

St. Lawrence University Greek Engagement Project

Introduction

Background

In January 2001, Dr. M.L. Petty, Vice President and Dean of Student Life and Co-Curricular Education, announced the beginning of a small ‘information gathering’ student life committee. The committee consisted of R. Gary Hartz, Director of Residential Learning Communities and Housing; Rance Davis, Director of Multicultural Affairs and the University Judicial Officer; and Craig Harris, Associate Director of Co-Curricular Education and Programming and the Greek Advisor. The charge to this committee was to establish the history, as well as the current program and practices, regarding St. Lawrence University Greek letter organizations.

This past summer, along with the committee’s preliminary report on St. Lawrence University’s Greek societies, the Vice President and Dean of Student Life and Co-Curricular Education, reviewed major Greek initiatives at various colleges and universities, as well as existing national practices. Further, the Vice President and Dean of Student Life and Co-Curricular Education intensely reviewed the 1987 Faculty Commission on Alternatives to Greek Societies (CAGS) Report and the 1992 Recommendation 26 Review Report (Rec26). The faculty over the last 15 years has had valid concerns regarding the mission and purpose of Greek organizations. The system has not proven to be culturally viable, neither growing in popularity nor securing broad based support among the University community. It is time for this engagement period to begin, and Greek students will be at the center of its success and/or failure. Clearly, the major difference between what was proposed then and what is proposed now is that this review will be initiated from student life and driven in large measure by Greek student leaders, faculty advisors, and alumni.

Proposed now, as the next step in this process, is the establishment of something we will call the Greek Engagement Project. It’s mission will be to identify exemplary models of Greek life, to adapt and improve upon these models, and to recommend what steps and changes need to be implemented to assure that St. Lawrence University has an inclusive, progressive and collaborative system emphasizing Scholarship, Fellowship, and Service.

The Greek Engagement Project will be officially launched Spring 2002 and the following individuals will be invited to serve on the committee:

Students:		
Scott Leuenberger `03	Molly Horton `04	Megan Crowley `03
Kayle Morrison `03	Laura Kennedy `03	George Williams `03
Stephan Triendl `03	Heather Lanigan `02	Courtney Wheeler `04
Andrew Corcione `03	Zoe Stern `02	Casey Peterson `03
Michael Damann `03	Mary Schwab `03	Rebecca Oppedesano `03
Timothy Errington `03	Katherine Livingstone `04	Aaron Saxer `04
Jeffrey Wasco `03	Todd Bishop `03	Jolie Roetter `04
Nic Long `03	Shea Hannon `03	Sarah Webster `04
Melanie Adamsen `03	Timothy Errington `02	Alexis Kostun `04
Cori Lyga `04	Jola Cwierniewski `03	Gary Zonitch `03
Faculty Advisors:		
Dr. Assis Malaquias	Dr. Randall Hill	Dr. Kim Mooney,
Assist. Professor, Government	Assoc.Prof., Speech & Theatre	Associate Dean, Faculty Affairs
Dr. Karl Schonberg	Dr. Elizabeth Regosin	Dr. Loraina Ghiraldi
Assist. Professor, Government	Assistant Professor, History	Assoc. Professor, Psychology
	Dr. James Wallace	
	Assoc. Professor, Psychology	
Alumni Advisors:		
Vincent Cashman	Amanda Wall	Emily Fisher
Hugh Gunnison	Linda Kenny	Donna Clark
Stuart Baker	Lenelle McKinnon	Stevie Michaelson
Dick Loyst	Beth Larrabee	Karen Gunnison
Staff:		
Dr. Carol Garbarino	Ms. Kathryn McCaffrey	Mr. Craig Harris
Dir., Career Services &	Director, Co-Curricular	Associate Director, Co-
Leadership Education	Education and Programming	Curricular Education and
Mr. Rance Davis		Programming
Director, Multicultural Affairs		
& University Judicial Officer		

It is likely that the Greek Engagement Project will be a “work in progress” as the Greek community begins to address serious program and practices within the system. Presumably, the group will issue a formal report to the Vice President and Dean of Student Life and Co-Curricular Education in October of 2002. Dr. Carol Garbarino, Director of Career Services and Leadership Education, Kate McCaffrey, Director of Co-Curricular Education and Programming, and Craig Harris, the University Greek Advisor will direct the activities of the Greek Engagement Project. The following is to be treated as Draft #3 initiating the Greek Engagement Project.

(Appreciation due to Miami University of Ohio for the use of their Model for Greek Excellence. The Framework for the SLU project and language is directly attributable to Miami University.)

History of Greek Life at St. Lawrence University

St. Lawrence University has had a long and rich relationship with its collegiate fraternities and sororities. Often these student associations have played a significant role in shaping the campus environment and have contributed to the satisfaction of the collegiate experience. These organizations, through their international value statements, have been important components of co-curricular and residential programming for students choosing such opportunities. Fraternal (inclusive of both men's and women's) organizations have existed at St. Lawrence University since 1873 and are characterized by a tradition of involvement and leadership in campus life. An interesting St. Lawrence University Greek history can also be found in the 1987 Faculty Commission on Alternatives to the Greek System report. (Appendix A)

The first Greek society on the SLU campus was Beta Theta Pi fraternity and the 'Browning Society', eventually becoming Kappa Kappa Gamma, followed. Within the next twenty-five years, six organizations had been established on campus, located in either Greek houses or on the third floor of College Hall, the center of both social and academic life. The Greek experience was growing increasingly popular with students for providing social events, as well as for founding the Gridiron (yearbook) in 1880. Initially, all Greek societies were affiliated with a national organization founded on rituals and ideals held sacred to their founding members.

As time passed, so have many of the ideals and values inherent in the societies' rituals. In 1959, a committee of trustees and faculty members created a questionnaire to report on the efficacy of Greek life at St. Lawrence University. The results of the study revealed support for the system, but even as early as 1959, the challenge remained to create an inclusive, non-exclusionary system, one that could be "audited", financially responsible, and which encouraged second-semester first year pledging. In 1963, the opinions of the Greek system went through another transitory position. Student activists began 'attacking' all different kinds of student organizations, and the Greek system did not go unscathed. The 'elitist' title for Greek organizations was present in the campus criticism, as well as the beginning of critical racial and religious overtones. During the turbulent '60's, many Greek organizations

began breaking connections with their inter/national organizations, as well as their local alumni advisory boards. In fact, St Lawrence University's Kappa Delta chapter, in 1969 severed national recognition based on religious discrimination, and became, Kappa Delta Sigma, a local organization. Further, in 1969, with the decline of 'in loco parentis' on campuses, the Students for a Democratic Society (SDS) fueled strong anti-Greek sentiment. Blunt attacks were hoisted on the Greek system for being a 'harbor of prejudice.' Historic events, coupled with student activism initiated a decline for Greeks evident through the next decade.

During the 1970's, approximately 50% of the St. Lawrence University student population were classified as belonging to a Greek organization, this represented a decline of about 25% from the previous decade. Although smaller in representation, Greek organizations posted higher grade point averages than the all-campus average and community service participation was strong. Faculty voiced complaints referencing the anti-intellectual behavior of Greek societies. Dr. Henry H. Crimmel, Jr. was frequently featured in the college newspaper, *The Hill News*, criticizing the system as inherently against the "house of intellect." The 1973 winter issue of the St. Lawrence Bulletin, quoted IFC president Jeff Purdy, expressing the sentiment that "fraternities were on the upswing and that they would again find themselves a powerful force at St. Lawrence." Interestingly, faculty views on the same issue recommended "exploring the affiliated fraternity system at St. Lawrence University to ascertain and determine that system is in consonance with the stated objectives and goals of this institution." The recommended course of action was "to have the President appoint a committee comprising the principal constituencies of the college to undertake a study of the affiliated fraternity system no later than the academic year 1974-1975." In 1976-1977 the Middle States evaluation team discovered a strong resentment toward the Greek system by both some non-Greeks and faculty. Many felt that Greek organizations did not support the goals and objectives of the University. Many Greek members felt individually misunderstood, as well as collectively attacked. In May 1978, the Faculty Council voted unanimously for a six-week suspension of fraternity and sorority parties for first year students.

