



SENATE RESOLUTION #3098

TITLE: A Resolution Affirming Fraternity and Sorority Life as Essential to the University of Wyoming Student Experience

DATE INTRODUCED: 03/06/2026

AUTHOR: Senator Kaiser, Director of Student Organizations Elwood

SPONSORS: Senators Cooper, Hansen, Keasling, Khan, Lindsay, Morales, Robinson, Proffit, Siegfried, Director of Internal Public Affairs and Advocacy Heard, Chief of Staff Hargett, Chief of Legislative Affairs Heffley, First Year Senators Ingraham, Nevidomsky, and Osterli, Student-at-Large Kassos and Wilkerson, Alpha Gamma Rho, Alpha Phi, Chi Omega, Delta Delta Delta, Kappa Alpha Order, Lamda Chi Alpha, Phi Delta Theta, Phi Kappa Alpha, Phi Sigma Rho, Sigma Alpha Epsilon, Sigma Chi, Sigma Nu, Sigma Phi Epsilon

1. WHEREAS, the purpose of the Associated Students of the University of Wyoming
2. (ASUW) is to serve our fellow students in the best manner possible; and,
3. WHEREAS, in the Fall 2025 Semester there were 492 full-time enrolled members, who
4. were both in Fraternity and Sorority Life (FSL) chapters and attending the University of
5. Wyoming; and,
6. WHEREAS, FSL is an integral part of the University community, providing a space for
7. students to find community and grow into productive members of society through a
8. values-based recruitment system; and,
9. WHEREAS, FSL is at a decisive point in their campus tenure, culminating in a Board of
10. Trustee's (BOT) decision to demolish the Sigma Phi Epsilon house; and,
11. WHEREAS, ASUW feels the need to support all students in their freedom to organize
12. and participate in various recognized student organizations; and,
13. WHEREAS, recent BOT actions negate the vast benefits of having Greek life on

14. campus, such as overall well-being, engagement, belonging, philanthropic work, and academic success; and,

15. WHEREAS, Greek life on the UW campus specifically has been proven to provide a

16. deep sense of community and involvement, along with providing a specific avenue for

17. philanthropy, volunteering, and service; and,

18. WHEREAS, in the Fall 2025 semester alone the FSL community raised thousands of

19. dollars for influential charities such as Special Olympics Wyoming, Laramie Soup

20. Kitchen, Pokes Center for Community Resources, and the Laramie Animal Welfare

21. Society, among many other local and national philanthropic endeavors; and,

22. WHEREAS, in the Fall 2025 semester the cumulative Collegiate Panhellenic Council

23. (CPC) grade point average was 3.28, above the UW All-Women's average of 3.23;

24. and,

25. WHEREAS, the Fall 2025 cumulative Interfraternity Council (IFC) grade-point average

26. was 3.01, above the UW All-Men's average of 2.97; and,

27. WHEREAS, the wealth of advantages that FSL provides to the UW community come

28. with some concrete challenges; and,

29. WHEREAS, The FSL Visioning Working Group was formed in the Spring of 2024 to

30. address these challenges between FSL and upper administration as seen in Addendum

31. A; and,

32. WHEREAS, this working group came up with the following conclusions: importance of

33. highlighting structural growth and support, facility management and housing reform,

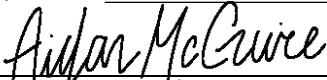
34. health, safety, and community accountability, financial sustainability, and value

