

Building Bridges to Belong

BVC Bullying Project Conference

Eastern Illinois University

October 5, 2012

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Pot-Shots No. 2588
Ashleigh.Brilliant.com

- Lord,

Help Me to Meet This
Self-Imposed and Totally
Unnecessary Challenge

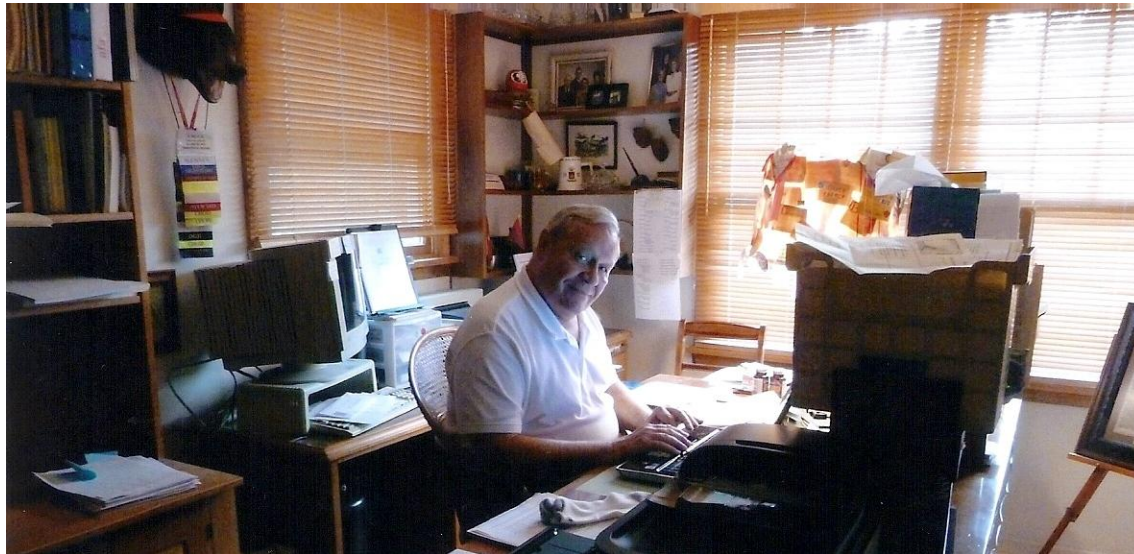
Think, Feel, and Believe

If you “think” then reflecting on new information may change your mind

If you “feel” then you are driven by emotion much like the wind from one moment to the next.

If you “believe” no amount of argument will change your mind.

- “Building Bridges to Belong” is easily the theme of my 50 year career in higher education.



“A Teacher Touches Eternity, For He Knows Not How Far His Influence Reaches.”

William James, 1892

A Personal Reflection

- The value of group mentors is the focus of my remarks this morning.
- One of the most important roles of faculty in Early American Higher Education was as a mentor, acting in the place of parents, and diligently working to instruct the next generation in both academic and moral philosophy.
 - Newman, 1852 (1959)

“When a group of young men come together, even if there be no one to teach them, the conversation of all becomes a series of lectures to each, and each one learns new ways of doing, thinking, and judging, day by day.”

John Henry Cardinal Newman

The Idea of the University, 1852

My experience

- Many years as a faculty advisor for a local campus fraternity chapter
- Many years as a fraternity volunteer, serving on numerous local and national committees.
- President of the [Center for the Study of the College Fraternity](#), 1998-2006, and member of the board to the present
- Among founders of HazingPrevention.Org in 2007.

Research on the College Fraternity

- My research has focused on the college fraternity, which can be found in The Keep at EIU.
- http://works.bepress.com/charles_g_eberly
- http://works.bepress.com/charles_g_eberly
- [Finding Faculty Advisors to Deter Violence](#)
- [The benefits of having a faculty advisor](#)

Supporting Faculty Advising

- [As a role model, who has the integrity to speak up? Bystanders as faculty advisors](#)
- HazingPrevention.Org has sponsored National Hazing Prevention Week, the last full week in September, since 2007. Some of the best resources available to prevent hazing can be accessed via their website.

- [Nowak Hazing Institute](#) - pay
- [Oct. 11, 2012: Building Partnerships for Prevention](#) - free
- [Nov. 15, 2012: 5 Months in – Progress and Challenges with Prevention](#) - free
- [Oct. 31, 2012: Hazing Update: Data-Driven Prevention, Intervention & Response](#) - pay
- [The Human Equation – Hazing online courses](#)

Bullying and Hazing: The Comparison

- “Like bullying, hazing is a form of interpersonal violence. Generally defined as any activity expected of someone joining or participating in a group (such as a student club or team) that humiliates, degrades, abuses or endangers regardless of a person’s willingness to participate, hazing can be understood as a form of bullying specific to a group context.”

