

UNIVERSITY OF WISCONSIN - LA CROSSE

THE ROLES AND RESPONSIBILITIES OF  
THE SOCIAL SORORITY AND FRATERNITY ADVISORS  
AT THE UNIVERSITY OF WISCONSIN - LA CROSSE

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A Thesis

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In Partial Fulfillment

of the Requirements for the Degree of

Masters of Science in Education

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by

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## ABSTRACT

GIBBONS, SANDRA L., The Roles and Responsibilities of Social Sorority and Fraternity Advisors on the University of Wisconsin - La Crosse Campus. M.S. Thesis, College Student Personnel, 1978.

The purpose of this study was to discover, examine, and describe the roles and responsibilities of the sorority and fraternity advisors on the University of Wisconsin - La Crosse campus. The second purpose of this study was to contribute to the knowledge of others who may be interested in advisory positions, and to the present advisors who may, as a result of this study, evaluate themselves and their performance as an advisor.

The population was composed of all eleven social sorority and fraternity advisors at the University of Wisconsin - La Crosse campus, during the Spring Semester of 1978. To meet the stated purpose, an extensive questionnaire was distributed to the social sorority and fraternity advisors, as a tool to reveal the needed information. The answers to the questionnaire inquiring about the advisors' perceptions as to their own personal roles and responsibilities was analyzed according to the current trends in advising student organizations.

The results of the investigation included:

1. The average age of the sorority advisors is a bit younger than that of the fraternity advisors.
2. The typical fraternity advisor has been with the same group twice as long as the typical sorority advisor.

3. Sorority advisors were all appointed by the National organization, whereas all fraternity advisors were asked by a student member and selected by the organization.

4. Generally, the sorority advisors felt that they knew the members of their group better than the fraternity advisors felt they know the members of their group.

5. All but one sorority advisor felt that she had a great amount of authority over the group, but realized she must be very careful with this power of authority. The greater majority of fraternity advisors were against this idea of having authority over the group and felt they had none, per se. The sorority advisors felt responsible for their groups and felt they have the final say. The fraternity advisors felt that the group has the final responsibility and authority and that he, the advisor, was there only to provide advice and only if the group asked for it.

6. The majority of advisors did not conduct any leadership training and/or development workshops for the group.

7. The majority of advisors did not work very closely with the pledge classes or the pledge trainer.

8. Half of the advisors felt they had the responsibility to cultivate potential leaders in the Chapter, and half felt they had no responsibility in this area.

9. The majority of advisors seldom had private meetings with their officers/executive board.

10. The majority of advisors felt that the philosophy of allowing mistakes for learning's sake is quite acceptable. Several added the stipulation that they agreed, but that it depended upon the mistake about to be made, whether they would allow it to happen.

On the basis of the data in this study, recommendations made were:

1. That National Organizations provide more training for their Chapter advisors.
2. That the University, specifically the Student Activities Office, conduct some classes, seminars, and/or workshops for student organization advisors.
3. That the National Organization and/or the University advise the individuals of their legal responsibilities as advisors to a student organization, by holding a workshop or seminar on the legal responsibilities of student group advisors.
4. That the University keep the advisors informed and aware of certain policies of the university which the advisor may be expected to interpret to the group.
5. That more research and study be done in the area of student group advising today.
6. That more research be done in the area of the legal responsibilities and liabilities of student group advisors today.

It was further recommended that a study be conducted to determine the perceptions of student members and the National Organizations, in regard to the roles and responsibilities of the sorority and fraternity advisors, to be compared and contrasted with the views of the advisors themselves.

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## Chapter 1

### Introduction

This decade marks the 200th anniversary of the founding of the first of America's Greek letter fraternities. The exact date: December 5, 1776. This system of sororities and fraternities have since spread to the majority of the nation's campuses and has become a well established segment of University life.

There are many factors contributing to the growth and acceptance of the sororities and fraternities nation wide; with a very important one being the group advisor. This study focused on an individual campus, specifically on the roles and responsibilities of the advisors on the University of Wisconsin - La Crosse campus.

### Statement of the Problem

Recently some attempts have been made to describe the roles and responsibilities of advisors to Greek organizations. The purpose of this study was to discover, examine, and describe the roles and responsibilities of the sorority and fraternity advisors on the University of Wisconsin - La Crosse campus. To discover what their role model was; that of a supervisor or that of an educator. Also, to describe the advisors perception of what his or her roles and responsibilities are.

The second purpose, of this study, was to contribute to the knowledge of others who may be interested in advisory positions, and to the present advisors who may, as a result of this study, evaluate themselves and their performance as an advisor.

### Importance of the Study

There is very little current information available today, on the subject of the Greek System itself, much less on their advisors. Because of the student unrest of the sixties, anti-establishment attitudes, a general feeling of disregard for history and tradition, and a recent decrease in enrollment and popularity of sororities and fraternities on many campuses; all have contributed to the unpopularity and scarcity of literature pertaining to them. What literature was found, in relation to Greeks, had very little to say about the advisors to these groups, which further necessitates this study.

Since around the time of the turn of the century, the university has required that organizations have an individual or individuals, preferably from the college community, to advise the group. The roles and responsibilities of these advisors have changed significantly over the years, especially for the sorority and fraternity advisor.

In the beginning, the advisor was seen as a supervisor and/or maintenance person.

"Their general responsibilities were to maintain the existence of the group, to keep it out of difficulty, to provide continuity of history and tradition, to head off any situations that might give rise to poor public relations, to prevent the group from breaking the University's rules, to arbitrating intra-group disputes, and providing advice when called upon" (Bloland, 1967).

The roles and responsibilities of advisors have since evolved into something quite different; that being a unique combination of educator, counselor, and friend.

"The advisory activities now include teaching the techniques and responsibilities of good leadership and followership, training

officers in the principles of good organizational and administrative practice, developing self-discipline and responsibilities among group members, teaching the elements of effective group operation, developing procedures and plans for action, keeping the group focused on its goals, introducing new program ideas with an intellectual flavor, providing opportunities for the practice of classroom acquired skills, helping the group to apply principles and concepts learned in the classroom, pointing out new perspectives and directions to the group, and supplying expert knowledge and the insights of experience; just to name a few" (Bloland, 1967).

The problem is that not all advisors of all college chapters have evolved into this new type of advisor. Some have held back and have maintained the supervisory role as opposed to adapting to change and accepting the new role of educator.

This study described the roles and responsibilities of the sorority and fraternity advisors on the University of Wisconsin - La Crosse campus, with the hope that it may be instrumental in assisting those new to the field by providing some helpful information about the position, and also the more experienced in the field by providing some information on new trends in the area and also perhaps to serve as a basis for evaluation of their present job performance.

The fact that the University of Wisconsin - La Crosse has a graduate program in College Student Personnel services, further indicates a need for a study of this nature for those considering advising an organization similar to those in this study.

### Procedure

The subjects of this study were the advisors to all eleven social Greek organizations on the University of Wisconsin - La Crosse campus, during the Spring semester of 1978.

A number of sources were utilized in the development and writing of this study. The major portion of this study deals with a written questionnaire completed by all eleven social sorority and fraternity advisors.

The writer intended to: 1.) provide questionnaires for the advisors, to discover their own personal perceptions of their roles and responsibilities in regard to their position in the organization; 2.) to describe the new trends found in the literature, of the advisor being an educator as opposed to being a supervisor; and finally 3.) to describe where the advisors on the La Crosse campus stand in their new role of educating.

### Delimitations of the Study

The following factors limited the scope of the study: 1.) The data for this study was collected only from the University of Wisconsin - La Crosse. 2.) Only the advisors were questioned; student perceptions of their advisors were not included. 3.) Only those advising the groups during the Spring semester of 1978 were interviewed.

## Definition of Terms

Active - a sorority or fraternity member who has been formally initiated by the local college chapter.

Advisor - an individual required to be the "responsible" party, by the Organizations Board of the University. Preferably a faculty member, member of the college community, or alumna member of the group.

Alumna - an initiated member who has graduated from college and is no longer a member of the undergraduate college chapter.

Bid - an invitation extended to a rushee to join a fraternity or sorority.

Chapter - the local campus group of the larger national organization.

Greek - a member of a sorority or fraternity, so called because the organization bears a Greek name.

Initiation - the formal ceremony during which an individual goes from being a pledge to a full participating member.

Inter-Fraternity Council - is the men's counterpart to the women's Panhellenic organization.

National Headquarters - the home base for all of the local college chapters of one individual sorority. All national officers may be contacted through this home base.

Panhellenic Council - the cooperative University organization of women's sororities.

Pledge - an individual who has accepted the bid of a sorority or fraternity and has taken the first step toward full membership, but has not yet been initiated. After a period of training in the history, ideals, and traditions of the organization and after

earning a designated grade point average, he or she may then be initiated. A pledge period expires when one is not initiated within one calendar year.

Rush - a period of time during which the members of sororities and fraternities make an all out effort to recruit new members into their group, and also during which individuals not in a group find out more about sororities and fraternities and may accept or reject an invitation to join a group if asked to become a member.

Rushee - an individual who is enrolled and eligible according to Panhellenic, Inter-Fraternity, and individual sorority and fraternity rush requirements and who is interested in becoming a member of a Greek organization.

Sorority and/or Fraternity - the term "fraternity" is applied to both men's and women's Greek letter organizations. Women's fraternities are usually called sororities.

## Chapter 2

### REVIEW OF THE LITERATURE

Literature directly related to the topic of the roles and responsibilities of Greek Advisors, was very sparse. In fact, the student personnel literature since 1960, had very little to offer in regard to sororities and fraternities. The review of the literature revealed only two studies which mentioned the roles and/or responsibilities of Greek advisors. Therefore, it was necessary to seek the information related to the roles and responsibilities of the general student organization advisors.

In this chapter, the literature review will be discovered under five subheadings: A. The Historical Development of the Greek Letter Organizations in America; B. The Emergence of the Extracurriculum and Student Personnel - or - The Dawn of the Advisor; C. The Extracurriculum Today; D. The Roles and Responsibilities of the Greek Advisor Today.

#### A. The Historical Development of the Greek Letter Organizations in America

The founding of the first Greek letter society, Phi Beta Kappa, on December 5, 1776, on the campus of William and Mary College in Williamsburg, Virginia, stands out as a landmark in the history of student life on college campuses. Just as July 4, 1776, is celebrated as the beginning of the American experiment in government "of the people, by the people and for the people", so is December 5, 1776, for bringing forth something quite similar in the realm of student life: a revolt against the authoritarianism of the college and the assertion by students of their right

to assemble, to choose those with which they wished to associate in their enterprise, to be free to speak their minds, and to make decisions affecting their own welfare (Johnson, 1972).

Until this time, student life had been under the strict control of the Masters. Strict discipline was the rule, along with early morning prayers, long hours of class, poor nutrition, poor housing, severe punishment, and little or no consideration for the social needs of life.

Students found little or no opportunity for self-expression. Slowly student began to find an opportunity for this in a few societies, permitted by the Masters, chiefly for the purpose of literary expression. The first society on record was formed by Joseph Sewell, who entered Harvard in 1703. The purpose of the society was for "social prayer and mutual edification" (Johnson, 1972). Later groups formed at Harvard in the 1770's, were there to provide practice in oratory.

During this time there was a constant battle going on between those dedicated to piety and preparation for the life in the next world, and those more for the expansion of the intellectual realms of man. Intellectual activity was considered to be too worldly and received little encouragement in the American college. During this period, President Lord of Dartmouth College has been recorded for making the statement: "The very cultivation of the mind has frequently a tendency to impair the moral sensibilities, to induce that pride of conscious ability and variety of attainments which are affectations offensive to God" (Rudolph, 1962). The President of Davidson College warned: "Remove the restraints and sanctions of religion, and talents and intellectual attainments can't stay the demons of human depravity" (Randolph, 1962).

At Amherst, President Heman Humphrey made the comment: "... irreligious men... mere philosophers and scholars..." (Rudolph, 1962). At Woffard College in South Carolina, the first president remarked: "We have no faith in the capabilities of mere intellectual training" (Rudolph, 1962). At Trinity College in North Carolina, the president wrote in his diary: "Without religion a college is a curse to society" (Rudolph, 1962).

The side for the expansion of the intellect, finally began to win out. Societies designed for the purpose of discussing literature and practicing debate began to form. These societies grew out of the need for unrestricted exchange of ideas among the students. But, these groups were still not completely accepted by the administration. Some of the groups had to resort to existing in secrecy. Many of the societies chose Greek names such as Demosthenian, Philamathean, and Atheneum, to help preserve their secrecy, and also, they chose to identify themselves with the Ancient Greeks and set themselves apart as being superior to the "barbarians", those not belonging to such societies. Some of the societies had to protect themselves with such strict secrecy, that they developed secret initiation rites, secret signs and symbols, and even secret hand clasps to be able to identify a "brother" member.

It was from one of these secret literary societies that the first fraternity, Phi Beta Kappa, evolved. "Phi Beta Kappa was of course not designed as an instrument for political liberty. One of its principal purposes, however, was perhaps of greater importance: the promotion of free discussion of questions in interest to the members," explains William A. Shimer, as editor of an official Phi Beta Kappa Directory (Johnson, 1972).

Yet the times and circumstances still forced them to maintain a form of secrecy. They had to take an oath at initiation, had secret signs and symbols, a secret hand shake, which were necessary at times to avoid disclosure of their proceedings. Many of these secrets have lasted to today as symbols, reminding us of a time when they were matters of life and death to the men who were pledging their lives, fortune, and sacred honor to the cause of independence (Johnson, 1972).

Along with intellectual freedom, and a belief in the freedom of expression, the original members incorporated a religious theme. The belief was that they should preserve a strong belief in God through some sort of practice or devotion.

As was mentioned before, the main purpose of the groups were freedom of speech and expression of ideas. Every member was guaranteed a right to speak. Mostly the discussions centered around politics or literature. They also had the urge to share high idealism; ties of friendship and comradeship. Many times these principles were represented by symbols on their badge or medal that they wore. They had such strong faith in the principles of good friendships formed that they believed they should last and not end with college graduation.