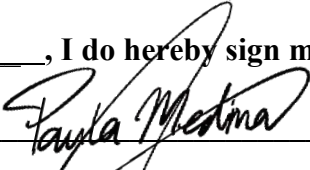
35. perception; and,

36. WHEREAS, these conclusions were a joint effort between many campus stakeholders
37. including the Vice President of Student Affairs, Chief Financial Officer, Vice President
38. of Operations, Faculty Senate, Staff Senate, ASUW Senate, UW Foundation, additional
39. UW staff, various community members, and FSL student leaders among others; and,
40. WHEREAS, these outcomes were determined in part to, “craft a comprehensive vision
41. for FSL at UW”; and,
42. WHEREAS, this interim report should be seen as an important document to guide future
43. UW and FSL relations; and,
44. WHEREAS, The 2014 National Gallup-Purdue Index study of 30,000 college graduates
45. gleans important benefits of FSL that draw parallels to the UW FSL experience; and,
46. WHEREAS, the study found that college graduates who were also alumni of FSL
47. succeeded significantly in multiple areas compared to their non-affiliated peers,
48. including but not limited to employee engagement, entrepreneurship, wellbeing
49. (purpose, social, financial, community, and physical), and a strong attachment to their
50. alma mater as seen in Addendum B; and,
51. WHEREAS, a 2024 research report prepared for the North American Interfraternity
52. Conference by Gary Pike through the University of Indiana reiterated the
53. importance of FSL involvement at higher education institutions, further stating points
54. made in Addendum B surrounding engagement and belonging, and further highlighting
55. the necessity of addressing certain negative stereotypes associated with FSL through
56. constructive dialogue and planning with the institution, as seen in Addendum C; and,
57. WHEREAS, this notion is reflected by a vast majority of UW donors priding themselves
58. in being alumni of UW Greek life, with many donors consistently citing their UW FSL

59. involvement as a significant driver in their continued association and engagement with
60. the University.
61. THEREFORE, be it resolved by the Associated Students of the University of
62. Wyoming (ASUW) Student Government that ASUW supports the right of FSL to exist
63. and thrive on our campus as a legitimate student experience; and,
64. THEREFORE, be it further enacted that ASUW urges the UW Board of Trustees and
65. other relevant stakeholders to implement the changes outlined in the Fraternity and
66. Sorority Life Visioning Working Group – Interim Report; and,
67. THEREFORE, be it further enacted that upon the passage of this resolution, a copy be
68. sent to the University of Wyoming Board of Trustees, President of the University of
69. Wyoming, Vice President of Student Affairs, Dean of Students, Director of Campus
70. Operations, Director of the Union, Interfraternity Council, and Collegiate Panhellenic
71. Council.

Referred to: _____ SWAC, SOFB, HOPE _____

Date of Passage: 3/24/26 **Signed:** 
(ASUW Chairperson)

“Being enacted on 3/24/26, I do hereby sign my name hereto and approve this
Senate action.” _____

ASUW President

Passed 23-0-1

Addendum A



April 8, 2024

To: President Seidel

From: Kimberly Chestnut, Alex Kean, and Bill Mai

Re: Fraternity and Sorority Life Visioning Working Group – Interim Report

The Fraternity and Sorority Life Visioning Working Group is pleased to share an initial report of recommendations for review. The charge of this was to build on the long and proud history of supporting fraternity and sorority life (FSL) on campus and to help cast a renewed vision for this important component of life at UW. *Specifically, the outcomes are to craft a comprehensive vision for fraternity and sorority life at UW that is cognizant of UW's Master Plan, Strategic Plan, and my Presidential Goals and addresses the critical aspects of programming, safety, facilities, and economics.*

The group met in committees corresponding to the six aspects articulated in the charge letter.

1. The mission, vision, and goals for fraternity and sorority life at UW.
2. Programming needs, including staffing and financial resources.
3. A plan for how space will be allocated, negotiated, and maintained in a way that is beneficial to UW and Chapters.
4. Considerations of safety that protect members of these communities and the campus at-large.
5. The financial model for sustaining fraternity and sorority life.
6. The role of fraternity and sorority life in student recruitment and retention.

Each of the committees met numerous times to review current practice, trends, and related data at UW and nationally; discuss needs among the community, explore the value of further development of the fraternity and sorority community to UW campus and beyond, and anticipate the resources needed for additional investment. The following report provides initial recommendations to be shared with and receive feedback from UW administration, students, faculty, staff, and alumni.

The interim report is provided to the President by April 12th for initial review. The three chairs of the working group will then meet with the President and make necessary modifications before sharing with the larger stakeholder community to receive additional insight on the final recommendations that are requested by June 28, 2024.

The working group membership was comprehensively designed to gather breadth to inform the scope of the interim report.

