CONQUERING THE GREEK DIVIDE:

ONE FRATERNITY'S ATTEMPT TO

SHATTER STEREOTYPES THROUGH EDUCATION

HONORS 499 CREATIVE PROJECT SUMMARY

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ABSTRACT

As anyone who has dealt even remotely with a college campus and its culture before knows, Greek organizations and fraternities often do not send off the most positive images and examples to the general public. Due to many highly publicized negative incidents such as alcohol and drug abuse, date and gang rape, racism, and academic underachievement, fraternities have not fostered a strong, positive perception among the public (Tampke, 1990; McCabe, 1996; Goettsch, 1990). Also, the lack of the undergraduate chapter's effort to correct these negative aspects of fraternity life forces many professionals in the area of Student Affairs to question if the fraternity experience is even beneficial to undergraduates anymore (Pascarella, 1996).

The national fraternity Sigma Phi Epsilon (SigEp) recognized this fact and was one of the first fraternal organizations to start making changes to combat this problem. With the implementation of the Balanced Man Program (BMP), SigEp hopes to make massive, much needed cuts in the areas of hazing incidents, academically inept chapters, and accidents with risk management (Headquarters Presentation, 1997). Indiana Gamma, the Ball State Chapter of SigEp, is even going one step further. With the creation and implementation of the “manipulated Phi Challenge,” which is the actual, working, creative project, the program hopes to address the following problems: lack of community service, lack of campus involvement,
conflict management, respect for property, spirituality, racism, sexism, and leadership.

Additional concepts, such as hazing, alcohol and drug abuse, and academic integrity are either addressed through other sections of the BMP or through the program as a whole. Through attacking the complex concepts involved within the problems by breaking them down to tangible efforts, the men involved in the challenge will hopefully learn to change their thinking and behavior.
ACKNOWLEDGEMENTS

Before I begin this summary, I would like to thank the many individuals which contributed a great deal in helping me to create this curriculum and the structure and documentation surrounding it. First, I would like to thank Dr. Barbara Jones for being my advisor for this endeavor; without her guidance, in and “out” of the thesis, I would not be the successful student leader that I strive to be today. Also, Dr. Beth Ellis of the Speech Department and Stephen Rupprecht of the Office of Leadership and Service Programs helped my effort by offering much needed input towards the content and direction of this project.

There are two other special groups of people who must be recognized, and one includes the many guest speakers that came and shared their thoughts with the fraternity participants. These were: Michael Reed for his Leadership seminar, Daren Mooko for his Racism seminar, Lance Rintomaki and the other members of the LBGSA Speaker Panel for their discussion about Sexism, and Bill Kollar for his Spirituality seminar. Finally, I would like to thank the Ball State University SigEp Executive Council, the National SigEp Headquarters personnel, Eric Collyer who served as my Assistant Phi Coordinator, and last but not least the Spring 1997 Phi Challenge Participants. Without the framework, structure, and participation from them none of this would be possible.
BACKGROUND

It is no secret that fraternity life has been under fire for a long time, from students, faculty, and administrators alike. There are many reasons for their negative image among university culture, but the main stigmas that continue to tarnish the record of Greek fraternal organizations include hazing, alcohol abuse, drug abuse, sexism, academic dishonesty, racism, and academic underachievement (Tampke, 1990; McCabe, 1996; Goettsch, 1990; Nuwer, 1990). From a fraternal perspective though, the problem is that these are not just ghost cases that are blown out of proportion. All of the aforementioned behaviors are very real in any fraternal undergraduate chapter on any college or university.

A good starting point for going into further detail about these problems is the arena of academic underachievement. In the Fall 1990 edition of the NASPA (National Association of Student Personnel Administrators) Journal, there is a passage that states “In terms of educational goals, fraternal organizations are equally out of line with our institutions’ stated missions” (Maisel, p.10). This does not paint a pretty picture when discussing the academic environments of today’s undergraduate chapters. Poor study environments, easy access to tempting distractions, and tight living quarters make studying in the chapter house next to impossible, let alone trying to construct a project or prepare a presentation.

Sexism and racism are also prevalent within today’s fraternal chapters, yet most of the time the overt comments of yesterday are
turning into the subtleties of today. In an article by Jane Goettsch that deals with racism, sexism, and the emotional outcomes of these factors in Greek events, a passage concerned with "slave auctions" states that "As in slave auctions, participants have no power to determine their purchasers. The impact on self esteem and human dignity of treating people as commodities is a concern we and our students need to consider" (Goettsch, 1990).

