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The Influence Of Fraternity Membership On The Leadership Identity Development Of Latino Men Attending Primarily White Institutions (PWIs)

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THE INFLUENCE OF FRATERNITY MEMBERSHIP ON THE LEADERSHIP
IDENTITY DEVELOPMENT OF LATINO MEN ATTENDING PRIMARILY WHITE
INSTITUTIONS (PWI's)

By

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A DISSERTATION

Presented to the Affiliated Faculty of

The College of Graduate and Professional Studies at the University of New England

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IDENTITY DEVELOPMENT OF LATINO MEN ATTENDING PRIMARILY WHITE
INSTITUTIONS (PWIs)

ABSTRACT

With the projected increase in the number of Hispanic/Latino students enrolling in postsecondary institutions, there has been an increase in studies on student success that have focused more on Hispanic/Latino students attending Predominantly White Institutions (PWIs). One of the key factors that emerged as an under-examined but important aspect for the success of Hispanic/Latino students has been leadership development (Lozano, 2015, p. 3). Little is known about the “leadership development, capacity, and experiences while in college” of Hispanic/Latino males (Garcia, Huerta, Ramirez, & Patrón, 2017, p. 1). Garcia et al. (2017) pointed out that “scholars have examined the leadership development of college students” (p. 1); however, no research was identified that was conducted on Hispanic/Latino males. Currently in the literature there are “only a handful of studies [that] have been published about Latino males in higher education within the last decade” (Pérez & Taylor, 2016, p. 4).

This qualitative phenomenological study examined how membership in a social fraternity influences the leadership identity development of Hispanic/Latino men attending predominantly White institutions (PWIs). Seven participants who self-identified as Hispanic/Latino males and who are members of social fraternities were interviewed. Using Komives’ et al. (2006) leadership identity development (LID) model as the theoretical framework for this study, three

themes emerged from the data, 1) Leadership Development in Social Fraternities, 2) Student Organization Involvement, and 3) Peers and Mentors. The implications of these findings are that institutions need to encourage Hispanic/Latino male students to get involved in social fraternities that align with their own personal values and beliefs. Results from this study revealed that membership in social fraternities has the strong potential to successfully develop or further develop the leadership identity development of Hispanic/Latino males at PWIs while creating a closer affinity to the institution.

Keywords: Leadership, Leadership Identity Development, Hispanic, Latino, Predominantly White Institutions, Social Fraternity

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DEDICATION

This is dedicated to Ms. Pascuala Alvarez Acosta and Mrs. Junita Alvarez de Carmona. Both of you sacrificed everything to allow others to get ahead. Thank you both for always believing in me, pushing me to strive to become better, and helping me to get to where I am today.

This is also dedicated to my sons, Francisco Alejandro and Francisco Andrés.

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“Las personas solamente pueden llegar a ser libres, si son verdaderamente educadas”.

Don José Martí

ΠΑΠΑΙΑ

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CHAPTER 1: INTRODUCTION

The importance of student involvement on campus and within student organizations has been continuously supported in the higher education literature. Astin (1984) referred to student involvement as both the physical and psychological energy devoted to the academic experience. Astin, described high involvement as devoting a substantial amount of energy to studying, engaging on campus, active participation in organizations, and constant interaction with faculty. Several research studies by Pace (1984, 1987, 1990), suggested that “student involvement in both academic and interpersonal activities had significant positive correlations with student development” (as cited in Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001, p. 16).

Involvement in the college environment can be positively related to development outcomes (Astin, 1984). Moreno and Banuelos (2013) reaffirmed that involvement outside of the classroom leads to student success within the college/university environment (p. 124). Cress et al. (2001) also provided evidence that involvement in both academic and interpersonal activities has a correlation with the way students develop in addition to their leadership development (p. 16). Pérez and Sáenz (2017), when researching thriving Hispanic/Latino males, identified involvement in a student organization (fraternity, student government, and Hispanic/Latino-centric organizations) as an important key in allowing Hispanic/Latino males to be successful within the university environment. Within their research, Pérez and Sáenz (2017) found that over-involvement in student organizations could be detrimental to their success since they are prioritizing involvement before their academics (p. 178).

Through their study, Cerezo, Lyda, Enriquez, Beristianos, & Connor (2015) suggested that Hispanic/Latino-centered organizations provided students with “social networks that

facilitated their sense of belonging and academic progress” (p. 252). In addition, these outcomes continue to be linked to their retention. For Hispanics/Latinos who were wanting and needing to feel at home, many of these Hispanic/Latino-centered organization were perceived as symbols that Hispanics/Latinos belonged on campus. Fischer (2007) highlighted involvement in activities of Hispanic/Latino help students to integrate and have some level of attachment to the campus for those students who choose to participate and get involved. In addition to these benefits, Fischer (2007) noted that involvement leads to persistence, especially during their first year in college (p. 136).

Involvement does not necessarily need to be solely within on-campus organizations. Being part of political movements can also aid in a student’s overall success as a college student. Baker (2008) suggested that as the Hispanic/Latino population continues to increase, so does the need for Latinos to be involved in political movements, particularly when the issues at hand are directly impacting the Latino population. Martinez (2005) examined the “political participation of Latinos and considers the importance of political issues that are unique to immigrant populations” (as cited in Baker, 2008, p. 278). History has continuously provided opportunities for Hispanic/Latino to become engaged in political movements and organizations, and because of the importance of these movements within the Hispanic/Latino community, it is important to consider the impact their participation has on their college experiences and as part of their leadership development.

As more Hispanic/Latino students enter post-secondary institutions, they become more involved within their campus community and eventually seek out leadership development opportunities. Davis (1997) noted that Hispanic/Latinos largely get their leadership development

from community-based organizations since these organizations are created to specifically meet their needs as an underrepresented population in the U.S. (p. 230).

For many Hispanic/Latino students, their first leadership development experiences came through involvement in Hispanic/Latino student organizations that gained traction in the late 1960's due in part to the Civil Rights movement (Davis, 1997). The goal of these Hispanic/Latino student organizations was and still is to “demand a variety of services, specifically geared to aid in the access and retention” of Hispanic/Latino students (Torbenson & Parks, 2009, p. 105). In addition, Pérez II and Sáenz (2017) suggested that Hispanic/Latino males used their student leadership experiences as a laboratory to intentionally practice what they have continuously learned in the classroom.

Hispanic/Latino students that are involved with Hispanic/Latino-focused student organizations gain transferable skills and directly support other Hispanic/Latinos on campus. In addition, they provide advocacy for Hispanic/Latino issues on campus and commit to serving their community during and after school (Davis, 1997). Through their study, Moreno and Banuelos (2013) supported claims made by Davis (1997) regarding how involvement in a Hispanic/Latina sorority and Hispanic/Latino fraternity influenced Hispanic/Latino students. In addition, Moreno and Banuelos' (2013) study also supported Davis' (1997) claims concerning how Hispanic/Latino students were more connected and involved on their campus by virtue of their involvement within their own organization. This in turn led to Hispanic/Latino student involvement around the institution and the surrounding communities. Through their involvement in their fraternity and/or sorority, these students “gained confidence to seek out experiences that would prepare them for the professional world” (Moreno & Banuelos, 2013, p. 112).

Cress et al. (2001) conducted a longitudinal study to investigate how involvement in leadership development programs and trainings would have a “direct effect on college students’ leadership ability as well as on their personal and educational development” (p. 15). In addition to this finding, Cress et al. (2001) noted that leadership is something to be learned and not necessarily an inherent ability or trait individuals are born with.

When specifically discussing Hispanic/Latino males and their leadership development, Garcia, Huerta, Ramirez, & Patrón (2017) suggested that involvement in a fraternity or an ethnic student organization was a significant predictor of Hispanic/Latino students’ leadership development (p. 10). Among their findings, the authors also indicated that being involved in an internship program, attending racial/cultural awareness workshops, pre-college involvement in sports, peer encouragement, and teachers who served as mentors were predictors of Hispanic/Latino males’ leadership development. Sáenz (2009) noted that student organizations, specifically the Latino fraternities fill a need for Hispanic/Latino males in higher education. With that in mind, this phenomenological study sought to better understand how membership in a social fraternity fosters the leadership identity development of Hispanic/Latino men.

Statement of the Problem

Little is known about the “leadership development, capacity, and experiences while in college” of Hispanic/Latino males (Garcia, Huerta, Ramirez, & Patrón, 2017, p. 1). Garcia et al. (2017) pointed out that “scholars have examined the leadership development of college students” (p. 1); however, no research was identified that was conducted on Hispanic/Latino males. Currently in the literature there are “only a handful of studies [that] have been published about Latino males in higher education within the last decade” (Pérez & Taylor, 2016, p. 4).

With the projected increase in the number of Hispanic/Latino students enrolling in postsecondary institutions, there has been an increase in studies on student success that have focused more on Hispanic/Latino students attending Predominantly White Institutions (PWIs). One of the key factors that emerged as an under-examined but important aspect for the success of Hispanic/Latino students has been leadership development (Lozano, 2015, p. 3). According to Lloyd (2006), the concept of modern leadership has been around since the early 1800's; however, the process by which a person becomes a leader has changed over time. Leadership has been studied through the years; however, "there have yet to be any significant leadership studies on the Hispanic population of college students" (McKinney, 2009, p. 3).

Purpose of the Study

The purpose of this phenomenological study was to identify how membership in a social fraternity influences the leadership identity development of Hispanic/Latino men attending PWIs. By understanding how membership in a social fraternity influences the leadership identity development of Hispanic/Latino men, a significant gap in the literature would be filled. Social fraternities are those "Greek-lettered organizations that are not affiliated with a certain profession or academic field of study and are not considered honorary or literary societies" (McCreary, 2012, p. 14).

Research Question

By using the leadership identity development model (Komives et al., 2006) as a theoretical framework, this study set out to answer the following research question:

How do Hispanic/Latino men perceive the influence membership in a social fraternity has on their leadership identity development?

The study explored how Hispanic/Latino men define leadership and what meaning they create about how their fraternity experience contributed to their leadership development.

Theoretical Framework

The conceptual framework used to guide this study was Komives' et al., (2006) leadership identity development (LID) model. Komives et al.'s (2006) LID model comes from the application of the LID grounded theory (p. 404). Within the LID model there is a six stages developmental process that includes awareness, exploration/engagement, leader identified, leadership differentiated, generativity, and integration/synthesis. The model also outlines the following five critical categories for developing one's leadership identity: (a) developmental influences, (b) developing self, (c) group influences, (d) students' changing view of self with others, and (e) students' broadening view of leadership. Utilizing the LID model as a framework helped understand how Hispanic/Latino men's social fraternity membership influences their leadership identity development.

Assumptions

The following initial assumptions were made for this study. All participants will answer questions openly and honestly. Students participating in the study identify their ethnicity and gender appropriately and honestly. Participants are current members in a social fraternity affiliated with one or more of the follow national umbrella organizations: the National Association of Latino/Latina Fraternal Organizations (NALFO), National Pan-Hellenic Council (NPHC), and North American Interfraternity Conference (NIC).

Limitations

The limitations for this study revolved around the following three factors. First, because of the current political climate in the U.S., participants may not want to self-identify as

Hispanic/Latino to avoid any alienation from their peers or those they interact with daily. Second, this study focused on the experiences of Hispanic/Latino males in social fraternities who attend PWIs. This may lead to a low sample size since, depending on the campus culture, Latino men may not be drawn to seeking membership in a social fraternity. The information provided is entirely self-reported. Finally, this study provided a synopsis of the experience of these Hispanic/Latino men who have membership in a social fraternity, which can limit the applicability of the findings to Latino males who are not members of a social fraternity.

Scope of the Study

This study was limited to the experiences of current undergraduate Hispanic/Latino male college students who are members of social fraternities. These participants were selected because they identify as Hispanic/Latino males and they have membership in a social fraternity. Therefore, this may lead to a small sample size which would hinder the study.

