

2010

An Analysis of Sorority Women's Perceptions of Recruitment in a Deferred and Non Deferred Setting

Kathleen Elizabeth Drake

Eastern Illinois University

This research is a product of the graduate program in [Counseling and Student Development](#) at Eastern Illinois University. [Find out more](#) about the program.

Recommended Citation

Drake, Kathleen Elizabeth, "An Analysis of Sorority Women's Perceptions of Recruitment in a Deferred and Non Deferred Setting" (2010). *Masters Theses*. 189.
<https://thekeep.eiu.edu/theses/189>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

THESIS MAINTENANCE AND REPRODUCTION CERTIFICATE

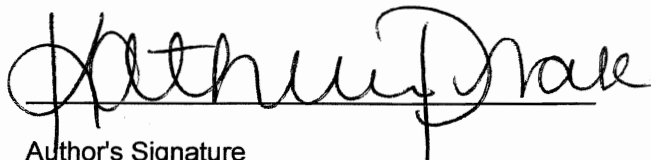
TO: Graduate Degree Candidates (who have written formal theses)

SUBJECT: Permission to Reproduce Theses

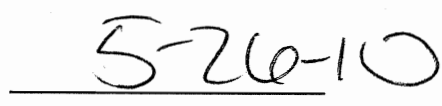
The University Library is receiving a number of request from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow these to be copied.

PLEASE SIGN ONE OF THE FOLLOWING STATEMENTS:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.



Author's Signature



Date

I respectfully request Booth Library of Eastern Illinois University **NOT** allow my thesis to be reproduced because:

Author's Signature

Date

This form must be submitted in duplicate.

An Analysis of Sorority Women's Perceptions of Recruitment in a Deferred and Non
Deferred Setting

BY

Kathleen Elizabeth Drake

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF

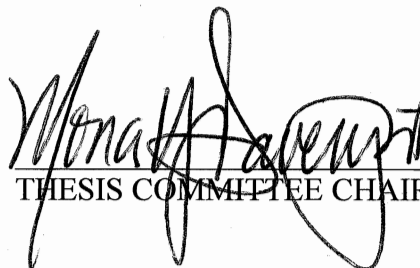
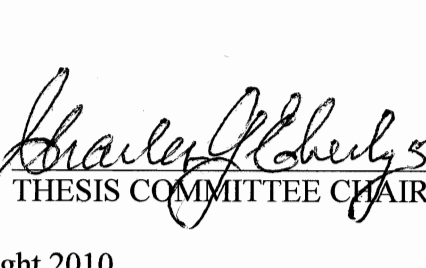
Masters of Science College Student Affairs

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

May, 2010
YEAR

I HEREBY RECOMMEND THAT THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

 5-26-10  5-26-10
THESIS COMMITTEE CHAIR DATE DEPARTMENT CHAIR DATE

 5-26-10  5-26-10
THESIS COMMITTEE CHAIR DATE THESIS COMMITTEE CHAIR DATE

Copyright 2010

ABSTRACT

This purpose of this study was to explore the perceptions of sorority members in relation to their experience during the recruitment time period they rushed at two different universities. One university held deferred recruitment before second semester classes resumed in January, and the other permitted recruitment during a one week period following Labor Day in the first semester of the academic year. A qualitative study was conducted to gather in-depth perceptions of sorority women on their recruitment process. General themes and categories from focus groups participants' responses were critically evaluated. The findings of this study suggest that the non-deferred sorority members felt a lack of faculty support, a general overall level of stress during the process, conflict between rushing and academics and recruitment practices emphasized quantity than quality. The deferred sorority members felt support from the faculty, a mild form of stress, and support for authenticity between recruiter and potential new members. A discussion follows connecting participant responses to prior research, as well as recommendations for collaborate assessment with fraternity/ sorority professionals, campus leaders and National Panhellenic Conference representatives.

DEDICATION

To my three nieces,

Audrey Lynn

Your smile and laugh got me through the difficult times over the past two years.

Our first little joy-you hold a special place in my heart.

Marisa Louise

You were born just hours before my thesis defense.

Thank you for making that special day even more amazing.

Darla

You three are my motivation to be the best person I can be.

One day you will make a decision to join a sorority.

If you do, I pray you have a great experience.

The friendships, special moments and experiences in a sorority are priceless.

Live each day to the fullest and know you are truly loved.

ACKNOWLEDGEMENTS

This project could not have been completed without the support from many different individuals over the past two years. I would like to take the time to thank them for all that they have done for this research and for me.

I would first like to thank my thesis chair, Dr. Richard Roberts, for pushing me when I needed it and for believing in me and this project, even when I wanted to give up. I would like to thank my thesis committee Dr. Charles Eberly and Dr. Mona Davenport for your time. Your support throughout this process has not gone unnoticed. A special thanks to Dr. Eberly for spending countless hours working with me to put the “glitz and glam” into my writing. Your knowledge about fraternity and sorority life is priceless and I’m privileged to have worked with you.

I would like to give thanks to the Eastern Illinois University fraternities and sororities who have touched my life over the past two years. Living and working with you has taught me lessons and ideas that I will take with me wherever I go.

Specifically, I would like to recognize Sigma Kappa and Sigma Sigma Sigma whom I lived with for two years. Thank you for opening your hearts to me and allowing me to share my life with you.

I am honored to have worked with two executive boards of outstanding leaders known as the EIU Panhellenic Council. You may not receive all the praise throughout the year, but I want you to know that you make a difference on campus. Never forget that you all are the reason our community is the best it can be.

To the men of Sigma Alpha Epsilon, you all have been my rock through the past two years. Thank you for allowing me to join your chapter and advise you. Your chapter

reminds me everyday why I love fraternity and sorority life and why I want to work with more students like you. Each of you has touched my heart and I will never forget the wonderful moments we have shared together. The future is bright for your chapter. Trust in yourselves and trust in your brotherhood. I look forward to the wonderful things you will continue to do.

To the member of my College Student Affairs cohort, thank you from the bottom of my heart. Without you, this program would not have impacted me as much. You have made the classes with our stories, experiences, laughs and frustrations. We completed this chapter of our life together. I could not have done it without each and every one of you!

A special thanks goes out to the close group of friends I have made over the past two years. I could not have gotten through these two years without your friendship and support. Each and every one of you has supported or helped me in one way. I look forward to the lives we will lead, the students we work with and the friendships that will last beyond EIU.

Lastly, I would like to thank my family. It is with your love and support I was able to take a leap of faith in a new career path. It has been a challenge not being located close to you all. I love you all and thank you for your continued support. I would like to thank my father and my mother for showing me unconditional love. Through the hard times, and long nights, you have given love without asking of anything in return.

To my mother, thank you for letting me vent, cry, laugh and celebrate every moment with you. You are a best friend, and the strongest women I have ever known.

Table of Contents

ABSTRACT	i
DEDICATION	ii
ACKNOWLEDGEMENTS.....	iii
CHAPTER I.....	1
Introduction	1
Purpose of the Study	5
Research Questions.....	5
Significance of the Study	6
Limitations of the Study	6
Reflective Statement.....	6
Definition of Terms.....	7
Summary	9
CHAPTER II	10
Literature Review	10
<i>Recruitment History</i>	10
<i>Impact of Affiliation</i>	12
<i>Female Stages of Development</i>	14
<i>Retention and Recruitment</i>	16
<i>Academic Success</i>	18
<i>Recruitment</i>	19
<i>Deferred Recruitment</i>	21
Summary	24
CHAPTER III.....	25
Methodology	25
<i>Design of the study</i>	25
<i>Participants</i>	25
<i>Site</i>	26
<i>Data Collection</i>	26
<i>Qualitative Data Analysis</i>	27
Summary	28
CHAPTER IV.....	29
Results.....	29
<i>Introduction</i>	29

<i>Results</i>	29
What are the perceptions of the recruitment experience as a process?	30
What academic and personal issues were noticed during the recruitment process and upon receiving a “bid of acceptance”?	31
What is understood of other recruitment processes available?	35
Now that the recruitment process is complete, what would be changed?	35
<i>Other Emerging Themes</i>	36
Summary	40
CHAPTER V	42
Discussion and Conclusions	42
<i>Discussion</i>	42
<i>Recommendations</i>	46
<i>Implications</i>	47
<i>Conclusion</i>	48
REFERENCES	50
APPENDIX A	58

CHAPTER I

Introduction

The value of sorority membership as an adjunct to undergraduate education has not always been portrayed in the media as a serious endeavor. However, as Coffey and Gendron (2007) have pointed out, "Membership in a sorority can be the most valuable experience on any college campus today for women" (p. 35). They argued that membership in a sorority offers valuable opportunities to increase learning and enhance leadership skills outside the classroom, but the process of gaining membership into these organizations is not without controversy. Recruitment is often the first exposure students have to deciding whether or not to take part in the sorority experience. "Recruitment is truly the lifeblood of a sorority. Without it, the organization doesn't exist" (p. 35).

Active participation in a sorority requires an enormous amount of time, money, energy and stress. A great deal of this time, money, energy and stress is spent on an intense time period called recruitment. Historically known as "rush" within the Greek-lettered organizations, "recruitment" is now used as the term as sorority members no longer "rush" to the train station to recruit potential new members. A formalized recruitment process is now executed on campuses across the United States.

In formal terms this process is referred to as "sorority formal recruitment". Collegiate Panhellenic Councils (PHC) on campuses host a formal recruitment period that allows interested women on campus the opportunity to tour all sorority chapters on campus. The pressure of meeting and getting to know members from all chapters are placed on this week, as it might be the only opportunity for interested women to be

exposed to all chapters in a structured process regulated by the Panhellenic Council.

Keller (1978) defined rush as a

...frenzied two weeks of social activities [that] serves as a mutual examination process for both Greek-letter organizations and prospective pledges. It exposes students to the benefits and liabilities of “going Greek”, and provides each fraternity and sorority with the opportunity to evaluate the compatibility of rushees with its members” (p. 10).

