



CURRICULAR AND CO-CURRICULAR ACTIVITIES ASSOCIATED WITH ORGANIZATIONAL VALUES AS IDENTIFIED BY MEMBERS OF MEN'S COLLEGE SOCIAL FRATERNITIES

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This study sought to examine curricular and co-curricular activities associated with organizational values and their contribution to a holistic development process for fraternity men. Few previous studies have focused on this relationship for social fraternities. 423 undergraduate fraternity members examined the identification of curricular and co-curricular activities that were associated with their fraternity's values. This study examined the espoused and enacted values that fraternity members associate with curricular and co-curricular activities. Values were examined using four universal themes (openness to change, self-transcendence, conservation, and self-enhancement). A discussion is included based on findings related to values and associated activities. Implications for greater emphasis on values development through curricular and co-curricular activities and recommendations for further research, particularly for the openness to change value type, are included.

LITERATURE REVIEW

The current literature review includes previous research in several areas pertinent to the study. These include men's college social fraternities, curricular and co-curricular activities, universal and fraternal values, and the connection between these two bodies of literature. Previous literature has informed our study, helped in identifying a framework for analysis, and was important for the design of our methodology.

Men's College Social Fraternities

Men's college social fraternities in North America trace their earliest beginnings with the chartering of Phi Beta Kappa at the College of William and Mary in Williamsburg, VA in 1776 (Chandler, 2014; DeSantis, 2007). Phi Beta Kappa was founded as a Greek letter society recognized as the most prestigious society for scholarly excellence in the liberal arts and sciences in the United States (Phi Beta Kappa, 2022). The Kappa Alpha Society was founded next at Union College in Schenectady, NY, on November 25, 1825 (Chandler, 2014; Syrett, 2009). The Kappa Alpha Society is known for being what most resembles today's men's college social fraternities. It later spread to other college and university campuses, primarily in the northeastern United States in the early to mid-1800s.

The earliest men's fraternities gathered as select groups with an educational focus, many as literary societies. It was believed there needed to be an educational reason for students to gather (Syrett, 2009). While the motives

appeared pure and educational purposes for gathering were noble for these college men, “as high-minded as they inspired to be, these groups were also segregated institutions, reserved only for wealthy, white, Christian men.” (DeSantis, 2007, p. 4). Men’s college social fraternities have been known for positive aspects such as offering supportive communities, opportunities for personal development, friendships that extend beyond college, as well as professional networks (North American Interfraternity Conference, 2022; Syrett, 2009). The tension between the academic and social pursuits of fraternity men has existed since their founding, and continues to be a focus for those who advise them. Fraternity culture overtaking the educational mission was often a concern at Williams College before fraternities were ultimately eliminated in the 1960s (Chandler, 2014).

Men’s college social fraternities have seen their memberships ebb and flow over the years, with growth experienced in significant ways after World War II and with greater college enrollment of men in the successive decades (DeSantis, 2007). Fraternities have continued to exist to foster community and develop personal and group-level values among their members (North American Interfraternity Conference, 2022b). While current membership for fraternities is not fully known, in 2021, “there [were] an estimated 750,000 fraternity and sorority members in college and more than nine million alumni in the United States. Membership ranges from less than 5 percent on some campuses to more than 50 percent on others” (Barshay, 2021, para. 7). Research on fraternity members, particularly their development around values and positive outcomes, has not often been explored from an inside view. Research from an insider perspective would add to the literature on fraternity members around these themes (DeSantis, 2007).

Curricular and Co-Curricular Activities

Contemporary colleges and universities organize their programs and services along two primary lines (curricular and co-curricular). At many institutions, these would fall under academic affairs and student affairs, each engaged in inside-the-classroom and outside-of-the-classroom activities, respectively. An intertwining between the two dichotomies has been extolled as having relevance beyond a student’s time in college (American College Personnel Association, 1994). The intertwining of curricular and co-curricular activities has been described as “establishing coherence among learning experiences within and beyond the classroom” (American Association of Higher Education, American College Personnel Association, & National Association of Personnel Administrators, 1998, p. 2). This can contribute to greater personal development and improve the overall experience for members of men’s social fraternities (American Association of Higher Education, American College Personnel Association, & National Association of Personnel Administrators).