During the 1980's, the system remained stagnant in efforts to stem the criticisms regarding anti-intellectualism and sophomoric behavior. A number of University incident reports

highlighted the high-risk drinking events held at many fraternity houses, along with issues of drug use and sexual misconduct. It appeared as if the founding ideals, virtues, and values of Greek organizations had been replaced with little more than structured “drinking clubs,” with strict membership requirements. Alumni members, both Greek and non-Greek, tell stories about fraternity parties and rituals that were nothing more than thinly veiled hazing incidents. These events were fraught with risk liabilities, both to the health and welfare of students who attended and to the University as a whole.

On November 19, 1985, the faculty of St. Lawrence University comprised a board of five faculty members to serve as a **Commission on Alternatives to the Greek System (CAGS)**. The board accepted the charge to investigate the current system and submit recommendations based on those findings. The initial presumption by many in the community (faculty, staff, students, and alumni) was that the CAGS board would propose the abolition of the Greek system at St. Lawrence University. The “official” charge from the *Report of the Faculty Commission on Alternatives to the Greek System, St. Lawrence University* reads as follows:

The Commission on Alternatives to the Greek System is a fact-finding group, which will study the residential and social patterns at various colleges and offer advice to the faculty. It is to observe colleges where there is a satisfaction with fraternities and sororities as well as those where the “Greek System” has been replaced by other arrangements. We direct the Commission to report to the faculty by April 1, 1987. It is expected that no vote on the status of the Greek system shall occur by fall term 1987.

The report (see Appendix A) was presented to the faculty as follows:

With this report, we as the Commission, discharge our responsibility to our colleagues.

Our report includes:

- *Discussion of fraternities and sororities based upon our visits to nine co-educational, selective, residential, liberal arts colleges in the Northeast and Middle-West,*

- *A statement on the place of fraternities and sororities at St. Lawrence University as one of those co-educational, selective, residential, liberal arts colleges and one located at an especially important point in history,*
- *A set of recommendations on charges that might profitably occur within the “Greek system,” in that system’s position within the overall social and intellectual life of the university, and in student life more generally.*

To appreciate the force of this report, however, it is appropriate to begin by understanding its context and the Commission’s place within it.

During the study, the Commission visited the following institutions to seek information regarding Greek systems and/or residential communities:

- Colgate University, Hamilton, NY
- Hamilton College, Clinton, NY
- Middlebury College, Middlebury, NY
- Colby College, Waterville, ME
- Bowdoin College, Brunswick, ME
- Ohio Wesleyan University, Delaware, OH
- Denison University, Granville, OH

The Commission sought information from the eight colleges and universities as well as St. Lawrence University. The Commission interviewed a variety of faculty, staff, and students to get a well-rounded view of the Greek system. Once data was collected from the eight schools, the Commission was surprised to report that the St. Lawrence Greek system was in fact, healthier than many counterparts. Other institutions were combating underground Greek systems having chosen to abolish Greek organizations; some were in the throes of re-establishing Greek societies. Overall, the Commission did not recommend the dissolution of the Greek system, but instead placed priority on “equalizing or leveling the playing field.” The Commission issued its formal report on April 1, 1987 in what has become the “Recommendation 26” report. Some of the recommendations are as follows:

- The need for a new student center
- More support for leadership programs

- New alternatives to the Greek system, rather than replacements
- No new Greek societies allowed to organize on campus
- Requiring all officers of a Greek house to live in the Greek house during term of office
- The understanding that the University owns Greek houses (on its property), having the right to determine residency requirements
- At least 50 percent of those living within a Greek house must be members of the junior and senior class
- Any house put on probationary status twice within a three year period be permanently disbanded
- In the fall of 1992, a Presidential commission should be established to re-examine the Greek system and see what may have resulted from the 'Recommendation 26' report

Overall the CAGS report received mixed results, the faculty endorsed the recommendations, and action plans were enacted immediately. Responding in support of the CAGS report, student life implemented the **1989 Reciprocal Relations Agreement** (see Appendix B). The agreement established a statement of 'relationship' between the University and Greek letter organizations. Updating this document would provide an opportunity to initiate a mutually accepted understanding of the expectations, rights and responsibilities, policies and governance of St. Lawrence University fraternities and sororities that explicitly sets out the relationship between the University and the Greek community.

In December 1992, the President charged a new committee to "re-examine the Greek system using the recommendations of the CAGS Report as the foundation for the re-examination." The new commission went by the name "**Recommendation 26 Committee**" to clearly delineate themselves from the original CAGS Commission. The Committee began their initiative on January 25, 1993. They focused their efforts on gathering statistical data, input from Greeks, non-Greeks, campus organizations, Canton community, and information in order to respond to the original CAGS recommendations. All of the Greek organizations, Thelomathesian Society, Black Student Union, Jewish Student Union, Faculty Council, FYP Faculty Chairs, and many administrators were interviewed by various committee members.

After sixteen weeks of data collecting and information gathering, the Committee reported the following (see Appendix C):

- Students strongly support the Greek system
- Greeks provide unparalleled leadership opportunities
- Greeks foster strong inter-personal relationships
- Greeks offer community service opportunities
- Greeks offer social activities
- Greeks believe that the Faculty and Administration are not supportive
- Greeks believe Faculty discriminates in the classroom
- Greeks are not the main cause for alcohol abuse on campus

Overall, the Committee reported that “the Greek system at St. Lawrence University is not as bad as many faculty believe, nor is it as good as the Greek students believe.” Therefore, the Committee proposed more recommendations to strengthen the academic focus for Greek members and their houses. The recommendations (see Appendix D) were as follows:

- Deferred rush and pledging in the sophomore year
- Increased and enhanced communication among Greek leaders, faculty advisors, and administrative staff
- Increase housing options for all students
- Greek organizations should initiate a review of all national regulations governing Greek activity on campus
- Raise the GPA to 2.5 for Greek eligibility
- Re-affirm CAGS recommendation that no new Greek houses, or houses who have lost University affiliation, be allowed to colonize on campus

During 1993-2000, additional changes occurred within the Greek system at St. Lawrence University. Pi Beta Phi (1914-1994) disbanded resulting from declining membership and the chapter’s inability to sustain a viable operation. In 1997, the international office of Sigma Chi closed the local Sigma Chi chapter (1953-1998) based on violations of both University and Fraternity rules on hazing, as well as alcohol and drug policies. Similarly in 1998, the national office of Sigma Alpha Epsilon closed the local chapter of Sigma Alpha Epsilon (1919-1999) based upon violations of membership recruitment (ghost pledging), membership education (hazing) and consistent violations of both the University and national

policies regarding alcohol and drugs. During the fall of 2001, Sigma Pi surrendered their charter to the national organization. For the previous three years, Sigma Pi consistently disregarded both University and national policies concerning alcohol and drugs. Sigma Pi national, in conjunction with the University, may decide to conduct a ‘redevelopment’ of the chapter at a time when the University believes expansion can be supported.

