Living the creed: How chapters of Sigma Lambda Beta International Fraternity, Inc., contribute to civic engagement

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Living the creed: How chapters of Sigma Lambda Beta International Fraternity, Inc., contribute to civic engagement

by

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A dissertation submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Major: Education

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The student author and the program of study committee are solely responsible for the content of this dissertation. The Graduate College will ensure this dissertation is globally accessible and will not permit alterations after a degree is conferred.

Iowa State University

Ames, Iowa

2017
DEDICATION

Este tesis doctoral se lo dedico a mi mamá y papá, Theresa y José Luis Del Real. Muchas gracias por tu su apoyo y amor incondicional.

This dissertation is dedicated to my mom and dad, Theresa and José Luis Del Real. Thank you for your unconditional support and love.
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ABSTRACT

National associations such as the Association of American Colleges and Universities (AAC&U) and Campus Compact create initiatives that promote service-learning and campus based service programs to improve civic engagement in higher education; they often fail to include Greek-letter organizations, especially Latino Greek-letter organizations, as co-curricular service opportunities. The purpose of this exploratory case study of five chapters of Sigma Lambda Beta International Fraternity Inc. (SLB) in the Midwest region of the United States, was to provide an in-depth understanding of chapters’ service experiences and perceptions of benefits. In this qualitative study, a revised version of Yosso’s (2005) community cultural wealth served as a conceptual framework to illustrate how chapters of SLB contribute to service. Implications for higher education and the Executive Office of SLB are discussed as well as recommendations for future research.
CHAPTER ONE. INTRODUCTION

Civic engagement is important to higher education; over 90% of students and campus professionals surveyed by Dey and Associates (2009) believe it is an important/essential outcome of the college experience (Reason, Ryder, & Kee, 2013). There are multiple definitions for civic engagement, but for the purpose of this study, the definition created by the Coalition for Civic Engagement and Leadership (2005), as cited in Jacoby & Associates (2009); civic engagement is utilized:

acting upon a heightened sense of responsibility to one’s communities. This includes a wide range of activities, including developing civic sensitivity, participation in building civil society, and benefiting the common good. Civic engagement encompasses the notions of global citizenship and interdependence. Through civic engagement, individuals – as citizens of their communities, their nations, and the world – are empowered as agents of positive social change for a more democratic world (p. 9).

Civic engagement in higher education is measured through a focus on forms of student involvement. Astin (1984) defines student involvement as “the quantity and quality of the physical and psychological energy that students invest in the college experience” (p. 528). When students are civically engaged, they participate in one or more of the following, as listed by Jacoby and Associates (2009):

- Learning from others, self, and environment to develop informed perspectives on social issues.
- Valuing diversity and building bridges across difference.
- Behaving, and working through controversy, with civility.
- Taking an active role in the political process.
• Participating actively in public life, public problem solving, and community service.
• Assuming leadership and membership roles in organizations.
• Developing empathy, ethics, values, and sense of social responsibility.
• Promoting social justice locally and globally. (p. 9)

Civic engagement has positive effects on students, their institution, and arguably, in local/national/global communities (Jacoby & Associates, 2009). Participation in service during college leads to growth in students’ academic development, life skills development, and sense of civic responsibility (Astin & Sax, 1998). Reciprocal partnerships are also developed among institutions and the local community to create community change (Sponsler & Hartley, 2013). When students are involved and connected in college, they are more likely to participate in their communities when they graduate which leads to positive long-term effects within society (Ehrlich, 2000).

**Problem**

Higher education has a history of being called to address social, political, and economic issues facing our society (Thelin, 2004). During the 21st century, colleges, universities, and academic associations advocate for higher education to refocus and reclaim its civic mission of educating students to become active citizens who contribute to their communities (Jacoby & Associates, 2009). The National Task Force on Civic Learning and Democratic Engagement (2012) highlighted low voter participation, unsatisfactory scores on civics tests, and lack of civics requirements for high school graduation creating a “civic malaise” (p. 6) in the United States. Campus Compact created a national coalition of over 1,110 college and university presidents to advance the public purpose of colleges and universities by “deepening their ability
to improve community life and to educate students for civic and social responsibility” (http://compact.org, 2015). The Association of American Colleges and Universities (AAC&U), a leading higher education association, has multiple publications on civic engagement initiatives (http://aacu.org, 2015). The most popular institutional practice to encourage civic engagement in higher education is service-learning (Jacoby & Associates, 2009). Service-learning is “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (Jacoby, 1996, p. 5). Additional practices to encourage civic engagement include developing integrative and interdisciplinary programs (Lucas, 2009), capstone experiences (Kecskes & Kerrigan, 2009), and community-based undergraduate research (Paul, 2009).