Fraternity membership allows college men opportunities to make valuable connections between their individual and organizational values through curricular and co-curricular experiences. This is true for upper-class students who have described deeper learning compared to underclass students who have described more surface-level learning (Kimber, et al., 1999; Leets & Matthews, 2010). The level of commitment to values also plays an important part in the learning process. Those with lower levels have shown a preference for surface-level learning, while others with higher levels have preferred deeper learning (Matthews, 2004). Direct relationships between adopting specific personal values and learning strategies have also been found (Ismail, 2016).

Meaningful connections have emerged between curricular and co-curricular activities with regard to learning and student development for college students. The integration of these activities has been promoted as even more important to the learning and student development processes (Tinto, 1993; Wolf-Wendel, et al., 2009). The connection between civic values and curricular/co-curricular activities has been the focus of much previous research (Lott, 2013; Pascarella, et al., 1988; Rhee & Dye, 1996). This has strong potential for the holistic development of college students, where important connections can be made between activities that support student success (Tinto, 1993; Wolf-Wendel, et al., 2009). The impact on the development of civic values has been examined through the use of grades, leadership experiences, and interactions with faculty and staff (Pascarella, et al. 1988).

Universal and Fraternal Values

Values have been described in the literature as “beliefs... [that] refer to desirable goals... transcend specific actions

and situations...[and] serve as standards or criteria,” (Schwartz, 2012, p. 4). Many values have been identified as directing our activities, particularly those we deem important (Schwartz, 2012). Values have been identified universally over time and have been categorized into four major types with several sub-types that include the following: “self-enhancement (achievement, power), openness to change (hedonism, stimulation, self-direction), conservation (security, conformity, tradition), self-transcendence (universalism, benevolence),” (Schwartz, 2012, p. 13). The Schwartz Model, including those values types and sub-types identified above, “portrays the total pattern of relations of conflict and congruity among values,” (2012, p. 8); these are displayed in Table 1 below.

Table 1.
Values Themes (Schwartz, 2012, pp. 9-10)

Theme	Values
Self-Enhancement	Power and Achievement Achievement and Hedonism
Openness to Change	Hedonism and Stimulation Stimulation and Self-Direction Self-Direction and Universalism
Self-Transcendence	Universalism and Benevolence Benevolence and Tradition Benevolence and Conformity
Conservation	Conformity and Tradition Tradition and Security Conformity and Security Security and Power

While a universal set of values have been identified, the prominence placed on each by individuals and groups varies based on the relative priorities assigned to them. This prominence, either by individuals or groups, has been identified as going beyond specific situations (Gau & James, 2014)

Fraternal values have been promoted as important “in recruitment activities, the new member education process, and the membership experience” (Matney, et al., 2016, p. 224). An integration or values adoption process for fraternity members is important for subscribing to new values systems. A three-phase process has been outlined that includes: “(a) separation from the past, (b) transition, in which the individual begins to interact with new setting[s] and people, and (c) incorporation in which the individual adopts the norms and expectations of the new group,” (Wolf-Wendel, et al., 2009, p. 414).

Upon becoming a member of a fraternity, college men have increased opportunities to make critical connections between their personal and organizational values, which are more universal (Tull & Cavins-Tull, 2017). Identification of these values will assist in their ability to make important decisions on all levels (Schutts & Shelly, 2014) and have a greater impact on overall development (Association of Fraternity/Sorority Advisors, 2018). A fraternity member’s ability to develop a values congruence framework can be important in many aspects beyond graduation (Schutts & Shelly).

Connecting Curricular and Co-Curricular Activities with Universal and Fraternal Values

Little research has been conducted on the connection between curricular and co-curricular activities and values for college students in higher education. What does exist frames most around educational outcomes of these forms of learning and development. Research examining the connection between curricular and co-curricular activities and values for members of men’s college social fraternities is even more rare. One study that examined a cross-section of 276 first-year and graduating students at a mid-sized university in the Midwest found that first-year students and women identified curricular activities as more important to their development, while

graduating and male students identified co-curricular activities as more important (Pearson & Bruess, 2001).