But, all was not to continue uninterrupted. The invasion of Tidewater, Virginia, by the British troops, threw Williamsburg into confusion and disrupted the life at the college. On January 6, 1781 occurred the 67th meeting, and the last until the chapter's revival in 1851. Fortunately, minutes, documents, and other possessions of the chapter were preserved. Records show that 50 men in all were members of the group during the first four years after its founding.

After its reorganization in 1851, they began to establish new branches at other colleges. They passed on to these new chapters, many of their ideas, forms, and procedures, which came to characterize collegiate fraternities from here on.

Through the new chapter, the fame and reputation of Phi Beta Kappa grew. There was no discrimination on the basis of sex. In 1875, two women were initiated into the chapter in Vermont. The admission of women in that chapter, then in others, helped to complete the transformation of Phi Beta Kappa from its original character as a men's social fraternity, to that of an honor society.

It wasn't until 1825 that a second fraternity was formed, the Kappa Alpha Society, at Union College, where Phi Beta Kappa established its fifth chapter. The Kappa Alpha Society was similar to Phi Beta Kappa in almost every way.

From here on, chapters began to spread to other campuses. New fraternities continued to establish themselves on campuses throughout the nation. Many developed in terms of local circumstances and even developed some of their own unique traditions and practices.

Women's fraternities started in the late 1800's. Women first began getting involved in men's groups through being "pinned" to a fraternity member. Many of the "pinned" women found an auxiliary group to the men's chapter, which are still popular on many campuses today. But, women began to be unsatisfied with this when they began to feel that they should be equal to men. The men wouldn't go along with this and the two groups went their separate ways.

It began with Bettie Locke, who was the sister of George W. Locke,

a member of Phi Gamma Delta Fraternity. During her sophomore year she was invited to wear the Phi Gamma Delta Pin. "Pinning" many times meant pre-engagement, but in this case was offered to her by the chapter because of some special unknown reason. But, she was unsatisfied with this. She believed if she wore the pin, she should be given the rights of a full fledged member. The group did not agree.

One day, her father, himself a fraternity member, made the suggestion to her to start her own fraternity, which is exactly what she did. She invited three other girls, out of the nine girls enrolled at DePauw University, to join her. This led to the founding of Kappa Alpha Theta, on January 27, 1870.

Kappa Alpha Theta would later be attributed with setting the tone for future sororities; which these groups would later be called. They would have their own completely separate fraternities to provide for themselves social functions and opportunities comparable to men's groups, but would be independent and self-governing. These sororities provided each woman with the much needed support she required in this period of time when the general attitude of women who ventured to seek higher education, usually was one of resentment and ridicule.

There are actually differing opinions as to which sorority was first. Some say that Kappa Alpha Theta was not actually first, but that Pi Beta Phi was, which began in 1867 at Monmouth College, but was under another name, not Greek. Kappa Alpha Theta was actually the first woman's group with a Greek letter name.

Two other women's groups - Alpha Delta Pi and Phi Mu, have been found to have existed as secret societies since 1851 and 1852. In those respective years they were organized as Adelphean and Philamatheon, both at the

earliest college to be chartered in the United States for women, the Georgia Female College of 1836, now known as Wesleyan College at Macon. Both waited until the 20th century to adopt Greek letter names.

B. The Emergence of the Extracurriculum and Student Personnel - or -  
The Dawn of the Advisor

Sororities and fraternities, part of the extracurriculum of college life from the earliest colonial days, would be praised by some and deplored by others but none the less would continue as a characteristic feature of higher education. The rise of the religious and literary societies in the 18th century heralded the gradual development of a pattern of student organizational life that has persisted to this day, with or without the support of the faculty or administration. An "extracurricular explosion" took place between the Civil War and World War I concurrently with the introduction of Germanic impersonalism in higher education and the attendant decrease in institutional interest in the non-intellectual life of the student (Bloland, 1961).

The college students wanted change. College life, during this time was very impersonal. The curriculum was very rigid and seemed impossible to reform; along with the faculty members who all were greatly influenced by those who had studied in German Universities and devoted themselves to their own scholarship and research, with little regard for the students personal needs. "Germanic impersonalism, with its emphasis upon intellectualism and enquiry, conceived of the student as an adult who needed little supervision or guidance as long as his mind could be rigorously disciplined (Bloland, 1967).

Higher education was becoming divided. The "second curriculum" was becoming quite strong. There existed much disagreement as to a method of coping with the situation. Of course there were threats of abolishing and abandoning the "second curriculum" all together. But, the other idea of the possible merging of the two curriculums began to sound more reasonable. The question was - would it be possible to bring the extracurriculum back into phase with the central purposes of higher education and of reforming these central purposes to include a concern for the relationship between the intellectual and nonintellectual aspects of student learning.

"Educators began to seek ways of again unifying the campus, not on the old Colonial pattern of total supervision, but by conceiving of the student as a total personality who learns both in and out of the classroom and whose intellectual progress is affected by his personal development" (Bloland, 1967).

The proliferation of extracurricular activities during this period led to the appointment of college officials to supervise them and see that they did not get out of hand. It was not until after 1918, however, that the student personnel movement, with its concern for the total personal development of the student, began to attempt to bridge the chasm which existed between student out-of-class life and the objectives of the college (Bloland, 1961). Specialized personnel began to be appointed to the college staff to provide professional attention to the varying aspects of the nonacademic life of the student.

"The student personnel movement became the chief architect of this holistic approach, buttressed and supported by faculty members whose experience with students had convinced them that learning was not and could

not be a segregated function of the classroom only or who had seen that genuine learning could take place in student organizations and activities under faculty guidance (Bloland, 1967). The reintegration of curriculum and the extracurriculum was under way.

### C. The Extracurriculum Today

The "reintegration" process continues. Student programs and projects are becoming more and more relevant to the educational objectives of higher education than ever before. Student committees, today, study the curriculum, evaluate courses and instructors. Students and faculty members are forming joint committees to work on academic policy considerations. Student groups are sponsoring forums, debates and a wide range of programs of varying intellectual topics. Faculty members today, are advisors to various groups, committees, organizations, and Greek letter societies; providing their expertise and assisting students outside of the classroom environment.

It seems clear that the process of reintegration of campus and classroom is continuing. As better prepared and more able students enter our colleges, they show less patience with the collegiate funculture and gravitate toward academically related activities which stimulate their thought and emotional commitment (Bloland, 1967). The extracurriculum or more commonly referred to as "student activities" today, can be viewed as an educational resource to be utilized to complement the academic curriculum.

It may help if we briefly look at the nature of the learning process. E.R. Hilgard has offered a provisional definition of learning which will suffice for our purposes: "Learning is the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the change in activity cannot be

explained on the basis of native response tendencies, maturation, or temporary states of the organism (e.g., fatigue, drugs, etc...)" (Hilgard, 1956).

For learning to take place in the extracurriculum, much the same process would be involved. "The faculty advisor or the personnel worker would decide upon his goals or outcomes and then plan 'encountered situations' for or with his/her students that are designed to modify the behavior of the participants in the direction of the predetermined goals. If this process is consciously followed and the goals to be achieved are also the goals of the faculty or college, learning would be taking place in the extracurriculum differing very little in essence from classroom learning. True, the arena would be different, the techniques unorthodox, the content unique, and the student's perception of the two would vary, but the fundamental process would be the same" (Bloland, 1967).

While educators have been talking about the educational merit of student activities for many years, the rationale for therefore decribing them has been justly criticized for lacking focus, direction, or purpose. This is where roles and responsibilities of the advisors should be stressed as playing an important part in the educational process.

#### D. The Roles and Responsibilities of the Student Organization Advisor Today.

It is important to consider some definitions of the "role concept". Newcomb says, "the ways of behaving which are expected of any individual who occupies a certain position constitutes the role..." (Klopf, 1961). "We must realize further as Sargent says, that roles are never determined working with student groups on a campus is certainly determined by a constellation of factors" (Klopf, 1961).

A few of the factors are - personality factors of the individual, the organizational setting with its stresses, expectations of the organization, traditions, atmosphere, and climate of the organization, the philosophy of the deans, and the type of community in which the organization is based, all contribute to the role the advisor will play in the organization.

The literature in the field of student personnel contains little about the role of the advisor in student organizations. Klopff found that most colleges and universities in this country require that someone serve in this advisory role and that student organizations do have advisors. However, frequently the role and function of the advisor in terms of the different types of groups in the student activities program, are not clearly defined by colleges (Klopff, 1961).

The role that the advisor plays may be either active or permissive. There are many styles of advising, but every advisor must decide to what extent he wishes to influence a group. One school of thought believes that the advisor should be "seen and not heard", i.e. be passive. He should only be available to students if they need advice. Otherwise he should stay out of their affairs. This is based on the idea that the group was formed by students and therefore should be run and directed by students.

A second school of thought views the advisor as an active participant in the group. He is seen as one who directs the group process toward specific ends or goals. The goals are frequently defined by the members or the organization in conjunction with the help of the advisor. In this role the advisor plays more of an educator function.

Instead of contrasting the permissive vs. the active or educator role of the advisor, it may be better to discuss the roles in another way. Bloland suggests dividing the advisor's role into three major areas: 1) maintenance or custodial functions; 2) group growth functions; and 3) program content functions (Bloland, 1967). In each of these broad areas, there may be considerable activity on the part of the advisor or hardly any at all.

1. Maintenance Functions - Here the main function of the advisor is to merely maintain the existence of the student organization and to keep it out of difficulty. For example, providing continuity with the history and tradition of past years; avoiding situations that might give rise to poor public relations for the organization or the institution; or preventing the group from breaking the institutions rules. These functions require little initiative on the part of the advisor unless the situation calls for him to respond.

2. Group Growth Functions - Here the advisory function is to improve the operation and effectiveness of the group and help it progress towards its goals. Advisory activities may include teaching the techniques and responsibilities of good leadership and followership, coaching the officers in the principles of good organizational and administrative practice, developing self-discipline and responsibility among group members, teaching the elements of effective group operation, developing procedures and plans for action, keeping the group focused on its goals, and stimulating or even initiating activities and programs. Here the advisor does not introduce new objectives or goals into the organization, but instead suggests ways in which the group can better attain its own established goals.

3. Program Content Functions - It is beneficial when a student organization exists for other purposes than to perpetuate itself and improve its internal operation. It is in the area of program content that the faculty advisor assumes a genuinely educational function and one that can parallel, complement, or supplement the formal curricular offerings of the college. The advisor can also stimulate student participants and help them to plan activities that will contribute to their own intellectual development while enriching campus life. Advisory activities may include: introducing new program ideas with an intellectual flavor; providing opportunities for the practice of classroom acquired skills; pointing out new perspectives and directions to the group; and supplying expert knowledge and the insights of experience. It is when the advisor consciously influences the content of the organization's program so that it compliments the college's broader purposes that he helps to bring about what has been referred to earlier as the "reintegration of curriculum and extracurriculum."

These three major classifications of advisory functions are not in conflict with one another. They are, instead, stages of advisory behavior that may be adopted in succession or in their entirety by an advisor, depending upon his own interests, the quality of student leadership and ideation, the specificity of the institutional responsibilities, and the interests and abilities of the members of the group.

Although the responsibilities of student organization advisors may vary from college to college and even from group to group, it is possible for one to form a list of general responsibilities expected of most student

organization advisors. Some institutions specifically outline what is expected of its student group advisors, others leave it up to what the individual wants to do with the position. Certain responsibilities are characteristic of most advisory positions. The following listing by Bloland, is concerned with those responsibilities accepted by most advisors or student organizations.

1. Teaching or Coaching Functions - The advisor can serve as a resource person, introduce new program ideas with greater intellectual content, point out new perspectives and directions to the group, assist group members in the development of insight into their problems, point out additional resources within the college or the outside community, assist in the identification and development of new leadership. The advisor should be alert to opportunities to create or capitalize upon experiences and situations that will tend to maximize the learning potentiality of the activity.

2. Consultation on Programs - The advisor should expect that he will be consulted regularly by the officers or chairmen concerning their plans for group activities or program. He should know what is being planned and should offer ideas and suggestions freely but should be careful not to dominate program planning. He should avoid being involved in clearing or approving every detail.

3. Providing Continuity - The turnover of officers and members in a student organization is continual and often the only link with even the immediate past is through the advisor. The advisor can orient new officers and members to history, ritual, and tradition and help them to build on it.

The group should not be handicapped in its creativity by confining

itself to its traditional activities, but there is little need to repeat past mistakes which the advisor can point out.

The advisor should also see that the organization's officers and committee members make written reports on projects and activities and that these records are filed and stored. Continuity also implied a link to the future and the advisor can play an important role in helping to develop long term goals.

4. Counseling Individual Students - Since the advisor knows the individual members of his group and how they interact in an informal setting, he has a unique opportunity to identify the student who is having problems in his personal life that seem to be affecting his school work or his effectiveness in the group. He should find some opportunity to speak privately with the student to see what kind of problem really exists. Perhaps only a few words of encouragement will be needed. On the other hand, professional counseling may be indicated and the advisor might suggest professional help such as the counseling center or student health clinic.

5. Interpretation of Policy - As a representative of the University the advisor will be in a position to interpret university policy and regulations pertaining to student organizations. The advisor should see that the officers know these policies and the reasons for them as well as the channels to follow to obtain exceptions to or revisions of these policies.

6. Supervision - The advisor's major responsibility is not regulatory or disciplinary, but it should include responsibility to both the institution and to the organization to have their best interests in mind. At times the advisor may need to remind members of existing institutional policies and regulations. These reminders may help to avoid embarrassing or damaging incidents.

7. Meeting Emergencies - Occasionally some emergency situation will occur within the group or involve an individual member and the advisor will be called upon by the college administration or by members of the group to lend his assistance. If the emergency situation can be anticipated the advisor can be prepared with steps to take in each type of situation.

8. Financial Supervision - The advisor will probably need to spend some time in supervising the financial records and the treasurer's work. It may be necessary to teach the treasurer the elements of simple book-keeping or the way the organization's record system works. The advisor should be aware of the nature, extent, and pattern of the group's expenditures and income and introduce corrective measures when necessary. An advisor should also pay attention to the current balance of the organization's accounts to be sure bills are promptly paid.

9. Social Activities - While an advisor ordinarily need not attend all social functions, it would be advisable to attend as many as possible, if only for a short time. Participation shows support.

