



Bryant University

HONORS THESIS

It is All Greek to Me: A Case Study on the Impact of Greek Membership at Bryant has both on the Individual and the Student Life Community

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**It is All Greek To Me: A Case Study on the
Impact Greek Membership at Bryant has both on
the Individual and the Student Life Community**

Bryant University Honors Program

Honors Thesis

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ABSTRACT

A large aspect of student life for college campuses across the country includes Greek Life, whereby students must gain membership and are initiated into a secret society style of organization. Upon expansive research and thorough analysis of the field focused on Greek involvement implications, impacts, and outcomes, there were many conflicting conclusions across studies that had a wide variety of differing input and control factors. With little definitive and holistic research that could reflect all colleges and chapters of Greek Life, this project takes specifically to the climate of Greek Life at Bryant University. Many studies primarily focus on the impact on an individual level, and this project serves to focus on student reported outcomes, but in the context of both a comparison to the reported outcomes of students in their experience with a non-Greek affiliated organization, as well as the impact the Greek organizations have on leadership contributions to the campus in student life. By administering a forty-seven-question survey to a diverse group of students at Bryant anonymously, the survey captures perspectives from both the Greek and non-Greek affiliated student populations. The survey looks objectively at measurable metrics like service hours in the community and GPA, as well as more subjective components like student reported gains in terms of skills. The survey found that there is a strong positive relationship between Greek membership and involvement in clubs, presence in leadership roles, presence in the role of club President, community service involvement, and slightly positive with leadership conferences. There is was no relationship found between Greek membership and academic performance. There was a negative relationship found between Greek membership and involvement in athletics, and involvement in volunteerism prior to being a student at Bryant.

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INTRODUCTION

Over the past year, from research to implementation and finally analysis, the study conducted has served to objectively compare Greek and non-Greek students on primarily an involvement basis. By understanding the limited existing research that was both inconsistent and influenced with a plethora of changing situational factors, this study reported findings similar to studies done at both similar and extremely different universities, and in differing Greek climates. Throughout this study looking specifically at the components that differentiate Greek organizations from other campus organizations (values, philanthropy and service, scholarship), a few strong relationships were drawn regarding Greek life and their contribution to campus. The following documents will explain the entire process in creation and distribution of the data collection methods, the analysis methods, and the findings drawn.

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LITERATURE REVIEW

Littered through media, press, and general conversations exist stereotypes regarding Greek life, which culminates to a general need for understanding – what truly is the impact that Greek life has on a student community? How valid are these stereotypes? Greek life tends to make news headlines in times of tragedies and unruly conduct related to rushing practices or negligence, which paints an incomplete understanding of the Greek life system that was developed over a hundred years ago. With hundreds of thousands of members nationwide, the actions of some careless members’ mistakes overshadow the depth and core of Greek life systems and what they were intended to accomplish, as it still grows today. If these organizations are still supported and thrive at schools across the country, what are outcomes besides what is seen in media that justifies their existence? Various researchers have set out to understand the answer to this broad question, with observational elements ranging from various school sizes, demographics, and measuring specific outcomes. While many studies have comprised of differing objectives and conclusions, some commonalities remain that help develop a basis of understanding what patterns of influence Greek letter organizations have on college campus’ and students. If students are a member of a Greek letter organization, regardless of school demographics, then they tend to report a higher campus involvement, which includes greater peer connections and philanthropic endeavors, as well as personal development skills than their non-Greek affiliated peers.

Research Methodology

As the literature covers a wide array of objectives, those evaluated here will encompass an explanation of the Greek system, campus involvement on social development, community service, and post grad influence, personal growth, career skills, and academic involvement. With research as expansive as multiple large public universities to focusing primarily on one small, private university, measuring similar objectives provided varying results. The varying environmental and personal factors make concrete findings practically immeasurable, requiring a specific lens to draw greater conclusions. Some of the research at multiple large universities may not be the most indicative of what I will find in my study of Bryant University Greek Life; however, across the different environmental factors some important patterns developed. This

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literature review will delve further into the findings, but generally the studies recorded these relationships in relation to Greek affiliation:

Campus Involvement	Social Development/Connections <i>(Asel, Seifert, Pascarella, 2015), (Askew & Pike, 1990), (Walker, Martin, and Hussey, 2015)</i>	Strong Positive
	Personal/Career Growth <i>(Astin, 1984), (Zacker, Bagwell, Osteen 1995)</i>	Strong Positive
	Involvement in other organizations <i>(Zacker, Bagwell, Osteen 1995).</i>	Positive
	Involvement with community service <i>(Whipple and Sullivan 1998), (Asel, Seifert, Pascarella 2015), (Hayek, Carini, O’Day, Kuh, 2002)</i>	Positive
Academics	Academic Performance <i>(O’Connor, 2018), (Asel, Seifert, Pascarella, 2015), (Astin, 1984), (Askew & Pike 1990)</i>	Inconclusive
	Academic Organizations <i>(Astin, 1984)</i>	Negative
Post-Grad	Involvement Post-Grad <i>(Zacker, Bagwell, Osteen 1995), (Thorsen 1997)</i>	Strong Positive
Overall Campus Experience	<i>(Asel, Seifert, Pascarella, 2015), (Askew & Pike, 1990), (Walker, Martin, and Hussey, 2015)</i>	Strong Positive

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History of Greek Letter Organizations

With deep seeded histories in religion, philanthropy, academic community building, and support systems comprised of like-minded individuals, the complexities of Greek Life reach far beyond the common understanding. This common understanding is derived from a culmination of stereotypes, that while true in some cases, remain harmful to the longevity of Greek life at many campuses. Greek Life was developed with the creation of Phi Beta Kappa at the College of William and Mary in 1775 (Whipple & Sullivan, 1998). This organization was primarily a scholastic honor secret society and introduced the concept of secret student societies. While this organization primarily retained its academic focus as an honors society that is no longer secret, this paved the way for development of the first still social fraternity, Kappa Alpha Society at Union college in 1825 (Whipple & Sullivan, 1998). Quickly after more social fraternities developed, creating the first community of Greek organizations, at Union college (Whipple and Sullivan, 1998). Fraternities distinguished themselves from other organizations because of their secrecy regarding initiation into the organization.

The first women's fraternity, later to be called a 'sorority' was Alpha Delta Pi, established in 1851; yet the first organization that truly took the form of current women's sororities was Pi Beta Phi and Kappa Alpha Theta formed in 1867 and 1870, respectively (O'Connor, 2018). These women's organizations helped to pave the way for equality as "they'd advanced their organizations in the face of restrictive social customs, unequal status under the law and the underlying presumption that they were less able than men" (NPC, 2017). They did this all while facing the "same challenges as their male counterparts" regarding "administrators and the threat of being outlawed by state legislatures" (NPC, 2017). As women's sororities developed, they held a collective meeting to outline a framework for membership and shared principles, as well as foster interfraternal relationships which resulted in establishing the National Panhellenic Conference (NPC) in 1902 (NPC, 2017). The NPC now maintains 26 sororities that are held to the same governing standards, while still maintaining their unique identifiers, values and secret rituals.

While the NPC governs all national sororities, the North American Interfraternity Conference (NIC) was created in 1910 to provide the same maintenance for fraternities. The NIC governs

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sixty-six fraternities. These larger governing bodies are crucial to the maintenance of fraternities and sororities as both “have faced significant challenges from agencies outside the Greek system, including university administrators, non-Greek students, faculty members, and the general public” (Whipple and Sullivan, 1998). For example, most notable in recent press is the case of Harvard University banning all same-sex oriented organizations, which directly penalizes those who choose to affiliate as a Greek and those seeking the like-minded, academic and philanthropy driven organizations. This is just one instance where the mistakes of a few are driving insurmountable challenges for the greater body. With the contention Greek organizations face from external influence, there is more to be understood about the organizations and why both the NPC and NIC work so hard to protect them in the face of adversity.

All characteristically social Greek organizations (i.e., not academic honors societies with Greek letters) are created with a foundation of values and philanthropic causes that are differentiators. Each organization has ‘secret rituals and symbols that affirm shared values and beliefs; and a badge that, in general, only initiated members wear’ (Whipple & Sullivan, 1998). Members looking to join Greek letter organizations resonate with the “high ideals and high moral and ethical teachings [that] are central to the theme of most rituals...the new member is instructed as to the high purposes of the group and of the responsibility which membership requires” (Zacker, Bagwell, Osteen 1995). Values that Greek letter organizations have established themselves upon include but are not limited to “justice, honor, truth, loyalty, love of wisdom, brotherly love and unselfish service” (Whipple and Sullivan, 1998). These values in ritual translate to group standards of conduct and expectations of membership.

As the organizations are based on shared morals, there have been many formed based on shared identities and shared passions. Organizations have been “established to meet specific needs, both cultural and academic, for various campus subcultures” (Whipple and Sullivan, 1998), like many race or religion based Greek organizations. Additionally, each support their own “causes and philanthropy organizations such as breast cancer awareness (Zeta Tau Alpha), advocating for the disabled (Pi Kappa Phi), or working to prevent domestic violence (Alpha Chi Omega)” (Zacker, Bagwell, and Osteen, 1995). While other non-Greek campus clubs and organizations also serve the community and philanthropic causes, Greek organizations additionally “energetically

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promote a program of scholarships and awards...as well as such social welfare projects as orthopedics, muscular dystrophy, the deaf...and so on” (Zacker, Bagwell, and Osteen 1995). Greek organizations foster “education through service learning” as a main pillar of their purpose (Zacker, Bagwell, and Osteen 1995). Greek organizations from their foundation have faced challenges from administration, especially with negative publicity due to unruly conduct, yet less publicized is the dramatic impact in terms of hours and dollars contributed to the aforementioned social causes.

At Bryant University, where my study will focus, Greek Life has deep roots. Greek Life has existed on campus even earlier than 1939, although that is the extent of record, I was able to obtain. This has changed with the additions or removal of chapters from before 1939 to today, and the membership rates have fluctuated year to year. In Appendix A, an Archway excerpt from 1969, 27% of the student body was Greek, where today only 10% of the student body is Greek. An excerpt from the Ledger of 1996 (the Bryant University Yearbook), features a poem crafted by Merrie Grabeau of Alpha Phi (Appendix B). In the poem, she reflects how Greek Life is both established and treated on the campus, as well as how some organizations at that point in time had been removed from campus (Appendix B). This snapshot of Greek Life at Bryant from 1996 helps to shed light on the changes that have occurred. Currently, the Greek life community is comprised of four sororities and four fraternities, namely Alpha Omicron Pi (AOPI) founded at Bryant in 2012, Alpha Sigma Alpha (ΑΣΑ) 2017, Delta Zeta (ΔZ) in 1986, and Sigma Sigma Sigma (ΣΣΣ) in 1990 for sororities. For fraternities, Delta Chi (ΔX) was founded at Bryant in 1989, Delta Kappa Epsilon (ΔKE) in 1991, Sigma Chi (ΣX) in 2010, and Tau Kappa Epsilon (TKE) in 1968. The organizations at Bryant are dedicated to serving causes like the Arthritis Foundation (AOPI), Special Olympics (ΑΣΑ), St. Jude Children’s Hospital (TKE), the Huntsman Cancer Institute (ΣX), etc. Each organization is regulated by the NPC or NIC through Bryant University, and there are many standards of membership including but not limited to maintaining a minimum GPA of a 2.5-2.75.