Membership in fraternities has been found to positively impact engagement and performance in curricular and co-curricular activities (Asel, Seifert, & Pascarella, 2009; Hayek, et al., 2002; Tull & Cavins-Tull, 2017; Whipple & Sullivan, 1998). A descriptive qualitative study with 15 universities in the Southeast, “revealed the respondents did experience gains related to the espoused values of scholarship, leadership, service, and friendship” (Long, 2012, p. 15). The study recommended continued class preparation, development of study habits, and a focus on career-oriented activities as connectors between curricular and co-curricular activities and their values. An extensive quantitative study of 4,193 seniors from 17 institutions “found no statistically significant general effects when examining the outcomes of critical thinking, moral reasoning, need for cognition, positive attitude toward literacy activities and psychological well-being for students affiliated with fraternities and sororities,” (Hevel, et al., 2015, p. 467).

This study is different from others that have been conducted on fraternity men related to values (Long, 2012; Matthews, et al., 2009; Matney, et al., 2016; Schutts & Shelley, 2014), in that it seeks to explore the connection between values and other activities (curricular and co-curricular) outside of one’s membership in a fraternity. This was seen as important by the authors, as it placed both espousal and enactment of values in more universal contexts. This was informed by the work of Schwartz (2012), as previously identified. Universal values theory (Schwartz) also was used as a framework for data gathering and analysis. The selection of this framework has important implications as it allows for identifying ongoing development and practice opportunities for values beyond the college-going years for fraternity men.

RESEARCH DESIGN AND QUESTIONS

The present study used qualitative research techniques to collect and analyze data. Qualitative data has been described “in the form of words or pictures rather than numbers,” (Fraenkel & Wallen, 2006, p. 431). Specifically, data used for the study were in the form of written comments from a survey asking members to identify curricular and co-curricular activities that they associated with their fraternity’s values. Text-based data in response to open-ended survey questions and narrative responses have been identified as qualitative data sources (Kendrick & Wellman, 2002). Qualitative techniques have been regularly used in examining fraternity men (Alexander, 2020; Harris & Harper, 2014; Garcia, 2020). The research methodology in this study was inductive analysis, where researchers were most concerned with how detailed information can be classified into categories (Fraenkel & Wallen, 2006). This has been further described as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Hsieh & Shannon, 2005, p. 1278).

Several research questions were developed after a review of the literature related to values, fraternal values, and their connections to curricular and co-curricular activities. Research questions for the present study included the following:

1. How do fraternity members describe curricular activities associated with the four themes of the Schwartz Values Theory of Basic Values?
2. How do fraternity members describe co-curricular activities associated with the four themes of the Schwartz Values Theory of Basic Values?
3. How do fraternity members describe curricular and co-curricular activities associated with the main goals of each of the four values themes?

METHODS

Participants

Participants in the study were from an accessible and convenient population of fraternity members (from universities and fraternities) located close to the researcher’s home institutions. A total of 423 undergraduate fraternity members participated in the study. These members were affiliated with 15 chapters from 11 different national fraternities hosted on four university campuses. All campuses are located in the Southwest region of the United States.

Each fraternity chapter and university was not identified and, as such, have been assigned pseudonyms. Participant numbers for each fraternity and university that participated in the study are presented in Table 2 below.

Table 2.
Universities, National Fraternities, and Number of Participating Members

University/Fraternity	Number of Members
University A	Total 100
Alpha Fraternity	25
Beta Fraternity	32
Gamma Fraternity	43
University B	Total 176
Delta Fraternity	22
Epsilon Fraternity	44
Theta Fraternity	51
Gamma Fraternity	59
University C	Total 93
Zeta Fraternity	23
Eta Fraternity	24
Iota Fraternity	18
Kappa Fraternity	28
University D	Total 55
Epsilon Fraternity	4
Eta Fraternity	24
Zeta Fraternity	24
Lambda Fraternity	3

University A is a mid-sized religiously affiliated private university, where approximately 50% of male students are affiliated with 10 men’s social fraternities. University B is a mid-sized religiously affiliated private university, where approximately 50% of male students are affiliated with 13 men’s social fraternities. University C is a large-sized public state university, where less than 5% of male students are affiliated with 10 men’s social fraternities. University D is a mid-sized regional state university, where 3% of male students are affiliated with five men’s social fraternities.