Studies examining service in Greek-letter organizations highlight involvement in volunteering (Astin, 1993) and philanthropy (Good, 2013), which indicate members are more involved in these activities than unaffiliated peers (Hayek, Carini, O’Day, & Kuh, 2002; Pascarella & Terenzini, 2005). Service is a core principle and value included in the missions, mottos, and creeds of all Greek-letter organizations (Torbenson & Parks, 2009). Specifically, service within Latino Greek-letter organizations advocates for Latino cultural awareness and the Latino community (Miranda & Martin de Figueroa, 2000). Bowman, Park, and Denson’s (2014) 10-year longitudinal study found participating in racial/ethnic student organizations in college lead to continued civic engagement six years after graduation. Research on Latino Greek-letter organizations focuses on history (Kimbrough, 2003; Muñoz & Guardia, 2009) and how membership contributes to members’ ethnic identity development (Guardia & Evans, 2008; Nuñez, 2004), but omits the study of outcomes associated with service.
There are over thirty-five Latina/o Greek-letter organizations (Muñoz & Guardia, 2009) across the United States contributing to civic engagement. To gain a better understanding of how these organizations are involved in service, this case study will focus specifically on five chapters of Sigma Lambda Beta International Fraternity, Inc., within the Midwest region of the United States.

**Sigma Lambda Beta**

Sigma Lambda Beta International Fraternity (SLB) was founded April 4, 1986 at the University of Iowa. The founding chapter consisted of 18 men of various backgrounds, including Latinos, East Asians, and South Africans. SLB is an organization that “adheres to our principles of Brotherhood, Scholarship, Community Service and Cultural Awareness on an everyday basis to become productive members in society” (http://sigmalambdabeta.com, 2013). Today, SLB is the largest, fastest growing Latino-based fraternity with multicultural membership consisting of 110 chapters that “stretch across 29 states from California to New York, Florida to Washington and even have reached the shores of Puerto Rico” (http://sigmalambdabeta.com, 2013). SLB was founded with the following motto and mission statement:

“Opportunity for Wisdom; Wisdom for Culture

Our mission is to nurture and further a dynamic, values-based environment, which utilizes our historically Latino-based fraternity as a catalyst to better serve the needs and wants of all people.”

(http://sigmalambdabeta.com, 2013)

This espoused motto and mission statement for SLB promotes cultural awareness, advocates for the community through leadership, service, and scholarship, while fostering a hermandad (brotherhood) among members (Atkinson, Dean, & Espino, 2010; Muñoz & Guardia, 2009).
SLB engages in community service at national and local individual chapter levels. Nationally, SLB has participated in “Voto Latino,” a nonpartisan organization encouraging the Latino community to vote during presidential elections. SLB also encourages chapters and their local communities to participate in the Victor Correa CPR Awareness Day by becoming CPR certified in honor of brother, Victor “Ziggy” Correa Ortiz, who passed away from drowning. At the local individual chapter level, members engage through various community service projects, such as serving meals at the local soup kitchen, cleaning up garbage on the sides of the highway, volunteering at youth centers or organizing benefit walks to help raise donations (Maldonado, 2013). These examples all contribute to the principle of service embedded in the motto and mission of SLB.

**Purpose Statement**

The purpose of this case study of five chapters of Sigma Lambda Beta International Fraternity Inc. (SLB) within the Midwest region of the U.S. was to provide an in-depth understanding of chapters’ experiences and perceptions of benefits of service. This case study will answer larger sociological questions, (1) how Latinos engage in civic engagement within higher education and (2) how race and class shape Latino civic engagement.

**Research Questions**

1) How do members of SLB define and implement service?

2) How do members learn and grow from service?
Rationale and Significance of the Study

There is a vast amount of literature about Greek-letter organizations that focuses on alcohol and drug abuse (Kuh & Arnold, 1993; Weschler, 2001), hazing (Baier & Williams, 1983; Campo, Poulos, & Sipple, 2005; Kimbrough, 2003; Nuwer, 1990, 1999), and sexual abuse or assault (Reeves Sanday, 1992). These publications contribute to national narratives that associate these organizations in a negative way and not as organizations that provide service to the community. Thus, this study will provide empirical research about the ways Latino Greek-letter organizations contribute to civic engagement positively. The information gained from this study can help higher education and the Executive Office of SLB.

Definition of Terms

This section provides definitions of key terms used throughout this dissertation.