Significance

The study is significant because it provides details about how Hispanic/Latino men interpret the impact of their fraternity membership on their leadership development. Research on this population and their leadership development experience is limited (Garcia et al 2017; McKinney, 2009; Pérez & Taylor, 2016). This study contributed to the growing body of research and provide insight into how Hispanic/Latino men perceive the contributions made to their leadership development by holding membership in a social fraternity. In addition, this study provide institutions of higher education additional insight into how Hispanic/Latino men develop their leadership identity which will help with the creation of more inclusive leadership experiences on campus for Hispanic/Latino men.

Conclusion

According to Cress et al. (2001), student involvement inside and outside the classroom has a positive correlation with student leadership development. In addition, Perez and Saenz (2017) identified involvement in student organizations as key in successfully navigating the university environment for thriving Hispanic/Latino male students. These student organizations for many Hispanic/Latino students are the first leadership experiences they are exposed to which also serve as a laboratory for them to enhance their leadership development skills. Garcia et al. (2017) while looking specifically at Hispanic/Latino males, suggested that membership in a fraternity helped predict their leadership development. This phenomenological study aimed to better understand how membership in a social fraternity fosters the leadership identity development of Hispanic/Latino men at PWIs.

In Chapter 2 the literature review was presented with the goal of providing the foundation and background for this study. Chapter 3 presented a thorough and detailed explanation of the methodology for the proposed study. Chapter 4 includes the analysis of the collected data to include potential implications for future research opportunities. Within this chapter, themes and subthemes that emerged from the data collected were interpreted and discussed. In conclusion, chapter 5 discussed the findings and their implications, in addition to including recommendations for future studies and actions based upon the analysis of the findings.

CHAPTER 2: LITERATURE REVIEW

Throughout the years research has shown involvement in the college environment can be positively related to development outcomes (Astin, 1984). Furthermore, Moreno and Banuelos (2013) reaffirmed that involvement outside of the classroom leads to student success within the college/university environment (p. 124). When it comes to thriving Hispanic/Latino males Pérez and Sáenz (2017) identified involvement in a student organization (fraternity, student government, and Hispanic/Latino-centric organizations) as an important key in allowing Hispanic/Latino males to be successful within the university environment.

This literature review focused on providing background information on current and related literature surrounding leadership identity development, involvement in student organizations, and fraternal organizations and the impact these opportunities may have on the leadership development of Hispanic/Latino males. To further address these areas the literature review was divided into several sections. To begin, a brief explanation of the history of the fraternal movement was shared, followed by some of the opportunities perceived to impact Hispanic/Latino college males' leadership identity development. The chapter concludes with the theoretical framework used for this study.

The College Fraternity

On December 5, 1776, five young men came together at William and Mary College in Virginia and formed Phi Beta Kappa, which is considered the first Greek-lettered organization in the United States (Torbenson & Parks, 2009). Phi Beta Kappa was formed as a literary society; however, in addition to having a strong academic structure the organization also provided social activities for its members. These social activities were considered a departure from the norm (Torbenson & Parks, 2009). While Phi Beta Kappa is considered the first Greek-lettered

organization in the U.S. Kappa Alpha Society (1825), Sigma Phi (1827), and Delta Phi (1827) - also known as the Union - Triad as all were founded at Union College in New York - became the pattern for the fraternity system that exist in today's college campus (Toberson & Parks 2009; McCreary, 2012). It was not until the founding of Alpha Delta Pi at Wesleyan College in Georgia in 1851, that the first sorority was formed.

Since 1776, and according to Toberson & Parks (2009) there have been 365 national fraternities and sororities established through the United States. Throughout the years some of these groups have gone defunct; while others have decided to merge together in an effort to thrive and succeed. Due to the proliferation of fraternities and sororities on college campuses university administrators "began to employ advisors in the field of student personal services who concentrated their time and attention in making these organization of greater service to their members and their campus" (McCreary, 2012, p. 15).

In response to the proliferation of fraternities and sororities there was also a rise of national associations which were suggested as early as 1883; however, it was not until 1909 that the first national association was established for fraternities. The National Interfraternity Conference, now known as the North American Interfraternity Conference (NIC) was established. In 1929, the second national association established for fraternities was the National Pan-Hellenic Council (NPHC) which catered to the needs of the African American fraternities and sororities since these organization were excluded from of the other fraternal associations. It was not until 1991 that the Latino Greek Council was established as the first national association for Hispanic/Latino fraternities and sororities. This organization later changed its name to become the Concilio Nacional de Hermandades Latinas (National Council of Latino Brothers and Sisters). In 1998, the National Association of Latino Fraternal Organization (NALFO) was

established as the second national association for Latino/Hispanic fraternities and sororities. In 1999, both of these organization started conversations to merge; however, the merger never came to fruition since CNHL ceased to exist, therefore NALFO became the only national association for Latino/Hispanic fraternities and sororities (Toberson & Parks, 2009).

Leadership Development in Social Fraternities

Leadership development has long been perceived as one of the benefits of membership in a social fraternity. This is manifested today as many social fraternities have made leadership development a major tenet within their mission statements. Astin's (1993) early research on the leadership development of undergraduate students found that peer interaction led to the greatest gains in leadership development especially those experiences in organizations such as social fraternities. Dugan (2008) suggests that "membership in these organization can provide an important developmental foundation and laboratory for practicing key leadership skills (p. 22).

Kelley (2008) conducted a study in which the leadership impact was evaluated on student who served as a fraternity president and their self-perceived leadership development. Participants of the study reported that "having served as a fraternity chapter president did have a positive impact on their leadership skills (p. 5). The study noted that being a fraternity chapter president provides an experience that is hard to replicate for other student leaders since these students who take on these chapter president roles have to run the day to day operation of a mini franchise with oversight of membership and big dollar amounts (Kelley, 2008).

On the other hand, Long (2012) suggested that little is known about how membership in a fraternity helps develop an individual's leader identity development. According to Long this is because the "research on the leadership development of fraternity members has primarily focused on the extent to which members exhibited behavior that aligned with contemporary

leadership frameworks” (Long, 2012, p. 17). However, a result of this study. Long (2012) was able to confirm that social fraternities do provide opportunities for individuals to serve in leadership roles.

Lastly, Cory (2011) decided to “examine how the culture within fraternal organizations influences the leadership identity development among fraternity and sorority leaders” (p. 3). One of the theoretical frameworks used in this study was the LID. As part of the study Cory (2011) found that “full immersion environment within fraternal organization membership contributes to students’ development of an identity as a leader in specific ways consistent with the leadership identity development model” (p. 183).

In summary, social fraternities have long touted leadership development as one of the primary benefits of membership. Many social fraternities have opted to add leadership development as part of their mission statements. This is also something that has been supported in the literature.

Student Organization Involvement

Student involvement in the college environment can be positively related to development outcomes, as Astin (1984) pointed out. Astin (1984) defined student involvement as “the amount of physical and psychological energy that the students devote to the academic experience (p. 518). Astin (1984) further explained that students considered highly involved are those who spend a considerable amount of energy studying, spending time on campus, are actively involved in student organizations, and have frequent interactions with their peers and faculty. Moreno and Banuelos (2013) reaffirmed that involvement outside of the classroom leads to student success within the college/university environment (p. 124). Cress et al. (2001) found that involvement in both academic and interpersonal activities have a correlation with the way students develop

socially in addition to leadership development (p. 16). As more Hispanic/Latino students enter post-secondary institutions, educators and administrators see them getting more involved with the campus community and eventually seeking out leadership development opportunities. According to Davis (1997), Hispanic/Latinos largely get their leadership development from community-based organizations (CBOs), since these organizations are created to specifically meet their needs as an underrepresented population in the United States (p. 230). For many Hispanic/Latino students, their first leadership development experiences came through involvement in Hispanic/Latino Student organizations which gained traction in the late 1960's due in part by the Civil Rights era (Davis, 1997, p. 231). The goal of these Latino student organizations was and still is to continue to "demand a variety of services, specifically geared to aide in the access and retention" (Torbenson and Parks, 2009, p. 105).

Hispanic/Latino students who are involved with Hispanic/Latino-focused student organizations gain transferable skills, directly support other Hispanic/Latinos on campus in addition to providing advocacy for Hispanic/Latino issues on campus, and lastly, commit to serving their community during and after school (Davis, 1997, p. 323). Davis (1997) also suggested that Hispanic/Latino leaders point to their involvement in a Hispanic/Latino student organization as their first "foray into leadership" for young Hispanic/Latino students. Moreno and Banuelos (2013) supported the claims made by Davis (1997) with findings from their study that looked at how involvement in a Hispanic/Latino sorority and fraternity influenced Hispanic/Latino students. They found that Hispanic/Latino students who were involved in a Hispanic/Latino-based fraternity and/or sorority were more involved and connected within their campus by virtue of their involvement within their own organization; which led to their involvement around the institution and the surrounding communities (p. 112). Through their

involvement in their fraternity and/or sorority these students “gained confidence to seek out experiences that would prepare them for the professional world” (Moreno & Banuelos, 2013, p. 112).

Cress, Astin, Zimmerman-Oster, and Burkhardt (2001), through a longitudinal study, looked at how involvement in leadership development program and trainings would have a “direct effect on college students’ leadership ability as well as on their personal and educational development” (p. 15). As a result, Cress, Astin, Zimmerman-Oster, and Burkhardt (2001) found that “students gain from participation in leadership development programs” (Cress, et al, 2001, p. 23). In addition to this finding, Cress et al. (2001) also noted that leadership is something that can be learned and not an inherent ability or trait individuals are born with (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001, p. 23).

When it comes to specifically talking about Hispanic/Latino males and their leadership development, Garcia, Huerta, Ramirez, and Patron (2017) suggested that involvement in a fraternity or an ethnic student organization was a significant predictor of Hispanic/Latino students’ leadership development, especially for Hispanic/Latino males (p. 10). Among their findings, Garcia, Huerta, Ramirez, and Patron (2017) also found that being involved in an internship program, attending racial/cultural awareness workshops, pre-college involvement in sports, peer encouragement and teachers who served as mentors are also a predictor of Hispanic/Latino males’ leadership development (Garcia, Huerta, Ramirez, & Patron, 2017, p. 10-14). Saenz (2009) also noted in his research that student organizations, specifically the Hispanic/Latino fraternities, do fill a need for Hispanic/Latino males in higher education (p. 81). Pérez and Sáenz (2017), when looking at thriving Hispanic/Latino males, identified involvement in a student organization (fraternity, student government, and Latino-centric organizations) as an

important key in allowing Hispanic/Latino males to be successful within the university environment. In addition, Pérez II and Sáenz (2017) suggested that Hispanic/Latino males used their student leadership experiences as a laboratory to intentionally practice what they have continuously learned in the classroom. Consequently, Perez and Saenz (2017) cautioned that students who were overly involved in student organizations could hinder their success in college because they are prioritizing involvement before their academics. While Hispanic/Latino student organizations play a critical role in developing leadership for Hispanic/Latino students, these organization are usually not well supported by the host institutions due to in fact that these organizations are often seen as just social and cultural clubs.

Leadership Development Programs

Today, more and more institutions are allocating more resources to create leadership development programs (Day, 2001). Arminio, Carter, Jones, Kruger, Lucas, Washington, Young, and Scott (2000), suggested that leadership development programs play an important role in providing a holistic student-developmental goal for those that work in student affairs. To this end many institutions have created leadership development programs for their students, reaffirming the idea that leadership is something that can be learned and strengthen by practice (McKinney, 2009).

In the spring of 2000, Arminio et al. (2000) published the results of their phenomenological study which was designed to better understand the leadership experience of students of color. This study found that, in many cases, current leadership programs that subscribe to the conventional leadership literature failed to validate the experience of students of color. Several themes emerged from their analysis of the data including use of the label of *leader*. Most students of color “did not consider themselves ‘leaders’” (Arminio et al., 2000, p.