“Bid Day” is the final day in the recruitment process in which those individuals seeking a sorority find out if they have been selected for membership in a particular chapter. Once potential new members receive their official invitation from the chapter, known as a “bid”, they are formally welcomed into the sorority. From the outside looking in, the “bid day” process can look like a “herd of sheep” or a day that crushes young women’s hearts as they are heard in campus bathrooms. As Robbins (2004) described the event, bid day is a

January day when hopeful rushees find out which sorority has accepted them. For a few moments, the room is full of five hundred girls (most of whom have been assigned a house, if not their house of preference) crying, laughing, and screaming, hugging each other in groups or slipping quietly away to a corner to weep alone (pp.1-2).

Greek societies have been a part of American higher education for well over 200 years. Phi Beta Kappa is recognized as the first Greek letter society founded in 1776 at the College of William and Mary in Williamsburg, Virginia. However, not until 1870 was the first women’s Greek letter society founded, Kappa Alpha Theta, at what is now

DePauw University in Greencastle, Indiana. Even though many other sisterhoods existed prior to Kappa Alpha Theta, those organizations were not founded as a Greek lettered society (White, 1999). In 1902, Alpha Phi invited Alpha Chi Omega, Chi Omega, Delta Delta Delta, Delta Gamma, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, and Phi Beta Pi to discuss common issues in Chicago. Soon this gathering became an annual event, leading to the coalition now known as the National Panhellenic Conference (NPC). In 1914, the annual meeting was agreed upon to meet biennially until 1993, when the Conference began to once again meet annually (*Adventures in Friendship*, 2009).

As formally defined, “The NPC is a conference body that adopts resolutions in order to govern its own internal operations” (MOI, 2005, I-5). In addition to NPC oversight, each individual sorority also maintains a National Headquarters to help support individual campus chapters. With the support of NPC, host college and university campuses that recognize NPC inter/national affiliations also have what is called PHC or CPH (Panhellenic Council or College Panhellenic). These campus based councils enforce NPC rules and regulations and are governed by undergraduate members. Lastly, NPC acts as a support system to its 26 women’s fraternities by promoting values, education, leadership, friendship, cooperation and citizenship.

Each year, campus PHC/CPHs hold a formal recruitment period in which women are able to tour and be introduced to members of all NPC chapters on campus. The time of formal recruitment varies across institutions. At the conclusion of this formal period chapters receive most of their new members for the academic school year.

There are a variety of times a host institution can choose to hold sorority recruitment. Larger schools tend to opt for a recruitment process before classes start,

while others will hold the process within weeks after classes start. Other institutions can choose to wait a month after classes starting. A third option, known as “deferred recruitment”, is to wait until the first few weeks after the start of second semester. Campuses choosing this third option restrict first year students from pledging a social sorority until their spring semester. Reasons for timing of recruitment periods vary from campus to campus. Stanford University, a deferred recruitment campus, has the following rationale posted on the Greek Life website.

Stanford University has a policy of deferred recruitment, a recruitment process that does not begin until the spring quarter of a student's freshman year. As a residential campus, Stanford has a policy of deferred recruitment because it is committed to ensuring that all students first become grounded in their academic and residential lives. This is an important hallmark of Stanford's residential education program and helps makes the Stanford Greek experience unique (Retrieved Oct 15, 2009, from <http://osa.stanford.edu/greek/recruit/howjoin.htm>)

While institutions like Stanford University chose deferred recruitment and are successful, some institutions are not successful. Bachenheimer and Lassalle (2008) asked “Is deferred recruitment really the answer?” Their mid-sized southern public school implemented deferred recruitment and found that the new style did not work for their institution. The institution switched for two years while following G.P.A statistics. At the end of the two years, no significant changes were made to the G.P.A average of chapters. Their research has continued a conversation about the timing of recruitment. Recent forums and on-line discussions of deferred recruitment

(<http://osa.stanford.edu/greek/recruit/howjoin.htm>) have left campus fraternity/sorority professionals wondering if the timing of recruitment has any adverse impact on students.

Purpose of the Study

Specifically the current study will explore the perceptions of members in relation to their experience during the recruitment time period they rushed at two different universities. One university held deferred recruitment before second semester classes resumed in January, and the other permitted recruitment during a one week period following Labor Day in the first semester of the academic year.

To date there is no consensus as to the impact of deferred or delayed recruitment for those women who choose to join a sorority. Therefore, the present research will focus on the perceptions of women at two different institutions who successfully rushed during non-deferred and deferred formal recruitment periods in the 2008-2009 academic year.

Research Questions

The following research questions were used for the purposes of the study.

1. What are the perceptions of the recruitment experience as a process?
2. What academic and personal issues were noticed during the recruitment process?
3. What academic and personal issues were noticed upon receiving a “bid of acceptance”?
4. What is understood of other recruitment processes available?
5. Now that the recruitment process is complete, what would be changed?

Significance of the Study

There is limited research in the area of sorority recruitment as a process and the perceived implications of deferred recruitment. This research provided a general picture of the recruitment process and what participants had to say about the process. The qualitative methodology used in this study provided a resource for those individuals interested in making the recruitment process more conducive to the overall mission of the university. Likewise, the significance of this study is found in that it hopefully adds to the body of knowledge concerning this topic as well as enhances the conversation about best practices.

Limitations of the Study

The limitations of the present study include the shared culture between the researcher and the subjects being studied. Shared assumptions and meanings may have led to an experience unquestioned or unexamined (Morrow and Smith, 2000). Another limitation is the small number of subjects interviewed and their life experiences in relation to race and socio-economic level. Therefore, caution should be used in making generalizations from these data to other locations or persons. Qualitative researchers seek to understand the present moment among respondents, and no attempt is made to apply findings beyond the persons interviewed (McMillan & Schumacher, 2006)

Reflective Statement

Readers should be aware of the Primary Investigator's (PI) personal experiences within the sorority recruitment process. The PI's own recruitment experience was with a deferred time period. The PI's perceptions were the influence for the topic of study, and therefore, may have created an unconscious bias when it comes to which type of

recruitment period works best. It is to be noted that the PI has worked with a sorority campus that chooses to recruit during the fall term for two years and therefore has gained the experience of this additional recruitment process. The PI has familiarity with the struggles of keeping up with academic expectations during the recruitment process and the impact of a poor G.P.A to weigh down an overall successful college career.

Definition of Terms

For the purposes of this study, the following definitions will be stipulated.

1. Bid/"Bid of acceptance"- A bid is a card which women receive as an official invitation to join membership in the chapter. (NPC MOI, R-19)
2. CPH/PHC- The collegiate Panhellenic Council on campus which governs over all NPC sororities on campus. Also commonly referred to as CHP (Campus College Panhellenic).
3. Deferred Recruitment- Deferred recruitment is a formal recruitment period that can be held any time during the spring (second semester). Additionally, it could mean a full calendar year before being allowed to go through recruitment. For the purpose of this study, it will refer to the time period during the second semester held in January.
4. Delayed Recruitment- Delayed recruitment is a formal recruitment period that can be held any time after one month from classes starting. For the purpose of this study, it will refer to a recruitment time period in October.
5. Dirty Rushing- Dirty rushing is a term used by sorority women when speaking about recruitment infractions that lead to a swayed decision by a potential new member by a chapter member.

6. Early Recruitment- Early recruitment is a formal recruitment period that is held before classes begin for the academic school year. For the purpose of this study, it will refer to a recruitment time period in August.
7. Informal Recruitment- Informal recruitment is a recruitment period that can be held during semester that does not have a formal recruitment process available.
8. Non-Deferred Formal Recruitment- Non-Deferred formal recruitment is a structured recruitment period that can be held any time before classes start up to a month after classes starting. For the purpose of this study, it will refer to a recruitment time period in September.
9. NPC- NPC is the acronym for the National Panhellenic Conference. The NPC is a conference body that adopts resolutions in order to govern its own internal operations.
10. Pledges- Pledges are members of a sorority who have not completed the initiation phase of their membership. Today, most organizations use the term “New Member”. For the purpose of this study, “pledge” and “new member” will be used as synonyms.
11. Recruitment Counselor- Recruitment counselors are women from NPC sororities on campus whom act as a neutral mentor/counselor for potential new member’s going through the recruitment process.
12. Rush- In order to eliminate the over use of the term, “recruitment,” I will be using “rush” as a synonym for recruitment. In recent years, NPC has pushed towards using “recruitment” instead of “rush” due to the negative stereotypes associated

with the term rush. Given its historical background within NPC history and the use of the word in prior research, rush will be used as synonym for “recruitment”.

13. Quota- Quota is the number each NPC women’s fraternity may pledge on a campus during a formal recruitment period.
14. Total- Total is an allowable chapter size, as determined by the PHC, and includes both new members and initiated members. Both Quota and Total are used to achieve parity (size wise) as much as possible amount the NPC sorority organizations.

Summary

In the process of becoming a member of a sorority, recruitment stands out as an important part of the process. Currently there are two primary methods of recruitment, one that involves an immediate “bid process” in the first semester of enrollment, and a second method that involves a deferred process in the second semester of enrollment. Regardless of the method used, research on this topic is limited. This study examined the perceptions of women who rushed using both methods of recruitment. The researcher examined women’s perceptions of their recruitment period for themes of interest for future research.

CHAPTER II

Literature Review

This review of literature explored several areas focused on sorority membership. The review begins with a summary of past sorority recruitment practices followed by the impact of membership. The creation and development of recruitment practices is provided as a reference to construct a historical image of the process. In order to appropriately understand the complexity of formal sorority recruitment, knowledge of past recruitment tactics is needed. Other areas include Gillian's stages of moral development, as well as student retention and academic performance within fraternity and sorority chapter membership. The final portion of this review of literature concentrates specifically on current research on deferred recruitment.

Recruitment History

Callais (2002) defined a sorority as "women's Greek letter fraternal organization that has multi-part mission including aspects such as sisterhood, academic enhancement, social philanthropic/community service endeavors, and lifelong friendships" (p. 23). Sororities were created out of the men's fraternal movement to provide women an environment for academic success, as well as personal and social growth (Astin, 1977). Unfortunately, the primary impetus for the creation of the first recognized sorority, Kappa Alpha Theta, as well as many other sororities, was due to women's exclusion from membership in fraternities.

Once established, sororities continued rapid growth over a 60 year period. This growth was sustained largely due to the sororities' ability to evolve and adapt to an ever changing social environment (Galloway, 1994). One of the ways that sororities survived

was to depend on membership intake, also known as recruitment, to pass along the traditions given to new members from older members.