1. **Chapter** – The local group of a larger national organization, usually designated by a Greek letter (e.g., Alpha chapter of Sigma Lambda Beta).

2. **Latina/o** – refers to men and women living in the United States whose ancestry is from Latin American countries in the Western Hemisphere (Hayes-Bautista, 1987). Other terms such as *Hispanic, Chicana/o, or Latin@* may be used interchangeably if used in cited literature sources.

3. **Philanthropy** – Smith, Shue, Vest, and Villareal (1999) define philanthropy as “the giving of goods and services outside the nuclear family without any apparent expectation of economic return” (p. 4).

4. **Civic Engagement/Service** – Taking an active role in one’s community (Jacoby & Associates, 2009). Civic engagement includes a variety of service activities, such as activism or advocacy, political participation, and volunteering or service.
Summary

As higher education continues to provide various initiatives and practices to improve civic engagement (Jacoby & Associates, 2009), Greek-letter organizations need inclusion as co-curricular service opportunities. This exploratory case study will explore how five chapters of Sigma Lambda Beta International Fraternity Inc. in the Midwest region of the U.S. contribute to civic engagement. Chapter 2 provides a literature review of notions and practices of civic engagement in higher education, Latino civic engagement, history of Latino Greek-letter organizations, and the role of service. The literature review also discusses various conceptual frameworks and the rational for the selected framework.
CHAPTER TWO. LITERATURE REVIEW

Introduction

Latino Greek-letter organizations and how they engage in service is understudied and more studies are needed on Latina/o college student experiences and benefits of service. This case study of five chapters of Sigma Lambda Beta International Fraternity, Inc., (SLB) provides an in-depth understanding of chapters’ experiences and perceptions of benefits of service. This chapter is divided into five sections. The first section begins with a review of notions and practices of civic engagement in higher education. The second and third sections discuss Latino civic engagement with a focus on volunteering and philanthropy. The fourth section provides a history of Latino Greek-letter organizations, and the roles of service and philanthropy. Finally, the chapter concludes with a review of literature on the study’s conceptual framework.

Civic Engagement in Higher Education

As mentioned in Chapter 1, over 90% of students and campus professionals surveyed by Dey and Associates (2009) think civic engagement is an important outcome of the college experience (Reason, Ryder, & Kee, 2013). Lawry, Laurison, and VanAntwerpen’s (2006) report on civic engagement found “a near consensus that an essential part of civic engagement is feeling responsible to and part of something beyond individual interests” (p. 23). A sense of involvement, investment, or responsibility to a group is the consciousness higher education institutions want students to develop. Civic values can include caring for one’s community, making the world a better place, or believing that voting is an important duty (Lawry et al., 2006). A civically engaged student has (1) knowledge about the social, political, and economic affairs at the local, national, and international levels, and (2) skills to analyze the democratic
process—the “building blocks for true civic engagement” (Lawry et al., 2006, p. 23). Students have the opportunity to learn and develop these skills through participation in service activities.

Civic engagement is composed of a variety of service activities that include (1) activism or advocacy, (2) political participation, and (3) volunteering or service. Activism or advocacy focuses on social change in practices, policies, or institutions (Bickford & Reynolds, 2002; Kival, 2007). Social change can be enacted through community organizing and advocacy around higher education and increasing the educational pathways of underrepresented student populations. Political participation includes voting, working for campaigns, and knowledge of politics (Lawry et al., 2006). The most popular type of civic engagement in the context of higher education is volunteering or service (Bringle, Hatcher, & McIntosh, 2006; Lawry et al., 2006; Moely & Miron, 2005; Moely, Furco, & Reed, 2008; Morton, 1995; Weerts, Cabrera, & Pérez Mejías, 2014). Volunteering or service is working directly with an individual or community (Lawry et al., 2006), such as mentoring or partnering with local shelters, community organizations, and schools.

There are many initiatives to increase civic engagement in higher education, but the most popular are service-learning or community service (Astin & Sax, 1998; Jacoby & Associates, 2009; Lawry et al., 2006; National Task Force on Civic Learning and Democratic Engagement, 2012). Service-learning is “meaningful community service that is linked to students’ academic experience through related course materials and reflective activities” (Zlotkowski, 1998, p. 3). The purpose of service-learning is to give students experience with issues they are studying in the curriculum, and knowledge to analyze and solve problems in the community. A major element in this course is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences (Jacoby, 1996).
In 2014, Campus Compact’s member survey found 39% of graduate and undergraduate students served an average of 3.5 service hours weekly (Campus Compact, 2014). Service partnerships included non-profit/community based organizations, k-12 schools, and faith-based organizations. Activities consisted of tutoring, k-12 education, mentoring, and reading and writing (Campus Compact, 2014). Campus Compact’s publication, entitled *New Times Demand New Scholarship II* (2007), indicates student involvement in community work varies among race, ethnicity, and class; and campus-based service programs “may not attract, be culturally appropriate for, or effectively serve these students” (Stanton, p. 18). This is especially important when we think about Latino and Men of Color that come from immigrant backgrounds in higher education. The next section examines how Latina/os engage in service.

