 2012; Wall, 2006); increased learning and intellectual development (Astin, 1993; Pascarella & Terenzini, 2005); student engagement (Asel et al., 2009; Lane & Daugherty, 1999); increased retention and persistence, and increased community on campus (Barry, 2007; O'Brien et al., 2012). In this section several of these topics will be discussed in further detail.

Sense of Belonging and Student Engagement

Advocates of Greek letter organizations argue that fraternities and sororities foster relationships and create community on a college campus (S. Cohen et al., 2017; McCreary & Schutts, 2015). Some research has indicated that relative to nonmembers, fraternity and sorority members are more satisfied with their social or overall experience (Charles et al., 2009; Walker et al., 2015). Members of Greek letter organizations typically are more involved in campus life, which may increase social satisfaction (Pike, 2000, 2003; Walker et al., 2015). Researchers have

found membership in social Greek lettered organizations is associated with greater involvement on campus and in community service or volunteer activities (Asel et al., 2009; Nelson et al., 2006). These involvement experiences may contribute to increased levels of social integration and satisfaction with the college experience (Bowman & Holmes, 2017; Bureau et al., 201l). Because of this increase, members of Greek letter organizations feel a greater level of support than unaffiliated students (Bureau et al., 2011; Yearwood & Jones 2012). The increased level of satisfaction could be attributed to increased student engagement, as member of Greek letter organizations tend to be more involved in the co-curricular experience than their unaffiliated peers (Bureau et al., 2011; Tinto, 1975). Additionally, Matthews et al. (2009) found that joining a Greek letter organization increased student's connection to the institution as a whole.

Chartoff and Bundy (2017) found that social support is one of the principle reasons students are drawn to fraternities and sororities, which upholds other studies that have found members of Greek letter organizations cite belonging as part of the experience of membership (S. Cohen et al., 2017; McCreary & Schutts, 2015). Greek letter organizations offer built-in support networks, as the group can check in on one another (Burke & Hughey, 2020). Additionally, chapter members often have shared interests, perspectives, and values which can lead to the development of strong relationships (Burke & Hughey, 2020). Capone et al. (2007) argued that being a part of a Greek letter organization tends to have a positive effect on college students' mental and emotional health and well-being, which may suggest joining social groups might be a resource for battling mental health issues on campus.

While in many instances a sense of belonging is increased by joining a Greek letter organization, that sense of belonging is not always achieved equally among all members. Chapter officers typically have a greater sense of belonging than general members, which could

be due to the amount of time they spend working with their organization (Long & Snowden, 2011). However, if chapter officers spend too much time with their organization that can actually decrease belonging (Strayhorn, 2019). As previously discussed, Greek letter organizations are not always accepting of individuals who do not exhibit heteronormative behaviors. For example, straight men in fraternities have been found to have higher levels of belonging than their gay or bisexual brothers (Long, 2010). From a socioeconomic standpoint, students who are unable to pay the extra costs of membership may feel a reduced sense of belonging if they are not able to fully participate in chapter activities (Armstrong & Hamilton, 2013; McClure & Ryder, 2018). Lastly, struggling chapters that lack members, social connections, and resources to be one of the top chapters on a campus may feel out of place within the community (DeSantis, 2007). While the existing literature shows membership in Greek letter organizations typically increases sense of belonging the role of alumni, specifically alumni chapter advisors, in fostering this sense of community is unknown.

Academic Development, Retention, and Graduation Rates

Academic development, retention and persistence are important issues to higher education institutions. Greek letter organizations frequently espouse academics as one of the core values of their organizations (Matthews et al., 2009), but studies offer conflicting information about whether joining a Greek letter organization impacts academic development. DeBard and Sacks (2011) found members of Greek letter organizations achieve higher GPAs in their first year overall than students who are unaffiliated. However, Bowman and Holmes (2017) found that sorority women have significantly higher and fraternity men have significantly lower first year GPAs than their unaffiliated peers, but there is no significant difference over time. Another study found a non-significant difference in GPA between affiliated and unaffiliated women,

though fraternity men had a significantly lower GPA than unaffiliated men (Routon & Walker, 2014). Pike (2003) found no significant difference in academic engagement between men and women who are members of Greek letter organizations. However, Yearwood and Jones (2012) found that Black students who were involved in a fraternity or sorority were more academically engaged and perceived a more supportive campus environment than unaffiliated peers. Based on current literature the academic impacts of being involved in a Greek letter organization is dependent on contextual factors, such as race and gender.

Fraternities and sororities increase student engagement making members feel tied to the institution. Nelson et al. (2006) found significantly higher persistence rates for fraternity and sorority members into their senior year than nonmembers. Additionally, DeBard and Sacks (2010) found students who joined Greek lettered organizations were retained at higher rates to their second year than their unaffiliated peers. Studies regarding persistence showcase inclusive outcomes. For example, some students found first-year fraternity and sorority members persist at higher rates to their second year than unaffiliated students (Biddix et al., 2018; Bowman & Holmes, 2017; DeBard & Sacks, 2011), whereas other studies show Greek members persist at similar rates as their residential peers (Ishitani & Reid, 2015). Biddix et al. (2018) compared the first-year persistence of women in historically White sororities at primarily commuter institutions with those who did not affiliate and found that membership significantly increased first-year persistence. The retention of students may be due to the sense of community that is created in a Greek letter organization, as well as the career networking opportunities.

Graduation rates are also important to higher education institutions as they are used in a college's national ranking. Routon and Walker (2014) found fraternity and sorority members graduated within 4 years at a higher rate than did their unaffiliated peers. Walker et al. (2015)

found Greek membership predicts higher 4-year graduation rates at a single highly selective institution. Women who join a sorority their first year of college are more likely to graduate in four years, but this outcome does not hold true men (Bowman & Holmes, 2017). A recent study found sorority women were more likely to graduate in 4 or 5 years compared to their unaffiliated peers. Although the greater degree of persistence and higher graduation rates may be in some part attributed to a greater social satisfaction with campus (Biddix et al., 2018). Being a member in a Greek letter organization may lead to increased graduation rates, however, like academic achievement, outcomes are based on contextual factors.

Community Service

Service and philanthropy have been an integral part of the fraternal experience since the founding of American fraternal organizations (Parish & Carr, 2020). In many Greek letter organizations service is referenced in their mission, motto, or core values. Over time that service and philanthropic commitment has evolved into more formalized experiences in some cases official partnerships between fraternal and nonprofit organizations (Parish & Carr, 2020).

Volunteerism is a service that is willingly performed by someone who acts out of social responsibility in response to a need (Simha et al., 2011). There are many benefits associated with participating in service such as personal growth, interpersonal development, increased self-efficacy and empathy, and a greater awareness of society at large (Jacoby, 2014). Additionally, undergraduate students who participate in service typically have more opportunities to develop leadership skills. Students have the opportunity to lead peer to peer service activities, which can lead to a better understanding of leadership concepts and how to build a team (Dooley et al., 2017).

Pierson (2002) found members of Greek letter organizations are more likely to do volunteer work during their undergraduate career than unaffiliated students. Additionally, chapter members were more engaged with service activities than those who were nonmembers (Hayek et al., 2002). This engagement with service also continues after college. Thorson (1997, as cited in O'Neill, 2005) found alumni members took part more frequently in volunteer organizations, charitable activities, and nonprofit organizations after graduation than non-member alumni. By participating in Greek letter organizations, the emphasis on philanthropy and community service during their time as a member facilitates the development of a desire to continue philanthropic actions with their fraternity or sorority by becoming alumni chapter advisors.

Leadership Development

Student leadership can have a profound impact on the student experience. Students who engage in campus leadership activities demonstrate improved leadership skills, increased civic responsibility, and clarified social values (Cress et al., 2001). Greek letter organizations consistently tout leadership development as an important element of the fraternal experience (Harms et al., 2006). In fact, many national headquarters and governing umbrella organizations sponsor specific educational programs geared toward leadership (NPC, n.d.; NIC, n.d.; Pi Beta Phi, n.d.). The emphasis on leadership development in Greek letter organizations has led to viewing membership in a Greek letter as increasing leadership ability in general (Dowiak, 2016; Hevel et al., 2014; Long & Snowden, 2011). For example, one study conducted by the Center for Advanced Social Research at the University of Missouri-Columbia found that 82% of sorority members indicated they joined because of the opportunities for leadership training (Foubert & Grainer, 2006).

Most of the literature on leadership development within Greek letter organizations focuses on positional leadership, specifically chapter members who serve in elected positions. Additionally, there is not a well-established body of research that measures the outcomes associated with leadership development within fraternities and sororities (Bureau, 2007; Kelley, 2008). However, there have been several studies that look at students who participate in leadership positions within their organization. Sermersheim (1996) surveyed undergraduate students who had leadership positions within their Greek letter organizations and 95% of the students surveyed felt their experience in the leadership position and overall involvement in the Greek community were extremely beneficial. Additionally, the study found that 90% of those surveyed indicated their experience in these leadership positions had prepared them for their career (Sermersheim, 1996).

Another study examined the leadership practices of Greek letter organizations at three public Midwestern universities and found women rated their chapter presidents as more effective leaders than the men rated their chapter presidents (Adams & Keim, 2000). The study also showed that both men and women indicated their presidents effectively represented their organization to external groups (Adams & Keim, 2000). Another study surveyed former fraternity members approximately 10 years after they graduated and discovered these men believed their role as a student leader, dramatically impacted their development as a leader (Kelley, 2008). Although the literature indicates membership within a Greek letter organization may increase leadership development amongst undergraduate students, the role of alumni chapter advisors in fostering leadership development is unknown.

Mentorship

Advocates of Greek letter organizations frequently discuss the ability to form mentoring relationships as an important part of the experience. Currently, there is no literature on the formation of mentoring relationship within the Greek community. However, one can assume these relationships may form organically between older and younger members and undergraduate students and alumni.

A mentor can be defined within an organization as a senior individual that has more experience who provides guidance and support to a less experienced or less knowledgeable individual (E. M. Anderson & Shannon, 1988). This relationship is generally voluntary and provides benefits to the mentee by allowing them access to information and guidance from a supportive peer member (E. M. Anderson & Shannon, 1988). Mentoring relationships provide vocational, psychosocial support, and modeling function (Weinberg & Lankau, 2011).

Studies indicate students who have a developed mentoring relationship are stronger academically, are more productive, build stronger professional skills, have greater self-confidence, and have larger professional networks than those without a mentor (Hesli et al., 2003; Paglis et al., 2006). Many different types of organizations have attempted to mimic this success by implementing formal mentoring programs (Weinberg & Lankau, 2011). Greek letter organizations provide different avenues for mentoring relationships. In many of these organizations new members are assigned a “big brother” or “big sister” which are designed to provide new members with a mentor within the organization. Additionally, mentors who invest time and attention into their counterpart tend to have more fulfilling mentoring relationships. Research has shown the greatest determinate of willingness to mentor others is previous mentoring experience or having been mentored oneself (Allen, 2003). Members of Greek letter

organizations are required to pass down information and knowledge to new members, which can provide a mentoring like experience. Lastly, Greek letter organizations have alumni advisors who may step into that mentorship role, especially with chapter officers (Hendricks & Whittier, 2020). Because of the involvement of the alumni chapter advisor this study hopes to understand how FSAs perceive the relationship alumni have with undergraduate students and the role they play in the Greek letter organization they advise.

Chapter Summary

Chapter 2 reviewed the literature informing this study and its research questions. First, the chapter provided historical context for Greek letter organizations. Secondly, this chapter delved into the organizational structure of Greek letter organizations. These groups have a unique organizational structure compared to other student organizations, so this provides the reader with an overview of how these organizations function. Thirdly, the chapter delved into the role of alumni, both from and institutional standpoint and organizational standpoint. Lastly, the literature review provided pertinent information on each of the areas of focus for this study. These focus areas are key parts of the experience of membership in a Greek letter organization. Understanding these areas of focus will allow us to better understand how these components are influenced by alumni chapter advisors.

CHAPTER 3

METHODS

This study examined how Fraternity and Sorority Advisors (FSAs) perceive the influence of alumni volunteers, who serve undergraduate chapters on behalf of the national Greek letter organizations, on undergraduate members. The purpose of this study is to better understand how FSAs perceive the relationship between alumni volunteers, specifically advisors, and undergraduate students given the important role alumni have within the organizational structure of Greek letter organizations.

This chapter presents the research methodology for the study and is presented in the following sections: summary of the research design, research questions, data collection, instrumentation, data analysis techniques, ethical safeguards, and assumptions, limitations, and delimitations of the study.

Summary of Research Design

This study used a quantitative design. Creswell and Creswell (2018) define quantitative research as an "approach for testing objective theories by examining the relationships among the variables" (p. 3). As noted in previous chapters, no literature currently exists examining FSAs' perceptions of alumni chapter advisors. While having both qualitative and quantitative data is beneficial to understanding particular phenomena, this dissertation explored a snapshot of the topic which provided a large amount of data that can be used as a starting point for future researchers. Quantitative research collects data on measurable variables in order to determine relationships among them (Creswell & Creswell, 2018). Using a quantitative approach was the

best option for this study because it investigated a multitude of different variables in order to determine how FSAs perceive how alumni chapter advisors act and interact with undergraduate chapter members. Given the absence of any data on this topic, a quantitative approach provides baseline information that others can build upon, including further studies using qualitative methods.

This quantitative study used a survey research design to answer the following research questions:

RQ1: What are the perceptions of FSAs on the influence alumni chapter advisors have on undergraduate students involved in Greek letter organizations?

a. Does the perception differ based on foci (e.g. hazing, leadership development)?
b. Does the perception change depending on what type of organization (NPC, NIC, NPHC, MGC) the FSA is working with?

RQ2: Do perceptions of FSAs differ based on particular demographics?

a. Do the perceptions change based on campus size?
b. Do the perceptions change based on Greek community size?
c. Do the perceptions change based on the region in which the institution is located?

For this study, a survey research design was an appropriate choice to answer the research questions. Survey research provides a numeric description of the attitudes or opinions of a population (Creswell & Creswell, 2018). This study used a cross sectional survey design, as it examined data collected at one point in time (Creswell & Creswell, 2018; Creswell & Guetterman, 2019). When using a cross-sectional survey design, a questionnaire is typically used for data collection (Fowler, 2009). Survey designs help answer descriptive questions, determine

relationships between variables, and uncover predictive relationships between variables over time (Creswell & Creswell, 2018), which were required to answer the research questions.

Using a survey method was beneficial to this study because of the economy of the design and the ability to rapidly collect data. This survey was created to be sent to all known FSAs, so a survey design allowed for efficiency in collecting a large amount of data (Creswell & Creswell, 2018). Quantitative survey research can create replicable and practical knowledge that is readily accessible to the public (DeVallis, 2017). With little information or research on this subject, the data collected from this survey becomes a dataset that is easily accessible to the public at large. Additionally, the survey instrument created for this study has established reliability and validity (Creswell & Guetterman, 2019).

A comprehensive review of the literature on Greek letter organizations provided a backdrop for developing the variables and constructs of interest. Advocates of Greek letter organizations use research to reinforce their beliefs that these groups increase retention and persistence, increase community service levels, provide leadership development opportunities, and provide mentorship (Asel et al., 2009; Mathiasen, 2005; O'Brien et al., 2012; Pascarella & Terenzini, 2005; Wall, 2006). Critics of Greek letter organizations highlight high-risk drinking (Sandy et al., 2017); hazing (Allan et al., 2019); sexism and toxic masculinity (McCready & Radimer, 2020); anti-LGBTQIA attitudes (Windmeyer, 2005); and racism (Hughey, 2010; Pascarella & Terenzini, 2005). The emphasis of these topics in the literature provided the basis for the constructs used in this quantitative study. The study sought to determine how FSAs view alumni chapter advisors in relation to each one of these constructs.

No survey instruments existed that evaluate the perceptions of FSAs on alumni chapter advisors, so an original instrument was created in order to collect data. The survey instrument

was split into nine sections collecting demographic information and then data related to the eight constructs: hazing, substance abuse, diversity and inclusion, sexism and toxic masculinity, community service, mentorship, leadership development, and student engagement, persistence, and retention. Within each of the constructs, participants were asked to determine if they agree or disagree with a list of statements and to what extent. The demographic information collected was used to determine how the campus context influences the findings around various constructs, such as size of the Greek community or the type of organization the participant advises. The construction of the instrument was not intended to highlight differences among the different types of Greek letter organizations, rather focus on creating a generalist perspective on alumni chapter advisors.

This dissertation was an exploratory study, which sought to determine a set of factors that explain how FSAs perceive alumni chapter advisors. An exploratory factor analysis (EFA) was used to determine these factors. Through statistical analysis, this study provides information regarding the perceptions of FSAs on Greek letter organizational culture and structure. Data collection occurred using the entire population of FSAs within the United States. This group was chosen because these professionals work with both undergraduate chapter members and alumni chapter advisors. Secondly, as members of this group are typically student affairs professionals with expertise in working with college students and student organizations, it was more likely that they would provide an informed view of these organizations at large. Finally, using a census of these professionals provided the potential for a large enough sample to conduct reliable and valid data analysis.

Data Collection

An original survey instrument gathered all of the data used in this study. Participants were found through institutional websites, as most institutional websites post the contact information of their employees. Through this process a data set of 1,084 existing FSAs was created. All of the participants in the data set were emailed an introductory email on Thursday November 18, 2021, which explained the purpose of the study and outlined the time commitment associated with the instrument. Participants were then sent an email through Qualtrics the following Monday, on November 24, 2021, which included a brief explanation of the study, instructions, and a link to the survey. The first page of the survey instrument detailed the informed consent of the participants and asked if they consented to participating. Due to the Thanksgiving holiday the participants received a reminder approximately 10 days later. A final reminder was sent 2 days prior to the closing of the survey on December 10, 2021. Qualtrics allowed for those who have already filled out the survey to be exempted from the reminder email, while still maintaining their anonymity.

Dillman's (2007) work on mail and internet surveys was used to guide the data collection process. Through his work, Dillman found that including an introductory email prior to receiving an electronic survey might positively affect the overall response rate. Additionally, Dillman suggested providing details in the initial email and controlling the timing of when the survey is received may also impact the response rate, so the survey was sent out purposely the Monday before the Thanksgiving holiday, with a reminder the following week. The introductory email also included information about my prior involvement in Greek life, such as institutional background, and my Greek letter affiliation, which might have had a positive effect on response

rate (Dillman, 2007). The Qualtrics survey automatically collected the participants' responses and the data were transferred to IBM SPSS Statistics 24 for analysis.

Population & Sample

For the purpose of this study, all campus based higher education professionals who advise Greek letter organizations were considered FSAs, regardless of professional title. This study surveyed all individuals in this professional role; thus, the population and sample are the same.

Over 650 higher education institutions have active Greek communities, with more than 1,000 student affairs professionals supporting those organizations. As no current research exists to examine FSAs' perceptions of alumni chapter advisors, a census survey provided the potential to obtain the most relevant data. This survey helped create a baseline of information in regarding this topic that can be used by future researchers. To ensure that the individuals surveyed work directly with alumni chapter advisors, the first survey question after the consent form asked if the participants work directly with this group. If the participants indicated that they did not work directly with alumni chapter advisors, they were sent to the end of the survey.

Participants

Campus based FSAs are student affairs professionals hired by each higher education institution to supervise Greek letter organizations. At larger institutions, those managing these organizations may have their own offices and multiple staff members. At smaller institutions Greek letter organizations may be only one part of what a professional oversees. Campus based fraternity and sorority professionals are typically expected to be an expert on all things directly related to Greek letter organizations including housing, risk management, recruitment, organization retention, and working with alumni chapter advisors (Hendricks & Whittier, 2020).

While these professionals manage relationships with a variety of external stakeholders, one of their responsibilities is to work directly with alumni chapter advisors. Alumni chapter advisors and FSAs work in tandem to advise the chapter, maintain operations, and help manage any issues that may arise (Hendricks & Whitter, 2020).

The rationale for surveying FSAs was twofold. First, this group works both with alumni chapter advisors and undergraduate chapter members. Through their interactions with both stakeholder groups, the FSAs should provide some contextual information in regarding to how alumni chapter advisors influence organizational culture. Second, FSAs provide a perspective outside of the two groups of stakeholders invested in Greek life chapters on campus. People tend to exhibit a blind spot in the assessment of their own internal bias, being much more critical of the behavior of others than their own (Pronin et al., 2004).