500). Some of these students stated that the term leader had a negative connotation or that somehow, they had “bought into the system which oppressed their racial group” (Arminio et al, 2000, p. 501). Some students saw themselves more as members of a group that were helping others navigate group dynamics. Furthermore, they provided other members of the group the basic skills in order to allow other members to take over once they had left the group. The second theme that emerged was the idea that being a leader came at a personal cost for these students of color. Some of these students felt that they lost their sense of privacy and interdependence (Arminio et al, 2000). A third theme that emerged from this study was the importance of having role models; however, researchers also pointed out that many students had a hard time finding role models on campus. Nonetheless, these students found mentors who were family or church members or “older students who previously served in similar leadership positions” (Arminio et al, 2000, p. 502).

Involvement was another theme that emerged. The study suggested that,

Many students of color join same race groups to fulfill racial identity developmental and cultural congruency needs, many join predominately white groups, alternately, to gain what they perceive as ideal leadership experiences or because they are developmentally ready for external expressions of their racial identity. (Arminio et al, 2000, p. 503)

Many of the students in the study decided to join these organization because a family member or other students encouraged them. The last theme that emerged in this study was the role gender plays in impacting their leadership experience (Arminio et al, 2000).

Hispanic/Latino Leadership Development

Negrete (2006) suggested within the literature of leadership development there are few books or articles that address how Hispanic/Latino students develop leadership skills and

competences. According to the author, there is a discrepancy between “leadership development between Latino/a and White students” (p. 2). Negrete (2006) noted that students of color, especially those that attend a PWI, face challenges as compared to their Caucasian peers. Some of these “challenges include severe isolation and lack of administrative leaders who identify as people of color” (p. 3). Hernandez (2002), as cited by Negrete (2006), acknowledged that Hispanic/Latino students typically do not get involved on campus as they are adjusting to their college environment. In many cases, they would like the services offered by the institution to reflect their own culture. Negrete (2006) found that students of color tend to be intimidated with traditional models of leadership since these models typically portray the traditional “Caucasian, male, upper middle-class orientation to leadership” (p. 3). Arminio et al. (2000) and Negrete (2006) noted that one of the things that deter Hispanic/Latino students from getting involved on campus is the lack of representation of Hispanic/Latino student, staff, and faculty on campus. Negrete (2006) indicated that institutions need to do a better job of integrating Hispanic/Latino culture into the fabric of the university. In addition, higher education leaders can look at ways to better introduce Hispanic/Latino students into leadership programs and make sure these programs speak to their experiences. However, as Arminio et al. (2000) and Negrete (date) pointed out, most of the leadership development programs are guided by traditional leadership theories which are usually based on White students’ experience. This concept is further echoed by Salinas (2015) “Leadership theories that focus on how Latino/a student’s develop and grow as leaders are limited because previous leader research did not place emphasis on the Latino/a student population” (p. 102).

Hispanic/Latinos in Higher Education

According to the U.S. Census Bureau (2015), the Hispanic /Latino population in the United States (U.S.) “is projected to increase from 55 million in 2014 to 119 million in 2060,” which means that “by 2060, 29 percent of the United States is projected to be Hispanic/Latino (Colby & Ortman, 2015, p. 9). This increase within the Hispanic/Latino community will lead to an increase in the number of Hispanic/Latino students who will be entering and graduating from the U.S. educational system. According to the U. S. Department of Education (2016), Hispanic high school graduation rates are projected to increase by 59% from 2011–12 to 2024–25 (Hussar & Bailey, p. 17, 2016). This increase in Hispanic/Latino high school graduation rates will lead to a 25% increase in Hispanic/Latino students enrolling in degree-granting postsecondary institutions between 2013 and 2024 according to the U.S. Department of Education (Hussar & Bailey, 2016, p. 27,).

Hispanic/Latino are currently enrolling in large numbers in postsecondary education; however, many are deciding to enroll in community colleges or deciding to enroll part-time. This decision prolongs their post-secondary experience and in turn, leads to low completion rates according to the Pew Hispanic Center (PHC) (Fry & Pew Hispanic Center, p. 5, 2002). Despite the gains Hispanic/Latino have experienced in college enrollment and graduation rates, the proportion of Hispanic/Latino males continues to decrease relative to Latina females (Pérez, 2017, p. 123). “Unfortunately, Latino males that successfully enroll in college are likely to experience racial, gender, and class dynamics that diminish their educational outcomes” (Pérez & Taylor, 2016, p. 2).

According to Saenz and Ponjuan (2009), Hispanic/Latino males will more than likely drop out of high school or enter the workforce before deciding to attend college and to leave

college before graduating (p. 54). The authors also pointed out that “Latino males are lagging behind at every critical juncture of the higher education pipeline. Even after enrolling in a 4-year institution, Hispanic/Latino males struggle to graduate relative to their peer groups” (p. 72). According to Gloria et al. (2017), expectations placed on Hispanic/Latino males to provide financially for their families in addition to gender expectations placed on them lead to their poor performance within post-secondary institutions (p. 12). Lloyd (2006) mentioned that self-confidence, self-efficacy, and extroversion describe a student leader while peer and role model influence motivates students to take on leadership positions (p. 4).

Peers and Mentors

Sáenz and Ponjuan (2009) noted that successful Hispanic/Latino males must mentor current Hispanic/Latino male students to better support the next generation of Hispanic/Latino male leaders (p. 84). Garcia, Huerta, Ramirez, and Patrón (2017) also suggested that Hispanic/Latino males benefit from the encouragement and mentorship provided by pre-college teachers as it aids the development of a positive self-concept and, ultimately, their development as student leaders (p. 13).

Pérez II & Sáenz (2017) shed more light on the importance of peers and mentors and their effect on the achievement on Hispanic/Latino males, particularly, the relationship with faculty and administrators. In the absence of having supportive faculty and administrators, Hispanic/Latino males relied on the encouragement of their peers to persevere, which leads to graduation (p. 133). Within their study, the authors also highlighted the importance of Hispanic/Latino males having faculty members as mentors, since these relationships do help in the academic abilities of Hispanic/Latino males. Unfortunately, these interactions are less likely

to occur in PWIs, and if they do occur, they usually are initiated by the student and not the faculty member (p. 178).

In addition, Astin (1984) suggested that encouraging greater interactions between faculty/staff and students could lead to overall productivity while on campus. Another study by Fischer (2007) suggested that students who took the time to establish connections with their professors were more likely to be more engaged in their coursework. In addition, this connection to their coursework would help facilitate an easier adjustment to campus life (p. 137). When students are engaged in one aspect of their collegiate experience and/or they are connected to/with someone, it is more likely than not that the experience will help facilitate connections in other places within their campus life, which will lead to overall success. Lastly, Komives et al. (2006) also mentioned the importance that mentors, and peers play in many of these experiences.

Theoretical Framework

Komives, Owen, Longerbeam, Mainella, and Osteen (2005) published their grounded theory on leadership identity development. As part of their grounded theory methodology study they interviewed 13 diverse students to better “understand the process a person experiences in creating a leadership identity” (Komives et. al., 2005, p. 594). During their study, the 13 students went through a set of three interviews and their responses were analyzed by using open, axial, and selective coding. After analyzing the data collected it revealed that the 13 students regarded “their leadership identity development as moving from a leader-centric view to one that embraced leadership as a collaborative, relational process” (Komives et al., 2005, p. 593).

Komives et. al. (2005), organized the concepts that came out of the data analyzed into five categories: developmental influences, developing self, group influence, changing view of

self with others, and broadening view of leadership. In turn, these categories interacted with each other to form the central leadership identity category which developed over six stages.

- **Awareness** (Stage One): becoming aware that there are leaders “out there” who are external to self like the President of the United States, one’s mother, or a teacher;
- **Exploration/Engagement** (Stage Two): a period of immersion in group experiences usually to make friends; a time of learning to engage with others (e.g., swim team, boy scouts, church choir);
- **Leader Identified** (Stage Three): viewing leadership as the actions of the positional leader of a group; an awareness of the hierarchical nature of relationships in groups;
- **Leadership Differentiated** (Stage Four): viewing leadership also as non-positional and as a shared group process;
- **Generativity** (Stage Five): a commitment to developing leadership in others and having a passion for issues or group objectives that the person wants to influence; and,
- **Integration/Synthesis** (Stage Six): acknowledging the personal capacity for leadership in diverse contexts and claiming the identity as a leader without having to hold a positional role (Komives, et al., 2005).

In stage one, *Awareness* and the idea that leadership is around the student, the student does not see himself as a leader rather they perceive others as leaders. In stage two, *Exploration/Engagement*, the student tests the water and starts to engage in involvement opportunities; however, they still do not see themselves as leaders. Stage three, *Leader Identified*, the student is aware that there are leaders and that there are followers. Within this stage there are two distinct phases which are *emerging* and *immersion*. While in the emerging phase the student tries on new roles while identifying skills, and they will need to be a good

leader or follower. During the immersion phase the student becomes confident by being a follower and a leader. The idea is that leaders lead, and followers follow them. Between stage three and four the LID model suggests that a key shift occurs within the student. Students come to understand that they cannot do everything themselves and they learn to value others. In other words, there is a shift toward interdependence with others. In stage four, **Leadership Differentiated**, the student becomes aware of the importance of leading in participatory way. Like stage three, stage four also has an emerging and immersion phase. During the emerging phase the student sees leadership all around them within a group. As the student moves into the immersion phase students come to understand the importance of building community within a group. Stage five, **Generativity**, the student realizes the importance of cultivating more leaders with the group while developing their own philosophies of leadership based on their values. In the last stage, **Integration/Synthesis** the student becomes aware of their leadership abilities which they can use in any setting. They also come to understand that holding a leadership position is not necessary to engage in the practice of leadership. Lastly, Komives et al. (2005) make a point to mention the importance that mentors, and peers play in facilitating the progression within each stage.

Conclusion

There is an array of research demonstrating that the college experience varies from person to person (Pascarella & Terenzini 2005, as cited in Nora & Crisp, 2012). This is important as this study seeks to understand how membership in a social fraternity influences the leadership identity development of Hispanic/Latino men at PWIs.

The literature review summarized the difference aspects of this topic which include the college fraternity and how this organization can provide leadership opportunities to its members,

the importance of student involvement in student organizations, the lack of leadership programming geared to Hispanic/Latino students, Hispanic/Latino leadership development, peer and mentors, and lastly, an overview of the theoretical framework that will guide this study.

Chapter 3 provided an explanation of the methodology to be used for this study.

CHAPTER 3: METHODOLOGY

The purpose of this study was to explore the influence of fraternity membership on the leadership identity development of Hispanic/Latino males attending predominantly white institutions (PWIs) using the leadership identity development (LID) model (Komives et al., 2006) as the conceptual framework. The research question guiding this study was:

How do Hispanic/Latino men perceive the influence of their social fraternity membership has on their leadership identity development?

The following chapter explains the research design, the setting of the study, outlines the participant selection process, the data collection process, the instrument used, and the data analysis strategies that were utilized in conducting this study. This study was conducted using the leadership identity development (LID) model developed by Komives et al. (2005). The LID model outlines the process college students go through as they start recognizing themselves as leaders. Derived from grounded theory, the LID is based on social and personal values that inform the six different stages of leadership identity: (a) an “awareness” that leadership is happening around me, (b) “exploring” and “engaging” in leadership, (c) “identifying” what it means to be a leader, (d) “leadership differentiated” in which leadership begins to be viewed as a group effort, (e) “generativity” or taking responsibility for the self and one’s personal passions, and (f) “integration” or leadership as a lifelong process (Onorato, 2010, p. 51). Leadership is a well examined phenomena within higher education; however, there is not an extensive body of research that explores how leadership identity development occurs within Hispanic/Latino male students affiliated in social fraternities.

Research Design

This study used a qualitative approach to allow participants to share their voices and stories. According Bloomberg & Volpe (2016) “qualitative research includes an understanding of context, circumstances, environment, and milieu” (p. 38). The information collected in this study will further inform the current literature around Hispanic/Latino males and how they develop their leadership identity by being involved in a social fraternity while attending PWIs.