**Latina/o Civic Engagement**

According to an estimated 2013 U.S. Census, 54 million Latina/os, who comprise (17%) of the U.S. population, are the largest ethno-racial group (U.S. Census, 2014). The exponential growth of Latina/os “represents a critical civic asset that deserves rigorous examination and discussion” (National Conference on Citizenship, 2015, p. 4). It is important to understand how Latina/os contribute to civic engagement in the United States. The literature on Latina/o civic engagement can be divided into two sections: (1) volunteering and (2) philanthropy.

**Volunteering**

“Volunteerism occurs in all human cultures, but is often performed differently from culture to culture” (Rodriguez, 1997, p. 19). Latina/os volunteer their time helping others and view it as second nature (Hobbs, 2001). According to a descriptive study by Hobbs (2001), Latina/os tend to participate in family, neighborhood, and church-related activities. For example, Latina/os, who are
members of the church, might volunteer or participate in fundraising or other religious events throughout the year.

Results from a national survey on giving and volunteering behavior of Latina/os in the United States found 65% of Latina/os volunteered because it will benefit a family member or friend (Diaz, Jalandoni, Hammill, & Koob, 2001). In terms of gender, 53% of Latinas volunteered compared to 41% of Latinos. Latina/os motivation to volunteer, consists of compassion 88%, gaining a new perspective 74%, and feeling needed 73%. The most popular organizations in which Latina/os volunteer are religious organizations 19%, education field 17%, youth organizations 13%, such as the Boys and Girls Club, and informal activities 12%, such as baking for school fundraisers, helping friends, or free childcare (Diaz et al., 2001). Similarly, Marx and Carter (2008) found community organizations benefit monetarily from Latina/os through philanthropic activities, such as fundraising. It will be interesting to see how and where Latino men volunteer within the context of higher education.

**Philanthropy**

Philanthropy is “the giving of goods and services outside the nuclear family without any apparent expectation of economic return” (Smith, Shue, Vest, & Villareal, 1999, p. 4). Research on Latina/o philanthropy identifies three informal networks that benefit from giving and sharing: (1) family support, (2) church, and (3) mutualista organizations, which are mutual aid organizations (Center of Philanthropy and Civil Society, 2003; Gallegos & O’Neill, 1991; Pettey, 2002b; Smith et al., 1999).

**Family Support**

Smith, Shue, Vest, and Villareal (1999) interviewed eight different communities of color, including Mexicans, Guatemalans, and Salvadorans, who support the notion family is essential to
Latina/o philanthropy. The term *familia* encompasses immediate family members, such as parents, siblings, and grandparents, and also includes individuals not related biologically (Smith et al., 1999). Those not related by blood form what is called *compadrazgo*, defined as fictive kinship (Pettey, 2002b; Smith et al., 1999). Family is a lifelong support system that provides multiple forms of aid, such as food, housing, money, and work. These unconditional acts of kindness that occur in the context of family, inform members’ values and commitment to the common good (González & Padilla, 2008). Engaging in service to individuals and communities also creates an intimate, reciprocal relationship viewed in many ways as family (González & Padilla, 2008). Another form of support among these groups is housing friends, relatives, and new immigrants (Smith et al., 1999). For example, Latina/os usually take care of their elderly parents instead of sending them to a nursing home or other government or nonprofit organization (Pettey, 2002b).

**Church**

Historically, the Catholic Church is the most common organization that engages with Latina/os, but recently Evangelical Protestant orders have increased their Latina/o congregation (Center of Philanthropy and Civil Society, 2003). Religion is a major component of Latina/o philanthropy. In the U.S., 55% of the Latina/o population identify as Catholic followed by 22% who identify as Protestant (Pew Hispanic Center, 2014). Even though the Catholic Church has traditionally received most of the donations, Protestant churches are also benefiting (Center of Philanthropy and Civil Society, 2003). The church plays an essential role in Latina/o culture, ethnicity, and faith (McCready, 1991). For example, celebrations such as baptisms, first communion, confirmation, quinceañeras, and weddings usually take place at a church. These celebrations are also organized and funded with the help of *padrinos* (godparents).
Since the 1600s and 1700s in Latin America, the Roman Catholic Church has provided legal, financial, and social services to families in need (Marx & Carter, 2008). In the 21st century, the Catholic Church maintains its role in the community through social, emotional, and political support (Chávez, 2005). The church has also helped immigrant communities and other services, such as healthcare and education (McCready, 1991).