Dealing with sexism can also be extremely difficult because of the subtle mask that it wears when being carried out in fraternal events. For instance, from the same article, it says that "Events that focus on and reward beauty can be sexist even when both genders participate as contestants, since the events have a more significant impact on women than men" (Goettsch, 1990). The unfortunate premise here is that in most undergraduate chapters in which these events are happening, these specific events may be considered "traditions" within the makeup of the organization. Therefore, it would be even more challenging to try and get the chapter to discontinue a traditional event that has been a mainstay for the past twenty years than to stop a program before it gets off the ground. Yet, this seems to be a challenge for most Greek Advisors across the nation.

Another tough obstacle for the fraternity world to overcome is alcohol and drug abuse. Although drug abuse does happen to an extent in the modern undergraduate collegiate fraternity, alcohol abuse is much more prevalent and must be taken care of immediately. It does not take long to find the facts to back this statement up. In the summary of an article by Dale R. Tampke, it states "The author presents results of a survey showing that Greeks drink significantly
more than their non-Greek peers, and that their perceptions of risks associated with alcohol-related behaviors are significantly lower" (Tampke, 1990). This article is of concern not only because it warns us of the fact that fraternity men tend to drink more than their independent counterparts, but then also that they will probably take more risks when doing so because they feel the consequences are lessened.

Probably the most popular and sensationalized negative issues about fraternities today deal with the topic of hazing (Nuwer, 1990). Hank Nuwer authored the novel “Broken Pledges: The Deadly Rite of Hazing.” Within this work’s pages lies a story of a young man’s death due to one of many negative hazing experiences and his parents’ quest to uncover the brutal truth about the subject and the death. With the night of his passing away containing such activities as riding in a car trunk, chugging a number of beers, drinking two pints of whisky, vomiting, and passing out, Chuck Stenzel died with a blood alcohol content of .46 (Nuwer, 1990). It is actions like these that appear to disable the positive aspects and images of fraternity life.

The last point will focus on the concept of academic dishonesty. This is a topic that is not nearly as sensationalized, but according to an article by McCabe and Bowers, which is out of the Summer 1996 edition of the NASPA journal, this is a much more pressing issue than one would think. In the piece it states that “cheating is more prevalent among those who belong to fraternities than among independent students” (McCabe & Bowers, p.281). Not only is this bad from an ethical standpoint, but it also lowers the confidence in the academic success of the fraternity man even more. Not only do fraternities
normally have lower G.P.A.'s than the general male population, but they also now cannot accept the responsibility that the lower grade point average is totally due to their own hard work (Benson, 1996).

The important thing to remember here is that although all of these problems can be backed up statistically, not every male that is a member of a fraternity is morally inept and untrustworthy. All fraternity men are not alcoholics, nor are they all sexual predators who cheat on their exams. Unfortunately, these can be some of the stereotypes that come to mind when dealing with fraternities though, so it is important to keep this knowledge in the correct context and perspective.

In narrowing the "fraternity" world down to the applicable size needed for discussion of this creative project, a single fraternity will be focused on, and that organization is Sigma Phi Epsilon. This fraternity has just as many issues as other fraternities do, and this was the primary reason for the creation of the Balanced Man Project. The in-depth details of the project will be discussed later in the write-up, but the fact is that SigEp realized that fraternities must change in order to stay alive and then tried to implement change in the form of a new brotherhood development program.

To even get more specific, the SigEp chapter at Ball State had the same problems listed above, and some of them to the extreme. In the Spring of 1992, over 100 brothers were removed from the chapter, and in the Fall of that year, only 13 brothers held SigEp together. Just over 55 brothers were removed due to excessive partying, sexual misconduct, alcohol and drug abuse, hazing, and risk
management violations. Substance abuse, sexual assault, and poor academics still plagued the chapter though, but in the Spring of 1995, the chapter voted in the Balanced Man Project in an attempt to rid itself of the problems that were affecting them.

The BMP has had the proper care and time to prosper in the chapter environment at Ball State, and because of this the chapter finally has gotten comfortable with the basics of the project. Another positive aspect of this was that it gave the chapter leaders a marvelous window of opportunity to construct a curriculum that can aid the challenge coordinators (the brothers who are in charge of chapter education) by pinpointing the problems that fraternities need to address and then by enabling them to have a guide that can help their members in changing their behaviors as individuals. These are two specific goals of this project that when combined can lead to stronger chapter education and awareness.
PROBLEMS

The overriding problems in fraternities are the inadequacies that were described in the Background section (Tampke, 1990; McCabe, 1996; Goettsch, 1990; Nuwer, 1990). The ultimate goal of this creative project is to stimulate discussion over these topics and, more importantly, to change the perceptions and behaviors toward those specific concepts that participants involved in the curriculum have displayed.