A phenomenological study was conducted to better understand how Hispanic/Latino males developed their leadership identity. The researcher investigated how Hispanic/Latino men perceive the influence of their social fraternity membership has on their leadership identity development. According to Creswell (2013) “a phenomenological study describes the common meaning of several individuals and their lived experiences” (p. 76). According to Moustakas (as cited by Bloomberg & Volpe, 2016) phenomenology “involves studying a small number of subjects through extensive and prolonged engagement to develop patterns and relations of meaning” (p. 48). As such, through the use of phenomenology, the researcher will gain insight and a better understanding how Hispanic/Latino males attending a PWI.

Setting

This phenomenological study did not have a specific setting. National fraternities that are member organizations of the National Association of Latino Fraternal Organizations (NALFO), National Pan-Hellenic Council (NPHC), and/or the North American Interfraternity Conference (NIC) were represented by participants that decided to be part of this study. Nonetheless, the study focused on Hispanic/Latino students who hold membership in a social fraternity while attending a PWI.

Participants

Hispanic/Latino male undergraduate students who are currently members of a social fraternity that is associated with the NALFO, NPHC and/or the NIC were be invited to participate in this study by participating in semi-structured interviews if selected. Currently, NALFO is comprised of five fraternities, one of which is coed; NIC consists of 66 national and international fraternities; and NPHC is comprised of five fraternities.

The recruitment for willing participants was conducted in two ways; by using social media and by directly contacting fraternities. First, the researcher seeked out current student affairs professionals who work as Fraternity Sorority Advisors (FSA) via Facebook post and e-mail. These individuals were asked to recommend students who fit the criteria for this study (Appendix A). In addition, a call for participants was shared on several social media platforms, such as Twitter, Instagram, Facebook, and LinkedIn in order to identify undergraduate students who were willing to participate in the study. The second approach was made by directly reaching out to NALFO, NIC, and NPHC. An email (Appendix B) was sent to all three national organizations asking if they could send out information about the study to their respective member organizations in order to assist with identifying participants for this study. Lastly, a direct attempt was made to several national/international fraternities asking them for their assistance in identifying participants (Appendix C).

Participant Rights

Individuals who decided to take part in this research study were provided with an informed consent form (Appendix D) prior to their interview. The informed consent form will detail all the participants' rights and responsibilities. Participants were also given the opportunity to ask questions about the study and further clarify the purpose of the study. Each participant was

allowed time to review the consent form. A copy of the completed form was given to each participant if requested for their records. All participants were made aware that their participation in this study would be completely voluntary and that at any time they could withdraw from the study. As part of the consent form, participants were also asked to fill out a demographic online form (Appendix E) to collect specific information such as age, ethnicity, and student class standing. Within the demographic online form, participants were allowed to select their own pseudonym to be used as an identifier for this study. During the study all efforts were made to remove all potential identifying information for all participants.

During the study, all information related to participants' information was secured in the researcher's home office. Once the study was completed all materials collected and used for the study were shredded and deleted.

Data

To collect data for this study each participant underwent an individual semi-structured interview. A semi-structured interview (Appendix F) was utilized since it allowed the researcher to have a specific format for each interview while allowing for follow-up and additional probing questions to be asked of the participant if needed during the interview (Creswell, 2013). Each interview was scheduled for 60 to 90 minutes. The interview protocol (Appendix F) was focused on the participants' leadership experiences, what their beliefs are about leadership, and the influence of their fraternity membership on their leadership development. All interviews were conducted via phone or through the use of technology in order to create a more personal environment where participants could feel comfortable enough to share their experiences.

Interviews

The interview protocol for this research study was developed by adapting the protocol used by Acosta (2017) and Onorato (2010) as a framework. These questions provided insight into how the participants' membership in a social fraternity impacts their leadership identity while attending a PWI. The interview sessions lasted between 60-90 minutes. To fully capture the data a recording device was used as part of every interview. After each interview the researcher used Trint software to transcribe the audio files. Once the transcription process was completed, participants had the opportunity to ensure the accuracy of the transcripts.

Data Analysis

A phenomenological approach (IPA) was used to analyze the data gathered by the participants' interviews. This approach puts more emphasis on the participants' description of the experience than the interpretation of the experience by the researcher (Creswell, 2013). Creswell (2013) suggested that in a phenomenological study, the researcher must identify a phenomenon, in this case Hispanic/Latino males developing their leadership identity through social fraternities. Next, the researcher collected data from seven willing participants who experienced the phenomenon.

To analyze the data collected through interviews an interpretative phenomenological analysis was utilized. All interviews were recorded and then transcribed utilizing Trint software. Once all interviews were transcribed, all transcripts were coded and analyzed to identify significant quotes and/or statements that can be combined to identify themes. Merriam (1998, 2009) as cited in Bloomberg & Volpe (2016) suggested that "qualitative analysis usually result in the identification of recurring patterns or themes that cut through the date" (p. 194). Saldana

(2013) as cited in Bloomberg & Volpe (2016) “defines a theme as ‘a phrase or sentence that identifies the what a unit of data is about and/or what it means” (p. 194).

Coding involved the identification of themes throughout the data to better categorize the information collected and lighten the analysis process. Creswell (2014) stated data can be segmented into themes by coding the responses from participants (p. 513). In turn, segmenting the data can help develop patterns that would assist in answering the main research question. The researcher coded the data to ensure that each participant’s voice was identified throughout. Efforts were made to identify themes and subthemes that emerged the coding process. Upon completion of the coding process, the data was then able to be presented in a coherent manner which allowed the participants’ voices to be revealed.

Potential Limitations of the Study

One of the challenges of using a qualitative design is that findings cannot be used to generalize a large population, so caution should be taken when trying to apply the finding of this study to other populations (Creswell, 2013). A second limitation of this study is how the participants were recruited for this research study. While the researcher is part of the fraternal community, the pool of participants who might volunteer for the study might be low. Lastly, as a Hispanic/Latino male, the researcher has his own personal bias since the researcher was born and raised in San Juan, Puerto Rico, attended a PWI in the Midwest, U.S. and is a member of the social fraternity, Phi Iota Alpha Fraternity, Inc. this provided him an insider status. While at the same time the researcher will have an outsider status with organizations that belong to the NPHC or the NIC since he is not affiliated with any of these groups. There is an understanding that these biases must always be kept in check in order to allow for the voice of the participants to

come through in the findings. Therefore, the researcher utilized a research journal to document his thoughts and feelings as he goes through this process.

Conclusion

The purpose of this research study was to explore how Hispanic/Latino men perceive the influence of their social fraternity membership has on their leadership identity development while attending PWIs by using Komives' (2006) LID model as the conceptual framework. To capture this phenomenon, a qualitative research design using a semi-structured interview protocol was developed in order to allow the participants an opportunity for their voices to be heard. The data collected by the interview process was coded to identify themes and subthemes. Lastly, safeguards were put in place to ensure anonymity and confidentiality of all participants. Chapter Four will provide a detailed analysis of all the data collected including all themes and subthemes.

CHAPTER 4: RESULTS

With the projected increase in the number of Hispanic/Latino students enrolling in postsecondary institutions there continues to be an under-examined but important aspect for the success of Hispanic/Latino students which is leadership development. The purpose of this study was to explore how Hispanic/Latino men perceive the influence of their social fraternity membership has on their leadership identity development while attending PWIs using Komives' (2006) LID model as the conceptual framework

Data Collection and Analysis Overview

All responses from participants were transcribed, coded, and analyzed to identify themes and additional sub themes while looking at leadership identity development, involvement in student organizations, and fraternal organizations and the impact these opportunities may have on the leadership development of Hispanic/Latino males who are attending PWIs. These themes were previously identified in the literature review.

Data for this study was collected by the researcher by conducting seven semi-structured interviews with participants who self-identified as Hispanic/Latino males and who are members of a social fraternity whom attend a PWI. The semi-structured format allowed the researcher to utilize a standard format while providing the researcher the flexibility to ask additional follow-up questions of participants as needed.

Based on the individual semi-structured interviews the researcher was able to extrapolate from participants' individual stories and experiences topics that related to the influence of their membership in a social fraternity and their leadership identity development. Interviews were divided into two sections which were informed by the literature review. The first section focused on each participant's demographic information and insight into their background. In addition,

this first section asked questions about leadership and support systems. The second section of the interviews focused on the fraternity experience.

Each interview was recorded and later transcribed using a professional service called Trint. Each transcription was later coded to identify additional themes and subthemes. To provide participants confidentiality and privacy, pseudonyms were assigned and used for participants, institutions, and social fraternities. Additionally, all participants were given the opportunity to review the transcription of their interview for verification and accuracy purposes.

Once all the participants had verified their transcribed interview the researcher once again reviewed each one to become familiar with the data presented in each of the seven interviews. As part of the review process a color-coding process was utilized to help identify themes as they emerged. During the review process connections and relationships were made when possible with all the themes found. This was done by listing all themes in their own column in an Excel sheet. This process allowed the researcher to seek out and find connections and relationships with all themes.

Results

As a result of the literature review the following themes were identified; leadership identity development, involvement in student organizations, and fraternal organizations and the impact these opportunities had on Hispanic/Latino males' leadership development. In addition to these a priori themes the researcher identified several emergent themes after transcribing and coding the seven interviews. These include, *leadership development in social fraternities, student organization involvement, and peers and mentors*. Both a priori themes and emergent themes portrayed the influence membership in a social fraternity had on the leadership identity development of these seven participants.

Participants

As outlined in chapter three, participants were recruited in two different ways; via social media and directly contacting national umbrella organizations, and by reaching out to individual national/international fraternities asking them for their assistance in identifying participants.

A total of 17 participants filled out the initial participant questionnaire. Out of those 17, eight followed through and responded to follow up emails expressing their interest in participating in the study. Only seven out of the eight were interviewed for the study. Table 1 describes the interview participants.

Table 1. Interview Participants

Participant	Ethnicity	Institution	Classification	Major/Minor	Fraternity
Albert*	Puerto Rican and Dominican	Hall University	Senior	International Affairs	Alpha Fraternity, Inc.
Chris*	Mexican	Upstate University	Senior	Political Science	Upsilon Fraternity, Inc.
Eduardo*	Colombian and Mexican	Top University	Sophomore	Criminal Justice	Alpha Fraternity, Inc.
Francisco*	Spaniard	Plains University	Senior	Sport Management and Journalism	Alpha Fraternity, Inc.
Joel*	Cuban and Ecuadorian	Rampart University	Junior	Political Science, Public Administration, Communication Studies	Sigma Fraternity
Johnny	Puerto Rican	Midwest University	Senior	Advertising	Alpha Fraternity, Inc.
Jose*	Mexican	Anne University	Junior	Business and Marketing	Phi Fraternity, Inc.

*First-generation student

All participants, fraternities, and institutions involved are presented with their own pseudonyms. Out of the seven participants, four of them are members of Alpha Fraternity, Inc. which has dual membership in the NALFO and NIC, one was a member of Upsilon Fraternity, Inc. which has membership in NALFO, one is a member of Phi Fraternity, Inc. which has membership in the NIC, and the last participant is a member of Sigma Fraternity which also has membership in the NIC. Four of the participants were seniors, two were juniors, and one was a sophomore. The PWI's were primarily located in the Midwest and East Coast of the United States. The following vignettes introduce the participants.

Albert. Albert is a senior at Hall University (HU), a PWI majoring in international affairs with a concentration in international business and marketing. He is also a member of the United States Marine Corp, currently serving in the reserves. He is a member of Alpha Fraternity, Inc. which was recently established at Hall University.

Albert identified himself as being of Puerto Rican and Dominican descent. He is a first-generation student; however, his mother did receive her associate degree in information technology. He is originally from Ohio and he decided to attend HU because he wanted to attend a school that had some national recognition and HU has a good basketball team. According to Albert, HU also has a good Veterans Service department which provided him support as a member of the armed forces. He also enjoys the fact that HU is a small liberal arts institution.

When asked about his definition or philosophy of leadership he responded by saying he relies on what he learned in the Marine Corp. He referenced the concept of "leaders eating last." He explained:

I'd transition all the time to ensure that everyone below me, in a sense, goes first. And that way, as a leader, I'm setting forth the example, ensuring that everyone else has the stuff that they need to survive before I do, because in the end, those will be the next leaders.