Current Policies, Issues and Challenges

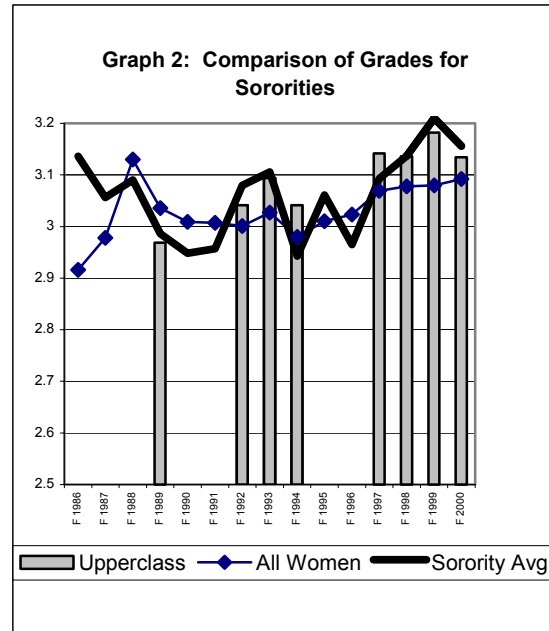
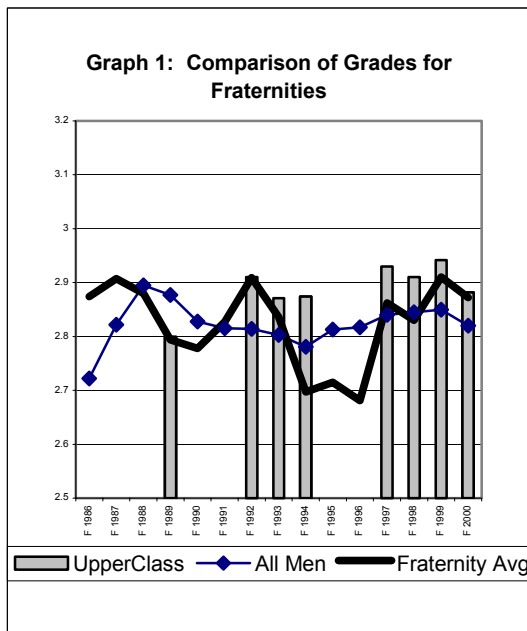
The policies under which the St. Lawrence University Greek system currently operates are those that include both the CAGS recommendations and Recommendation 26 Committee. The membership requirements for a Greek organization remain sophomore standing and either a cumulative 2.5 GPA or higher, or two consecutive, full course loads with a 2.5 GPA or higher. All students seeking to belong to Greek organizations must be in good disciplinary standing as well. Although the Greek Advisor follows the 1987 Reciprocal Relations Agreement, after 15 years it is time for a more current updating. Currently the University supports four national fraternities, three national sororities, and one local sorority. All four fraternities and the local sorority live in on-campus houses owned and operated by the University. The three national sororities live in houses owned by house corporations and are off the campus proper. Of the eight Greek organizations, seven of the houses have dining facilities with hired cooks preparing all meals. Within the last three years, on-campus Greek houses received new living room furnishings. In addition, the houses are on the facilities operation schedule for painting, annual house repairs, and other cyclical improvements.

Several important issues continue to face the Greek community: Among those issues are **scholarship that declines during new member selection, declining membership, low residential occupancy, and higher incidences of alcohol use.** Data for these critical issues must be considered now and in the full Greek Engagement Project.

Scholarship

For the past four years, the average semester GPA of fraternities (See Graph 1) and sororities (See Graph 2) has been at or above the all men/all women average. Clearly, the “bars have been raised” and performance is increasing. However, while the Greek women’s

average is above the upperclass women's average, fraternity members still perform below the upperclass men's average.



However, the most evident scholarship issues are highlighted by an examination of scholarship during the pledging semester. A review of academic performance before, during, and after pledging for the past 4 years reveals that pledging has a negative effect on students' grades (See Table 1). For women, the negative effect is fairly small (within 0.100 points) and allows women to "recover" the semester after pledging. For men, the impact is significantly greater. Grades drop by 0.200 to 0.400 points, and in none of the 6 completed pledge semesters reviewed has the GPA returned to the level prior to pledging.

Table 1: The Impact of Pledging on Student's Grade Point Averages

Female Pledges		#	before	during	after pledge	chg to pledge	chg after pledge	chg before-after
19971998	Fall	91	3.145	3.111	3.154	-0.034	0.043	0.009
19981999	Fall	79	3.072	3.092	3.042	0.020	-0.051	-0.030
19981999	Spr	24	3.170	3.021	3.152	-0.149	0.131	-0.019
19992000	Fall	78	3.109	3.113	3.184	0.003	0.071	0.075
19992000	Spr	23	3.005	3.040	3.008	0.035	-0.031	0.004
20002001	Fall	64	3.077	2.960	3.011	-0.117	0.051	-0.066
20002001	Spr	34	3.324	3.151		-0.172		
20012002	Fall	79	3.175					

Male Pledges

	#	before	during	after pledge	chg to pledge	chg after pledge	chg before-after
19971998 Fall	68	2.964	2.791	2.717	-0.174	-0.074	-0.247
19981999 Fall	56	2.951	2.776	2.768	-0.175	-0.008	-0.183
19981999 Spr	30	3.043	2.655	2.760	-0.389	0.105	-0.284
19992000 Fall	43	3.055	2.761	2.823	-0.294	0.062	-0.232
19992000 Spr	15	2.903	2.717	2.634	-0.186	-0.082	-0.269
20002001 Fall	38	3.039	2.706	2.791	-0.333	0.085	-0.248
20002001 Spr	20	2.820	2.760		-0.061		
20012002 Fall	37	2.914					

Total Pledges

	#	before	during	after pledge	chg to pledge	chg after pledge	chg before-after
19971998 Fall	159	3.068	2.974	2.967	-0.094	-0.007	-0.101
19981999 Fall	135	3.022	2.961	2.928	-0.061	-0.033	-0.094
19981999 Spr	54	3.100	2.818	2.934	-0.282	0.116	-0.166
19992000 Fall	121	3.090	2.988	3.056	-0.103	0.068	-0.034
19992000 Spr	38	2.964	2.912	2.861	-0.052	-0.051	-0.104
20002001 Fall	102	3.063	2.865	2.929	-0.197	0.064	-0.133
20002001 Spr	54	3.137	3.006		-0.131		
20012002 Fall	116	3.092					

*** Note: The following analysis only includes students who were on campus the semester before and after pledging ***

Greek membership has a positive impact on the decision to pursue off-campus study. In general, participation in off-campus programs is relatively high for both sororities and fraternities (See Table 2). Since 1999 Greek women have comprised 31% to 58% of all women participating in off-campus study, numbers that well surpass their overall representation of the campus population. Similarly, Greek men have represented 18% to 42% of all men participating in off-campus study since 1999. While the men's percentages are also consistently above the overall percentages of Greek men in the student population, participation for fraternity men in off-campus study has been steadily declining. The percentage of fraternity men participating in off-campus study in the fall of 2001 was less than half what it was in the Spring of 1999.