The actual problems which are the focus of this section deal with the question: “Why is it so difficult for undergraduate fraternal chapters to change, and once they have the desire to, how would they go about it?” It appears that there are three major responses to this question, and then to accompany those are three causes for the answers.

First, undergraduate chapters are steeped in tradition. Since a fraternity can serve a function in a member's experience in college in terms of creating community and being a family away from the family at home, brothers can easily succumb to peer pressure. This is displayed through a passage that states “They (freshmen typically away from home for the first time) are vulnerable to others' appraisals and tend to look to the peer group for definition and measurement of themselves” (Dalton, 1989, p.181). This fact, combined with a high level of insecurity, can cause a member to vigorously stick to a few key concepts that are important to that specific group.
A strong example of this lies in a passage from an article in the *Chronicle of Higher Education* that states "Drinking and hazing are too deeply embedded in the cultural system of many chapters, where they are a part of a complicated system of rewards and sanctions that bond the individual member to the group" (Pascarella, 1996, p.A26). This action only promotes the upholding of the status quo then, and if this is the direction the chapter would like to forge toward, any attack on those "hallowed" principles and/or norms will be met with high resistance.

Also, unfortunately, many undergraduate fraternity members can lack the perspective to see the big picture and/or the power to change it. Since an undergraduate will get bombarded with new concepts constantly, it is a lot of work just trying to keep up sometimes. In a study and article by Ernest Pascarella, the concept of first year students in fraternities summarizes these exact sentiments. The article reads "Because academic performance, intellectual development, and openness to diversity seem to be negatively related to fraternity membership in the first year of college, policies barring first year students from joining fraternities are essential" (Pascarella, 1996, p.A26). If given the proper education though, some of those negative aspects can be turned around.

The third response to the question asked is that some members will just refuse to change, and this could happen for a myriad of reasons. Some are honestly happy with the status quo, others do not want change because they might be in a position to lose power. In a hazing study conducted by Craig Little, the Assistant Executive Director of Phi Kappa Tau National Fraternity, he states that the
reasons for the continuance of hazing deal with "egos....most members supporting hazing are the weakest, least responsible members of the chapter" (1997, p.4). Once again, insecurities and a lack of proper guidance haunt the structure and education of the chapter and its members.

In contemplating the reasons why people feel this way about the answers to the question, some immediate causes come to mind when studying the local chapter of SigEp. The first one is that some undergraduate brothers have had a lack of proper educational development when it comes to the fraternity. When the important educational and problematic concepts are not accurately defined, it is more difficult to know how to change them. Next, many leaders in the undergraduate chapter can see what needs to be changed and why, but they may be so overwhelmed that they do not know where to start. This is difficult to remedy in a general sense because, unless given a scenario, it can be difficult to realize where and how everything fits together.

Finally, and maybe most importantly, many times the members may want to change, but there are no other alternatives offered. In this case, it is the responsibility of the leadership of the chapter to devise a plan that can outline how to make that change or transition. This is not easy to do, as seen through the passage "It takes more energy, and more creativity, to put together a comprehensive membership orientation program and follow it" in the Little article (1997, p.4). Nevertheless, this is exactly what, both nationally and locally, SigEp is striving to accomplish as seen through the next sections.
Given the fact that fraternities as a whole are on the decline in terms of public image, academic achievement, and manpower, what can a national fraternity act upon to combat these problems (Campus Commentary, 1996; Benson, 1996; Perspective, 1996)? Sigma Phi Epsilon surveyed the situation and came up with an alternative method of running the most integral dimension of the undergraduate fraternity experience: Brotherhood Development. This option was dubbed the "Balanced Man Project" in hopes of motivating the individual chapters to return to their roots and to try and develop their members into being "balanced" in many facets of their college experience: academics, athletics, leadership, community service, etiquette, sportsmanship, responsibility, and ethics (Headquarters Presentation, 1997).

The Balanced Man Project (BMP) is a four-stage brotherhood development program that focuses on a different section of the fraternity, campus, and community experience within each stage. In this new structure, there is no "pledge period" or "pledgeship," and thus neither is there an "activation." The BMP abolishes the hierarchical structure of the fraternity, along with most of the demeaning language that goes with it.

Another excellent positive aspect of the alternative plan; not only does it do a stronger job in terms of educating the brothers on the importance of such concepts as academics, leadership, etiquette, and community service, but it also says that the National Fraternity realized
the need for, acted upon that need, and developed a new infrastructure of the modern undergraduate fraternity chapter. The Balanced Man Program is one of the most concentrated programs developed by fraternities to eliminate hazing and to heighten undergraduate education and involvement.