Description of Data Source

For the purpose of this study, a data set was created to include all campus-based FSAs. The data set includes all higher education institutions with Greek letter organizations on their campus, regardless of community size (767 campuses). Utilizing the Integrated Postsecondary Education Data System (IPEDS) a list of all 4-year higher education institutions was gathered. This list was cross-referenced with individual institution websites in order to determine whether a Greek Life community was present on campus. The FSA's email information was collected via the institution's website. The Association of Fraternity and Sorority Advisors does have the contact information for all of those associated with Greek letter organizations, thus, there may be some advisors who are not a part of this professional organization. The generation of an independently compiled list of on-campus professionals occurred to maximize the inclusion of all FSAs working on campus.

Reciprocity

There were no incentives associated with this study. However, I did disclose in my initial email that I am a past FSA, an active alumni chapter advisor, and a sorority woman, which may have influenced a participant's decision to participate See Appendix A for a copy of the introductory email.

Settings and Locations

This study was designed to be administered electronically utilizing Qualtrics. The study itself was designed to receive data on a national scale, creating a large database to create a baseline of data for future researchers. Due to the widespread nature of FSAs, it would not be feasible to travel to approximately 650 campuses and distribute the survey in person. Furthermore, the United States is still experiencing lingering effects of the Covid-19 pandemic. Many professionals are still working remotely, so they would not have received a hard copy of the survey via the United States postal system. Qualtrics allowed for all of the professionals contacted to have immediate access to the survey and maintain their confidentiality.

Instrumentation

To evaluate the research questions associated with this study, an original and unique instrument was created. This instrument used cross sectional survey design, as data collection occurred at one point in time (Creswell & Creswell, 2018; Creswell & Guetterman, 2019). Additionally, cross-sectional surveys are designed to examine current attitudes, beliefs, opinions, or practices, which fits the overarching design of this study (Creswell & Guetterman, 2019). There are no existing instruments that are used to assess the perceptions of FSAs on alumni chapter advisors, and there is limited information in general about alumni chapter advisors outside of information about their roles and responsibilities. However, using the literature review

in this study, I compiled eight different constructs related to Greek letter organizations. These constructs served as a framework for the instrument, as FSAs were asked questions about alumni chapter advisors related to each construct. All of the data collected for this study came from the survey instrument. The following sections describe how the instrument was created, validated, and ultimately executed.

Constructs and Item Development

DeVellis (2017) outlines a set of eight scale development guidelines that should be used when developing an instrument: construct definition, generating an item pool, determine the format of measurement, have an initial item pool reviewed by experts, consider inclusion of validation items, administer items to a pilot sample, evaluate items, and optimize scale length.

Construct Definition. For this study I identified eight constructs: retention, persistence, and sense of belonging, community service, leadership development, mentorship, hazing, high-risk drinking, issues around gender, and diversity and inclusion. These constructs were identified utilizing prominent literature regarding Greek letter organizations, as outlined in Chapter 2. To measure these constructs, a Likert style scale was utilized, which asked the participants how strongly they agree that alumni chapter advisors influence these eight constructs.

Generating an Item Pool. Each construct contains 4-5 relating items that are Likert style questions designed to assess how FSAs perceive alumni chapter advisors in relation to these eight constructs. These items included a scale to assess each construct. In order to develop the items, an in-depth literature review was conducted on each of these constructs (see Chapter 2). Items were created based on current literature and in consultation with a content expert panel. All of the items included in the survey were generated in this manner and can be seen in the final instrument which is located in Appendix B.

Table 1

Survey Topics

Survey Topics	Supporting Literature
Sense of belonging, persistence, and retention	Asel et al., 2009; Biddix et al., 2018; Bowman & Holmes, 2017; Pike, 2000, 2003
Community service and philanthropy	Hayek et al., 2002; Parish & Carr, 2020; Pierson, 2002
Leadership Development	Cress et al., 2001; Dowiak, 2016; Harms et al., 2006; Long & Snowden, 2011
Mentorship	E. M. Anderson & Shannon, 1998; Hesli et al., 2003; Weinberg & Lankau, 2011
Hazing	Allan & Madden, 2008, 2012; Allan et al., 2018; Parks, 2015; Veliz & Allan, 2017
High Risk Drinking	Bartholow et al., 2003; Cashin et al., 1998; Lo & Globetti, 1995; McCabe et al., 2005
Diversity and Inclusion	Hughey, 2010; Martin et al., 2011; Martin et al., 2015; Park, 2008, 2012, 2014
Gender	Kalof & Cargill, 1991; McCready, 2018; McCready & Radimer, 2020; Metzger et al., 2006; Windmeyer, 2005

Determine the Format for Measurement. This survey instrument was designed to utilize language and terminology that is familiar to college-based professionals who work with Greek letter organizations. It was important that the participants of the study find the instrument easy to understand because this strengthens the validity of the instrument. Each statement utilized in the instrument is measured with a Likert scale with clearly defined levels located above each item.

Initial Item Pool Reviewed by Experts. Before data collection, the dissertation committee reviewed the instrument. Additionally, one content experts for each construct were identified to review the item pool in that particular construct. These content experts were

consulted to ensure that the instrument covered all pertinent literature, the language was clear, and that each construct only had four to five items.

Consider Inclusion of Validation Items. Due to the lack of research on alumni chapter advisors, this dissertation used an EFA to determine an initial factor structure of how FSAs view the influence of these advisors on each of the eight constructs. To check the construct validity of the instrument, the survey design included one validation item. The fourth construct in the survey had a fifth item that asked participants to select *Definitely Not* as the response.

Administer Items to a Sample. For the purpose of this dissertation study, the instrument was administered as a functional test to a group of individuals that had previously worked as FSAs. The functional test provided feedback on the language of the instrument, assessed the items for clarity, and ensured that the instrument is as concise as possible. After the functional test was completed, some of the language was changed slightly to reflect feedback received. For example, many respondents to the functional test communicated that they would have answered the survey differently if they were focusing on one organizational group (MGC, NIC, NPC, NPHC), so two questions were added to the end of the survey. The first question added had a yes or no response, which asked, "If you oversee multiple councils, do you find that your experiences with alumni/ae chapter advisors differ depending on which council you are working with?" The second question was an open-ended question that asked participants to "Please describe what differences have you experienced." The finalized survey instrument was included when the study was submitted to the EDIRC, which ensured the instrument's compliance with all policies concerning human subject research.

Evaluate Items. I generated all of the items in the instrument based on the current literature. To evaluate these items, I used feedback from a thorough content expert panel that has

expertise in each of the identified constructs. Then a functional test was conducted on the instrument, using participants that have worked professionally as an FSA in the past. These participants gave feedback regarding the language and content of the instrument.

Optimize the Scale

Length. The final step in creating an instrument is ensuring that the length of the survey is optimized. Some studies have suggested that instrument length can affect overall response rate (Creswell & Guetterman, 2019; DeVellis, 2017; Dillman, 2007). The instrument in Qualtrics collected demographic information across approximately 10 questions. Following the demographic questions, the survey was divided into eight blocks of questions, with four to five items in each block. The blocks of the instrument are persistence/sense of belonging, community service, mentorship, leadership development, hazing, high-risk drinking, gender issues, and diversity and inclusion. Most of the questions in the survey are either multiple choice or a Likert scale. There are two open ended questions that participants were asked to engage with, but there was no maximum writing requirement.

Survey Administration

This study used an online Qualtrics survey that was emailed directly to participants. The list of participants was compiled by looking up contact information on institutional websites. The participants received an introductory email (Appendix A) several days prior to receiving the survey explaining the purpose of the study and why they were selected. Because the data set of FSAs was created using web-based research, this also allowed me to update any discrepancies in the data set. The participants received the survey directly via email on a Monday morning and received a reminder email the following week, and a final reminder 2 days before the study

closed. This varied date/time approach was determined in order to increase participant completion of the survey (Dillman, 2007).

Data Storage

The data collected during this dissertation process were kept secure. The data collection and data analysis were conducted on a desktop computer located at the School of Education at William & Mary. The School of Education is locked outside of normal business hours and secured by the William & Mary Police. Additionally, the desktop computer that secured the data was password protected. Only those who work for William & Mary Information Technology and I have access to the information on my personal account. All of the data were promptly saved to a secured virtual file storage platform, with all identifying information deleted.

Data Analysis

Data were collected using the survey instrument located in Appendix B. Following data collection, the data were moved into IBM SPSS Statistics 24. A visual representation of research questions with data sources and data analysis can be found in Table 2.

Table 2

Research Questions, Data Sources, and Data Analysis

Research Question	Data Sources	Data Analysis
RQ 1 What are the perceptions of FSAs on the influence alumni chapter advisors have on undergraduate students involved in Greek letter organizations?	Survey Instrument	Descriptive Statistics EFA
RQ 1a. Does the perception differ based on foci (e.g. hazing, leadership development)?	Survey Instrument	EFA
RQ 1b. Does the perception change depending on what type of organization (NPC, NIC, NPHC, MGC) the FSA is working with?	Survey Instrument	Regression

RQ 2 Do perceptions on alumni chapter advisors differ based on particular demographics?	Survey Instrument	Descriptive Statistics Correlation
RQ 2a. Do the perceptions change based on campus size?	Survey Instrument	Correlation
RQ 2b. Do the perceptions change based on Greek community size?	Survey Instrument	Correlation
RQ 2c. Do the perceptions change based on the region in which the institution is located?	Survey Instrument	ANOVA

Note. RQ refers to Research Question, EFA refers to Exploratory Factor Analysis and ANOVA refers to Analysis of Variance

Research Question 1

To answer the RQ1 "What are the perceptions of FSAs on the influence alumni chapter advisors have on undergraduate students involved in Greek letter organizations?" an EFA was performed to determine the number of significant factors within each construct. The EFA generated Cronbach's alpha, which measures the reliability of items in the survey instrument (Cronbach, 1951). In order to conduct an EFA, several assumptions need to be met. Bartlett's test of sphericity and Kaiser-Meyer Olkin Measure of Sampling Adequacy (KMO; Morgan et al., 2019) occurred to test whether the assumptions that an EFA requires were met. To use an EFA for this study, Bartlett's test must yield a statistically significant sphericity score and the KMO must be greater than 0.5. If these assumptions are not met, then a different statistical method must be used (Mvududu & Sink, 2013).

After the assumptions were met, the EFA was used to determine the significant factors of the study through extraction and rotation (Morgan et al., 2019). Principal component analysis

was conducted for extraction (Morgan et al., 2019). Each item was given for each factor, and it is recommended that all items with a factor loading of less than 0.3 be suppressed (Field, 2013). Factor rotation depended on three different metrics: amount of variance from each factor, eigenvalues of the factor, and the scree test (Morgan et al., 2019). Both orthogonal and oblique rotations were conducted on the data and compared in order to determine which method to use given the responses (Morgan et al., 2019).

The EFA also addressed the sub-question to RQ1 "Does the perception differ based on foci (e.g. hazing, leadership development, etc.)?" The EFA determined which factors are significant, which indicates how FSAs perceive each of the foci. To address the second sub-question for RQ1, "Does the perception change depending on what type of organization (NPC, NIC, NPHC, MGC) the FSA is working with?" multiple regression analysis was used. The factors determined in the EFA were compared against four different organizational types: NPC, NIC, NPHC, and MGC groups. In order to use a multiple regression analysis several assumptions must be met to ensure the validity of the model and reduce Type 1 error (Morgan et al., 2019). The regression model must meet both linearity and homoscedasticity assumptions, so residual plots and a Breusch Pagan test were conducted to assess these assumptions (Morgan et al., 2019). Additionally, a Durbin-Watson was calculated to ensure there is an independence of errors (Morgan et al., 2019). Finally, to ensure a lack of multicollinearity, Variance Inflation Factor was used (Morgan et al., 2019).

Research Question 2

To answer RQ2, "Do perceptions on alumni chapter advisors differ based on particular demographics?" a correlation analysis and an Analysis of Variance (ANOVA) were used. In the sub-questions for RQ2 there were several defined independent variables including campus size,

Greek community size, and the region in which the institution resides. A correlation analysis was conducted to better understand the relationship between campus size and Greek community size and the factors that are determined by the EFA. To better understand the degree of the relationship between each independent variable and each factor a Pearson correlation coefficient was calculated (Morgan et al., 2019). Using a Pearson correlation coefficient requires meeting several assumptions, including: the two variables are continuous, there is a linear relationship between the variables, the variables should be normally distributed, and there are no significant outliers (Morgan et al., 2019). To evaluate the effect of the region of the campus an ANOVA was conducted. An ANOVA is used to compare the means of two or more samples, so in this case each factor was compared to the four regions represented in the sample (Creswell & Creswell, 2018).

Delimitations, Limitations, and Assumptions

To increase the transparency surrounding this study and identify its potential flaws the key delimitations, limitations, and assumptions are listed below. As well as self-reporting the flaws of this study, recognizing and describing these flaws may allow future researchers the opportunity to better their own research.

Delimitations

The primary delimitation for this study is that I chose to survey only FSAs based at 4-year institutions of higher education that have sanctioned Greek letter organizations on campus. As Greek letter organizations rely heavily on alumni volunteers to run, advise, and support undergraduate organizations, this would be another logical group that could provide insight on the topic. This group was not chosen because this group would be evaluating their own

behaviors, as individuals tend to have a blind spot when assessing their own behaviors (Pronin et al., 2004).

The instrument was also a source of delimitation. As this instrument was created for the purpose of this study, the items in the instrument were created from a literature review, content expert panel, and functional test. While these methodologies are effective ways to produce an instrument, there is a possibility for error (DeVellis, 2017).

Limitations

The timing of data collection for this dissertation was a limitation for this study. The effects of the COVID-19 pandemic were still present within higher education in Fall 2021. During this time, many events and meetings were being completed virtually rather than in person. This may have limited the amount of time or opportunity FSAs had to observe alumni chapter advisors. Additionally, higher education professionals have been under extreme stress due to the pandemic, which may have decreased their willingness to participate in the study.

Second, a limitation of this study was that it involves self-reporting. This survey instrument relied on the honesty of its participants in order to be effective. The instrument has been made confidential in an attempt to prevent this limitation. However, if participants were not honest about their perceptions of alumni chapter advisors, then the survey instrument was not a valid measure.

My own personal bias was also a limitation in this study. I am an active member of a sorority, I currently serve as an alumni chapter advisor, and I have worked as a FSA. Due to these past experiences, I have insider knowledge that gives me a unique understanding of this community. However, this experience may have affected the creation of the survey instrument

and the data results. To minimize bias in this study, the instrument was reviewed by quantitative researchers and a functional test of the instrument was conducted.

Assumptions

Perhaps the most important assumption that I brought to this study is that fraternal organizations are an important part of the collegiate experience. Recently, there have been calls for fraternal organizations to be banned from campuses in order to prevent the stereotypical negative behavior associated with them (Lautrup, 2020). To this effect, I assumed that higher education institutions should continue to provide this experience to their undergraduate student population and work to mitigate negative behaviors. Another assumption was that alumni influence undergraduate students in these organizations. A basic tenet of fraternal organizations is the life-time commitment and emphasis on mentorship, however, these may not hold true in all organizations. Choosing fraternity and sorority advisors as the participants for this study also revealed an additional assumption, which is that these participants are aware of what alumni are doing when they are working with undergraduate students. While fraternity and sorority advisors work directly with both groups, they are not always aware of every interaction between these two groups.

Ethical Considerations

William & Mary's policy is that all faculty, staff, and students receive EDIRC approval before conducting human subjects research. I submitted a request to the EDIRC prior to data collection. All participants in this study were informed that I had gone through the EDIRC process and were given the contact information for the EDIRC committee. In addition to providing informed consent, the participants were informed that they were able to discontinue

the survey at any time and were ensured of their confidentiality. By using an anonymous survey instrument, the risks to participants were minimized.

Methods Summary

Chapter 3 outlines the research design for this dissertation study. This study utilized an original online survey instrument to answer a series of research questions that were mentioned previously. The survey was sent out to 1,084 on 767 campuses participants to better understand FSAs' perceptions of alumni chapter advisors. The survey collected demographic information and measured eight constructed related to Greek letter organizations. The online survey data were distributed and collected utilizing Qualtrics. Chapter 3 also discusses the statistical methodologies that were used to analyze the data. Specifically, descriptive statistics, EFA, regression, and correlations were used to answer the research questions. This chapter also outlines the limitations, delimitations, and assumptions surrounding this study and the ethics process used in conducting this research.

CHAPTER 4

FINDINGS

I sought to ascertain the perceptions of FSAs on alumni chapter advisors in Greek letter organizations. Firstly, this chapter will provides a description of the demographics of the FSAs surveyed. There was a robust sample size for this study, as the survey had a 29.5% return rate. Secondly, this chapter will discuss the findings from the exploratory factor analysis (EFA) that was used to determine the number of significant factors within each measure. These factors were then used to determine whether FSAs had differing perceptions based on what type of group they work with or due to different aspects of their demographic information (e.g. campus size, Greek community size, the region that the institution resides in). Finally, this chapter provides the statistical results of all the data analyses that were conducted on the collected data and how they relate to the specific research questions of this study.

RQ1 asked "What are the perceptions of FSAs on the influence alumni chapter advisors have on undergraduate students involved in Greek letter organizations?" This research question also had two sub questions: "Does the perception differ based on foci (e.g., hazing, leadership development, etc.)?" and "Does the perception change depending on what type of organization (NPC, NIC, NPHC, MGC) the FSA is working with?" RQ2 "Do perceptions on alumni chapter advisors differ based on particular demographics?" In the sub-questions for RQ2 there are several defined independent variables including campus size, Greek community size, and the region in which the institution resides in.

Overview of Data Collected

As noted previously, 1,084 FSAs received the survey on Monday, November 22, 2021 at 9am EST. The participants were informed that the survey would close Friday, December 10th at 5pm EST, however, the survey link still collected data after this time. The participants in the study received two reminder emails prior to the deadline of December 10, 2021. The data were downloaded on Monday December 13, 2021 and any other data collected after this time was not used for this study. The Qualtrics report tallied 337 responses, which included two tests that were conducted prior to the survey being distributed to make sure the survey link was working. Additionally, one demographic question in the survey asked if participants had ever worked with alumni chapter advisors in their professional role. As the study was about the perceptions of these advisors, if the respondent said *No* they were taken to the end of the survey. There were 14 respondents who indicated that they had never worked with alumni chapter advisors, so they were removed from the sample. There were 28 responses that did not complete the survey. When looking at the survey results there were four participants who did not answer the validation item correctly. One question in the survey directed participants to select *Definitely not* to check the validity of the response. If participants answered incorrectly their response were removed from the sample because their responses could not be seen as valid. Ultimately, the survey had 289 valid responses for a response rate of 26.7%. Therefore, the data analysis occurred using $n = 289$ as the total sample. The typical response rate for an online survey is between 20 and 30%, so this survey is well within these parameters (Dillman, 2000, 2007). Dillman (2000) indicates that the 26.7% response rate is well above what is needed for what he calls liberal conditions, which would be a 10% sampling error and 80% confidence level. The response rate would be under what Dillman (2000) considers stringent conditions, which would be a 3% sampling error and

95% confidence level. In addition, much of the data in this study could not be analyzed in terms of representation because most of the demographic data could not be externally confirmed. However, the data collected was not representative of the sample based on region or undergraduate enrollment. Thus, the issue of non-response bias was evident.

Demographics of the Sample

Multiple items in the survey asked the participants demographic information. This section discusses (a) personal characteristics, (b) Greek life specific demographics, and (c) institutional demographics.

Personal Characteristics. Most of the survey respondents identified as White (*n* = 205; 70.9%), with those identifying as Black or African American comprising 17% of the total sample. A smaller portion of survey respondents identified as Hispanic or Latino (*n* = 19; 6.6%), Asian or Pacific Islander (*n* = 2; 0.7%), and Multiracial or Biracial (*n* = 14; 4.8%). Nearly, 30% of participants identified as people of color in this study. The high percentage of White participants may reflect that there are many more historically White Greek letter organizations than organizations that are historically Black or multicultural. Therefore, there are more people participating in these organizations during their undergraduate experience. Table 3 illustrates how the respondents identify in terms of race and ethnicity and the percentage they comprised of the total sample.