- Allen & Madden, 2012, p. 1

- “Bullying, as conceptualized by Olweus, is characterized by three criteria: (i) it is aggressive behavior or intended to cause harm; (ii) it is repeated over time; and (iii) it occurs in the context of an interpersonal relationship where there is an imbalance of power.”

- Allen & Madden, 2012, p. 1

Bullying definition closer to hazing

- “More recently, Srabstein et al. noted that bullying includes “daring somebody to perform dangerous, illegal, or inappropriate action where a victim, under the threat of losing approval among members of a group carries out an action that may be inappropriate or dangerous.”

- Allen & Madden, 2012, p. 1

Bullying and Hazing kills

- “Between 1970 and 1990, hazing was documented as the cause of at least 56 deaths on college campuses in the USA” (Allen & Madden, 2012, p. 1).
- See <http://www.hanknuwer.com/blog/>
- If you like, tally hazing deaths (murders?) by fraternity affiliation or student organization.
- Nuwer is the nation’s foremost expert on hazing with four books to his credit.

Attitudes toward Hazing

- Students across a number of studies do not identify what happens to them as hazing, even after what they describe as happening to them fits the definition of hazing.
- Students seem to limit hazing to a much narrower “definition that emphasizes extreme forms of hazing including being tied up, beaten or raped.”

• Allen & Madden, 2012, p. 2

The Challenge is Communication

- Someone who is a respected mentor / advisor needs to be attached to all student groups (whether in high school, in volunteer organizations, or in college). As one highly respected Executive Director of a “top five” national fraternity once told me,
- “If I had to have faculty advisors for all of my chapters, I would lose half my chapters.”
 - Eberly, 1988.

What do Faculty Mentors add?

- The presence of a faculty mentor, or an older member who is a respected leader, changes the atmosphere in a room.
- Advisors should focus on “living your best life” rather than pronouncing “don’ts” in order to maintain good rapport with the group.
- Attending a meeting one week, and coming back the next, and the next, is critical.