10. Organization Meetings - The advisor should attend all regular and special meetings of the organization in order to keep himself informed and available for consultation or to introduce ideas and suggestions.

11. Scholastic Eligibility - In most organizations, members are required to have either a certain gradepoint average or, at the very least, to be in good academic standing with the college. Advisors should see that the academic standards of the group and the institution are maintained.

12. Organizational Records - The advisor should see that the treasurer and the secretary maintain adequate records and minutes of the group's

activities. Committee reports and other group records should also be kept since they are important to the organization's history as well as containing information valuable to future officers and should be protected from loss.

13. Institutional Requirements - Most colleges and universities have specific reporting requirements for student organizations, such as annual registration of groups, reporting and submitting constitutional or by-law changes, submitting the names of newly elected officers, lists of members, etc. The advisor should consult the student activities office concerning these and check to see that the officers have compiled with the requirements.

As one can see, the advisor can do a great deal or very little depending upon his/her individual personality and the requirements of the group and/or institution. The advisor should remember that the group is not his own and does not belong to him. He should not assume complete responsibility for all activities and functions. His role and responsibilities with the group are not to be manager and to manage, but, hopefully, to facilitate learning within the group and to compliment the goals of higher education.

#### E. The Roles and Responsibilities of the Greek Advisor Today.

Very little literature was found which directly related to the roles and responsibilities of contemporary Greek Advisors. Mueller states that many Greek advisors draw from their own undergraduate experiences as members, when it comes to advising a chapter (Mueller, 1961). Many Chapter advisors had at one time been a member of the very same Chapter which they are now advising.

Mueller expands on the advisor's roles and responsibilities in regard to "Rush" within a Greek organization. Rush is a very important period of time when the group introduces the ideals of their organization to prospective new members. This proves to be a very time consuming period for advisors, especially women, due to very elaborate and formalized procedures followed by sororities and, to some extent, by fraternities. Paperwork during these periods is quite extensive, such as keeping track of the names of women interested in the group, the addresses and phone numbers of these women, the extending of invitations and finally bids to join the Chapter. Some advisors participate and assume more of a role than others, again depending on the personality of the individual and the group itself. Some advisors are trained in rush techniques at regional and national workshops. The National Association of Women Deans and Counselors (NAWDAC) and the National Panhellenic Association offer assistance to the advisors and to the groups themselves through regular publications and experienced members who communicate with the chapters and, at times, may make personal visits to them.

Bloland states that advisors of Greek-letter organization will often find that their principle role is to identify and cultivate potential leaders and to support those who attain office (Bloland, 1967). "Education for leadership and responsibility should begin with the pledge class and the advisor should work closely with the pledge program and conducting some of the lessons himself" (Bloland, 1967). He also suggests that advisors should bring in speakers from the faculty and community to encourage intellectual discussion, and should stress worthwhile social

service and civic projects. Bloland strongly feels that, "...fraternities of the future will need to demonstrate greater relevancy to the educational objectives of the institutions of which they are a part or find the serious students of tomorrow's campus will consider them as quite irrelevant to their goals and interests" (Bloland, 1967).

Chapter 3

PRESENTATION OF THE DATA

SECTION A: BIOGRAPHICAL DATA

Question 1.) Your name -

A - E Names kept anonymous

1 - 5 Names kept anonymous

Question 2.) Sex -

A - E All female

1 - 6 All male

Question 3.) Your age -

A - 26 years of age

B - 31 years of age

C - 36 years of age

D - 27 years of age

E - 45 years of age

1 - (no answer given)

2 - 37

3 - 46

4 - 37

5 - 43

6 - 27

Question 4.) What is your profession? -

- A - Medical Technologist
  - B - Public Information Officer (University)
  - C - Elementary teacher
  - D - Residence Hall Director (University)
  - E - Registered Nurse
- 
- 1 - (no answer given)
  - 2 - Associate Professor (University)
  - 3 - Teacher
  - 4 - University Administrator (University)
  - 5 - Assistant Professor (University)
  - 6 - Graduate Student (University)

Is it: full time, or part time? -

- A - Full time
- B - Full time
- C - Full time
- D - Full time
- E - Part time

- 1 - (no answer given)
- 2 - Full time
- 3 - Full time
- 4 - Full time
- 5 - Full time
- 6 - Full time

Question 5.) Name of the group you are advising -

- A - Alpha Phi
- B - Alpha Omicron Pi
- C - Alpha Xi Delta
- D - Delta Zeta
- E - Phi Mu
- 1 - (no answer given)
- 2 - Delta Sigma Phi
- 3 - Phi Sigma Epsilon
- 4 - Sigma Pi
- 5 - Sigma Tau Gamma
- 6 - Tau Kappa Epsilon

Question 6.) How many years have you been the advisor to this group? -

- A - 6 months
- B - 1 year
- C - 4 years
- D - 1 year
- E - 3½ years
- 1 - (no answer given)
- 2 - 13 years
- 3 - 2 years
- 4 - 8 years
- 5 - 3 years
- 6 - 1 year

Question 7.) How were you chosen to be their advisor?

A - Appointed by the chapter's District Governor.

(An International Officer)

B - I am a member; selected by National

C - I was appointed by National Council.

(I hadn't known I was being considered.)

D - I had expressed some interest to the advisor

before me. When she decided to quit, she in

turn told the PCD (Province Chapter Director)

of my interest and she appointed me.

E - I am a special initiate to the sorority as

alumnae were very scarce in this area. I met

National organizer through my husband.

1 - (no answer given)

2 - A student enrolled in my class solicited me.

3 - Some of the men (actives) just asked me.

4 - The chapter was served by at least two faculty advisors through 1969, but both were approaching retirement and had become more or less inactive. Members of the chapter, some of whom I had taught, approached me about becoming the advisor, and I visited several meetings in order to become more familiar with the group and to become more familiar to them. Following those meetings the chapter formally requested that I become the faculty advisor, and I formally accepted. I do not know what process they used for selection.

5 - They asked me - I knew some of the men in the frat.

6 - Appointed as Graduate Student Advisor and Volunteered.

## SECTION B: TRAINING:

Question 1.) Do you feel you received adequate training for your position as advisor to your group when you began? -

- A - Yes - Most of my training is based on past experience as a chapter president, scholarship advisor, and pledge advisor.
  - B - Yes - The AOTT Regional Director came to town to train me.
  - C - No, probably because I had no intentions of being an advisor.
  - D - No. I was really on my own.
  - E - Yes and No, as I had very little knowledge of sororities in general.
- 1 - None
  - 2 - Since the group was a colony, I was their first advisor.
  - 3 - No training.
  - 4 - For several years I was both faculty advisor (the term I shall use here to indicate the advisor required by the university and chapter advisor, the term I shall use to indicate the advisor required by the national fraternity).

I have received no "training" for the position as faculty advisor to this date. In fact, I have never been informed officially or otherwise of the university's view of the responsibilities of the faculty advisor. Except for the fact that my name has been listed in various places as the faculty advisor and that my signature is sufficient to obtain use of a room in Cartwright Center, there has been no acknowledgement from the student activities office that I was ever "appointed, approved, or accepted" as a faculty advisor.

As chapter advisor I was given several sessions to regional and national meetings on my responsibilities and opportunities in the past. This kind of activity has continued through the eight years.

5 - Not really specific training as an advisor, but through other experiences as a teacher.

6 - Yes, since I am an alumnus of this fraternity I felt qualified.

Question 2.) Did you receive any special materials, such as guidelines, booklets, etc..., to get you started? -

A - Yes - an advisor's manual is furnished by National.

B - Yes. Our National provides standard materials to advisors on all aspects of the sorority.

C - Yes, several booklets were given to me by the previous advisor.

D - Yes. I received all the manuals sent to the various officers (in the Chapter), copies of ceremonies, files of past and present reports. No information about being an advisor.

E - Yes. Reference material, handbook.

1 - The Fraternity Manual

2 - Yes, from National

3 - No

4 - As mentioned above, I have received no materials from the student activities office. I obtained the by-laws of the interfraternity council only after requesting them. I have suggested repeatedly that the faculty advisors for all the fraternities (and sororities) might meet periodically to discuss mutual problems, etc., but no such meeting has ever taken place to my knowledge.

5 - Yes - The national organization sent material.

6 - Yes - Ones that I had from my active years.

Question 3.) Does your National furnish you with any "How to..." guidelines for advising. -

- A - Yes - in the above mentioned manual.
  - B - Yes. We have an advisor's manual that contains many specific instructions and general advice.
  - C - Yes, some updated materials and training sessions at conventions.
  - D - None that I have seen.
  - E - Yes. I also attended a regional conference.
- 
- 1 - No
  - 2 - Yes
  - 3 - So far, have received none.
  - 4 - The national organization does furnish guidelines for advising and a specific statement as to the duties of various sorts of alumni advisors. Please note that the national fraternity does not require a faculty advisor except that the university has such a requirement. The national constitution includes guidelines for advisors and various workshops regionally and nationally for producing materials for the use of alumni advisors. Although the system changes occasionally, the national fraternity requires what is termed a chapter director. (alumni advisor with overall responsibility for chapter activities), an alumni comptroller (the alumni advisor responsible specifically for financial matters), and an alumni housing corporation in every case in which the chapter owns a housing facility.
  - 5 - Yes, but these are general not specific guidelines.
  - 6 - No, not to my knowledge - I did not pursue this matter.

## SECTION C: OUTSIDE ASSISTANCE:

Question 1.) Do you have a supervisor from your National?

A - yes

B - yes

C - no

D - yes

E - yes

1 - no

2 - yes

3 - yes

4 - yes

5 - yes

6 - yes

Question 2.) If yes, to the above question, in what ways is this individual helpful to you?

A - I have a District Governor who is available by phone for clarifying any questions I may have. She makes a visit to the chapter at least once a year. So I have personal contact with her. She also serves a liaison between Delta Kappa (Chapter name) and International.

B - All of the above (assistance with training officers, in clarifying National rules and regulations, in providing information in regard to questions you may have, providing materials when you request them), including a great deal of help with rush. She also provides strong moral support and encouragement.

C - (no answer given)

D - She is the PCD (Province Chapter Director). She oversees all Chapters in Wisconsin. She does an excellent job with all those areas you've listed above. I can call her whenever I have questions. She also gives me suggestions about ways to advise the group.

E - All of the previous mentioned, however, I think I do not spend sufficient time reading the material.

1 - (no answer given)

2 - He just visited our chapter last week and gave the address at the Panhel Banquet.

3 - Have never met the individual.

4 - Although the term supervisor as used here is probably inaccurate, the national office maintains a staff of "field men" whose main responsibility is to visit local chapters on a regular basis. These men have been particularly helpful in training officers, clarifying national regulations, and as contact men for other projects or proposals. Their visits occur at least once each semester and at other times as requested. The national office also maintains a resident staff of an executive director and other personnel who are available to assist in areas such as budget, publications, membership and scholarship.

5 - Don't see him too often.

6 - Our overall communication with the national in regard to guidelines is rather weak. Only once this entire school year ('77-'78) did anyone from national visit.

Question 3.) Do you feel you receive adequate information and assistance from your National Organization? (i.e., literature, guidelines, bulletins, advice, support...) -

A - Yes

B - Yes

C - Yes

D - No

E - Yes

1 - yes

2 - yes

3 - no

4 - yes

5 - yes

6 - yes

Question 4.) If no to the previous question, what kind of additional help/assistance would you like? -

A - (answered yes)

B - (answered yes)

C - (answered yes)

D - I would like more information on being a good advisor - possibly actual exercises to go thru with the chapter (Human relations types of things). What I am liable for legally.

E - (answered yes)

1 - (answered yes)

2 - (answered yes)

3 - Have not received any materials.

4 - (answered yes)

5 - (answered yes)

6 - (answered yes)

## SECTION D: ROLES AND RESPONSIBILITIES:

Question 1.) Would you please expound on what you feel your responsibilities are, as advisor to your group, in regard to the following areas:

a.) weekly meetings -

A - Attendance at meetings, clarifying any International rules or guidelines.

B - I am expected to attend the weekly chapter meeting and any other important meetings such as rush workshops.

C - try to attend when possible. I am given a few minutes at each meeting to say whatever I wish to the group. Mostly I listen and learn.

D - I feel I should attend each weekly meeting.

E - We have 5 active alumnae, three of which are special initiates. At least one of these persons attend the meetings, at times the Executive meetings.

1 - Attend if possible.

2 - Attend as often as I am able to.

3 - We are at Sunday meetings to oversee and be used as a resource person.

4 - I have discussed with you the problem I have in answering questions on roles and responsibilities. It is difficult to determine the responsibilities of the required faculty advisor since the student activities office is silent in the matter. I suspect I know what that office feels are some of the responsibilities of faculty advisors, but I agree with very few of those views and feel that if most faculty advisors were informed of the views of that office as to their responsibilities, the faculty advisors would refuse to serve.

RE: Meetings - I feel that it is the responsibility of an active advisor to attend weekly business meetings of the fraternity. This is true for alumni advisors required by the national fraternity and faculty advisors required by the university. I think there is no other way to keep informed of chapter activities.

5 - Need not attend all - once a month might be enough.

6 - To attend and contribute when necessary.

b.) providing advice (i.e., in regard to different functions, programs, sponsored by the group) -

A - Encouragement to continue improving on past successes and to try new things so the group does not become stagnant.

B - I am expected to provide advice and council in all areas of sorority life.

C - Only advise when asked directly or when I feel a great mistake is about to be made.

D - I feel responsible to oversee Delta Zeta activities in the sense of making sure there are not too many and assistance in planning them well.

E - When asked by the group or if I feel it is necessary.

1 - Help if asked.

2 - A major role. (providing advice)

3 - Asked procedures, etc...

4 - I think that providing advice is the major job though the advisors, hence the name of the office. I stress the point that what is to be provided is advice. This is true especially when the age of majority law in this state is such that the greater majority of members of any chapter are adults and responsible for their own actions. I think an advisor should be clear in expressing his views and freely available to offer advice to individuals and the group, but that if the individual or the group decides not to follow that advice, there is little, if anything, the advisor can do in most cases.

5 - It's their frat., let them decide - I act only as consultant.