The BMP was first thought about at the National Convention for SigEp, the Grand Chapter Conclave, in the 1989 session (Headquarters Presentation, 1997). The Board of Directors and the National Headquarters knew that something needed to be done to help create a positive environment that was missing as of late. They went to the undergraduate delegates that year with some ideas, and in the next session, in 1991, a formal action was taken that the Headquarters “should formulate and distribute a proposed plan to transform the pledging process to one focused on community service in the next year” (Headquarters Presentation, 1997).

Still in its infancy stage, the headquarters staff and SigEp volunteers worked hard on the proposal, and in 1993 the National Board of Directors passed a resolution stating that “the Fraternity will continue to support the Balanced Man Project and that in 1995 a complete report on the project will be made” (Headquarters Presentation, 1997). It is now 1997, and almost one-half of all SigEp chapters are “BMP chapters,” and this program has helped these chapters to change in a positive way on subjects such as academics, alcohol and other drug use, safety, and involvement in extracurricular activities (Headquarters Presentation, 1997). (See Appendix III.)
Those are the outcomes, but an exploration the overall program will help to paint a more complete picture of the structure. Here is a brief overview of the different stages and what they have to offer.

In the first, or Sigma, stage, the objective is to "Adjust and assimilate into the Chapter and Campus community" (Headquarters Presentation, 1997). Here, a member will develop goals for himself during this stage, learn about the symbols of the Fraternity, become acquainted with the men of the chapter, and review the Lifetime of Responsibility Manual of the Fraternity. He should also participate in a community service project with the other members in his challenge (Quest, 1997). These duties are designed to integrate the member into the Fraternity with the other Sigma Challenge members and to build an awareness of the foundation of SigEp.

The Phi stage is the second stage of the journey, and the objective of this stage is to "Understand the benefits of Fraternalism" (Headquarters Presentation, 1997). This stage is designed for members to do the following: develop three personal goals, address respect for self and others, learn about etiquette and sportsmanship, be involved in one campus organization, and to attend an IFC/PHC/NPHC meeting (Quest, 1997). This is the next step into the chapter, and upon completion of it the fraternity hopes that the member is totally integrated into the fraternity while also finding out what it means to be a true gentleman and practicing that outside the chapter within another organization.

In the third stage, the Epsilon stage, the focus is "To explore the issues a servant leader faces" (Headquarters Presentation, 1997). Within this stage the member needs to develop his three new goals,
address values and ethics, enhance their appreciation of the arts, serve as a leader in another organization, and design and implement an individual service project (Quest, 1997). Upon completion of this stage, the chapter expects the brother to realize the other facets of the campus and community that he may not so readily and normally utilize. Also, the creation of the service project will definitely enhance that members servant leader skills.

The final stage is the Brother Mentor challenge, and it's objective is to "Develop and utilize the skills of a servant leader" (Headquarters Presentation, 1997). The main personal expectations of this challenge are to: create his three new goals, work on his resume, serve as a chapter leader and a leader in a campus organization, and continue to be involved in intramurals and community service (Quest, 1997). Being the final stage, most people in this stage are seniors. Due to this, the expectations try to lessen the amount of time involved so that extra time can be put towards graduation and a job search, yet they are not eliminated and do not exempt participation totally. This enables the younger members to still learn from the elder brothers.

That explanation of the details of the BMP enables a view to be seen of what each stage does to educate and enact each chapter member to a higher standard. From a local perspective though, even more impact can be made, and greater impact is what the creative project strives for.
When Indiana Gamma (the Ball State Chapter of SigEp) decided to run the chapter from the BMP option, one of the chapter leaders was a Sophomore and a Vice President. The “kinks” of the program needed to be worked out and the program was in a slight modification process in order to fit the style of the chapter. It took two years and much effort on many brothers’ parts, but two years later, the chapter is finally running smoothly again.

The Phi Challenge Coordinator got the chance to “tweak” the program to fit an even broader range of concepts, and this enabled the challenge to address the concepts and topics that needed to be addressed in order to not only teach the challenge members all they could be taught, but also to combat the “perceptual facts” that were discussed earlier in the Background section.