Table 3

Race/Ethnicity of Participants

Race/Ethnicity	FSA Sample	
	n	**%**
Hispanic or Latino	19	6.6
Asian or Pacific Islander	2	0.7
Black or African American	49	17.0
Native American or Alaskan Native	0	0
White	205	70.9
Multiracial or Biracial	14	4.8
Unlisted race/ethnicity	0	0
Total	**289**	**100.0**

Participants were asked to specify how they identify in terms of gender. Most of the survey respondents identified as female (n = 186), comprising over 64% of the sample. Participants who identified as male (n = 100) made up over 34% of the sample. A small proportion of the sample identified as genderqueer/gender non-conforming (n = 2), making up less than 1% of the sample. None of the participants identified as transgender and one participant preferred not to disclose this information. The high percentage of participants identifying as female may be because 60% of all professionals in higher education are female (Flaherty, 2021). Professionals working with these groups tend to be in entry or middle management positions; research found women only make up only 24% of the highest paying jobs at the 130 leading research institutions (Flaherty, 2021). Additionally, the lack of diversity within this sample may be because Greek letter organizations tend to be less supportive of gay, lesbian, and bisexual

persons and are seen as perpetuating traditional gender roles (Hinrichs & Rosenberg, 2002). Table 4 illustrates how the respondents identify in terms of gender and the percentage they comprised of the total sample.

Table 4

Gender of Participants

Gender	FSA Sample	
	n	**%**
Male	100	34.6
Female	186	64.4
Transgender	0	0
Genderqueer/gender non-conforming	2	0.7
Preferred Not To Say	1	0.3
Total	**289**	**100.0**

Greek Life Specific Demographics. Most of respondents were affiliated with a Greek letter organization during their undergraduate experience (*n* = 259), comprising over 89% of the sample. A small proportion of the sample were not affiliated with a Greek letter organization (*n* = 30), comprising just over 10% of the sample. Of the 259 respondents who were affiliated with a Greek letter organization, 161 (62.2%) identified as female and 95 (37%) identified as male. The high percentage of participants who were affiliated with Greek letter organizations is likely because campus-based professionals are hired for their experience with these groups. Institutions are more likely to hire someone who was in one of these organizations, with the assumption that they can better relate to the students in Greek letter organizations. The participants who were not affiliated with a Greek letter organization may be from smaller institutions in which they oversee

many different types of groups, including Greek letter organizations among the many in their portfolio. Table 5 illustrates if the respondents were involved in Greek life as an undergraduate student and the percentage they comprised of the total sample.

Table 5

Greek Affiliation

Greek Affiliation	FSA Sample	
	n	**%**
Yes	259	89.6
No	30	10.4
Total	**289**	**100.0**

Nearly half of the respondents were affiliated with organizations that are a part of NPC (*n* = 139), or historically White sororities, making up over 48% of the sample. Participants who were members of NIC (*n* = 71), or historically White fraternities, comprised 24.6% of the sample. Respondents who were affiliated with NPHC organizations (*n* = 36), or historically Black fraternities and sororities, made up over 12% of the sample. Those affiliated with MGC organizations (*n* = 10), or multicultural fraternities and sororities, comprised over 3% of the sample. Those respondents unaffiliated with a Greek letter organization or who chose not to disclose that information (*n* = 33), made up over 11% of the sample. This high percentage of unaffiliated FSAs may be due to the large number of respondents who worked at institutions with 5,000 student or less, as they may have been hired to oversee multiple functional areas. The number of members participating in an NPC organization aligns with other demographic information collected, including the number of participants who identified as women and White. One reason for the large amount of NPC and NIC affiliated participants could be because there

are more of these organization than NPHC and MGC. Additionally, some MGC organizations are relatively new, so they may not have been available when some of the participants were in college. Table 6 illustrates what types of Greek letter organization the participant was affiliated with as an undergraduate student and the percentage they comprised of the total sample.

Table 6

Type of Organization Affiliated With

Undergraduate Affiliation-Organization Type	**FSA Sample**	
	n	**%**
MGC	10	3.5
NIC	71	24.6
NPC	139	48.1
NPHC	36	12.5
Unaffiliated/Chose Not to Disclose	33	11.4
Total	**289**	**100.0**

Note. Due to rounding percentages may not add up to 100.

Most of respondents have volunteered for a national Greek letter organization (*n* = 213; 73.7%). These volunteer experiences could include being an alumni chapter advisor, a trained facilitator, or conference presenter. There were 76 (26.3%) respondents that indicated that they had never volunteered for a national Greek letter organization. The majority of FSAs volunteer for a national Greek letter organization in some capacity and may have served as an alumni chapter advisor. The experience of volunteering with a national organization may influence how they perceive the national organization and national volunteers in general. It is unlikely that individuals unaffiliated with Greek letter organizations would volunteer with a national

organization because they do not have the personal tie or connection. Table 7 illustrates how many participants volunteered for a national Greek letter organization and the percentage they comprised of the total sample.

Table 7

Volunteer Experience with National Organization

National Volunteer	FSA Sample	
	n	**%**
Yes	213	73.7
No	76	26.3
Total	**289**	**100.0**

The largest proportion of respondents indicated that they had been working with Greek letter organizations for 2-5 years (*n* = 107; 37%). Participants who indicated that they have 5-10 years of professional experience (*n* = 78; 27%) were the second largest group in this sample. The third largest proportion of respondents indicated that they had been working with Greek letter organizations for 10-15 years (*n* = 41; 14.2%). Participants who responded they had 1 year experience (*n* = 21; 7.3%). The majority of the participants in this sample, over 71% have worked with Greek letter organizations 10 years or less, which shows a pretty limited amount of experience within the profession. The number of respondents who have 15-20 years (*n* = 20; 6.9%) and greater than 20 years (*n* = 22; 7.6%) of experience highlight over 1.5 in 10 FSAs are seasoned advisors. Professional experience might have an effect on how participants view alumni chapter advisors. Table 8 illustrates how many years of professional experience and the percentage they comprised of the total sample.

Table 8

Years of Professional Experience

Years of Professional Experience	FSA Sample	
	n	**%**
1 Year	21	7.3
2-5 Years	107	37.0
5-10 Years	78	27.0
10-15 Years	41	14.2
15-20 Years	20	6.9
20+ Years	22	7.6
Total	**289**	**100.0**

Many respondents work with MGC, NIC, NPC, and NPHC organizations (e.g. Multicultural Greek Letter Organizations, historically White fraternities, historically White sororities, and historically Black Greek Letter Organizations) (*n* = 156; 54%) in their professional roles. Thus, a slight majority of participants have experience working with alumni chapter advisors from each of the four councils represented. When viewing the organizations individually, many of the participants work with NPC (44%) and NIC (37%) groups, followed by FSAs working with NPHC groups (*n* = 93; 32%). The smallest proportion of respondents work with MGC groups (*n* = 53; 18%). The portfolios of the FSAs highlight how many campuses only have one professional staff member supporting all Greek letter organizations and that some campuses may only have one or two councils on campus. Table 9 illustrates the type of groups that participants currently work with and the percentage they comprised of the total sample.

Table 9

Groups Advised in Current Role

Currently Works With	FSA Sample	
	n	**%**
MGC	53	18.3
NIC	109	37.7
NPC	128	44.3
NPHC	93	32.2
All Groups	156	32.2
Total	**289**	**100.0**

Note. MGC = Multicultural Greek Council, NIC = North America Interfraternity Conference, NPC = National Panhellenic Conference, and NPHC = National Pan-Hellenic Council.

Most of respondents to this survey were affiliated with a Greek letter organization during their undergraduate experience, with only 10.4% indicating that they were not affiliated. Of those who were affiliated, most respondents were involved with either NPC or NIC organizations (historically White sororities and fraternities), which may be because there are more of these organizations present on college campuses than either MGC or NPHC organizations (multicultural and historically Black Greek letter organizations). Additionally, most respondents indicated that they had volunteered for a national organization, whether that be as an alumni chapter advisor or in some other capacity. Most of the respondents selected that they had been working with Greek letter organizations professionally for 10 years or less. Lastly, over half of the participants indicated that they currently worked with all four councils that were identified as a part of this study.

Institutional Demographics. The largest group of respondents indicated that they worked at an institution that resides in the South (*n* = 123; 42%) of the United States, with the Midwest being the second region showing the most representation in the sample (*n* = 75; 26%). The Northeast (*n* = 58; 20%) and the West (*n* = 33; 11%) regions had smaller representation in the sample. One explanation for there being more participants from the South could be because institutions in that region have an institutional culture that is adjacent to Greek letter organizations. Table 10 illustrates the region that participant's work in and the percentage they comprised of the total sample.

Table 10

Region of Current Campus

Region of Current Campus	FSA Frequency	FSA Respondents	Institution Frequency
	n	**%**	***n***
Northeast	58	20.1	47
South	123	42.6	118
Midwest	75	26	71
West	33	11.4	33
Total	**289**	**100.0**	

Note. Due to rounding percentages may not add up to 100. FSA Frequency = FSA Sample and Institution Frequency = Number of Institutions Represented.

Approximately one-quarter of the respondents indicated that they that they worked at institutions with over 25,000 undergraduate students (*n*=70; 24%). The second largest group of respondents worked at small institutions that have 1,000-5,000 undergraduate students (*n*=67; 23%). Participants who work at institutions with 5,000-10,000 undergraduate students (*n*=64; 21%). Participants who work at institutions that have 10,000-15,000 (*n*=33; 11%) and 15,000-

20,000 (*n*=27; 9%) undergraduate students. The respondents who worked at institutions supporting 20,000-25,000 (*n*=19; 6%) and less than 1,000 (*n*=9; 3%) undergraduate students represented a smaller proportion of the respondents. Table 11 below illustrates the approximate undergraduate enrollment at the participant's institution and the percentage they comprised of the total sample.

Table 11

Approximate Undergraduate Enrollment

Approximate Undergraduate Enrollment	FSA Frequency	FSA Respondents	Institution Frequency
	n	**%**	***n***
Less than 1,000 students	10	3.5	10
1,000-5,000 students	67	23.2	74
5,000-10,000 students	64	22.1	65
10,000-15,000 students	33	11.4	32
15,000-20,000 students	27	9.3	19
20,000-25,000 students	19	6.6	14
More than 25,000 students	69	23.9	55
Total	**289**	**100.0**	

Note. Due to rounding percentages may not add up to 100.

Approximately 40% of the respondents indicated that they worked for institutions that had less than 10% of the undergraduate students involved in a Greek letter organization (less than 5%, *n* = 66; 22% and between 5-10% *n* = 58; 20%). While respondents who selected that their institutions had 10-15% of students involved in a Greek letter organization made up 17% of the sample, and those working on campuses with 15-20% of students involved in a Greek letter

organization made up over 12% of the sample. Higher levels of student involved in Greek letter organizations were found among participants who responded that they worked at institutions with 20-25% of the undergraduate population being involved (*n* = 32; 11%) or who selected that their institution had 25-30% of students involved (*n* = 22; 7%). Participants that indicated their institutions had higher participation in Greek letter organizations were a smaller percentage of the sample. For example, FSAs on campuses with 30-35% (*n* = 7; 2%) and 35-40% (*n* = 7; 2%) undergraduate student involvement in a Greek letter organization were less than 5% of the sample. Only 13 participants responded that their institution had over 40% of students involved in a Greek letter organization, comprising over 4% of the sample. Table 12 illustrates the approximate percentage of students involved in Greek letter organization at the participant's institution and the percentage they comprised of the total sample.

Table 12

Percentage of students involved in Greek Life

Student Participation in Greek Life	FSA Sample	
	n	**%**
Less than 5%	66	22.8
5-10%	58	20.1
10-15%	49	17.0
15-20%	35	12.1
20-25%	32	11.1
25-30%	22	7.6
30-35%	7	2.4
35-40%	7	2.4
Greater than 40%	13	4.5
Total	**289**	**100.0**

The bulk of respondents to this survey were affiliated with institutions in the South (42.6%), followed by the Midwest (26%), Northeast (20.1%), and West (11.4%). Almost one-quarter of the respondents indicated that they that they worked at institutions with over 25,000 undergraduate students (n = 69; 24%), while the second largest group of respondents worked at small institutions that have 1,000-5,000 undergraduate students (n = 67; 23%). Lastly, approximately 40% of the respondents indicated that less than 10% of the undergraduate students on their respective campus were involved in a Greek letter organization (less than 5%, n = 66; 22% and between 5-10% n = 58; 20%)

Reliability of the Sample

A Chi-Square Goodness of Fit test was performed to determine the reliability of the sample. Most of the demographic data was information that could not be externally confirmed. For example, it would be impossible to know the expected gender of participants or their ethnicities. However, the Chi-Square Goodness of Fit test was able to be performed on region and campus size (approximate undergraduate enrollment). Table 13 shows the frequencies and Chi Square results for both items. The results of these statistical tests were statistically significant indicating that the observed proportions are significantly different from the expected proportions.

Table 13

Frequencies and Chi Square Results for Region and Campus Size

Item	Institution Observed *n*	Institution Expected *n*	Residual	Frequencies
Region				
Northeast	47	164	-117	28.7%
South	118	315	-304	37.5%
Midwest	71	201	-130	35.3%
West	33	87	-54	37.9%
χ^2	324.27*			
Undergraduate Enrollment (Number of Students)				
Less than 1,000	10	43	-33	23.3%
1,000-5,000	74	327	-253	22.6%
5,000-10,000	65	174	-109	37.4%
10,000-15,000	32	77	-45	41.6%
15,000-20,000	19	44	-25	43.1%
20,000-25,000	14	34	-20	41.2%
More than 25,000	55	68	-13	80.1%
χ^2	344.11*			

Upon examination of Table 13, most data points could be considered significantly different between the observed and expected groups of respondents. This would indicate that non-response bias is present in this data. The data collected on the regions in which the respondents worked showed, the South and West were overrepresented. However, the Northeast and Midwest were underrepresented. The West was the most overrepresented, which may be due to the small expected *n* value. When looking at the data regarding undergraduate enrollment, institutions that have an enrollment of greater than 5,000 students are overrepresented. The data indicate that the larger the institution size in terms of enrollment the larger the overrepresentation, which means the larger institutions are overrepresented relative to the smaller institutions. It is important to acknowledge the differences between observed and expected groups when interpreting the findings of this study.

Research Question 1

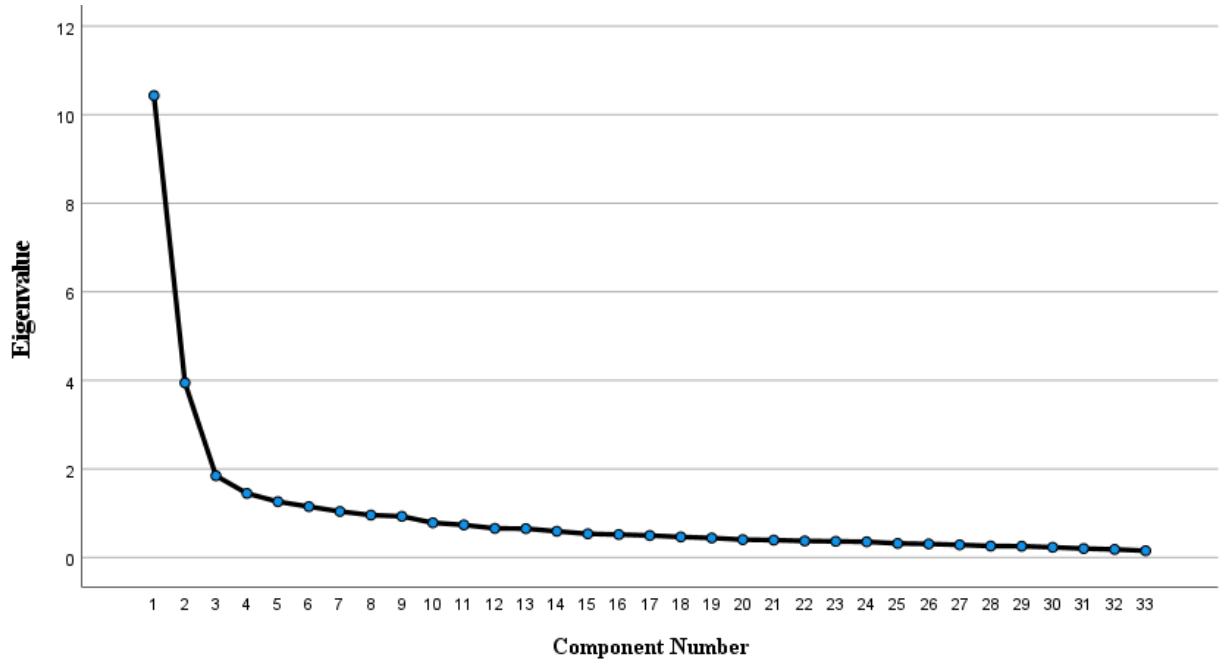
This study sought to determine the perceptions of FSAs on the influence of alumni chapter advisors have on undergraduate students involved in Greek letter organizations. This first research question also had two sub questions: "Does the perception differ based on foci (e.g. hazing, leadership development, etc.)?" and "Does the perception change depending on what type of organization (NPC, NIC, NPHC, MGC) the FSA is working with?" The survey instrument sought to learn more about this issue. The instrument contains 33 items (See Appendix B for a copy of the final survey instrument) that address eight areas of the Greek life experience. Four to five Likert-type items addressed each concept area with each item scored on a scale of 1 = *Definitely not*, 2 = *Probably not*, 3 = *Might or might not*, 4 = *Probably yes*, 5 = *Definitely yes.*

The factorability of the 33 items in the survey was examined. Firstly, the Kaiser-Meyer Olkin Measure of Sampling Adequacy (KMO) was 0.91, which is above the recommended value of 0.5 (Mvududu & Sink, 2013). Secondly, the Bartlett's test of sphericity was significant, indicating that the correlation matrix was not random $\chi^2(528) = 5035.545$, $p < 0.001$ (Mvududu & Sink, 2013). Therefore, using factor analysis was deemed appropriate for this dataset.

Principal component analysis was used because it works to reduce data, but also preserves as much information possible from the original dataset (Watkins, 2018). Because the survey instrument was created specifically for this study and was not externally validated, it was important to have more data available for interpretation. When conducting the Principal component analysis all items with a factor loading of less than 0.3 were suppressed as recommended (Field, 2013). Due to the nature of the constructs, it was assumed that the factors would be uncorrelated. Therefore, an orthogonal rotation was employed (Watkins, 2018). Initial eigenvalues indicated that the first 2 factors explained 31.6% and 12.1% of the variance respectively. Solutions for 3, 4, 5, 6, and 7 had eigen values greater than 1, and explained just over 20% of the variance. A parallel analysis (Horn, 1965) and a visual scree test (Cattell, 1966) were used to determine the appropriate number of factors to retain (Figure 2). Both the parallel analysis and scree test suggested that five factors should be retained. The analysis was run again with the number of factors fixed at 5.

Figure 2

Scree Plot



The communalities that were calculated using the EFA (Table 14) were all above 0.3, which confirmed that each item shared some common variance with other items. This outcome is a further indicator that factor analysis is a suitable statistical analysis for this data. Communalities indicate the proportion of each variable's variance that can be explained by the factors. Most of the factors had an extraction communality between 0.5 and 0.7. The highest extraction communality was 0.704, was an item under the mentorship construct, while the lowest extraction communality was under the high-risk drinking construct. This would indicate that FSAs are more in agreement concerning mentorship than they are high-risk drinking. However, there was no construct that had roughly the same extraction value for all 4-5 items included in the survey. Therefore, either the statements did not adequately reflect the construct itself or FSAs were not in close agreement about the construct as a whole.