6 - Let the actives handle the major responsibilities and work load. Offered my opinion when requested and to clarify.

c.) providing continuity within the group (i.e., traditions, history, alumni....) -

A - One of my major responsibilities since their is always a large turnover of members.

B - I am expected to see that AOTT traditions are observed; that history is learned and that good alumni relations are maintained.

C - Offer my services to the pledge group to tell about history, do a little nudging to include alumni at events, sometimes have Founder's Day teas at my house.

D - traditions - only those that are meaningful to the group or ones that girls think are fun. Don't want to get too tradition bound though that may take away some flexibility and willingness to change.

History - Don't feel this is hard to continue. Girls do a good job with pledges - making sure they know national and local history.

Alumni - I would like to see more help from alumni - as far as supporting the chapter - for example - helping at Rush parties, helping with advisement to the various officers. I may (if I have time!) try to get an Alum advisory board going this summer.

E - (no answer)

1 - None

2 - (traditions, history, alumni...) all three are important.

3 - (no answer)

4 - I think that any advisor should be naturally viewed as a means of continuity in a group whose undergraduate membership changes so often. Surely this is not among the responsibilities the university places upon the faculty advisor. Advisors become sources for traditions and history simply by being around more than most people.

5 - Very little - this is the organization's job.

6 - Relied upon my experiences as an active and followed the traditions of the fraternity.

## d.) personal counseling of individual members -

- A - When asked for counseling I feel I should be available, but I don't feel I should force my advice on someone who doesn't want it.
  - B - I do this as it relates to leadership of the group - i.e., counseling the President and other major offices on their roles and responsibilities.
  - C - Wait to be asked, make sure the girls know I'm always available if needed.
  - D - Yes, I feel it is important. Girls know I'm willing to talk with them. Sometimes I have them come see me if they are having a problem.
  - E - (no answer)
- 1 - If needed
  - 2 - I have on occasion done this.
  - 3 - If persons have problems, we try to discuss and rectify (if possible).
  - 4 - A great deal of my time has been spent over the last eight years in personal counseling of individual members.
  - 5 - Whenever they ask, or if I feel they need it I will ask if I can help - shouldn't be forced on them.
  - 6 - Talked with members and referred them to areas or individuals who could help.

e.) interpretation of University policies --

- A - I feel I should be aware of University policies and see that the group follows these policies so that there is a good feeling between the chapter and the University.
- B - I generally refer these questions to Student Activities specifically the Panhell advisor.
- C - I'm unclear on these.
- D - Yes, important. Feel I'm somewhat of a liaison between the sorority and university.
- E - (no answer)
- 1 - If needed
- 2 - I have acted as the go-between especially with the University administration.
- 3 - We are more or less a resource person.
- 4 - The interpretation of university policies is the only area of responsibility I have seen in print regarding faculty advisors. I should point out, however, that at no time have I been consulted regarding the type of university policies which I might be expected to interpret for the group. I have found that the student activities office attempts to keep unto itself final authority in interpreting university policy and rarely even informs the advisors of those interpretations. The only exceptions to that tendency occur when individuals or their organization are accused of violations of campus policy. In those cases, I have received announcements of the proper interpretation of university policy. Otherwise I have been left to my own devices.
- 5 - Whenever possible and needed.
- 6 - Followed and explained, when necessary, certain regulations set up by the University.

## f.) interpretation of National's policies -

- A - Again, one of my major responsibilities. The girls chose to belong to Alpha Phi and I should live up to its expectations.
  - B - This is my responsibility - I lean on the Regional Director a great deal.
  - C - I advise when situation calls for it.
  - D - Important also. Feel it is up to me to see that Chapter is run according to National's policies. Although I am willing to bend them for "special circumstances".
  - E - (no answer given)
- 1 - If needed.
  - 2 - Especially where national policies differ from local policies.
  - 3 - (no answer given)
  - 4 - As an alumnus advisor, I am responsible for the interpretation of national policies and am contacted regularly regarding those matters. While I think that is my responsibility, I do not see my role as an enforcer of those policies in every case. Again, I think my role is to advise, not to control.
  - 5 - If needed.
  - 6 - Tried to understand and explain. Worked with the district rep. and some alumni on these matters.

## g.) supervision of financial affairs -

A - Try to make sure officers stay within their budgets. Supervision of financial affairs is primarily carried out by the Financial Advisor.

B - This is my ultimate responsibility. However, the books and financial reports are checked by a financial advisor (my husband) approved by National.

C - I have trusted our treasurer, maybe too much. Lately I have started a "get tough" policy.

D - I feel a responsibility here - Although at the moment I am not intensely familiar with all the intricacies (audits).

E - We have one alumnae that is advisor on this.

1 - None.

2 - Since we are the only fraternity to own a house on campus, this is a MAJOR function.

3 - So far have not been approached.

4 - Our national fraternity requires an alumni comptroller who is specifically charged with supervision of financial affairs. Other advisors should be generally aware of the financial trends, of course.

5 - That's their problem - It's their money - will help if asked.

6 - Tried to adhere to a system. Currently working with the alumni board on this.

h.) attending other planned functions of the group (e.i., fund raising, social functions, philanthropic, trips, pledge activities, on-campus, and off-campus...) -

- A - I feel I should attend when possible, but it is not necessary for me to be at everything. This is suppose to be an adult organization and if I attended every function I would begin to feel like a babysitter for 70 girls.
- B - Time does not permit me to do much of this and National does not require it. I do attend some social functions, particularly if alumni are involved.
- C - I do not attend many of these. I attend more, when the girls perform such as at Songfest, Catalina Club, L Bar X, etc...
- D - I feel I should attend some, but not all. I personally think the girls should have time for themselves. I was attending some pledge activities to make sure no hazing occurs. Social functions such as dinner dances and Parents Weekend I feel are good to attend - They are good times to get to know the girls better. I don't always want to talk with them only about the sorority.
- E - I attend when I am able to do so.
- 1 - If asked.
- 2 - I will be present at Hell Week tonight. I also attend a number of social functions (and pay my own way.)
- 3 - More or less a figure head.
- 4 - It seems to me by the general attitude in student activities that faculty advisors should be aware of planned functions of the group. Attendance at any function of the chapter certainly gives the advisor added opportunities to serve the group and to become more familiar with the members. I do not think that faculty advisors are responsible for such attendance, however.
- 5 - Should attend some depending upon nature of activity.
- 6 - Participated and supported.

## i.) assuring scholastic standards -

- A - Primarily the responsibility of the scholarship advisor. My role is mainly one of encouraging members to do their best and be respectful to suggestions for ways of improving.
  - B - I stress the importance of good grades to the members; records are kept by the Scholarship Chairman. But this has not been my chief function as advisor.
  - C - I am weak here except I instituted an Honor Award for highest grade point average.
  - D - Yes, although that takes care of itself well right now. If grades were really bad, I would cut down on social events.
  - E - (no answer given)
- 1 - I stress the value of a degree - I can not assure anything.
  - 2 - I emphasize this.
  - 3 - Make sure they pursue good standards.
  - 4 - I think it is the responsibility of the advisor to indicate clearly to the chapter the importance of setting and maintaining scholastic standards and that it is part of the advisor's role to keep the members informed as to the ways in which they might individually find help with their studies. I do not know how any advisor could assure scholastic standards.
  - 5 - They know their responsibility as students. They are students first.
  - 6 - Helped when asked and referred to others who could help.

## j.) maintaining the organization's records -

- A - I feel I should make sure records are being kept in an organized manner. So when information is required it can be obtained quickly.
  - B - This is the responsibility of individual officers; I do make sure National reports are in on time.
  - C - I assume this is being done. National Council provides many guidelines and reminders in this area.
  - D - I feel it is up to each officer to maintain their records. Sorority records and files of past - thus far - I have not done anything with. I will be sure to insure their safe keeping and that they be kept organized.
  - E - (no answer given)
- 1 - None.
  - 2 - I keep a file of minutes of Alumni Control Board meetings and constitution.
  - 3 - (no answer given)
  - 4 - It is not the responsibility of the advisor to maintain organization records. He should advise the chapter that good records are an advantage but the membership should maintain its own records.
  - 5 - This is their job.
  - 6 - This is up to the chapter officers.

## k.) organizational House/Apt. management and supervision -

- A - Not applicable to this campus since houses are not allowed.
- B - No responsibility.
- C - We have an inactive housing corporation. We only collect a housing fee each semester.
- D - I don't feel it is my responsibility to get a house for them. It is up to the sorority, through a Housing Director to find and fill a "sorority house".
- E - (no answer given)
- 1 - (no answer given)
- 2 - This is done through ACB (Alumni Control Board)
- 3 - (no answer given)
- 4 - Our national organization requires a separate alumni housing corporation to manage and supervise the housing owned by the fraternity in La Crosse. I happen to be a member of the corporation board, but that is not a responsibility of either alumni advisors or faculty advisors.
- 5 - Offer advice if asked.
- 6 - N/A

1.) attending to behavioral problems of individuals in the group -

- A - I feel its my responsibility to meet with the individual and try to correct any problems before they become major and jar the groups ability to function in a positive way.
  - B - I stress general good behavior, particularly in social situations. Individual problems are generally handled by the Chapter Relations Committee. I do provide advice when asked.
  - C - I try not to get involved. This is something the group should handle.
  - D - Yes!! Especially those that are having a negative effect on the whole group.
  - E - When they occur I proceed according to the by-laws.
- 1 - None.
  - 2 - Group's responsibility, but I am here for advice.
  - 3 - Trying to counsel if they have problems.
  - 4 - If by this question you mean should advisors be responsible for correcting or punishing those having behavioral problems, my answer is a loud no. I think the advisor should keep the group informed of the need for proper actions and attitudes and should do all he can to keep the group aware of the need to enforce its own regulations and the need to conform to university rules and civil law, but the advisor is not responsible if violations occur anyway.
  - 5 - The group should develop and uphold their standards.
  - 6 - Talked with them.

m.) the groups reputation with the University and community -

- A - My responsibility is to make sure their reputation remains a positive one by encouraging the group to be active in community and University organizations.
  - B - I am expected to watch this closely and advise whenever necessary.
  - C - I try to sing the praises of Alpha Xi Delta whenever I can.
  - D - To make sure their sorority activities are not illegal or immoral - personally it's their choice althouth I may speak with a member about immoral or illegal behavior.
  - E - We are concerned that the members live up to the aims and objectives of the organization.
- 1 - None.
  - 2 - Entangible
  - 3 - Forewarning before individuals make moves that could possibly destroy images.
  - 4 - I do not think an advisor can be responsible for a group's reputation. He can add to or detract from it by his personal actions. He can keep the group aware of the benefits of a good reputation and advise them when he thinks the reputation has been damaged. He can suggest ways to improve. With all of this, however, he is not responsible for the reputation.
  - 5 - Important - advise when needed.
  - 6 - They have a relatively good one and are always trying to improve it.

## n.) the training of officers -

- A - Organize an officer's retreat with outgoing President for all newly elected officers.
  - B - I am expected to see that this is accomplished each year and to watch new officers progress carefully. Old officers train their replacements. National supplies assistance through Regional Director and traveling consultants.
  - C - It is done by the previous officers. They know far more than I do about it.
  - D - BIG RESPONSIBILITY - work with them very hard. They are the core that really keeps group going. I advise and oversee all officers.
  - E - (no answer given)
- 1 - None.
  - 2 - I have frequent meetings with them in my office.
  - 3 - (no answer given)
  - 4 - Insofar as the advisor is expected to provide instruction or experience in the duties of chapter leaders, he should attempt to do so. He should offer opportunities for such learning experiences and encourage the chapter to see to it that its officers get whatever training they need to serve efficiently.
  - 5 - The job of previous officers.
  - 6 - Handled by current and past officers. Helped when necessary.

## o.) membership (rushing) -

- A - Primarily responsibility of rush advisors. My role is one of getting alumni support and attendance at rush functions.
- B - I am expected to monitor all rush planning; lend considerable advice; coordinate alumni assistance; and attend rush functions.
- C - I am usually included in general discussions but the girls carry out all the specifics. I like to help with menus, favors, etc...
- D - Again, very important. I make sure Rush is well organized! I take the responsibility for Rush schools to train the girls about rushing techniques. I oversee all committees (especially now as our Rush Chairman is a Space Queen!!).
- E - The Chapter plans this - I (and we) are there to guide - advise - help serve - and count votes.
- 1 - none.
- 2 - I have attended Rush parties.
- 3 - (no answer given)
- 4 - The advisor might be responsible for seeing to it that the chapter is kept informed as to what are seen as appropriate membership activities and rushing practices and might offer assistance in training those most involved in rushing, but I have found that faculty members are rarely effective in the basic one to one activities of rushing. Certainly they are not responsible for that activity.
- 5 - Might make suggestions, but it's part of their learning process.
- 6 - Actives and officers responsibility.

## SECTION E: OTHER QUESTIONS IN REGARD TO YOUR ROLES &amp; RESPONSIBILITIES

Question 1.) Do you know what your legal responsibilities are, as an advisor to an organization? -

A - no

B - no - I do have financial (legal) responsibilities to the chapter which I understand. Examples of financial responsibilities are my co-signing of checks written on the Chapter account. But, the University needs to clarify this area since it requires advisors. I do not believe an advisor should be legally responsible for acts of the chapter or its members.

C - no - legal complications have never arisen.

D - no - not really.

E - yes - Responsibility to advise the organization. The legal responsibility lies within the officers of the chapter through the offices of the National Corporation.

1 - yes - I am not legally responsible for anything. All members are adults.

2 - yes - I am covered by the university and Wisconsin Attorney General in case of law suit.

3 - no

4 - I am aware of my legal responsibilities as an advisor to the chapter as required by the national fraternity, and those responsibilities are clearly stated in various documents. I do not think that even the appropriate university administrators are certain of what the legal responsibilities are of a faculty advisor as required by the university. I have found some such officials who still view the role of student activities as involving the concept of in loco parentis, but I refuse to believe that such a concept functions now. Wisconsin laws of various sorts have proclaimed most students to be adults by virtue of their age.

5 - yes

6 - yes - to stay within Civil and university laws and regulations. Liable if not adhered to.