**Mutualista Organizations**

In the late 1800s, Latina/os in the U.S. created *mutualista* or mutual aid organizations that were informal sources of aid for recent immigrants (Center of Philanthropy and Civil Society, 2003; Marx & Carter, 2008). In 1929, a group of Mexican American organizations formed the League of United Latin American Citizens (LULAC) to fight discrimination against Mexican Americans, especially with school segregation (Spring, 2013). During the civil rights movement in the 1960s, *mutualista* organizations focused on political activism on issues of labor and civil rights because of inequalities and discrimination (Center of Philanthropy and Civil Society, 2003; Marx & Carter, 2008). The United Farm Workers (UFW) labor union was co-founded by Cesar Chávez and Dolores Huerta in 1962 to improve labor conditions (Muñoz, 2007). In 1968, The National Council of La Raza was created to promote mobilization and community organizing, and The Mexican-American Legal Defense and Educational Fund (MALDEF) helped protect legal rights (Muñoz, 2007).

*Mutualista* organizations along with student organizations, such as El Movimiento Estudiantil Chicano de Aztlán (MEChA), influenced the Chicano movement (Center of Philanthropy and Civil Society, 2003; Muñoz, 2007). MEChA’s goal was to educate Chicano communities about their history by developing Chicano studies programs on college campuses and using their education to benefit the Chicano community (Muñoz, 2007). The mobilization
and unity created by *mutualista* organizations also influenced the development of Latina/o Greek-letter organizations.

**Latino Greek-Letter Organizations**

In 1776, on the campus of William and Mary College, Phi Beta Kappa became “the prototype of the college fraternity” (Torbenson & Parks, 2009, p. 20). Fraternities and sororities were founded to cultivate service and social responsibility that members pledge to uphold and promote in their community. Members of fraternities and sororities are provided with opportunities for volunteering as well as leadership development (Astin, 1993). These values and opportunities are also embedded in the structure of Latino fraternities.

Phi Iota Alpha Fraternity, Inc., was the first Latino fraternity in the U.S., founded on December 26, 1931 at Rensselaer Polytechnic Institute in Troy, New York (Miranda & Martin de Figueroa, 2000; Muñoz & Guardia, 2009). Currently, there are over thirty-five established Latina/o Greek-letter organizations (Muñoz & Guardia, 2009). The reason for their growth was due to Latina/o students wanting to “be a part of mainstream culture, yet preserve one’s own heritage” (Miranda & Martin de Figueroa, 2000, p. 7). The primary purposes of Latina/o fraternities and sororities were (1) advance Latina/o cultural awareness, (2) advocate for Latina/o goals, (3) provide a family atmosphere at a college or university campus, and (4) solidify the Latina/o population (Miranda & Martin de Figueroa, 2000). To meet the needs and interests of Latina/o students, founders of these organizations added a cultural paradigm to the traditionally exclusionary white institutions (Torbenson & Parks, 2009). Latino fraternities also provide an *hermandad* (brotherhood) among members that becomes a support group away from home and enhances their ethnic and gender identity (Guardia & Evans, 2008).
**Service**

All Greek-letter organizations include service as a core principle and value in the mission, motto, and creed (Torbenson & Parks, 2009). Service within Latino Greek-letter organizations advocates for Latino cultural awareness and the Latino community (Miranda & Martín de Figueroa, 2000). The majority of Latino Greek-letter organizations provide information about service on their national and local websites. Lambda Sigma Upsilon Fraternity, Inc., participates in service related to education working with The H.Y.P.E. (Helping Youth Pursue Excellence) program, which provides local high school students with mentorship, academic guidance, and leadership training (Lambda Sigma Upsilon, 2015). At the national level, Lambda Upsilon Lambda fraternity, Inc., partners with two organizations: the Hispanic College Fund and Rock the Vote (Lambda Upsilon Lambda, 2015). Omega Delta Phi Fraternity, Inc. has an all-encompassing mentoring program that includes tutors, physical activities, field trips to local higher education institutions, and community service as part of their Young Knights Leadership Academy (Omega Delta Phi, 2015). These examples of service illustrate how Latino Greek-letter organizations play a major role in the experience and retention of Latino males entering higher education institutions and help decrease the educational gap for Latino youth (Saenz & Ponjuan, 2009). Latino Greek-letter organizations also engage in philanthropy.