Table 14

Communalities- Proportion of Each Variable's Variance That can be Explained by the Factors

Items	Initial	Extraction
Promote positive student development	1.00	0.704
Exhibit openness to recruiting new members that fall outside of traditional norms of masculinity/femininity and sexual orientation	1.00	0.675
Promote consuming alcohol as an escape or destressing tool	1.00	0.669
Demonstrate that philanthropy and community service are one of the core values of their organization	1.00	0.663
Exhibit tolerance of hazing practices they view as harmless or fun	1.00	0.656
View hazing as a tradition or rite of passage	1.00	0.651
Promote student participation in local community service events	1.00	0.640
Promote student participation community service, not just Greek life philanthropy events	1.00	0.636
Glorify high risk drinking when talking to undergraduate chapter members	1.00	0.634
Promote drinking as a bonding activity	1.00	0.626
Make offensive, sexist, or derogatory remarks about the opposite sex	1.00	0.624
Glorify their experiences with hazing when talking to undergraduate students	1.00	0.623
Provide emotional support to undergraduate chapter members	1.00	0.619
Ensure undergraduate chapter members feel comfortable seeking advice from alumni chapter advisors and see their advice as valuable	1.00	0.619
Serve as mentors to undergraduate chapter members	1.00	0.614
Respect all undergraduate students chapter members that they work with, and irrespective social identities	1.00	0.602
Exhibited behavior that was offensive, embarrassing, or hurtful (e.g., inappropriate jokes, slurs, rumors, etc.) towards LGBTQIA+ chapter members	1.00	0.595
Encourage undergraduate students to lead initiative they are passionate about rather than replicating past initiatives	1.00	0.580
Promote traditional views of masculinity and femininity	1.00	0.576
Value diversity, inclusion, equity, and social justice	1.00	0.575
Positively impact undergraduate chapter members' sense of belonging	1.00	0.563
Participate in hazing behaviors	1.00	0.553
Exhibit openness to recruiting individuals who fall outside the organizational norm	1.00	0.549
Are willing to allow chapter members freedom to handle challenging situations, as a learning experience	1.00	0.538
Encourage the social integration of undergraduate chapter members (both within the chapter and campus community)	1.00	0.523
Promote chapter members academic development	1.00	0.513
Exhibited behavior that was offensive, embarrassing, or hurtful (e.g., inappropriate jokes, slurs, rumors, etc.) towards chapter members with different social identities	1.00	0.509
Provide career support to undergraduate chapter members	1.00	0.489
Encourages the persistence of all chapter members	1.00	0.480
View hazing as a safety issue and would education members/report members when there is a problem	1.00	0.460
Are adequately trained to ensure the leadership development of undergraduate executive officers	1.00	0.442
Understand the difference between philanthropy and service	1.00	0.437
View high-risk drinking as a safety issue and would educate members/report members when there is a problem	1.00	0.302

The eigenvalue represents the total amount of variance that can be explained by each component. The first five components account for 57.387% of the original variance. Additionally, the eigenvalues in Table 15 were used during the parallel analysis test.

Table 15

Total Variance Explained

Component	Initial Eigenvalues			Extraction of Sums of Squared Loadings			Rotations Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.434	31.617	31.617	10.434	31.617	31.617	6.404	19.405	19.405
2	3.946	11.957	43.517	3.946	11.957	43.574	4.131	12.517	31.923
3	1.847	5.598	49.171	1.847	5.598	49.171	3.291	9.971	41.894
4	1.449	4.391	53.562	1.449	4.391	53.562	3.042	9.219	51.113
5	1.262	3.825	57.387	1.262	3.825	57.387	2.070	6.273	57.387
6	1.150	3.486	60.873						
7	1.041	3.154	64.027						
8	0.959	2.905	66.933						

The Rotated Factor Matrix (Table 16) shows what the factor loadings look like after the rotation has occurred. The table shows how the new factors are configured based on the items in the original instrument. Factor 1 is made up of primarily items associated with hazing and high-risk drinking. Factor 2 is comprised mainly of items corresponding to leadership development and mentorship. Factor 3 is made up of items associated with diversity, equity, and inclusion, as well as gender issues. Factor 4 is comprised out of primarily philanthropy and service items. While Factor 5 is comprised only of items related to persistence and retention.

Table 16

Rotated Component Matrix

Factors	1	2	3	4	5
Encourage the social integration of undergraduate chapter members (both within the chapter and campus community)					0.656
Promote chapter members academic development					0.603
Encourages the persistence of all chapter members				0.383	0.504
Positively impact undergraduate chapter members' sense of belonging		0.445			0.511
Understand the difference between philanthropy and service				0.581	
Promote student participation in local community service events				0.756	
Promote student participation community service, not just Greek life philanthropy events				0.705	
Demonstrate that philanthropy and community service are one of the core values of their organization				0.748	
Serve as mentors to undergraduate chapter members		0.727			
Provide emotional support to undergraduate chapter members		0.704			
Provide career support to undergraduate chapter members		0.632			
Promote positive student development		0.691			
Are adequately trained to ensure the leadership development of undergraduate executive officers		0.494			
Encourage undergraduate students to lead initiative they are passionate about rather than replicating past initiatives		0.568		0.384	
Are willing to allow chapter members freedom to handle challenging situations, as a learning experience		0.531		0.355	
Ensure undergraduate chapter members feel comfortable seeking advice from alumni chapter advisors and see their advice as valuable		0.702			
View hazing as a tradition or rite of passage	0.756				
Glorify their experiences with hazing when talking to undergraduate students	0.741				
Exhibit tolerance of hazing practices they view as harmless or fun	0.774				
Participate in hazing behaviors	0.704				
View hazing as a safety issue and would education members/report members when there is a problem	-0.551				
Value diversity, inclusion, equity, and social justice			0.638		
Exhibit openness to recruiting individuals who fall outside the organizational norm			0.648		
Respect all undergraduate students (i.e.) chapter members that they work with, and irrespective social identities	-0.434		0.531		
Exhibited behavior that was offensive, embarrassing, or hurtful (e.g. inappropriate jokes, slurs, rumors, etc.) towards chapter members with different social identities	0.498		-0.398		
Promote traditional views of masculinity and femininity			-0.677		
Make offensive, sexist, or derogatory remarks about the opposite sex	0.651		-0.400		
Exhibit openness to recruiting new members that fall outside of traditional norms of masculinity/femininity and sexual orientation			0.788		
Exhibited behavior that was offensive, embarrassing, or hurtful (e.g., inappropriate jokes, slurs, rumors, etc.) towards LGBTQIA+ chapter members	0.610		-0.407		
Glorify high risk drinking when talking to undergraduate chapter members	0.786				
Promote consuming alcohol as an escape or destressing tool	0.804				
Promote drinking as a bonding activity	0.784				
View high-risk drinking as a safety issue and would educate members/report members when there is a problem	-0.485				

The factor loadings indicate the extent of relevance of variables in explaining each of the constructs in the survey. In Factors 2, 4, and 5 all the factor loadings are positive meaning all of the elements are positively correlated with each other. Factors 1 and 3 instead have inverse factor loadings. This occurred because within both of these constructs the items were worded in such a way that resulted in opposite responses. For example, under Factor 1 the item "view high-risk drinking as a safety issue and would educate members/report members when there is a problem" has a negative factor loading, because its meaning is the reverse of other positively weighted items. However, under the same construct they indicate that the positive factor loadings indicate that FSAs perceive that alumni chapter advisors do not promote these activities.

A Cronbach's alpha was employed to check the reliability of each of the scales (Tavakol & Dennick, 2011). The alphas for Factors 1, 2, 4, and 5 were above 0.7 indicating that they were reliable. However, Factor 3 had a negative Cronbach's alpha well below 0.7. The factor loadings (Table 16) for Factor 3 were actively working against each other in the reliability test, specifically that the positive items in the scale were against the negative items. To resolve this issue, the negatively loaded items were reverse scored to become positive, reflecting that all the item correlations were now positive. The reliability analysis was rerun and Factor 3 now has a reliable outcome. Table 17 illustrates reliability of each factor.

Table 17

Reliability

Factor	Cronbach's Alpha	N of items
1	0.748	13
2	0.868	9
3	0.869	8
4	0.807	7
5	0.733	4

In order to answer RQ1 and its first sub question "Does the perception differ based on foci (e.g. hazing, leadership development, etc.)?" the new factors have to be defined.

1. High-Risk Behaviors (Factor 1): Factor 1 is comprised of 13 factor loadings, five hazing items, four high-risk drinking items, two diversity, equity, and inclusion items, and two gender issues items. The diversity, equity, and inclusion items and the gender issues items are captured in Factor 3, so the primary focus of Factor 1 is hazing and high-risk drinking. In relation to the instrument when Factor 1 has a positive score than that is most indicative with *Definitely not* on the instrument scale, while a negative score is associated with *Definitely yes*. Thus, a positive score indicates that FSAs perceive alumni chapter advisors do not contribute to high-risk behaviors within undergraduate chapters.
2. Leadership Development and Mentorship (Factor 2): Factor 2 is comprised of nine factor loadings, four leadership development items, four mentorship items, and one persistence and retention item. The persistence and retention item is better captured in

Factor 5, so the primary focus for Factor 2 is leadership development and mentorship. In relation to the instrument when Factor 2 has a positive score than that is most indicative with *Definitely yes* on the instrument scale, while a negative score is associated with *Definitely not.* Thus, a positive score indicates that FSAs perceive alumni chapter advisors contribute to leadership development and mentorship within undergraduate chapters.

3. Diversity, Equity, and Inclusion (Factor 3): Factor 3 is comprised of eight factor loadings, four diversity, equity, and inclusion items and four gender issues items. These items can be grouped together under the collective term "Diversity, Equity, and Inclusion." In relation to the instrument when Factor 3 has a positive score than that is most indicative with *Definitely yes* on the instrument scale, while a negative score is associated with *Definitely no*. Thus, a positive score indicates that FSAs perceive alumni chapter advisors contribute to positively to diversity, equity, and inclusion within undergraduate chapters.
4. Philanthropy and Community Service (Factor 4): Factor 4 is comprised of seven factor loadings, four philanthropy and community service items, two leadership development items, and one persistence and retention item. The leadership development items and the persistence and retention item are captured in Factor 2 and 5 respectively. In relation to the instrument when Factor 4 has a positive score than that is most indicative with *Definitely yes* on the instrument scale, while a negative score is associated with *Definitely no*. Thus, a positive score indicates that FSAs perceive alumni chapter advisors contribute to positively to philanthropy and community service within undergraduate chapters.

5. Persistence and Retention (Factor 5): Factor 5 is comprised of four factor loadings with four persistence and retention items. In relation to the instrument when Factor 5 has a positive score than that is most indicative with *Definitely yes* on the instrument scale, while a negative score is associated with *Definitely no*. Thus, a positive score indicates that FSAs perceive alumni chapter advisors contribute to positively to persistence and retention within undergraduate chapters.

According to the data FSAs perceive alumni chapter advisors' roles in terms of five separate factors that include high-risk behaviors, leadership development and mentorship, diversity equity and inclusion, philanthropy and service, and persistence and retention. The data indicates that many of the items in the instrument were directly related to one another in the eyes of the FSAs. Hazing and high-risk drinking, while very different, were grouped together under one factor. This may be because high-risk drinking can be a part of hazing practices, so participants are more likely to think of these groups together. Additionally, the other items associated with factor one could all be classified as "negative behaviors," all having to do with issues around respecting others or making derogatory remarks. The FSAs perceive alumni chapter advisors as not promoting or supporting the practices of hazing and high-level drinking in Greek letter organizations.

The FSAs also grouped together leadership development and mentorship within one factor. While the two concepts are related, leadership development and mentorship are not synonymous. However, it would seem as if FSAs interpreted the items in the survey as related to one another rather than as distinct constructs. FSAs indicated that alumni chapter advisors promoted both leadership development and mentorship when working with undergraduate chapter members.

According to participants, diversity, equity, and inclusion were grouped with gender issues. Although issues of diversity related to race/ethnicity and gender are different, the items in the survey instrument were used to determine whether FSAs saw alumni chapter advisors as welcoming to a diverse student body. Most FSAs indicated that alumni chapter advisors were open to undergraduate students from diverse backgrounds and social identities and promoted inclusivity within undergraduate organizations.

The last two factors, philanthropy and service and persistence and retention, were made of up individual constructs in the survey instrument. FSAs indicated that alumni chapter advisors actively promoted both of these factors when working with undergraduate students. The factor loadings for all the items in each construct were relatively high, indicating that most FSAs agreed.

One of the sub questions for research question one, addressed "Does the perception change depending on what type of organization (NPC, NIC, NPHC, MGC) the FSA is working with?" Five separate analyses occurred utilizing each factor as the outcome variable and organizational type as the predictor variables. Table 18 shows the SPSS results of the multiple regression model of each factor.

Table 18

Regression Results for Factors & Organizational Type

Factors	*R*	R^2	Adjusted R^2	S_e	*DW*
High-Risk Behaviors	0.296	0.088	0.072	0.96347394	1.834
Leadership Development and Mentorship	0.165	0.027	0.010	0.99497338	2
Diversity Equity and Inclusion	0.176	0.031	0.014	0.99303633	1.820
Philanthropy and Community Service	0.166	0.028	0.011	0.99471800	2.023
Persistence and Retention	0.143	0.020	0.003	0.99842293	2.133

After conducting the multiple regression analysis only high-risk behaviors (Factor 1) was statistically significant, which indicates that organizational type is a predictor for high-risk behaviors. Per Table 18, the organizational type accounts for 7.2% of the variance in high-risk behaviors. This indicates that other factors, which were not items in the survey instrument, are impacting high-risk behaviors. The Durbin-Watson (*DW*) equaled 1.834, indicating that the errors are independent. Table 19 indicates that all Variance Inflation Factor scores are less than 5. This finding indicates no (a) multicollinearity and (b) competing predictors in terms of high-risk behaviors (Factor 1). The *F* value of the regression model ($F = 5.450$) indicates that the regression model was statistically significant. Table 19 shows the regression coefficients for the regression model analyzing high-risk behaviors (Factor 1) and organizational types. The *t*-tests conducted show that participants who advised NIC (White fraternities) and all organizations had

statistically significant results with a weight of $p = 0.000$* and $p = 0.036$* respectively. Table 19 shows FSAs who work with NIC organizations and all organizations had significant negative regression weights, indicating that FSAs who worked with these organizations believe that alumni chapter advisors may promote high-risk behaviors. The standardized coefficient for NIC and all organizations were -0.340 and -0.159 respectively. Keith (2019) indicates that standardized regression coefficients over 0.25 as having a large magnitude, while those over 0.1 as having a moderate magnitude. This would indicate that the perceptions of high-risk behaviors could be predicted based on what types of organizations that the FSAs work with. However, the "all organizations" category is likely significant due the level of significance of NIC and the high representation of FSAs advising NIC organizations within the sample.

Table 19

Regression Coefficients for High-Risk Behaviors

Organizational Type	Unstandardized Coefficient	Standardized Coefficients				Collinearity Statistics	
	B	S_e	β	t	p	Tolerance	VIF
MGC	-0.278	0.171	-0.108	1.621	0.106	0.730	1.369
NIC	-0.701	0.170	-0.340	-4.114	0.000*	0.471	2.122
NPC	0.456	0.184	0.227	2.476	0.14	0.384	2.606
NPHC	0.196	0.153	0.092	1.283	0.201	0.629	1.590
All organizations	-0.318	0.151	-0.159	-2.102	0.036*	0.546	1.772

Note. MGC = Multicultural Greek Council, NIC = North America Interfraternity Conference, NPC = National Panhellenic Conference, NPHC = National Pan-Hellenic Council, and VIF = Variance Inflation Factor.
* $p<0.05$

Research Question 2

To answer RQ2, "Do perceptions on alumni chapter advisors differ based on particular demographics?", a correlation analysis and ANOVA were conducted. In the sub-questions for

RQ2 there were several defined independent variables including campus size, Greek community size, and the region that the institution resides in. Additionally, a correlation analysis was conducted using the participant's years of professional experience working with Greek letter organizations. Tables 20, 21, 22, 23, and 24 show the correlations between each factor using the following demographic information: campus size, Greek community size, and years of professional experience. There is only one statistically significant correlation (Table 22) between Diversity, Equity, and Inclusion (Factor 3) and Greek community size. A negative *R* value indicates an inverse correlation, where FSAs on campuses with smaller Greek communities indicated that alumni chapter advisors are likely to be less accepting of Diversity, Equity, and Inclusion (Factor 3).

Table 20

Correlations Between High-Risk Behaviors (Factor 1) and Demographic Information

Demographic Information	*r*	*p*
Years of Professional Experience	-0.039	0.505
Undergraduate Enrollment	-0.095	0.623
Greek Community Size	0.029	0.644

Table 21

Correlations Between Leadership Development and Mentorship (Factor 2) and Demographic Information

Demographic Information	*r*	*p*
Years of Professional Experience	0.003	0.964
Undergraduate Enrollment	-0.024	0.690
Greek Community Size	0.054	0.362

Table 22

Correlations Between Diversity, Equity, and Inclusion (Factor 3) and Demographic Information

Demographic Information	*r*	*p*
Years of Professional Experience	0.015	0.801
Undergraduate Enrollment	-0.086	0.147
Greek Community Size	-0.124	0.036*

* $p < 0.05$

Table 23

Correlations Between Philanthropy and Community Service (Factor 4) and Demographic Information

Demographic Information	*r*	*p*
Years of Professional Experience	0.011	0.085
Undergraduate Enrollment	-0.064	0.279
Greek Community Size	-0.102	0.083

Table 24

Correlations between Persistence and Retention (Factor 5) and Demographic Information

Demographic Information	*r*	*p*
Years of Professional Experience	0.020	0.740
Undergraduate Enrollment	-0.053	0.368
Greek Community Size	0.027	0.651

To evaluate if FSAs perceptions differ between region a one-way ANOVA was conducted to compare the effect of region that the institution resides in on the factors developed through the EFA. There was a significant effect of regionality on Diversity, Equity, and Inclusion (Factor 3) at the $p < 0.05$ level [$F(8.563, 279.437) = 2.911$, $p = 0.035$]. Table 25 below outlines the results of the ANOVA test.

Table 25

ANOVA Between Region and Factors

Factors	*Relationship*	*Sum of Squares*	*df*	*Mean Square*	*F*	*Sig.*
High-Risk Behaviors	Between Groups	7.191	3	2.397	2.433	0.065
	Within Groups	280.809	285	0.985		
	Total	288.00	288			
Leadership Development and Mentorship	Between Groups	0.836	3	0.279	0.276	0.842
	Within Groups	287.164	285	1.008		
	Total	288.00	288			
Diversity, Equity, and Inclusion	Between Groups	8.563	3	2.854	2.911	0.035*
	Within Groups	279.437	285	0.98		
	Total	288.00	288			
Philanthropy and Service	Between Groups	5.237	3	1.746	1.760	0.155
	Within Groups	282.763	285	0.992		
	Total	288.00	288			
Persistence and Retention	Between Groups	0.359	3	0.120	0.118	0.949
	Within Groups	287.641	285	1.009		
	Total	288.00	288			

Note. ANOVA = Analysis of Variance.
*$p < 0.05$

To determine which specific pairs of means are different within Diversity, Equity, and Inclusion (Factor 3) the ANOVA was followed up with a Games Howell test because it was assumed that the variances were unequal. According to the post hoc test there is a significant difference between the perceptions of FSAs whose institutions reside in the South and Northeast. These findings indicate that FSAs perceive alumni chapter advisors in the Northeast as more accepting of Diversity, Equity, and Inclusion values, while those in the South regarded alumni

chapter advisors as not accepting of these values. Table 26 shows the relationships between regions to better understand if there is a statistical difference between regions.

Table 26

ANOVA Between Region and Factor 3

Comparisons		*M*	*Std. Error*	*Sig.*	*95% Confidence Interval*	
					Lower Bound	*Upper Bound*
New England	**South**	.41195742	.16322615	.062	-.0143154	.8382303
New England	**Midwest**	.15457198	.18095409	.828	-.3168866	.6260305
New England	**West**	.05457763	.21495246	.994	-.5105977	.6197529
South	**Midwest**	-.25738544	.14509087	.290	-.6343328	.1195619
South	**West**	-.35737979	.18577280	.231	-.8507193	.1359598
Midwest	**West**	-.09999435	.20152703	.960	-.6313498	.4313611

Qualitative Results

Within the survey instrument there were two questions that collected qualitative data. These questions were not used to answer the outlined research questions, rather to better inform the study overall. The first question asked, “In your opinion what are your most pressing issues with working with alumni/ae chapter advisors?” Participants were able to write in their response and all participants (100%) answered this question.

Question 1

Using a thematic analysis process, the responses were assigned different codes. Analysis of the recorded responses surfaced five themes: a lack of quality advisors, looking toward the past, lack of understanding about policy and college students, lack of training, and controlling advisors.