Question 2.) What do you see your role as advisor to this organization as being? -

- A - Primarily the role of a listener or mediator when opposing views are discussed. To always look for new ideas and ways of improving the group and present changes in a positive way. Encourage members to not only be an active Alpha Phi, but also an active person in other University groups and community organizations. Also, to see that the group stays within International guidelines.
  - B - My chief role is to see that the chapter follows AOTT tradition and regulations; that the organization continues through the conduct of its officers - to run smoothly; to see that sufficient attention is paid to membership selection; and to provide advice in all areas of chapter functioning.
  - C - I want the girls to know I am available whenever they need me. I try to give them much moral support and affection. When they ask for my help I know it is because they really want it and I'm not imposing it on them. They need the chance to manage themselves.
  - D - Overall overseer of all sorority officers, educational especially in areas of leadership development, rush, being a good member in the organization, a counselor the girls can seek out if they wish. Basically responsible for the overall development, progress and welfare of the Chapter.
  - E - I see it as a volunteer and to help create a healthy atmosphere in which the chapter is able to thrive and flourish.
- 
- 1 - An advisor should simply advise. Help when asked or if it is needed.
  - 2 - A through E pretty well explain it. To this I add that my job is in an advising role. However, when I feel that my advice is not taken on important issues, then I would step down as advisor (also if they asked me to).
  - 3 - A liason between organization and University.

- 4 - I see my role as advisor as that of a helping figure to the organization. I do not think that advisors are or should attempt to be supervisors, disciplinarians, or dictators. The advisor should present his ideas as clearly as possible, understanding that he is dealing with individuals who are adults and who must make personal choices. Although the advisor should be involved in the activities of the organization, he should not attempt to control them in such a way as to work his personal preferences. If an advisor attempts to control or dictate to the organization, he is likely to find himself less and less welcome and less and less informed, thereby losing his opportunities to advise.
- 5 - Simply as advisor. They ask about something, try to give an answer. Give moral support. If they go off the track, remind them of their original goals and standards.
- 6 - As one of an overseer and counselor. Aid in affairs but don't get in the way. In a time of crisis or trouble to stay objective.

Question 3.) Do you attend every weekly meeting? -

A - yes

B - yes

C - yes (up until December '77, when they changed the meeting time from Sunday to Monday evening.)

D - yes

E - yes (almost)

1 - no

2 - no (not every)

3 - yes

4 - yes (Until this semester, when the other faculty advisor took on that activity.)

5 - no

6 - yes

Question 4.) In your opinion, what characteristics make for an effective advisor? -

- A - Someone who is understanding, fairly patient, likes to work with young people, and has a positive attitude. An advisor must be understanding to be receptive to the problems and concerns of the group, patient because often things that are easily solved in your eyes may take the group a longer time to find a solution to and the advisor should not force her solutions on the group, but let them search for their own. A positive attitude is required to encourage the group to try new things and accept changes as a way of improving.
  - B - Should be an initiated member; should have been out of school a few years; should believe in the value of Greek life in general; should be well versed in organizational structures and leadership roles; should be assertive yet understanding of college life today.
  - C - Patience, being a good listener, the ability to know when to enter in and when to remain quiet, concern for individuals.
  - D - Someone who first, wants the job as more than a figurehead. Someone who has the time to do more than just attend the weekly meeting. Positive outlook about the group. Understanding, flexible time schedule, knowledgeable about sorority life. Someone willing to put in time without being paid monetarily!
  - E - 1.) interest; 2.) concern; 3.) availability; 4.) background experience; 5.) being able to identify with collegiate concerns and problems.
- 1 - One who advises the fraternity, not one who runs the organization.
  - 2 - Advisors play a more passive than active role. However, advisors should be more than signature providers. They have the responsibility to be informed about the fraternity.
  - 3 - Knowing the members of organization, having foresight into some of their moves, etc.

- 4 - Some of the characteristics of an effective advisor are stamina, effective communication skills, the ability to work with a group of diverse types of individuals, patience, and interest in the development of the group and its members.
- 5 - One who does not try to be a member or leader of the organization. Should be interested in their activities but should not try to run those activities. In the case of frats, the advisor should not be just one of the boys.
- 6 - Understanding, objectivity, and loyalty to ones personal beliefs and convictions.

Question 5.) How well do you know all of the members of your group? -

A - Feel I know most members fairly well from serving as an advisor in two other areas.

B - I feel I know most of the officers very well - and am comfortable with all the girls.

C - Quite well.

D - Fairly well - some more than others (especially officers as I have most contact with them.)

E - Most of them quite well.

1 - Not very well.

2 - I know several members very well (the older members).

3 - Adequately.

4 - Although it takes an extraordinary amount of time, I feel I know the members of this group extremely well. Most of them feel free to come to me with their most intimate concerns.

5 - Some well, some not so well.

6 - Very well.

Question 6.) Do you feel that they feel free to come and see you when they need to? -

A - Yes

B - Yes

C - Yes

D - Yes

E - Yes

1 - Yes

2 - Yes

3 - Yes

4 - Yes

5 - Yes

6 - Yes

Question 7.) Do you make your address, phone number, and hours when you are available, known to them? -

A - Yes

B - Yes

C - Yes

D - Yes

E - Yes

1 - Yes

2 - Yes

3 - Yes

4 - Yes

5 - Yes

6 - Yes

Question 8.) How much authority do you feel you have? -

- A - The amount of authority is at times staggering. If anything went against International policy I could prevent that activity.
  - B - Enough, National will back me completely. I try not to influence chapter decisions. On occasion I say "no" - and that advice is followed.
  - C - As much as I want. The girls seem to respect me so when I say something, they usually listen.
  - D - Quite a bit. However, I am very careful as to its use. I do not want to run the whole Chapter.
  - E - Only to advise - the authority comes from National.
- 1 - None.
  - 2 - I feel they listen to my advice.
  - 3 - If I wanted to express myself, I feel my opinions would be accepted.
  - 4 - I do not think the advisor is an authority at all. He has the opportunity to advise -- to offer his opinions and judgements as to what would be best. If his advice is rejected consistently, he would be wise to withdraw as an advisor. He will lose his effectiveness if he attempts to establish himself as the final authority in the organization's business. If this is true of the advisor's skillfulness, the membership's respect could grow to the level which would give the advisor some opportunity to be a major factor in the organization and its decisions. This role, however, does not come because of the advisor's authority but as a result of his ability and willingness to work with the group.
  - 5 - Very little - I don't seek authority - I don't want it.
  - 6 - I am not into authority -- It is an undergraduate group that I help.

Question 9.) Do you use it (authority) in regard to the group's policy making? -

A - Yes

B - Yes

C - Sometimes

D - Sometimes

E - (no answer given)

1 - No

2 - Yes

3 - No

4 - No

5 - No

6 - N/A

Question 10.) Would you ever restrict the group from doing something because you feel it may have negative repercussions? -

A - Yes

B - Yes

C - No - I would advise against it instead.

D - Yes

E - Yes - Only if illegal or injury to another person.

1 - No

2 - (no answer given) I have advised against certain policies.

3 - Yes

4 - No

5 - No - I may tell them about it, but they make their own rules.

6 - ? for example? - violence - Yes. Non-conformity - No.

Question 11.) Do you have any other comments to make in regard to this question of authority? -

A - The authority I have is never used in the groups policy making unless they go against International policy. I feel the use of my authority to restrict an activity that will have negative repercussions is an obligation I have.

B - An advisor can really only effect "general policy" as she cannot see what goes on at all times. An advisor should never be a dictator or she will get no cooperation. This is not good for chapter morale. Instead, she must influence the chapter (through work and deed) to make the best decisions. She must have respect for the chapter members' opinions and be open minded to new things - while seeing that sound traditions are respected. "Suggesting" is probably the best method.

C - No

D - (no answer given)

E - No

1 - I would explain the situation, then these adults (group vote) make their own decision.

2 - (no answer given)

3 - No

4 - As I have mentioned throughout, I think that an advisor who must resort to whatever he feels his level of authority is has failed as an advisor. That is not to say that he is responsible for every misstep of the organization or its individuals but once he begins to insist that his views are the only correct ones, his usefulness as an advisor is over.

5 - (no answer given)

6 - see above - (referred to the answer given to number 8)

**SECTION F: MAINTENANCE/SUPERVISOR vs. EDUCATOR:**

Question 1.) Do you see your role as being more of an educator or supervisor? -

A - Supervisor

B - Both (supervisor and educator). You must supervise their activities while educating them as to leadership and the importance of accepting responsibility.

C - Educator

D - Educator

E - Supervisor

1 - Neither

2 - Supervisor

3 - Equally (educator and supervisor)

4 - Educator

5 - Educator

6 - Educator and Supervisor (Both, but not in excess.)

Question 2.) Do you feel you have educational responsibilities? -

A - Yes

B - Yes

C - Yes

D - Yes

E - No

1 - Yes

2 - Yes. If only by setting an example, but no formal responsibility.

3 - Yes

4 - Yes

5 - Yes

6 - Yes. To a limited extent.

As a faculty advisor, I think myself by responsibilities in checking on the progress and well-being of students in maintaining their educational advancement, advising them as to the ways in which they can be of service to their studies, offering help in matters of ship, conduct, and preparation of assignments.

To guide them in their studies and to help them in their preparation of assignments.

To maintain the standards of the Department. Also the objectives of the Institute.

Question 3.) If yes, to the previous question, what do you feel they are? -

A - A girl comes to the University to obtain a degree. Feel I should try to see that every girl does her best in obtaining that degree.

B - Running meetings; officer leadership; planning activities; alumna relations; social behavior.

C - I feel by setting a good example the girls will get some idea of what is expected of them as a member of the same organization.

D - (see page 4, question 2, section E)

E - (no answer given)

1 - Encourage education.

2 - (no answer given)

3 - Bringing organization closer to University.

4 - As a faculty advisor I think among my responsibilities should be the ability and willingness to assist students in maintaining their scholastic advancement, advising them as to the ways in which they can receive help in their studies, offering help in leadership training and preparation of officers, etc...

5 - To guide them if and when they ask for guidance.

6 - Traditions and ethics of the fraternity. Also the objectives of the fraternity.

Question 4.) Do you ever initiate educational programs? -

A - No

B - Yes

C - Yes

D - Yes. Once in awhile.

E - Yes

1 - No

2 - No

3 - No

4 - Yes

5 - No

6 - No

Various programs involving leadership development, group dynamics, sales techniques, and organizational skills have been presented.

Two sessions were presented on the subject of "Sales Techniques".

Two sessions were presented on the subject of "Group Dynamics".

Question 5.) If yes, to the previous question, could you give examples? -

- A - (she answered no, but...) In the role of Chapter advisor I do not initiate educational programs, but the scholarship advisor does do this at times.
  - B - Rush planning check list; however, I think this is a more on-going function touching many areas throughout the year... as you interact with the members at meetings and other functions.
  - C - I have done a few fraternity education programs.
  - D - Rush school - next fall (hopefully) a retreat with some human relations training.
  - E - Suggesting a variety of speakers.
- 
- 1 - (no answer - had answered no to previous question)
  - 2 - (no answer - had answered no to previous question)
  - 3 - (no answer - had answered no to previous question)
  - 4 - Various programs involving leadership development, group dynamics, sales techniques, and organizational skills have been presented.
  - 5 - (no answer - had answered no to previous question)
  - 6 - (no answer - had answered no to previous question)

Question 6.) Do you ever conduct leadership training and/or development workshops for your group? -

A - Yes

B - No. I do it on a one-to-one basis.

C - No

D - No. Not yet, but I hope to!

E - No

1 - No

2 - No

3 - No

4 - Yes

5 - No

6 - No

Question 7.) If yes to the previous question... please explain and give some examples. -

- A - A detailed officers retreat is held before the installation of new officers in January by the chapter advisor in which duties of the officers and goals for the group are set. Follow-up meetings are held periodically.
- B - (no answer - had answered no to previous question)
- C - (no answer - had answered no to previous question)
- D - Answered no - but hopefully in areas of Human Relations, Communication/Interpersonal Relationships
- E - (no answer - had answered no to previous question)
- 1 - (no answer - had answered no to previous question)
- 2 - (no answer - had answered no to previous question)
- 3 - (no answer - had answered no to previous question)
- 4 - Same as answered to Section F, question 5.
- 5 - (no answer - had answered no to previous question)
- 6 - (no answer - had answered no to previous question)

Question 8.) How closely do you work with the pledge trainer and the pledge class? -

A - I try to attend at least one pledge meeting to discuss local history of the chapter at La Crosse. This is primarily the responsibility of the pledge advisor.

B - Not very closely - time does not permit. We hope to get an active alumna pledge advisor.

C - I have one meeting at my house to tell the pledges what my role is and share some of my "good old days" experiences.

D - Pledge trainers - oversee the program and advise when they have questions. Pledge class I haven't worked with.

E - Mostly in advising.

1 - None.

2 - I usually talk to the pledges either formally or when they get my signature in my office.

3 - Just meet and talk to new pledges.

4 - I have worked closely with all of the officers of the chapter--including the pledge trainer. You understand, of course, that as a volunteer in all of this, it is impossible to find the time to work closely with every aspect and program of the organization. The pledge trainers and members of the pledge class have the same access to the advisor and his help as does any other officer of the organization. I do regularly conduct pledge classes on national structure and history.

5 - Not too closely - The experience of the group is sufficient.

6 - Encouragement, but not interference.

Question 9.) Do you ever conduct any classes/sessions for the pledge class? -

A - Yes

B - No

C - Yes

D - No

E - No

1 - No

2 - Yes

3 - No

4 - Yes

5 - No

6 - No

Question 10.) Do you feel it is one of your responsibilities to help identify and cultivate potential leaders in your Chapter? -

A - Yes

B - Yes

C - No

D - Yes

E - No

1 - No

2 - No

3 - Yes

4 - Yes

5 - No

6 - Yes

Question 11.) If yes, to the previous question, could you explain how you do this? -

- A - Encourage members with leadership potential to become assistants to officers, become active on committees, and run for offices.
- B - I meet with girls individually and try to point out the life long value of being a leader and the responsibilities inherent in it.
- C - (no answer - answered no to previous question)
- D - Suggest they chair committees, run for an office.
- E - I think the students are more aware among themselves.
- 1 - (no answer - answered no to previous question)
- 2 - (no answer - answered no to previous question)
- 3 - If given the chance, to influence the ones headed to pursue leadership roles.
- 4 - Potential leaders are encouraged by the advisor to take part in committees within the organization and on the campus, and are offered additional help in group skills, etc.
- 5 - (no answer - answered no to previous question)
- 6 - Observation and conversation.