Albert also mentioned that a “successful leader has to learn how to follow before they can lead.” These two concepts are the ones he constantly uses to guide his own framework around leadership.

Johnny. Johnny is a senior at Midwest University (MU), a PWI majoring in advertising. He is a member of Alpha Fraternity, Inc. and currently serves as the chapter president. His chapter has been at MU for about twenty years. Johnny identifies as a Puerto Rican-American who grew up in a small Michigan suburb where everyone knew each other; an experience that impacted his decision to attend MU in the first place. Johnny stated he was seeking anonymity and felt MU provided that to him.

Johnny's definition or philosophy of leadership is that “the leader is usually someone who is elected and who earns their position.” He went on to add that a leader is someone who “presents ideas to the group and gets feedback.” Even with this thought process Johnny felt that it was all about taking “feedback and making changes.” One of the things that stood out was when Johnny was asked how he reacted to being called a leader. He noted:

I think part of me still has a little bit of imposter syndrome when that happens. I was recommended by my chapter advisor to serve as a student liaison to my university's board of trustees' position. And basically, they told me all the reasons why I was a good candidate to serve in this role, but I definitely didn't want to hear all that about myself, which is something I've been dealing with for a little bit since I have received various

scholarships and a lot of it did come down to my leadership [...] I am supposed to be an exemplary figure, which is all I know myself to be. Knowing myself I know the good and the bad, but I think a lot of people see the good.

Francisco. Francisco is a senior who was double majoring in sports management and journalism at Plains University (PU), a PWI. He is also a member of Alpha Fraternity, Inc. Academic excellence was truly important for Francisco. Francisco noted one of the reasons for choosing to attend PU was because he wanted to attend a university that was “academically excellent, but also provided the opportunity to do a bunch of different things and join different types of organizations.” In addition, Francisco received a full cost of attendance scholarship through the Bill and Melinda Gates Foundation. Francisco is a first-generation student, originally from New Mexico and raised in a single parent household.

When asked about his definition or philosophy of leadership he responded that his philosophy of leadership would be “to make sure you are an example to others and that you follow the golden rule, which is treating others as you want to be treated.” When asked how his philosophy of leadership had evolved after joining his fraternity, Francisco noted that he does not think it has; however, he felt that how he interacts with different people has changed due to him joining the fraternity.

Chris. Chris is a senior political science major at Upstate University (UP), a PWI. He is a member of Upsilon Fraternity, Inc. and identifies as Mexican. Having grown up and attended a very impoverished high school in a poor neighborhood, Chris noted the biggest factor when applying to college was affordability. Chris wanted to make sure his college experience would provide him with the necessary resources and funds to truly find his career.

When asked about his definition or philosophy of leadership Chris noted a leader involves both leading and following. More specifically he shared:

I believe a leader is someone that doesn't just give orders or makes sure everything is running smoothly, but I feel proper leadership involves a person that can influence his or her team and motivate them as well.

He went on to share that "leadership encompasses not only the aspects of getting things done, but also making sure that everyone involved feels comfortable with you as a leader."

Jose. Jose is a junior, business and marketing major and a minor in sociology at Anne University (AU). He is a member of Phi Fraternity, Inc. and just like Chris, also identifies as Mexican. At the age of seven, Jose was placed in foster care and later adopted at the age of 10 by a bi-racial family. It was not until late middle school - early high school that Jose showed an interest in his Mexican heritage.

When asked to define or explain his philosophy of leadership Jose mentioned that "a leader is someone who is going to push you to be a better person ... someone who is going to help build different characteristics about you, whether it be time management, planning events, and how to talk to people." Jose went on to share how membership in his fraternity had strengthened his leadership skills and helped shape him into the leader he is today. In addition, his fraternity, his brothers and staff in the Office of Multicultural Affairs served as a support system and assisted him navigate the university environment while also reminding him to take care of himself and/or use the array of campus resources.

Joel. Joel is a junior, political science and communication studies major at Rampart University (RU), a PWI. He is an overly involved student in different student organizations such

as Student Government Association (SGA), and several honor societies. He is also a member of Sigma Fraternity and identifies as Cuban and Ecuadorian.

When asked about his philosophy or definition of leadership Joel stated leadership is having the responsibility to leave your institution or organization better than before. He further explained, “leadership to me is coming to an institution with a sense of duty to leave it better than you found it.” In addition, he noted that driving his leadership philosophy is “ensuring the projects and the programming I am doing are actually improving the overall student experience.” As a leader, Joel discussed that leaders must be approachable and accessible. Joel further noted that leaders must strive to create an environment “where people feel comfortable and secure in approaching you.”

Eduardo. Eduardo is a sophomore criminal justice major at Top University (TU), a PWI. He is a member of Alpha Fraternity, Inc. and identifies as Colombian/Mexican. As a first-generation student he has found several resources within his institution that have assisted him in reaching his goals. Eduardo is also a member of TU’s Naval Reserve Officer Training Corps (NROTC) program.

When asked about his philosophy or definition of leadership, Eduardo’s definition was simple and straight forward. Eduardo believes a great leader is someone who is always “setting the example, leading the way, and taking initiative.” Eduardo went on to further explain how he continues to see this type of leadership within NROTC and his fraternity by “helping each other become a better version of themselves.” When asked how his philosophy of leadership had evolved after joining his fraternity, Eduardo shared it truly has not; however, he does feel that involvement in his fraternity has brought out the confidence to lead in him.

Emergent Themes

Through the process of coding and categorizing the transcribed interviews the following themes emerged. The emergent themes were *leadership development in social fraternities*, *student organization involvement*, and *peers and mentors*. The themes presented and explored in this chapter are reflective of patterns within the interview with each participant. Figure 1 explains how leadership identity development occurs in individuals.

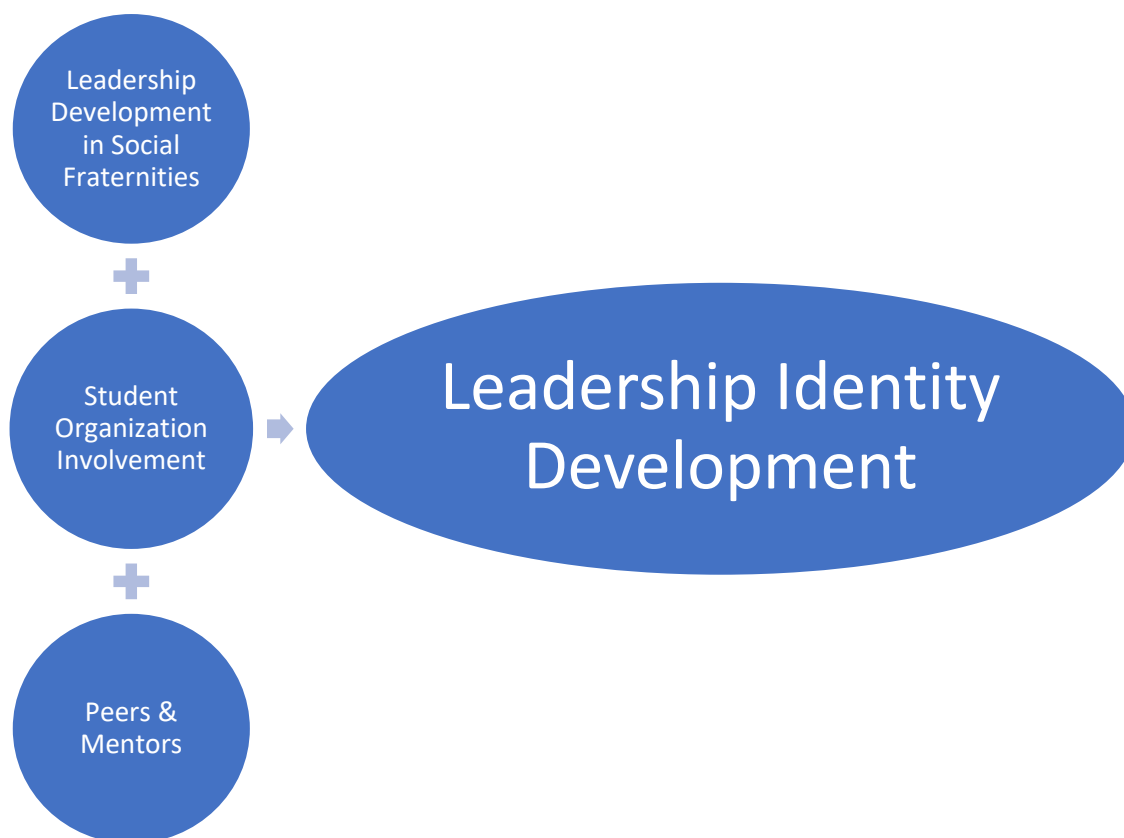


Figure 1. Leadership Identity Development, adapted from Komives' et al., (2006).

Leadership Identity Development in Social Fraternities

The first theme to be explored further is leadership development within social fraternities. Leadership development has long been perceived as one of the many benefits of membership in a social fraternity. It continues to be embedded in these social fraternities' mission statements.

Dugan (2008), suggested that “membership in these organizations can provide an important developmental foundation and laboratory for practicing key leadership skills” (p. 22).

All seven participants shared that membership in their respective fraternity had an impact on their leadership identity development; however, out of the seven participants, as a senior, Albert’s leadership identity development was mostly derived from his experience in the Marine Corps and other student organizations. Jose noted how membership in his fraternity and understanding the fraternity’s ideals and beliefs helped him develop into the best version of himself. Jose shared, “after joining the fraternity, it strengthened everything. My fraternity’s beliefs and ideals helped mold me into a better leader.” Jose’s leadership development went beyond joining his fraternity he shared. He explained; “I crossed into my fraternity as a solo, therefore I felt I was thrown into a situation where I had no choice but to become and be a better leader. My leadership skills were enhanced quickly, while juggling all my positions and learning how to still thrive.”

Chris described how his own leadership development was positively impacted by his membership within his fraternity. While his own leadership philosophy itself had not changed, membership within his fraternity aided him in further developing his leadership skills. Chris shared how “I always thought leadership was all encompassing by being involved within organizations; however, personally, I have been able to develop these skills best here in my fraternity.”

Francisco mentioned he firmly believed that “being a member of his fraternity at his institution was a good thing, because there are so many more opportunities that one can be a part of, especially being a part of the Hispanic/Latino community.” He described the individuals within his fraternity as “leaders and scholars”, who he says have added to his own leadership

development. Francisco further explained that being a member of his fraternity influenced his leadership development greatly “by allowing him to step into different leadership roles, becoming a leader and helping grow the community around him.”

Joel described his leadership development growth very differently than the rest of the participants. Joel joined his fraternity during the spring of his freshman year. He described himself to be “a very different person then”; however, with his fraternity membership he quickly “grew to understand that his priorities didn’t necessarily align with those within the fraternity and his membership helped him realize this.” Joel also shared how different positions within his fraternity allowed him to better understand the different leadership roles and how each of these roles could help emphasize his own leadership skills and his ability “to be a good and strong leader.”

Eduardo mentioned the impact his fraternity membership along with membership in the ROTC program at his institution had continuously impacted his own leadership development. Eduardo also shared the reason for which he considered himself a strong leader was because of his fraternity membership. Any time someone says how strong of a leader he was, he said “I take it as a compliment and keep walking, essentially because I know there is still so much, I can do to be a better leader in my own eyes.” Furthermore, Eduardo described how his fraternity helped him understand that “to lead one must also be a follower, and one must always be open to learning and growing.”

Johnny shared one important lesson about leadership development from his fraternity membership. He described his leadership development as “an understanding that there are different individuals with different opinions, and as leaders we must manage these differing opinions.” Johnny further described that this main understanding “helped me tremendously to

see myself as a leader.” When asked to explain further, Johnny stated being a leader is “playing to everyone’s strengths and appreciating what they bring to the table.”