Measures

Two survey versions were used by participants in the present study. Participants completed only one version each. The first version (The Values Recall Survey) asked participants to recall each of the values for their fraternities from memory by listing them in a column on the left-hand side of the survey. The second version (The Values Recognition Survey) asked participants to recognize (from a list provided of all fraternities’ values included in the study) the values for their fraternities by listing them in a column on the left side of the survey. The number of values differed for each fraternity, with the lowest having three and the highest having seven values. Through free responses, both survey versions then asked participants to identify one curricular and one co-curricular activity that they associated with each value listed on the left side of their survey.

Procedures

Researchers contacted fraternity members at chapter meetings of fraternities in person. Researchers provided instructions from a prepared consent form used at all survey locations and administrations. Members of the research team personally collected data through paper surveys distributed at chapter meetings of the 15 fraternities. Only members formally initiated into their fraternity were asked to participate. This was because they had completed a new member program and would have had ample opportunities to learn their fraternity’s values.

The researchers described all appropriate research protocols, including informed consent and voluntary participation, as part of the process. No incentives were provided as part of the study. The method of consent and the survey were through paper copies signed and completed by fraternity members. All participants were notified that they, their fraternity, and their host university would remain anonymous in the study. All data collected for the study has been maintained under strict standards to protect confidentiality. Identifiers were created, as described above, to mask both the fraternities and universities participating in the study.

Data Analysis

In response to research question one (How do fraternity members describe curricular activities associated with the four themes of the Schwartz Values Theory of Basic Values?), researchers organized all written free responses into a database grouped by each value theme within each fraternity. To aid this process, researchers used previous research (Tull & Shaw, 2018) to create a framework for analysis, which examined the alignment of fraternity values with Schwartz's values themes (e. g., "tradition" was classified as a value related to conservation). In the Tull & Shaw study, values for each fraternity were classified under one of the four themes associated with the Schwartz Values Theory of Basic Values (2012). For example, "under openness to change included: self-support, integrity, wisdom, perseverance, and authenticity" (Tull & Shaw, 2018, p. 5). This same inductive analysis was again conducted in response to research question two (How do fraternity members describe co-curricular activities associated with the four themes of the Schwartz Values Theory of Basic Values?). In some cases, fraternity members classified similar curricular and co-curricular activities for multiple values. This characteristic of qualitative research is hard to control, as researchers focus on the meaning that participants communicate vs. their own (Creswell, 2014).

RESULTS

In response to research questions one and two, study results are organized below for each of the four values types and by curricular and co-curricular activities identified by fraternity members who participated. In response to research question three, results related to an analysis of curricular and co-curricular activities related to the main goals for the type of each value identified by fraternity members were included.

Conservation

Curricular Activities. 34 themes emerged for curricular activities for conservation. Five nascent values included: academic honesty, group projects, lending academic support to others, putting forth an honest effort, and respecting and engaging with professors. These themes are explained below, with examples of activities provided by fraternity members. Academic honesty examples included: following the honor code, and doing honest work. Group work examples included: commitment to team in group projects, and development of appropriate study groups. Activities framed as lending academic support to others included: helping friends achieve their goals, and helping brothers prep for exams. Putting forth an honest effort activities included: dedication to studies, doing your best, doing your share, and having high moral standards. Respecting and engaging with professors' activities included: paying attention to teachers, and meeting with teachers.

Co-Curricular Activities. 28 themes emerged for co-curricular activities for conservation. Six nascent values included: athletics and intramurals, community service, fraternity membership and activities, friendships and relationships, leadership roles in the fraternity chapter, and participation in student organizations. These themes are explained below, with examples of activities provided by fraternity members. Athletics and intramurals activities included: athletics teams, and fraternity/high school sports. Community service activities included: commitment to community, and working with charities. Fraternity membership and activities responses included: care for fraternity brothers' well-being, and brotherhood events. Friendship and relationships activities included: maintaining friendships and relationships. Leadership roles in the fraternity chapter activities included: serving as a member of the executive board. Participation in student organizations activities included: student ambassadors, conduct board, orientation leader, student government, and campus ministries.