Question 12.) How often do you have private conferences/meetings with your officers? -

A - President - once a week. Other officers - when necessary.

B - Bi-weekly.

C - As an executive board about three times a year, seldom individually.

D - I meet with the President every week. Other officers I meet with only when I feel the need or they do.

E - Yes

1 - Two - Five times per semester.

2 - Three - four times a year.

3 - seldom

4 - Until this semester, I met at least weekly with all officers (the other faculty advisor and alumni advisors now help) and even now I meet with the chapter president at least weekly.

5 - When they ask - seldom.

6 - Once a month.

Question 13.) Do you meet with your Executive Board regularly? -

A - Yes

B - No. They meet at a bad time for me.

C - No

D - Yes

E - Yes

1 - No

2 - No

3 - No

4 - Yes, weekly until this semester.

5 - No

6 - Yes

Question 14.) Do you have a specific time during every meeting when it is your turn to speak? -

A - Yes

B - Yes

C - Yes

D - Yes

E - No

1 - No

2 - Yes

3 - No

4 - No

5 - Yes

6 - Yes

Question 15.) If yes, to the previous question, do you feel you use this time to make constructive suggestions and advice? -

A - Yes

B - Yes

C - Yes

D - Yes

E - Yes

1 - (no answer given - answered no)

2 - Yes

3 - (no answer given - answered no)

4 - (no answer given - answered no)

5 - Yes

6 - Yes

Question 16.) Every teacher knows that students are going to make mistakes and that it is part of the teaching function to correct and eliminate those errors. But, sometimes the advisor should permit mistakes, not only because they are impossible to avoid, but also because they may in certain circumstances be the best or most lasting learning experience.

How do you feel about this statement? -

A - Agree totally!

B - I believe it is sound advice - as long as the mistake permitted does not damage the group in any way - or an individual member.

C - Excellent philosophy.

D - I feel its very true. The only area I really don't want a lot of mistakes is with Rush because right now the sorority membership is down - A good Rush is crucial to the continuing existence of the group. Otherwise I don't always speak up to avoid a mistake.

E - I agree with the statement unless it leads to the destruction of the chapter.

1 - I think it is a very irresponsible statement. The fraternity is not a classroom! They are not my students! Broadly speaking I am not a masochist!!!

2 - I agree with this in that I have bailed a few of them out of jail for misdeameanors.

3 - If this will develop their character, I feel the experience is the best teacher.

4 - The statement in this section is an interesting one, although I have some difficulty in responding to it. As you have seen, I do not think the advisor should carry final authority with him, so it would be difficult to discuss whether an advisor should "permit mistakes." I think the advisor should offer advice to the best of his ability in every situation of which he is aware and suggest what he thinks is the best way of being successful. That is as far as he can go except in extraordinary cases.

The advisor has no choice but to "permit mistakes." If by this statement you mean that the advisor should withhold advice or suggestions which he thinks helpful and in that way allow mistakes to occur, then I disagree. Mistakes will happen in any case as you point out. If there is any truth to the old saying that experience is the best teacher, then there should be a companion saying that experience is the most vicious teacher.

5 - Generally true - depends upon the mistake.

6 - I agree - that is why I answered question 10, page 5, the way I did. Sometimes a person gains by failing.

Question 17.) Do you ever permit mistakes on purpose for learning's sake? -

A - Yes. If the mistake is one that can latter be corrected.

B - No. Not if I can help it - we can't afford them now.

C - Yes

D - Yes

E - No. As of now, I have not.

1 - No

2 - (no answer given)

3 - Yes

4 - No

5 - (no answer given) I don't make a list so I couldn't answer.

6 - Yes

SECTION G: DO YOU HAVE ANY FURTHER COMMENTS OR QUESTIONS WHICH YOU WOULD LIKE TO ADD TO MY STUDY OR MAKE IN BEHALF OF THIS QUESTIONNAIRE?

A - Sandy - I have really enjoyed taking this survey. Hope I have answered the questions with the information you wanted. If not, feel free to call me. I would be very interested in a copy of your thesis when you are done.

Best of luck!!

B - You might have asked what one gets out of being an advisor - since it does take so much time. I believe the girls in AOTT have made a sincere and successful attempt to make me feel needed and appreciated and that my advice is welcomed. I had such a good experience with Greek life that I want them to have it too. I think we all understand each other.

I would like to see meeting times changed from Sunday night to Mondays. Sunday night is a very inconvenient time for me, family-wise. I also don't think it's best for the girls.

I also wish the University, through the Panhel advisor - would look into some type of Greek "house" so that the sororities could have suites again. The lack of this at UW-L severely hampers the Greek experience and hinders recruitment to Greek life.

C - I'm glad I was talked into being an advisor. It has been a most rewarding experience.

D - I hope I wrote enough for you, Sandy!! Good luck.

E - (no comment given)

1 - Section "D" is well understood by the fraternity. The group functions within the established rules and regulations. It is their responsibility, not mine.

2 - No.

3 - (no comment given)

- 4 - I hope that your study will bring to light the ways in which the university has failed in making clear its expectations of faculty advisors. It is my personal feeling that the university should not require faculty advisors. The members of organizations on this campus are largely adults and the most recent statutes give them full authority in such areas as are supported by student fees. All fraternities should be given the same benefit of adulthood. The requirement of a faculty advisor has outlived its usefulness. The dean of student affairs should consult with the faculty senate committee on student affairs regarding this matter and do one of two things: (1) abandon the requirement for faculty advisors; or (2) clearly set out the university's expectation of the responsibilities of the advisor. (If this is done according to what appear to be the current views of student activities, I would predict that few, if any, faculty would agree to serve.)
- 5 - (no comment given)
- 6 - Best of luck with your study. I hope these answers are helpful.

## Chapter 4

### Analysis and Discussion of the Data

The data was collected and presented in Chapter Three, as a result of a questionnaire completed by all eleven social sorority and fraternity advisors on the University of Wisconsin - La Crosse campus. This Chapter will be providing a brief summary and analysis of significant data reflecting the results of the questionnaire.

#### SECTION A: BIOGRAPHICAL DATA

There were five females and six males participating in this study, representing the five social sororities and the six social fraternities respectively. The ages of the sorority advisors range from 26 years of age to 45 years of age, with the average age being 33 years. The ages of the fraternity advisors range from 27 years of age to 46 years of age, with the average age being 38 years. This data indicates that sororities and fraternities tend to have younger advisors for their groups.

All of the advisors of the Greeks are professionals, most of whom are employees of the University. Of the five sorority advisors, two are employees of the University, with the other three either being in education or the health field. Of the six fraternity advisors, five are employed by the University, with the other one being a graduate student at the University. All advisors work full time except for one who indicated part time.

The number of years that these individuals have been advising varies greatly. The length of time that the sorority advisors have been advising their specific group ranges from six months to four years, with the average time being two years. The length of time that the fraternity advisors have been advising their specific groups ranges from one year to thirteen years, with the average length of time being 5.4 years.

The method as to how the advisors were chosen varied greatly between the sorority and fraternity advisors. All of the sorority advisors were chosen by a National Officer of their organization. The fraternity advisors were all asked by one of the members of the group either through contact in a class or by meeting some of the men at one time. This was then verified by the local Chapter and then by the National Organization. The author feels this may be the result of sorority Nationals having more direct control over the groups than fraternity Nationals. This whole attitude and practice may very well stem way back to earlier years, when women were seen as needing more supervision.

#### SECTION B: TRAINING

Generally, the responses from the advisors to questions in this section regarding the training for the positions, was that there was very little training offered. Overall, the sorority advisors appeared to be more satisfied with the amount of training they were given. Three out of the five answered that they felt that they received "adequate" training. On the other hand, most of the fraternity advisors felt they did not receive adequate training. Four answered that they did not, one answered, yes, he had, and the other did not answer the question either way. Once again, the author feels this difference between the two groups to be the result

of sorority Nationals having more direct control over their local chapters.

In response to the question asking if special booklets or guidelines were sent, all sorority advisors answered that they had received materials, and four out of the six fraternity advisors answered yes, that they had received materials. The sororities received the most help from their Nationals, with fewer of the fraternities receiving that same help.

#### SECTION C: OUTSIDE ASSISTANCE

The question was asked of the advisors whether they had a supervisor from National to assist them with the chapter. Generally the response was affirmative by most advisors. Four out of the five sorority advisors have supervisors from National and five out of the six fraternity advisors have supervisors.

As to whether this individual was helpful to them, or not, was another question. Generally, all sororities, except for one, felt the supervisors were very helpful to them by providing assistance with training officers, in clarifying National rules and regulations, in providing information, answering questions, and providing resource materials when requested. The fraternity advisors on the other hand, had very mixed answers in regard to their supervisors. One advisor indicated that he had one, but had never met the individual. Another said that he didn't see the supervisor very often. Another made the comment that the supervisor had just been there to address the All Greek Banquet, but never said if the individual was helpful or not; one could only assume that this supervisor would be if he came to La Crosse to address the banquet. The last two said that the supervisors were very helpful with overall communication with National, the

training of officers, clarifying National regulations, assisting with the budget, membership, and scholarship.

When the advisors were asked whether they felt they received adequate information and assistance from National, four out of the five sorority advisors answered yes, and five out of the six fraternity advisors answered yes. So, even though the fraternity advisors don't seem to receive much outside assistance, they seem quite satisfied with what is provided.

One of the sorority advisors who answered no to this question, indicated that she would like more information on how to be a good advisor, with possible exercises to go through with the chapter members. The same one also indicated that she would like more information on her legal liability as an advisor.

#### SECTION D: ROLES AND RESPONSIBILITIES

In this section the advisors were asked to expound on what they felt were their roles and responsibilities in the following areas:

a. weekly meetings - Generally most sorority advisors felt the only responsibility that they had was to attend the weekly meeting. One advisor added that she was also there for the purpose of clarifying National rules and guidelines. Another added that she is given a few minutes at each meeting to say whatever she wants, to the group, but mostly she "listens and learns".

All the fraternity advisors felt they only go to "attend", except for one advisor who felt he need not attend "weekly" meetings; that once a month was quite sufficient. One other felt, that besides just attending, his responsibilities go much further. He felt his responsibility was to be an "active" advisor while attending weekly business meetings of the fraternity, otherwise it was hard to be kept informed of chapter activities.

Generally, in this area, most advisors appear to take on a rather passive role. Most appear to speak or provide assistance only when asked to.

b. providing advice (i.e., in regard to different functions, programs sponsored by the group) - Here opinions varied between: 1) giving advice only when asked, except if they felt a great mistake was about to be made; and 2) to provide advice in all areas, at any time, whenever the advisor felt it necessary.

Three of the sorority advisors felt that their responsibility was to provide advice whenever they felt it was necessary. The other two felt "only when asked" or "when a mistake was about to be made".

Of the fraternity advisors, four of the six felt they should only provide advice when asked. One was very definite in saying: "It's their fraternity, let them decide". The two others felt advising was a major role. One of the two went on to make the point that he felt advising was a major role, "hence the name of the office". He stated that he stresses the point that what he provides is "advice". He feels that he is clear in expressing his views, which are freely available to the group members, but if the individuals in the group chose not to follow that advice that it is their decision, and rightly so.

The author would personally hope that more guidance and direction is offered by the advisors than what is indicated. Since belonging to an organization at this educational institution is to be a "learning experience", it is hoped that some learning would take place. Meeting the educational and personal needs of students through effective teaching, academic advising, and counseling, and through University sponsored cultural, recreational, and extracurricular programs, is one of the points stated in the Core Mission of

the University of Wisconsin System. The author is not saying that learning is not taking place with little advice from the advisors, but that there would be more opportunity for more learning with more guidance from the advisors. With increased guidance the advisors should keep in mind, as one advisor pointed out, that the group must choose to follow the advice or not, and that it is their final decision which counts in the end.

c. providing continuity within the group (i.e., traditions, history, etc.) - The majority agreed upon this point, except for two who didn't agree and two who chose not to answer the question, that this was a very important responsibility of the advisor, especially taking into account the rapid turnover of officers and members in general. Also, this is very understandable that this area would be felt important, considering these organizations have deep roots and to a large extent are based on history and tradition.

d. personal counseling of individual members - The answers to this were quite varied. Two of the sorority advisors felt it necessary "only if asked". One felt that individual counseling should only be given as it relates to leadership within the group, especially with officers. One felt it to be very important and sometimes requests girls to come and see her if she is concerned about them. One advisor chose not to answer.

Two of the fraternity advisors' answers were quite vague, such as "if needed" or "have on occasion". Three of the six seemed to indicate this as being a responsibility and that they do counsel. Another indicated that he did counsel, but only when asked, and then tried to refer them to

individuals or areas that could help.

Generally, the author feels the answers were vague because personal counseling would tend to be an uncomfortable situation for the general lay person. The one sorority advisor who indicated that she feels that it is important and at times calls girls in to see her, happens to be in the college personnel field, is trained in counseling techniques, and has had a great deal of experience doing it since it is a responsibility of her job. The fraternity advisor who said that he does a great deal of it, is an employee of the University and has been an advisor of the same group for many years. He seemed to be quite empathetic and capable for counseling comfortably. The rest who indicated "only if asked", probably see personal counseling as a rather threatening situation for themselves. It is also possible that the term "counseling" may have been interpreted differently by the various advisors, therefore, answering they way they did.

e. interpretation of University policies - The majority of the sorority advisors seemed quite unsure as to what the University policies were. Two answered that yes, interpretation of University policies was definitely a responsibility of the advisor. One answered that they refer any questions regarding this to the Panhellenic Advisor in the Student Activities Office. One admitted to being very unclear on these, while one chose not to answer.

The fraternity advisors all felt that this was a responsibility of theirs as advisors. However, one advisor expressed some concern as to the type of University policy which he may be expected to interpret to his group. Her personally felt that the Student Activities Office attempts to keep unto itself final authority in interpreting university policies and rarely informs the advisors of these interpretations. He went on to say

that the only exceptions are when an organization violates campus policy. Only then are some proper interpretations announced. Otherwise, he felt that advisors are left to their own devices.