In the beginning, sorority members would extend formal invitations to new students, often the moment they arrived to disembark at the train station. These new members were “spiked” with buttons or ribbons and whisked away to the chapter house. With no rules or regulations in place, new female students would often be “spiked” by multiple chapters and/or were “lifted” (stolen) from rival chapters (Owen, 1991). Such occurrences combined with the fierce competition to maintain active recruiting led to a new phenomenon whereby incoming freshman “pledged” their commitment to the chapter even though affiliation was not earned until the sophomore year (McGuire, 1993). Pledging practices continued until the first meeting of the Inter-sorority Council (now known as the National Panhellenic Council) in 1902. At this meeting, rush was an important issue for debate among the delegates. During that meeting, the group concluded that lifting a woman who already belonged to another fraternity was dishonorable and that the “initiation of preparatory students was incompatible with the highest development of chapter life” (*Adventures in Friendship*, 2009, p.3). By 1917, a rule was established prohibiting chapters from withdrawing from the campus College Panhellenic, and that all members, alumnae and pledges, were bound by rush rules. This was an historic moment for the newly named National Panhellenic Congress (changed from Inter-sorority council) as delegates exercised their governing right to regulate how chapters interacted and rushed pledges.

Soon after the 1902 ban on lifting members, sororities changed their recruitment strategy and began entering dormitories seeking potential new members. Likewise,

sororities included enhanced programming to better educate new students about university and sorority life and expectations (Johnson, 1972).

In 1926, the National Panhellenic Congress advocated for a short open rush season and early pledge day in order to create a fair and equitable process for chapters (*Adventures in Friendship*, 2009). Thus, new recruitment restrictions were imposed by local councils (CPH/PHC), national associations and individual campuses (McGuire, 1993). In 1947 the organization settled on a final name, the National Panhellenic Conference (NPC), and resolved that any member who resigned from one NPC sorority was not eligible for membership in any other NPC sorority (*Adventures in Friendship*, 2009). This resolve increased the importance placed on chapter programming, marketing and education in the process of successfully recruiting new members. Likewise, prospective members had to choose the sorority that best fit their need to find a “home” that provided personal development, leadership skills and academic support.

Impact of Affiliation

The impact of fraternity / sorority affiliation has been linked to negative outcomes such as increased levels of alcohol consumption (Tampke, 1990; Whechsler, Kuh & Davenport, 1996), high levels of academic cheating behavior (Kirkvliet, 1994; McCabe & Bowes 1996) and low levels of principled moral reasoning (Sanders, 1990; Kilgannon & Erwin 1992). Additionally, Pascarella, Edison, Whitt, Hagedorn & Terenzini (1994) found negative effects of Greek affiliation on standardized measures of cognitive development during the first year of college. A second study conducted as a follow up found that negative effects of Greek affiliation were much less pronounced during the second year and third year of college (Pascarella, Flowers & Whitt, 2001).

However, other researchers have identified a positive relationship between Greek affiliation and student satisfaction and success (Astin 1975; Pennington, Zvonkovic & Wilson, 1989; Pike & Askew, 1989). Pennington, Zvonkovic and Wilson (1989) and Pike and Askew (1990) have linked Greek affiliation with increased levels of satisfaction with college. Pike and Askew (1990) also found that students who are affiliated with fraternities and sororities have an increased ability to function in groups. Greek first year students perceived the campus environment to be more supportive of academic and personal development than did non-Greek students (Pike, 2003). Lastly, sorority members tend to be more involved in campus life (Astin, 1997, 1993; Baier & Whipple, 1990; Pike & Askew, 1990; Thorson, 1997).

Coffey and Eberly (2008) and Hunt and Rentz (1994) state that membership in fraternity and sorority life extends the student's educational experience beyond the classroom. However, Callais (2002) argued that the value of the sorority experience mostly depended on the culture created within each chapter.

The sorority experience is designed to create an environment that encourages young women to take on leadership roles, and to feel empowered to do whatever she wishes to. A sorority should be a place where young women grow and become confident women. Whether or not this happens depends on the type of environment that a particular sorority creates (p. 58).

Wilder, Hoyt, Surbeck, Wilder, & Carney (1986) stated that much of the research demonstrating differences between Greek and non-Greek students actually emphasized differences that existed before affiliation. In fact, they argued "the impact of Greek values on Greek members is substantially smaller than the individual differences between

students who subsequently became Greeks and those who remained independent” (p. 517).

Female Stages of Development

Callais (2002) compared sorority development to Gilligan’s female stages of moral reasoning. Greely (1991) stated that Gilligan suggests that women develop through relationships whereas men develop through separation. According to Wright (2005), Gilligan argued females move through the following three levels as they develop mature moral reasoning. In Level 1, Self-Oriented, an individual is primarily focused on self-needs with an emphasis on survival. In Level 2, Other-Oriented, the individual adopts more traditional feminine values such as self-sacrifice and caring for others to the exclusion of self. In Level three, the final Universal-Oriented level, the individual adopts a balance of self and others and recognizes the devaluing process of level one behavior including exploitation, violence against women and overall self-neglect. According to Callais (2002), sorority involvement follows similar levels. When joining a sorority, a first year female student is confronted with a culture of strong women with differing opinions. With the current stereotype of what a social sorority is, some female students are not prepared with the knowledge of what kind of personal commitment joining a sorority entails. With rules and regulations from many different governing organizations, some of these rules and regulations might conflict with the student’s own personal values.

The new member education program would be part of Gilligan’s level 2, caring for others (Callais, 2002). A new member program within a chapter is a way to teach new members the chapter’s history as well as other responsibilities and expectations that

coincide with membership. This stage within a female's growth allows for the possibility of hazing. It is during this level that the need to feel included is important in the female's life. The sorority is acting as a substitute for a family, with expectations of each family member caring about her and providing an inclusive environment.

The sorority experience is designed to create an environment that encourages young women to take on leadership roles, and to feel empowered to do whatever she wishes to. A sorority should be a place where young women grow and become confident women. Whether or not this happens depends on the type of environment that a particular sorority creates (Callais, 2002, p 58).

The environment that a chapter creates for new members will determine a member's persistence, leadership and personal development as well as the environment they will create with the future new members of the organizations.

The final stage in Gilligan's levels (Callais, 2002) can only be achieved by a sorority woman after she has been provided the experiences and opportunities to balance her needs and values with those of the chapter and betterment of the community. By holding leadership positions and living the creed and ritual of the chapter, the female can see beyond her own self.

As most research identifies, there is still a need for further theory development that involves women and their specific needs and differences compared to men. Testerman, Keim, and Karomos (1994) determined that males valued what is socially proper, accepted social norms and being in charge of other people, having authority, or power over others more highly than women. Females' valued being treated with understanding and receiving kindness and encouragement from others, doing things for

other people, and being generous more highly than males. This study is additional evidence of the need for further understanding and development of research dealing with women and sorority membership.

Retention and Recruitment

A sorority member's focus during recruitment is not on the future, but rather on speaking and connecting with a potential new member during that moment. However, membership within a sorority is more than just the week long recruitment process. According Tinto (1997), the first six months of college are important to a student's persistence and completing the first year. Daubman, Williams, Johnson, and Crump (1985) reported the first six weeks of college influences the decision to depart or continue at the institution more than similar decisions a student will face later in their college career. These authors' works are cited as one argument advocating the need for recruitment during the first fall semester compared to deferred recruitment practices. Membership in a fraternity or sorority has a positive effect on persistence, overall satisfaction with college, and satisfaction with instruction and social life (Astin, 1975; Jacobs & Archie 2008).

Tinto (1987) explained student growth through three stages. A student's college career begins by separating themselves from past associations and communities as they transition into the norms and patterns of his/her new community. A student's transition is accomplished during that orientation into their new environment (institution, residence hall community, clubs/organizations).

Tinto's first stage initiates a student's separation from current values, behaviors, and norms. While first arriving at college, a student is challenged by different values and

behaviors. Then they must deal with adapting outside values and behaviors, or retaining their current values and behaviors.

Tinto's (1987) second stage contains a transition where past experiences are utilized. Examples of these past experiences are participation in extracurricular activities, advanced placement classes, and family background. Each student brings a unique set of experiences with them to college. How the experiences are used will determine the success of the student's overall transition to college.

Tinto's (1987) final stage is incorporation, when the student has become integrated with the college and its various communities. Whether incorporation is achieved through sports, academics or engagement in organizations or leadership opportunities, they have acclimated to college.

Each student grows and transitions at differing times (Tinto, 1987). If a student were to choose to join a sorority, the recruitment process and choice of chapter might differ depending on their current stage of transition. A woman in the first stage might be forced to either adapt to new values and behaviors within a chapter before having the opportunity to discover her own values and behaviors. The conflict between personal and group values can cause great stress during the recruitment process if there has not been time to decide what values and behaviors are negotiable. A woman in the second stage during recruitment might not be as flexible to change and transition. By allowing time to challenge and negotiate values and behaviors, a woman might transition independently and therefore might not thrive in a large group setting.

A chapter's values and behaviors are not just talked about, but are also shown in the individual chapter member's actions on and off campus. Potential new members

receive the most information about a chapter's values during recruitment from their own personal interactions with the members and the observations of member's interactions (Burnett, Vaughan & Moody, 1997). Therefore it does not matter what is said about a sisterhood during recruitment if the current members do not believe and act their espoused values daily.

Academic Success

Studies by Baird (1969), Kaludis and Zarkin (1966), Pike and Askew (1990), Prusok and Walsh (1964), and Willingham (1962) have examined the relationship between Greek affiliation and academic performance as reflected in grades, but results were inconclusive. Pascarella, et al. (1996) pointed out there were serious questions about the generalizability of grades as measures of cognitive growth during college. While it is hard to compare G.P.A.s as a way to examine development and growth within varying majors, classes and personal academic success, there are several studies comparing G.P.A.s and recruitment process time periods.

Wilder and Hoyt (1986) suggested that academic stress may drive the internal need to have a social support outlet such as membership in Greek-lettered organizations. While membership in fraternities and sororities can be an escape from the academic challenges of higher education, there is still a standard of excellence Greek students are held to by their local chapters and council, institution, national organizations and their own peers. Most studies that compare fraternities and sororities academic success support women performing at a higher level in developmental variables than men (Porta, 1991; Pascarella, Flowers & Whitt, 2001; Nelson, Halperin, Wasserman, Smith & Graham, 2006).