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Research Regarding Campus Involvement

Social Development

Greek organization membership is a large element of a students' campus involvement as a member of the organization. The organization provides members a group of like-minded people, as well as introduces them to other Greek affiliated students from other organizations. An element measured through the existing research evaluated the extent to which students reported close connections with peers, and whether the relationships were facilitated by and through Greek membership. Additionally, social development and interaction was measured as a key indicator of influence of social development, controlling for Greek membership (either affiliated or non-affiliated). To understand how this was measured, Whipple and Sullivan in their piece, "Greek Letter Organizations: Communities of Learners" defined "the student's peer group [as] the single most potent source of influence on growth and development in their undergraduate years" (Whipple and Sullivan, 1998). They defined the impact as measurable through "frequent interaction, social emphasis, and shared values and attitudes" and defined the importance of understanding this as "student cultures influence the extent to which students are integrated into the academic life of college", which touches upon further research (Whipple and Sullivan, 1998). Primarily, this basis of understanding reflected what was measured in all research considered on social development of students in the campus community.

This objective of social development as an outcome of Greek membership was the most conclusive across research. Asel, Seifert, and Pascarella concluded that there was "some support for the notion that the culture and organization features of undergraduate fraternity/sorority life tend to facilitate social integration and enhance the development of close and influential relationships" (Asel, Seifert, and Pascarella, 2015). Furthermore, they found that (Asel, Seifert, and Pascarella, 2015). It was observed that membership of a Greek organization "facilitated social engagement during college, [but] also may place normative social and racial parameters around that engagement" (Asel, Seifert, Pascarella, 2015). This confirmed the findings of Askew and Pike in their study of "The Impact of Fraternity or Sorority Membership on College Experiences and Outcomes: A Portrait of Complexity", where Greek affiliated students tended to "have higher levels of interaction with other students" (Askew and Pike, 1990).

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A study conducted by Walker, Martin, and Hussey observed “Greek Organization Membership and Collegiate Outcomes at an Elite, Private University”, which contrasted the environment for study from Asel, Seifert, and Pascarella, yet both found that “Greek affiliation resulted in higher involvement levels and a greater satisfaction with campus life” (Walter, Martin, and Hussey, 2015; Asel, Seifert, and Pascarella, 2015). Across different environments and student bodies for research, the finding remained consistent that Greek affiliation tended to influence greater campus involvement and social development for its membership. This is further elaborated on in the leadership development section, what specific gains students were obtaining from their interpersonal and personal development facilitated through Greek membership.

The nature of Greek life may be conducive to deeper social interaction as found because it was further found that “individual development with smaller groups within a larger community may be an effective means for developing interpersonal skills” (Askew & Pike, 1990). The members felt their involvement facilitated social interaction and integration that fostered a deeper feeling of connection to peers and the campus than that of non-affiliated students. This will be measured through my analysis of Greek membership at Bryant through the general involvement of Greek members in organizations outside of Greek life, and the Greek organization’s involvement with external clubs and elements of campus.

Community Service

As touched upon in the history of Greek organizations, a pivotal element of the organization is its devotion to serving specific causes in which the members resonate and identify with. The organizations promote ideals on serving the community through these philanthropies. The extent to which students were more philanthropically involved with their campus was measured in bodies of research. The research generally confirmed a strong positive relationship between community service and Greek membership, stronger than that of a non-Greek student.

In the piece by Whipple, and Sullivan, they concluded that members of Greek letter organizations are more likely to contribute financially to charitable and nonprofit organizations and religious groups, and to do so in greater amounts” than their non-Greek affiliated peers (Whipple and Sullivan, 1998). Additionally, they found that those who join fraternities and sororities in college are more likely to volunteer and to be active in civic affairs during

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adulthood” (Whipple and Sullivan, 1998). With this finding, it can be observed that as campus involvement of Greek affiliated members impacted their interpersonal development, this element of service learning and dedication creates an impact on the individual that they would continue post-graduation. Had the study found that there was no relationship between Greek affiliation and likelihood to continue giving after graduation, it would be more indicative that members of Greek organizations only participate as a requirement. If it did mean anything to the members, it would be unlikely that at other schools’ students would be more involved with volunteer opportunities outside their organization, which is something that will be measured in my study at Bryant.

In addition, there was a few other bodies of research that confirmed these findings. In the study conducted by Asel, Seifert, and Pascarella, they found that “some research suggest fraternity/sorority affiliation is associated positively with increased levels of volunteerism and civic responsibility, and increased willingness to donate to charitable and/or religious causes” (Asel, Seifert, Pascarella 2015). Furthermore, a study conducted by Hayek, Carini, O’Day, and Kuh found that “fraternities and sororities provide their members with numerous opportunities for...volunteerism” (Hayek, Carini, O’Day, Kuh, 2002). Across multiple bodies of research with ranging environmental variables, it is consistent in the finding that Greek membership has a strong positive relationship with community service and philanthropic involvement.

Professional Growth

To build on the conclusions found regarding social development and campus involvement, personal and professional growth was measured as another outcome of Greek membership that is achieved stronger than non-Greek affiliated students through their collegiate years. There are multiple components of Greek organizations that culminate to an influence on personal and professional growth; these include membership programming like alumnae weekends, networking events, etc., leadership roles on the executive board to run the organization, and leadership conventions and academies put on by the national leadership of the organization.

A study of student development during college years defines how these outcomes are measured against Greek membership. Astin, in his book “What Matters in College: Four Critical Years Revised” contends “that students can and do learn and develop leadership abilities through their

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involvement with extracurricular activities” (Astin, 1984). Additionally, in a “study of the influence of leadership involvement on student development [it was] revealed that students who engage in campus leadership activities demonstrate improved leadership skills...” (Kelley, 2008). While this relationship exists for students, research tests the strength of the relationship when controlling for Greek membership or being unaffiliated.

In the first component mentioned for Greek membership, day to day programming provides an opportunity for students to grow personally and professionally. In Zacker, Bagwell, and Osteen’s study, they concluded that

“students learn interpersonal communication skills by participating in membership recruitment events; learning to associate and live with other members for three or four years; and interacting with alumni, inter/national organization representatives, and University faculty and staff” (Zacker, Bagwell, and Osteen, 1995).

Furthermore, regarding the second component mentioned – leadership within the organization executive board – it was concluded that “fraternity/sorority leadership roles have been positively related to personal growth opportunities and leadership training” (Kelley, 2008). This ties into the third component, leadership academies, well as “most inter/national fraternities sponsor annual or bi-annual leadership schools or conventions in addition to regional workshops” (Zacker, Bagwell, and Osteen, 1995). These conventions and opportunities reflect the “significant commitment inter/national organizations make to promote and teach leadership skills to their members” (Zacker, Bagwell, and Osteen, 1995). While these opportunities are put in place for the members, there is more to be understood how and in what capacity members in attendance gain the personal and professional development intended as an outcome.

In observation of the three components together – day to day programming, leadership roles, and leadership training academies and conventions – the nature of Greek organizations’ function dictates the benefits gained for members. In the day to day throughout the years of membership during college,

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“Greek organization leaders are faced with decisions and challenges that test their leadership and managerial skills. These challenges have the net effect of allowing students ample opportunities to practice skills and develop competencies in leading. These leadership opportunities (managing budgets in excess of \$200,000, orchestrating meetings with 100+ members, hiring chapter employees, etc.) are powerful learning experiences” (Zacker, Bagwell, and Osteen, 1995).

In the culmination of operations that are required to sustain the Greek organization, members are in a “unique position to [learn] leadership skills...and to [have] avenues in which to practice these abilities” (Zacker, Bagwell, and Osteen, 1995). Greek students self-reported that they experienced personal and professional growth from membership in a Greek organization, greater than that experienced through college of a non-Greek student through their clubs and organizations. In addition to these findings, the nature of operation of a Greek organization not only facilitates but effectively requires members to learn leadership skills and develop them over their time in the organization.

Post-Grad Connection to the University

As members are initiated into the organizations based on shared values, identities, and secret rituals, the nature of Greek membership is built to outlast that of a typical campus club or organization. Members are transitioned during the conclusion of their time in the Greek organization to alumnae status. Each organization has members who are tasked with maintaining alumnae relations, and as larger organizations, there is a large influence on alumnae connection for those who have graduated college as members of a Greek organization.

From a research perspective, a few set out to observe the relationship between alumnae members of Greek organizations and their contribution back to the campus community. In the study conducted by Zacker, Bagwell, and Osteen, they found that “more than virtually any other group on campus, fraternities and sororities provide a structured means by which alumni can spend a lifetime of interacting with their classmates and maintaining an effective bond to the institution” (Zacker, Bagwell, and Osteen, 1995). Additionally, they conclude that “Greek organizations

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generally promote a life-long commitment to the University and serve to generate a positive attitude about the campus” (Zacker, Bagwell, and Osteen, 1995). This translated to the notion conclusion that “alumni of Greek letter organizations are more satisfied than no-Greeks with their social development during college” as they reflect on their time as a student (Thorsen, 1997).

While not heavily researched through different studies, the alumni of Greek organizations can attest to the social development and connection to the campus that was observed from the personally reported gains of current students studied in the previous sections. Additionally, the longevity of Greek membership extending beyond the time as a student speaks as a factor of differentiation from other campus clubs and organizations.

Academic Impact

When researching the current publications regarding analysis of the relationship between Greek membership and academic performance, there was no clear conclusion. Based on the environmental factors and personal factors as almost all research was self-reported changes, there were counter assertions on academic improvement while controlling for Greek membership. Generally, the research regarded “the impact of fraternity/sorority membership on undergraduate student experiences and outcomes [as having] yielded mixed results” (Asel, Seifert, and Pascarella, 2015). However, there was supporting evidence across multiple studies that academic engagement was promoted in Greek organizations. To further observe how the research was conducted, most studies looked at GPA change over time to understand academic gains.

Positive Results

In the studies that yielded positive results, each had mixed factors contributing to an indirect relationship between Greek membership and academic gains. In the study by O’Connor on *The Impact of Greek Affiliation on Student Involvement Patterns* he reviewed some of the positive results yielded from existing studies. In a study conducted by Pike, it was found that “first-year Greek affiliated students made slightly more academic achievement gains than non-Greek students” and that “academic gains for affiliated students had a stronger correlation compared to

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a non-affiliate” (O’Connor, 2018). When looking from first year to all four years, he found that “gains in academic achievement become more pronounced as students moved up in classification towards seniors for both Greeks and non-Greeks”, but that “total gains from first-year to senior were greater for Greeks than non-Greeks” (O’Connor, 2018).

Additionally, an indirect relationship between Greek membership and academic gains was found with the variable of involvement. In Astin’s *Four Critical Years Revised*, he found that “the more involved a student is, the more gains they will achieve” and that these “higher levels of involvement led to higher chances to make better grades” (Astin, 1984). This was reinforced in a study by Long, who found that there was “significant correlation between GPA and students who self-reported that they were involved with the chapter” (O’Connor, 2018). It was seen that the odds of earning an A increase incrementally with each involvement level, and the odds of earning a C decreased in a corresponding manner” (O’Connor, 2018).

Negative Results

On the other hand, some research observed yielded a negative relationship between Greek membership and academic gains. In Pascarella’s study, it was observed that “membership in a fraternity or sorority had a negligible impact on GPA in the first semester of membership, but by senior year there was a measurable negative correlation between membership and GPA” (Pascarella, 2015). In the study by Askew and Pike, they found that the relationship on GPA was unsubstantial (Askew & Pike, 1990). Furthermore, they observed the relationship controlling for gender, which yielded that “grades for women are similar for Greeks and independents” and “grades of male Greeks are lower than male independents” (Askew & Pike, 1990).

Throughout the research are introductions of different variables to test whether there is a direct or indirect relationship with Greek membership and academic gains, yet it remains inconclusive to have any strong support. This is likely due to the wide variety of environmental variables like majors and academic programs, curriculum styles, and university difficulty in addition to the Greek climate at each school.