- Chairs: Kim Chestnut, Vice President Student Affairs; Alex Kean, Chief Financial Officer; Bill Mai, Vice President Administration
- Staff: Kate Fahey, Asst. to VPSA; Ryan O’Neil, Dean of Students; Erik Kahl, Director of Union and CSIL; Josh Holland, Chief of Police UW; Kyle Moore, VP Enrollment Management; Matt Newman, Campus Architect; Melanie Drever, Director Real Estate & Space Management
- Faculty Senate Representative: Billie Chapman
- Staff Senate Representative: Meghan Monahan
- ASUW Senate Representative: Jerry Henderson
- Community Member & Alumna: Sandy Helzer, John Hursh
- FSL Student Leaders: Landon Kane, Hannah Junkins
- UW Foundation: Lucas Hansen, Suweksha Shrestha

Committees One and Two

Committees for the first and second categories for recommendation merged and worked together as one larger committee from the beginning. The focus of this group was to review mission, vision, and goals for FSL along with programming needs including staffing and financial resources.

Initial recommendations:

1. Gather input on redraft of mission and vision statements to capture UW’s investment in the community. Initial drafts have been created and feedback will be collected in stakeholder feedback sessions.
 - a. Mission: To create a transformational experience by advocating for and supporting a robust fraternity and sorority community where members, chapters, and alumni can learn and grow, build meaningful connections, give back, and lead with integrity.
 - b. Vision: Every chapter and every member thrives.
2. Maintain community wide leadership programs like Basecamp and Compass. With the successful hiring of the FSL Coordinator, explore future cross-chapter trainings and collaborative events being intentional on what is required and what is an optional offering.
3. Revise and implement a community accreditation program as an expectation of recognition that includes part metric-driven and part goal-driven.
4. Host an annual advisor training that includes expectations, best practices in advising, generational trends, and campus resources.
5. Meet with chapter leaders, advisors to explore the idea of having Graduate Assistants serve as in-house, or cross-chapter, resources to help with leadership training, group development, programming support, and house corporation

- coordination. Vice Provost for Graduate Studies, Jim Ahern, confirmed such a position would be a welcomed opportunity for various graduate programs at UW.
6. Additional growth in the number of students engaged in the community, and/or additional FSL chapters and councils on campus will likely warrant the need for additional staff in the FSL office, which could be a combination of full-time staff and part-time graduate students.
 7. Further conversation on inviting culturally based organizations is needed. This would be another potential area of growth for the FSL community and an area that has already begun consideration.
 8. More support is needed for unhoused chapters at UW, specifically needs for storing of chapter materials and resources related to rituals. A location on FSL mall would be ideal to allow such chapters to have a location among the housed chapters where items can be stored, meetings conducted, rituals held, and events hosted.
 9. Investigate possibilities of offering course credit for certain experiences that are curriculum driven (comparable to the resident assistant course) and/or offer a community-wide new student leadership course similar to an FYI experience.
 10. Service is a critical component of a positive FSL experience. Explore increased service opportunities for chapters and members of the community to engage in locally and throughout the state. Events throughout the state also increase new touchpoints for FSL alumni and potential students.

Committee Three

The committee for the third category for recommendation was tasked with assessing space allocations for the FSL community including how many chapters are currently housed on FSL mall, what are near and long-term future needs for chapter housing, space available to support unhoused chapters, and general restoration of the properties on FSL mall being reassumed by the FSL community. This committee met in-person and arranged to complete walking tours of various facilities on FSL mall to inform recommendations.