The author feels that the reason why more sorority advisors are unclear as to what is University policy, is because more of them are not affiliated with the University, whereas all of the fraternity advisors are.

f. interpretation of National's policies - All agreed, except for two who chose not to answer, that this was an important responsibility which they all carry out.

g. supervision of financial affairs - All of the sorority advisors felt that this was definitely one of their responsibilities and one went on to say that she had "trusted the (Chapter) treasurer, maybe too much, and lately started a 'get tough' policy". Several mentioned that they had alumna members who also helped with the financial affairs.

Two of the fraternity advisors felt that advising financial affairs was not of their responsibilities. One of these two went on to say, "that's their problem, it's their money". Another advisor stated that, "so far have not been approached", so apparently, he has not taken on any responsibility as of yet. One advisor stated that it was a "MAJOR" responsibility of his, because they owned a house. The last two indicated that they were involved, but that an alumni member(s) also helped with this area.

The study indicated that many of the fraternity advisors were not advising the financial affairs of their organization. Considering the large membership of most of these groups and the substantial dues charged by these groups, it seems quite evident that there are very large sums of

money which are unsupervised by the advisor. It would appear that students sometimes lacking the insight and foresight of someone more mature, would perhaps spend the organization's funds unwisely. It would seem that some training and insights provided by the advisor may be a learning experience which could carry over to the student life later on.

h. attending planned functions of the group - Generally, the sorority advisors appear to have a problem finding time to attend many outside activities. They all indicated that they felt they should attend some functions, but that time doesn't permit them to attend many. Several indicated that they did not feel it necessary to attend all functions, because of the fact that the girls are considered adults, and do need some time for themselves without someone else looking out for them.

The fraternity advisors also indicated that they attend quite a number of functions. One advisor indicated that he does not feel "responsible" for the group at these functions, but that by attending, shows support and it is an added opportunity to serve the group and become more familiar with the members. One advisor felt that one should attend, depending upon the nature of the activity.

Generally, the author felt quite positive, that they all felt it important to attend when possible, of which most indicated that they tried to do.

i. assuring scholastic standards - All the sorority advisors, except for one who chose not to answer, indicated that stressing scholastic standards in the group was one of their responsibilities.

All of the fraternity advisors who responded to this question, answered yes, that they stressed the value of good academic standards for the group. One advisor really didn't answer yes or no, he stated that, "they know their responsibility as students, they are students first". The author felt it

encouraging, that the majority of the advisors supported scholastic standards in higher education.

j. maintaining the organization's records - The great majority of the advisors answered - "no responsibility" to this area. Most of the sorority advisors did not feel it was a responsibility of the advisor to maintain records. They felt that it was the responsibility of the officers. One indicated that she had nothing to do with these, outside of assuring their safe keeping. Only one sorority advisor felt that it was one of her responsibilities to make sure that adequate records are kept and that they are kept in an organized manner in a safe, accessible place, so that information may be obtained quickly if needed. One advisor chose not to answer.

The fraternity advisors, in this instance, agreed with the sorority advisors. The majority felt they had no responsibility for assuring record keeping and maintenance for their group. Only one chose not to answer the question. Of those that answered, several indicated that it was the responsibility of the officers of the group.

In one of the previous areas there was the question on continuity. The majority of advisors felt that continuity in the group was one of their major responsibilities. In this section they state that maintaining records is not a major responsibility. It is possible that the advisors' concept of continuity is different from the author's, therefore explaining the reason why some of the advisors respond that they did not feel that maintaining records was one of their responsibilities. This, to the author, would seem to be very important for the group to continue every year. Good records would seem quite important for continuity. Besides continuity within the local

chapter, there are many time when National sends for certain information from years past, which only could come from records.

k. organization's house/apartment management and supervision -

All of the organizations advisors answered, "no responsibility" or "not applicable" to this campus, except for one sorority advisor who chose not to answer, and two fraternity advisors who do deal with housing functions. Several of the sororities do have sorority "houses or apartments", but the advisors feel this is not their responsibility. Several mentioned that they do maintain active housing corporation.

One fraternity does actually own a house. They managed to purchase it before the city banned the multiple dwellings by all people in this city, of which a large population are students. The advisor indicated that all supervision and maintenance was done by an Alumni Control Board. One other fraternity advisor also indicated that they too owned a house which is maintained through a separate alumni housing corporation of which he happens to be a member, but, which he does not feel is one of his responsibilities as an advisor.

The author asked the question on houses/apartments because although she knew only several actually owned houses, all of the rest do manage to rent large houses and she wanted to know how much responsibility the advisors took for these dwellings. With the houses not being connected with the National and Local chapter directly, and considering that the leases are individual agreements made by each individual member living there and their landlord, one can understand that the advisors feel no personal responsibility.

l. attending to behavior problems of individuals in the group -

Three of the sorority advisors felt that this was a responsibility of theirs, especially if it could have a negative effect on the chapter as a whole. They would meet with the individual or individuals, discuss the problem, and try to straighten it out before it developed into something major. One sorority advisor said that her chapter has a Chapter Relations Committee which takes care of these problems, but, that she also personally stresses the importance of good behavior by all. Another indicated that she did not feel she should get involved and that it was something the group should handle.

The majority of fraternity advisors felt that no, this was not one of their responsibilities, that it was the responsibility of the chapter itself. Two indicated it was not their responsibility and that the group should develop and uphold their own standards.

m. the group's reputation with the University and community -

The advisors' answers were generally very positive, in regard to this area. All of the sorority advisors agreed that it was important for the group to uphold a good reputation and that it was their responsibility to be aware of activities and behavior in the group to make sure that there is nothing happening which could jeopardize the reputation.

The fraternity advisors, tended to disagree with the sorority advisors. Two of the fraternity advisors felt that this was not their responsibility. One felt it was too intangible to measure. Another didn't answer and only two indicated that, yes, this was a very important responsibility of theirs. These two agreed that it was good to give advice and/or forewarnings before

someone did something which could destroy the image of the whole group.

n. the training of officers - The feelings of the advisors are quite divided in this area. Three of the five sorority advisors felt that this was one of their responsibilities. They attempt to see that the training is accomplished and accomplished well. One of the advisors who answered, yes, indicated that she felt this area very important because as far as she was concerned the officers are the central core which really keep the group going. Proper training of these individuals is very important. One advisor indicated, no, she felt this was the responsibility of the previous officers to train the new ones. She felt that they knew more about it than she did. One sorority advisor chose not to answer.

Three of the six fraternity advisors indicated that this was not one of their responsibilities and was the responsibility of previous officers. One of these three did say that he would help, "when necessary". Two of the advisors did feel this was one of their responsibilities, that proper training was important for the officers to function efficiently. One advisor chose not to answer.

The author tends to agree with the woman who stated that the officers are the central core which help keep the group going. If the previous officers train the new ones, the advisor should organize this process and oversee the process to make sure that it is being done thoroughly and to assist and advise when needed.

o. membership (rushing) - All of the sorority advisors felt that their involvement in this was important. They indicated that they assist by conducting rush schools, train the girls in rush techniques, coordinate alumni assistance, being included in general discussions, and advise when

necessary, and provide various other services by helping plan menus and serve at the parties.

Two of the fraternity advisors felt that, no, this was not their responsibility. Three answered, yes, it was their responsibility to advise and help with rushing techniques, etc. One chose not to answer.

Rush, which helps to bring new members into the group, is very important for the livelihood and continuity of the group. The author feels this is definitely an area where the members could use some guidance and advice from their advisor.

#### SECTION E: OTHER QUESTIONS IN REGARD TO YOUR ROLES AND RESPONSIBILITIES

In question number one, the advisors were asked if they knew what their legal responsibilities were, as advisors to an organization. It was discovered that the answers varied, and interestingly enough, the answers given by the majority of the sorority advisors were the opposite of the majority of the fraternity advisors.

Four out of the five sorority advisors answered, no, that they did not know their legal responsibilities. One answered, that yes, she did. Five out of the six fraternity advisors answered, yes, that they did know their legal responsibilities. One of those who answered yes, went on to say that he was quite aware of the legal responsibilities according to their National, but, on the other hand was not aware of what they were according to the University. He felt that "certain University administrators were not sure of the legal responsibilities as required by the University, themselves". He indicated that he found some such officials still viewing the role of student activities as involving the concept of "in loco parentis". He did

not agree with this.

The author feels that, as a result of the answers given in regard to the legal responsibilities question, that the whole question of the age of majority in the University setting and the implications thereof, need to be clarified for the sake of the University and the advisors alike.

The second question asks the advisors what they see their role as advisor to their organization as being. The similarity among the sorority advisors answers were remarkable. They all generally agreed that the advisor is "listener, mediator, provides of new fresh ideas, a group supporter, an overseer, and educator, an overall creator of a healthy atmosphere".

The fraternity advisors, on the other hand felt they were "simply an advisor". Several of them mentioned a couple times throughout the questionnaire, that they should not be too involved. The author got the feeling that the fraternity advisors were overly concerned with "getting in the way", of "being too directive", of "becoming a dictator". They didn't seem to have found a happy medium between the two extremes.

Question three asked if they attended weekly meetings. Five out of five sorority advisors answered yes, that they did, while three out of the six fraternity advisors answered yes, and the other three answered no. Research indicates that attendance and involvement of advisors, assist the functioning of the group. If the research is accurate, a problem can and may exist with some of the local organizations.

The next question asked the advisors opinion as to what characteristics make for an effective advisor. The sorority advisors provided quite detailed,

descriptive answers. Some of the characteristics they expressed were: understanding, patience, enjoys working with young people, positive attitudes; receptive to new and different ideas; directive, but not overly so; mature; believe in value of Greek life; well versed in (Chapter's) organizational structure; assertive yet, understanding; concern; one with ample time to devote flexibility; interest; availability; and background experience with Greeks.

The majority of fraternity advisors were short and to the point by saying one who does not run the organization, and one who is passive. Some of the others indicated such characteristics as: informed; stamina; effective communication skills; ability to work with diverse peoples; patience; interest; understanding; objectivity; and loyalty.

Generally, the advisors expressed some very important characteristics for advisors to possess. The author agreed with their answers.

Another question asked how well the advisors felt they know the members of their group. Two sorority advisors expressed, "very well" and the other three said, "very well" to "quite well". The fraternity advisors answered three of them, "very well"; two of them, "well" to "not so well"; and one, "adequately". The sorority advisors seem to know their members slightly better than the fraternity advisors. Interestingly enough, the majority of the sorority advisors indicated a concern over their having adequate time for the group, and the fraternity advisors never expressed this concern.

There is quite an interesting split between the sorority and fraternity advisors over the question of authority. Four out of the five sorority advisors felt that: "the amount of authority was staggering at times"; that

they had "enough"; "quite a bit"; and "as much as I want". The other sorority advisor also felt that she had authority, but, the final authority was National. All of the sorority advisors agreed that, indeed, they do have authority over their organizations.

However, the majority of the fraternity advisors felt quite the opposite. They indicated: "none"; "very little"; "I'm not into authority"; "do not see the advisor as an authority figure at all". Two fraternity advisors didn't answer one way or the other, but stated that they felt their advice was listened to when they gave it; an indication, perhaps, that because the students listen, that they do have some authority. The author found it quite interesting to discover that the women felt they have authority and the men felt they do not.

As to whether they use their authority, in regard to the group's policy making, if in fact they felt they had authority, was another question. The majority of the sorority advisors indicated that, yes, they do use their authority in regard to the group's policy making. Only one sorority advisor chose not to answer the question. However, four out of the six fraternity advisors indicated that, no, they do not use authority or have authority. One advisor stated that, yes, he does use authority in regard to the group's policy making. One advisor answered "not applicable". He was one that indicated that he "was not into authority".

Would you as an advisor ever restrict your group from something because you felt it would have negative repercussions, was asked. Four out of the five sorority advisors said yes, they would. Only one said no, but would advise against it. Three of the six fraternity advisors answered no, they would not restrict the group. One indicated that he would. One indicated that he would restrict the group, but would advise them; one said it would depend upon the situation, but that yes, he would in some circumstances.

Once again, it appears that the sorority advisors feel that they have more authority and are willing to use it, whereas the majority of fraternity advisors do not agree with the idea of authority.

#### SECTION F. MAINTENANCE/SUPERVISION VS. EDUCATOR

The purpose of this part of the questionnaire was to discover what role the advisors at La Crosse, perceive themselves as having, either supervisor or educator. Recently, the more acceptable role of advisors has been that of an educator. What with the age of majority, students are considered adults and are not in need of supervision any longer.

The sorority advisors were split on this question. Two indicated that they see their role as being that of a supervisor and two indicated educator. One indicated both - educator and supervisor. The fraternity advisors were just as diverse with their answers. Two indicated that they saw their role as that of an educator, one saw it as that of a supervisor, two indicated both supervisor and educator, and one indicated neither.

It was indicated that the slight majority felt they were educators and a close second felt that they were both, educator and supervisor. This is an indication that the advisors were keeping up with the changing times and were adapting to the changing status of students according to recent literature.

The majority of Greek advisors feel that they have educational responsibilities towards the members of their groups. Ten out of the eleven advisors indicated that yes, they do have educational responsibilities and they listed what they felt some of the responsibilities were, such as: planning activities, social behavior, setting a good example, encouraging

education, and willingness to assist students in maintaining their scholastic advancement. Nine out of the eleven Greek advisors also indicated that they initiate and carry out some of the educational programs themselves, instead of leaving it all up to the officers or general members of the group. Learning experiences in the organizational setting are very important, especially when the organizations are part of an educational community.

However, when the question was asked whether the advisors ever conducted leadership training or development workshops for their group, nine of the eleven advisors answered no, that they did not conduct any leadership training of any kind. Only two indicated that they did conduct training.

The author feels the development of potential leaders is one of the major responsibilities of the advisor. The development of potential leaders should begin with the pledge class. The advisor should work quite closely with the pledge trainer in working with the pledges. The greater majority of the advisors indicated minimal contact with the pledge trainer and pledge class, when asked how closely they worked with both the pledges and pledge trainer. Several sorority advisors mentioned that they may have one meeting with the pledges to go over local history of the Chapter. Several of the fraternity advisors indicated that they speak with the pledges informally when they come for their signatures; still a partial requirement during pledging, for some of the Greek organizations. The majority of the advisors indicated that it was the pledge trainers responsibility to work with the pledges. The author feels that some of the advisors may be missing an excellent opportunity to improve the leadership of their group and the group as a whole, by not working with the pledges and pledge trainer more closely.