Before presenting the actual program that the Phi Challenge consisted of during the Spring of 1997 it is important that a couple of minor details be clarified. First, this modified version of the challenge was created through combining a vision of how to educate the members on the concepts that were hurting fraternities, as stated in the Background section, and the basic requirements of the challenge that was created by the National Headquarters staff. Second, there were parts of the basic Phi Challenge steps/outline that, when modified, were eliminated. These concepts and topics will not be untouched, but will be eliminated from this challenge only to be
inserted at a later challenge or because they have already been covered.
The programs for the Challenge are as follows:

TRADITIONAL PROGRAMS
- Campus Involvement Seminar
- Intramural Involvement (Ongoing)

MODIFIED PROGRAMS
- Phi Challenge Retreat
- House Beautification Project
- Formal Meeting Requirement
- Community Service Project
- Sexism
- Leadership

NEW PROGRAMS
- Rules/Roles/Procedures Seminar
- Conflict Management Seminar
- Spirituality
- Racism

EXCLUDED PROGRAMS
- Date Rape (previously covered)
- Alcohol and Drug Abuse (previously covered)
- Etiquette and Sportsmanship (previously covered)
- Meet with Greek Advisor
PROGRAM

- Phi Challenge Retreat

PROGRAM GOALS

- The goal of this program was twofold. First, the group should start to bond and be cohesive through regular interpersonal interaction. Secondly, the members can set their own goals and own action plans to reach their goals.

PROGRAM METHOD

- In a conference room, all the members in the challenge got together and brainstormed for goals that they wanted to accomplish as a challenge this semester.
- They were written on an easel, then the group picked the top five that they wanted to concentrate on.
- Having 25 members in the group, five teams of five were made, then each team was assigned a goal to come up with an action plan for.
- The groups then reconvened, shared results, made a master list, then handed a hard copy to every person in the challenge.
- The only other activity that occurred was a group candle passing at the end of the retreat, and this is where all the challenge members sat in a circle, and as a lit candle came into a member's hands he could speak and say whatever he wanted. When finished talking, the person just passes the candle. This
enables the members to bond within the activity by sharing and hearing very personal issues.

PROGRAM EXPECTED OUTCOMES

- Through this exercise a clear set of goals and steps to reach those goals should be reached, along with increased personal and group knowledge.
PROGRAM
  • Campus Involvement Seminar

PROGRAM GOALS
  • The three main goals for this program are to stimulate their interest about getting involved, finding out what organizations are for them, and to create an action plan of what organization they wish to join, why, how to join, and when.

PROGRAM METHOD
  • In this program there were many questions that were asked in order to let discussion “go with the flow.”
    • The Questions asked were:
      • Why do you get involved?
      • How do you get involved?
      • What do you get involved in?
      • What are you looking for outside of the classroom?
      • What needs do you want met from an organization?
      • What are some negatives about being involved?
      • How much time can you sacrifice?
      • How do you take the first step?
      • Create an action plan to join an organization which includes:
        • What your organization is
        • Why it is that organization
        • How you can join
• When you can join

PROGRAM EXPECTED OUTCOMES

• The more they talk about being involved, the more they think about it. Then, the more they think about it, the more likely they are to act on it, especially if they have it planned out.
PROGRAM

• Rules/Roles/Procedures Seminar

PROGRAM GOALS

• To learn the rules and procedures of the chapter
• To learn members' and executives' roles

PROGRAM METHOD

• Invite Executive Board to the Meeting
• Have Executives talk about their roles
• Have Executives talk about how they perceive the
callenge members' roles
• Have the Executives clarify any vagueness or questions
  about rules and/or procedures in the chapter

PROGRAM EXPECTED OUTCOMES

• The members should leave with a more educated and
  insightful sense about chapter management, rules, and
  procedures.
• They should also leave with a clearer understanding of
  how and where they fit into the SigEp vision.
PROGRAM

• Conflict Management Seminar

PROGRAM GOALS

• Have the members view conflict as positive
• Have the members view conflict as a win/win situation
• Have the members get their facts straight before a confrontation
• Have the members be able to separate the action from the person

PROGRAM METHOD

• Talk about positive and negative aspects of conflict
  • Highlight the positives
• Explain win/win situations
• Explain accurate fact gathering
• Explain separating the action from the person
• Role Play
  • Party situations
  • Academic pressure
  • Alcoholism/Drug use

PROGRAM EXPECTED OUTCOMES

• The members should leave with a sense of the fact that they can use conflict as a positive, all-win tool.
• The members should be able to make fair evaluations of the facts and then choose the best path from there.
PROGRAM

- House Beautification Project

PROGRAM GOALS

- Instill respect and pride in the members towards the chapter house by "fixing up" the room of their choice.

PROGRAM METHOD

- Have the members pick which room they would like to clean up
- Buy any supplies that you need
- Get a plan of attack on how the project is going to work
- Do It!