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PROJECT PROPOSAL QUESTIONS

Research Questions

- I. What is the quantitative impact the Greek community makes on campus? (based on metrics like...
 - a. Philanthropy – in terms of hours, organizations supported, money raised & donated, awareness creation
 - b. Service – in terms of time given for the local community and organizations
 - c. Academics – in terms of GPA, academic clubs/organizations, honor societies, and making dean’s list and president’s list
 - d. Campus involvement – in terms of club membership, leadership on executive boards for clubs)
 - e. Post-Grad impact – in terms of networking opportunities to get a job, employment with other Greeks from Bryant, and connections in alumnae networks post-grad
- II. Under these same metrics, what would the campus look like without Greek life?
 - a. With further examination on mutually exclusive relationships, does Greek membership influence volunteerism, or are students more likely to join Greek life if they tend to volunteer?
 - b. Based on the structure of Greek life which promotes leadership development, how many clubs would lose board members if Greek life was not at Bryant? (This is not completely inclusive or exclusive as there are many other factors which would drive someone to be a leader, but measuring how many Greeks are going for leadership positions if there is any significant correlation)
 - c. **How much of campus is touched by Greek Life** or how many things does someone in Greek Life have their hands in? (Social Fraternities and Sororities, excluding business or honor Greek societies)
- III. Do stereotypes circulating Greek life hold true at Bryant?
 - a. How do stereotypes in their most traditional and basic sense relate to Bryant Greek life according to the survey data and analysis?

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SCOPE

This study will focus specifically on involvement patterns of Greek and non-Greek students. Additionally, this will be measured on an individual and overall level – between the specific survey responses and organizational data collected regarding GPA and leadership. The intention to study involvement specifically focuses on contributions between non-Greek and Greek students to the campus community. Narrowing the scope to involvement specifically additionally helps to avoid bias and testing stereotypes that can be harder to accurately measure from self-reporting like negative stereotypes on drinking or partying in Greek life. This study has a specific scope regarding involvement, in values and purpose of the organization, volunteerism and philanthropy, and scholarship and service learning – which are the three main components that distinguishes a Greek organization from that of another on campus club.

PURPOSE

The purpose of this project is to gather quantitative data to visually reflect the impact Bryant Greek Membership has on campus, through specific, measurable data under the specifics listed in the categories above (fundraising/philanthropy, leadership, involvement, academics). This would be representative to those in and out of Greek life of the place it has on this campus, whether the impact is good, bad, or insignificant, and provide a better understanding of outcomes and what is gained or lost with membership. This study is intentionally specific to Bryant University as each culture of the school influences its Greek culture, the people attending the school, the size of Greek Life, etc. Generally, this will be looking at larger impacts on the university, which could range further beyond even the potential scope I've identified.

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SO, WHAT

Stereotypes and myths formulate an understanding of Greek life from students and parents to high level administration and campus leaders that may not always be accurate. Greek Life typically only make headlines due to negative events, while positive contributions to the community less often make national headlines. Students may have reservations about Greek life based on popular stereotypes, which may be true or contradictory to the Greek experience at Bryant. By obtaining measurable data through this project, I would ideally like to be able to analyze the data to portray an accurate and unbiased representation of the positive or negative impact Greek life has on the campus, so as to clearly understand what having Greek life does to the school and campus community.

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RESEARCH METHODOLOGY

I personally created a survey of forty-seven questions that received about 400 responses, across the Bryant University student body. As the current research offered many different scopes and breadths of study, it was pertinent to this opportunity of research to develop a similar method myself, specifically tailored to Bryant University.

Reasoning for Personal Survey Creation

No two universities have the same climate for Greek Life – whether its types and populations of students involved, type of university, location of the school, etc. – there are too many different environmental factors to go by existing research along. I used similar ideas and measures from currently published research, however developed a survey specific to Bryant to better capture all the elements about Greek life on this campus specifically.

Data Collection

The survey gathered Bryant specific data from Greek and non-Greek affiliated students. Aside from that method data collection, I have been in contact with the Greek Life Adviser and Program Coordinator at the Bryant CSLI Office to get data on student GPA averages as the data is discrete. This data reflected the all sorority, all fraternity, all Greek, all student, all female, and all male GPA averages for the Spring 2019 semester, and the cumulative GPA. I collected data from our Vice President of Student Organizations to get comprehensive data on student leadership in the President role of all recognized student organizations (RSO's).

Survey Distribution

The survey was created on Qualtrics and distributed through that software. I personally sent out the survey to all Greek organization President's, the President of the Panhellenic Council at Bryant (governing oversight of all sororities), and the President of the Interfraternity Council (governing oversight of all fraternities). Additionally, the survey was posted on all class Facebook groups to target a majority of students. The survey was sent to all club President's through the Vice President of Student Organizations. Lastly, the survey was sent to all student ambassadors, and through Professors of various subjects to their students of varying levels. The distribution method was intended to be expansive in reaching all student populations.

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Data Analysis Outline

The data will be analyzed through Qualtrics, use of excel for my own personal analysis and comparison to create graphics, and SAS to find network links in terms of questions that are open ended. Additionally, we attempted to run the data through SAS for predictive modeling, however the survey data was not completely conducive to an effective analysis in this way. It is important to this project to collect a large base of quantitative information to prevent any bias, protecting the quality of the results. The more information I can gather and manipulate through a visual data base software the more I will have to paint a better picture of the findings and actual impact (or lack thereof) Greek Life has at Bryant.

Survey Outline in Appendix C

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Explanation of Data Sources

The data sources still needed building off section 3 (research methodology), part A, would be rosters of clubs to identify Greek membership, leadership rosters (Presidents, VP's), fundraising totals by organization, organization information (philanthropic events, inter/national leadership trainings, etc.). I am already working with the Greek Life Advisers to gain Greek organization specific information.

To collect the data from students, I built my survey into Qualtrics to administer to students. As it has now been created, I will be submitting it with the IRB application to complete that process. From there I will need to hold opportunities to meet with Greek organizations to complete the survey or offer times for students to take it. Then, I will need to conduct data collection through the faculty at Bryant with roster information and be in contact with philanthropy club leaders to obtain the information about fundraising and participation (which would happen as the events occur).

Some foreseeable problems with the conduction of this project would be a small sample size that requires an extension past the goal completion date of survey administration. If there is not enough of a significant percentage of the Greek population taking the survey the end date would need to be extended. Additionally, there could be trouble obtaining organizational and institutional (mainly institutional) data required for comparison and understanding of the campus community. This will require different methods of data access and acquirement.

I requested information from Greek organizations through the Greek Life Adviser, so I will be following up with a meeting upon school start to sit and collect some information. The survey is undergoing final touches and then will be ready to create online and administer. Throughout the semester as events occur, I will collect data, and I will be collecting some on my own as I go through club rosters and other information.

- History of Greek Life at Bryant
- Involvement information – club/organization, eboard, honors society membership, OL/RA membership
- Academic information for student body, gender, Greek life, all fraternity, all sorority

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POTENTIAL RESEARCH ISSUES AND ETHICAL CONSIDERATIONS

IRB, Report Update, Calendar

IRB application is included in Appendix D.

Research Report Update is included in Appendix E.

Project Plan is included in Appendix F

Calendar for Project is included in Appendix G.

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RESULTS

The results were broken down first by observing and understanding the demographics of the study, and then along the three main components that differentiate Greek organizations from other clubs on college campuses'; namely being Values and Purpose (referred to as Pillar I), Philanthropy and Involvement (Pillar II), and Scholarship (Pillar III).

Demographics

The survey was taken by 379 participants, all Bryant students ranging from Freshman to Graduate (5). After cleaning the data for incomplete responses, this left 352 useable responses; useable meaning that there was enough data in each response to reflect their experience on campus at the extent of the survey.

There was a split of 57% female, 42% male, and 1% other. Although there was not an even split, this approximately 60/40 ratio is reflective of the size of sororities and fraternities respectively, so it served well the proportion of gender responses, especially where the breakdown of the student body is the opposite.

There was a relatively close split between Greek and non-Greek participants, with about 56% (200 people) of responses being Non-Greek students, 41% (145) being Greek, and about 2% (7) having either disaffiliated from their Greek organization (revoked membership), or were interested in the recruitment process to join a Greek org and either were not extended an invitation to join or decided to quit going through recruitment (Appendix H). Again, this split was conducive to the study because there are more non-Greeks than Greeks, however enough of each took the survey to accurately reflect both populations.

Lastly, the class breakdown was about 32% Seniors – Class of 2020, 32% Juniors – Class of 2021, 22% Sophomores – Class of 2022, 12% Freshmen – Class of 2023, and about 2% in other which was all Graduate students (Appendix I). For purpose of analysis the graduate students were not included. Again, this breakdown was conducive to the study because the older students involved in Greek Life have more experience to respond about, and more definitive changes from their first year and when joining. Sophomores most likely have already either joined or not joined, however some join as Juniors (rarely), and usually would disaffiliate or revoke

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membership by the time they are sophomores. Additionally, freshmen may not have joined their first year but join the second year, so it was better to have a lower response rate there as they may change and eventually join. A study looking specifically at changes in Freshman from year one to two regarding Greek Life would be something to further explore in a more in-depth study.

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Pillar I: Values and Purpose

The first measurement was Greek reported reasons for joining their organization. This measurement was intended to capture motivations for being involved in Greek Life before they became a member, not measuring whether that reason proved to be a benefit of membership. These responses were pre-written and in the check all that apply format in the survey. Regarding Appendix J, the highest rated reason for joining was to ‘Meet more girls or guys’, specifically that ‘Sisterhood’ or ‘Brotherhood’ aspect. Secondly, students reported they joined Greek life to ‘increase campus involvement’, and third was for the ‘philanthropy and service’ aspect. ‘Philanthropy and Service’ was selected third highest, only slightly ahead of ‘People who share your values’ and ‘Mentors and Networking’. Another important finding to note, is that ‘Leadership Opportunities’ and ‘Academics’ were at the lower end and very few responded those as a reason they joined Greek Life.

These results were cross-referenced with an open-ended question asking responders to report themselves why they were motivated to join Greek life. The analysis was run on the most common words, with filtering out insignificant words like prepositions. In Appendix K, the words with the highest frequency were people, opportunity, community, and encourage. All these words relate and help to support the highest ranked reason for joining being the ‘Sisterhood or Brotherhood’ aspect. Important to note is that ‘leadership’ came in as a higher frequency, as well as ‘involvement’, ‘friendship’ and ‘value’.

Then the Greek participants were asked to rank their perceived benefits from being a member of Greek life and had a predetermined list to rank order. As in Appendix L, ‘Sisterhood’ and ‘Brotherhood’ came in as the top response with 39% of participants ranking it first. ‘Leadership Skills’ was ranked as the top response by 19% of participants. Third was ‘Involvement in the Chapter’ which was ranked first by 16% of respondents. Notable to highlight is that Sisterhood and Brotherhood as well as Involvement in the chapter are congruent with the reasons reported as motivation for joining. Interestingly, Leadership skills jumped from being one of the lesser reasons for joining to be the second highest perceived benefit of membership. This finding is especially interesting because it is consistent with a key finding in other studies was that leadership had a positive relationship with Greek membership.

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This finding could suggest that people are not motivated to join Greek life for Leadership, but being a member influences them to take on more leadership opportunities. This will be further understood when analyzed against non-Greek members. Another question in the survey asked all participants whether their on-campus clubs and organizations offered leadership conferences, that they either attended or could have attended. When running a correlation analysis, there exists a weak to moderate positive relationship with Greek affiliation and leadership conferences.