Initial recommendations:

1. Space Management is supportive of the idea and plans to reallocate what is currently the Wyoming Conversation Corp. (WCC) building to FSL. The current occupants are part of the Haub School and could be appropriately co-located with other Haub departments in Crane Hall. Transition of space would occur in the spring and summer of 2024 to allow for the space to be occupied by the FSL Graduate Assistant and council officers' office hours. This would allow for the space to be available as part of the fall 2024 FSL recruitment cycle. Division of Student Affairs will assume management of the building and associated costs.
2. Explore options within FSL community to develop a shared investment account that would allow for chapters to take a loan to help with various chapter housing needs such as building repairs, remodeling, or possibly building.
3. Historical documents and agreements between FSL chapters and UW helped inform an approach for potential growth of FSL chapters on the mall. The summary of the

working group is that the university is not best positioned to be long-term landlords to chapter houses. All entities prefer a model where chapter own either the house, or the land and the house. Such a model allows for autonomy of house management on behalf of the chapter. Further review of refining the process post a chapter house no longer being occupied by the designated chapter is needed and the vision group is supportive of other fraternal organizations purchasing before the University

Committee Four

The committee for the fourth category focused on elements of safety, students' physical and mental health, and FSL event registration. The group met multiple times in person to review relevant topics and reviewed existing research regarding the FSL experience.

Initial recommendations:

1. Revise and expand Safe Social Event Hosting trainings to occur each semester and explore options for a more streamlined event registration process for chapters
2. Explore the creation of an official Adopt-a-Cop program between chapters and UWPD that would enhance genuine dialogue about contributions and challenges between organizations and build a deeper sense of connection and resources between them.
3. Conduct the Dyad Strategies or Study of the Fraternity/Sorority Experience survey bi-annually to evaluate shifts in chapter services, support, and culture. This requires committed funding to support this effort, process results, and devise plans in response to findings.
4. FSL inherently creates communities of support that correlate to higher rates of counseling utilization and overall reported wellbeing. However, research reveals members of the FSL communities have less knowledge about campus and community resources when it comes to mental health. Include mental health trainings annually and keep mental health a continued focus for the community at large.
5. Students continue to report concerns about consequences for those seeking help for others. Currently law enforcement responds to calls for assistance to situations involving alcohol and has the discretion not to issue citations. While the focus remains on a push for a true Good Samaritan Law, we recommend continued education about existing "Health & Safety Exemption" policy in the Student Code of Conduct. The Dean of Students and UWPD can continue conversations about alternatives to citations for first-time alcohol violations.
6. Explore the implementation of research-based community education programs that are tailored to an FSL audience. Further, research within FSL communities shows correlation between substance misuse and interpersonal violence, hazing or mental health risk which should be specifically spoken to in programming efforts.
7. Continue teaching the New Member Educator Hazing Prevention Seminar as a required program for education officers prior to chapters' intake processes. Also,

reinvigorate the hazing task force under the Dean of Students Office and focus on bringing awareness to other high-risk groups outside of Fraternity and Sorority Life, other groups should be required to do the hazing training aside from Fraternity and Sorority Life, i.e.: Marching Band, ROTC, Club Sports, Theatre Dept, etc.

8. Collaborate with the Violence Prevention Coordinator to host an annual challenge to see how many FSL Community members can complete the full Green Dot training. Results of the competition can be announced at the annual awards.
9. Work with Institutional Marketing to develop a marketing campaign to help internal and external stakeholders to better understand the FSL experience as well as the benefits to the campus and individual student success.
10. There is a powerful connection between the organization, university and individual values that leads to a conversation about responsibility and commitment. The FSL Coordinator will work with the Dean of Students Office team to develop a workshop tailored to the FSL community speaking to the We Are UW values, the Student Code of Conduct and Fraternal Standards Board. Encourage chapters to host an annual We Are UW workshop. Or have the Councils maintain this as opposed to individual chapters.

Committee Five

The committee for the fifth category focused on financial models for sustaining the various components of an FSL experience and reviewed current departmental expenditures. Current funding for FSL related expenses comes through a variety of sources, which include consolidated student fees, dues collected through the Interfraternity Council and Collegiate Panhellenic Council, and a foundation account known as the Greek Excellence Fund.