First-year students comprise the majority of participants in a formal recruitment process; thus their academic performance is a major criterion for study. The Pascarella et al. (1996) study simply reflects the fact that joining in first year requires time and emotional commitment from students that can dilute the impact of their academic experience. Pascarella, et al. found that non-Greeks performed higher academically than pledges, while non-Greeks and Greek members performed at an equal level, leading to the conclusion that pledges were the most academically unsuccessful students. Debard, Lake, and Binder (2006) identified statistically significant cumulative G.P.A. differences between fall and spring pledges. Second semester new members for both men and women had higher G.P.A.s than first semester new members. While the findings from the study were statistically significant, the authors called for additional research.

A chapter's academic success, especially for sororities, is highly related to selectivity in membership recruitment (Shaffer, 1983). To a certain extent, prospective pledges are aware of the scholastic records or reputations of the Greek organizations and attempt to find a good match. Academic success and value-based reputation, along with involvement in campus, leadership opportunities, financial commitment and success in athletic or campus events are additional aspects prospective members are aware of when making their personal decisions to seek membership in a group (Coffey & Gendron, 2007).

Recruitment

Coffey & Eberly (2008) described the benefits for a successful recruitment experience in terms of “perceived social status on a campus, distribution of workload, and cultivation of the bonds of sisterhood with as many women as possible” (p. 52). The

fraternity / sorority recruitment process operates by organizations selecting pledges as well as pledges selecting organizations (Wilder and Hoyt, 1986). Organizations attempt to find the individual with the best person-organization fit; individuals also attempt to choose an organization with values that closely match their own (Burnett, Vaughan, & Moddy, 1997; Coffey & Gendron, 2007; Nelson, Halperin, Wasserman, Smith & Graham, 2006).

Each campus PHC is provided a Manual of Information (MOI) by the NPC (2005) which includes all rules, regulations, guidelines as well as additional information about running a campus PHC and the recruitment process.

The National Panhellenic Conference considers early fall to be the optimum time to implement membership recruitment programs...for these reasons. 1) Women's fraternities seek to emphasize the academic, social, cultural and service components of the college experience. The earlier in one's college career a student has an opportunity to participate in these programs, the more beneficial the programs will be for the student. 2) Fall recruitment represents an earlier opportunity to assist new students adjust to campus life. 3) Fall recruitment helps to eliminate challenges of predetermined opinions about chapters on campus. 4) Students have the opportunity to adjust sooner to serious academic work through participation in a chapter's scholarship program with the opportunity to learn and develop sound study habits from the beginning. 5) Potential New Members have earlier opportunities to assume leadership positions within the chapter. 6) Support and mentoring offered by chapter members and alumnae advisors facilitates opportunities for successful adjustment to the college experience (p. MR-27).

The MIO also recognizes the use of mandated recruitment structures after the first term. Provided are suggestions such as programming, marketing and allowing an informal recruitment for transfer and non-first year students to join. Finally, the NPC MOI clearly states that fall recruitment has more advantages than any other recruitment period and therefore the NPC supports this time period above other alternatives.

There are many campuses where early first-semester rushing and pledging allows the fraternity/sorority's new member education programs to teach practical student skills as well as other academic and social skills necessary for a quality freshman experience and positive integration into the college/university environment (McGuire, 1993, p. 10).

Deferred Recruitment

While the NPC does not fully support the use of deferred recruitment, many institutions still choose to use deferred recruitment as the preferred recruitment time period. Contrary to NPC assertions about academic adjustment and learning outcomes, Pascarella, et al. (1995) found that joining a sorority during the first year of college had a statistically significant negative effect on reading comprehension and composite achievement. Their findings prompted questions about the timing of new member recruitment, suggesting that rush and new member activities, especially for white men, be deferred to the second semester or even the second year of college. Pascarella, et al., found that although there were differences for white females, their results suggested that deferring recruitment until the second semester would have less an effect on women than on men. "It is assumed that deferred recruitment permits students to become academically successful and better acclimated to the campus, particularly to academic

life, before being diverted by membership in a fraternity” (Nelson, Halperin, Wasserman, Smith & Graham, 2006, p. 62). As the quote above implies, academicians frequently take a position on sorority recruitment that is in opposition to the NPC statement about fall recruitment.

The Northwestern University Interfraternity Council, the University of Nebraska Interfraternity Council, and the University of North Carolina Interfraternity Council assessed their own communities and found the following reasons not to defer recruitment: 1-Deferred recruitment would cause financial hardship for the chapters, 2-Deferred recruitment would negatively impact the transition of new students to college by inhibiting the guidance and leadership training offered by fraternities, 3-Deferred recruitment would prolong tensions for students contemplating affiliation 4-Deferred recruitment would create additional competitive tension among the chapters due to the constant stress of rush (The Advisors Circle, 2006, McGuire, 1993; Edwards, 2005).

Additionally Northwestern found increased stereotyping of chapter reputations and the University of Nebraska found deferred recruitment would not “improve scholarship, enhance loyalty to the campus, or increase the use of college achievements as measures of potential pledges” (McGuire, 1993, p. 31). However, men have a different recruitment structure and nationally supported rules and regulations (NIC, <http://www.nicindy.org/about/resolutions/#Recruitment>) than women, as well as a different development path as suggested by Pascarella, et al. (1997).

In agreement with the men’s results above, an older study involving Willamette University Panhellenic Council sororities compared people who joined sororities during fall recruitment to people who joined during a spring recruitment period. Results

indicated that women who joined during early rush found it was more satisfying to develop class loyalty and loyalty to the institution. However, the study also found that the deferred rush process led to a formation of stereotypes among chapters. Additionally, results found deferred recruitment contributed to poorer relations between sororities because of competition for new members throughout the fall semester (Panhellenic Council of Willamette University, 1966).

While some older research above indicated negative outcomes from deferred recruitment, other studies reported that deferred rush compared to fall rush resulted in fewer de-pledgings (Nudd, 1985; Whitehead, 1960) and less counseling in regard to decisions on which chapter to join. Furthermore, pledges that joined during deferred recruitment remained more active in chapters through to graduation than pledges that joined in fall recruitment (Forsythe, 1963). Whitehead (1960) also found that academic performance among deferred recruitment chapters was higher than among fall recruitment chapters. In contrast, Bryson (1964) examined relationships between early and delayed recruitment processes and found that early rush members had significantly higher G.P.A.s while delayed recruitment was disruptive to scholastic achievement. He found no significant differences in retention rate to graduation between early and delayed members.

Kuh and Lyons (1990) suggested that Greek affiliation during the first semester tends to bring the largeness of a flagship university campus down to a human scale and as such, assists with the student's successful integration into campus life on large campuses. Among private institutions the authors asserted that the presence of fraternities and sororities detracted from rather than enhanced the quality of education and campus life.

McGuire (1993) stated one sufficient reason to consider deferring formal rush would be concerns for G.P.A. and academic development. McGuire's research showed positive correlations between satisfaction and involvement. Timing of rush did impact scholastic achievement and therefore supported the reasoning for deferring recruitment. Kuh, Pascarella, and Wechsler (1996) suggested that to reduce alcohol abuse "policies barring first-year students from joining fraternities are essential" (p. A68). However Hayek, Carini, O'Day and Kuh (2002) argued a general policy to defer recruitment may not be needed for all fraternity and sorority communities. Instead more focused assessments would assist in identifying specific needs within campus fraternity and sorority communities.

The Association of Fraternity and Sorority Advisors (AFA) agreed that the recruitment process needs to be evaluated on most campuses and should not interfere with orientation or other academic activities. AFA does not support deferred rush until the second term of the freshman year or later. Instead, AFA recommends each individual institution evaluate communities for the best recruitment fit (DeWine, 1990). Members of AFA, an organization of campus-based fraternity and sorority advisors, recognize deferred recruitment as an option rather than as a requirement.

Summary

The third chapter will outline the current study in terms of methodology. The fourth chapter will provide the common themes found through focus group interviews in terms of research questions and themes. The fifth chapter will provide recommendations and future research of the current topic.

CHAPTER III

Methodology

The methodology is provided for the current study. The design of study, description of participants and research site institutions, data collection and analysis is presented.

Design of the study

The present study focused on the perceptions of women who successfully joined a sorority during a formal recruitment period, specifically, during a non-deferred or deferred formal recruitment period during the 2008-2009 school year at one of two institutions of higher education. The purpose of the study was to explore the perceptions of members within different chapters on two campuses in relation to their experiences during their recruitment period. Qualitative methodology was used to carry out the study based on the need to gather in-depth perceptions of sorority women on their recruitment process. It was desirable to fully explore those perceptions and feelings to gain the fullest knowledge of possible leads for future research. Participants were provided with an informed consent document when the primary investigator (PI) explained the purposes behind the study. Purposeful sampling was used to identify participants for the study.

Participants

Study participants were members of two focus groups of 2-4 undergraduate women representing different sororities from the community on each campus. Each participant was a member of a formal sorority pledge class during the 2008-2009 academic year, and was a traditional student who joined during their first year in college.

Participants were interviewed in a group setting to collect specific and overall perceptions about their recruitment process. Due to participation and availability of participants, one focus group consisted of four participants, while the other focus group consisted of two participants. Chapter presidents of all sororities on each campus were asked by the PI to provide at least one representative from their chapter. The first four new members replying to the request were used for the study. All participants who qualified for the study were identified by the campus Panhellenic Council Chapter Presidents and sent a letter of participation through electronic campus mail by the PI.

Site

Two different Midwestern higher education institutions were used as research sites in order to evaluate different perceptions from sorority women in a deferred and non- deferred setting. A comprehensive rural public institution was the fall formal recruitment process site and a suburban private institution was the “deferred” recruitment process site (Retrieved March 4, 2010, from http://collegesearch.collegeboard.com/search/compare_schools.jsp?). Locations were selected based on the following criteria: recruitment process, sorority community size, location to primary researcher and administrator/PHC willingness to participate in the study. Lastly, the public institution provides university built and maintained on-campus chapter house living. The private institution local sorority chapter owns the housing which is located off campus.