Table 2: Fraternity/Sorority Members in Off-Campus Programs

Greek Organization	Fall 1995	Spring 1996	Fall 1996	Spring 1997	Fall 1997	Spring 1998	Fall 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001
Fraternity:													
Alpha Tau Omega	0	2	2	2	2	2	2	2	2	0	2	2	1
Beta Theta Pi	0	0	0	0	0	3	0	2	1	2	1	2	1
Phi Kappa Sigma	2	1	2	1	3	3	4	3	2	2	2	2	1
Phi Sigma Kappa	0	6	2	5	8	8	1	1	2	1	2	1	1
Sigma Alpha Epsilon	0	0	0	0	0	0	0	1	0	0	0	0	0
Sigma Chi	1	1	1	1	1	1	1	1	1	1	1	1	1
Sigma Pi	1	0	2	0	0	0	0	0	1	2	2	0	2
Total	4	10	9	9	2	16	7	8	9	8	9	7	6
% of All Men Participating	11%	30%	26%	28%	9%	41%	20%	42%	29%	25%	29%	25%	18%
Sorority:													
Chi Omega	3	5	6	7	5	5	7	5	6	5	6	1	10
Delta Delta Delta	3	9	5	13	7	7	9	9	7	9	7	8	10
Kappa Delta Sigma	2	10	7	8	9	9	1	6	18	6	18	3	6
Kappa Kappa Gamma	1	8	2	7	5	5	1	9	4	9	4	2	3
Total	9	32	20	35	27	26	18	29	35	29	35	14	29
% of All Women Participating	16%	46%	31%	46%	41%	48%	31%	53%	58%	53%	58%	33%	39%
Combined Total	13	42	29	44	42	42	25	37	44	21	44	21	35
Off-campus enrollment for all SLU undergraduate matriculants													
Men	37	33	34	32	29	34	23	39	34	19	31	28	33
Women	55	69	64	76	46	56	66	54	58	55	66	42	74
Total			98	108	75	90	89	93	92	74	97	70	107

Membership Size

There are a number of different ways to evaluate Greek enrollment: One can look at the total membership size or at the proportion of Greek students within the overall (or upperclass) student body. Another way of looking at Greek participation is to determine how many students of an entering class (cohort) eventually join the Greek system. And yet another way is to look at the percent of eligible students who decide to pledge a Greek house.

Currently, 380 students belong to the Greek system, 126 men, and 254 women. This represents 26.4% of the students eligible to join (sophomores, juniors, and seniors) based on class year (see Table 3). This represents an average of 18.7% men and 33.2% women Greeks as a percent of full-time upperclassmen. Membership has been in a steady decline since 1989, which highlights national trends as well.

In 1985, fraternities and sororities were of similar size with 388 fraternity members and 395 sorority members. In 2001, fraternity membership had declined to 126 men and sorority membership to 254 women, representing a 67% decline for fraternities and a 36% decline for sororities. Considering that over the same time frame the overall enrollment declined at St. Lawrence, the “relative” decline of Greek membership is not quite as significant (See Graphs 3 and 4). However, while in the 1980’s approximately 45% to 50% of all upperclass students belonged to a Greek organization, Greeks now represent less than one-fifth (18.7%) of all upperclass male students and one-third (33.2%) of all upperclass female students. Some of the greatest declines occurred around 1992/1993. While for sorority members this decline has been more gradual, fraternity members experienced additional sharp declines in 1997 and again this fall.

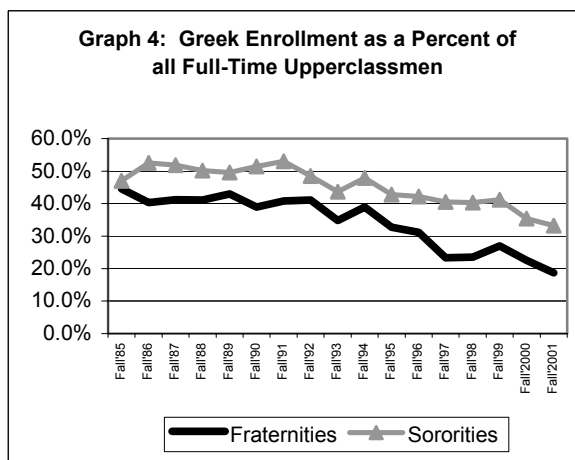
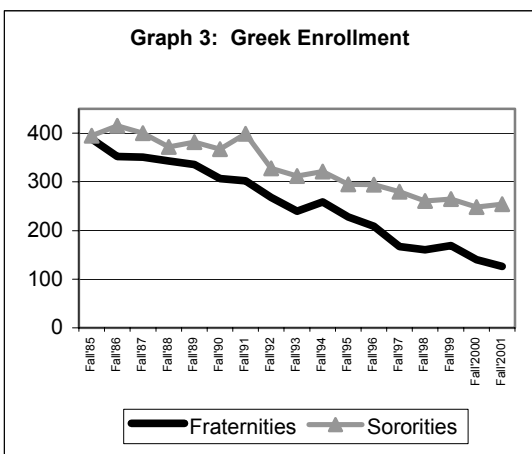
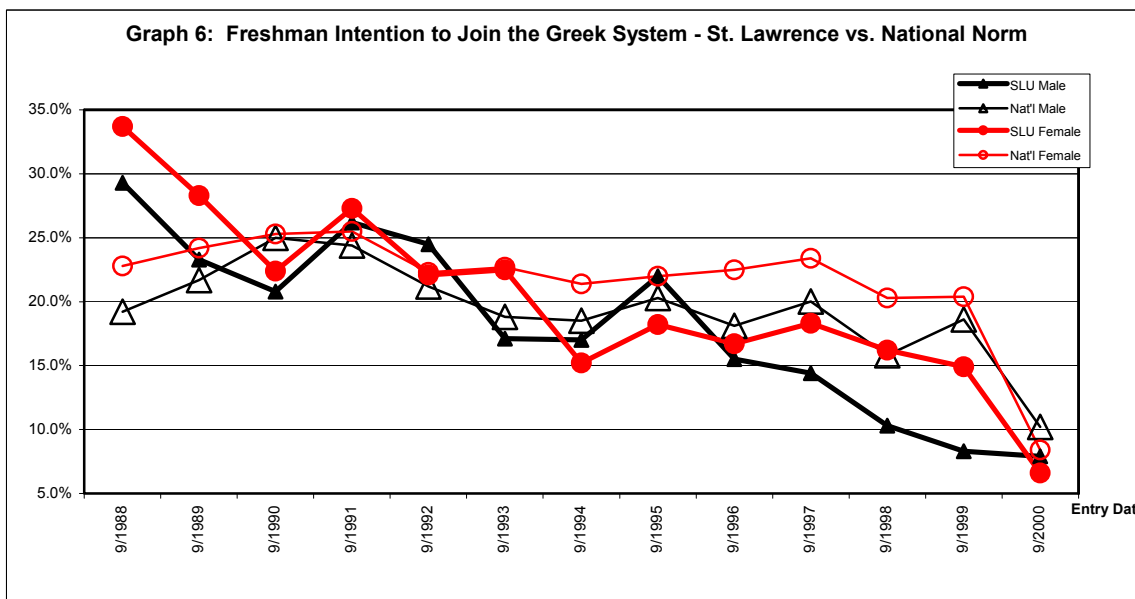
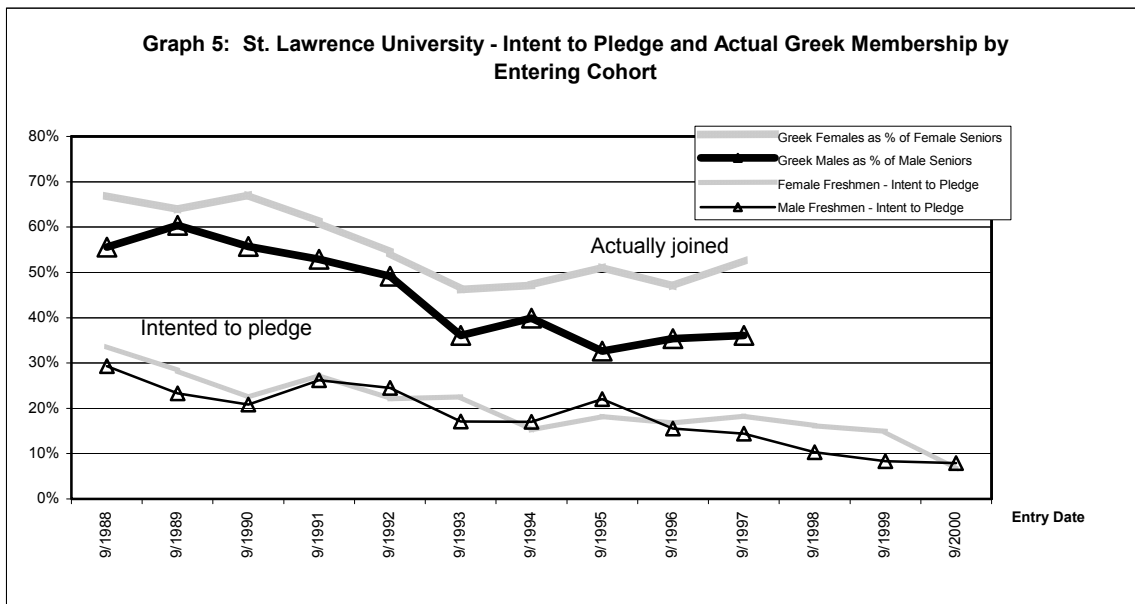