When the advisors were asked if they felt it was one of their responsibilities to help identify and cultivate potential leaders of the Chapter, their responses were very divided. Six of the eleven advisors felt that it was one of their responsibilities, and the other five said it was not their responsibility. When asked if indeed they did feel it their responsibility to cultivate potential leaders, and how they went about doing this, the answers were "encourage them to run for office".

When the advisors were asked if they met regularly with their officers, only five said that they did meet regularly and six said that they didn't meet regularly. When asked how often they did meet, three advisors said weekly; one bi-weekly; one once a month; three advisors meet with their officers 3-5 times a year; two indicated seldom; and one said, yes, she does meet with them.

The last question of the questionnaire asked the advisors to respond to this statement: "Every teacher knows that students are going to make mistakes and that it is part of the teaching function to correct and eliminate those errors. But, sometimes the advisor should permit mistakes, not only because they are impossible to avoid, but also, because they may in certain circumstances be the best or most learning experience". The majority of the advisors, six out of the eleven, agreed with this statement. Three agreed, but with the stipulation that it depended on what kind of mistake was happening, they didn't want any permanent harm to come to the group or any individual(s). Only two out of all eleven disagreed with the statement.

When asked if they ever actually permit mistakes on purpose for the sake of learning, the answers were divided about the same way as for the

previous question: five said yes; four said no; and two chose not to answer.

The author believed most of them would decide whether or not to permit the mistake, depending greatly upon the type of mistake about to happen.

As a result of this study, it appears that the sorority and fraternity advisors at the University of Wisconsin - La Crosse, are following the current trend by adapting the role of educator as opposed to that of supervisor. Some of the advisors still see their role as that of a supervisor, some see it as both educator and supervisor. Perhaps the two roles will never completely separate.

## Chapter 5

### Summary, Conclusions and Recommendations

#### SUMMARY

The purpose of this study was to investigate, examine, and describe the roles and responsibilities of the sorority and fraternity advisors, on the University of Wisconsin - La Crosse campus. To meet the stated purpose, an extensive questionnaire was distributed to the social sorority and fraternity advisors, as a tool to reveal the needed information. The answers to the questionnaire inquiring about the advisors' perceptions as to their own personal roles and responsibilities was analyzed according to the current trends in advising student organizations.

The population was composed of all eleven social sorority and fraternity advisors on the University of Wisconsin - La Crosse campus during the Spring Semester of 1978. The information was gathered from the eleven advisors directly through means of the questionnaire.

The findings of this study revealed that the majority of answers provided by the advisors were divided between the sorority advisors and the fraternity advisors, with the majority of sorority advisors answering the opposite. The sorority and fraternity advisors generally tended to disagree over what they perceive the roles and responsibilities of advisors as being. The results also indicated that generally the sorority advisors were more responsible for their group and more in agreement with the current trends in student group advising today, as opposed to the fraternity advisors who left much more up to the group and generally appeared to be much less involved with the organization.

Other results of the study revealed:

1. The average age of the sorority advisors is a bit younger than that of the fraternity advisors.

2. The typical fraternity advisor has been with the same group twice as long as the typical sorority advisor.

3. Sorority advisors were all appointed by the National organization, where as all fraternity advisors were asked by a student member and selected by the organization.

4. Generally, the sorority advisors felt that they knew the members of their group better than the fraternity advisors felt they know the members of their group.

5. All but one sorority advisor felt that she had a great amount of authority over the group, but realized she must be very careful with this power of authority. The greater majority of fraternity advisors were against this idea of having authority over the group and felt they had none, per se. The sorority advisors felt responsible for their groups and felt they have the final say. The fraternity advisors felt that the group has the final responsibility and authority and that he, the advisor, was there only to provide advice and only if the group asked for it.

6. The majority of advisors did not work very closely with the pledge classes or the pledge trainer.

7. Half of the advisors felt they had the responsibility to cultivate potential leaders in the Chapter, and half felt they had no responsibility in this area.

8. The majority of advisors did not conduct any leadership training and/or development workshops for the group.

9. The majority of advisors seldom had private meetings with their officers/executive board.

10. The majority of advisors felt that the philosophy of allowing mistakes for learning's sake is quite acceptable. Several added the stipulation that they agreed, but that it depended upon the mistake about to be made, whether they would allow it to happen.

#### CONCLUSIONS

On the basis of the data in this study, the following conclusions were drawn:

1. The majority of sorority advisors felt they received adequate training for the position, whereas the majority of fraternity advisors felt they had not received adequate training.

2. The majority of sorority advisors did not feel they are aware of their legal responsibilities, as advisor to an organization, whereas the majority of fraternity advisors did feel this awareness.

3. The sorority advisors saw their role as a student group advisor being a very active participant and involved with what's happening in the group; whereas the fraternity advisors appeared to be much more passive, to the point of being overly concerned about "getting in the way" and "being too directive".

4. The majority of the advisors felt that as advisors they were also educators and had educational responsibilities.

5. Sorority advisors felt much more in control and had more authority than fraternity advisors.

6. Sorority advisors accepted more of the responsibilities listed in the questionnaire as being important for their role, than did the fraternity advisors.

7. Fraternity advisors had a much greater need to know their legal responsibilities, than the sorority advisors.

8. The sorority advisors saw their role as being much more active and involved, than the fraternity advisors.

9. The sorority advisors had more of a need for authority over the group than had the fraternity advisors.

10. Generally, the advisors did not feel a need to develop leaders and leadership within the group.

11. The advisors generally did not feel the need to work with the members of the group from their very beginning as pledges.

12. The majority of advisors did not feel the need to meet regularly with their officers/executive board.

#### RECOMMENDATIONS

This study describes the personal perceptions of the social Greek advisors, as to their roles and responsibilities as advisors of a student organization. An important result of the study is the vast difference between the views of the sorority advisors and the views of the fraternity advisors towards what they feel is their position as advisor to a student organization.

Based upon the information gained while conducting the study and analysis of the data, the following are recommended:

1. That National Fraternities be more instrumental in the choosing of their chapter advisors.

2. That National Organizations provide more training for their chapter advisors.

3. That the University, specifically the Student Activities Office, conduct some classes, seminars, and/or workshops for student organization

advisors. These would better prepare new advisors for the position and keep older advisors up-to-date and informed of current changes in their area.

4. That the National Organization and/or the University advise the individuals of their legal responsibilities as advisors to a student organization, by holding a workshop or siminar on the legal responsibilities of student group advisors.

5. That the University keep the advisors informed and aware of certain policies of the university which the advisor may be expected to interpret to the group.

6. That the advisors take more of a responsibility in the training of officers.

7. That the advisors take more of a responsibility for conducting leadership training and/or development in the groups, or make sure it is done by someone qualified.

8. That the University educate the advisors in the area of leadership, cultivation, development, and training.

9. That the advisors work more closely with pledge classes and pledge trainers.

10. That the advisors hold more meetings with their executive boards.

11. That more research and study be done in the area of student group advising today.

12. That more research be done in the area of the legal responsibilities and liabilities of student group advisors today.

13. That if this study is replicated at some future time, that some of the terms be more clearly defined for the advisors (i.e., training, counseling, etc.)

14. That if a study similar to this one is done at a future date, that the National organizations along with the members of the organizations also be surveyed. Discovering their opinions and contrasting them with the advisors' opinions may prove to be an interesting study.

15. Although this study did not attempt to evaluate the advisors' responses from the viewpoint of the members of the organizations themselves, the student's investigation into this area may reveal some discrepancies between what the advisor claims to do and what he/she actually does. By obtaining student member opinions, one might obtain a truer picture of the roles and responsibilities actually carried out by the advisor. Therefore, in addition to the recommendations listed previously, it is suggested that a study be conducted investigating student member perceptions of what they see as their advisors' roles and responsibilities and what they would like to see in an advisor.

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APPENDIX A

QUESTIONNAIRE FOR SORORITY AND FRATERNITY ADVISORS:

A. BIOGRAPHICAL DATA:

- 1.) Your name - \_\_\_\_\_
- 2.) Sex - \_\_\_\_\_ female \_\_\_\_\_ male
- 3.) Your age - \_\_\_\_\_
- 4.) What is your profession? \_\_\_\_\_  
Is it: \_\_\_\_\_ full time, or \_\_\_\_\_ part time?
- 5.) Name of the group you are advising - \_\_\_\_\_
- 6.) How many years have you been the advisor to this group? \_\_\_\_\_
- 7.) How were you chosen to be their advisor? Please explain. \_\_\_\_\_  
\_\_\_\_\_

B. TRAINING:

- 1.) Do you feel you received adequate training for your position as advisor to your group when you began? Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2.) Did you receive any special materials, such as guidelines, booklets, etc... to get you started? Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3.) Does your National furnish you with any "How to..." guidelines for advising? Please explain. \_\_\_\_\_  
\_\_\_\_\_

C. OUTSIDE ASSISTANCE:

1.) Do you have a supervisor from your National? \_\_\_\_\_ yes \_\_\_\_\_ no

2.) If yes, to the above question, in what ways is this individual helpful to you? (i.e., assistance with training officers, in clarifying National rules and regulations, in providing information in regard to questions you may have, providing materials when you request them...) Please explain.

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3.) Do you feel you receive adequate information and assistance from your National Organization? (i.e., literature, guidelines, bulletins, advice, support...) \_\_\_\_\_ yes \_\_\_\_\_ no

4.) If no, to the above question, what kind of additional help/assistance would you like? Explain. \_\_\_\_\_

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D. ROLES AND RESPONSIBILITIES:

1.) Would you please expound on what you feel your responsibilities are, as advisor to your group, in regard to the following areas:

a. weekly meetings - \_\_\_\_\_

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b. providing advice (i.e., in regard to different functions, programs, sponsored by the group) - \_\_\_\_\_

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c. providing continuity within the group (i.e., traditions, history, alumni...) - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. personal counseling of individual members - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

e. interpretation of University policies - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

f. interpretation of National's policies - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

g. supervision of financial affairs - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

h. attending other planned functions of the group (i.e., fund raising, social functions, philanthropic, trips, pledge activities, on-campus, and off-campus...) - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

i. assuring scholastic standards - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

j. maintaining the organization's records - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

k. organizations House/apt. management and supervision - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

l. attending to behavioral problems of individuals in the group - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

m. the groups reputation with the University and community - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

n. the training of officers - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

o. membership (rushing) - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

E. OTHER QUESTIONS IN REGARD TO YOUR ROLES & RESPONSIBILITIES:

1.) Do you know what your legal responsibilities are, as an advisor to an organization? \_\_\_\_\_ yes \_\_\_\_\_ no

Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.) What do you see your role as advisor to this organization as being? Please explain as thoroughly as possible. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

BSE

3.) Do you attend every weekly meeting? \_\_\_\_\_ yes \_\_\_\_\_ no

4.) In your opinion, what characteristics make for an effective advisor?

Please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.) How well do you know all of the members of your group? \_\_\_\_\_

6.) Do you feel that they feel free to come and see you when they need to?

\_\_\_\_\_ yes \_\_\_\_\_ no

7.) Do you make your address, phone number, and hours when you are available,

known to them? \_\_\_\_\_ yes \_\_\_\_\_ no

8.) How much authority do you feel you have? Please explain. \_\_\_\_\_

\_\_\_\_\_

9.) Do you use it in regard to the group's policy making? \_\_\_\_\_ yes \_\_\_\_\_ no

10.) Would you ever restrict the group from doing something because you feel

it may have negative repercussions? \_\_\_\_\_ yes \_\_\_\_\_ no

11.) Do you have any other comments to make in regard to this question of

authority? \_\_\_\_\_

\_\_\_\_\_

F. MAINTENANCE/SUPERVISOR vs. EDUCATOR:

1.) Do you see your role as being more of an educator or supervisor?

\_\_\_\_\_ educator \_\_\_\_\_ supervisor

2.) Do you feel you have educational responsibilities? \_\_\_\_\_ yes \_\_\_\_\_ no

3.) If yes, to the above question, what do you feel they are? Explain. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4.) Do you ever initiate educational programs? \_\_\_\_\_ yes \_\_\_\_\_ no

5.) If yes, to the above question, could you give examples? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6.) Do you ever conduct leadership training and/or development workshops for your group? \_\_\_\_\_ yes \_\_\_\_\_ no

7.) If yes to the above question... please explain and give some examples.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8.) How closely do you work with the pledge trainer and the pledge class? Explain.

\_\_\_\_\_  
\_\_\_\_\_

9.) Do you ever conduct any classes/sessions for the pledge class? \_\_\_\_\_ yes \_\_\_\_\_ no

10.) Do you feel it is one of your responsibilities to help identify and cultivate potential leaders in your Chapter? \_\_\_\_\_ yes \_\_\_\_\_ no

11.) If yes, to the above question, could you explain how you do this? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

12.) How often do you have private conferences/meetings with your officers?

\_\_\_\_\_  
\_\_\_\_\_

13.) Do you meet with your Executive Board regularly? \_\_\_\_\_ yes \_\_\_\_\_ no

14.) Do you have a specific time during every meeting when it is your turn to speak? \_\_\_\_\_ yes \_\_\_\_\_ no

15.) If yes, to the above question, do you feel you use this time to make constructive suggestions and advice? \_\_\_\_\_ yes \_\_\_\_\_ no

16.) Every teacher knows that students are going to make mistakes and that it is part of the teaching function to correct and eliminate those errors. But, sometimes the advisor should permit mistakes, not only because they are impossible to avoid, but also because they may in certain circumstances be the best or most lasting learning experience.

How do you feel about this statement? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17.) Do you ever permit mistakes on purpose for learning's sake? \_\_\_\_\_ yes \_\_\_\_\_ no

G. DO YOU HAVE ANY FURTHER COMMENTS OR QUESTIONS WHICH YOU WOULD LIKE TO ADD TO MY STUDY OR MAKE IN BEHALF OF THIS QUESTIONNAIRE? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_