Initial recommendations:

1. The chapter houses are not currently being filled to capacity, in fact, most are hovering around 50% capacity. Explore limited options for offering a contract break for second-semester freshmen to move into chapter houses. There was favorability around an incentive-based option for chapters meeting a certain level on the Standards of Excellence accreditation program or for those having live-in support positions. This may necessitate broadening policy of 'on-campus' housing to qualify.
2. In a meeting with chapter leaders, finances and increasing costs of operation, especially with compression of chapters, is a major concern among members. Chapters hear sticker-shock as a deterrent for joining. Increasing chapter and community-specific scholarships can ensure the experience remains affordable for members. The UW Foundation has relayed great interest from alumni in supporting FSL efforts. Fundraising opportunities also exist to operationalize and support the FSL Community Center and its leadership programs.

Committee Six

The committee for the sixth category reviewed the role of the FSL experience in recruitment and retention. The committee met in person and discussed ways in which the University can better support chapter recruitment efforts and the ways that FSL can support campus recruitment efforts. Regarding retention, data provided from Office of Institutional Analysis confirmed that retention rates and graduation rates are higher among FSL members than non-FSL members and FSL Community Grade Reports for the last decade confirm that on average, FSL students achieve higher GPAs than their unaffiliated counterparts.

Initial recommendations:

1. Continue participating in university-wide visit days and increase types of engagement (hands-on activities, house tours, etc.) to better connect prospective students with FSL students.
2. Provide regular recruitment-related training and workshops for chapters to support the annual rotation of officers.
3. The University is not currently a destination for students desiring a fraternity/sorority experience as it is on some campuses; with the growth of the community, opportunities may exist to leverage it as a destination in the future.
4. Explore how existing FSL networks can assist enrollment management efforts including but not limited to letter writing campaigns and prospective Pokes at alumni events
5. Chapter success is influenced by alumni engagement. The creation of an FSL Alumni Network can provide incredible support to our chapters and aid in campus-wide retention while also serving as a way for alumni to stay connected to the community, especially for chapters that no longer remain at the University.
6. Train FSL staff and graduate assistant(s) on Navigate to provide early intervention information and support to community members.

Addendum B

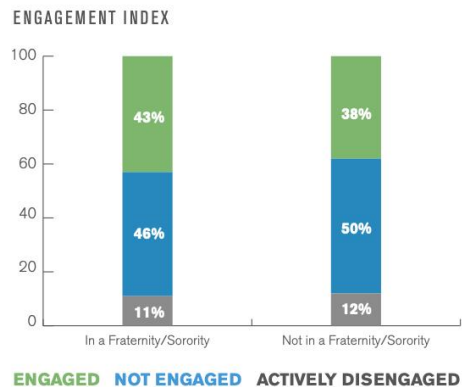


FRATERNITY AND SORORITY MEMBERSHIP

In partnership with the NIC and NPC, Gallup researchers identified similarities and differences between college graduates who were members of a fraternity or sorority and all other college graduates on key measurements of great jobs and great lives. Sixteen percent of all college graduates were members of a fraternity or sorority while attending their alma mater, providing researchers an opportunity to evaluate how sorority and fraternity members differ from all other college graduates on these metrics.

EMPLOYEE ENGAGEMENT

The majority (55%) of all fraternity and sorority members surveyed in the Gallup-Purdue Index study are employed full time for an employer. Overall, 43% of fraternity and sorority members who are employed full time for an employer are engaged in the workplace, compared to 38% of all other college graduates. A smaller percentage of fraternity and sorority members are not engaged (46% vs. 50%), and nearly equal percentages of fraternity and sorority members and all other college graduates are actively disengaged (11% vs. 12%). Differences in engagement between fraternity and sorority members and all other college graduates are statistically significant when controlling for key demographic characteristics including gender, race/ethnicity, and socioeconomic status as measured by first generation education status.



WELL-BEING

Fraternity and sorority members are more likely than all other college graduates to be thriving in each of the five elements of well-being (purpose, social, financial, community, and physical).

More fraternity and sorority members are thriving in purpose than in any other element of well-being. These fraternity and sorority members like what they do every day and get to learn or do something interesting on a daily basis, which is why the majority (59%) are thriving in this element of well-being.

More fraternity and sorority members are thriving in the element of social well-being than all other college graduates. More than half (54%) of fraternity and sorority members have strong relationships with friends and family that lead them to be thriving in the area of social well-being, compared to less than half of all other college graduates (48%).