Albert joined his fraternity during his spring semester of his junior year in college at a newly established colony at Hall University. Albert quickly jumped into a leadership position and became the colony president. Albert shared how taking on this position has been “one of the most challenging, if not the most challenging position I’ve been in, in light of the recognition challenges at our institution; however, it is a position that has certainly challenged me to become an even better leader.” While Albert has been a member for a short period of time, being the colony’s president has “challenged me and made me appreciate the opportunities I’ve been given to grow.”

Leadership Identity Development Awareness.

Through the course of the interviews, the researcher was able to identify one sub-theme within the main theme of leadership development. All participants provided insight into their own awareness of their leadership identity development. According to the participants, awareness of their own LID ranged from early memories of running for positions in their elementary school student government to more recent memories as a junior in college.

For example, Johnny, Chris, and Eduardo mentioned how it was not until joining their respective fraternities that they became aware of their leadership identity. Johnny mentioned, “I was able to acquire responsibility pretty quickly because soon after I was done pledging, I was voted and elected as the treasurer of the chapter very shortly after.” Furthermore, Chris felt he became aware of his leadership identity during his first year due to an internship. Chris also shared it was the year he joined his fraternity. Chris recalled, “I believe it began to develop within my first year, between completing an internship for a multicultural program and joining

my fraternity. Both of these things helped develop my leadership identity.” Eduardo recalled how his confidence in himself increased with him joining his fraternity. He mentioned, “I think the fraternity brought up the confidence in me to step up, and to take more initiative...in addition, I am now willing to make mistakes, fail and learn from them. I owe this to my fraternity.”

On a different note, both Jose and Albert recalled becoming aware of their leadership identity as early back in elementary school. Jose shared, “I remember running for Kid Council, back in elementary school and being a leader within that space by helping others succeed and encouraging others to do better.” Albert recalled how back in elementary school he was simply “kind of a class clown, or more specifically, a very extroverted, loud individual, so naturally people would look at me to step up.” Albert shared that officially, it was not until the fifth grade when “I first started to transition and switch my extroverted personality into leadership by running for president of my fifth-grade class.” Albert shared how his ability to lead and make himself known among his classmates/friends made the opportunities easily available for him to pursue and make a difference.

Francisco shared that his recollection of his leadership identity awareness began around the age of 14 when “I helped my school enter into an entrepreneurial competition and I was tasked with being the lead in the designing efforts of our plans.” Francisco went on to share how from that moment on, “teachers recognized his ability to successfully get tasks done, which in turn made him realize what he was capable of doing.” Shortly thereafter, Francisco adjusted to being a leader within different roles, especially “going into college and accepting different positions and actually helping people and improving organizations.”

Lastly, for Joel, it was not until his junior year in college when “I truly became aware of who I am as a leader, of my leadership identity.” Joel shared how his junior year has been “one

of exploration and a time for him to grow into his own person and leader.” Like Eduardo, Joel’s confidence increased upon joining his fraternity and stepping up into a leadership position. Joel mentioned how his current position continues to allow him “to interact with others and accomplish projects” which continues to assist him in the realization of his leadership skills.

Leadership identity development was critical for individuals looking to grow and enhance their leadership skills to become better leaders within their respective organizations. Aside from the fraternal experience, students choose to get involved in other types of organizations to obtain an array of different (leadership) experiences.

Student Organization Involvement

The second theme explored was Student Organization Involvement. Astin (1984) long established that involvement in student organizations has positive leadership development outcomes. For Hispanic/Latino students, Davis (1997) suggested that involvement in student organizations is their first “foray into leadership.” This was further supported by Moreno & Banuelos (2013), who found that Hispanic/Latino students who were involved in a Hispanic/Latino-based fraternity and/or sorority were more involved and connected within their campus by virtue of their involvement within their own organization; which lead to their involvement around the institution and the surrounding communities (p. 112).

All seven participants shared they were involved in at least one or more student organizations or employed as a resident assistant or had an internship on campus. Johnny talked about how being at Midwest State University (MSU) gave him different opportunities to get involved due to the large size of the institution. Johnny shared, “there's so many different organizations that, if you truly desire, there is a leadership opportunity out there for you. I think a lot of it is getting in where you fit in.” Another one of the participants, Eduardo, also shared his

positive experiences being involved. Eduardo mentioned there were several reasons why he chose to be involved in different organizations. Eduardo shared, “the primary reason for being involved is obviously because everyone joining a fraternity or Greek organization, or any organization in general is due in part to the networking opportunities.” Eduardo went on to share how being involved in different organizations allowed him “to diversify my leadership skills even more and expose myself to others outside of the military.”

As with the other participants, Jose and Chris also shared how involvement helped their own personal leadership identity development. Jose shared how “every organization I have been involved with has shaped and strengthened my leadership skills and the ability to further develop them.” Chris explained how it was not until joining his fraternity that he got more involved on campus. Joining a fraternity helped Chris “find his voice.” Chris has been involved since his first year which helped him interact with already established leaders within his community; however, Chris shared, “once I joined my fraternity, I began to voice my opinion on what I thought was right, or wrong. I began to become more and more involved with the use of my own voice.” Francisco mentioned how taking on leadership positions had a strong impact on his leadership skills and identity. He shared how “getting a position within the fraternity and sorority council gave me the opportunity to have a seat at the table and/or even get face time with upper administration.” Furthermore, Francisco felt his institution provided a good deal of prioritization to multicultural organizations, which allowed him further to increase his leadership involvement.

Lastly, Joel and Albert did not go into depth about student involvement and their leadership identity specifically; however, both participants did share the importance of being involved and having different interactions with other people. Joel explained how he is involved in Greek Life, Student Government and Honor Societies, and how through these “educational

experiences, I believe I have been able to learn, not only about myself but about interacting with others.” Albert shared his involvement in Hispanic Organization and LatinX Awareness HOLA, which he stated “really helped support me more. It also provided me with a home feeling and a place where I felt comfortable and I was surrounded by other students who looked like me, and shared similar experiences as me.” Albert also talked about the impact having an environment such as this had on his ability to focus better on his academics to be successful as a Latino male. Finally, Albert touched on the impact being a student at a smaller institution had on him that allowed him to leave his mark on his campus. He shared, “by being at a small institution, you have the ability to be a big fish in a small pond, and so you have the ability to not only have a voice, but also use this voice to make a difference.”

All seven participants shared an array of experiences concerning their own student organization involvement within their institutions. Many of them attributed their strong commitment and involvement to the opportunities that were continuously being presented after joining their respective fraternities and the ability to feel connected to others through peers and mentors. This theme is explored below.

Peers and Mentors

The third theme to be explored further is Peers and Mentors. Pérez II & Sáenz (2017) shed light on the importance of peers and mentors and their effect on the achievement on Latino males, particularly, the relationship with faculty and administrators. Five out of the seven participants shared the importance of having peers and mentors to support their individual journeys. Jose shared the importance of having a good and strong support system. Jose talked about two specific individuals he views as mentors. First, Jose shared his experiences with the Assistant Director of Multicultural Affairs at his institution, and how “she has definitely been

there for me and reminding me that sometimes I need to step back to ensure I am doing okay.” Jose goes on to share how this one mentor has helped him find the necessary resources he may need. The other individual Jose called his mentor was one of his fraternity brothers. According to Jose, they both have a lot of characteristics in common, in addition to having this one brother be someone who “pushes me to do better and stay on track.”

Eduardo also felt the positive impact having a mentor has had on his experiences. Eduardo shared how a fellow ROTC member was an individual he believed has been a mentor for him. He shared, “this individual is in an upper ROTC class, he’s Salvadorian, and to me, I think he is an exemplary leader in every aspect of life.” Eduardo recalled how this individual always seems “to be there to pull me aside, effectively listen and assist me in an attempt to resolve my issues. I think this is a perfect example of someone who is an effective leader, someone who cares about you and someone who is going to help you become a better person.”

On the other hand, Francisco shared he has had several mentors that have helped him navigate the university experience. In addition, Francisco shared his fraternity and sorority advisor strongly encouraged him to “consider next steps and pursue a master’s degree in higher education upon graduation.” Having a support system was extremely important to Francisco. He went on to share the many benefits having a strong group of people “behind me” certainly helped him be successful and think about his future. Francisco also shared a different perspective surrounding a mentor/mentee relationship. He recalled his own experiences with mentors and now can mentor younger individuals, who are in and out of the fraternity. Francisco shared how “good it [being a mentor] feels to be looked up at by others, and to help others the same way I was helped. It takes me back to the golden rule.”

Lastly, Johnny and Albert also shared the importance and the impact having good mentors will have on one's development. Johnny shared how he considered a few of the "older brothers in the chapter to be role models" for him for different reasons. Johnny stated individuals who he considered a strong peer, or a mentor had very distinct characteristics and shared the same principles as him. Johnny shared how many of his fraternity brothers he had no problem "looking up at them for guidance and support" because he knew they were always supportive of one another. Albert shared his strong connections with the Student Veteran Association on his campus due to their shared experiences. Albert mentioned "the Student Veteran Association was one of the first support groups" he gravitated towards as a member of the Armed Forces. In addition, Albert acknowledged how this connection led him to transition into more of a student leader and gave him the opportunity to connect with more traditional students rather than the non-traditional students.

Peer and mentor relationships can certainly serve as a support system for many individuals; and as many of the participants shared, these relationships can take form in an array of different ways and at very different times depending on the individuals' needs and wants.

Conclusion

In this chapter, the findings from this research study on how Hispanic/Latino men perceive the influence of their social fraternity membership has on their leadership identity development while attending PWIs were presented. All seven participants expressed that holding membership in a social fraternity helped influence them in developing their leadership identity development. In addition, the findings suggest that self-awareness of LID is a personal journey that can manifest itself at different stages of a student's development. Some of the participants in the study became aware of their LID soon after joining their fraternities; while others became

aware of their LID as early as their elementary years. The findings also support the importance of student involvement in student organizations as it provides opportunities for leadership development and a connection to the campus. Lastly, the findings also support the importance of having peers and mentors to support individual journeys.

In Chapter 5 a discussion of the implications of the findings from Chapter 4, tips for higher education practitioners, and suggestions for future research are presented.

CHAPTER 5: CONCLUSION

Little is known about the “leadership development, capacity, and experiences while in college” of Hispanic/Latino males (Garcia, Huerta, Ramirez, & Patrón, 2017, p. 1). Garcia et al. (2017) pointed out that “scholars have examined the leadership development of college students” (p. 1); however, none of the research has been conducted on Hispanic/Latino males. Currently in the literature there are “only a handful of studies [that] have been published about Latino males in higher education within the last decade” (Pérez & Taylor, 2016, p. 4).

The purpose of this phenomenological study was to identify how Hispanic/Latino men perceive the influence of their social fraternity membership has on their leadership identity development while attending a PWI. By understanding how membership in a social fraternity influences the leadership identity development of Hispanic/Latino men, a contribution would be made to the significant gap in the literature while providing practitioners with recommendations about ways to develop leadership programs in the future that would enhance the leadership identity development of Hispanic/Latino males.

Three of the predetermined themes identified during the literature review - *leadership development in social fraternities, student organization involvement, and peers and mentors* - were used as guides in this research in collecting data from interviews. Komives' et. al. (2006) leadership identity development (LID) model served as the study's framework and provided the foundational work in developing the interview protocol. This framework, in conjunction with the predetermined themes allowed for the understanding of the experiences shared by participants during the interview process.

Interpretation of Findings

The research question which was proposed to better understand the influence of membership in a social fraternity has on the leadership identity development of Hispanic/Latino males attending predominantly white institutions (PWI):

How do Hispanic/Latino men perceive the influence membership in a social fraternity has on their leadership identity development?