Lack of Quality Advisors. The data analysis suggests that many participants believe that alumni chapter advisors lack consistency in their roles. Participants frequently discussed that many advisors do not communicate effectively, are not engaged with the students, and have a high turnover rate. For example, one participant at a large institution said,

> The most pressing issue working with alumnae is getting them to be engaged in and supportive of the day-to-day and large-scale needs of their member organizations. So many chapters are in desperate need of guidance and support rein-visioning their chapters in the post pandemic world or navigating COVID-19 expectations and need their advisors more than ever.

The lack of engagement, especially during times of crisis, can negatively impact the undergraduate chapter. This can lead to confusion amongst undergraduate students about how to approach different situations or make inappropriate decisions. Interestingly, many participants discussed that many advisors would be considered "paper advisors" because they do not actually contribute to the chapter. A different respondent from a mid-range institution wrote, "They are often difficult to communicate with or get ahold of. Chapters have no relationships with them so even if we do speak with them, the accountability or follow through will not even matter." Additionally, many participants discussed the recruitment and retention of alumni chapter advisors. Participants indicated that as this is a volunteer role many individuals are not willing or able to make the time commitment necessary to these organizations. Lastly, a respondent from a small institution said,

> We are in a rural area of Pennsylvania, so our engagement with alumni/ae advisors is really challenging. Their presence seems to only occur when there is a reaction to the university stepping in on a violation of university policy. For my particular campus, they

> are sadly underutilized by the collegiate chapters because the chapters don't know how/what to do with them! They are so infrequently seen in person that they are almost a non-issue until we try to implement developmental changes.

It seems as though alumni chapter advisors are not engaged unless the changes are going to be implemented within the Greek community. This could be detrimental for undergraduate students because they may just stick to the status quo in an effort to eliminate alumni chapter advisors from getting involved. Another aspect to the conversation about lack of engagement led to a discussion of the role of the FSA and the alumni chapter advisor. Because of the organizational structure within Greek letter organizations alumni chapter advisors are supposed to support the chapter's day to day operations and agenda from the national headquarters. However, due to the lack of engagement many FSAs feel that they have to overstep their role. For example, one participant from a large institution in the south said,

> In my professional experience, I've had very few quality chapter advisors working with organizations on campuses I've been at. Often times the FSA is expected to step in and fill that role for the students whenever the advisor falls short or doesn't respond/disappears. This leads to additional strain and stress for FSAs as the concern for member well-being will always lead to the desire to support whenever a chapter reaches out.

Looking Toward the Past. The data analysis suggests that many participants believe that alumni chapter advisors are anti-change, focused only on keeping tradition, and want to replicate their own college experience. For example, one participant said, "They [alumni chapter advisors] are more interested in keeping traditions alive than doing things for the betterment of the community." Additionally, many of the participants indicated that many alumni chapter advisors

are always focused on replicating past events rather than trying something new. Another respondent from a large institution in the South said, “There is a disconnect between the alumni/ae experience and the collegiate experience today. It feels that many advisors are trying to re-live their college days.” Several participants indicated that this focus on reliving the past is a detriment to undergraduate students. One participant from a mid-size school in the South indicated, “Some advisors aren’t able to step away from their connection to the undergraduate experience and allow the students to learn and grow on their own.” In particular, respondents referenced age as a reason for the focus on tradition. One respondent from a small institution in the Midwest wrote,

> I think we are often met with alumni/ae chapter advisors who are older or from a different generation and "don't understand" why fraternities and sororities can't do some of the things they used to be able in past years or decades.

The emphasis on the past and their own collegiate experience can be incredibly challenging for FSAs and undergraduate students. Preventing change or enforcing the replication of events alumni chapter advisors have done in the past, can negatively affect the leadership development of undergraduate students. Students need to have the freedom to make changes and implement new ideas in order to grow as a leader. In addition, older alumni chapter advisors were in undergraduate programs during a very different time period. This focus on the past prevents FSAs from moving the Greek community forward.

Lack of Understanding. The data analysis suggests that many participants believe that alumni chapter advisors lack an understanding of current campus climate, issues in higher education, and overall policy. One respondent from a small institution in the South wrote,

> Chapter advisors don't understand how the university operates and what our policies/procedures are and then get frustrated when I am not able to do things exactly the way they would like them done, chapter advisors only think about how something impacts their chapter not the greater community.

FSAs are concentrated on the Greek community on their campus as whole, not on individual chapters. It seems as though alumni chapter advisors feel as though they are entitled to the university or Greek life office giving them permission to avoid campus policy.

Many of the participants discussed how out of touch alumni chapter advisors are when working with undergraduate students, they are not prepared to work with students in the current campus climate. This lack of understanding can negatively affect their ability to support students through current issues. For example, a participant from a mid-range institution in the mid-west said,

> I'm not sure if this is nostalgia or not keeping up with current trends in the field, but it can be very challenging when they set their advisees against an initiative or idea. I'm also challenged by a general lack of information getting to the advisors on current topics in fraternity and sorority, like abolish Greek Life, [Release Figure Methodology], joining trends, and other things that would help them guide their advisees to better decisions.

Additionally, the participant's noted a disconnect between alumni chapter advisors and organizational and university policy. A respondent from a mid-range institution in the West wrote,

> Making sure they understand the needs of our students. But I haven't necessarily experienced an issue with a chapter advisor in my current role on the west coast yet. I did, however, experience issues with chapter advisors in the south when I worked as a

> consultant for my organization's Headquarters. Some of those advisors did not understand the needs of the students nor did they always agree with the policies and procedures that HQ enforces.

Alumni chapter advisors do not seem to understand the wants and needs of today's college students, which can create a disconnect between these two groups. In addition, alumni chapter advisors may not agree with policies and procedures, which may indicate that the chapter they are supporting are getting inaccurate information.

Lack of Training. Data analysis indicates that participants believe that alumni chapter advisors lack training in a variety of areas. Specifically, they are not trained how to work with undergraduate students, especially concerning student development and various risk management protocols. For example, one participant from a large school in the West wrote, "The most pressing issue is ensuring that advisors have the skills necessary to advise appropriately." Additionally, many participants indicated that alumni chapter advisors struggle to hold chapter members accountable and are not trained how to discuss a variety of resources. A respondent from a large institution in the Midwest said,

> As student affairs professionals who have gone to grad school to do this work, the expectations of advisors are unrealistic. I have noticed that University staff often expect advisors to understand the complexities of sexual assault, racism, sexism, and mental health. University staff then expect advisors to have an equal share in addressing this issue, while providing no support to those advisors on HOW to address these issues.

Alumni chapter advisors are supposed to provide hands on support for undergraduate students, however, many of these topics are delicate. FSAs are trained through their graduate programs on how to handle situations that arise with undergraduate students; however, alumni chapter

advisors do not receive this training. This lack of training could lead to alumni chapter advisors handling situations incorrectly or relying heavily on the FSA for these tasks.

National headquarters and FSAs oftentimes expect for alumni chapter advisors to actively assist in supporting students through traumatic events or addressing serious issues within the chapter. Without proper training these issues many times will not be resolved. Additionally, many participants indicated that the level of training varies dramatically between inter/national organizations. Individual inter/national headquarters are responsible for training their own alumni chapter advisors, so the training curriculum can vary between organizations. Therefore, some alumni chapter advisors are better informed on how to handle any issues that arise within undergraduate chapters than others. One participant from a mid-size institution in the Northeast wrote,

> The level of training/education as an alumni/ae chapter advisor varies drastically, not even just across different umbrella counselors. I have found that while most NPHC alumni-ae advisors have gone through some type of training, a lot of other culturally-based groups don't...and just because one had participated in a training doesn't mean they are as active as they should be with the chapter (or are too involved with the chapter). On the NIC/NPC side, it varies a lot within each umbrella group. It is hard to know who has received what, if any, type of education or training on being an advisor, and who hasn't–so it is hard to know what the baseline knowledge is.

This inconsistent level of training makes it challenging for FSAs to know what areas alumni chapter advisors need support in. Additionally, it can lead to confusion amongst undergraduate chapter members when inconsistent information is being shared by their alumni chapter advisors.

Controlling Advisors. Data analysis indicates alumni chapter advisors who are engaged oftentimes are too controlling of undergraduate chapter members. For example, one participant said,

> The chapter advisors at my institution control the chapter and make all decisions. They are heavily involved and leave nothing to the students to do. All decisions that are made, are by the advisors collectively, and the students never have a clue on what is going on.

When advisors make all the decisions for the chapter, undergraduate students are not able to develop as leaders. As Greek letter organizations promote gaining leadership experience as a benefit of membership, this actively opposes their purpose. One respondent from a mid-size institution in the Midwest wrote, "The understanding of advising versus 'running' the chapter. Allowing students to make decisions while also guiding them to become well-rounded leaders." Another participant from a large institution in the South said their most pressing issue when working with alumni chapter advisors was their resistance to allow students the opportunity to self-govern with advisement and not just doing the work for them." Additionally, participants discussed how alumni chapter advisors have a hard time delineating the difference between advising and doing the work of the organization. If alumni chapter advisors are actively doing the work associated with leadership positions, then undergraduate students are getting the opportunity to learn and grow as a leader. For example, one participant from a small institution in the Northeast wrote, "The most pressing issues would be those that overstep their role and act beyond their capacity as chapter advisor." FSAs perceive alumni chapter advisors as not understanding their role as an advisor. Many alumni chapter advisors only have experience being a chapter member and it may be challenging not to have as active a part in making decisions for the chapter.

Question 2

The second qualitative question was added as a result of the functional test because many of the participants indicated that they would have answered some of the Likert-type questions differently if they were focused on one council over the other. At the end of the survey participants were asked, "Do you find that your experiences with alumni/ae chapter advisors differ depending on which council you are working with?" The results of this question are outlined in Table 27. Most respondents (92.5%) indicated that their experiences working with alumni/as chapter advisors do differ depending on what council they are working with.

Table 27

Do Experiences With Alumni/ae Chapter Advisors Differ Depending on Which Council you are Working With?

Answer	FSA Sample	
	n	**%**
Yes	271	92.5
No	22	7.5
Total	**289**	**100.0**

Note. Due to rounding percentages might not add up to 100.

If the participant selected "Yes" they were then asked a short answer question where they were asked to describe the differences between the councils that they have experienced. Of the 271 respondents that selected "Yes," 264 wrote a response. Using a thematic analysis process, the responses were assigned different codes in accordance with the council they participant was referring to.

MGC (Multicultural Greek Organizations). Data analysis suggests that many participants believed that alumni/ae chapter advisors that work with culturally based Greek letter

organizations are interested in diversity, equity, and inclusion initiatives, advocacy work, and are more likely to hold their members accountable with these issues. For example, one participant wrote,

> In my experience some advisors from culturally based fraternal organizations have little to no tolerance for some behavior that NIC/NPC orgs may perpetuate on a regular basis. Recently, I had [a Culturally Based Fraternal Organizations] perform at an event and the performance was misogynistic and over sexualized that advisor reached out immediately wanting to rectify the situation and apologizing for the action of members.

Additionally, participants remarked that many of these chapter advisors are young, inexperienced, receive little to no training, and many organizations do not have advisors. One participant from a large institution in the Midwest said,

> Many MGC chapters are lucky to have an advisor outside of their regional structure who is affiliated with the organization and is connected with our office/council. We are primarily working with their faculty staff advisors who often aren't involved, and most times not affiliated with the organization. They often won't connect with our office for additional support and training.

Participants also indicated that MGC typically have younger advisors, which can lead to the advisor becoming more of a friend rather than a mentorship role. A respondent from a large institution in the South wrote,

> The MGC advisors I work with are often untrained by the national organization or are someone who just graduated. This often leads to them being involved in drama or hazing behaviors. It is harder for these individuals to advise in an unbiased manner. Some of the

> MGC chapters I work with do not require a chapter advisor, so those organizations struggle the most with the lack of guidance.

However, those groups that do have advisors they are highly engaged with the chapter. Lastly, many participants discussed the emphasis on service within multicultural Greek organizations. A respondent from a small institution in the South said, “Culturally-based orgs place a significantly higher weight on their categorization as community service focused organizations. They see themselves as service orgs first (sometimes not even as social orgs).”

NIC (Historically White Fraternities). The data analysis suggests that chapter advisors for NIC organizations are very focused on maintaining traditions and maintain a “boys will be boys” attitude. Additionally, participants noted that fraternity advisors are less likely to hold chapter members accountable for their behaviors. For example, one participant said, “I have caught advisors providing alcohol to chapter events, encouraging ‘small’ hazing (i.e., blindfolds, embarrassing attire, and ‘hell weeks’) because it “doesn't harm the members.’” Additionally, participants indicated that NIC alumni chapter advisors oftentimes exhibited negative behavior in front of their advisees. One respondent at a mid-size institution in the Midwest said, “They will lead the chapter in education and risk management, but when it is time for things like Homecoming, they put the chapter right back in danger by not following rules themselves.” Respondents also noted that fraternity advisors have a lack of training, lack of engagement with chapter members, and are more focused on reliving their glory days. One participant from a large institution in the Midwest wrote,

> Interfraternity Council advisors tend to have greater variability (or less consistency) in engagement and are not always attentive to risk management concerns or encouraging of

policy enforcement and accountability. They sometimes also glorify behaviors of their past as being normal and acceptable college activities/behaviors.

Lastly, participants discussed that these advisors may promote a lack of diversity and uphold gender norms. However, they do allow their advisees more freedom to lead their organizations. A respondent from a mid-size institution in the South indicated, "I would say the [Interfraternity Conference] advisors are more likely to be less overbearing and allow their members more freedom to lead but are more likely to tolerate or promote destructive behaviors and glorify dangerous activities like hazing and drinking."

NPC (Historically White Sororities). Data analysis suggests that chapter advisors that work with NPC organizations typically are very engaged with the chapter. However, participants note that these advisors tend to be very controlling, not allowing the undergraduate students to actually lead the chapter or make any changes. For example, one participant said, "NPC advisors tend to have training, but sometimes struggle to remove themselves from the process and allow the students to lead and make decisions without pressure." Many participants discussed that oftentimes NPC alumni chapter advisors are controlling, opting to do the work for the students themselves or making decisions. One respondent from a large institution in the South wrote, "Our NPC chapter advisors control nearly every aspect of chapter life. From the chapter facility to conduct hearings to recruitment, they have a firm grip on the chapters. Some are great about partnering with students, but others run the show." This finding is closely related to the fact that participants perceive these advisors as reliving their glory days or trying to replicate their own collegiate experience. Additionally, participants indicated that NPC advisors are very focused on recruitment and not as focused on other aspects of chapter operations. Respondents also noted that while these advisors are more likely to be heteronormative and less diverse, they are open to

change. A respondent from a mid-size institution in the Midwest said, “Generally, I have seen more progress from alumni advisers from the sorority side (NPC). For example, I have seen that the women I have worked with are more open to accepting members and encouraging diversity and inclusion.” However, many participants indicated that there was a disconnect between older advisors and undergraduate students. Older advisors tended to promote less progressive thinking than current campus culture. One participant from a small institution in the Midwest wrote, “Sometimes differences in lived experiences/age may be related to less progressive and inclusive thinking, opinions, and behaviors.” There was also consensus that many NPC advisors receive training from national headquarters, but it is inconsistent amongst chapters.

NPHC (Historically Black Organizations). The data analysis suggests that chapter advisors that work with NPHC organizations tend to be more hands on and engaged with the undergraduate students. For example, one participant wrote, “From my experience, NPHC advisors are more invested in the holistic development of their chapter members. That could be due to smaller chapter numbers and more easily being able to impact individual chapter members.” However, many participants also note that these advisors can be controlling, not allowing the actual chapter members to make decisions. A respondent from a large institution in the South said, “NPHC Advisors are usually very active and closer to their undergraduate chapters (however sometimes they are a hinderance because they try to get the undergraduate students to conform to doing business as they did when they were in college).” Additionally, participants note that NPHC advisors connect undergraduate students to other alumni, which can dramatically increase the potential for career networking. Some respondents also noted that some advisors can promote high-risk behaviors or overly focus on tradition. A participant from a small institution in the Northeast said, “Most [alumni chapter advisors] are massively engaged, but

definitely not the healthiest influences (again, I've had multiple occasions when the advisors have supplied alcohol, allowed chapters to host unapproved events, etc.).” Respondents also indicated that traditionally NPHC groups are very secretive, which can be detrimental to chapter development. One respondent from a mid-size institution in the South wrote,

> NPHC groups tend to be so secretive that it is hard to know what is going on. Also, the national HQ's and regional advisors have them so trained that they cannot think of anything other than protecting the brand of the organization rather than collaboratively dealing with issues when they arise.

However, it is also important to note that the respondent identified as White and was a member of an NIC fraternity. Thus, the NPHC cultural norms may be viewed differently. Lastly, participants indicated that these advisors are very service-oriented and are reasonably trained by their national headquarters.

Chapter Summary

A total of 289 participants met the requirements for inclusion in the research sample. While the sample was not in proportion with some demographic information, data analysis was able to be conducted and the RQs from Chapter 1 were addressed. However, the pieces of the sample were overrepresented and underrepresented. It is important to acknowledge the differences between observed and expected groups when interpreting the findings of this study.

Regarding, RQ1 the EFA produced five factors out of the 33-item instrument. These factors were: high-risk behaviors, leadership development and mentorship, diversity, equity, and inclusion, philanthropy and service, and persistence and retention. A multiple regression analysis concluded that organizational type (NIC and all organizations) were a predictor variables for high-risk behaviors.

RQ2 concerned understanding how each factor related to different aspects of demographic information. The only statistically significant correlation was between Diversity, Equity, and Inclusion (Factor 3) and Greek community size. Thus, FSAs on campuses with smaller Greek communities indicated that alumni chapter advisors are likely to be less accepting of Diversity, Equity, and Inclusion (Factor 3).Finally, an ANOVA was conducted to analyze how region related to each factor. There was a significant effect of regionality on Diversity, Equity, and Inclusion (Factor 3). According to the post hoc test there is a significant difference between the perceptions of FSAs whose institutions reside in the South and Northeast. These findings indicate that FSAs perceive alumni chapter advisors in the Northeast as more accepting of Diversity, Equity, and Inclusion values, while those in the South regarded alumni chapter advisors as not accepting of these values.

CHAPTER 5

RECOMMENDATIONS

This study sought to investigate the perceptions of fraternity/sorority advisors (FSAs) on alumni chapter advisors. As reviewed in chapter two, there is scant literature on alumni chapter advisors, despite them being an important part of the organizational structure for Greek letter organizations. Yet, advisors can directly affect the beliefs, values, and assumptions that affect organizational behavior, which in turn impacts overall organizational culture (Alvesson & Billings, 1997; Schein, 1990). Therefore, this study attempted to better understand how FSAs perceive alumni chapter advisors and how they impact undergraduate chapters.

First, this chapter discusses a summary of the findings. Secondly, the findings are discussed relative to the research presented in the literature review. Third, the implications of the findings are reviewed. In addition, a review of the study is included to identify its strengths and weaknesses. Finally, this chapter will discuss recommendations for future research.

Summary of Findings

As presented in the previous chapter, 289 surveys were collected through an independent survey instrument. Multiple items in the survey collected demographic information from the participants, including personal characteristics, Greek Life specific demographics, and institutional demographics. These data made it possible to compare region and campus size (approximate undergraduate enrollment) of the collected information relative to the census population of FSAs who received the survey. A Chi-Square Goodness of Fit test was performed to determine the reliability of the sample. The results of these statistical tests were statistically

significant because the observed proportions are significantly different from the expected proportions, indicating the presence of non-response bias in the collected data. Some of the data points were overrepresented and some were underrepresented. It is important to acknowledge non-response bias when interpreting the findings of this study.

The first research question study asked, "What are the perceptions of FSAs on the influence alumni chapter advisors have on undergraduate students involved in Greek letter organizations?" Additionally, two sub questions were a part of research question 1: "Does the perception differ based on foci (e.g., hazing, leadership development, etc.)?" and "Does the perception change depending on what type of organization (NPC, NIC, NPHC, MGC) the FSA is working with?" An EFA with a principal components analysis was performed to reduce the data, and also preserve as much information as possible. Both the parallel analysis and scree test suggested that five factors should be retained: High-Risk Behaviors (Factor 1), Leadership Development and Mentorship (Factor 2), Diversity, Equity, and Inclusion (Factor 3), Philanthropy and Community Service (Factor 4), and Persistence and Retention (Factor 5).