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Pillar II: Philanthropy and Involvement

The first metric I looked at was volunteerism, by having all participants input their level of volunteerism prior to attending Bryant, in hours per month. After running a correlation on this data with Greek membership, there was no relationship and even a slight negative relationship, suggesting that Greeks were less likely to volunteer prior to attending college than their non-Greek peers.

Then I measured changes in campus involvement by having participants input their involvements before joining Greek Life, and then what they joined after being a member of Greek Life (Appendix M). This is not perfectly causal, nor did it measure what students withdrew membership from after being a member of Greek life. The most notable findings were in that membership in academic organizations, community service organizations, and work on or off campus more than doubled (Appendix M). Some other increases worth noting are a double in student government, student life clubs like Student Programming Board, and students becoming involved in admissions activities of the university like the Student Ambassadors, Orientation Staff, etc. (Appendix M). Though these also saw an almost double increase, the involvement was very low to begin with, so their doubled numbers did not meet the starting numbers of the organizations mentioned prior (academic, community service, work).

Additionally, important to note is a negative correlation exists between being an athlete (Division I, university sanctioned) and being a member of Greek life. This would be another opportunity for further focused research to understand what similarities or differences may exist that keep athletes and Greek life relatively independent at Bryant.

Then I measured community service like the earlier volunteerism question. Greeks were asked to report the hours they dedicated monthly to their Greek organization, other Greek organizations, and non-Greek organizations (Appendix N). Non-Greek students were asked to report the hours they dedicated monthly to their organizations, Greek organizations, and other, non-Greek affiliated organizations (Appendix O). Here the main difference is that Greeks report on their community service involvement for their own Greek org which is compared against Non-Greeks reporting their community service involvement for their campus organizations.

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The results were quite interesting, in that Greeks and Non-Greeks contributed the same average hours monthly (7.6) to their primary organizations (Greek, non-Greek, respectively).

Additionally, the hours dedicated to non-Greek affiliated organizations was almost exact between Greeks and Non-Greeks self-reporting (6.52-6.64). The most notable difference is that Non-Greeks reported 1.48 hours a month on average dedicated to Greek affiliated organizations, while Greeks reported 4.03 hours a month on average dedicated to other Greek affiliated organizations. Overall, this accumulated to non-Greeks participating in an average of 15.61 hours of community service a month, and Greeks 18.33 hours a month on average.

Although not the purpose of measurement, it is interesting to note that on average students participating in the survey reported spending similar time volunteering to that of a part-time job. This may suggest something about the Bryant University student population or increased opportunities to contribute to these hours. Again, this was not explicitly measured, not was causality, but could be an opportunity for further research.

From involvement the analysis moved into leadership, looking specifically at club President's (Appendix P). The data was not collected in the survey, rather the Vice President of Student Organizations provided a complete dataset of the organizations on campus and the name of the student serving as President in the Fall of 2019. I personally went through the list cross-referencing the names with an all Greek roster to mark the Presidents Greek or Non-Greek. Of all club presidents, 28% are Greek, being 34 of the total 122. Of all students, 10% are Greek, so when that percentage of club presidents is compared against the percentage of students involved in Greek life, there is significance. Though Greeks only represent 10% of campus, they represent almost triple that of club Presidents (28%). There is a strong positive relationship between Greek membership and leadership.

In the survey, all participants were asked to numerically input the number of clubs they were involved in, at this present time. These results were recorded in a double bar chart (Appendix Q), where the peak of the curve for Non-Greek students is in two clubs (27%), and the peak for Greek students is three clubs (39%). The slope of the curve is steeper for Greek respondents, as a much higher percentage relative to the other responses was in three clubs. An important piece to point out is that Greeks could not report involvement in zero clubs, because Greek membership

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would count as one. If you were to factor out Greek membership, Greeks and non-Greeks alike would majority be involved in two clubs. Greeks generally seem to be involved the same as non-Greeks in non-Greek affiliated clubs, plus their involvement in Greek life. Moreover, the non-Greek curve is right-skewed, while the Greek curve is left-skewed. There is a strong positive relationship between Greek membership and involvement in clubs.

Involvement was then measured against leadership, in asking all participants to numerically input the number of e-board positions they currently hold. First excluding Greek executive board (e-board) leadership positions, the two curves (Greek and Non-Greek) peaked at zero, with a strong right-skew (Appendix R). However, the slope was steeper for Non-Greeks and Greeks had a more equitable distribution between 0-1 e-board positions and decreasing in slope as e-board positions increased. When Greek e-board leadership was included, the Greek curve shifts to a peak at two e-board positions, still maintaining a right-skew (Appendix S). This curve, however, had a much flatter slope. The highest for Greeks was 30% of Greeks having held three e-board positions in any of their clubs or organizations, while non-Greeks had 51% having held zero e-board positions. This finding could suggest that on average, Greek membership promotes either an increased opportunity for e-board positions (as Greeks do have to fill their own e-board). Additionally, this finding is consistent and supported when compared to the earlier finding that Greeks were not motivated by leadership skills to join but reported that as a gain of membership. There is a strong positive relationship between Greek membership and leadership.

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Pillar III: Scholarship

The data for academic grade point average (GPA) was not gathered in the survey, but from the Fraternity and Sorority Life Advisor at Bryant. The data reported the all student, all Greek, all female, all sorority, all male, and all fraternity GPA's for both the Spring 2019 semester and cumulative. First observing Spring 2019 GPA reflected little to no difference, and no significant difference in any of the GPAs (Appendix T). All student was compared to the all Greek GPA, the all-female GPA was compared to the all sorority, and the all-male was compared to the all fraternity GPA. There is a slightly higher GPA in all Greek than the all student GPA for Spring 2019, and the female/sorority and male/fraternity were almost exactly the same. Comparing cumulative GPA's there was again a slight increase in the all Greek GPA compared to the all student, but insignificant (Appendix U). All female and all sorority had little difference, and the all-male and all fraternity were exactly the same. Therefore, there was no relationship between Greek membership and academic performance compared to non-Greek students.

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Summary of Findings for Greek Membership Relationship

Strong Positive	Involvement in Clubs Presence in Leadership Roles Presence in President Role of Clubs Community Service Involvement
Moderately Positive	Leadership Conferences
Inconclusive	Academic Performance
Negative	Involvement in Athletics Involvement in Volunteerism prior to being a student at Bryant

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LIMITATIONS

There are a few limitations in this study that are important to address, namely being (1) the study was conducted at one university, capturing one campus' Greek life experience, (2) the study did not capture all student populations (all Greek, or all student), and (3) the entire survey was self-reported, and only President's and GPA was holistic data.

The existing research regarding Greek life membership and its impacts varies in the environment studied. As noted previously, some studies were over multiple universities with Greek life representing major portions of campus, and others were at one single university, public or private. These situational factors are extremely influential, so this study being solely at Bryant will surely produce different results if replicated at a different university.

The study only captured about 350 students at Bryant, which is only 10% of the total student population (3,500). Though the demographic proportions were relatively balanced to depict enough for comparison, the study did not capture the total perspective.

Lastly, the survey was self-reported, and did not measure for causality. This study specifically compared the two populations (Greek and non-Greek), but almost all the data was self-reported which may be influenced by social desirability bias. Additionally, the study was not measuring causality, so the findings show relationships, but not in any particular direction.

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OPPORTUNITIES FOR FUTURE STUDY

This study narrowed the possible scope to specifically involvement and the different contributing factors. There is a plethora of opportunities to take this study further, in measuring causality with any of the relationships found here, or beyond. Additionally, there are many different stereotypes surrounding Greek Life that could have also been tested. To study negative stereotypes, the study could have gone into partying and hazing cultures, or testing the actual friendships garnered. Moreover, there could have been more focus on determinants of joining. Additionally, as addressed in the/ findings, there are many opportunities to study specific causalities, like whether being a member of Greek life is the cause of being highly involved in leadership, or if being a leader already causes you to join Greek life. The existing research covers many different directions and topics, and as Greek life is always changing with new members joining or members graduating, there are constant opportunities for study.

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CONTRIBUTION

This research focused on Bryant University and specifically on involvement contributes to the existing research in support and challenge, alike. Greeks represented a higher percentage of leadership than that of their percentage in the student body, which signals a positive contribution to campus from Greek life. Greeks also positively contribute to campus and the community more on average than their non-Greek peers in volunteerism and community service. From these findings, the University can feel confident in the positive affect Greek Life has on the student population, and Greek life should be maintained and encouraged. Future scholars in this diverse realm can use this study as an example to conduct at other universities.

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APPENDICES

Appendix A - Archway Issue 1969 Excerpt

Appendix B - Greek Poem 1989 Yearbook

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Appendix D - IRB Application

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Appendix H - Participant Affiliation

Appendix I - Class Breakdown of Participants

Appendix J - Greek Reported Reasons for Joining

Appendix K - Greek Reported Reasons for Joining Word Analysis

Appendix L - Greek Perceived Benefits of Membership

Appendix M - Change in Campus Involvement After Joining Greek Life

Appendix N - Greek Community Service

Appendix O - Non-Greek Community Service

Appendix P - Club Presidents

Appendix Q - Number of Clubs

Appendix R - E-Board Positions (Excluding Greek)

Appendix S - E-Board Positions (Including Greek)

Appendix T - Spring 2019 GPA

Appendix U - Cumulative GPA

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Appendix A - Archway Issue 1969 Excerpt

(Continued on Page 5)

Have the Greeks Died at Bryant?

Lately, it seems that with all the criticism directed at the Greeks and the pledging policy, the implication is that the Greeks are dying at Bryant. Without getting emotional or subjectively involved, this article will attempt to give an objective explanation through figures and accomplishments of what the Greeks stand for at Bryant.

Figures have been compiled of all the leaders on campus:

- dormitory council — 75% are Greeks
- dormitory presidents — 77% are Greeks
- dormitory vice-presidents — 36% are Greeks
- dormitory secretaries — 76% are Greeks
- dormitory treasurer — 24% are Greeks
- resident assistants — 42% are Greeks
- class officers: presidents — 75% are Greeks
- vice-presidents — 100% are Greeks
- secretaries — 50% are Greeks
- treasurers — 50% are Greeks
- sports: basketball — (varsity) 50% are Greeks
- (freshmen) — 60% are Greeks
- baseball (returning varsity) — 77% are Greeks
- tennis — 33% are Greeks
- golf — 48% are Greeks
- cross country — 24% are Greeks

Out of the 19 recognized clubs on campus, 33% of the presidents are Greeks. When it came time for the administration, faculty, and students to choose Who's Who in American Colleges and Universities, 73% of those chosen were Greeks.

When considering only those activities not sponsored by the Greeks—54% have Greek leaders. If all the activities of Bryant College are included, 77% of all the leaders of the activities are Greeks. This is a high percentage considering that the Greeks maintain 27% of the student body.

According to the National Interfraternity council, 10% of the student body being Greek on any college campus represents a strong Greek system. Bryant has 27%!

What has this 27% done? In the area of charity and public service, the individual Greek organizations or the Greek Letter Council as a whole have sponsored the following activities:

- Blood drive
- Heart Fund drive
- United Fund
- March of Dimes
- Progress for Providence
- Red Cross and Children's Youth Center
- Car Wash for Biafra
- Biafra Drive
- Foreign Child Adoption
- Blackstone Valley Community Action Program
- Cleanup Butler Hospital
- Cancer Raffle
- Lakeside Children's Home
- Boys' Club Christmas Party

(Continued on Page 2)



Fair were the murals and the campus complex. Dong Hazlett is planning to interested par-

ne. It gave them an interest, though the interest was already there by virtue of their sense.