**Philanthropy**

Philanthropy is a practice enacted by fraternities (Good, 2013). Every year many fraternities partner with a national non-profit organization to raise funds for a cause. Although philanthropy has traditionally been an activity used by White fraternities and sororities in their communities (Good, 2013), Latino, Black, Asian, and multicultural Greek-lettered organizations also engage in philanthropy. Lambda Theta Phi Fraternity, Inc., partners with the Congressional Hispanic
Caucus Institute (CHCI) and raises funds yearly for the R2L NextGen program, a 2-week civic engagement experience for 9th, 10th, and 11th grade Latino students to learn about the federal government (Lambda Theta Phi, 2015). Since 2010, Phi Iota Alpha Fraternity, Inc., has raised over $58,000 for the United Nations Children’s Fund (Phi Iota Alpha, 2015). Annually, Latino Greek-letter organizations contribute to civic engagement with initiation of new members who eventually become alumni and active citizens in their community (The Consortium, 2014). The following section discusses various conceptual frameworks and the rational for the selected framework.

**Conceptual Framework**

A conceptual framework that can help explore how members of SLB engage in service is Yosso’s (2005) Community Cultural Wealth (CCW) model. The origin of Yosso’s (2005, 2006) Community Cultural Wealth model is based on critical race theory (CRT), which she defines as “a theoretical and analytical framework that challenges the ways race and racism impact educational structures, practices, and discourses” (p. 74). Critical race theory is also defined as a movement of activists and scholars “interested in studying and transforming the relationship among race, racism, and power” (Delgado & Stefancic, 2001, p. 3). Critical race theory in education is comprised of five tenets: (1) race and racism are central and embedded in other forms of subordination, (2) the challenge to dominant ideology, (3) the commitment to social justice, (4) the centrality of experiential knowledge, and (5) transdisciplinary perspective (Delgado & Stefancic, 2001; Ladson-Billings & Tate, 1995; Yosso, 2005, 2006).

Yosso (2005) used a CRT lens to critique deficit thinking models in education and Bourdieu’s theory of cultural capital. Deficit thinking places the blame on students and families for poor academic performance due to beliefs that “(a) students enter school without the
normative cultural knowledge and skills; and (b) parents neither value nor support their child’s education” (Yosso, 2005, p. 75). According to Yosso, this form of thinking creates a negative image of communities of color and how they value education. Bourdieu’s theory of cultural capital states cultural, social, and economic capital can be acquired two ways: (1) one’s family and (2) through formal schooling (Bourdieu & Passeron, 1977). However, the standards for these forms of capital are based on a White middle class culture, which automatically positions the culture of lower class individuals as poor (Yosso, 2005, 2006). This theory also states to acquire privileges of the middle class, individuals need to have formal schooling (Yosso, 2005, 2006).

Yosso (2005, 2006) utilized the sociological work of Oliver and Shapiro (2006) to understand the difference between wealth and income (capital). Oliver and Shapiro define income as “a flow of money over time, like a rate per hour, week, or year” (p. 2). Wealth includes housing property, stocks, credit, and bank accounts, while capital is only wages or salary. The main difference between wealth and income, especially for Yosso’s (2005, 2006) model, is wealth allows a broad range of resources and capital rather than only financial capital.

According to Yosso (2005, 2006), community cultural wealth “is an array of knowledge, skills, abilities and contacts possessed and utilized by communities of color to survive and resist macro and micro-forms of oppression” (p. 77). This model was used to understand Latina/o educational pathways in k-12 settings and consists of six forms of capital—aspirational, linguistic, familial, social, navigational, and resistant capital (see Figure 1).

1. Aspirational capital is “the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers” (Yosso, 2005, p. 77). This form of capital is similar to the notion of the American dream and education as a means for social mobility. Yosso (2006)
highlights the hopes and dreams parents have for their children to be successful by pursuing higher education, such as a bachelor’s degree or an advanced degree.

Figure 1. A model for community cultural wealth (Yosso, 2005, p. 78)

2. *Linguistic capital* refers to “the intellectual and social skills attained through communication experiences in more than one language and/or style” (Yosso, 2005, p. 78). Latina/o kids come from a tradition of storytelling where they learn how to memorize, rhyme, and pay attention to details (Yosso, 2006). If their parents do not speak English, children can serve as translators. Speaking more than one language is a great way to communicate across cultures and meet diverse individuals.