To answer the second sub question under RQ1 "Does the perception change depending on what type of organization (NPC, NIC, NPHC, MGC) the FSA is working with?" a multiple regression analysis was conducted. A multiple regression analysis indicated that organizational type (MGC, NIC, NPC, NPHC, and all organizations) was not a predictor variable for Factors 2-5. However, the same analysis indicated that organizational type was linked to predictor variables for high-risk behaviors (Factor 1). The *t* tests conducted show that participants who advised NIC and all organizations had statistically significant results with a weight of $p = 0.000$ and $p = 0.036$, respectively. FSAs who work with NIC (historically White fraternities) organizations and all organizations had significant negative regression weights, indicating that FSAs who worked with

these organizations believe that alumni chapter advisors may promote high-risk behaviors. This finding indicates that the perceptions of high-risk behaviors could be predicted based on what types of organizations that the FSAs work with. The "all organizations" category is likely due to the level of significance of NIC and the high representation of FSAs advising NIC organizations within the sample.

The second research question asked, "Do perceptions on alumni chapter advisors differ based on particular demographics?" A correlation analysis was conducted using campus size, Greek community size, the location of the institution (region), and participant's years of professional experience as independent variables. Only one statistically significant correlation occurred between Diversity, Equity, and Inclusion (Factor 3) and Greek community size, with a correlation of $R(289) = -0.124$, $p < .05$. Thus, FSAs on campuses with smaller Greek communities indicated that alumni chapter advisors are likely to be less accepting of Diversity, Equity, and Inclusion (Factor 3). A one-way ANOVA was conducted to compare the effect of the regional location of the institution on the factors developed through the EFA. There was a significant effect of regionality on Diversity, Equity, and Inclusion (Factor 3) at the $p < 0.05$ level [$F(8.563, 279.437) = 2.911$, $p = 0.035$], with a significant difference between the perceptions of FSAs whose institutions reside in the South and Northeast. According to this analysis, FSAs perceive alumni chapter advisors in the Northeast as more accepting of Diversity, Equity, and Inclusion values, while those in the South regarded alumni chapter advisors as not as accepting of these values.

The survey instrument also collected qualitative data from the participants. The first question asked, "In your opinion what are your most pressing issues with working with alumni/ae chapter advisors?" Analysis of the recorded responses surfaced five themes: a lack of

quality advisors, looking toward the past, lack of understanding about policy and college students, lack of training, and controlling advisors.

All participants were asked whether their experiences with alumni/ae chapter advisors differed depending on the council they are working with and over 92% of respondents indicated *Yes*. Participants were then asked to describe how alumni chapter advisors from each council was different. Data analysis suggested that advisors working with MGC (multicultural Greek organizations) organizations are more interested in diversity, equity, and inclusion initiatives, advocacy work, and are more likely to hold their members accountable for these issues. However, the alumni chapter advisors of these groups tend to be young and inexperienced and receive little to no training. The data analysis also suggests chapter advisors for NIC (historically White fraternities) organizations are particularly focused on maintaining traditions, are less likely to hold chapter members accountable, and are not concerned with diversity. Additionally, the data analysis suggested that chapter advisors that work with NPC (historically White sororities) organizations typically are actively engaged with the chapter but can be very controlling and focused on reliving their own collegiate experience. Finally, the data suggested chapter advisors working with NPHC (historically Black organizations) organizations tend to be more hands-on and engaged with the undergraduate students, but some respondents also noted that some advisors promoted high-risk behaviors or overly focused on tradition.

Instrument

The survey instrument used in this study, was created for the purposes of collecting data about FSAs perceptions of alumni chapter advisors. The instrument collected a series of demographic information and information on eight pre-determined constructs. Throughout the study several critiques of the instrument arose. Firstly, the instrument failed to account for

cultural differences between individual councils (MGC, NIC, NPC, NPHC). Over 92% of participants indicated that they would have answered the items in the instrument differently depending on the organizational type. Secondly, while the intent was to limit the items within each construct for efficiency there is a case to be made for expanding the items in each construct. When participants were discussing the most pressing issues of working with alumni chapter advisors many of the responses included items directly related to a construct, but not explicitly stated. For example, when discussing glorification of bad behaviors, many respondents wrote about the emphasis of tradition and its link to hazing. Lastly, the instrument could benefit from more colloquial terminology.

Discussion of the Findings

Organizational culture theory (Bolman & Deal, 2003; Deal & Kennedy, 2000; Schein, 2004; Tierney, 1988) provided the framework for this study as it highlights how organizational culture influences the behaviors of individuals in this case the FSAs and their perceptions of alumni chapter advisors. Alumni chapter advisors are a key part of the development of organizational culture of Greek life because this group facilitates organizational goals and performance by teaching the culture to members of the organization, which inadvertently transfers their biases and individual feelings (Bolman & Deal, 2003; Deal & Kennedy, 2000; Schein, 2004; Tierney, 1988). By working with these groups, alumni chapter advisors are unconsciously communicating their beliefs, perceptions, individual thoughts, and feelings (Schein, 2004). These underlying assumptions inform the organization's values and actions. These are, in turn typically viewed as tradition and therefore unchangeable (Schein, 2004). The history and organizational structure of Greek letter organizations help inform how organizational

culture is developed. The constructs in the survey instrument give a snapshot of the culture that exists within these organizations.

By using organizational culture theory this study hopes to better understand what assumptions or underlying beliefs alumni chapter advisors may be disseminating to undergraduate students. Whether consciously or not, their individual beliefs and how they view the undergraduate chapter will have some level of influence over their organizational culture. The following discussion will review the findings of this study and how it can be compared to the literature presented in chapter two. The section will discuss the demographic characteristics of the FSAs, the relationship between organizational type and high-risk behaviors, the relationship between Greek community size and Diversity, Equity, and Inclusion, comparisons between regions, and qualitative results.

Profile of an FSA

The results of this study provided overall demographic information for FSAs. Most respondents identified as White (70.9%), followed by those who identified as Black or African American (17.0%). FSAs may be more likely to identify as White because of the large number of historically White Greek letter organizations, which is far greater than historically Black or multicultural organizations. This disparity in the number of organizations may provide some explanation for the difference between White respondents and people of color. In addition, an explanation for this difference could be that 52% of students enrolled at higher education institutions are White, while only one-third of college students identify as Black, Hispanic, or Native American (Griffin, 2018). The respondents heavily identified as female (64.4%), which makes up most of the FSAs in the sample. The high percentage of participants identifying as female may be due to the high number of women who enter as student affairs staff in colleges

and universities (Flaherty, 2021). However, less than 1% of the sample identified as genderqueer/gender non-conforming or transgender, which may be due to the narrative that Greek letter organizations promote traditional gender norms and are less supportive of gay, lesbian, and bisexual persons (Hinrichs & Rosenberg, 2002).

Most respondents were affiliated with Greek letter organizations during their undergraduate experience. FSAs are often hired for their experience working with Greek letter organizations, so this result is congruent with hiring practices (Hendricks & Whittier, 2020). One third of unaffiliated respondents worked for institutions with less than 5,000 undergraduate students, so these participants may oversee many different types of groups rather than just Greek letter organizations. The other two-thirds of unaffiliated respondents worked for institutions with a small Greek community size, perhaps indicating a decreased need for dedicated student affairs professionals for supervising this community. Participants who were not involved with Greek letter organizations may have a different perception of alumni chapter advisors than those who were in these organizations as undergraduates. Affiliated FSAs may have a greater tolerance for behaviors exhibited by alumni chapter advisors, accepting them as status quo or focusing on their volunteer status. Several respondents in the qualitative data emphasized the volunteer status of the alumni chapter advisor role, indicating that they could not be expected to be fully engaged or knowledgeable.

Almost half of the sample (48.1%) indicated they were affiliated with NPC organizations, or historically White sororities. This finding may have had an impact on the overall study because NPC advisors may have a more favorable view of their own chapter advisors because they are more familiar working with this group. One reason for the large amount of NPC and NIC (historically White sororities and fraternities) affiliated participants may be because there

are more of these organizations than NPHC and MGC (historically Black and multicultural organizations). Additionally, many respondents (73.7%) indicated they have volunteered for a national Greek letter organization, which infers they may have served as an alumni chapter advisor. There are many opportunities for alumni of Greek letter organizations to volunteer with national headquarters. For example, many national headquarters recruit facilitators, conference presenters, specialists who have expertise in different areas of higher education, and alumni chapter advisors. Many alumni who are volunteers for national headquarters are willing to donate their time because they had a positive experience within their own undergraduate Greek experience and want to give back. Alternatively, many student affairs professionals volunteer as a way to gain professional experience. The experience these FSAs had volunteering with a national organization might afafect how they perceive the national organization and national volunteers in general. In addition, if FSAs have served as alumni chapter advisors, they might have a positive or negative view of this position depending on their personal experience or the other alumni chapter advisors that they worked with. It is unlikely that individuals unaffiliated with Greek letter organizations would volunteer with a national organization because they do not have the personal tie or connection. FSAs that volunteer may gain insider knowledge about national headquarters and have personal connections to the staff, which may provide them with connections and tools for their professional roles. In addition, by volunteering FSAs are actively showcasing that committing to a Greek letter organization in a life-long commitment. This value is a distinct part of the culture of Greek letter organizations that is not present in other student organizations.

Important Factors in Greek Life Culture and Differences in Foci

According to the survey data in this study, FSAs perceive alumni chapter advisors in terms of five separate factors, namely: high-risk behaviors; leadership development and mentorship; diversity equity and inclusion; philanthropy and service; and persistence and retention. The data indicate many of the items in the instrument were directly related to one another in the eyes of the FSAs. For example, hazing and high-risk drinking, while very different activities, were grouped together under one factor. This alignment may be because high-risk drinking is often part of hazing practices (Allan & Madden, 2008, 2012), so participants are more likely to think of these activities together. The relationship that exists between these behaviors is consistent with prior research concerning Greek letter organizations. Hazing has many different forms; however, alcohol abuse is cited as a common component of hazing within Greek letter organizations (Allan & Madden, 2008, 2012). Both alcohol abuse and hazing practices are used to create group cohesion, maintain group identity, so consequently members are socialized to accept these behaviors (Allan & Madden, 2008; Keating et al., 2005; T. A. Workman, 2001). Socialization, underlying assumptions, and beliefs can inform the organization's values and actions and can be viewed as unchangeable or very challenging to change (Schein, 2004).

The factor loadings indicate that many FSAs do not perceive alumni chapter advisors as proponents of high-risk behaviors. However, it is important to note that this finding is the FSAs generalist view of alumni chapter advisors amongst all councils (MGC, NIC, NPC, NPHC). In the qualitative results many FSAs indicated that many alumni chapter advisors glorify hazing and drinking, are interested in maintaining traditions, and are reliving their own collegiate experience. Thus, these alumni chapter advisors have a hard time holding members of their chapter accountable. However, the majority of these qualitative results that mentioned hazing or

high-risk drinking were all made regarding male organizations. In the qualitative results, 30 participants indicated that NIC, historically White fraternities, promote high-risk behaviors. This could account for the difference between the qualitative and quantitative results. Because many respondents were heavily affiliated with NPC (historically White sororities) organizations as undergraduates (48.1%) and many of them actively work with NPC groups (44.3%) this could impact the findings of this factor. Johnson and Holman (2004) found women typically engaged in less violent forms of hazing and were more likely to accept a peer's decision to avoid hazing. Additionally, Veliz and Allan (2017) found that when male students defined hazing, they discussed alcohol abuse and physical strength, while women participated in activities like sleep or food deprivation. Thus, the literature indicates that women are less likely to haze and are less likely to haze with alcohol. FSAs may not group together hazing and high-drinking when thinking specifically about women's organizations.

The FSAs also grouped together leadership development and mentorship within one factor. While the two concepts are related, leadership development and mentorship are not synonymous. In this instance, it seems that FSAs view mentorship as lending itself to leadership development. The factor loadings indicate that FSAs perceive alumni chapter advisors as being more likely to promote mentorship than they are leadership development, although both have a positive impact on undergraduates. In particular, the factor loadings on the items under the construct for mentorship are higher (0.691-0.727) than those under the construct for leadership development (0.494-0.702). This grouping may exist because alumni chapter advisors, through their roles as mentors, provide undergraduate chapter members with leadership development. There is no well-established body of research that measures the outcomes associated with leadership development and mentorship within Greek letter organizations (Bureau, 2007; Kelley,

2008). However, a few studies do indicate that being a member of a Greek letter organization contributes to leadership development (Adams & Keim, 2000; Kelley, 2008; Sermersheim, 1996). The lowest factor loading for leadership development was that alumni chapter advisors are adequately trained to support leadership development. While the factor loading indicated the majority FSAs perceived that alumni chapter advisors did receive adequate training, over 50 (17.3%) respondents in the qualitative responses indicated that alumni chapter advisors were not adequately trained to work with undergraduate students.

According to participants, diversity, equity, and inclusion were grouped with gender issues. While issues of diversity regarding race/ethnicity and gender are different, the items in the survey instrument were used to determine whether FSAs saw alumni chapter advisors as welcoming to a diverse student body. The factor loadings show FSAs typically have similar view on different types of diversity. The data suggest FSAs view alumni chapter advisors as valuing diversity, respecting undergraduate chapter members, and exhibiting openness to recruiting new members that are more diverse. However, literature suggests that Greek letter organizations seem to perpetuate homogeneous group, support toxic masculinity, and promote heteronormative relationships and behaviors (Lottes & Kuriloff, 1994; Martin et al, 2011; Syrett, 2009; Worthen, 2014). As much of the literature surrounding race and ethnicity discusses historically White organizations, it is possible the results of this study would have been different if it only concentrated on those groups. The lowest factor loadings for this grouping were directly correlated to exhibiting negative behavior towards chapter members with different social identities and making offensive, sexist, derogatory remarks about the opposite sex. While participants overall indicated FSAs in general did not do these things, the lower factor score indicated that there were some FSAs that had either directly experienced or thought that alumni

chapter advisors participate in these behaviors. Regarding alumni chapter advisors this could also indicate a difference between espoused values and actual practices or theories in use. Argyris and Schon (1974) posited that espoused theories are those that we communicate to others, while theories in use are the theories in action implied by behavior. Therefore, some FSAs might have only witnessed the espoused theories of alumni chapter advisors, rather than witnessing their actions.

The last two factors, philanthropy and service and persistence and retention, were made of up individual constructs in the survey instrument. FSAs indicated alumni chapter advisors actively promoted both factors when working with undergraduate students. The factor loadings for all items in each construct were relatively high, indicating most FSAs agreed. This finding is consistent with prior research that found members of Greek letter organizations tend to achieve higher GPAs, increased student engagement, and higher graduation rates (Biddix et al., 2018; DeBard & Sacks, 2010; Routon & Walker, 2014; Walker et al., 2015). Even though literature surrounding the relationship between philanthropy and service and Greek letter organizations is limited, previous studies have found that members of Greek letter organizations are more likely to volunteer than unaffiliated students (Hayek et al., 2002; Pierson, 2002).

Organizational Differences

After conducting multiple regression analysis on all five factors only high-risk behaviors (Factor 1) yielded any statistically significant predictor variables. FSAs who advised NIC (historically White fraternities) or all identified organizations had significant negative regression weights, indicating the perceptions of high-risk behaviors could be predicted based on what types of organizations that the FSAs work with. When looking at the results, FSAs perceive alumni chapter advisors from NIC groups are a greater predictor than those who work with all

organization types. Thus, when grouped together the other organizations offset the perceptions of NIC alumni chapter advisors. This finding could indicate that alumni chapter advisors for NIC organizations do impact the organizational culture of undergraduate chapters in instances of hazing and high-risk drinking. Additionally, this finding is consistent with current literature on hazing practices that found women are more accepting of a peer's decision to avoid hazing and that their hazing practices are less violent and infrequently tied to alcohol (Johnson & Homan, 2004; Veliz & Allan, 2017). As most of the respondents were women, it may be the case they associate high-risk behaviors with men's organizations rather than their own. In this instance, gender could be a deciding factor in whether they consider high-risk behaviors as necessary to organizational culture, which agrees with studies that have shown men are more likely to experience hazing than women (Campo et al., 2005) and high-risk hazing behaviors are more prevalently among men (Allan et al., 2019; Allan & Madden, 2008). However, the literature has indicated male Black Greek letter organizations are strongly committed to pledging models that included "physical hardships" (R. L. Jones, 2000, p. 121). Alumni chapter advisors for NPHC (historically Black organizations) organizations may have no bearing on high-risk behaviors or the inclusion of female Black Greek letter organizations under the NPHC umbrella term might have affected the data.

Correlation Between Greek Community Size

Another finding of the study was that there was a statistically significant negative correlation between Diversity, Equity, and Inclusion (Factor 3) and Greek community size ($R(289) = -0.124$, $p < .05$). A negative relationship indicates these two variables have an inverse relationship, which means FSAs on campuses with smaller Greek communities indicated that alumni chapter advisors are likely to be less accepting of Diversity, Equity, and Inclusion (Factor

3). According to the literature fraternity and sorority membership have been negatively associated with the rates of interaction and friendship with someone of a different race and a student's openness to diversity (Park & Kim, 2013; Pascarella et al., 1996). In addition, Park (2014) found that when asked, 97.1% of White fraternity and sorority members indicated their organizations were majority White. The data also revealed that 29 out of 66 (44%) respondents who indicated that their Greek community size was less than 5% were from the South. This fact could indicate a regional effect rather than campus size. However, the magnitude of that relationship is very small, which could indicate that the relationship is inconsequential. While there is no literature examining the comparison of attitudes according to Greek community size, this is an interesting finding.

Relationship Between Regions

Colloquially, there are many stereotypes indicating Greek Life is different between regions in the United States. A one-way ANOVA was conducted to determine whether regions were statistically different when compared to the factors developed through the EFA. The data indicated there was a statistically significant difference between the South and the Northeast in regard to Diversity, Equity, and Inclusion (Factor 3). These findings indicate FSAs perceive alumni chapter advisors in the Northeast as more accepting of Diversity, Equity, and Inclusion values, while those in the South regarded alumni chapter advisors as not accepting of these values. At higher education institutions in the past 2 decades, we have seen a reckoning of the nation's history with racial segregation (Carlson & Sorrell, 2020). Many institutions have renamed buildings or in the case of Georgetown are conducting reparations projects (Parry, 2020). However, this reckoning has been slow at southern higher education institutions, which may be due to Southern culture. For generations southern culture revolved around race, where

racial separation and subjugation were important to its society as a region. Although this topic has faded into the background some of these ideas or tolerance of these ideas are still apart of the culture (French, 2018). In addition, this factor includes issues of gender, namely attitudes toward LGBTQIA+ individuals, the promotion of gender roles, and sexist attitudes. A large part of the culture of the South is their faith and is America's most church going region (French, 2018). This connection might also affect the beliefs of alumni chapter advisors in the South around LGBTQIA+ individuals and traditional gender roles.

Qualitative Results

The qualitative questions included in the survey instrument provided many new insights into how FSAs perceive alumni chapter advisors. Firstly, many of the "pressing issues" that they identified about working with this group were not included within the instrument itself. Many FSAs indicated that there is a lack of quality chapter advisors, a lack of understanding of current issues in higher education and campus climate, a lack of training, controlling advisors, and an anti-change attitude. In their opinion these pressing issues, can dramatically affect the success of the undergraduate chapter. As alumni chapter advisors are such an important part of the current organizational structure, FSAs indicated that many times they were overworked performing the duties of these volunteers. When looking at the themes that emerged from the data, a lack of training emerged as an issue when working with these groups. Through training this group could learn about current issues in higher education and would better understand how to work with collegians, which may alleviate the controlling tendencies. One participant from a mid-size institution in the South wrote,

> Some chapter advisors are not well trained or do not have a good understanding of their role and knowledge of the organization policies and procedures which leads them to not

be effective at supporting the chapter and at times can even lead to disruption of accountability and performance.

Another respondent from a small institution in the Northeast said the most pressing issues when working with alumni chapter advisors are, “Appropriate training, onboarding and expectation setting with national organization/headquarters staff.” Additionally, it seems as though national headquarters and campus-based professionals need to be actively recruiting volunteers for this position, individuals who have the time and interest to invest with both training and the undergraduate students.