(Continued on Page 3)

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Appendix B - Greek Poem 1989 Yearbook



A Tribute to Bryant's Greeks

Written by Merrie Grabeau, ΑΦ

We started with 5 of girls and 9 of boys,
Each of us sharing our troubles and joys.

Three had to close, they had no choice,
But never did Bryant's Greeks lose their voice.

We have brothers and sisters in all sorts of groups
From Senate to Players to intramural hoops.

We get the blame because on our shirts we wear letters,
But the good that we do makes the world a bit better.

We bring to events our strong dedication
Be it Special Olympics or School Convocation.

Our efforts extend beyond Bryant College
With philanthropies that enrich everyone's knowledge.

We stay in cardboard houses and teeter through the night,
Roast pigs, and rock for a cause worth the fight.

In addition to fund-raising, we also have fun.
We have formals and parties and drink 'til we're done.

Our college days have ended, but we still have our bonds.
(At least we'll no longer get thrown in the pond!)

And so as we part, go our own separate ways,
We'll remember with fondness our Greek Bryant days.

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Appendix C - Survey Outline

I. Demographics

- a. Gender
- b. Age
- c. Race

II. Are you a member of Greek Life (AOII, ASA, Tri Sigma, DZ, DX, EX, TKE, DKE – NOT business fraternities; DSP, PSE)? *scale of membership

- a. Yes
- b. No
- c. I was but am no longer (I have disaffiliated)
- d. I was interested – I went through some of the recruitment process, but did not complete

IF YES

III. Joining

- a. When did you join Greek Life?
 - i. (FY, SophY (1st, 2nd Semester), JY (1st, 2nd), SnY)
- b. Do you have family members in Greek Life?
 - i. Y/N - if Y then
 1. Are you a legacy of an Org at Bryant?
 2. Are you a legacy of your Org?
 3. Are you a legacy of an Org that is not at Bryant?
- c. Do you have other friends in Greek Life?
 - i. Y/N - if Y then
 1. Did they join at the same time, before, after?
 - a. If Before
 - i. did that influence you in joining
 - b. If After
 - i. did you influence them in joining?
 2. Did you join because your friends did?
 3. Did you join at Bryant with friends?
- d. Why did you join? **Check all that apply.**
 - i. Meet more girls/guys / gain more friends
 - ii. Increase involvement
 - iii. Philanthropy/Service Aspect
 - iv. Values
 - v. 'Sisterhood/Brotherhood'
 - vi. Friends convinced you to / Other friends had joined
 - vii. Mentors/Networking
 - viii. Legacy/Family Influence
 - ix. Academics

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- x. Knew people in Greek life @ Bryant
- xi. Knew friends in Greek Life at other schools
- xii. Other
- e. What were you involved in before Greek Life (if at all)? (on & off campus – academic, community, service, clubs/orgs, sports, etc.)
 - i. Clubs and Organizations at Bryant
 - 1. Club Sports
 - 2. Academic Organizations
 - 3. Community Service Organizations/Philanthropy (St. Jude, CALO, etc.)
 - 4. Student Government
 - 5. Student Life (SPB)
 - 6. Religious Organizations/Campus Ministry
 - 7. Student Ambassadors
 - ii. Were you involved in volunteer work/opportunities before coming to Bryant?
 - 1. How much/what?
 - iii. Were you involved in volunteering & service at Bryant, before joining Greek Life?
 - 1. Are you still involved in those?
 - a. Have you increased or decreased involvement if still involved?
 - i. Y/N
 - 2. Has your level of volunteering changed since joining Greek Life?
 - a. Volunteer more, in the same or other opportunities
 - b. Volunteer the same, in the same or other opportunities
 - c. Volunteer less, in the same or other opportunities
- f. What are the greatest or most rewarding benefits you perceive as a member of Greek Life? – Rank top 3 (**could you rank others if applicable just not top three? Separate question?**)
 - i. Involvement in Chapter
 - ii. Philanthropy/Service Aspect
 - iii. Values
 - iv. ‘Sisterhood/Brotherhood’ / Friendships Gained
 - v. Mentors/Networking
 - vi. Academic Help/Improvement
 - vii. Connections with Greek Community
 - viii. Leadership Skills

IF “I was but am no longer” or “Interested but did not go through with it”

- What made you want to revoke your membership in a Greek Organization? Check all
 - Lost Interest

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- Financial Burden
- Did not meet expectations
- Academic Decline
- Compromise of Values
- Lack/Loss of Parental Support in affiliation with Greek Life
- I was at a different school but then transferred to Bryant
- Etc.

IF NOT IN GREEK LIFE SKIP TO HERE

IV. Involvement

- a. How many other clubs are you involved in on campus? (excluding Honors Societies)
 - i. #s
 1. If Y – which
- b. Do you hold an e-board position in other clubs?
 - i. Y/N
 1. IF Y – (how many (#), which) President, VP, \$\$, Sec., Etc.
 - ii. On eboard for big philanthropy events or big impact clubs – St Jude, Relay, TED, Senate, Archway Invest.
- c. Did you start a club?
- d. Are you a student athlete (not club sports)?
 - i. YN

V. Philanthropy

- a. How many hours on a monthly basis have you contributed to community service or philanthropy on campus?
 - i. If in a Greek organization, how many hours did you contribute to your own organization?
 1. And to other Greek organizations?
 2. To non-Greek affiliated organizations?
 - ii. If not in a Greek organization, to your clubs/involvements?
 1. To Greek orgs?
 2. To other campus orgs?
- b. Have you been involved in other Philanthropy clubs / events at Bryant? (SORI, UTD, Relay for Life)
 - i. Hold an e-board/coordinator role?
 1. IF GREEK
 - a. Were you involved before or after joining Greek Life?
 - b. Was Greek Life an influence on your participation in those events?

VI. Professional Skills

- a. Have you attended a Leadership Conference through your organization?
If Yes:

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- b. What skills have you learned?
 - i. Write-In
 - c. **If in Greek:**
 - i. **Has networking in Greek Life helped you to get a job/internship?**
 - ii. **Have you connected with non-Greek alumnae in other orgs to help with networking?**
 - d. If non-Greek:
 - i. Have you connected with alumnae of your organization regarding companies you would be applying for or are interested in?
- VII. Management Skills gained from leading this specific type of organization
- a. Have you held an e-board position in your org?
 - i. Y/N – if yes, move on, if no SKIP
 - b. What position did you hold? ***most of these are only applicable to Greek orgs**
 - i. President
 - ii. VP
 - iii. Philanthropy/Service
 - iv. Communications
 - v. Secretary
 - vi. Chair Position / Leader
 - vii. Other (write in)
 - c. What skills have you learned/developed from holding your position?
 - i. Crisis Management
 - ii. Confidentiality
 - iii. Planning for longevity
 - iv. Networking
 - v. Leadership
 - vi. Mentorship
 - vii. Event planning
 - viii. Etc.
- VIII. Academic Excellence
- a. Have you made Dean's/President's List?
 - i. **Y/N y move on N SKIP**
 - ii. Have you made Dean's List (how many times)?
 - 1. 0-6
 - iii. Have you made President's List?
 - 1. 0-6
 - iv. **IF Greek**
 - 1. **In the semester(s) before joining Greek life, were you on the Dean's or President's List?**
 - 2. **Y/N**
 - a. **Which? How many semesters before joining?**
 - b. What Honors Societies are you in?

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- i. Order of Omega
- ii. BGS
- iii. PSI
- iv. ODK
- v. Communications
- vi. Other
- vii. None
- c. IF GREEK
 - i. Have you improved academically from being a member of Greek Life?
 - 1. Y/N
- d. Have you used academic resources provided to you by your organization (study groups, study hours, peer mentors, grade requirements, academic plans, etc.)?

IF GREEK ONLY

IX. Open-ended

- a. IF GREEK ONLY
 - i. If someone asks you for advice about Greek Life and reasons why or why not to join, what reasons would you give them? Why would you or why would you not encourage someone to 'go Greek' at Bryant?
 - ii. If you asked for advice on joining Greek life, what reasons did someone give you that made you want to join?
- b. In general, what are your thoughts about Greek life on campus? What are your perceptions?

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Appendix D – IRB Application

**VII. Proposal to IRB for Research
Involving Human Subjects**

Name(s) of Investigators Stephanie Souza, Kevin Mentzer (Honors Adviser)

Title of Research Project: It's All Greek To Me: A Case Study on the Impact Greek Membership at Bryant has both on the Individual and the Student Life Community

Anticipated Start and End Dates of Experiments _____

Basic Level Review

To be considered at the **Basic Level**, the study must not involve children or adults unable to give consent, must not place subjects at more than minimal risk, and must fit one of the following categories (check all that apply). See Section V for description of each category.

- Normal educational practices
- Educational testing
- Survey/interview procedures
- Observation of behavior without intervention
- Use of archival data
- Evaluation of Federal research and programs
- Consumer acceptance studies

Risk Assessment

Indicate with a check if any of the following risks are involved:

N/A	Deception as part of the experimental procedure? If yes, the proposal must include a description of the deception and the method of “debriefing” after the experiment.
N/A	Any probing of information which a subject might consider to be personal or sensitive?
N/A	The presentation to the subject of any materials they might find to be offensive, threatening, or degrading?
N/A	Possible compromise of privacy of participant or family, including use of personal information and records?
N/A	The administration of physical stimuli other than auditory or visual stimuli associated with normal activities?
N/A	Deprivation of physiological requirements such as nutrition or sleep?
N/A	Manipulation of psychological and/or social variables such as sensory deprivation, social isolation, psychological stress?
N/A	Physical exertion beyond a level that is moderate for the participant?
N/A	Exposure to drugs, chemicals, or hazardous agents?

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Any other situations likely to pose risk? Please identify below: N/A

Explain the need for any risks for the participants, that is, how they are required for successful completion of the study: N/A

Project Description

Clearly state the purpose of the study and the area of knowledge it contributes to (or attach document):

The purpose of the study is to understand the impact that the Greek life community has on the student community at Bryant. I will be measuring a quantitative impact on things like academics, community service, philanthropy, leadership, management and career skills, and what the reported gains are from Greek members.

Briefly explain the nature of the experimental procedures and the information to be obtained (or attach document). If students are performing the research, indicate that and describe their activities.

The experimental procedure is to (1) administer a survey to the student population both Greek and non-Greek to measure individual perceptions of their time in the student community and (2) collecting existing data from the institution like all student/all-female/all male/all Greek GPS (not on the individual level), and leadership positions held by Greeks. The survey is anonymous and will not be asking for detailed demographic data other than general factors like gender.

Explain measures taken to assure anonymity and confidentiality of the information:

The survey will be completely anonymous and optional, students will voluntarily participate, and the results will be evaluated on a bigger scale not the individual level. We additionally are not asking for affiliation in which Greek organization

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Participant Description

Describe the approximate number and range of ages of participants in this study:

The ages of the participants in the study would be 18-22.

Describe the criteria for selecting participants:

Any student, primarily those with Sophomore, Junior, and Senior status willing to participate. A

main criterion for some participants is Greek membership but we will also be including all

students as participants, regardless of affiliation or lack thereof.

Describe any inducements for subjects to participate (check all that apply):

<input type="checkbox"/>	Extra credit in a course
<input type="checkbox"/>	Money. If yes, give approximate value:
<input type="checkbox"/>	Raffle or other type of contest.
<input type="checkbox"/>	Other (please specify):

Informed Consent

How and when is informed consent obtained from the participants? Indicate any forms used.

The participants will consent to the survey before opening to the first question. The front page of the survey will describe its purpose and the research goal. It will additionally address the confidentiality and anonymity of the form.