PROGRAM EXPECTED OUTCOMES

- The members should feel a much stronger sense of pride and respect for the house and the people who live in it.
- The members should want to take better care of the house in the future.
PROGRAM

• Formal Meeting Requirement

PROGRAM GOALS

• To comprehend how a meeting is truly supposed to be run.
• To learn about that organization's:
  • Formal/Informal power structure
  • Formal/Informal communication structure
  • Culture

PROGRAM METHOD

• Have the members attend a prominent student organization's meeting.
• Have the members observe:
  • Who has the power
  • Who is communicating well and why
  • The overall culture
• Talk about findings for 10 min., encourage critical thinking.
• How can it be related back to SigEp?

PROGRAM EXPECTED OUTCOMES

• The members learn that power and communication can go hand in hand.
• The members know how to conduct a meeting.
• The members can use some of the knowledge from the meeting in SigEp chapter meetings
PROGRAM

- Community Service Project

PROGRAM GOALS

- Realize the benefits of helping others.
- Realize that there can be much fun and satisfaction in giving.
- Realize that working for the "greater good" can be the best type of work done.

PROGRAM METHOD

- Choose a philanthropic activity that the members would like to work on.
- Make the appropriate steps to ensure that the function or event is setup correctly.
- Demand enthusiastic work ethics.
- Do the job.
- Return to the central meeting place and process the activity using critical thinking.

PROGRAM EXPECTED OUTCOMES

- Members should realize that working for the greater good can be the most rewarding work done.
- Members should see the importance of repeatedly serving the community.
- Members should be tired!
PROGRAM

• Spirituality

PROGRAM GOALS

• Increasing members education base on spiritual issues.
• Getting members to critically think about their spiritual life.
• Getting members to have open minds.

PROGRAM METHOD

• Ask an expert, young guest speaker to try and break through to the members in a way that is innovative, and effective.

• Topics covered in the guest lecture were:
  • Speaker's Life Story
  • Knowing God Personally
  • Pursuing a relationship with God in the context of community
  • The Supremacy of Christ
  • Q & A

PROGRAM EXPECTED OUTCOMES

• The members should have a heightened educational level about spirituality and spiritual issues.
• The members should process their feelings about spirituality at the beginning of the next meeting.
• The members should know who to talk with if they have any questions.
PROGRAM

• Sexism

PROGRAM GOALS

• Help members to be exposed to people with different types of sexual orientations in order to see them as people, as humans.
• Help sensitize members to visions of the lesbian, bisexual, and gay community.
• Help members to realize a major difference between the speakers and them is sexual orientation, but also that there are many similarities.

PROGRAM METHOD

• Call the LGB student organization on campus and ask if they could hold a "sensitivity training" session for the members
• Invite the guests over to the chapter house and ask them to talk about how their sexual orientation has changed their life, the perils they face, the advantages, coming out stories, etc.
• Encourage questions from the members toward the LGB organization.
• Do a short critical thinking/processing session afterwards.

PROGRAM EXPECTED OUTCOME

• Members will be more educated about issues in the LGB community.
• Members will be less prejudiced against that community.
PROGRAM

- Racism

PROGRAM GOALS

- To encourage members to understand other races' perspectives on the way of life in the United States.
- To understand the racism that is predominant in the U.S.
- To be confident enough not to stay ignorant on issues that are affecting all people, whether they know it or not.

PROGRAM METHOD

- Contact the office on campus that deals with the multicultural and/or diversity issues and ask them for a guest speaker to talk about how to detect and stop racism.
- Ask them to bring a visual example of racism so the members can see it.
- Encourage dialog and discussion between the members and the speaker. Communication can bridge many gaps.
- Encourage members to leave their comfort zones.
- Conduct a short critical thinking/processing session afterwards, and talk about the emotions that were felt while the presentation was taking place.

PROGRAM EXPECTED OUTCOMES

- Members may be confused or slightly angered.....that is ok....the speaker make them think.
- Members should try to detect racism in their life and change it.
- Members should celebrate diversity, not dismiss it.
PROGRAM

• Leadership

PROGRAM GOALS

• Have a strong, positive, motivational leadership message to finish on, this will tie the challenge together.

• Inspire the members to attack the next challenge just like (or better than) they did this challenge.

• Have the members realize how hard they had worked, and what means the most to them.

PROGRAM METHOD

• Have a strong, energetic, motivational speaker come in and talk to the members about the important things in their life.

• Make sure the speaker ties all of the learning that they have done throughout the stage together.

• Make sure the speaker empowers them to lead others like they have been lead throughout this challenge.

• Make sure the speaker motivates them to make the most out of the Epsilon stage as well.

PROGRAM EXPECTED OUTCOMES

• The members should leave feeling that this program was a strong culmination of events.