Of the FSAs who responded to this survey over 92% indicated that they would have answered the questions in the survey instrument differently based on their experience with each individual council. The data indicate FSAs perceive alumni chapter advisors from different councils to be very different in terms of culture, however, a common theme across all these groups is the lack of consistent training and the perception that many alumni chapter advisors can be very controlling. What remains unknown is how FSAs identify the differences with the councils and how the culture of each organization influences or exacerbates the differences. This result could be indicative of the need for FSAs to learn how to work within the cultural parameters of each individual council to best support alumni chapter advisors. For example, developing tailored training for alumni chapter advisors of each organizational type.

The data also indicated that FSAs perceive alumni chapter advisors from NIC and NPC (historically White fraternities and sororities) organizations as reliving their past collegiate experience by volunteering. Many of the written responses indicated NIC chapter advisors were interested in preserving or glorifying high-risk behaviors in the name of tradition. In addition, participants discussed how NPC advisors wanted to preserve outdated recruitment practices and

chapter activities because they had participated in them as an undergraduate student. Although most respondents did not indicate that these groups are anti-diversifying the chapter they are working with, there is a case to be made that they are focusing on finding people who "best fit" the chapter. This would be congruent with Park's (2008) study, which used critical race theory to examine ways women both within and outside of the Greek community perceive racial inequities for Asian American women, many White women attributed racial disparities to individual "fit."

This issue of emphasizing tradition or reliving their collegiate experience could directly affect organizational culture of these groups. If stakeholders are encouraging undergraduate member to keep dangerous or outdated activities for tradition, then these groups are not going to be able to move away from the past. The age of chapter advisors was also discussed throughout the responses. On the one hand, FSAs indicated that multicultural groups are often supported by young, inexperienced alumni chapter advisors, which leads them to befriend the chapter members rather than advising them. On the other hand, many FSAs cited that many older alumni chapter advisors were less open to new ideas or change within Greek Life culture. This commentary on the age of alumni chapter advisors may indicate that national headquarters should potentially have an age minimum or maximum for alumni chapter advisors. This attention to age or experience of alumni chapter advisors would help prevent outdated perspectives from affecting the chapter and would help provide alumni chapter advisors who were able to support and mentor undergraduate students rather than befriend them.

FSAs indicated that NPHC (historically Black organizations) alumni chapter advisors connect undergraduate students to other alumni, which can dramatically increase the potential for career networking. This increased level of mentorship within this group would be helpful for all Greek letter organizations. In addition, the increased career networking and mentoring during

their undergraduate experience might affect an undergraduate student's willingness to participate in their Greek letter organization after graduation. Greek letter organizations are designed to be a life-long membership where there are opportunities for individuals at all stages of life. Without this tie to after graduation, undergraduate students will only view Greek membership as an activity they did while in college.

This study adds to the body of knowledge regarding the organizational culture and ultimate impact of Greek membership. The perception of the FSAS in this study concluded that alumni chapter advisors do have an impact on the culture of undergraduate students because they are espousing their beliefs, opinions, and assumptions (Bolman & Deal, 2003; Deal & Kennedy, 2000; Schein, 2004; Tierney, 1988). Through the data collected, I found alumni chapter advisors do have the potential to affect the organizational culture of undergraduate chapters negatively and positively. Using this knowledge, practitioners can better understand how alumni chapter advisors influence undergraduate students and organizational culture. Most of the current research on fraternities and sororities focuses on the positive and negative outcomes associated with Greek affiliation. While this provides an understanding of the organizational culture that exists within Greek letter organizations it does not indicate how that culture is created. This study demonstrated the importance of understanding how current organizational structure and different stakeholders can impact organizational culture and the undergraduate student experience through their actions, values, and underlying beliefs. The results of this study might affect future research in this arena, by showcasing the importance of how culture is created, and provide valuable information for the Greek community to improve the undergraduate student experience.

Implications for Higher Education

The findings of this study have several implications for FSAs, higher education administrators, and other stakeholders that work with Greek letter organizations. This study revealed that the perception of FSAs is that alumni chapter advisors can influence the organizational culture of the Greek letter organizations they help lead. FSAs should be aware of the potential for alumni chapter advisors to have a negative impact on undergraduate members and should work to ensure that chapter advisors are able to provide appropriate advisement and support. Although some FSAs might view alumni chapter advisors as unnecessary, the Greek organizations themselves may require the presence of an alumni chapter advisor to provide information and advice on organization specific information, such as ritual or initiation practices (Hendricks & Whittier, 2020). Providing more support and creating accountability for alumni chapter advisors could be accomplished through several different initiatives.

Increased Training

Student affairs practitioners, including both FSAs and national headquarter leaders, should consider increasing the required training for alumni chapter advisors. While some national organizations do provide training, this study found that many FSAS felt alumni chapter advisors were not appropriately trained or had received no training in specific content areas. National headquarters staff and practitioners should consider creating targeted training for alumni chapter advisors covering an array of topics. For example, national headquarters could host training for alumni chapter advisors on how to advise through a diversity, equity, and inclusion lens. Additionally, FSAs could provide workshops for alumni chapter advisors on the current campus climate at their institution and discuss the needs of today's college student. This

strategy may be an effective way for alumni chapter advisors to better support the students they advise, but also ensure they are influencing culture in a positive way.

National headquarters of Greek organizations should consider partnering with one another to collaborate on training initiatives. One finding of this study was the lack of consistency in training among alumni chapter advisors. This lack of training can be challenging for FSAs because all the alumni chapter advisors they work with may have different levels of understanding of the issues in higher education and even their particular campus. This makes it challenging to provide additional trainings and it means that FSAs may not have the same level of support from alumni chapter advisors when making decisions. By increasing collaboration all alumni chapter advisors could receive the same training when accepting their position from the national headquarters. Having alumni chapter advisors that are better prepared to engage with undergraduate students has the potential to mitigate risk management issues, increase understanding of diversity and inclusion, and allow for a better working relationship with FSAs.

Mentorship

In addition, this study shows that FSAs perceive alumni chapter advisors can effectively mentor undergraduate students. Mentorship may have a positive impact on the organizational culture of the chapter, inspiring undergraduate students to commit to the organization for life and eventually give back to the organization at large. Student leaders should work to develop opportunities for the alumni chapter advisor to work with all students in the chapter, not just student leaders to foster this relationship.

Undergraduate Student Training

National headquarters and FSAs should consider reevaluating training and interventions conducted with undergraduate student leaders within Greek letter organizations. In many

instances national headquarters rely on alumni chapter advisors to train new chapter leaders, which can create a system where chapter leaders feel obligated or required to only adhere to their alumni chapter advisors. Though most national headquarters and FSAs honor the right of individual organizations to effectively govern their organization, alumni chapter advisors are relied upon to guide the chapter and their operations. However, this study also found that many alumni chapter advisors can be controlling, not allowing undergraduate organizations to make their own decisions or to enact change in their own organization.

Another issue is that FSAs and national headquarters could provide a clearer understanding of the role of alumni chapter advisors for undergraduate chapter members. This would be an important step in helping to define the role of the advisor versus the role of student leadership within the organization. To empower student leaders to be proactive when working with alumni chapter advisors, national headquarters could provide independent trainings for chapter leaders. Student leaders should be empowered to make changes to their organization without getting push back from alumni chapter advisors. Lastly, national headquarters and FSAs should provide strategies to undergraduate students to effectively work with alumni chapter advisors. Thus, creating a strong and healthy working relationship between these two groups. However, national headquarters and FSAs should provide a space for student leaders to contact them if they face a challenging situation with an alumni chapter advisor.

Recruitment and Accountability of Alumni Chapter Advisors

This study revealed that FSAs believe there is a lack of quality chapter advisors. Over 70 participants (24.2%) indicated that the most pressing issues when working with alumni chapter advisors is their lack of engagement and lack of communication. Currently, many national headquarters are willing to use anyone who volunteers as an alumni chapter advisor. However,

instead of relying on volunteers, national headquarters may want to consider actively recruiting individuals to work with undergraduate chapters. For example, national headquarters may consider reaching out to individuals who are completing graduate degrees in higher education. This group would be interested in gaining experience working with undergraduate students and would be receiving training in student affairs concurrently. Establishing minimum qualifications regarding serving as an alumni chapter advisor would create consistency and ensure undergraduate students are being advised in an appropriate way.

National headquarters may also consider instituting a policy that prevents young alumni from becoming alumni chapter advisors for their own chapter. This would hopefully allow an opportunity to mature and reflect upon their undergraduate experience rather than try to relive it. In addition, participants mentioned that young alumni are likely to be anti-change because they are attempting to extend their time as an undergraduate student, reliving their immediate past experiences. Instituting an age-related policy may help prevent the anti-change attitude in this group and would also provide distance from their undergraduate experience. The goal should be to make policy changes that ensure national headquarters are providing alumni chapter advisors who are able to make a positive impact on every undergraduate chapter and student. However, these restrictions might negatively affect the recruitment of alumni chapter advisors. Young alumni are closer to their collegiate experience, so there is a stronger connection to their Greek letter organization. In addition, younger alumni potentially have more time to dedicate to this position as they are less likely to have other time commitments, such as children. Alternatively, training could be developed for young alumni to address some of the issues that were brought up in this study.

Another policy national headquarters may consider creating is a formal avenue for FSAs, other volunteers, and undergraduate students to report alumni chapter advisors. An alumni chapter advisor position should have some accountability because they work so closely with undergraduate students. Greek letter organizations are under increased scrutiny, which should, in turn, increase the scrutiny on those advising these groups. This policy would create an opportunity for headquarters to address any concerning issues or to formally remove the advisor from their position.

Diversity, Equity, and Inclusion

Another major finding of this study was alumni chapter advisors may be perpetuating a culture of homogenous organizations that are less inclusive. With these findings national headquarters and FSAs should consider new strategies of promoting diversity and inclusion within Greek letter organizations. One priority for stakeholders should be working with alumni chapter advisors through the membership selection process. The selectivity and exclusive nature of the membership selection processes of these organizations can make creating a diverse environment challenging (Joyce, 2020). Alumni chapter advisors and undergraduate students equate similarities with potential new members as someone “fitting in” with the organization. This can maintain the status quo and create a group that does not have diverse perspectives and experiences. In some cases, alumni chapter advisors have a prominent role in the membership selection process, even though national organizations honor the right to set their own eligibility requirements. This influence could affect the decision-making processes of the undergraduate students. This issue could be resolved by creating processes where alumni chapter advisors are not included during recruitment processes. National headquarters may also influence membership selection. While many organizations are moving away from this rule, some

organizations still give priority membership to “legacy” students. In some instances, undergraduate students must actively seek permission to release a potential new member who has had family members in the organization. In addition, stakeholders should consider potential barriers for undergraduate students entering a Greek letter organization. For example, the cost associated with Greek letter organizations can be a barrier. Most Greek letter organizations do not provide financial help with the dues associated with membership. Without thoughtful consideration to potential barriers many undergraduate students will still be excluded from this experience.

Current Disciplinary Actions

Within higher education student affairs practitioners typically rely on campus wide bans or suspensions when bad behaviors within Greek letter organizations come to light (Monaghan, 2017; New, 2014). However, these campus wide bans on Greek letter organizations may be ineffective when addressing high-risk behaviors because they do not address organizational culture. Instead of using campus-wide suspensions FSAs and other stakeholders should work with organizations individually and create curated interventions. One finding of this study was fraternity advisors, specifically NIC advisors, may be promoting high-risk behaviors. When working with these groups, FSAs should consider the potential impact of alumni chapter advisors on the culture of these organizations. To address organizational culture, the training and intervention of alumni chapter advisors must be included when reprimanding or addressing concerns with particular organizations.

Preventative Measures

A preventative strategy used by many FSAs to address high-risk behaviors within Greek letter organizations is deferring the membership selection process until the spring of the students’

first year or later in their college careers. However, this strategy does not address the underlying culture of individual organizations. Instead, FSAs and national headquarters could consider evaluating organizational culture prior to the membership selection process and include the alumni chapter advisor in this evaluation. By including the alumni chapter advisors, FSAs and national headquarters could better understand how the alumni chapter advisor affects the culture. This would ensure any issues that arise could be addressed prior to membership selection. In addition, new members could be required to go through additional screening protocols to better understand their values. This could ensure new members are more closely aligned with the organizational culture and prevent high-risk behaviors.

Another preventative measure for high-risk behaviors that FSAs use interventions targeted at new members, however, these interventions may be ineffective because they do not address organizational culture. The findings of this study indicate that alumni chapter advisors may promote high-risk behaviors impacting the overall culture of the organization. When FSAs or national headquarters only target new members, this does little to affect organizational culture or create change. New members have limited power to change the organization's culture because once they join, they are taught how to be members of the organization. They may feel pressure to continue high-risk behaviors to receive validation from upperclassmen. Working with alumni chapter advisors and upperclassmen may be more important because they have the power within the organization to create and influence culture. By working with these groups practitioners may positively affect culture.

Identifying At-Risk Behaviors

It may be challenging for practitioners to identify high-risk behaviors because they occur off campus or are kept secret, like hazing (Sweet, 1999). The findings of this study may be

particularly useful for higher education practitioners and other stakeholders in identifying organizations that have the potential to participate in high-risk behaviors. Depending on interactions with alumni chapter advisors, FSAs could identify at-risk chapters and design organizational interventions or educational opportunities to address high-risk behaviors. Creating opportunities to intervene before problematic behaviors, may help prevent any potential issues.

Upper-Level Administrators

Campus leaders could use this study when making decisions about Greek life on college campuses. The study indicates that FSAs perceive alumni chapter advisors as effective mentors in Greek letter organizations, as well as, increasing the leadership development of students. These elements indicate that FSAs perceive alumni chapter advisors as having a positive influence on the chapter in this regard. Higher education institutions are interested in increasing the leadership skills of their undergraduate students because they are more likely to be gainfully employed after their undergraduate career. Job placement is important to institutions as it increases their standings and has a positive impact on enrollment. In addition, the data indicated that FSAs perceive alumni chapter advisors as promoting persistence and retention. Again, persistence and retention are important to institutions for status and enrollment. One consideration would be to expand the number of FSAs supporting Greek letter organizations, particularly at institutions with a large Greek life population. A finding of the study is that alumni chapter advisors do not receive enough training. A staff member could be focused on creating training and educational programming, which would perhaps help fill this gap. Another item to consider is the high-risk behaviors associated with NIC alumni chapter advisors. This may lead campus leaders to work closely with national headquarters to find and recruit alumni

chapter advisors that support the vision of the campus and national organization, rather than promoting unsafe or outdated practices.

Despite the many opponents to Greek letter organizations (Joyce, 2020), these groups are still a prominent feature on many college campuses, with over 650 campuses hosting fraternities and sororities (Joyce, 2020). The findings of this study offer practitioners an understanding of how alumni chapter advisors influence the culture of undergraduate students affiliated with Greek letter organizations. Additionally, this study has revealed important information about the challenges of FSAs when collaborating with alumni chapter advisors, a lack of quality advisors, looking toward the past, lack of understanding about policy and college students, lack of training, and controlling advisors. By studying how FSAs perceive alumni chapter advisors, student affairs practitioners may be better prepared or discover new ways to work with this group. National headquarters and umbrella groups, who recruit and work with alumni chapter advisors, may better understand any gaps that may need to be addressed. Leveraging the findings of this study provides the opportunity to develop new approaches of collaboration between FSAs and alumni chapter advisors to support undergraduate students and encourage a positive experience in their Greek letter organizations.

A Self-Critique of the Study

There are several challenges with research on alumni chapter advisors. First, there is the issue of the lack of data on alumni chapter advisors. For years, the literature surrounding Greek letter organizations has been focused on what undergraduate behaviors are, rather than what is the root of these behaviors. Although the extant literature provides tangential information to this study about alumni chapter advisors, the lack of data about this group makes it challenging to

analyze the results of this study. Although this study attempts to fill this gap, further research is imperative.

Another issue related to data is the survey instrument. The survey instrument used in this study was created as a part of the dissertation process, therefore it had not been independently tested. The instrument itself was constructed using current literature on Greek letter organizations; however, the qualitative research questions uncovered many different topics that FSAs perceived as issues when working with alumni chapter advisors that were not covered in the constructs of the survey. Based on the wide variety of comments made about alumni chapter advisors, the survey instrument should be expanded for future use.

Another issue related to data is the accuracy of the self-reported survey. This survey collected data on how FSA's perceive alumni chapter advisors; however, it relies on the honesty of its participants in order to be effective. In addition, there was non-response bias present in the data collected for this study. The data collected on the regions in which the respondents worked showed, the South and West were overrepresented, while the Northeast and Midwest were underrepresented. When looking at the data about undergraduate enrollment, institutions that have an enrollment of greater than 5,000 students are overrepresented. The data indicate that the larger the institution size in terms of enrollment the larger the overrepresentation. To ensure that these data are accurate more studies should be conducted on the role of alumni chapter advisor and how they influence the organizational culture of undergraduate chapters.

The findings of this study also indicated that region and type of organization influenced how FSA's perceive alumni chapter advisors. This could be due to migratory behaviors of FSAs. Many student affairs professionals move geographically for work and often move institutions in order to be promoted or other personal factors. Therefore, the survey instrument may be

redesigned to capture additional data, such as their undergraduate institution or the type of Greek community they were a part of.

The final critique of this study is one of my own background in student affairs that has largely centered around the fraternity and sorority experience. I was an active undergraduate member of a sorority, currently serve as an alumni chapter advisor, and have worked professionally as a FSA. Because of my past experiences, I wanted to better understand the influence of alumni chapter advisors. While many of the findings are congruent with my own personal experiences with alumni chapter advisors, I was surprised to learn that there was little difference demographically. I attempted to eliminate my personal biases from this study by actively discussing my research with content experts and conducting a functional test.

Recommendations for Future Research

As this study is the first to explore the impact alumni chapter advisors make on undergraduate students and organizational culture, several recommendations for future research emerged throughout the course of the study. Although this study provided a large amount of usable data, there are many other avenues to explore on this topic. The first recommendation would be to retool this instrument based on the factor analysis and the qualitative feedback received over the course of this study. The factor analysis indicated FSAs conceptually group hazing and alcohol together and race/ethnicity and gender issues together, although they appear to present differently in the literature. The survey instrument could be redesigned to include different constructs. The qualitative questions included in this study brought forth many different content areas, such as the alumni chapter advisor's lack of knowledge or training, which could also be included in the survey instrument.

Another avenue for future research would be to conduct this study from a qualitative lens. The two qualitative questions included in the survey instrument uncovered a wide array of issues that were not included in eight specified constructs. Additionally, some of the issues identified were not concerning how alumni chapter advisors influenced the organizational culture or behavior of undergraduate students, instead they identified issues that FSAs have when collaborating with this group. Utilizing a qualitative lens, a future study could home in on specific experiences where they believe alumni chapter advisors influence organizational culture, which would provide a deeper picture of these issues. Additionally, rather than using organizational culture theory as the theoretical framework the focus could be expanded to studying the collaboration and working issues between FSAs and alumni chapter advisors. As these groups actively work together to effectively advise Greek letter organizations, this focus of a research study could provide valuable information in order to create a better working relationship between these two groups.

Based on the results of this study, another recommendation for future research would be to focus on individual councils (e.g MGC, NIC, NPC, NPHC). Over 92% of the sample (Table 27) indicated they would have answered the Likert scale questions differently based on organizational type. Thus, the data collected in this study are showing a more generalized view of alumni chapter advisors. The qualitative data collected in the survey instrument shows FSAs perceive alumni chapter advisors to be greatly different across councils. To gain a greater understanding of FSAs perceptions of working with particular groups this survey instrument could be administered to FSAs to gather information about each council respectively. This expansion would provide valuable information for national headquarters staff about how their advisors actions impact undergraduate students and help them identify how to address these

problems. Additionally, this may give FSAs insight into how different alumni chapter advisors operate and give them the tools necessary to have positive collaborative relationships.