Data Collection

At each campus site a one hour focus group interview was conducted by the PI and video recorded, as well as audio recorded. Participants were first provided with an

informed consent document and explained the purposes of the study. All were informed that they could withdraw from the study at any time without penalty of any kind. A semi-structured interview format (Appendix A) was used to gather participant's voices on their perceptions, experiences and challenges with sorority recruitment on their respective campuses (Lewis, 2000). The interviews were conducted and recorded in video and audio in a private setting away from distractions in each campus Union. Research procedures were approved by the EIU Institutional Review Board for the Protection of Human Subjects and the NPC Research Committee prior to collection of data.

Qualitative Data Analysis

Digital audio records from the focus groups were transcribed on a password-protected personal computer using a word processing program. Only the principal researcher had direct access to the recorded data. Audio data were initially used to develop paper transcriptions, with video recordings used to verify indistinct words and phrases, as well as to check for non-verbal calibrations across respondents. Participants' actual names were not recorded on transcriptions, and numbers were substituted for identification purposes. Individual participant voices are nested within focus groups to identify the non-deferred recruitment institution (Group #1) and the deferred recruitment institution (Group #2). Data were analyzed first within groups within single transcriptions for codes, and then compared across groups and transcriptions until unique codes were identified and reduced to categories and themes (McMillan & Schumacher, 2006). Following IRB protocol, both audio and video recordings will be destroyed after three years.

Summary

The following chapter will provide the common themes found through focus group interviews in terms of research questions and themes. The fifth chapter will provide recommendations and future research of the current topic.

CHAPTER IV

Results

The voices of first-time women in college who joined a sorority through either a fall or deferred spring formal recruitment process are described below. These women tell about their experiences and emotions as they underwent their respective campus NPC-approved sorority recruitment process.

Introduction

This chapter will present the results of focus group interviews conducted for the purposes of the present study. Each focus group was asked a set of five major research questions by the PI. Follow-up probes were asked based on initial responses to the research questions. Group #1 will refer to the non-deferred institution and focus group, while Group #2 will refer to the deferred institution and focus group. Individuals within institution and focus group were identified by both focus group and person within focus group, thus, the first person in focus group #1 was assigned the number 1:1, and the first person in focus group #2 was assigned the number 2:1.

Results

Five research questions were asked by the PI to facilitate discussion in each focus group. Both interviews were conducted in a quiet, private room within the campus's student union at two Midwest institutions. Themes emerging from the cross-comparative data analysis (McMillan & Schumacher, 2006) are presented within each research question below.

What are the perceptions of the recruitment experience as a process?

While describing their perceptions of the recruitment experience, members of Group #1 had a very similar reaction immediately following the question. All four women agreed that the process felt really overwhelming and scary. Both the recruitment process and which sorority to join felt like such a big decision to these women. In addition to those feelings, a second theme the women described was a lack of getting to know individuals within the chapter, and a third theme was not to know the chapter environment itself before the recruitment period was over. The first theme was reflected for all participants in Group #1 by statements such as the following.

I think people and their ideas of what they might have wanted were not valid because they did not spend enough time meeting people.

There are so many forbidden topics that you cannot talk about, you cannot really figure out what people are into, like what the house is really about.

All women shared their frustration when it came to sharing their experiences of getting to know the chapter members from chapters they were interested in joining. Group #2 members had differing opinions within the discussion group. Participant 2:2 described the recruitment process in a similar light as the non-deferred sorority participants.

I think it [rush] is incredibly flawed. I understand why we do what we do, but you have seen the guys and how they do it. They make friends and then they give those friends bids. You [the females going through recruitment] have to get dressed up and stand out in the cold and speed date and be put in these forced social situations. It is very hard to bond or click or really find out any personalities because once you get past those warm up questions, it's time to go.

This sorority woman clearly summed her feelings.

It is way more stressful than it had to be and its focused on finding people that you know in school that can seem to be your best friends and that are going to uphold your values (what you can figure out in five minutes with this person).

Participant 2:1, served on the Panhellenic council's executive board, and spoke about seeing the bigger picture of recruitment now that she was in her leadership position.

From both sides it is incredibly stressful and emotionally taxing, going through recruitment. As a potential new member you are very unsure, like what does this house really think of me.

She continued to share similar views of recruitment using the analogy of "speed dating" where the mutual selection process of a chapter choosing a potential new member and vice versa can lead to a lot of the stress. However, she clearly stated several times that she believed the process eventually worked.

In the end you kind of have to trust the process and I feel on both sides in the end, it has worked out. The house [sorority chapter] that I am in is where I am suppose to be, but it wasn't an easy week and there were tears, but it worked out best for me in the end. You have to trust that the girls you end up with are going to be the ones that share the same values and want the same sisterhood that you have...it just works out.

What academic and personal issues were noticed during the recruitment process and upon receiving a "bid of acceptance"?

On the basis of comparisons between academic and personal issues during the recruitment process and after completion of the recruitment process, themes originating

from Research Questions #2 and #3 were combined below. Academic themes are presented first.

Academic Responsibility.--Upholding student academic responsibilities is one of the major reasons both NPC officials use to advocate for fall recruitment (MOI, 2005, MR-27), and proponents of deferred recruitment use to justify a second semester recruitment period (Whitehead, 1960; Nudd, 1985; Forsythe, 1963). The recruitment process for Group #2 participants was deferred to the week before classes resumed in January. These students did not have the academic responsibility of attending classes during recruitment events as did students from the fall recruitment campus, Group #1. Therefore when these research questions were posed, Group #2 participants spoke mostly about personal issues such as the internal dilemma of becoming Greek and the struggle with their emotions during and after each invite night.

I at no point felt that joining the house would really make that [academics] suffer. I mean I struggled with deciding if I wanted to go Greek or not in general. Now I know the house that I'm in is where I was meant to be, but at the time it was the only house I went to on Pref Night [the last night of recruitment in which every attendee of this night will be on the "A" bid list, known as Preference Night] and going into it I came from a place where Greek life was not positively looked upon (Participant 2:2).

Participant #2.1 added to the statement above by clarifying that in order to participate in recruitment, there is a G.P.A requirement. This G.P.A would be a student's first semester grades (if a first-year student). She felt that already having an established G.P.A. helped reduce academic stress among women participating in their campus

deferred recruitment procedure. If a student was not up to that level of academic responsibility (≥ 2.5 G.P.A.), they were unable to go through recruitment.

In Group #1, the fall recruitment campus, the sorority students expressed great stress about the academic portion of their responsibilities as a student going through recruitment. Since they did not have an established institutional G.P.A, some sororities would base their academic judgments off a potential new member's high school G.P.A or not take any academic judgments into consideration. The problem with not having an established campus G.P.A. was noted by participant #1.2.

I know we do it, sometimes, but some base it off of high school G.P.A and sometimes in high school they might not do that well and they might do better in school [college].

The biggest discussion to emerge from this research question was choosing between attending classes and participating in recruitment events. Due to the campus recruitment schedule, with events held from 4:00 p.m. to 9:00 p.m., potential new members often had classes that met at the same times. While only participant #1.2 admitted to skipping classes for recruitment events, the discussion gave light to the overwhelming pressure the participants felt. Participant #1.3 and #1.4 helped finished each other's thought when they spoke about academics, stating,

When you are a freshman, it's a little easier because you're taking all your "gen eds" so you can skate by for a week, like not putting forth a full effort but when you're on the other side its harder to keep up good grades and put your studies first cause it's such a big time chunk.

Participant #1.3 continued by expressing the following.

I know at the same time for the girls that are rushing, it might be kind of hard because they still have not fully adapted to college life, and they don't know if they can miss their classes or how to talk to their professors.

Later, Participant #1.3 expressed this concern of the continued stress of academics within their sorority experience even in the present time. "Greek Life is definitely really involved so it's a challenge to keep your grades up and still be involved with Greek Life".

While keeping current with academic work continued even after recruitment, with the additional meetings, events, functions and leadership participation, sorority members must negotiate a filled schedule of events. After admitting to skipping classes to go to recruitment events, participant #1.2 continued with her reasoning's why she made that choice.

When I went though I lied and I didn't not tell them that I wasn't in class because I was rushing. I was like "Oh, I'm sick". You have been in class for two weeks and you don't want them [professors] to have a bad impression of you so that's why I told them I was sick when I was rushing.

Participant #1.3 talked about the time constraints involved during the recruitment process. The pressure to go to class, attend events all evening and then find time to work on homework, or just go to sleep and repeat the process for the next couple of days was a problem.

Personal Adjustment.--Among the personal issues that emerged from the focus group discussions, the issue of rejection and emotional conflict during the recruitment period seemed most pronounced. Participant #1:2 shared her recruitment story.

I did not get my first choice that next day [the second round of recruitment], and I was sad but I did not drop out. I wanted to keep going because I thought, well, maybe I should try other houses, which worked out but some people [other recruits] got really upset.

Participant #1.4 summed up the experience of rejection and balancing a friend's impact on the decision process.

It can be discouraging because you're trying to block out your friends' decisions and balancing if you fit with them. Do you try to go with the group or do you try to break away? That is scary for a freshman.

What is understood of other recruitment processes available?

While both deferred and fall recruitment participants had a general idea of one other recruitment process, most knew of alternative recruitment processes as a result of knowing friends in other Greek communities. A Group #1 participant (1:2) did specifically refer to Group #2's deferred recruitment process as an option. Overall, there was not a lot of knowledge of other recruitment processes among participants, and therefore, the query about understanding other recruitment processes did not lead to a rich discussion about perceptions of other recruitment process alternatives.

Now that the recruitment process is complete, what would be changed?

Group #1 approached the question of changing their campus recruitment process differently than did Group #2. Common categories within group are presented below.

Group #1 participants chose to respond based on what they would change about their experience after the recruitment process. All four participants expressed that they would try to be more involved within the sorority right away, and not be scared to take

risks when they first joined their organizations. All four were in unison about not having a fear of involvement, getting to know members, and stepping up for leadership opportunities right away.

Group #2 participants responded based on what changes would mean to the informal recruitment procedures in practice during the fall semester on their deferred recruitment campus. Participant # 2.1 spoke about the informal fall recruitment events prior to the formal recruitment process held in the week prior to the second semester of classes.

