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# Faculty Influence on Fraternal Residential Learning Communities

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## **Faculty Influence on Fraternal Residential Learning Communities**

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### **Background of the Sigma Phi Epsilon Residential Learning Community**

In 2001 the Sigma Phi Epsilon Residential Learning Community (RLC) was created through the vision of then Grand President William G. Tragos, former Chairman and CEO of TBWA Chiat/Day. The RLC was modeled after the residential college concept found at Oxford and Cambridge Universities in England, and was the result of a desire to create a more powerful living / learning environment that extended the success of the Fraternity's Balanced Man Program (Anderson, Hamilton, Abdalla, & Cole, 1995) to engage students intellectually and reduce barriers between students and academic professionals on campus (Cross, 1998).

The Sig Ep Residential Learning Community consists of four components, faculty fellow engagement, personal and academic development, faculty / learning environment, and a network of support. A chapter wanting to become an RLC must apply to the Director of Residential Learning Communities and undergo an accreditation process before being granted RLC recognition (<http://www.sigep.org/documents/rlc-frequently-asked-questions.pdf>). The accreditation status lasts five years and chapters have to become reaccredited to maintain RLC status. Faculty Fellows have offices within the residential living facility, and often hold seminars for course credit within the facility (<http://www.sigep.org/documents/faculty-fellow-supplement.pdf>).

**Academic Support Scale ( $\alpha = .381$ )**

- 1 – This fraternity / program has improved my academic and cognitive skills.
- 2 – This fraternity / program has improved my connections with faculty.

**Balanced Man Scale ( $\alpha = .758$ )**

- 1 – This fraternity / program has improved my connections with faculty. (EBI)
- 2 – This fraternity / program has improved my knowledge of wellness.
- 3 – This fraternity / program has improved my expectations for community involvement.
- 4 – This fraternity / program has assisted me in meeting my personal goals.
- 5 – I like the size of my fraternity.
- 6 – I have experienced a sense of belonging and acceptance in this fraternity.

**Fraternity Life Scale ( $\alpha = .740$ )**

- 1 – Members live out the ideals of the fraternity. (EBI)
- 2 – Members show pride in the fraternity. (EBI)
- 3 – Members respect the right of fellow members. (EBI)
- 4 – Members commit to academic success.
- 5 – Members adhere to alcohol policies. (EBI)
- 6 – Members adhere to drug policies. (EBI)

**Academic Space Scale ( $\alpha = .842$ )**

- 1 – Residents can get privacy when they need it in the chapter facility. (SRES)
- 2 – Residents can sleep uninterrupted in the chapter facility. (EBI)
- 3 – When asked, residents respect each other's needs to be alone. (SRES)
- 4 – Residents can study in their rooms without interruption. (SRES)
- 5 – Residents are satisfied with the study / learning facilities in the chapter facility. (EBI)

**Faculty Involvement Scale ( $\alpha = .904$ )**

- 1 – Faculty fellows and / or residence staff show an interest in the welfare of individual members. (SRES)
- 2 – Faculty fellows and / or residence staff provide useful service or assistance to members. (SRES)
- 3 – Faculty fellows and / or residence staff meet frequently with members and / or attend chapter events. (SRES)
- 4 – Faculty fellows and / or residence staff offer to help members deal with their personal / private concerns. (SRES)

**Diversity Scale ( $\alpha = .794$ )**

- 1 – Members exhibit respect for differences of races. (EBI)
- 2 – Members exhibit respect for differences of gender. (EBI)
- 3 – Members exhibit respect for differences of religion. (EBI)
- 4 – Members exhibit respect for differences of sexual orientation. (EBI)

**Academic Environment Scale ( $\alpha = .660$ )**

- 1 – Members encourage each other to get good grades. (SRES)
- 2 – Members are committed to making the fraternity a better place to live and learn. (SRES)
- 3 – Residents in the chapter facility have improved connections with peers.

**Alumni Scale ( $\alpha = .794$ )**

- 1 – As an alumnus, how likely are you to remain involved in the fraternity / program. (EBI)
- 2 – As an alumnus, how likely are you to provide financial support to the fraternity / program. (EBI)
- 3 – As an alumnus, how likely are you to attend alumni / program events. (EBI)

References

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