3. *Familial capital* is the “cultural knowledges nurtured among familia (kin) that carry a sense of community history, memory and cultural intuition” (Yosso, 2005, p. 79). As mentioned previously, the family is a support system, which includes parents, siblings, and grandparents, and often individuals not related by blood.
4. **Social capital** refers to the “networks of people and community resources” (Yosso, 2005, p. 79). There is a history of community resources consisting of *mutualista* or mutual aid organizations that provide informal sources of aid (Marx & Carter, 2008). These organizations still have an important role in their communities by hosting fundraisers to assist families and help recent immigrants with housing and work (Yosso, 2006). Social capital has influenced how Latinos navigate through social, political, and economic systems, especially education.

5. **Navigational capital** is the “skills of maneuvering through social institutions” (Yosso, 2005, p. 80). Yosso (2006) mentions multiple forms of oppression and barriers exist where Latina/o students must face in school, but they are resilient. She also adds even though students are resilient, they also need individual, family, and community support to navigate the education system.

6. **Resistant capital** is the “knowledge and skills fostered through oppositional behavior that challenges inequality” (Yosso, 2005, p. 80). Students who resist racial and social injustice are involved and support organizations that fight for justice (Yosso, 2006). Living in a racist, sexist, and materialistic world, Latina/o parents teach their children to challenge inequalities, be strong, and have self-value and respect (Yosso, 2006).

The community cultural wealth model highlights assets of Latina/o students in k-12 setting which can be also be used as a conceptual framework in a different setting for how five chapters of a Latino Greek-letter organization engage in community service. In the context of higher education, Cabrales’s (2011) phenomenological study uses Yosso’s (2005) model at a predominately white Jesuit institution to understand how Latina/o alumni give back. The results confirmed Latina/o alumni used the six forms of capital (aspirational, linguistic, familial, social, navigational, and resistant) to define how they enacted giving. The study added an additional
capital called *Madrina/Padrino* because Latina/o alumni used it to “contribute monetary gifts toward targeted scholarships and sponsor or organize events that would allow students and the community access to different social institutions like higher education and different career paths” (Cabrales, 2011, p. 156). This study utilizes Yosso’s (2005) model to understand how Latina/o alumni give back, but we do not know how Latina/os use different forms of capital at the undergraduate level and different contexts.

In a qualitative study of Latin@ students at the University of Texas at San Antonio, Rendón, Nora, and Kanagala (2014) used Yosso’s (2005) community cultural wealth model to identify ventajas/assets and conocimientos/knowledge that Latin@ students used to succeed in college. The six forms of capital in Yosso’s (2005) model were present, but the study also discovered four additional forms of ventajas y conocimientos. The ventajas y conocimientos students possessed include:

1. *Ganas/preservation* refers to inner strength, self-reliance, and recognizing and embracing sacrifices to attend college.
2. *Ethnic consciousness* can be understood as a deep commitment to the Latino community and develop cultural pride.
3. *Spirituality/faith* refers to using faith in God/higher power to overcome struggles and develop a sense of meaning and purpose.
4. Pluriversal cultural wealth means operating in multiple worlds/diverse educational and geographical contexts, such as college, peers, work, and family. (Rendón et al., 2014)

These ten ventajas y conocimientos contribute to an asset-based framework to foster Latina/o student success in college. Since ethnic consciousness reflects the cultural awareness principle embedded in Latino Greek-letter organizations (Muñoz & Guardia, 2009), it will be
Another ventaja y conocimiento (Rendón et al., 2014) added to Yosso’s (2005) model to analyze service by Latino Greek-letter organizations.

Another phenomenological qualitative study by Pérez II and Taylor (2016) used Yosso’s (2005) community cultural wealth framework as an asset-based framework to show how Latino males used different forms of capital to succeed academically at a selective, predominately White institution. The participants stated their parents, college preparatory programs, mentors, and peers cultivated and sustained their dispositions for success (Pérez II & Taylor, 2016). These findings extended Yosso’s (2005, 2006) model to highlight an overlap and intersectionality among different forms of capital in the CCW framework. Participants “shared how familial and social capital intersect in complex ways and collectively contribute to aspirational, linguistic, navigational, and resistant capital” (Pérez II & Taylor, 2016, p. 14). For example, one participant stated his educational goals were cultivated by positive messages he received about college from his parents and other participants, who shared how peers and educators nurtured navigational and resistant capital (Pérez II & Taylor, 2016). Pérez II and Taylor’s (2016) lens will also be included in the conceptual framework to examine any overlap and intersectionality among capitals.