I would want a more formal or organized recruitment events because you don't get a lot of one on one interaction until formal recruitment and so you may not have the stereotypes or perceptions about a house but you don't get enough of a formal structure with one on one interaction with the girls.

Other Emerging Themes

Unanticipated themes emerging across both focus groups were respondents' perceptions of faculty support for the presence of sororities, and the importance of a structured campus recruitment process. All participants were sensitive to faculty members' reactions to their decision to join a sorority, and most acknowledged the need for a structured recruitment experience.

Perception of Faculty Support.--Both Group #1 and Group #2 participants mentioned their feelings toward faculty support of the fraternity / sorority community and the recruitment process. Group #1 members had negative perceptions while Group #2 members expressed positive perceptions. Participant #1.1 spoke for all members in her fall recruitment cohort.

A lot of professors are anti-Greek life and not lenient for the people that are Greek, cause if someone were to say, ““Oh, I’m skipping class to go to recruitment...,” they would say, ‘Too bad!’” Teachers will say “I know it is recruitment week, but you still have to be here. It’s not an excuse”.

Even though the sorority women felt that being involved with their sorority has positively impacted their relationship with the institution in terms of school pride, the support received from faculty members during the recruitment process and Greek events in general was negatively experienced.

On the deferred recruitment campus focus group participants held a much more positive impression of the support sorority members received from their institution’s faculty members.

I think Greek life has a more supported feel on our campus than on others because we get to make friends outside of the Greek community, but when you join it’s just a whole new world of friends and people to meet. [In reference to delaying recruitment to be involved in other student organizations during the first semester] (Participant #2:1).

The importance of a structured formal recruitment.--Within both groups, the need for the formal recruitment structure was called into question. Both groups compared their recruitment process to their respective male counterpart’s recruitment process. While they spoke of the need to be more like the guys in terms of making friends with an individual, and then giving bids out to those whom the chapter has built a relationship with, in the end, the sorority members could not live without a formal structure. The need for structure was especially apparent in Group #1’s discussion. For the later portion of the

interview, the participants were very descriptive on how the rules hindered conversation but they also depended on the rules to get the right number of members in their chapters (quota).

A distinctively different tone occurred among respondents in Group #1 fall respondents and Group #2 deferred respondents with regard to a formal recruitment structure. Group #2 did not mention concerns for dirty rushing or “making numbers” [filling quota to project an image of success in recruitment] while Group #1 mentioned both of these concerns and more. To Group #1, formal recruitment ensured a perfect match or fit within a chapter. As Participant #1.1 explained the formal process,

If we didn't have something formal I don't think the girls would get where they wanted to be because this way, you see somebody from each house and get to know a couple of people from the house before we have to choose.

Participant #1.2 reinforced the importance of a formal structure.

If we didn't have something formal I think it would be a free for all. Informal you might get a house without even knowing other houses were there. You might get a house that you don't fit into very well.

Group #1 participants also found the need to be competitive during the recruitment process. Participants found themselves comparing themselves to all other females in the room during recruitment. They would gage how much a chapter was interested in them by how much personal attention they received at that chapter.

Participant #1.1 described her personal sense of competition with other women recruits.

In some other houses I felt like it was a competition, even though I didn't want that house. I still competed so that they would notice me more than the other girl. I just wanted to see how many houses I could get in.

It was after this statement that Group #1 members started to describe their views on the process as being "fake" and more about "persuading" each potential new member to choose that chapter. Moreover, this group described the party themed sessions as chapter members drilling them with questions. Participant #1.4 described putting on a "face" to compete with other women. "Sometimes it was fake because you were trying to impress them because you thought you wanted them". Participant #1.3 added her thoughts. "It was hard to be yourself, but in some houses you could have good conversations and really connect with the girls".

On the deferred recruitment campus participant #2.1 felt that she could be herself during the recruitment events. She explained that "the first day was the worst because she had no idea what to do and they [members] would all of sudden be asking questions." Despite some negative impressions, her conversations at other houses were more comfortable and less forced. All women felt comfort with the chapters they ended up joining during recruitment, which they felt was what helped them make their decision.

"Dirty rushing" was a huge concern with Group #1 participants when they were asked about some of the positives and negatives associated with switching recruitment to later in the year. Earlier in their focus group, members of Group #1 expressed concerns about dirty rushing during their recruitment process, but it seemed like a bigger concern to participants if they were to have a semester's delay in the recruitment process.

Participant #1.2 explained,

If they pushed it [formal recruitment] back further, I think they would have a bigger issue with dirty rushing. Just because everyone would be meeting new people and be like 'hey, go through recruitment and put us first'. Houses with smaller numbers who try to follow the rules would be at a disadvantage [making quota] and that could really screw up and hurt the numbers.

Once again, making numbers (quota) within the recruitment process was also a concern. However, Group #2 participants reassured the PI through their conversations that concerns of dirty rushing and making numbers were not a problem or concern within their community. "Informal" recruitment events occur on the deferred recruitment campus. Participant #2.1 described these events as "a lot of opportunities that panhel [slang term for campus PHC] sponsor as recruitment. It is not the formal recruitment but it is learning about each house throughout the semester". Participant #2.1 continued by explaining dirty rushing was not an issue during the first semester due to all these recruitment events offered.

Summary

Overall, Group #1 participants described perceptions of overwhelming stress and focus on the recruitment structure as a process that is about getting individuals, making quota and forcing conversation. While Group #1 participants developed loyalty to their institution due to joining their sorority, they felt little support from faculty members during recruitment week, and during subsequent sorority events. Group #2 members expressed positive feelings for the supportive nature of the institution and its faculty members when it came to sorority membership and associated events. Both groups of women did compare their recruitment experiences and events to those of fraternity men.

While they expressed reservations about their recruitment process, they identified several positive outcomes, and in general, the sorority women enjoyed and wanted a structured recruitment experience that helped guide and regulated social interactions and conversations. The following chapter will provided a summary discussion of the results, along with recommendations for future research and fraternity and sorority practitioners and implications.

CHAPTER V

Discussion and Conclusions

Themes emerging from focus group discussions on two campuses, one with fall recruitment and the second with deferred recruitment, were presented in Chapter IV. In this chapter emerging themes are compared to the professional literature, implications for practice will be provided for campus fraternity / sorority professionals, as well as recommendations for future researchers interested in the sorority recruitment process.

Discussion

The present qualitative study examined the perceptions of sorority women about the recruitment process they experienced when they joined their sorority. The PI was impressed with the rich conversations and memories participants provided. Several themes emerged from cross-comparative analysis of the focus group conversations. Two emerging themes revolved around the stress of recruitment in competition with academic expectations, and the structure of recruitment focused on getting individuals, making quota and forcing conversation.

The voices of these participants supported prior studies involving Greek affiliation and positive levels of satisfaction with the institution (Pennington, Zvonkovic and Wilson, 1989; Pike and Askew, 1990). Both Group #1 (fall recruitment) and #2 (deferred recruitment) participants found enhanced pride and school spirit within their respective institutions as a consequence of sorority membership. However, Group #1 members voiced little support from faculty members for their interest in sororities during recruitment week and subsequent all-campus sorority events. The deferred group

experienced a generally supportive environment within the institution, and faculty members were positive toward and supportive of sorority membership.

I think Greek life has a more supported feel on our campus than on others because we get to make friends outside of the Greek community, but when you join it's just a whole new world of friends and people to meet. [In reference to delaying recruitment to be involved in other student organizations during the first semester]

(Participant #2.1)

Group #1 participants did not support Pike's (2003) findings that fraternity and sorority first-year students perceived their campus to be supportive of academic development. Coffey and Eberly (2008), and Hunt and Rentz (1994) suggested membership in fraternity and sorority life extends the student's educational experience beyond the classroom. However participants within the non-deferred recruitment group found that the constant pressure of choosing between class attendance and recruitment events, and the time constraints of completing course requirements balanced against the major decision before them was extremely stressful. This conflict of priorities put unnecessary stress on Group #1 participants' already wild week of recruitment events.

I know at the same time for the girls that are rushing, it might be kind of hard because they still have not fully adapted to college life, and they don't know if they can miss their classes or how to talk to their professors. (Participant #1.3)

Group # 1 participants felt a lack of support from faculty, and their voices reflected faculty distaste for a recruitment process that interrupted academic learning. If students are placed in an environment where they must choose between attending classes and participating in recruitment, faculty will never view the recruitment process or

sorority members as a valuable opportunity and a value-added adjunct to classroom learning. Participant #2.1 was able to agree and support faculty members' concerns with the recruitment process, while at the same time acknowledging her institution's way to support academics was by requiring a minimum first semester G.P.A of 2.5. GPA requirements at the Group #1 fall recruitment institution also required a 2.5, but with no established college G.P.A for first-year students, there was little knowledge of potential new members' ability for college level academic success.

Both Group #1 and #2 participants compared their recruitment experiences and events to the fraternity men on their campuses; allowing them to gage how formal their recruitment process was in comparison. Current open recruitment within fraternities on both campuses seemed to reflect much older excesses. Owen (1991) described the practice of "spiking" young women in the late nineteenth century when they arrived to campus. In many ways, the practice of "spiking" seems parallel to informal recruitment activities among twenty-first century fraternities. These informal practices allow for a more casual setting and promote social interaction, but many men join the first group that recruits them rather than first getting a good sense of whether their values align better with another group. Participant #1.2 explained the evident need for a formal structure.

If we didn't have something formal I think it would be a free for all. Informal you might get a house without even knowing other houses were there. You might get a house that you don't fit into very well.

In the end, each woman was able to reflect on the formal sorority recruitment process and agree that a structured recruitment experience helped guide and regulate

situations and conversations in a collaborative process that enabled women to find a “fit” across persons and organizations.

The pressure to make quota [make numbers] was evident from voices in the non-deferred focus group. This competitive drive deflected sorority members away from the ultimate reasons why sorority members participate in recruitment in the first place. Coffey and Gendron (2007) stated “Recruitment is truly the lifeblood of a sorority. Without it [recruitment], the organization doesn’t exist” (p. 35). Sororities recruit to take in new members to help sustain their values and tradition through women who will uphold those values and traditions. Sororities should not have to recruit to compete with other sororities for the biggest numbers, or be expected to invest in new members who they gave a bid to because they had to give out a certain number of invitations to meet an artificial criterion.