Self-Enhancement

Curricular Activities. 35 themes emerged for curricular activities for self-enhancement. Four nascent values included: coursework, group projects, non-academic student organizations, and putting in an honest effort. Coursework activities included: participation in classes, and studying. Group projects activities included: taking leadership in a group or lab project, and study groups. Non-academic student organizations activities included: ROTC, band, orientation leaders, and student government. Putting forth an honest effort activities included: competitiveness in school, continuing education, respect and overall wellness, and scholarship.

Co-Curricular Activities. 29 themes emerged for co-curricular-related activities for self-enhancement. Four nascent values included: athletics and intramurals, leadership roles in the fraternity chapter, and personal development. Athletics and intramurals activities included: being leading an intramural team, and being fitness enthusiasts. Fraternity membership and activities included: conversations about brother's interests. Leadership roles in the fraternity chapter activities included: being active in an executive position, serving as an IFC delegate, and taking charge of a fraternity event. Personal development activities included: being able to lead people, excellence, outside reading, travel, and continuing education.

Self-Transcendence

Curricular Activities. 35 themes emerged for curricular-related activities for self-transcendence. Eight nascent values included: academic honesty, community service, completing homework, going to class, group projects, making new connections, philanthropy, and putting forth an honest effort. Academic honesty activities included: being truthful, following a code of conduct, and holding high academic standards. Community service activities included: doing service at preschool, food bank, and volunteering on own time. Completing homework activities included: completing assignments on time. Going to class activities included: never missing classes. Group projects activities included: being accountable in group work, and leading group projects and discussions. Making new connections activities included: forming study groups, and getting to know classmates. Philanthropy activities included: charity, and raising money. Putting forth an honest effort activities included: asking others for help, taking pride in performance, and being organized.

Co-Curricular Activities. 29 themes emerged for co-curricular-related activities for self-transcendence. Seven nascent values included: athletics and intramurals, community service, fraternity membership and activities, friendships and relationships, personal development, sense of responsibility, and working. Athletics and intramurals activities included: captaining a team, team building activities, and sportsmanship. Community service activities included: doing service with the fraternity. Fraternity membership and activities included: brotherhood events and fraternity team building. Friendships and relationships activities included: being accountable as a friend, and doing nice things for others. Personal development activities included: being open in any setting, becoming a better person, being bold, making mistakes, and self-evaluation. Sense of responsibility activities included: duty to family and friends, and following the code of conduct. Working activities included: being a good adult at work and performing duties for my job.

Openness to Change

Curricular Activities. 35 themes emerged for curricular-related activities for openness to change. One nascent value included: putting forth an honest effort. Putting forth an honest effort activities included: doing good in school, doing things that make me uncomfortable, and pushing oneself.

Co-Curricular Activities. 29 themes emerged for co-curricular related activities for openness to change. Two nascent values included: fraternity membership and activities and personal development. Fraternity membership and activities included: on-campus events, and study hours. Personal development activities included: being myself, getting out of my comfort zone, and learning from mistakes.

Curricular and Co-Curricular Activities Associated with Goals of Values Types

After a review of the identified curricular and co-curricular activities associated with each value above, we re-

turned to Schwartz's Theory of Basic Values to examine how the curricular and co-curricular activities identified by fraternity members were aligned with the main goals of each values type. What follows are results from our examination of research question number three. Three goals exist for the conservation values type (security, conformity, and tradition).

Security. Curricular activities aligned with this goal included following the honor code, and doing honest work. Co-curricular activities aligned with this goal included holding brotherhood retreats, caring for fraternity brothers' well-being, and trusting one another.

Conformity. Curricular activities aligned with this goal included following the honor code. Co-curricular activities aligned with this goal included acting in an upstanding manner, serving on the fraternity's judicial or standards board, participation in student government, and campus ministries.

Tradition. Curricular activities aligned with this goal included following the honor code. Co-curricular activities aligned with this goal included commitment to community, and campus ministries.

Three goals exist for the self-enhancement values type (hedonism, achievement, and power).

Hedonism. Curricular activities aligned with this goal included being competitive in school. Co-curricular activities aligned with this goal included competitiveness in intramurals, and achieving excellence.

Achievement. Curricular activities aligned with this goal included being named to the honor roll. Co-curricular activities aligned with this goal included holding and carrying out an executive leadership role, and continuing education.

Power. Curricular activities aligned with this goal included taking leadership roles in a group or lab. Co-curricular activities aligned with this goal included being a club sports or intramural team leader, and holding chair positions within the fraternity.