Table 3: Greek Enrollment 1985 - 2001

	Full-Time UG Matriculated			Full-Time Freshmen			Full-Time Upperclassmen only			Greek Students			Greeks as % of Full-Time UG Matriculated			Greeks as % of Full-Time Upperclassmen		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Fall'85	1173	1123	2296	303	283	586	870	840	1710	388	395	783	33.1%	35.2%	34.1%	44.6%	47.0%	45.8%
Fall'86	1170	1082	2252	298	292	590	872	790	1662	352	415	767	30.1%	38.4%	34.1%	40.4%	52.5%	46.1%
Fall'87	1146	1047	2193	294	275	569	852	772	1624	351	400	751	30.6%	38.2%	34.2%	41.2%	51.8%	46.2%
Fall'88	1126	1019	2145	291	278	569	835	741	1576	343	372	715	30.5%	36.5%	33.3%	41.1%	50.2%	45.4%
Fall'89	1066	1014	2080	284	244	528	782	770	1552	336	382	718	31.5%	37.7%	34.5%	43.0%	49.6%	46.3%
Fall'90	1032	1004	2036	244	290	534	788	714	1502	307	367	674	29.7%	36.6%	33.1%	39.0%	51.4%	44.9%
Fall'91	949	965	1914	209	213	422	740	752	1492	302	399	701	31.8%	41.3%	36.6%	40.8%	53.1%	47.0%
Fall'92	961	968	1929	309	292	601	652	676	1328	268	328	596	27.9%	33.9%	30.9%	41.1%	48.5%	44.9%
Fall'93	934	975	1909	245	260	505	689	715	1404	240	312	552	25.7%	32.0%	28.9%	34.8%	43.6%	39.3%
Fall'94	956	953	1909	291	283	574	665	670	1335	259	321	580	27.1%	33.7%	30.4%	38.9%	47.9%	43.4%
Fall'95	980	977	1957	284	288	572	696	689	1385	228	295	523	23.3%	30.2%	26.7%	32.8%	42.8%	37.8%
Fall'96	982	979	1961	311	282	593	671	697	1368	209	294	503	21.3%	30.0%	25.7%	31.1%	42.2%	36.8%
Fall'97	961	923	1884	244	232	476	717	691	1408	167	280	447	17.4%	30.3%	23.7%	23.3%	40.5%	31.7%
Fall'98	910	907	1817	224	254	478	681	647	1339	160	261	421	17.6%	28.8%	23.2%	23.5%	40.3%	31.4%
Fall'99	907	945	1852	275	300	575	627	643	1277	169	265	434	18.6%	28.0%	23.4%	27.0%	41.2%	34.0%
Fall'2000	909	1027	1936	288	326	614	621	701	1322	140	248	388	15.4%	24.1%	20.0%	22.5%	35.4%	29.3%
Fall'2001	916	1033	1949	242	269	511	674	764	1438	126	254	380	13.8%	24.6%	19.5%	18.7%	33.2%	26.4%

**student count includes all ugmat including "away"

Despite the declines in Greek membership, an analysis of interest in Greek membership by cohort illustrates that once students are on campus the Greek system attracts more students than originally indicated interest at the time of college entry (See Graph 5). However, data also shows that first year students' interest in pledging has experienced a decline similar to the actual percent of students who joined a Greek organization. Data further shows that the decline in interest for Greek life is a national trend, yet somewhat accelerated at St. Lawrence (See Graph 6).



Interest in rushing/pledging decreased from 22% of all eligible students in 1996 to 13% of all eligible students in 2001 (See Tables 4 and 5). Although females showed almost twice as much interest in pledging as men, the percent of eligible women who pledged in 2001 was still 6% below the 1996 mark for all students. Even the expanded definition for “eligibility” (2 prior consecutive semesters with a minimum semester GPA of 2.5) has not had a significant impact on pledges.

Table 4: Upperclass Students Rushing/Pledging Fall 1996

	<i>TOTAL STUDENTS</i>
# Upperclass Students eligible (cum GPA 2.5 and above)	835
# Upperclass Students eligible who pledged	185
% Upperclass Students eligible who pledged	22%
# Upperclass Students eligible who chose not to pledge	650

Table 5: Upperclass Students Rushing/Pledging Fall 2001

	<i>MALE STUDENTS</i>	<i>FEMALE</i>	<i>TOTAL STUDENTS</i>
# Upperclass Students with cum GPA 2.5 and above	387	502	889
# Upperclass Students; cum GPA below 2.5 but semester GPA of last 2 semesters of 2.5 and above	<u>16</u>	<u>22</u>	<u>38</u>
# Upperclass Students eligible	403	524	927
# Upperclass Students eligible who pledged	37	83	120
% Upperclass Students eligible who pledged	9%	16%	13%
# Upperclass Students eligible who chose not to pledge	366	441	807

Despite the overall declines, Greek organizations have been successful this Fall to maintain their current membership. However, without successful spring or fall pledging in 2002, membership might fall dramatically for organizations with a large senior class but smaller junior and sophomore classes (See Table 6). Groups which should pay particular attention are Phi Kappa Sigma, Chi Omega, and Kappa Delta Sigma.

Table 6: Greek Membership Returning for the Fall 2001 Semester and New Pledges

Class of	2002/2001	2003	2004	All Returning	New Members	Total Membership
<i>MALE STUDENTS</i>						
ATO	11	8	1	20	11	31
BETA	13	15	-	28	7	35
PHKAP	11	6	-	17	5	22
PHSIG	10	13	1	24	14	38
sum, Fraternities	45	42	2	89	37	126
SIGPI	7	4		11	1	
<i>FEMALE STUDENTS</i>						
CHIO	17	10	-	27	13	40
DELTA	23	26	-	49	26	75
KAPPA	19	24	1	44	21	65
KDS	30	21	-	51	23	74
sum, Sororities	89	81	1	171	83	254
<i>TOTAL GREEK STUDENTS</i>	134	123	3	260	120	380