As stated in the previous chapter, these women did not have current knowledge on either campus about the choices of recruitment processes available to them. This lack of information leads to miscommunication and therefore the sorority women cannot see how a different recruitment period would be applicable to their own campus. A campus PHC cannot make educated assessments of their community and the recruitment process without the knowledge of all possible options. The first edition of the NPC Manual of Information from 1929 included less than a page of recruitment rules. Today, there are 66 pages to describe, in detail, every aspect of recruitment. In 1929, NPC’s recruitment rules clearly stated that “No parties shall be allowed to conflict with the college schedule” (p. 19). This approved rule foresaw all of the academic obstacles that Group #1 sorority members in the current study voiced.

Each new edition of the NPC MOI outlines additional rules and details on the best practices of a thriving campus PHC organization. However, by implementing so many rules and regulations, sorority women can feel restricted. The feeling of restriction was expressed not only in the structure and rules for recruitment but also in the conversations the women were allowed to have during recruitment. Participant #1.3 from the fall recruitment focus group explained, “There are so many forbidden topics that you cannot talk about, you cannot really figure out what people are into, like what the house is really about”. These forbidden topics consist of boyfriends, alcohol/partying, and other topics

Recommendations

A comprehensive longitudinal cohort study following students from their first day on campus to at least a decade after graduation would lead to a more detailed understanding of effects of recruitment period on a student’s personal and leadership development, academic success, retention within the institution and sorority, as well as the continued alumnae involvement. By collecting data from a sorority member’s college career, there will be a greater opportunity to grasp how deeply the recruitment experience can affect personal development.

It should be noted that the choice of using participants who were one year into active membership within a sorority was intentional. It was the objective of the PI to use members who had one year to participate in leadership opportunities which afforded them the “bigger picture” of sorority life. Additional research could include older sorority members to better assess the “bigger picture” perspective of the sorority experience.

In addition to future research, there are opportunities fraternity / sorority professionals can utilize for their current Greek community. Assessing and evaluating a

sorority community can be beneficial to understand and adapting to recruitment trends as well as incoming first-year student trends. If a community is suffering from lower G. P. A.'s, lower recruitment registrations and higher levels of membership deactivation after Bid Day, an assessment of current recruitment practices would be beneficial. The provided list is not exhaustive, rather suggestions based on previous research.

Bridges (2008) provided topics of discussion that will help guide current sorority community assessment. 1) What is the recruitment process? 2) What is the marketing strategy for recruitment? 3) What do the recruitment statistics from the past three years indicate? 4) What are the changes of female student enrollment? 5) What kind of interest is in joining a sorority?

After evaluating a campus sorority community based on the criteria above, the NPC recommends that campus fraternity / sorority professionals consult with the institutions Area Advisor. An Area Advisor is a specially trained NPC volunteer who serves as a liaison between NPC and the institution, as well as a resource with expertise in sorority community development. With their collaboration, fraternity and sorority professionals will be able to identify areas for growth that would be in the best interest of the entire campus community.

Implications

Readers should use caution in generalizing the findings. With low participation within the deferred group, the perceptions found were not a collective account of the sorority membership experience at the represented institution. It was very difficult to gather participants from the deferred institution and therefore not all possible perceptions were collected and reported.

Implications of this study can be gleaned from the themes. As previously stated in the reflective statement provided in the first chapter, the PI experienced a deferred recruitment experience during her undergraduate career. Combining the PI's own recruitment process and the results from this study, it is the PI's considered judgment that campus PHCs should assess the current recruitment process to see what changes can be made to allow for academic success, a less stressful experience and a more supportive perception of relationships between fraternity and sorority life and faculty members on campus. While not every deferred recruitment process will work for a campus community and culture, there are other possible changes that can be implemented.

Due to the PI's involvement in this study, Group #1's PHC has recently approved a recruitment change for the upcoming academic year. While the initial conversation of change was not initiated by the PI, the results of this research assisted in changes to the overall recruitment process. With the collaboration of the NPC Area Advisor, the campus fraternity / sorority professional and her staff members, the campus PHC leaders assessed the academic conflicts with the current recruitment process in place and recognized the increase of evening classes for first-year students contributed to unnecessary stress placed on recruits, to the point that many first-year students may not have opted for sorority recruitment. Due to the assessment, fall recruitment will now be completed across two weekends to eliminate potential class attendance conflicts.

Conclusion

This study was designed to explore the perceptions of sorority members about their recruitment process in deferred and non-deferred institutions. The results of this study indicated that the non-deferred sorority members felt a lack of support from faculty,

a higher overwhelming and stressful experience, an academically challenging experience and placed importance on getting numbers rather than new members. The deferred sorority members felt a similar stress from recruitment, but it was not as pronounced. Additionally the deferred recruitment campus members reported support from the institution and its faculty, and their perceived ability to be themselves during the recruitment process.

REFERENCES

- Adventures in Friendship National Panhellenic Conference (2009) [Brochure].
Indianapolis, IN: Author.
- Astin, A. (1975). Preventing students from dropping out. San Francisco: Jossey-Bass.
- Astin, A. (1977). *Four critical years: Effects of college on beliefs, attitudes, and knowledge*. San Francisco: Jossey-Bass.
- Astin, A. (1993). What matters in college. San Francisco: Jossey-Bass
- Astin, A. W. (1997). How 'good' is your institution's retention rate? *Research in Higher Education*, 38(6), 647-658.
- Bachenheimer and Lassalle (2008) Presentation at Annual Association of Fraternity Advisors Meeting. Denver, CO.
- Baier, J., & Whipple, E. (1990). Greek values and attitudes: A comparison with independents. *NASPA Journal*, 28, 42-53.
- Baird, L., (1969). The effect of college residence groups on students' self-concepts, goals, and achievements. *Personnel and Guidance Journal*, 47, 1015-1021.
- Bridges, K (November 2008). Evaluating recruitment style. *Conversations E-Letter*.
- Bryson, F. W. (1964). *An investigation of the effects of deferred rush and pledging on a group of freshmen at Southern Methodist University*. Unpublished doctoral dissertation, North Texas State University.
- Burnett, J. R., Vaughan, M. J., & Moody, D. (1997). The importance of person-organization value congruence for female students joining college sororities. *Journal of College Student Development*, 38(3), 297-300.

- Callais, M. A. (2002). *Sorority rituals: Rites of passage and their impact on contemporary sorority women*. Unpublished dissertation. Louisiana State University, Louisiana.
- Coffey, C.E., & Eberly, C.G. (2008). A formative evaluation of a national sorority's recruitment program in its inaugural year. *Oracle: The Research Journal of the Association of Fraternity Advisors*, 3(2), 52-68
- Coffey, C. & Gendron, J. (2007). I heart recruitment. The eight steps to limitless possibility for sororities. Carmel, IN: Phired Up Productions, LLC.
- Daubman, K. A., Williams, V. G., Johnson, D. H., & Crump, D. (1985). Time of withdrawal and academic performance: Implications for withdrawal policies. *Journal of College Student Personnel*, 26, 518-524.
- DeBard, R., Lake, T., & Binder, R. S. (2006). Greeks and grades: The first-year experience. *NASPA Journal*, 43(1), 56-68.
- DeWine, P. (1990). President's perspective. *The Fraternity Newsletter*, 17(4), 10-11.
- Edwards, M. (2005). *A study on greek recruitment*. Unpublished manuscript. University of Georgia, Office of student Affairs Assessment, 1-15.
- Forsythe, M. J. (1963). *An investigation of the effects of deferring sorority membership for freshman women*. Unpublished doctoral dissertation, Western Reserve University, Cleveland, OH.
- Galloway, B. J. (1994). *Evolving sisterhood: An organizational analysis of three sororities*. Unpublished dissertation. Western Michigan University, Michigan.
- Greeley, A. T. (1991). Patterns of college women's development: A cluster analysis approach. *Journal of College Student Development*, 32, 516-523.

- Hayek, J. C., Carini, R. M., O'Day, P. T., & Kuh, G. D. (2002). Triumph or tragedy: Comparing student engagement levels of members of greek-letter organizations and other students. *Journal of College Student Development*, 43(5), 643-663.
- Hunt, S., & Rentz, A. L. (1994). Greek-letter social group members' involvement and psychosocial development. *Journal of College Student Development*, 35(4), 289-295.
- Jacobs, J., & Archie, T. (2008). Investigating sense of community in first-year college students. *Journal of Experiential Education*, 30(3), 282-285.
- Johnson, C. S. (1972). *Fraternities in our colleges*. Menasha, WI: George Banta Company, Inc.
- Kaludis, G., & Zatzkin, K. (1966). Anatomy of a pledge class. *Journal of College Student Personnel*, 27, 523-527.
- Keller, M. J. (1978). Perceptions of sorority and fraternity rush: Survey report. Oxford, OH. Office of Program Development, Miami University. (ERIC Document Reproduction Services No. ED 161 322).
- Kilgannon, S. & Erwin, T. (1992). A longitudinal study about the identity and moral development of greek students. *Journal of College Student Development*, 22, 253-259.
- Kirkvliet, J. (1994). Cheating by economics' students: A comparison of survey results. *Journal of Economic Education*, 25, 121-133.
- Kuh, G.D., & Lyons, J. W. (1990). Greek systems at "involving colleges": Lessons from the College Experiences Study. *NASPA Journal*, 28(1), 20-29.