Another avenue of research that should be pursued is the relationship between NIC advisors and high-risk behaviors. The regression model used to answer research question one showed that respondents who advised NIC or all Greek letter organizations could be used as predictors when evaluating the perceptions of FSAs on alumni chapter advisors. It is likely that the NIC organizations are the reason that "all Greek letter organizations" was also found to be statistically significant. Thus, it would be important to delve deeper into the relationship between NIC, historically White fraternities, alumni chapter advisors and high-risk behaviors. This could be done using either a quantitative or qualitative approach.

Additionally, the Diversity, Equity, and Inclusion (Factor 3) should be further analyzed. There was a significant correlation between Diversity, Equity, and Inclusion (Table 23) and Greek community size. The data highlighted a significant difference between the perceptions of FSAs on Diversity, Equity, and Inclusion (Factor 3) whose institutions reside in the South and Northeast. The factor of Diversity, Equity, and Inclusion included: race, ethnicity, LGBTQIA+ issues, toxic masculinity, and sexism. As this factor represents a wide array of issues it would be prudent to better understand how FSAs perceive each of these issues and if they differ based on region. This closer investigation would allow for more understanding on how alumni chapter advisors may impact undergraduate students and organizational culture and help identify gaps in training that could be addressed.

Another interesting finding in this study was approximately 25 FSAs commented on the age of alumni chapter advisors in both of the qualitative responses. Although this finding was not a part of the Likert-scale questions it did come up quite frequently in the qualitative responses.

Respondents indicated many advisors are too far removed from the college experience to relate to undergraduate students and are typically anti-change or have outdated views on Greek letter organizations. Participants also remarked that younger alumni chapter advisors were too preoccupied replicating their collegiate experience and were unable to hold undergraduate chapter members accountable. However, this implication could potentially negatively affect the overall recruitment of alumni chapter advisors. As we are currently experiencing a large generational shift this could be an area of research that helps identify an ideal age range for alumni chapter advisors.

Lastly, this research study should be conducted using undergraduate students and alumni chapter advisors as the participants. Undergraduate students work with alumni chapter advisors in a close context, and can actively observe them, as well as being on the receiving end of their advice and behaviors. Additionally, undergraduate students may have a greater insight into how alumni chapter advisors affect their peers and their organization than FSAs. Using alumni chapter advisors allows for this group to self-reflect upon their own actions and comment on their observations of their peers. Through this lens, future research may discover if alumni chapter advisors work collaboratively in a way that changes the organizational culture of the undergraduate chapter or do individual advisors have more of a say in chapter operations than others. As both groups would have to use self-reflection to answer the researcher's questions, a qualitative study may be better suited to working with these samples. Self-reflection can be biased and without the opportunity for clarification the researchers might not receive accurate data.

Conclusion

This dissertation presents data collected on the perceptions of FSAs on alumni chapter advisors. A total of 289 FSAs responded to the cross-sectional survey instrument, which collected data on demographics and their perceptions on the behaviors of alumni chapter advisors to determine if this group impacts the culture of undergraduate Greek letter organizations.

There is no current research on alumni chapter advisors or their relation to the undergraduate chapter that they support. The instrument was created with eight constructs that were based on current literature about the culture of Greek letter organizations. Through data reduction the study reduced the items in the survey to five factors: high-risk behaviors, leadership development and mentorship, diversity equity and inclusion, philanthropy and service, and persistence and retention.

Through multiple regression analysis it was discovered that FSAs who advised NIC organizational or all organization types within the study were predictor variables for high-risk behaviors (Factor 1). This finding indicated that FSAs who advised these groups were more likely to associate high-risk behaviors with alumni chapter advisors, meaning they could impact organizational culture around these issues.

Another finding of the study was that there was a statistically significant negative correlation between Diversity, Equity, and Inclusion (Factor 3) and Greek community size. The FSAs on campuses with smaller Greek communities indicated that alumni chapter advisors are likely to be less accepting of Diversity, Equity, and Inclusion (Factor 3), albeit with a weak correlation. According to the literature fraternity and sorority membership have been negatively associated with the rates of interaction and friendship with someone of a different race and a

student's openness to diversity (Park & Kim, 2013; Pascarella et al., 1996). However, the magnitude of that relationship is very small, which could indicate that the relationship is inconsequential.

The data indicated that there was a statistically significant difference between the South and the Northeast with respect to Diversity, Equity, and Inclusion (Factor 3). These findings indicate that FSAs perceive alumni chapter advisors in the Northeast as more accepting of Diversity, Equity, and Inclusion values, while those in the South regarded alumni chapter advisors as not accepting of these values. This might be due to southern culture and its history of racial segregation and close tie to religion (French, 2018).

The qualitative data collected provided many insights into the working relationship between FSAs and alumni chapter advisors. Many FSAs indicated the "pressing issues" when working with alumni chapter advisors include a lack of quality chapter advisors, a lack of understanding of current issues in higher education and campus climate, a lack of training, controlling advisors, and an anti-change attitude. Additionally, the data indicated that FSAs perceived differences when working with the alumni chapter advisors from different organizations. Further research in this area of higher education should be conducted to better inform how alumni chapter advisors affect the undergraduate student experience. Practitioners, both campus-based and at national headquarters, should use the findings of this study to enact discover new strategies to working with this group.

To conclude, FSAs represent a largely homogeneous group, with the majority of them identifying as White and female. It is clear from this study, FSAS perceive alumni chapter advisors are defined by the culture of their organization, with each organizational type presenting its own problems and successes. The research found that FSAs perceive alumni chapter advisors

of historically White fraternities as proponents of high-risk behaviors and that there are regional differences in how alumni chapter advisors in the South are less accepting of diversity, equity, and inclusion initiatives when compared with advisors from the Northeast. This study only represents a first step in investigating the perceptions of FSAs on the role of alumni chapter advisors on the culture of Greek letter organizations on campus. This group plays an active role in both the organizational structure of Greek letter organizations and in the lives of individual undergraduate students. To combat negative behaviors, promote positive behaviors within these organizations, and provide a better experience, we must better understand their organizational culture.

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APPENDIX A

EMAIL COMMUNICATION

Introductory Email:

Good morning,

My name is Samantha Easby and I am a doctoral candidate at William & Mary and **I am writing to ask for your help** with my dissertation research. I am seeking perspectives of **Fraternity and Sorority Advisors (FSAs)** and hope you can help me out! I understand that it is a busy and challenging time in higher education right now, and I am grateful for your engagement with my study.

I wanted to alert you that **you will receive a survey next week** that will ask for your perceptions on the influence of alumni on chapter activities and Greek members. Through my experiences as an undergraduate member of Pi Beta Phi Fraternity, serving as a member of AAC, and working as an FSA myself, I became really interested in the role of alumni chapter advisor and how they serve our community. Currently, there is no research on alumni chapter advisors, so hopefully my dissertation will help to bridge this gap. Your participation in this survey will greatly enhance our understanding of this role, and it will only take you about **10-15 minutes to participate**. The survey will come to your email and contain a direct link to access.

Your participation in this research is voluntary. There is no compensation for responding nor is there any known risk. Completion of the survey indicates your consent to participate in this study. Your responses will be completely confidential.

Thank you so much for your time, your support and participation in my survey will serve as the cornerstone of my dissertation. If you have any questions or concerns, please contact me at the email listed below.

Sincerely,
Samantha Easby, M.Ed.
PhD Candidate, William & Mary
smeasby@email.wm.edu

Email with Survey Information:

Dear Participant:

I am a doctoral candidate at William & Mary, examining Fraternity and Sorority Advisors perceptions of alumni chapter advisors. After working as an FSA, I began to wonder about the role of alumni chapter advisor and how these individual serve our Greek community. Currently, there is no research on alumni chapter advisors, and my research intends to help to bridge this gap. Your participation in this survey will greatly enhance our understanding of this role, and it will only **take you about 10-15 minutes** to participate.

Your participation in this research is voluntary. There is no compensation for responding nor is there any known risk. Completion of the survey indicates your consent to participate in this study. Your responses will be completely confidential.

Thank you so much for your time, I really appreciate your support with my dissertation. If you have any questions or concerns, please contact me at the email listed below.

Sincerely,
Samantha Easby, M.Ed.
PhD Candidate, William & Mary
smeasby@email.wm.edu

APPENDIX B

FINAL SURVEY

Perceptions of Fraternity/Sorority Advisors on Alumni Chapter Advisors

Informed Consent
The following survey is a part of the dissertation project titled "Perceptions of Fraternity and Sorority Advisors on Alumni/ae Chapter Advisors." As a former Fraternity and Sorority Advisor (now full time doctoral student), I am hoping to better understand how alumni chapter advisors influence undergraduate chapter members. Alumni/ae chapter advisors are an important part of the organizational structure when working with Greek letter organizations. Fraternity and Sorority Advisors work in conjunction with alumni/ae advisors to support individual chapters and ensure their success.

What do I want to learn from you?
My dissertation is designed to explore how Fraternity and Sorority Advisors perceive alumni/ae chapter advisors. In particular, I want to better understand how alumni/ae chapter advisors may impact/influence undergraduate chapter members and organizational culture.

Why is your participation important to me?
Studying the perceptions of Fraternity and Sorority Advisors on alumni/ae chapter advisors gives a baseline of information in order to do future research. This study will help me understand how alumni/ae chapter advisors impact/influence undergraduate chapter members and organizational culture. Findings from this study may contribute to understand how organizational culture is maintained within undergraduate fraternity/sorority chapters.

What will we request from you?
The following survey should take the participant approximately 10-15 minutes to complete.

Please know that:

- The confidentiality of your personally identifying information will be protected to the maximum extent allowable by law. The data collected from this survey will be stored in secured virtual platforms that are compliant with federal privacy laws and are only accessible by the researcher.

- Your name and other identifying information will be known only to the researcher through the information that you provide. Neither your name nor any other personally identifying information will be used in any presentation or published work without prior written consent.

- You may also terminate your participation in the study at any time. Should you choose to terminate your participation, any information you provided before or during the study will be permanently deleted and will not be included in any analysis, discussion, or any resulting publications or presentations.
- Your participation in this study is completely voluntary. If you decline to participate, there will be no personal, professional, or academic repercussions.
- This study has been reviewed and approved by the Protection of Human Subject Committee at William & Mary.

  How Can You Contact the Researcher? If you have any questions or concerns about this study, please contact Samantha Easby at smeasby@email.wm.edu.

  How Do I Contact the Overseeing Dissertation Chair? If you have any questions or concerns, please contact Pamela L. Eddy at peddy@wm.edu.

  If you need to contact someone other than the study personnel about a concern or your rights as a research subject, please contact Tom Ward at tjward@wm.edu.

  By checking the "I agree to participate" response below, you will indicate your voluntary agreement to participate in this study, and confirm that you are at least 18 years of age.

○ I agree to participate (1)

○ I do not agree to participate (2)

Q1 Have you ever worked with alumni/ae chapter advisors in your professional role?

○ Yes (1)

○ No (2)

Q2 Which of the following best describes you?

- ○ Asian or Pacific Islander (2)
- ○ Black or African American (3)
- ○ Hispanic or Latino (1)
- ○ Native American or Alaskan Native (4)
- ○ White or Caucasian (5)
- ○ Multiracial or Biracial (6)
- ○ A race/ethnicity not listed here (7)

Q3 How do you describe yourself?

- ☐ Male (2)
- ☐ Female (3)
- ☐ Transgender (6)
- ☐ Genderqueer/gender non-conforming (1)
- ☐ Prefer not to say (5)

Q4 How many years have you worked as a Fraternity and Sorority Advisor?

- ○ 1 year (1)
- ○ 2-5 years (2)
- ○ 5-10 years (3)
- ○ 10-15 years (4)
- ○ 15-20 years (5)
- ○ 20+ years (6)

Q5 Were you affiliated with a Greek Letter Organization during undergrad?

- ○ Yes (1)
- ○ No (2)

Q6 Please list which Greek Letter Organization you were you a member of during your undergrad.

_____

Q7 Have you ever served as a volunteer or chapter advisor for your national Greek Letter Organization?

- ○ Yes (1)
- ○ No (2)

Q8 What organizations do you work with (check all that apply)?

- ☐ MGC (1)
- ☐ NIC (2)
- ☐ NPC (3)
- ☐ NPHC (4)
- ☐ All of the above (5)

Q9 What region of the United States do you work in?

- ○ Northeast (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont) (1)
- ○ South (Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia) (2)
- ○ Midwest (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin) (3)
- ○ West (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming) (4)

Q10 What is the approximate undergraduate enrollment at your college/university?

- ○ Less than 1,000 students (1)
- ○ 1,000-5,000 students (2)
- ○ 5,000-10,000 students (3)
- ○ 10,000-15,000 students (4)
- ○ 15,000-20,000 students (5)
- ○ 20,000-25,000 students (6)
- ○ More than 25,000 students (7)

Q11 What percentage of your institution's student body participates in a Greek letter organization?

- ○ Less than 5% (8)
- ○ 5-10% (9)
- ○ 10-15% (10)
- ○ 15-20% (11)
- ○ 20-25% (12)
- ○ 25-30% (13)
- ○ 30-35% (14)
- ○ 35-40% (15)
- ○ Greater than 40% (16)

Q12 In your opinion what are your most pressing issues with working with alumni/ae chapter advisors?

_____

Q13 To the best of your ability reflect on your experience with alumni/ae chapter advisors in general. Advocates of Fraternity/Sorority Life often point to increased sense of belonging, academic development, retention, and persistence rates to garner favor for these organizations. Please indicate your perspective on the following prompts regarding alumni chapter advisors. Alumni/ae chapter advisors...

	Definitely not (1)	Probably not (2)	Might or might not (3)	Probably yes (4)	Definitely yes (5)
Encourage the social integration of undergraduate chapter members (both within the chapter and the campus community). (1)	○	○	○	○	○
Promote chapter members' academic development. (2)	○	○	○	○	○
Encourages the persistence of all chapter members. (3)	○	○	○	○	○
Positively impact undergraduate chapter members' sense of belonging. (4)	○	○	○	○	○

Q14 To the best of your ability reflect on your experience with alumni/ae chapter advisors in genera. Philanthropy and community service are core elements of the fraternity and sorority life experience. Please indicate your perspective on the following prompts regarding alumni/ae chapter advisors. Alumni/ae chapter advisors…

	Definitely not (1)	Probably not (2)	Might or might not (3)	Probably yes (4)	Definitely yes (5)
Understand the difference between philanthropy and service. (1)	○	○	○	○	○
Promote student participation in local community service events. (2)	○	○	○	○	○
Promote student participation in community service, not just Greek life philanthropy events. (3)	○	○	○	○	○
Demonstrate that philanthropy and community service are one of the core values of their organization. (4)	○	○	○	○	○

Q15 To the best of your ability reflect on your experience with alumni/ae chapter advisors in general. Mentorship and career networking have been touted as benefits of joining a Greek letter organization. Please indicate your perspective on the following prompts regarding alumni/ae chapter advisors. Alumni/ae chapter advisors...

	Definitely not (1)	Probably not (2)	Might or might not (3)	Probably yes (4)	Definitely yes (5)
Serve as mentors to undergraduate chapter members. (1)	○	○	○	○	○
Provide emotional support to undergraduate chapter members. (2)	○	○	○	○	○
Provide career support to undergraduate chapter members. (3)	○	○	○	○	○
Promote positive student development. (4)	○	○	○	○	○

Q16 To the best of your ability reflect on your experience with alumni/ae chapter advisors in general. Several studies have found that Greek letter organization members have increased leadership skills (Kuh & George, 2017). Please indicate your perspective on the following prompts regarding alumni/ae chapter advisors. Alumni/ae chapter advisors.

	Definitely not (1)	Probably not (2)	Might or might not (3)	Probably yes (4)	Definitely yes (5)
Are adequately trained to ensure the leadership development of undergraduate executive officers. (1)	○	○	○	○	○
Encourage undergraduate students to lead initiatives they are passionate about rather than replicating past initiatives. (2)	○	○	○	○	○
Are willing to allow chapter members freedom to handle challenging situations, as a learning experience. (3)	○	○	○	○	○
Ensure undergraduate members feel comfortable seeking advice and see their advice as valuable from alumni chapter advisors. (4)	○	○	○	○	○
Please select "Definitely Not". (5)	○	○	○	○	○

Q17 To the best of your ability reflect on your experience with alumni/ae chapter advisors in general. Using the definition of hazing as "any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a

person’s willingness to participate" (Allan & Madden, 2008), please indicate your perspective on the following prompts regarding alumni/ae chapter advisors. Alumni/ae chapter advisors...

	Definitely not (1)	Probably not (2)	Might or might not (3)	Probably yes (4)	Definitely yes (5)
View hazing as a tradition or rite of passage. (1)	○	○	○	○	○
Glorify their experiences with hazing when talking to undergraduate students. (2)	○	○	○	○	○
Exhibit tolerance of hazing practices they view as harmless or fun. (3)	○	○	○	○	○
Participate in hazing behaviors. (4)	○	○	○	○	○
View hazing as a safety issue and would educate members/report members when there is a problem. (5)	○	○	○	○	○

Q18 To the best of your ability reflect on your experience with alumni/ae chapter advisors in general. Diversity and inclusion are oftentimes seen as not important to Greek Letter

Organizations. Please indicate your perspective on the following prompts regarding alumni/ae chapter advisors. Alumni/ae chapter advisors...

	Definitely not (1)	Probably not (2)	Might or might not (3)	Probably yes (4)	Definitely yes (5)
Value diversity, inclusion, equity, and social justice. (1)	○	○	○	○	○
Exhibit openness to recruiting individuals who fall outside the organizational norm. (2)	○	○	○	○	○
Respect all undergraduate students (i.e. chapter members) that they work with, and irrespective social identities. (3)	○	○	○	○	○
Exhibited behavior that was offensive, embarrassing, or hurtful (e.g inappropriate jokes, slurs, rumors etc.) towards chapter members with different social identities. (4)	○	○	○	○	○

Q19 To the best of your ability reflect on your experience with alumni/ae chapter advisors in general. Greek letter organizations have been discussed as promoting traditional view of

masculinity and femininity and as anti-LGBTQIA+. Please indicate your perspective on the following prompts regarding alumni/ae chapter advisors. Alumni/ae chapter advisors...

	Definitely not (1)	Probably not (2)	Might or might not (3)	Probably yes (4)	Definitely yes (5)
Promote traditional views of masculinity and femininity. (1)	○	○	○	○	○
Make offensive remarks, sexist, or derogatory about the opposite sex. (2)	○	○	○	○	○
Exhibit openness to recruiting new members that fall outside of traditional norms of masculinity/femininity and sexual orientation. (3)	○	○	○	○	○
Exhibited behavior that was offensive, embarrassing, or hurtful (e.g inappropriate jokes, slurs, rumors etc.) towards LGTQIA+ chapter members. (4)	○	○	○	○	○

Q20 To the best of your ability reflect on your experience with alumni/ae chapter advisors in general. Capone et al. (2007) found that members of Greek letter organizations have a propensity

to abuse alcohol. Please indicate your perspective on the following prompts regarding alumni/ae chapter advisors. Alumni/ae chapter advisors...

	Definitely not (1)	Probably not (2)	Might or might not (3)	Probably yes (4)	Definitely yes (5)
Glorify high risk drinking when talking with undergraduate chapter members. (1)	○	○	○	○	○
Promote consuming alcohol as an escape or de-stressing tool. (2)	○	○	○	○	○
Promote drinking as a bonding activity. (3)	○	○	○	○	○
View high-risk drinking as a safety issue and would educate members/report members when there is a problem. (4)	○	○	○	○	○

Q18 If you oversee multiple councils, do you find that your experiences with alumni/ae chapter advisors differ depending on which council you are working with?

○ Yes (4)

○ No (5)

Q19 Please describe what differences you have experienced.

VITA

Samantha Margaret Easby

Birthdate: January 19, 1992

Birthplace: Arlington, Virginia

Education:

2019-2022	The College of William & Mary Williamsburg, Virginia Doctor of Philosophy
2015-2017	University of South Carolina-Columbia Columbia, South Carolina Master of Education – Higher Education and Student Affairs
2010-2014	University of Richmond Richmond, Virginia Bachelor of Science – Environmental Studies

Experience:

2019 - Present: Graduate Assistant, William & Mary, School of Education
2017-2019: Program Coordinator, Dartmouth College, Office of Greek Life
2015-2017: Graduate Assistant, University of South Carolina-Columbia, Capstone Scholars Program
2014-2015: Account Management Associate, EAB