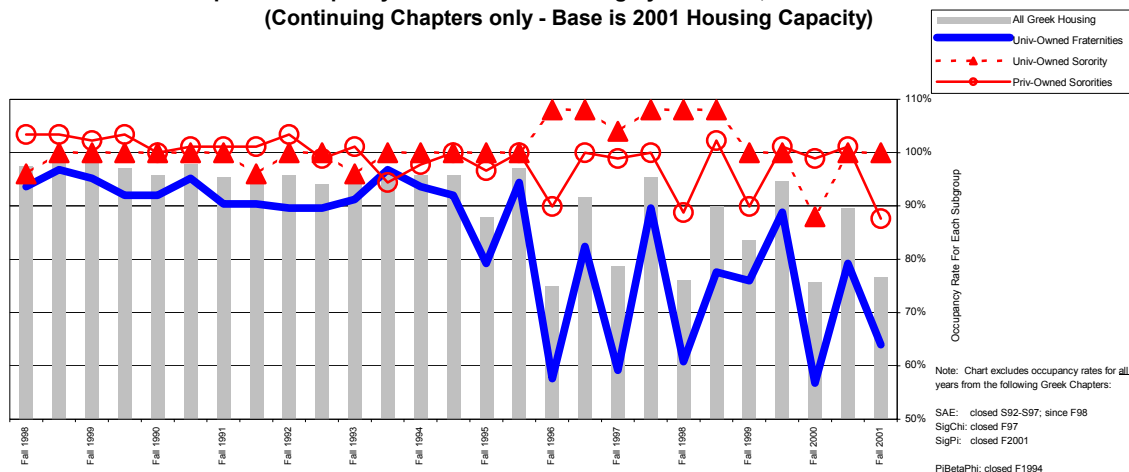
Occupancy

The occupancy issue was studied seriously in 1993 after the release of the Recommendation 26 Committee's report. Further study was undertaken and presented to the trustees in 1997, with no action having been taken.

Over the past decade, the number of students living in Greek houses has decreased by nearly one-half. While some decline is explained by the closing of four Greek chapters and their houses (Pi Beta Phi in Fall 1994; Sigma Chi in Fall 1997, Sigma Alpha Epsilon in Fall 1998; Sigma Pi in Fall 2001), occupancy rates have dropped to 76% of current capacity (See Graph 7). Note that there are 45 vacancies in University-owned fraternity housing; a 100% occupancy rate in the University-owned sorority house, and 11 vacancies in the privately-owned Greek houses (mostly in ChiO).

Until Spring 1994, occupancy rates for all Greek housing fluctuated between 94% and 99%. In 1998, it fell to 88%. For the past 7 years, occupancy rates in Greek housing (almost exclusively in Fraternity housing) have ranged between 60% to 70% in the Fall and 80-90% in the Spring. It is clearly the affect of moving rush from second semester freshman year to first semester sophomore year. With the exception of two Greek students of the Class of 2004, all sophomore Greek students are currently housed in the residence halls.

Graph 7: Occupancy Rate in Greek Housing by Semester, Fall 1988 - Fall 2001
(Continuing Chapters only - Base is 2001 Housing Capacity)



Alcohol

From the Spring 1999 Core Alcohol and Drug Survey we know the following about Greek drinking behavior:

- Greeks drink more often alcohol than non-Greeks (See Table 7)
90% of respondents from fraternities reported drinking at least 3 times per week or more often. The same percentage for non-Greek males was 54%. Fifty-eight percent of all respondents from sororities reported drinking 3 times a week or more often, compared to 30% of all non-Greek females.

Table 7: Benchmarks from the CORE ALCOHOL AND DRUG SURVEY, Spring 1999
Question 17: During the past year, about how often have you used Alcohol

	Fraternities	NonGreek Male	Sororities	NonGreek Female
0-1 times/yr		6%		7.5%
6 times/yr		6%	3%	6%
Once/month		3%		4%
Twice/month		14%	7%	14%
1-2 times/week	10%	17%	31%	32%
3-4 times/week	65%	36%	52%	32%
5-6 times/week	25%	15%	7%	4%
Every day		3%		
3 times/week or more often	90%	54%	58%	36%

- Greek students drink significantly more alcohol when they drink.
Half of all fraternity members reported having binged six or more times over the past 2 weeks, and all fraternity members reported having binged at least once within this time frame. Among non-Greek males, the percentages were 19% for 6 or more times bingeing and 27% for no bingeing.

Among sororities, 21% of the women said they did not binge, and another 19% reported bingeing 6 times or more often. Comparative data for non-Greek females are 42% no bingeing and 5% bingeing.

Question 14: 5 or more drinks per sitting over past 2 w

	Fraternities	Non-Greek Male	Sororities	Non-Greek Female
None	0%	28%	21%	42%
1-2 times	5%	21%	14%	34%
3-5 times	45%	31%	47%	18%
6+ times	50%	19%	19%	5%

Question 18: During the past 30 days, on how many days did you have alcohol (beer, wine, liquor)?

	Fraternities	Non-Greek Male	Sororities	Non-Greek Female
Zero	0%	12%	0%	10%
1-5 times	5%	22%	26%	34%
6-9 times	15%	19%	22%	24%
10-19 times	55%	33%	45%	29%
20-30 times	25%	15%	7%	3%
10+ times	80%	48%	52%	32%

Similar trends provide question 4 and question 15 of the data sheet.

Suppl. Question 4: Average Number of drinks consumed on a typical evening

	Fraternities	Non-Greek Male	Sororities	Non-Greek Female
None	0%	8%	4%	7%
1-5 drinks	16%	35%	51%	62%
6-9 drinks	43%	43%	41.5%	29%
10+ drinks	42%	13%	4%	2%

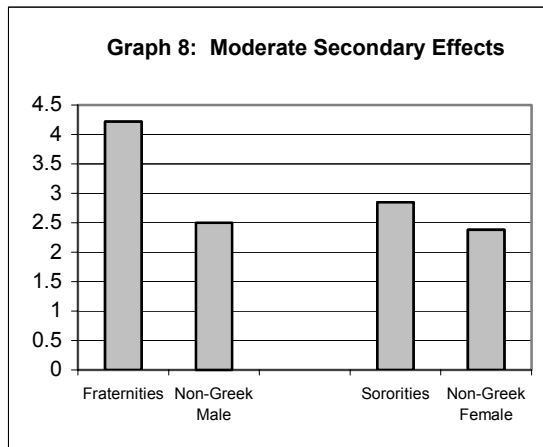
Question 15: Average Number of drinks you consume a week

	Fraternities	Non-Greek Male	Sororities	Non-Greek Female
# drinks (mean)	28.05	14.3	11.5	7.02

- Greek students experience more frequently moderate secondary effects of drinking, such as nausea, later regretted action, memory loss, missed classes, poor test scores (See Graph 8).

Moderate Secondary Effects----

Include: Hangover, nausea or vomited, later regretted action, memory loss, missed class, argument or fight, poor test score, been criticized



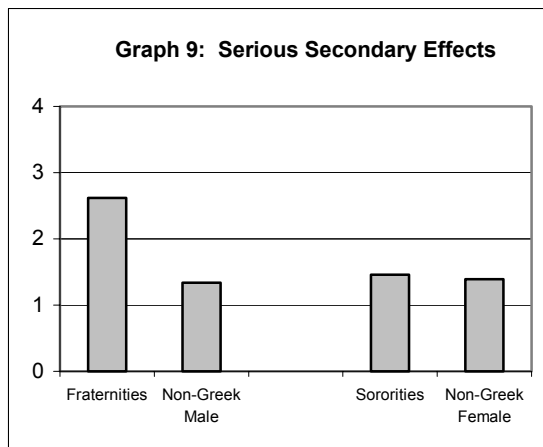
Greek students reported significantly more often moderate secondary effects due to alcohol use than non-Greeks. The difference in moderate secondary effects is greater for fraternity members than it is for sorority members

	Fraternities	Non-Greek Male	Sororities	Non-Greek Female
Mean score	4.22	2.50	2.85	2.38
Standard Deviation	1.40	1.12	1.12	1.18

- Fraternity members also experience more often serious secondary effects of drinking such as trying unsuccessfully to stop drinking, being hurt or injured, damaged property or pulled fire alarm, trouble with police or college authorities, or DWI (See Graph 9).