- Kuh, G. D., Pascarella, E.T., & Wechsler, H. (1996, April 19). The questionable value of fraternities. *The Chronicle of Higher Education*, A68.
- Lewis, M. (2000). Focus Group Interviews in Qualitative Research: A Review of the Literature. *Action Research E-Reports*, 2. Available at:
<http://www.fhs.usyd.edu.au/arow/arer/002.ht>
- McCabe, D. L., & Bowers, W. J. (1996). The relationship between student cheating and college fraternity and sorority members, *NASPA Journal*, 33(4), 280-291.
- McGuire, J. J. (1993). *The effect of deferring fraternity and sorority rush upon scholastic achievement, satisfaction, and quality and quantity of involvement among students at a small, private liberal arts university*. Unpublished doctoral thesis, Oregon State University, Oregon.
- McMillan, J. & Schumacher, S. (2001). *Research in education: a conceptual introduction* (5th ed.). New York, Addison Wesley Longman, Inc.
- Morrow, S. L., & Smith, M. L. (2000). Qualitative Research for counseling psychology. In S. Brown, & R. Lent (eds.), *Handbook of counseling Psychology 3rd Ed.* (pp. 199-230). New York, NY: John Wiley & Sons, Inc.
- North-American Interfraternity Conference,
<http://www.nicindy.org/about/resolutions/#Recruitment>
- National Panhellenic Congress Manual of Information. (1929). Approved rules for rushing (1st ed.) [Brochure]. p. 19. Committee on Collegiate Panhellenics: Author.
 Retrieved May 17, 2010 from
<http://www.facebook.com/photo.php?pid=5663166&id=119856010548#!/photo.php?pid=5663166&id=119856010548&fbid=422018390548>

- National Panhellenic Conference Manual of Information. (2005). Membership Recruitment (14th ed.) [Brochure]. Indianapolis, IN: Author.
- Nelson, S. M., Halperin, S., Wasserman, T.H., Smith, C., & Graham, P. (2006). Effects of fraternity/sorority membership recruitment semester on GPA and retention. *Oracle: The Research Journal of the Association of Fraternity Advisors*, 2(1), 61-73.
- Nudd, T. R. (1958). *An evaluation of deferred rushing and deferred pledging by men's social fraternities in institutions of higher education in the University States*. Unpublished master's thesis, University of Oregon, Eugene, OR.
- Owen, K. C. (1991). Reflections on the college fraternity and its changing world. In J. L. Anson & R. F. Marchesani Jr. (eds.), *Baird's manual of American college fraternities* (20th ed.). Indianapolis, IN: Baird's Manual Foundation, Inc.
- Panhellenic Council of Willamette University (1966). Deferred rush evaluation. Indianapolis, IN: National Interfraternity Conference.
- Pascarella, E. T., Flowers, L. & Whitt, E. J. (2001). Cognitive effects of greek affiliation in college: Additional evidence. *NASPA Journal*, 38(1), 280-301.
- Pascarella, E. T., Edison, M., Whitt, E. J., Nora, A., Hagedorn, L. S., & Terenzini, P. (1996). Cognitive effects of greek affiliation during the first year in college. *NASPA Journal* 33(4), 242-259.
- Pascarella, E. T., Edison, M., Whitt, E. J., Nora, A., Hagedorn, L. S., & Terenzini, P. (1994). Cognitive effects of Greek affiliation during the first year of college. Washington, DC. Office of Educational Research and Improvement. (ERIC Document Reproduction Services No. ED 381 053)

- Pascarella, E. T., Whitt, E. J., Nora, A., Edison, M., Hagedorn, L. S., & Terenzini, P. (1995). *What have we learned from the first year of the national study of student learning?* Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 381 054)
- Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: Sage publications.
- Pennington, D., Zvonkovic, A., & Wilson, S. (1989). Changes in college satisfaction across an academic term. *Journal of College Student Development*, 30, 528-535.
- Pike, G. R. (2003). Membership in a fraternity and sorority, student engagement, and educational outcomes at AAU public research universities. *Journal of College Student Development*, 44(3), 369-382.
- Pike, G. R. & Askew, J. W. (1990). The impact of fraternity and sorority membership on academic involvement and learning outcomes. *NASPA Journal*, 28(1), 13-19.
- Porta, A. D. (1991). *Independents, actives, and pledges: A comparison of academic achievements*. Murray State University, Kentucky. (ERIC Document Reproduction Services No. ED 332 596).
- Prusok, R. E., & Walsh, W. B. (1964). College student residence and academic achievement. *The Journal of College Student Personnel*, 5, 180-184.
- Robbins, Alexandra (2004). *Pledged: The Secret Life of Sororities*. New York: Hyperion.
- Sanders, C. (1990). Moral reasoning of male freshmen. *Journal of College Student Development*, 31, 5-8.

- Shaffer, R. H. (1983). Review of research in greek affairs. In W. W. Bryan & R. A. Schwartz (Eds.), *The eighties: Challenges for fraternities and sororities*, (pp. 6-30). Carbondale, IL. Southern Illinois University Press.
- Stanford University Greek Life Website,
<http://osa.stanford.edu/greek/recruit/howjoin.htm>, Retrieved Oct 15, 2009
- Tampke, D. (1990). Alcohol behavior, risk perception, and fraternity and sorority membership. *NASPA Journal*, 28, 71-77.
- Testerman, M., Keim, M., & Karmos, J. (1994). Values differences in greek affiliation and gender. *College Student*, 28(4), 486-491.
- Tinto, V. (1987). *Leaving college: Rethinking the cause and cures of student attrition*. Chicago: The University of Chicago Press.
- Tinto, V. (1997). Colleges as communities: Exploring the educational character of student persistence. *Journal of Higher Education*, 68(6).
- The Advisor's Circle. (2006). Recommendations on changes to fraternity recruitment. Unpublished presentation to Texas Tech University Inter-Fraternity Council. Retrieved on March 9th, 2010 from <http://www.techadvisors.org/rushchangesproposal.pdf>.
- Thorson, E. (1997). *Greek and non-greek college and university alumni: Giving, community, participation, and retrospective college satisfaction*. Columbia: University of Missouri-Columbia Center of Advanced Social Research.
- Whechsler, H., Kuh, G., & Davenport, A. (1996). Fraternities, sororities, and binge drinking: Results from a national study of american colleges. *NASPA Journal*, 33, 260-279.

- White, K. C. (1999). Leadership among women: an exploratory study of the impact of sorority members on women's leadership development. Unpublished doctoral dissertation. Florida State University.
- Whitehead, J. B. (1960). *Comparative study of three rushing and pledging systems*. Bloomington, IN: Indiana University
- Wilder, D. H., Hoyt, A. E., Surbeck, B. S., Wilder, J. C., & Carney, P. I. (1986). Greek affiliation and attitude change in college students. *Journal of College Student Development, 27*, 510-519.
- Wilder, D., H, Hoyt, A.E., (1986). Greek affiliation and attitude change: A reply to Jakobsen and Strange. *Journal of College Student Personnel, 27*, 527-530.
- Willingham, W. (1962). College performance of fraternity members and independents. *Personnel and Guidance Journal, 41*, 29-31.
- Wright, J.C., (2005). Gilligan's theory of feminine morality. *Encyclopedia of Human Development*, N. J. Salkind (Ed.), SAGE Publications.

APPENDIX A
CONSENT TO PARTICIPATE IN RESEARCH

An Analysis of Sorority Women's Perceptions of Recruitment in a Deferred and Non
Deferred Setting

You are invited to participate in a research study conducted by Kathleen E. Drake and Dr. Richard Roberts from the Department of Counseling and Student Development at Eastern Illinois University. Your participation in this study is entirely voluntary. Please ask questions about anything you do not understand before deciding whether or not to participate.

You have been asked to participate in this study because you have been identified as a person who has participated in your campus's formal sorority recruitment during the 2008-2009 academic year.

PURPOSE OF THE STUDY

The purpose of the study is to explore the perceptions of sorority members in relation to their experience during the recruitment time period they "rushed".

PROCEDURES

If you volunteer to participate in this study, you will be asked to:

- (1) Answer several open-ended questions about your experience during your recruitment process during the 2008-2009 academic year within a focus group.
- (2) Agree to the recording of the interview using a digital video recorder.

Your answers will be collected in a group process held on Monday, March 29th, 2010 in TBA on campus. The process will be conducted in a group interview process. Conducting a group interview process allows for more in-depth look at the feelings and perceptions you can give, rather than writing or circling answers on a piece of paper (Lewis, 2000).

CONFIDENTIALITY

Any information obtained in connection with this study that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by the principle researcher who will have complete ownership of all information shared by the participants. Only pertinent findings of the research will be shared with the thesis committee members. Questions will be asked within a focus group setting. Therefore the topics will be discussed within the group. Confidentiality will be asked of all members within the focus group as well as the researcher.

The researcher will be the only person who will have access to the video files of the interview. All interviews will be transcribed and the original tapes will be destroyed after the approval of the master's thesis by the committee members.

PARTICIPATION AND WITHDRAWAL

Participation in this research study is voluntary and not a requirement or a condition for being the recipient of benefits or services from Eastern Illinois University or any other organization sponsoring this research project. If you volunteer to be in this study, you

may withdraw at any time without consequences of any kind or loss of benefits of services to which you are otherwise entitled.

You may also refuse to answer any questions you do not want to answer. There is no penalty if you withdraw from the study and you will not lose any benefits to which you are otherwise entitled.

POTENTIAL RISKS AND DISCOMFORMTS

As a volunteer, you agree to any potential discomfort when discussing personal views within the focus group. The researcher will provide an open and safe forum, to the best of her ability. By agreeing to participate in this study, you are aware of the potential for discomfort with sharing ideas and feelings about your personal experience with recruitment. Additionally, there will no repercussion if you share information with the researcher about potential recruitment infractions or other punishable information.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

As a participant in this study, you will not directly benefit from participating in this study. However, the results of this study will provide many benefits to fraternal organizations world-wide. Since there is very little quantitative and qualitative research about the benefits and limitations of deferred recruitment, this research will be valuable to Universities and colleges who are looking to make an educated decision on choices of recruitment time periods available. The intent of this study to help bring to light some focus area's for future researchers to investigate in relation to deferred recruitment. The potential to put deferred recruitment structures in more conversations within the campus and Greek life community could bring about a more concentrated effort to focus on the needs of women who rush.

RIGHTS OF RESEARCH SUBJECTS

If you have any questions or concern about the treatment of human participants in this study, you may call or write:

Institutional Review Board

Eastern Illinois University

600 Lincoln Ave.

Charleston, IL 61920

Telephone: (217) 581-8576 E-mail: eiuirb@eiu.edu

You will be given the opportunity to discuss any questions about your rights as a research subject with a member of the IRB. The IRB is an independent committee composed of members of the University community, as well as lay members of the community not connected with EIU. The IRB has reviewed and approved this study.

I voluntarily agree to participate in this study. I understand that I am free to withdraw my consent and discontinue my participation at any time. I have been given a copy of this form.

Printed Name of Participant

Signature of Participant

Date