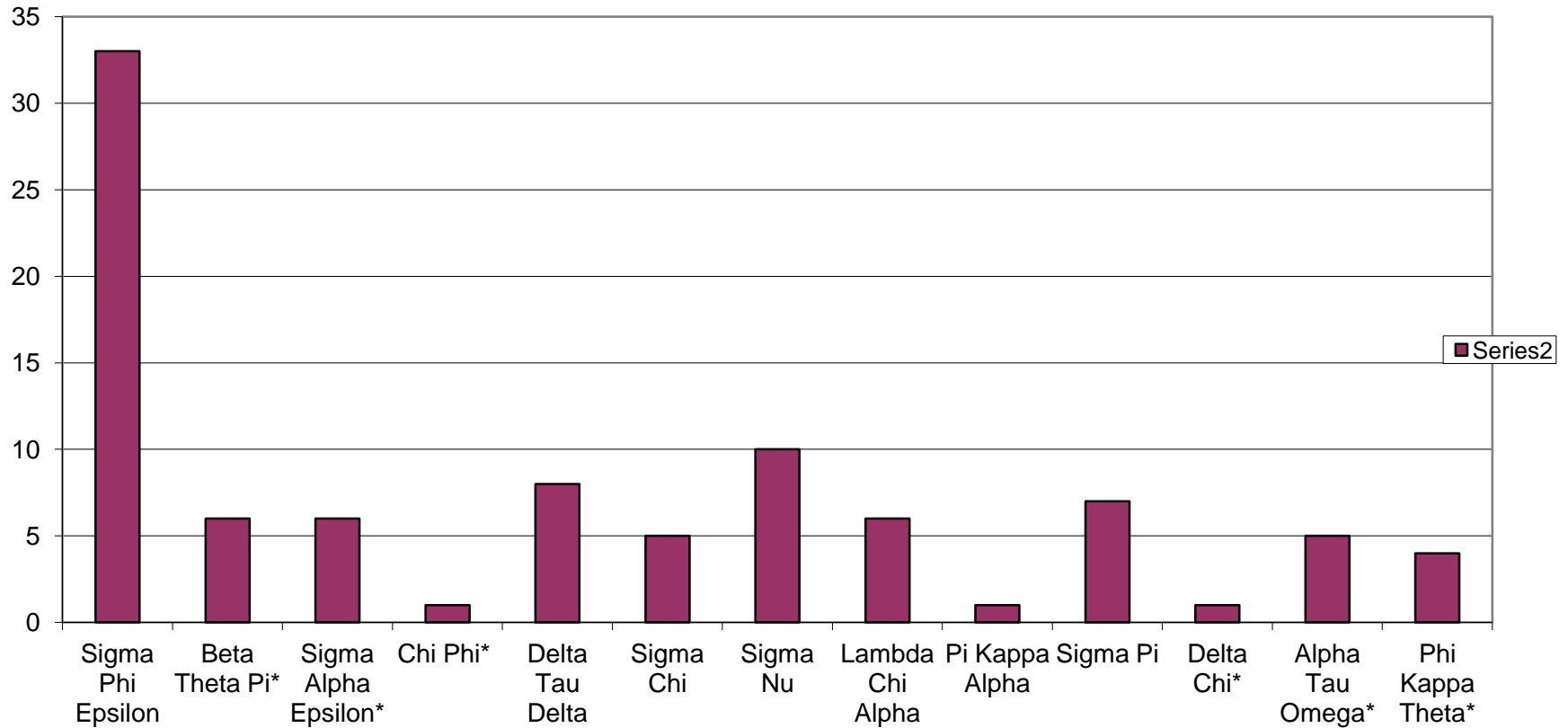
- Kolman, 2009

What do Faculty Fellows Add?

- According to a 2005 survey of 1060 members in 34 chapters of a national fraternity where the chapters must apply and be certified as Residential Learning Communities, chapters with higher faculty involvement experienced higher academic engagement, and higher positive indicators of non-academic fraternal engagement.
 - Eberly, Wall, Shaw & Clarke, 2006

Faculty Advisors Make A Difference

Semesters Above the All Men's GPA by Fraternity since 1990

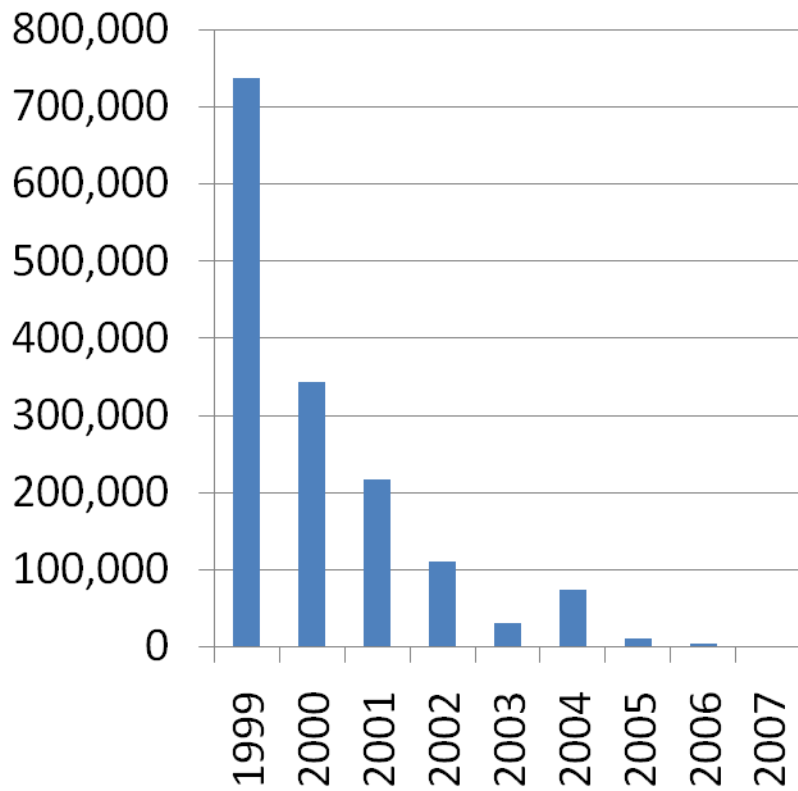


Does High Scholarship Make a Difference?