To answer the research question, the researcher conducted seven semi-structured interviews with participants who self-identified as Hispanic/Latino males and who are members of social fraternities at seven different PWI around the United States. Through this process the researcher was able to examine how participants perceived their own leadership identity development in relation to membership in a social fraternity. After examining the data, the following themes emerged: *leadership development in social fraternities, student organization involvement, and peers and mentors.*

Based on the data, all seven participants believed that membership in their social fraternity helped them either develop or further develop their leadership identity. As noted in the literature, leadership development has long been perceived and touted as one of the many benefits of membership in a social fraternity and it continues to be embedded in mission statements of social fraternities. Astin's (1993) research concluded that undergraduate students found that peer interaction had greatest gains, especially in experiences such as social fraternities as it relates to their leadership development. Dugan (2008) suggested that "membership in these organizations can provide an important developmental foundation and laboratory for practicing key leadership skills (p. 22). Lastly, Cory (2011), found that "full immersion environment within

fraternal organization membership contributes to students' development of an identity as a leader in specific ways consistent with the leadership identity development model" (p. 183).

All seven participants mentioned that they were involved in one or more student organizations or employed as a resident assistant or had an internship on campus. As mentioned in the literature, Astin (1984) long established that involvement in student organizations has positive leadership development outcomes. For Hispanic/Latino students, Davis (1997) suggested that involvement in student organizations is their first "foray into leadership" (p. 231). This finding was further supported by Moreno & Banuelos (2013), who found that Hispanic/Latino students who were involved in a Hispanic/Latino-based fraternity and/or sorority were more involved and connected within their campus by virtue of their involvement within their own organization; which led to their involvement around the institution and the surrounding communities (p. 112).

Furthermore, two of the seven participants described how their involvement with their fraternity allowed them to get more involved within the campus and to have a seat at the table and/or even get face time with upper administration to affect the campus climate. The participants also touched on the idea that their involvement helped them not only strengthen their leadership skills and find their own voice, but gave them the ability to network with peers, faculty, and staff, which in turn helped them better understand how to interact with other people. In addition, several of the participants also mentioned how their involvement in these organizations, especially those that were Hispanic/Latino-based, also functioned as a support system since they were surrounded by other students who looked like them and who had shared experiences.

Several of the participants pointed out that due to the fact they had low membership within their chapter they were forced to take on multiple leadership roles within the chapter. This is something that is very common among these organizations. While having to hold multiple roles could be seen as beneficial, it could also be detrimental to members of the chapter who have to take on these additional roles. In some cases, the individual members decide to make sure their chapter is successful and forget about their academic success. In other cases, individual members decide that their academic success was more important than having a viable chapter. In few cases, we see individual members being able to be both academically successful while ensuring the viability of their chapter.

Lastly, five of the seven participants shared the importance of having peers and mentors to help support their individual journeys. Pérez II & Sáenz (2017) shed light on the importance of peers and mentors and their effect on the achievement on Latino males, particularly, the relationship with faculty and administrators. Pérez II & Sáenz (2017) also suggested that in the absence of having supportive faculty and administrators, Latino males relied on the encouragement of their peers to persevere, which leads to graduation (p. 133). For five of the participants, they described how peers and mentors came in the form of faculty, staff, peers, and especially, older brothers within their fraternity. The other two participants did not seem to put much focus on the importance of peers and mentors as reflected in the literature.

Implications

The conceptual framework used to guide this study was Komives, Longenecker, Owen, Mainella, & Osteen's (2006) leadership identity development (LID) model. The LID model as a framework helped to provide a better understanding of how Hispanic/Latino men's social fraternity membership influenced their leadership identity development. Five of the seven

participants are currently in stage three of the LID model, *Leader Identified*, where the participants are aware that there are leaders and that there are followers. Within this stage there are two distinct phases, which are emerging and immersion. Five of the participants are in the immersion phase. The participants are confident by being a follower and a leader. The participants were beginning to understand that they cannot do everything themselves and shifting to understand that there is interdependence with others. The other two participants are in stage five, *Generativity*, where the participants have realized the importance of cultivating more leaders within groups while developing their own philosophies of leadership based on their values.

The implications of these findings are that institutions need to encourage Hispanic/Latino male students to get involved in social fraternities that align with their own personal values and beliefs. Their involvement lead Hispanic/Latino male students to become engaged with the institution while providing them with the ability to develop or further develop their leadership identity development. In addition to assisting with the leadership development, Hispanic/Latino males also benefit from membership in social fraternities because these organizations provide built-in mentoring opportunities not only among current members of the chapter but also among alumni members of the chapter which leads them to be exposed to different involvement opportunities around the institution and the surrounding communities. Lastly, this study highlights the importance of having faculty and staff who can connect with Hispanic/Latino males. These connections can assist with creating a welcoming environment while providing a sense of belonging for these students, which in the long term will allow them to be successful while at the institution.

Recommendations for Action

The following recommendations for action have been recommended based on the findings of this study.

Recommendation #1 - Student Involvement

It is well documented in the literature that student involvement inside and outside of the classroom leads to student success within the college/university environment (Astin, 1984; Moreno & Banuelos, 2013; Cress et al., 2001). With that said, it is important that institutions encourage Hispanic/Latino to become involved while on campus. Based on the findings of this study several participants suggested that being involved while attending a PWI provided them with more opportunities for involvement. This supports Moreno and Banuelos (2013) claim that found that Hispanic/Latino students who were involved in a Latino-based fraternity and/or sorority were more involved and connected within their campus by virtue of their involvement within their own organization; which led to their involvement around the institution and the surrounding communities (p. 112). This can be accomplished by encouraging these students and providing information about the benefits of involvement from the moment they are admitted into the university and throughout their time at the institution.

Another way to encourage involvement is by creating mentoring programs which would assist these incoming students to connect with faculty, staff, or even peers. These connections would allow Hispanic/Latino males opportunities to better understand how to navigate the institutional landscape and serve as role models and *walking billboards* as to the benefits of involvement.

Lastly, in addition to encouraging students themselves, significant efforts should be devoted to providing the same information to the parents of these students, especially for those

that are first generation students. Parents of first-generation students do not understand the importance of being involved while attending their institution because they do not have that shared experience. This would also apply to parents who attended colleges or universities in Latin America.

Recommendation #2 - Leadership Pathways

Some of the participants in this study became aware of their own leadership development while participating in their elementary schools' student government association, other had more recent memories as a junior in college. The sooner Hispanic/Latino men are exposed to opportunities to develop their leadership identity, the sooner they can start practicing leadership and developing their leadership identity development. Currently, some social fraternities already have in place youth leadership organizations or programs. In addition, there are several non-profit organizations that have similar programs that are designed to allow Hispanic/Latino men to enhance their leadership identity development. These programs become pathways for leadership for Hispanic/Latino males.

Institutions should provide and encourage Hispanic/Latino males to attend and participate in leadership programs or opportunities currently offered by their host institution or to take advantage of locally, regionally, or national leadership development opportunities. With that said, it is also important to recognize that institutions need to change how they are designing these leadership programs and opportunities, since current leadership programs subscribe to the conventional leadership literature and fail to validate the experience of students of color (Arminio et al., 2000).

Recommendation #3 - Institutional Support

Garcia et al (2017) suggested that it is not enough for practitioners to encourage Hispanic/Latino males to get involved, but they should also advocate for “the creation and funding of these experiences, particularly on campuses with small populations of racialized students” (p. 16). To better support Hispanic/Latino males’ leadership identity development, colleges and universities need to start creating and investing in programs and/or organizations which help drive the enhancement of LID among Hispanic/Latino males. In addition, support programs and organizations within institutions need to identify Hispanic/Latino leaders within their institution and invite them to be at the table and be active participants in campus wide leadership opportunities.

Recommendation #4 - Advocating for the Fraternity Experience

While the existence of social fraternities has recently been questioned this study serves as a reminder of why institutions need to continue to advocate for the existence of social fraternities on their campus. Especially, when data has shown that “joining a fraternity is a significant predictor of Hispanic/Latino student leadership development” (Garcia et al 2017). Institutions need to continue to advocate for the fraternities’ experience within their institution. It is important that institutions play an active role to ensure the experience is being done right in order to reap all the benefits that are derived from having membership in a social fraternity.

Recommendations for Further Study

At the core, the main take away from this study is that, in general, more research is needed about Hispanic/Latino men’s leadership development who enroll in postsecondary institutions. There is not much currently in the literature on how to better provide support and guidance to Hispanic/Latino males in these environments.

To continue to add to the growing literature, this study could be replicated to see how membership in a social fraternity influences the leadership identity development of Hispanic/Latino men attending a Hispanic Serving Institution (HSI). This study could also be adapted to Hispanic/Latina women who are part of a social sorority. Comparing the data could also provide a better understanding of what impact gender has on the leadership identity development on Hispanic/Latino men and women.

Additionally, research should be conducted on individuals who are part of a social fraternity after they have graduated from their institution. It would be interesting to see how these alumni interpret how membership in a social fraternity influenced their leadership identity development after completion of their post baccalaureate degrees. Lastly, a research could be conducted to examine what impact membership in a social fraternity or sorority has on the retention and graduation of Hispanic/Latino students.

Conclusion

This study examined how Hispanic/Latino men perceive the influence membership in a social fraternity has on their leadership identity development while attending a PWI. This study used the leadership identity development (LID) model (Komives et al., 2006) as the conceptual framework.

To accomplish this goal, seven semi-structured interviews were conducted with participants who self-identified as Hispanic/Latino males and who are members of a social fraternity at a PWI. From the data collected, three themes emerged: leadership development in social fraternities, student organization involvement, and the importance of peers and mentors. Based on the study conducted, all these themes were shown to have an influence on the leadership identity development of Hispanic/Latino males at PWIs. Results from this study

revealed that membership in social fraternities has a strong potential to successfully develop or further develop the leadership identity development of Hispanic/Latino males at PWIs while creating a closer affinity to the institution. In addition, this study further demonstrates “there must be intentional efforts to engage and support Hispanic/Latino males on campus while focusing on ways to develop their leadership identity” (Garcia et al p. 16).

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APPENDIX A

Email Sent to Fraternity and Sorority Advisor Soliciting Referrals

Dear (insert fraternity and sorority professional's name):

Hello! My name is Francisco M. Lugo and I am a doctoral student in the Educational Leadership Program at the University of New England. As part of my dissertation, I am conducting a study examining the influence of fraternity membership on how Latino men at a Predominantly White Institution see themselves as leaders. I am writing to ask for your assistance in identifying students to participate in my research study.

The title of my study is “The influence of fraternity membership on the leadership identity development of Hispanic/Latino men attending Predominantly White Institutions”. This study will help me learn more about how membership in a fraternity influences the leadership identity development of Hispanic/Latino male students.

As a university administrator who advises fraternities, I am asking for your assistance in identifying positional and non-positional Hispanic/Latino male student leaders who are interested in participating in my study. I hope to solicit participants who represent the diversity of positional and non-positional leadership roles. In total, I plan to interview 12 – 15 men. Each man will participate in one individual interview lasting approximately 1 to 1 ½ hours.

Three criteria have been established for participation in this study;

1. Identification as a man, of Hispanic/Latino descent,
2. Currently enrolled student at a predominately white institution (PWI), and
3. Hold membership in a social fraternity who has membership in either
 - a. National Association of Latino Fraternal Organizations (NALFO)
 - b. National Pan-Hellenic Council (NPHC), and/or the
 - c. North American Interfraternity Conference (NIC)

I ask that you consider nominating between 12-15 men who fit all three criteria mentioned above. All I need from you are their name, email address, and phone number to invite them to be part of the study.

If you have any questions regarding this study, please contact me by email at flugo@une.edu. You can also contact my dissertation chair, Dr. Newell at mnewell@une.edu. This study has been reviewed and received ethics clearance through the Institutional Review Board at the University of New England. If you have any comments or concerns regarding this study, please contact me at (937) 422-8100 or flugo@une.edu.

I will follow up with you later this week and I thank you in advance for your assistance in this study.

Sincerely,

Francisco M. Lugo, M.Ed.
Doctoral Candidate
University of New England

APPENDIX B

Email Sent to Umbrella Organization Soliciting Referrals

Dear (Umbrella Organization):

Hello! My name is Francisco M. Lugo and I am a doctoral student in the Educational Leadership Program at the University of New England. As part of my dissertation, I am conducting a study examining the influence of fraternity membership on how Latino men at a Predominantly White Institution see themselves as leaders. I am writing to ask for your assistance in identifying students to participate in my research study.