Two goals exist for the self-transcendence values type (benevolence and universalism).

Benevolence. Curricular activities aligned with this goal included following the academic honor code, being accountable in group work, and taking pride in performance. Co-curricular activities aligned with this goal included teambuilding activities, spending time with fraternity members, duty to friends and family, and being open in any setting.

Universalism. Curricular activities aligned with this goal included: holding high academic standards, and being accountable in group work. Co-curricular activities aligned with this goal included doing service with church, and doing things for others.

Three goals exist for the openness to change values type: self-direction, stimulation, and hedonism.

Self-direction. Curricular activities aligned with this goal included: doing things that make one uncomfortable and pushing oneself. Co-curricular activities aligned with this goal included: being oneself, exploring learning, getting out of one's comfort zone, learning from mistakes, and working hard through tough times.

Stimulation. Curricular activities aligned with this goal included doing things that make one uncomfortable and pushing oneself. Co-curricular activities aligned with this goal included reading, travel, working through tough times, and learning through mistakes.

Hedonism. Curricular activities aligned with this goal included meeting scholarship requirements. Co-curricular activities aligned with this goal included: being oneself, reading, and traveling.

DISCUSSION

A discussion follows organized around the three research questions related to curricular activities associated with values themes, co-curricular activities associated with values themes, and curricular and co-curricular activities associated with the goals of each values type used in the study.

Curricular Activities Associated with Values Themes

The first research question sought to identify curricular activities associated with organizational values for fraternity members who participated in the study. Curricular activities identified by fraternity members associated with values themes were aligned with universal examples of values (beyond the fraternity and college experience). For the conservation value, those curricular activities identified (e. g., respect for oneself and others), were representative of hallmarks of an educated person, such as “a coherent, integrated sense of identity... integrity... and civic responsibility (American College Personnel Association, 1996, p. 1). This becomes important as maintaining ethical standards is an important outcome inside and outside the classroom. The development of good habits, both academically and in one’s personal life, was identified as important by fraternity members. This was related to the value of self-enhancement, where one begins to develop in ways that extend beyond their intellectual development (Ismail, 2016; Tull & Shaw, 2018).

Fraternity members commonly identified civic engagement as related to the value of self-transcendence. Civic engagement has been regularly identified in the literature as an important value for members of college fraternities (Matthews, et al., 2009). Opportunities for greater engagement and critical connections between a fraternity member’s personal and organizational values have been found to exist (Tull & Cavins-Tull, 2017). This was true in the results of the present study, as fraternity members regularly identified curricular activities that would be connected to those that are more universally found (Schwartz, 2012) and would serve them well beyond the college experience.

Co-Curricular Activities Associated with Values Themes

The second research question sought to identify co-curricular activities associated with organizational values for fraternity members who participated in the study. Co-curricular activities identified by fraternity members were also associated with values themes found in many ways to be aligned with universal examples of values. This was particularly true for those related to altruistic pursuits and concern for others, which often require, “appreciation for human differences” (American College Personnel Association, 1996, p. 1). Fraternity members also regularly identified civic responsibility as related to the conservation value. This too was in alignment with previous research on the topic (Lott, 2013; Pascarella, et al., 1988; Rhee & Dye, 1996). Developing values related to self-enhancement is essential as the benefits can be realized beyond the student development process while fraternity members are in college. “An ability to apply knowledge to practical problems encountered in one’s vocation, family or other areas of life” (American College Personnel Association, 1996, p. 1) are true hallmarks of values congruence between personal, organizational, and universal values systems.

Like self-enhancement, self-transcendence-related values identified by fraternity members could also be deemed critical beyond college and be more universal in their effect (Schwartz, 2012). Examples of activities that forced fraternity members out of their comfort zones and allowed them to learn from prior mistakes were important findings related to the value theme of openness to change. This can have a great impact on the ability of one to adopt new approaches when faced with similar situations in the future (Wolf-Wendel, et al., 2009). It can result in a more enduring effect for fraternity members and be in greater alignment with universal values.