If deception is part of the procedure, explain the deception and describe when and how debriefing is conducted. N/A

Any other concerns or further comments? N/A

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Appendix E - Research Report Update

“I am very excited about the work you will be doing in this project. Some elements will need to be clarified: Any survey typically goes through the IRB process, so you may need to discuss this with your advisor and with Dr. Tebaldi. I like that you are looking at larger institutional impacts from Greek Life. In your next iteration of this proposal, make sure to use the sources you have identified to flesh out a context. Although you have the sources located, their relevance to your work is not mapped out as much as you would want it to be, at this point. Good luck with your work on this project. It has great potential.”

After submitting the report update in May, I have further dug into research and organized the sources I will be using to outline current research in the field. The sources selected for further consideration and incorporation into my literature review were based on the metrics I will be studying through my survey and analysis. The research observes the impact on students primarily because of gaining Greek membership, through the lens of academics, campus involvement, skills gained, and reported gains from the college experience. The sources primarily are from reported influence from the student perspective based on survey questions and focus groups. They shed light on current findings based on individual reported gains, as well as measurable differences like GPA and involvement patterns during undergraduate years and post grad. Additionally, the sources provide information based on the history of Greek life and its purposes, which will be used to introduce the topic. The literature will be outlined as my analysis categories will be outlined after administering my survey, falling into buckets regarding academic performance/involvement, campus involvement, leadership, philanthropy, career growth/post-grad, and social development.

There are a variety of sources around the same topics but observed differently through campus size and type. Some studies observed large public universities or small private. While small private could have a stronger correlation with Bryant Greek life culture, as Bryant is a small private university with a small Greek life community, there are similarities between studies at campuses of different sizes and could be stronger similarities between my findings and those of a completely different campus.

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Appendix F - Project Plan

- a. Key project tasks
 - i. Survey
 - 1. IRB Acceptance
 - 2. Schedule survey administration and timeline for accepting results
 - 3. Extract all results and 'close' survey window
 - 4. Analyze Data
 - 5. Organize and structure findings
 - 6. Create visual presentations of the data
 - ii. Other Data
 - 1. Meet with Greek Life adviser to collect larger organizational wide and institutional data
 - 2. Analyze institutional data against Greek Organization wide data
 - 3. Compare organizational, institutional, and individual data
 - 4. Create visual presentations of the data to reflect the larger scale impact on individual and organization to Bryant's campus with respect to the rest of the student population and campus community
 - iii. Completion of Literature Review
 - iv. Creation and completion of final presentation and thesis report
- b. Sept-Nov
 - v. Every other Monday 3PM
 - vi. Nov-April every Monday time tentative on Spring 2020 class schedule
- c. Weekly calendar with milestone dates
 - vii. Meeting with my adviser on Monday to create a calendar with goals and milestone dates.
 - viii. Calendar Appendix Figure II
- d. Nov-Feb
 - ix. Survey Distribution
- e. March
 - x. Data Analysis

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Appendix G - Calendar

							October
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21 Proposal Due	22 Beta Testing	23	24	25	26	
27	28	29 Second Survey Beta Test	30	31			

							November
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
					1	2	
3	4 Meeting w Advisor	5 Administer Final Survey*	6	7	8 Meeting w/ FSA for data	9	
10 Attend Greek Chapter Meetings	11	12	13	14	15 Collect St. Jude UTD Data	16	
17 “ ”	18 Meeting w Advisor	19	20	21	22	23	
24	25	26	27	28	29	30	

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						December
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Meeting w Advisor	3	4	5	6	7
8	9	10	11	12	13 Finish Data Collection	14
15	16 BREAK	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

						January
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6 Cleaning Data,	7 continue to administer survey	8	9 Finalize literature review	10	11
12	13 Clean data	14	15	16	17	18
19	20 Clean data	21	22	23	24	25
26	27	28	29	30	31	

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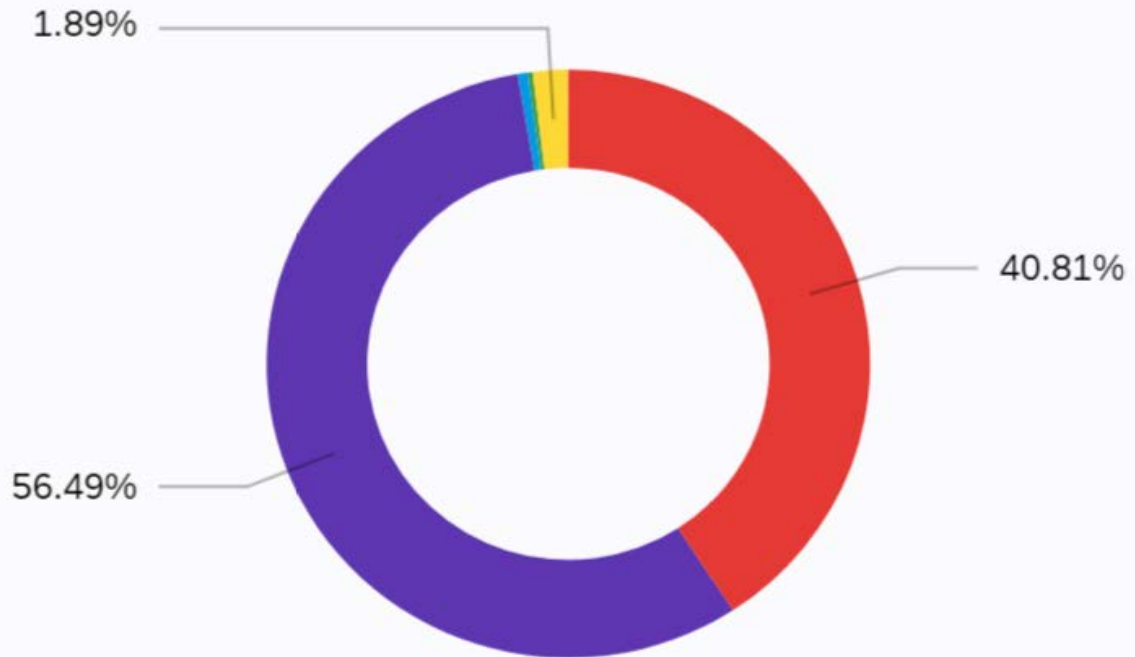
							February
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
						1	
2	3 Data analysis	4	5	6	7	8	
9	10 Data analysis	11	12	13	14	15	
16	17 Data analysis	18	19	20	21	22	
23	24 Building figures	25	26	27	28	29	

							March
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2 Building figures	3	4	5	6	7	
8	9 Finalize analysis	10	11	12	13	14	
15	16 Create presentation	17	18	19	20	21	
22	23 Presentation	24	25	26	27	28	
29	30 Finish presentation	31 Presentation preparation & finalize paperwork					

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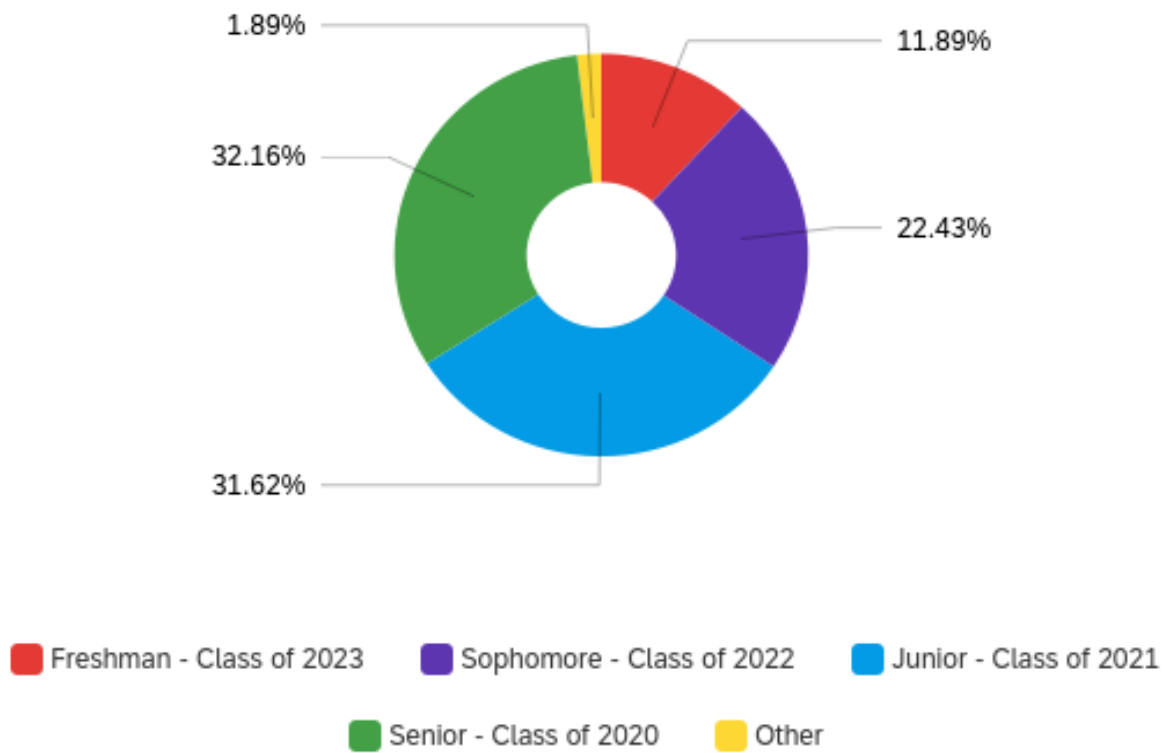
Appendix H - Participant Affiliation



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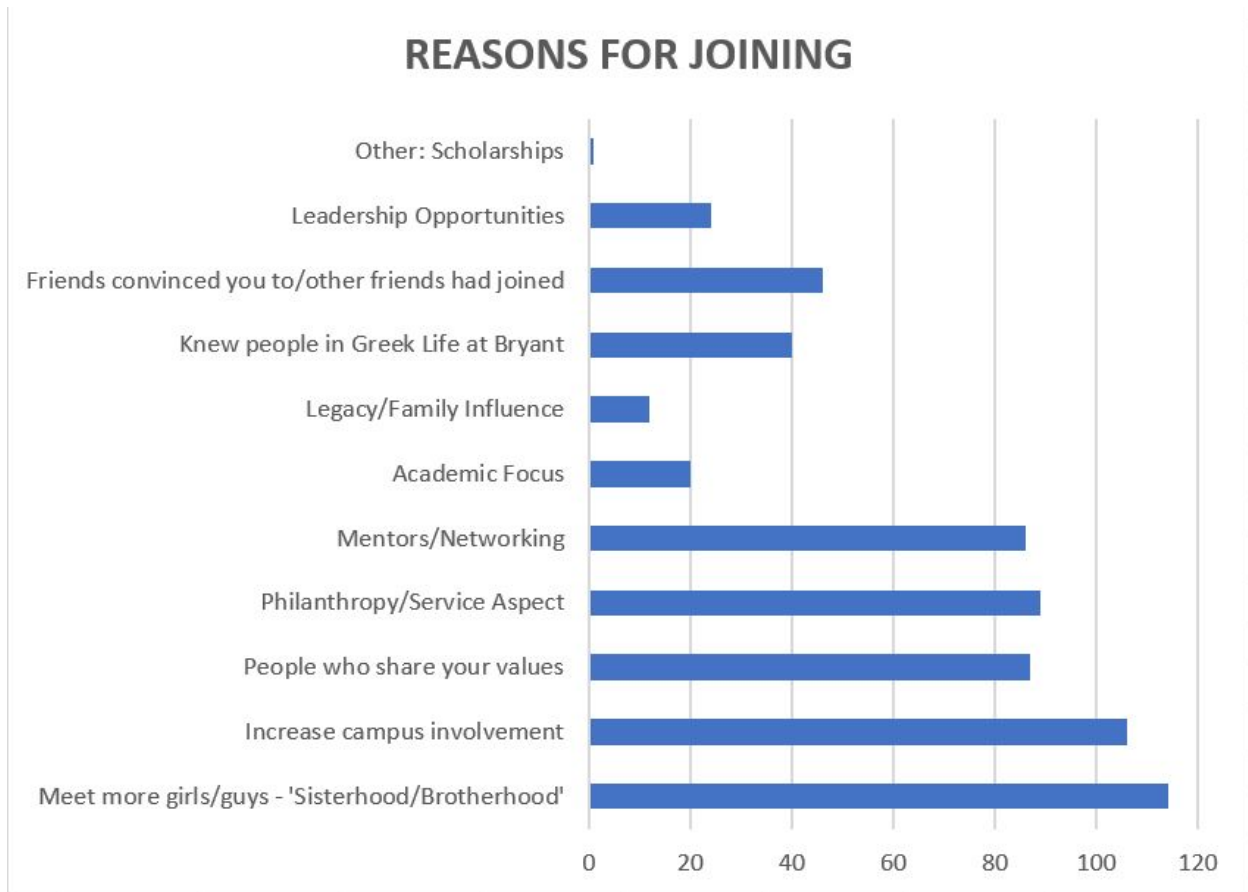
Appendix I - Class Breakdown of Participants