Similarly, fraternity and sorority members are more likely to be thriving in the element of financial well-being than all other college graduates (46% vs. 42%).

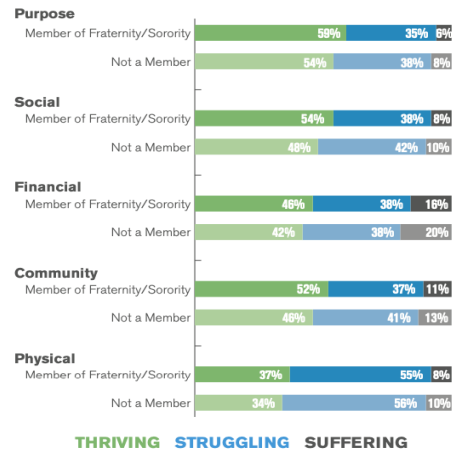
Fraternity and sorority members are also more likely to be thriving in community well-being than all other college graduates (52% vs. 46%). Exposure to volunteer opportunities via the Greek network may contribute to the differences identified in community well-being for fraternity and sorority members and all other college graduates.

Although fraternity and sorority members are more likely to be thriving in the element of physical well-being than all other college graduates (37% vs. 34%), fewer fraternity and sorority members are thriving in physical well-being than in any other element.

Additionally, fewer fraternity and sorority members are thriving in none of the elements than are their non-fraternity and non-sorority peers (13% vs. 18%).

Differences in well-being between fraternity and sorority members and all other college graduates are statistically significant when controlling for key demographic characteristics including gender, race/ethnicity, and

socioeconomic status as measured by first generation education status.



KEY EXPERIENCES

Emotional Support

More fraternity and sorority members strongly agree that they had professors who cared about them as a person, one who made them excited about learning, and had a mentor who encouraged them to pursue their dreams, than all other college graduates (16% vs. 13%).

Although fraternity and sorority members and other college graduates nearly tie on the percentage that strongly agree their professors cared about them as a person, more fraternity and sorority members say they had at least one professor who made them excited about learning (66% vs. 63%) and had a mentor who encouraged their goals and dreams (25% vs. 21%). When controlling for key demographics characteristics including gender, race/ethnicity, and socioeconomic status as measured by first generation education status, only differences between the percentages that report they had a mentor who encouraged their goals and dreams remain.

	MEMBERS (% STRONGLY AGREE)	NON- MEMBERS (% STRONGLY AGREE)
At least one professor who made me excited about learning	66	63
Professors cared about me as a person	28	26
A mentor who encouraged my goals and dreams	25	21

Experiential and Deep learning

More fraternity and sorority members strongly agree that they had a long-term project that took a semester or more to complete, that they had an internship or job where they applied what they were learning, and that they were extremely involved in extracurricular activities and organizations, than other college graduates (11% vs. 5%).

Although fraternity and sorority members and other college graduates nearly tie on the percentage that strongly agree that they had a long-term project that took a semester or more to complete, and that they had an internship or job where they applied what they were learning, more fraternity and sorority members strongly agree that they were extremely involved in extra-curricular activities and organizations (39% vs. 16%). Extreme involvement indicates that these fraternity and sorority members took advantage of extracurricular activities and organizations beyond their fraternity or sorority.

	MEMBERS (% STRONGLY AGREE)	NON- MEMBERS (% STRONGLY AGREE)
Long-term project taking a semester or more to complete	32	32
Internship or job where applied learning	31	29
Extremely involved in extra-curricular activities and organizations	39	16

ADDITIONAL RESULTS

Alumni Attachment

Alumni who were members of a fraternity or sorority exhibit higher emotional attachment to their alma mater, meaning that they strongly agree that their college or university was the perfect school for them, and they can't imagine a world without it. Twenty-two percent of fraternity and sorority members are emotionally attached to their alma mater, compared with 17% of all other college graduates.

Student loans

More fraternity and sorority members took out no student loans to pay for their undergraduate education than all other college graduates (58% vs. 51%). The higher student loan burden associated with all other college graduates may contribute to differences in financial well-being between these two groups.