The title of my study is “The influence of fraternity membership on the leadership identity development of Hispanic/Latino men attending Predominantly White Institutions”. This study will help me learn more about how membership in a fraternity influences the leadership identity development of Hispanic/Latino male students.

As a national organization who oversee fraternities, I am asking for your assistance in sending this to you member organization in order to identify positional and non-positional Hispanic/Latino male student leaders who may be interested in participating in my study. I hope to solicit participants who represent the diversity of positional and non-positional leadership roles. In total, I plan to interview 12 – 15 men. Each man will participate in one individual interview lasting approximately 1 to 1 ½ hours.

Three criteria have been established for participation in this study;

1. Identification as a man, of Hispanic/Latino descent,
2. Currently enrolled student at a predominately white institution (PWI), and
3. Hold membership in a social fraternity who has membership in either
 - a. National Association of Latino Fraternal Organizations (NALFO)
 - b. National Pan-Hellenic Council (NPHC), and/or the
 - c. North American Interfraternity Conference (NIC)

I ask that you consider forwarding this information to you member organization in order to assist in gathering between 12-15 men who fit all three criteria mentioned above. All I need from them are the individual’s name, email address, and phone number to invite them to be part of the study.

If you have any questions regarding this study, please contact me by email at flugo@une.edu. You can also contact my dissertation chair, Dr. Newell at mnewell@une.edu. This study has been reviewed and received ethics clearance through the Institutional Review Board at the University of New England. If you have any comments or concerns regarding this study, please contact me at (937) 422-8100 or flugo@une.edu.

I will follow up with you later this week and I thank you in advance for your assistance in this project.

Sincerely,

Francisco M. Lugo, M.Ed.
Doctoral Candidate
University of New England

APPENDIX C

Email Sent to Fraternity Headquarter Organizations Soliciting Referrals

Dear (Fraternity Executive):

Hello, I am writing to ask for your assistance in identifying students to participate in my doctoral research study.

The title of my study is “The influence of fraternity membership on the leadership identity development of Hispanic/Latino men attending Predominantly White Institutions”. This study will help me learn more about how membership in a fraternity influences the leadership identity development of Hispanic/Latino male students.

As a fraternity executive, I am asking for your assistance in sending this to your undergraduate chapter in order to identify positional and non-positional Hispanic/Latino male student leaders who may be interested in participating in my study. I hope to solicit participants who represent the diversity of positional and non-positional leadership roles. In total, I plan to interview 12 – 15 men. Each man will participate in one individual interview lasting approximately 1 to 1 ½ hours.

Three criteria have been established for participation in this study;

1. Identification as a man, of Hispanic/Latino descent,
2. Currently enrolled student at a predominately white institution (PWI), and
3. Hold membership in a social fraternity who has membership in either
 - a. National Association of Latino Fraternal Organizations (NALFO)
 - b. National Pan-Hellenic Council (NPHC), and/or the
 - c. North American Interfraternity Conference (NIC)

I ask that you consider forwarding this information to your collegiate chapters in order to assist in getting between 12-15 men who fit all three criteria mentioned above. All I need from them are the individuals name, email address, and phone number to invite them to be part of the study.

If you have any questions regarding this study, please contact me by email at flugo@une.edu. You can also contact my dissertation chair, Dr. Newell at mnewell@une.edu. This study has been reviewed and received ethics clearance through the Institutional Review Board at the University of New England. If you have any comments or concerns regarding this study, please contact me at (937) 422-8100 or flugo@une.edu.

I will follow up with you later this week and I thank you in advance for your assistance in this project.

Sincerely,

Francisco M. Lugo, M.Ed.
Doctoral Candidate
University of New England

APPENDIX D

Student Invitation to Participate Letter

Dear (insert participant's name),

My name is Francisco M. Lugo and I am a doctoral student in the Educational Leadership Program at the University of New England. As part of my dissertation, I am conducting a study examining the influence of fraternity membership on how Latino men at a Predominantly White Institution see themselves as leaders. Gathering information about this topic is important because it could allow higher education institutions to better support students like you.

Your involvement in this study is voluntary. It will involve participating in an interview of approximately 60-90 minutes in length to take place via phone and if applicable at a mutually agreed upon location and time. You may decline to answer any of the interview questions if you so choose. Further, you may decide to withdraw from this study at any time by informing me. With your permission, the interview will be audio-recorded to facilitate collection of information, and later transcribed for analysis. All information you provide is considered completely confidential. Your name or any other personal identifying information will not appear in the final dissertation resulting from this study; however, with your permission anonymous quotations may be used. Notes and/or recordings collected during this study will be retained for ten years in a secure location and then destroyed. Even though I may present the study findings to colleagues for their feedback, only my committee chair and I will have access to the data. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study or would like additional information to assist you in reaching a decision about participation, please review the consent form (attached) or you contact me by email at flugo@une.edu. You can also contact my dissertation chair, Dr. Newell at mnewell@une.edu. This study has been reviewed and received ethics clearance through the Institutional Review Board at the University of New England. If you have any comments or concerns regarding this study, please contact me at (937) 422-8100 or flugo@une.edu.

I will follow up with you later this week and I thank you in advance for your assistance in this project.

Sincerely,

Francisco M. Lugo, M.Ed.
Doctoral Candidate
University of New England

APPENDIX E

Informed Consent

UNIVERSITY OF NEW ENGLAND

CONSENT FOR PARTICIPATION IN RESEARCH

Project Title: The influence of fraternity membership on the leadership identity development of Hispanic/Latino men attending Predominantly White Institutions.

Principal Investigator(s): Francisco M. Lugo, M.Ed.
 Doctoral Candidate
 University of New England
 (937) 422-8100
 flugo@une.edu

Introduction:

- Please read this form. You may also request that the form is read to you. The purpose of this form is to give you information about this research study, and if you choose to participate, document that choice.
- You are encouraged to ask any questions that you may have about this study, now, during or after the project is complete. You can take as much time as you need to decide whether or not you want to participate. Your participation is voluntary.

Why is this research study being done?

This study is being done in an effort to better understand how Hispanic/Latino male students' membership in social fraternities influence their leadership identity development.

Who will be in this study?

You are being asked to take part in this study because you most likely:

- Are enrolled in a Predominantly White Institution (PWI)
- You identify as a Hispanic/Latino
- You identify as male
- You are currently hold membership in a social fraternity which is part of one or more of the following governing councils
 - National Association of Latino Fraternal Organizations (NALFO)
 - National Pan-Hellenic Council (NPHC)
 - North American Interfraternity Conference (NIC)

What will I be asked to do?

You will be invited to participate in a semi-structured interview. The interview will be held in person or via phone depending on your preference and level of comfort. The interview will last between 45-60 minutes.

For the purposes of this project the interview will be recorded and transcribed so that the principle investigator can review what was said during the interview. In addition, you will be asked to check the transcript to ensure it is an accurate representation of your interview and return it to the interview within five days of receipt. Checking the transcript should take approximately 30-60 minutes.

What are the possible risks of taking part in this study?

Participation in the interviews may involve mild discomfort. Discomfort sometimes occurs when individuals are asked to reflect on or think about their feelings. You may feel a little anxiety about the questions you are being asked; however, if at any time during the interview you would like to not answer a question or otherwise feel uncomfortable, you should tell the researcher and the question will be skipped or, at your request, the interview will immediately cease.

What are the possible benefits of taking part in this study?

There will be no direct benefits to participating in this study. You will have the chance to help faculty, students, and administration learn more about your experiences in higher education.

What will it cost me?

There is no cost associated with your participation in this study.

How will my privacy be protected?

A pseudonym will be used for the organization and for you, so you cannot be identified in any way in the study. A pseudonym will be given to you prior to the interview to protect your name from the beginning. In addition, interviews will be conducted by phone which will allow participants and interviewer to choose a private location for the interview.

All audio, data, and forms will be kept on a password protected computer available only to the researcher, the faculty advisor, the dissertation committee and the University of New England Institutional Review Board (IRB). Voice recordings will be professionally transcribed.

How will my data be kept confidential?

No identifiable information will be collected. Pseudonyms or different names will be used. All audio, data, and forms will be kept on a password protected computer available only to the researcher, the faculty advisor, the dissertation committee and the University of New England Institutional Review Board (IRB). All audio, data and forms will be destroyed and shredded.

What are my rights as a research participant?

- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with your organization
- You may skip or refuse to answer any question for any reason.
- There is no penalty should you choose not to participate in the study.
- You are free to withdraw from this research study at any time, for any reason.

- If you choose to withdraw from the research there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You will be informed of any significant findings developed during the course of the research that may affect your willingness to participate in the research.

What other options do I have?

- You may choose not to participate.

Whom may I contact with questions?

- The researcher conducting this study is Francisco M. Lugo, doctoral student, University of New England, flugo@une.edu, (937) 422.8100. Please contact me for more information regarding this study.
- If you choose to participate in this research study and believe you may have suffered a research related injury, please contact Marilyn Newell, Ph.D. Lead Advisor, University of New England, mnewell@une.edu, (207)345.3100
- If you have any questions or concerns about your rights as a research subject, you may call Mary Bachman DeSilva, Sc.D., Chair of the UNE Institutional Review Board at (207) 221-4567 or irb@une.edu.

Will I receive a copy of this consent form?

- You will be given a copy of this consent form.

Participant's Statement

I understand the above description of this research and the risks and benefits associated with my participation as a research subject. I agree to take part in the research and do so voluntarily.

Participant's signature or
Legally authorized representative

Date

Printed name

Researcher's Statement

The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

Researcher's signature

Date

Printed name

APPENDIX F

Online Participation Form

First Name (Text Field):

Last Name (Text Field):

Preferred Pseudonym (Text Field):

Phone Number (Text Field):

E-mail (Text Field):

Age (Text Field):

Name of Fraternity (Text Field):

Ethnicity (Text Field):

Major (Text Field):

Class Classification (Freshman, Sophomore, Junior, Senior, Other) (Dropdown Field):

APPENDIX G

Interview Protocol

Interview Cover Sheet:

Thank you very much for agreeing to participate in this interview. We have gone over the consent form. Are there any other questions you would like to ask before we begin?

Date:

First Name

Assigned Pseudonym

Interview Highlights:

Quotable Quotes:

For Follow Up:

Semi-structured interview guide

Background:

Tell me a little about yourself —about your background and what brought you to [institution] as well as about your involvement here at [institution]?

Questions

Tell me a little about yourself —about your background and what brought you to [institution]?

Leadership

1. What is your definition/philosophy of leadership?
 1. Has it changed since joining your fraternity? If so, how?
2. What are the most important skills and/or attributes of a leader?
3. Do you consider yourself a leader?
 1. How do you react to people calling you a “leader”?
4. How and when did you begin to think of yourself as a person who could engage with others and get things done?
5. How has the institution shaped your leadership?
6. What kind of support systems do you have?
 1. What role have they played in your college experience thus far?
7. Tell me about someone you admire and/or consider a role model.
8. Do you feel your gender plays a role in how you view leadership?
9. Do you feel your ethnicity as a Hispanic/Latino plays a role in how you view leadership?
10. Has anything else influenced how you see yourself as a leader? If so, what?

Fraternity Experience

1. Why did you decide to join your fraternity?
2. Do you currently hold, or have you held a leadership role within your fraternity?
 - a. Before joining your fraternity, were you involved in other organizations? Did you hold leadership roles?
3. Do you feel you have changed or grown as an individual since joining your chapter/fraternity? If yes, how so?
4. What do you believe is the role of your fraternity at your institution in developing leadership?
5. What are some of the most fulfilling experiences you have had as part of your fraternity experience?
6. What have you learned about relating to other people from your fraternity experience?
7. How has your membership in your fraternity influenced how you see yourself as a leader?

Wrap up

1. Is there anything else you'd like to add about your experiences as a fraternity member?
2. Is there anything that you'd like me to explain about the purpose of this interview or my research study?

Thank you very much for your participation.

Review timeline from here (participants will be invited to review the transcript).