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Appendix J - Greek Reported Reasons for Joining



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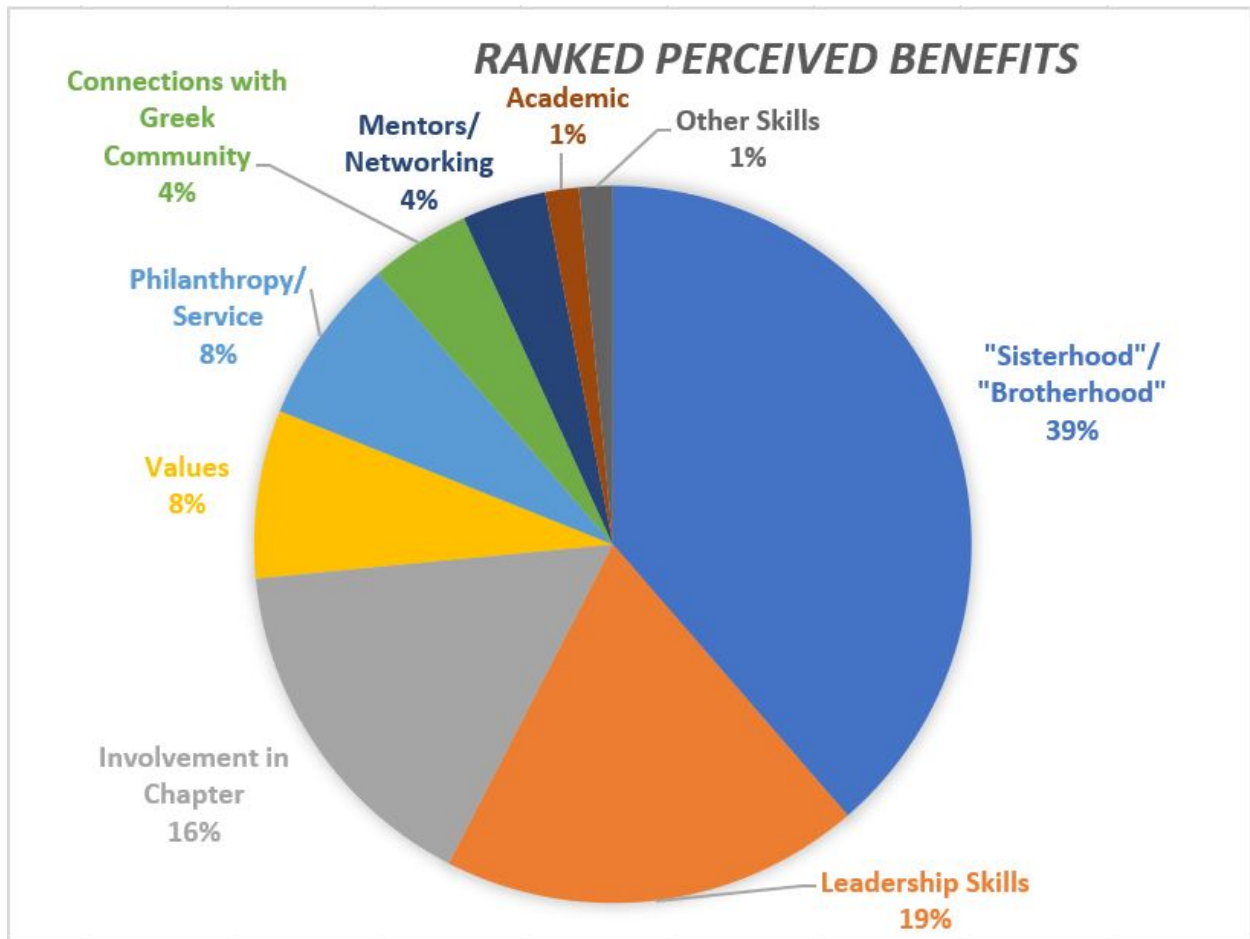
Appendix K - Greek Reported Reasons for Joining Word Analysis

	TERM	FREQ
	people	26
+	opportunity	24
	community	23
+	encourage	18
	greek	17
	leadership	16
	life	22
	greek life	18
	greek	23
+	friend	17
	campus	15
	support	14
+	join	14
	meet	12
+	great	11
	system	10
+	involvement	9
	group	9
+	friendship	9
+	value	8

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Appendix L - Greek Perceived Benefits of Membership

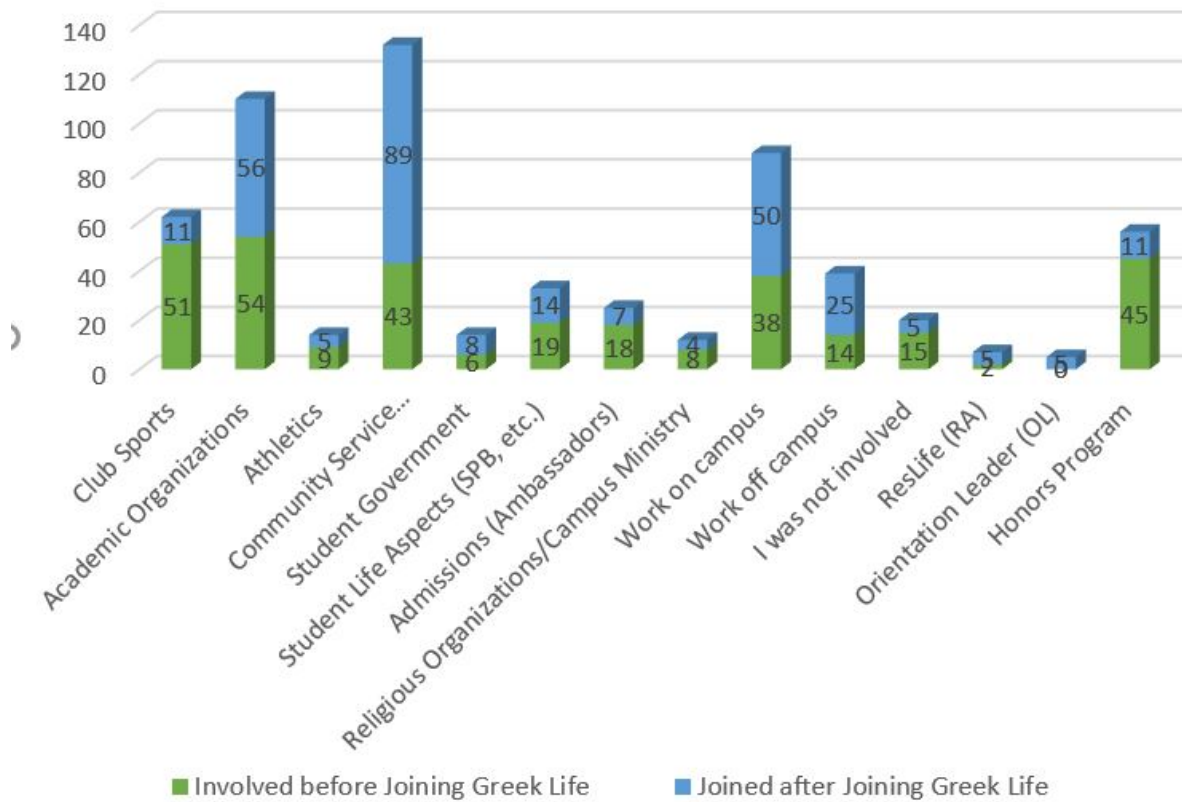


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Appendix M - Change in Campus Involvement After Joining Greek Life

Change in Campus Involvement After Joining Greek Life



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Appendix N - Greek Community Service



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Appendix O - Non-Greek Community Service