Serious Secondary Effects----

Includes: Tried unsuccessfully to stop using alcohol, been hurt/injured, damaged property or pulled fire alarm, thought I had a problem, trouble with police or college authorities, arrested for DWI



No significant difference is found between sorority members and non-Greek women on serious secondary effects. However, fraternity members report significantly more often serious secondary effects due to alcohol than non-Greek male students

Summary

Because of the faculty's keen work years ago and the desire of the current Student Life division to enhance student learning, accountability among Greek houses has dramatically increased. The recent review of the University's student alcohol policy led to a deliberate equalization of social power between residential learning communities (suites, themes and cottages) and Greek houses. Further, the intentional reorganization of residence life to residential learning communities and housing, along with the commitment to residential refurbishment, has equalized living opportunities. The renovation of the Underground, as well as the new "Up All Night" programming, has also increased students' social opportunities. The Alcohol Initiative has provided financial assistance to multiple social and educational involvement opportunities and programs. The creation of the St. Lawrence University Leadership Academy and the David G. Garner Center for Collegiate Volunteerism adds to the diversity of University engagement and sense of belonging. Finally, the decision to build a Student Center supported by the Trustees and the President underscores the suggestion of both CAGS and the Recommendation 26 Committee, just 15 years later, that a viable social center must be constructed.

In essence, students have a variety of social options, including planning their own, and do not rely solely on Greek houses for entertainment. In turn, Greek organizations have been encouraged to redefine themselves, improving their community involvement and reputation both on and off campus. Although the results thus far are mixed, the administration and faculty advisors remain supportive of the attempts to engage in growth and change.

What must become clear in this engagement project is the profound need for Greek organizations to make quantum changes both internally and externally. Internal change will require deep and introspective thoughtfulness regarding both the mission of the institution as well as organizational mission and purpose. The organizations must be able to embrace the liberal arts in constructive changes, the lack of which have hampered their growth for the last 25 years. Greek organizations must be able to demonstrate a clear regard for both community standards and the rights of the individual. The idea that belonging to a single-sex, exclusive social club, that is in any way sexist, racist, classist, or homophobic has no place in higher education. This generation of college students must make such cultural change possible. Greek organizations must re-create themselves in current time, and must

not relegate themselves to maintain outmoded traditions based on an often-embarrassing history. It is possible that St. Lawrence University students can rise to this significant learning opportunity and create a national model for a healthy Greek system, one which in reflecting the true charters of its organizations serves as an enhancement to liberal education at St. Lawrence University.

Introduction of the St. Lawrence University Greek Engagement Project

Proposed Mission

To guide the work of the Greek Engagement Project the following mission statement is considered:

The Greek Engagement Project is composed principally of current Greek leaders and alumni advisors, faculty/ staff advisors, student life professionals directing the project, and student leaders interested in the health and welfare of the Greek system. Its mission is to identify exemplary models of Greek life, to adapt and improve upon these models, and to recommend what steps and changes need to be implemented to assure that St. Lawrence University has an inclusive, progressive and collaborative system emphasizing Leadership, Scholarship, Fellowship, and Service.

Proposed Outline of Activities

The Greek Engagement Project should attempt to gain a broad perspective on the state of the Greek community, and hold open forums for affiliated students on specific topics pertinent to Greek life. Other meetings to ascertain the status of Greek life at St. Lawrence should be scheduled with the following: Greek and non-Greek students, chapter advisors, inter/national fraternity and sorority officers, members of the Canton community, and the executive committee of the Alumni Council.

Faculty surveys and focus groups would prove helpful, as well as, surveying high school guidance counselors, regarding their perceptions about Greek life at St. Lawrence University.

To aid in the development of recommendations, the Greek Engagement Project should consider forming sub-committees:

1. A **university relations** group would consider the relationship between the University and the Greek community, the rights and responsibilities of all parties involved, and a renewed system of evaluation and accreditation;
2. A **current challenges** group would continue to study scholastic and social issues impacting the Greek community;

3. A **shared values** sub-committee will look at inter-Greek relationships, membership education issues, and leadership models based on a set of shared values common to all Greek organizations;
4. An **external relations and perception** group should examine faculty relationships, expectations of Greek service and responsibility to the University community-at-large, chapter advisor roles, and interactions with non-Greek SLU students, inter/national Greek organizations, and the members of the Canton community.

As the Greek Engagement Project begins it is critical that current challenges of the Greek community are addressed. The work of the project should reflect the shared values of scholarship, leadership, character, service and friendship.

I. Partnerships

It seems appropriate to begin the project with **an evaluation of the 1987 Reciprocal Relations Agreement. It is critical to reestablish an ‘official’ partnership as well as a component that involves both St. Lawrence University and Village of Canton in a process of accreditation for Greek organizations** that will support the welfare of Greek life. At one time, through CAGS and Recommendation 26 Greek organizations were required to go through a “Greek Review Board” process. This process was neither helpful to the Greek organization nor the University. It simply became a piece of the University political process and a “hoop” from the administration. The project charge is to develop a meaningful accreditation component that clearly defines the standards by which fraternities and sororities will be held accountable. Those involved in the project must suggest specific ways in which the Canton and University communities can work together to assist these organizations in achieving their goals.

II. Shared Values

Further, the Greek Engagement Project must develop a Code of Values and Principles reflecting shared standards and in compliance with the St. Lawrence University Student Code of Responsibility.

Although each fraternity and sorority maintains its unique history, most groups share common values of scholarship, leadership, character, service, and friendship.

Developing and implementing programs such as values symposia and other values-based initiatives engage students in regular reflection while challenging them to **bridge the gap between what they say and what they do**. The Code needs to be supported by the Greek Engagement Project and, too, developed through the Interfraternity Council and Panhellenic Council. The statement of the National Interfraternity Conference (NIC) on Fraternal Values and Ethics might be used as a cornerstone document along with common values of scholarship, leadership, character, service and friendship. The Code of Values and Principles could serve as a measure of accountability for all Greek organizations.

III. Membership

In 1991, the National Panhellenic conference (NPC) passed a series of resolutions ratified by all sororities. The primary purpose of these resolutions was to remove the pageantry, excessive costs, and superficiality from the sorority rush process. The Greek Engagement Project must ensure complete compliance with both St. Lawrence University policies and all inter/national policies and resolutions related to recruitment.

IV. Membership Education

New member programs, both fraternity and sorority, still harbor many “traditions.” The Greek Engagement Project should focus on chapters’ continuing education and development of both initiated and new members. While new member programs are to last no longer than 4 weeks, many programs have averted their focus from core values, principles and historical foundations. Instead of serving as opportunities for initiates to become acquainted with their newest members, frivolous exercises that claim to build unity among new members have replaced the central educational goals. **To overcome the clear challenges before the St. Lawrence University Greek System, Greeks must take this piece especially to heart: the time demands placed on new members have frequently resulted in unacceptable academic performance.**

Components of the program should include inter/national and specific chapter history, membership expectations teaching the **shared** values of the organization and the larger Greek community, team building and other chapter-specific topics. Lengthy recitations of meaningless information, servitude, or “traditions” are not appropriate measure of worthiness.

It is well documented (see above) that becoming a new member in most St. Lawrence University Greek organizations (particularly fraternities) leads to diminished academic performance. Limiting the length of required new-member education allows students to be responsive to their academic requirements. A shorter period may also have the effect of limiting the opportunities for hazing.