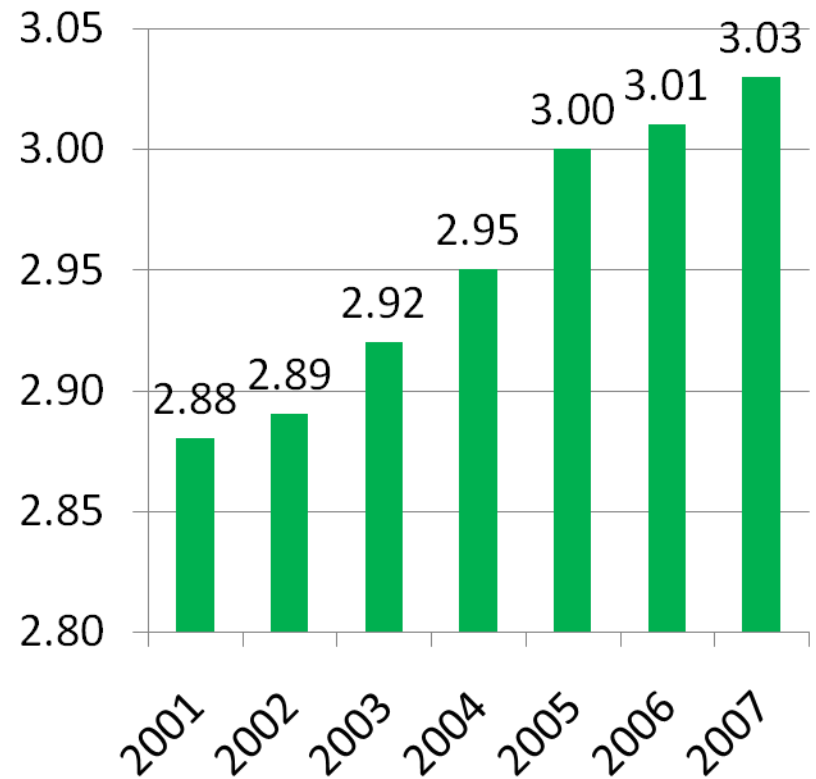
- Research on the college fraternity indicates that chapters with higher academic performance also are chapters with fewer risk management issues.
 - Eberly and Others, 2011
- Faculty Advisors promote higher academic performance, and healthier environments.
 - Eberly, Wall, Shaw & Clarke, 2006

Risk Management (Warren, 2008)

Claims



GPA



Fraternities have more than social reputations. Since all fraternities carry liability insurance, one can appreciate that a fraternity with the record outlined above would have a much lower insurance cost per man than a group with a higher record of liability claims. Engaged faculty advisors help to reduce liability claims.

What Hinders Faculty from Group Advising?

- Faculty members have abdicated traditional roles as mentors to individuals and groups as demands for their academic productivity have increased to support the American economic engine.
- What faculty members have failed to continue, specialized college student affairs professionals have worked to assume. Out of class student life, now defined as student development, is one area of practice.

Faculty still desire Influence

- Student engagement in college is the most recent focus of faculty interest, particularly faculty in the Liberal Arts, through the American Association of Colleges and Universities. Major studies have demonstrated the importance of student-faculty engagement in successful college completion.
 - Pascarella & Terenzini, 1991, 2005

Student Engagement

- What many faculty members overlook is that however defined by academic leaders, student engagement in academic areas is still organized with the faculty member as instructional leader. Students themselves only “lead” their education outside the classroom, and in that out-of-class arena, faculty members need to walk with students while the students live their collective lives, and help student promote socially responsible leadership.

- Martin, Hevel, and Pascarella, 2012

Make a Difference in Students' Lives

Faculty members must overcome their fears of age and relevance, and take the risk to work with students on the students' own turf.

Integrated learning means that faculty engage with students as much on their turf just as much as students engage with faculty on their turf.

Students Need Affirmation

- Most students know the right thing to do; they do not require criticism and correction.
- What students need is affirmation and approval that they can do what they aspire to do.
- Our job as advisors, mentors, and group leaders, is to help them define the next generation.

The Bridge Builder

An old man, going a lone highway,
Came at the evening cold and gray,
To a chasm, vast and deep and wide,
Through which was flowing a sullen tide.
The old man crossed in the twilight dim-
That sullen stream had no fears for him;
But he turned, when he reached the other
side,
And built a bridge to span the tide.

- "Old man," said a fellow pilgrim near,
"You are wasting strength in building here.
Your journey will end with the ending day;
You never again must pass this way.
You have crossed the chasm, deep and wide,
Why build you the bridge at the eventide?"

- The builder lifted his old gray head.
"Good friend, in the path I have come," he said,
"There followeth after me today
A youth whose feet must pass this way.
This chasm that has been naught to me
To that fair-haired youth may a pitfall be.
He, too, must cross in the twilight dim;
Good friend, I am building the bridge for *him*."

-WILL ALLEN DROMGOOLE

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