Your organizations



Greek affiliated organizations



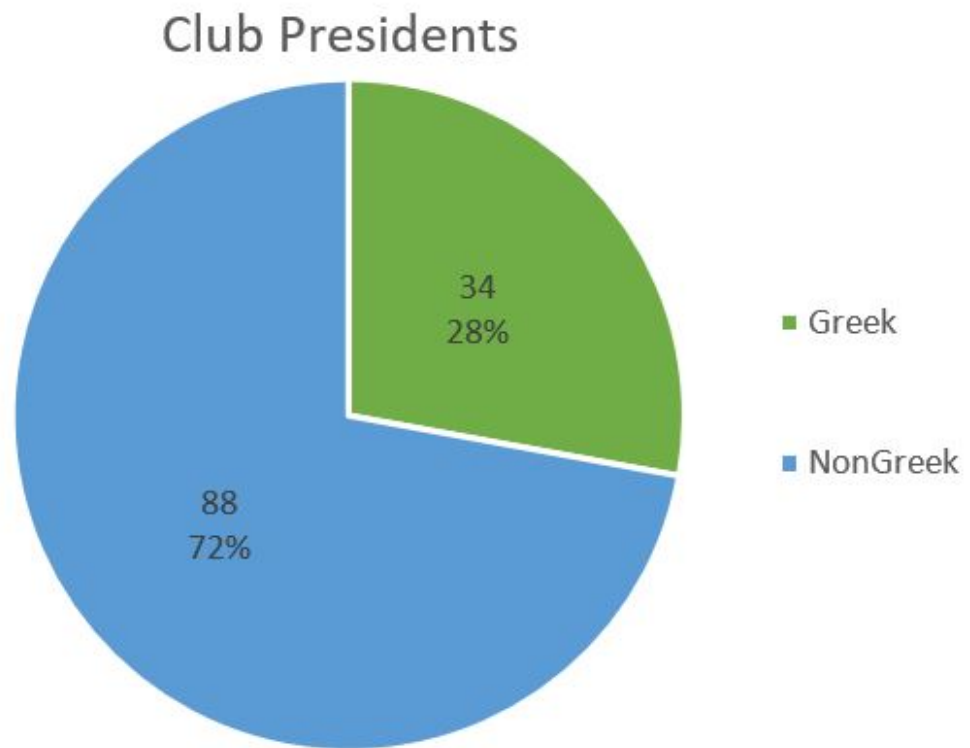
Non-Greek affiliated organizations



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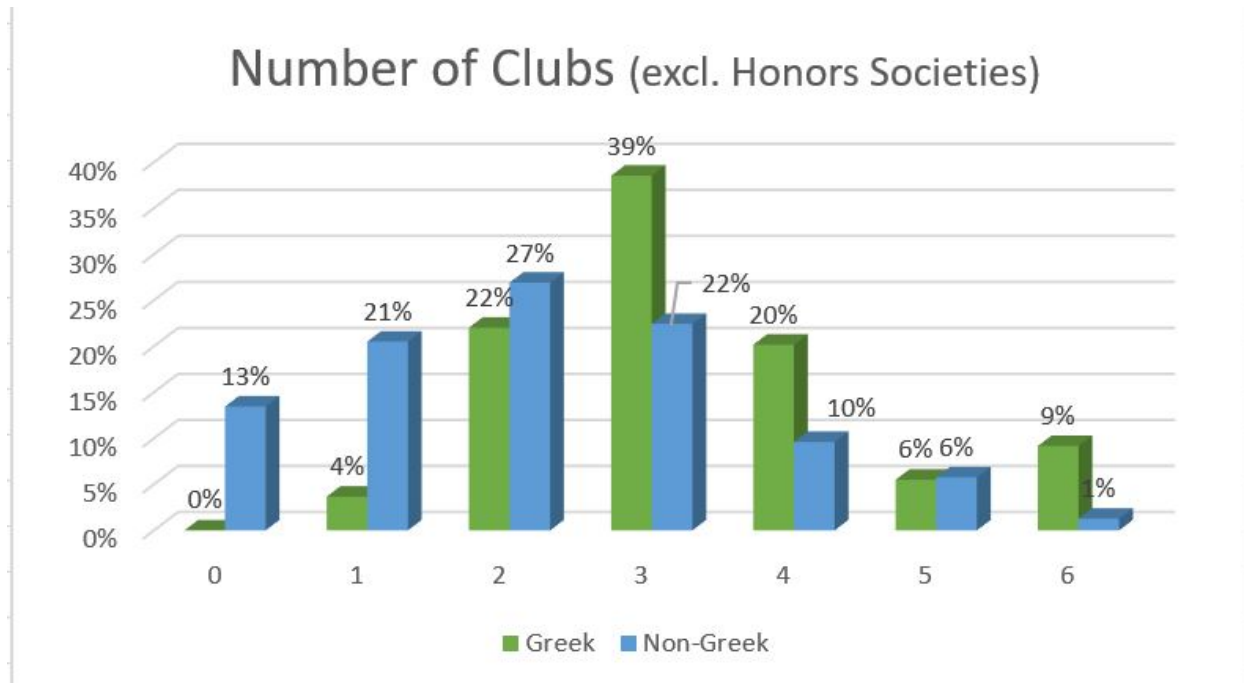
Appendix P - Club Presidents



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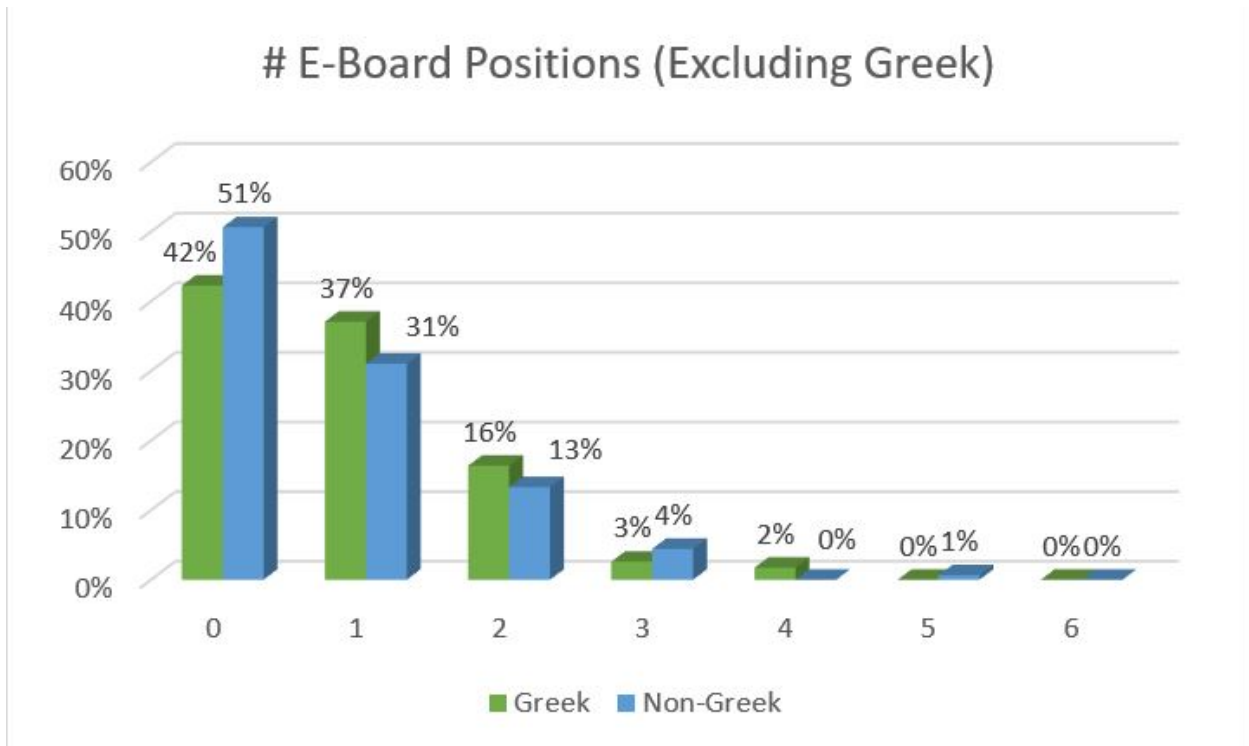
Appendix Q - Number of Clubs



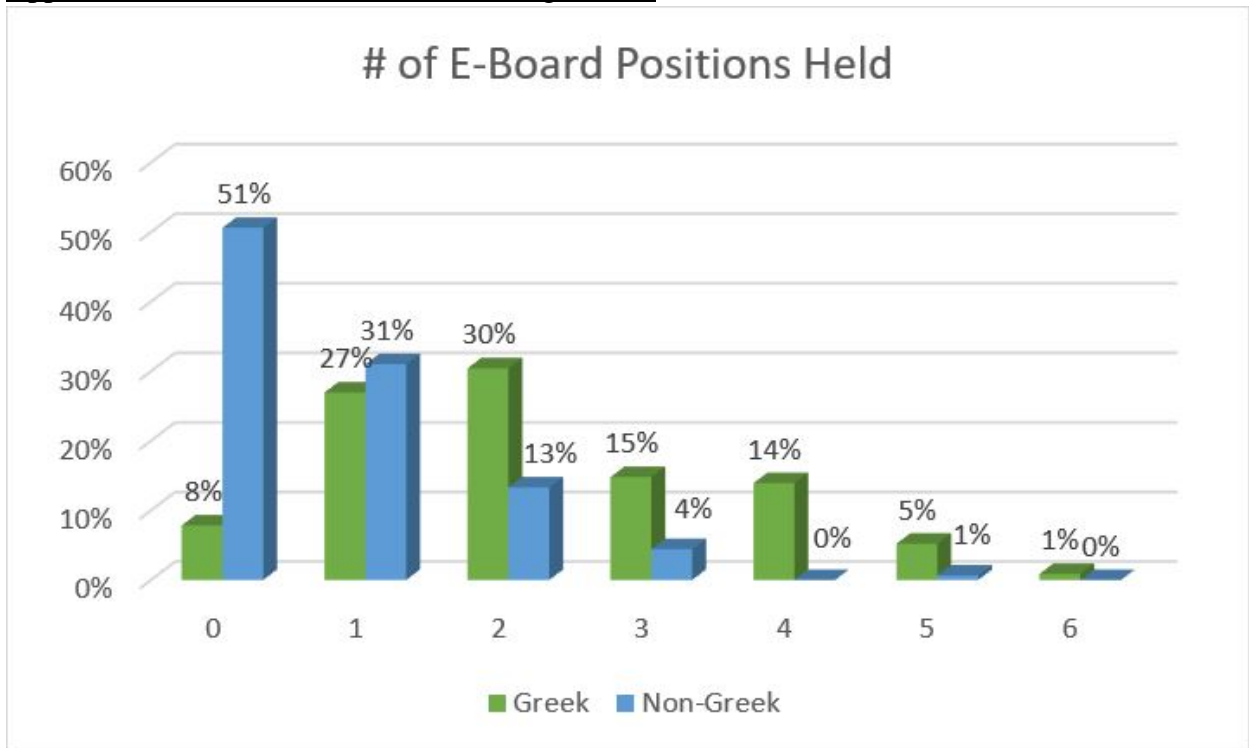
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Appendix R - E-Board Positions (Excluding Greek)



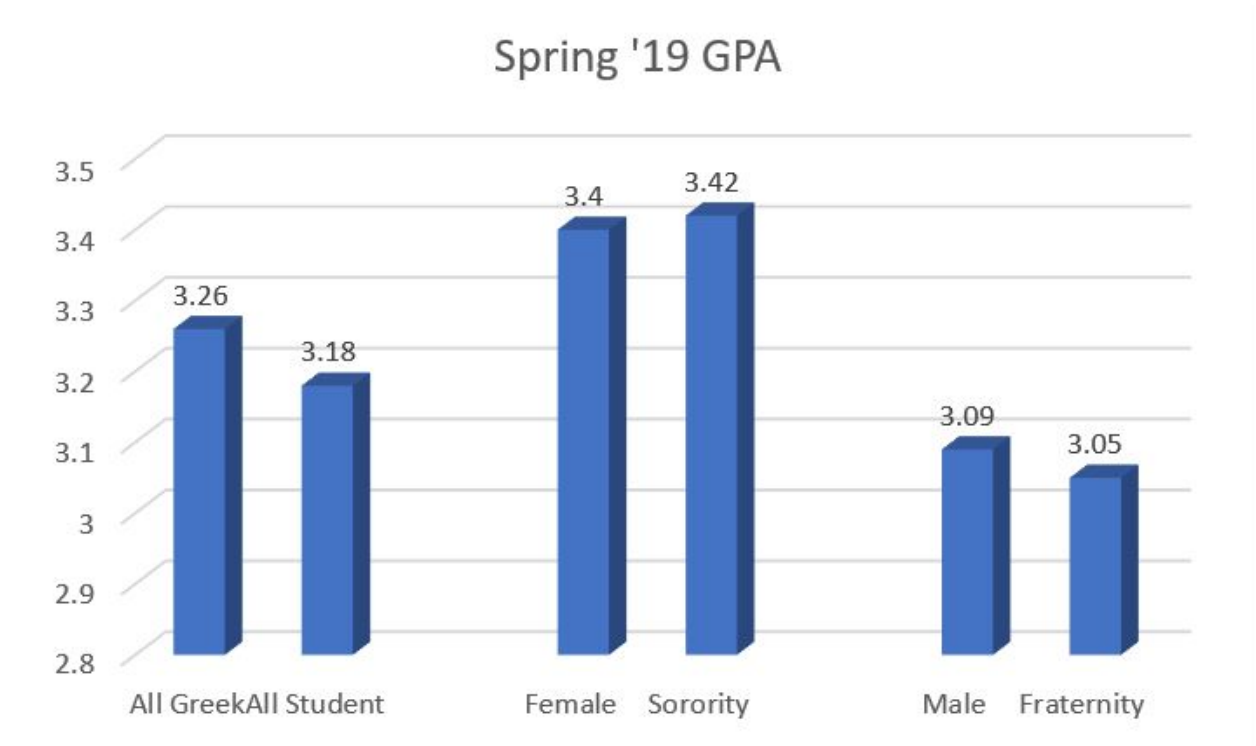
Appendix S - E-Board Positions (Including Greek)



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Appendix T - Spring 2019 GPA



Appendix U - Cumulative GPA