• The members should leave with an motivation to try their hardest in the Epsilon stage.
• The members should leave feeling confident enough in the material they learned in this stage so that they can teach others what they learned and lead others to become more rounded, "balanced" people.
Through targeting the aspects of academics, athletics, leadership, community service, etiquette, sportsmanship, responsibility, and ethics, the Balanced Man Program hopes to educate and empower the members of Sigma Phi Epsilon to become balanced leaders for tomorrow. At Indiana Gamma though, the quest for learning does not stop there. With this pilot program, stereotypes and behaviors will hopefully make a positive change for years to come, especially if the program keeps being implemented and evolving.

A last concept that this pilot program endeavors to change is the paradigm of tradition. Many times the use of “traditions” in fraternity activities are not associated with the “traditional values” that the individual fraternity embodies. With the education seeking, non-hierarchical based BMP, the framework and culture by which hazing and a lack of education have been associated with are removed. This will hopefully start to create an atmosphere through which the timeless, traditional values of fraternities such as virtue, education, and honor will replace the lackluster traditions of modern day fraternities.
RECOMMENDATIONS

In a majority of the situations in which creative endeavors are constructed, upon completion there are always a few changes that, had they been made earlier, made a difference in the outcome. This project is no different. Due to this fact, a list of future recommendations was created to aide persons wishing to implement this program.

RECOMMENDATIONS:

• The spirituality seminar may be more effective if a non-denominational approach is followed.

• A segment about integrity (theoretical and academic) could be included into the leadership seminar.

• The participants should read this study before their challenge so they can understand the basis of why the programs are necessary and structured.

• A consistent academic peer-mentoring program could be implemented so the classwork and academic section of campus life is not overshadowed.

• An evaluation process by which any chapter can tailor the program to its specific needs.
APPENDIX - ONE

SIGMA PHI EPSILON'S

PHI CHALLENGE

RETREAT GOALS
ΣΦΕ

Φ Challenge Retreat Goals

Grades
- Pair up with study partners
- Monday through Wednesday--NO alcohol in the house
- Random check-ups
TAKE PRIDE IN YOUR GRADES!!!!!

Sports
- Participation and Attendance
- NO FORFEITS!!!
- Hold practices
- Play to win!!

Leadership
- House projects
- Study together
- Attentiveness and respect at chapter and all brotherhood functions

Tradition
- Ball State Games
  Sig Ep flag
  Chants
- No girls on Big Bro night
- More songs and chants after ritual and chapter

Brotherhood/Social
- Paintball
- "Themed Dances"
- "Little Bro" night
- More sober functions
- Put up basketball goal for house
- House 3-on-3/Dunk Contest
APPENDIX - TWO

SIGMA PHI EPSILON'S

BALANCED MAN PROJECT

INFORMATION SHEETS
Sigma Challenge

Objective
To Adjust and Assimilate into the Chapter and Campus Community

To begin the Sigma Challenge

I. Participate in the Sigma Rite of Passage.

II. Send your new member registration form to Headquarters.

III. Receive your Balanced Man pin.

IV. Meet your assigned Mentor and review the Expectations of the Sigma Challenge.
Expectations of the Sigma Challenge

Duration
4 - 6 weeks

Self
• Complete the Sigma Challenge Action Plan with your Mentor (Appendix A).
• Develop three personal written goals (see Appendix C).
• Review and understand the symbols of the Fraternity (Appendix B).
• View the "Academic Success" video. Discuss it and complete "The Keys to Success" (Appendix D) with your Mentor.
• Complete the Milestones section of this challenge (Appendix E).
• Recruit your Mentor for the Phi Challenge.

Chapter
• Complete the Covenant on the inside cover of The Quest.
• Complete and send to Headquarters the new member form.
• Become acquainted with the men of the chapter.
• Review "Part III - Responsibility: Sigma Phi Epsilon" in The Lifetime Responsibility of Brotherhood with your Mentor.

Community
• Participate in a community service project.
• Participate in the chapter's Campus Orientation Program.
Phi Challenge

Objective
To Understand the Benefits
of Fraternalism

To begin the Phi Challenge

I. Participate in the Phi Rite of Passage.

II. Send your registration card for the Phi Challenge to Headquarters.

III. Meet with your new Mentor and review the Expectations of the Phi Challenge.
Expectations of the Phi Challenge

Duration
12 weeks - 1 year

Self
• Complete the Phi Challenge Action Plan with your Mentor.
• Develop three personal written goals.
• Address "Respect for Self and Others" issues:
  A: Substance Abuse: Alcohol and Other Drugs
  B: Relationships: Diversity, Sexism, Date Rape
  C: Health: AIDS, Weight, Time, Money
• Develop gentlemanly behavior: etiquette and sportsmanship.
• Complete the Milestones section of this challenge.
• Recruit your Mentor for the Epsilon Challenge.