Curricular and Co-Curricular Activities Associated with Goals of Values Types

The third research question sought to identify curricular and co-curricular activities associated with specific goals of values types (Schwartz, 2012) for fraternity members who participated in the study. The goals provide greater specificity for examining the alignment of activities associated with the larger values themes. This allowed researchers to examine fraternity members’ responses more closely by examining the specific goals related to each value theme as presented. This also provided another level of analysis that allowed for richer connections

between the curricular and co-curricular activities associated with values themes. This becomes more important for those seeking to identify future values-related activities. This could inform the design and delivery of new learning strategies (Ismail, 2016) and deeper (vs. surface level) learning experiences (Kimber, et al., 1999; Leets & Matthews, 2010; Matthews, 2004). This would be important for connecting curricular and co-curricular values to personal, organization, and universal values systems.

Limitations

We note several limitations in our study. Each emerged during our study and is worth addressing. These may also be cautionary for those engaged in similar research in the future. We used Schwartz's Theory of Basic Values as a framework to inform our study and as a basis for data collection and analysis. "Using theory has some inherent limitations in that researchers approach the data with an informed but, nonetheless, strong bias. Hence, researchers might be more likely to find evidence that is supportive rather than non-supportive of a theory" (Hsieh & Shannon, 2005, p. 1283). With fraternity members first identifying their values, we assume they will be able to do this accurately. This was not the case for all who participated, limiting the analysis of activities only to those that were properly recalled or recognized. While we were seeking responses related to direct curricular and co-curricular activities (e. g., task related to being a college student or being an engaged member of a fraternity), in many cases, fraternity members provided responses that were more behavioral and not task-related. Some curricular and co-curricular activities were listed under multiple values by fraternity members. While the researcher's left the interpretation up to fraternity members, gaps may exist between how these would be classified. This is also true between activities that fraternity members might associate with individual or group effort. This can create some ambiguity for readers as they read about associated activities identified by fraternity members. The number of responses was not evenly distributed across the four values types, with the most responses related to self-transcendence and the fewest responses related to openness to change. Other samples may net different amounts of responses for curricular and co-curricular activities for each of the four values types.

Implications for Practice

Several implications for practice have been developed. We hope that each will be considered by those interested in our work and engaged in extending it. Regarding implications for practice, we recommend greater emphasis on values development during the new member education process. Fraternal values hold great promise for connecting important member beliefs and behaviors to the curricular and co-curricular activities that come with college attendance. These should also be an area of focus for fraternity members, as they can be connected early and often with more universally found values (Schwartz, 2012). This would have the effect of better helping members realize the importance and use of values beyond college. The connection between curricular and co-curricular activities with values can be an important learning opportunity for fraternity members, particularly those new to their organizations. A focus should be placed on these as a means for both the espousal and enactment of personal and organizational values. Both campus-level fraternity and sorority life professionals and those at national headquarters can also ensure that values development remains an important component of the new member education process. All professionals working with fraternity members can help members make meaningful connections between their fraternal values and those that can be found on a universal level (Schwartz, 2012).

Directions for Future Research

In the area of recommendations for future research, we recommend greater exploration of the openness to change value type. We received the least amount of data related to this value type. We feel that more is needed to identify curricular and co-curricular activities that fraternity members associate with it. It may be that a different study sample would produce more results in this area with future studies. Researchers should also explore surface vs. deep learning, particularly when comparing under and upper-class fraternity members. Some variations were present between responses provided on curricular and co-curricular activities. We recommend continued research on the relationships between curricular and co-curricular activities with values and encourage greater detail in the definition and operationalization of these terms. Lastly, further research might be done longitudinally with fraternity members. Comparisons might be made between responses given shortly after participating in new member education programs and initiation and the senior year of college. Identifying curricular and co-curricular activities associated with the four values types may change over time or exhibit deeper vs. surface-level learning.

CONCLUSION

Authentic engagement in men's college social fraternities holds great value for complimenting curricular and co-curricular activities as part of the process of student development. The values associated with fraternities can often be aligned with critical outcomes for both learning types identified. They also can be linked to important universal outcomes that extend well beyond a student's time in college. Our goal was to bring light to the alignment between curricular and co-curricular activities and values held by fraternity members. Members of fraternities, as well as those that advise them, should continue to identify linkages between learning outcomes and their values. This can help enhance the collegiate student development process and effectively prepare members for personal and professional experiences after college.

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