Entrepreneurship

More fraternity and sorority members report that they have started a business than all other college graduates (28% vs. 23%). Again, differences in loan burden may be associated with differences in overall entrepreneurship rates between these two groups, as the Gallup-Purdue Index revealed college graduates with higher amounts of student loans were less likely to have started a business.

Prepared for life after college

More fraternity and sorority members (37%) strongly agree that their institution prepared them for life after college than all other college graduates (27%).

DOI link to full study: <https://doi.org/10.52499/2024002>.

JCAPS

THE FRATERNITY/SORORITY EXPERIENCE REVISITED: THE RELATIONSHIPS BETWEEN FRATERNITY/ SORORITY MEMBERSHIP AND STUDENT ENGAGEMENT, LEARNING OUTCOMES, GRADES, AND SATISFACTION WITH COLLEGE.

Gary Pike, Indiana University
Dawn Wiese, FRMT, Ltd.

Fraternalities and sororities are an important part of American higher education. However, some scholars question the value of fraternalities and sororities. Recent research on the educational outcomes of fraternity/sorority membership is limited, with more research focused on health and safety issues. The present research addresses the gap in the literature by examining the direct and indirect relationships among fraternity/sorority membership, student engagement, and college outcomes using structural equation modeling and data from the 2017 administration of the National Survey of Student Engagement (NSSE). Results revealed fraternity/sorority membership had significant, positive direct relationships with student engagement and strong positive indirect relationships with self-reports of learning and acting through student engagement. Moreover, despite being less diverse than students in general, fraternity/sorority members reported higher levels of interaction with people different from themselves than did other students. In addition, the largest positive effects were generally found for first-year students, arguing against deferring recruitment until the second semester or second year. Membership in a fraternity or sorority was negatively related to self-reported grades, particularly for males and seniors.

Fraternalities and sororities are an important part of American higher education, with more than 750,000 undergraduate members and at least 9 million living alumni in the United States (Routon & Walker, 2019). The espoused values of these organizations align closely with the goals of postsecondary education (Cogswell et al., 2020). However, concerns about alcohol and other drug use, hazing, sexual misconduct, and the contributions of fraternalities and sororities to student learning and development have led some writers to question the value added by fraternalities and sororities (Gregory, 2020; Kuh et al., 1996). When researching fraternalities and sororities, a current review of the literature is more likely to secure studies on health and human behavior than on the positive attributes of these organizations.

While lines of research focusing on health, safety, and wellness are undoubtedly important as part of the total picture of what is happening in these organizations on today's college campus, research exploring questions on fraternity and sorority membership and engagement and outcomes in the 1990s and early 2000s is less prevalent today. Specifically, this research intends to explore the following areas of inquiry: First, we intend to address a gap in the research literature by revisiting, in the present day, the direct and indirect relationships among fraternity/sorority membership, student involvement, and engagement, and college outcomes employing a structural equation modeling. Second, we seek to understand present-day outcomes, in comparison with those of the 1990s, to determine if positive findings of the late 1990s remain consistent twenty years later and, if so, create replicable research.

CONCLUSION

All too often, it is taken for granted that fraternities and sororities are social organizations that do little to help their members succeed academically and thrive both in and out of class. The present research calls this conventional wisdom into question. Based on the findings of this study, fraternity and sorority members are more involved and engaged in both curricular and co-curricular activities and report greater learning gains than students who are not members of fraternities or sororities. Although fraternity/sorority members report having lower grades than non-members, it does not appear that these lower grades are a result of a lack of effort in their academic studies. The plethora of studies about fraternities and sororities that focus on the use of alcohol and other drugs, hazing behaviors, and sexual misconduct are instructive for educators as they work with this sub-group of college students. Equally instructive are outcomes that assist educators in understanding positive outcomes related to fraternity and sorority life. Such outcomes, replicable over time and across large-scale data sets, are instructive to educators. Moving forward, colleges and universities, national organizations, and local fraternity/sorority chapters should address negative aspects of fraternity/sorority life so that students can more fully realize the many benefits of being a fraternity or sorority member.