Chapter
• Complete the registration card and send it to Headquarters.
• Participate in the planning of the chapter's experiential learning event.
• Discuss chapter operations with your Mentor.
• Volunteer as a Mentor to a member in the Sigma Challenge.
• Become involved in intramurals.

Community
• Participate in a community service project.
• Be actively involved in at least one campus organization.
• Attend an IFC/Panhellenic/NPHC meeting or executive committee meeting.
• Meet with the Greek Advisor - either alone or with a group of members in the Phi Challenge.
Epsilon Challenge

Objective
To Explore the Issues a Servant Leader Faces

To Begin the Epsilon Challenge

I. Participate in the Epsilon Rite of Passage.

II. Send your registration card for the Epsilon Challenge to Headquarters.

III. Receive your Founder's badge.

IV. Meet with your new Mentor and review the expectations of the Epsilon Challenge.
Expectations of the Epsilon Challenge

Duration
12 weeks - 1 year

Self
- Complete the Epsilon Challenge Action Plan with your Mentor.
- Develop three personal written goals.
- Participate in the Regional Mentor Development Program.
- Address values and ethics.
- Enhance your appreciation of the arts (language, classics, fine arts).
- Complete the Milestones section of this challenge.
- Recruit your Mentor for the Brother Mentor Challenge.

Chapter
- Complete the registration card and send it to Headquarters.
- Serve as a member of a chapter committee.
- Participate in the planning of the chapter's service project.
- Volunteer as a Mentor to a member in the Phi Challenge.

Community
- Design and implement an individual service project (minimum 30 hours).
- Serve as a leader in another organization.
- Enhance your knowledge of at least one aspect of community operations such as attending a city council meeting.
Brother Mentor Challenge

Objective
To Develop and Utilize the Skills of a Servant Leader

To begin the Brother Mentor Challenge

I. Participate in the Brother Mentor Rite of Passage.

II. Send your registration card for the Brother Mentor Challenge to Headquarters.

III. Meet with your community Mentor and review the Expectations of the Brother Mentor Challenge.
Expectations of the Brother Mentor Challenge

Duration
Until graduation, provided the member continues to meet the requirements of membership.

Self
- Complete the Brother Mentor Challenge Action Plan with your Mentor.
- Develop three personal written goals.
- Work on your resumé each semester.
  OPTIONAL: Declare intent to become a Fellow.

Chapter
- Complete the registration card and send it to Headquarters.
- Serve in some capacity as a chapter leader.
- Continue your intramural involvement.
- Volunteer as a Mentor to a member in the Epsilon Challenge.

Community
- Participate as a leader in a campus organization.
- Continue to participate in community service (minimum is participation in the chapter's service project).
APPENDIX - THREE

SIGMA PHI EPSILON'S

BALANCED MAN PROJECT

SURVEY RESULTS
George Mason Survey Results

The Balanced Man Project has influenced all chapters to change in positive directions on:

- academic performance
- involvement in extracurricular activities
- involvement with family & friends
- general chapter health
- academics
- guidance provided to chapter members
- safety
- alcohol and other drug use
- chapter actions taken against alcohol use
- individual attitudes about alcohol
- negative consequences of alcohol & other drug use
# Academics

<table>
<thead>
<tr>
<th></th>
<th>Top Quartile on Campus</th>
<th>Above the All-Campus Average</th>
<th>Highest Among Fraternities on Campus</th>
<th>Bottom Quartile on Campus</th>
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</thead>
<tbody>
<tr>
<td><strong>BMC</strong></td>
<td>49%</td>
<td>42%</td>
<td>29%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Non-BMC</strong></td>
<td>32%</td>
<td>33%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>ΣΦΕ</strong></td>
<td>38%</td>
<td>36%</td>
<td>18%</td>
<td>12%</td>
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</table>

These statistics were provided by the Sigma Phi Epsilon National Fraternity Headquarters staff.
Recruitment

Year Ended June 30, 1996

<table>
<thead>
<tr>
<th></th>
<th>% Δ</th>
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<tbody>
<tr>
<td>BMC 2+ years</td>
<td>+0.3%</td>
</tr>
<tr>
<td>BMC 1+ years</td>
<td>-3.5%</td>
</tr>
<tr>
<td>ΣΦΕ</td>
<td>-6.2%</td>
</tr>
</tbody>
</table>

98.6% BMC retention for 1995-1996

These statistics were provided by the Sigma Phi Epsilon National Fraternity Headquarters Staff
BIBLIOGRAPHY