The Greek Engagement Project must discover ways in which chapters begin to regularly sponsor educational programs that enrich the intellectual development and personal growth of their members.

Kuh, Pascarella and Wechsler (April, 1996) have noted fraternity men, and to a lesser extent women, are well behind their non-member counterparts in cognitive development after the first year of college. The biggest deficit is in the area of critical thinking. The Greek Engagement Project must find a way to enhance co-curricular learning opportunities within the chapter setting and re-establish the educational role missing from today's most social fraternal experience. Doing so would equalize the educational benefits of co-curricular life for all students and, therefore, will enhance development, cognitive and otherwise.

Service projects and leadership activities are two ways that can offer important learning opportunities. But, these must be taken seriously and not merely as "lip service" to the University's ongoing requirements.

Fraternities have historically recruited new members with claims that fraternal affiliation alone would develop leadership skills. Kuh, Pascarella and Wechsler (April 1996) point out that opportunities to develop leadership skills claimed by fraternities may be overstated nation wide. The majority of chapter members are not in positions of leadership, and they do not become competent in the practical and interpersonal skills necessary for civic leadership and responsibility. Fraternities with histories of U.S. Presidents and business and community leaders cannot rest on their laurels. Active leadership development and other values-based programming will be critical for the Greek Engagement Project's success.

V. Scholarship

The Greek Engagement Project must develop an inter-Greek scholarship program that challenges members to achieve academically, provide support, recognize improvement, and excellence.

For the Greek system to make **real** progress, the scholarship of new members must be squarely addressed.

VI. University-Wide Campaign Against Hazing

The Greek Engagement Project must encourage and demand strict adherence to inter/national policies, St. Lawrence University policies, and the New York State law regulating hazing. The Greek Engagement Project should consider a zero tolerance for any activity that is considered hazing by inter/national fraternal organizations, St. Lawrence University policies as defined in the Student Handbook and New York State Law. Any chapter failing to comply should be held fully accountable.

Since hazing occurs with regularity outside Greek organizations, the Greek Engagement Project should consider an adoption of a University-sanctioned campaign against hazing by any campus group or organization.

Tradition does not excuse or justify hazing. Earning membership through meaningless and dangerous “rites of passage” is an act of hazing and is illegal. Rites such as “line ups,” “servitude,” or activities relating to alcohol distort the value of fraternal rituals and founding principles.

VII. Alcohol and Other Substances

The Greek Engagement Project should examine and encourage the practice of substance-free housing as delineated in the National Interfraternity Conference (NIC) position paper, Select 2000.

Students are expressing interest in living in substance-free residences, and the topic has emerged as an issue of considerable deliberation at the national level. The National Panhellenic Conference has unanimously passed a resolution in support of substance

free housing. Momentum is growing within the men's fraternity movement to adopt a similar philosophy and practice.

The Greek Engagement Project should examine the merit of this practice. Substance-free living units could positively address many of the alcohol-related problems and perceptions that have long plagued Greek communities. In addition, upperclass students who can provide mature chapter leadership might be more attracted to fraternity houses free of the excessive noise and debris that often accompany alcohol-related behavior. The frequency of parties, the rise of high-risk drinking behavior and disorderly conditions of the living quarters are the most common reasons given by students for their unwillingness to live in the chapter house. This would perhaps begin to address some of the very serious occupancy issues.

Approximately two-thirds of chapter members are under the legal age to consume or purchase alcohol. If students of any age are present at an activity where alcohol is openly or covertly served to underage students, they are fully liable to inter/national fraternity and University policies as well as the New York State laws. In some states, recent court cases have named undergraduate Greek leaders as responsible parties in legal claims filed against the fraternal organizations these Greek leaders represented. Since fraternity and sorority officers are legally responsible for the behavior of chapter members, this type of high-risk and illegal activity can lead to serious consequences for chapter officers and their families.

Women's Greek organizations have historically mandated substance-free living and most have moved to eliminate or dramatically reduce the number of chapter events where alcohol is present. While they should be applauded for these initiatives, implementation is not always successful. Members of women's groups often refrain from alcohol consumption during official chapter social events. In many cases, however, women arrive at these functions intoxicated, having participated in the "pre-event." A "pre-event" is an unofficial social activity held for the purpose of consuming large quantities of alcohol in a short period of time. This and other (post-event or "afties") obvious gaps between principle and practice should be discussed with each new and initiated chapter member and eliminated as chapter practice.

The Greek Engagement Project should recommend ways that the Greek community embrace the practice of substance-free programming and strive to balance appropriate alcohol at their social events.

VIII. Community Relations and Service

The Greek Engagement Project should engage a standing committee consisting of Greeks, non-Greeks, faculty and staff, Canton community members, and representatives from the Canton Police Department to address mutual concerns and to improve the quality of life within the community.

IX. Advising and Alumni Support

To be successful chapters must have an active faculty/staff advisor and a chapter alumnus advisor. Chapters should consider “working” advisory boards (parents, community members, faculty/staff advisors, alumni advisors, etc.).

Advisory boards will serve some of the same functions as an effective chapter or faculty/staff advisor but will provide a broader perspective. Meeting at least once a month with chapter leaders will enable the diverse perspectives that are essential to critical thinking and problem solving. A variety of ideas and people will shape prospective programs and activities. Chapters struggling to meet accreditation standards can call upon their advisory boards for advice and counsel.

Through the development of advisory boards, more people outside the Greek community will have an opportunity to work with Greek members and new relationships within and outside of the University structure will be made possible. Improved communication will have far-reaching results.

The Greek Engagement Project must develop avenues to identify, train and support both alumni and faculty advisors.

X. Living and Learning Communities

Chapters must develop viable Community Assistant roles within their residential facilities. Community Assistants should help chapters accomplish fraternal goals based on their values and principles in concert with University guidelines and co-curricular opportunities.

XI. University Support and Services

The University currently provides Greek organizations with staff support time. This includes providing data from the registrar regarding membership recruitment and assessment, perhaps there are other venues to increase partnerships. The Greek Engagement Project might consider an opportunity Greeks could work with the Vice President for Finance in budget planning and management, helping to insure the financial health of fraternities and sororities.

XII. Accreditation

At one time called the “Greek Review,” this process was nothing short of a public relations, mandatory administrative requirement. The challenge before the Greek Engagement Project is to develop and implement a meaningful accreditation process as a system of periodic self-analysis and external review. The accreditation process should assess chapter operations and chapter compliance with stated performance standards, inclusive of chapter, inter/national, University, and Canton community goals and objectives.

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TABLES & GRAPHS

Table 1 – Impact of Pledging on Students' Grade Point Average

Table 2 – Participation in Off-Campus Programs

Table 3 – Greek Enrollment

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Table 5 – Upperclass Students Rushing/Pledging Fall 2001

Table 6 – Greek Membership Returning for Fall 2001 and New Pledges

Table 7 – Social Aspects—Drinking Behavior (from the Spring 1999 Core Alcohol
And Drug Survey)

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Graph 2 – Comparison of Grades for Sororities

Graph 3 – Greek Enrollment

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Graph 5 – St. Lawrence University – Intent to Pledge and Actual Greek Membership by
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Graph 6 – Freshman Intention to Join the Greek System – SLU vs. National Norm

Graph 7 – Occupancy Rate in Greek Housing by Semester, Fall 1998 – Fall 2001

Graph 8 – Moderate Secondary Effects

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APPENDICES

Appendix A – Report Faculty Commission on Alternatives to the Greek System, April 1, 1987

Appendix B – Reciprocal Relations Agreement, Revised 7/89

Appendix C – Recommendation 26 Committee Report, Spring 1993

Appendix D – Recommendation 26 Committee Report – 1993 – Recommendations