These studies highlight Yosso’s (2005, 2006) CCW framework as an asset-based framework to examine Latina/o undergraduate alumni philanthropy in higher education as well as Latina/o student success. It has not been utilized to understand how Latino males in a Latino Greek-letter organization contribute to civic engagement. The following section provides examples of Yosso’s (2005) six forms of capital and Rendón et al.’s (2014) ethnic consciousness as an asset-based conceptual framework to examine service by Latino Greek-letter organizations.
Community Cultural Wealth as Model for Latino Greek-letter Service

As an asset-based conceptual framework, Yosso’s (2005) CCW model and Rendón et al.’s (2014) additional asset will be utilized to analyze data on service by five chapters of SLB in the Midwest region of the U.S. Chapters may use the seven forms of capital (aspirational, linguistic, familial, social, navigational, resistant, and ethnic consciousness) for their service, which challenge the traditional forms of service within the Greek community.

Aspirational capital. Chapters that participate in mentoring programs in the k-12 system can share their experiences and encourage students to pursue a college education (Frevert, 2010). Chapters also participate in fundraising for scholarships. For example, alumni of SLB created a LGBT focused scholarship with The Miguel A. Ayala (S)LGBT Advocacy Fund for members to make a difference on campus and society as a whole for the Lesbian Gay Bi-sexual and Trans (LGBT) community (Maximo, 2015).

Linguistic capital. Being a member of a Latino fraternity and having the opportunity to speak Spanish allows members to enhance their ethnic identity and feel more connected to their culture (Guardia & Evans, 2008). Chapters can foster relationships with the Latino community based on their linguistic capital. Latinos come from a storytelling tradition (Gonzáles & Padilla, 2008), regardless if members speak Spanish. They can share their college experiences and challenges with other students. Sharing immigrant stories connected to the racialized experiences of Latino students highlights intersectionality of linguistic capital with ethnic consciousness (Rendón et al., 2014).

Familial capital. Latino fraternities develop an hermandad (brotherhood) among the members that is a support system on campus (Muñoz & Guardia, 2009). These organizations have an opportunity to recruit and retain Latino males in higher education (Saenz & Ponjuan,
2009). The growth of the brotherhood also extends to alumni who continue to be active in service to the community (The Consortium, 2014).

**Social capital.** Sigma Lambda Beta International Fraternity, Inc., is the largest, fastest growing Latino-based fraternity with multicultural membership that consists of over 110 chapters across the U.S. (http://sigmalambdabeta.com, 2013). SLB has a network of alumni and active members who use multiple forms of media to stay connected, such as the fraternity’s website, private email list serves, Facebook, and Twitter. Nationally, the fraternity has used its social capital to encourage members to become CPR certified and become politically active by supporting Voto Latino and the DREAM Act.

**Navigational capital.** Latino Greek-letter organizations have developed mentoring programs with k-12 schools that help students not only navigate the k-12 system but also the college application process (Lambda Upsilon Lambda, 2015; Omega Delta Phi, 2015). Chapters that host leadership conferences for Men of Color on campus, expose students to the college environment and resources to attend college (Royal Leaders Conference, 2014). Involvement in the fraternity also helped members become involved in other student organizations on campus, which enhance their college experience (Guardia & Evans, 2008).

**Resistant capital.** The founding of Latino Greek-letter organizations was through student activism and the desire to become a part of the mainstream student organizations, but still maintain one’s Latino heritage (Miranda & Martin de Figueroa, 2000).

**Ethnic consciousness capital.** Latino Greek-letter organizations are advancing cultural awareness, advocating for the Latino community, and a support system for students (Muñoz & Guardia, 2009). These align with Rendón et al.’s (2014) ethnic consciousness asset that develops cultural pride and forms a deep commitment to the Latino community.
Summary

The literature highlights the current notions and practices of civic engagement in higher education may not be inclusive, effective, or attract students of color especially Latina/os (Stanton, 2007). These frame the needs to explore Latino Greek-letter organizations as collegiate service opportunities that contribute to civic engagement. A review of Latino volunteering and philanthropy provided background and insight on cultural wealth that also provides impetus to the creation of Latino Greek-letter organizations. Since research on service within Latino Greek-letter organizations is minimal, a revised asset-based conceptual framework (Yosso, 2005; Rendón et al., 2014) will provide a lens to explore how chapters’ of SLB engage in service. Chapter 3 describes the methodological approach, which includes positionality, data collection and analysis, trustworthiness, and limitations.
CHAPTER THREE. METHODOLOGY

Introduction

The purpose of this exploratory case study of five chapters of Sigma Lambda Beta (SLB) in the Midwestern section of the U.S. was to provide an in-depth understanding of chapters’ service experiences and perceptions of benefits. Case studies provide a detailed analysis of “an instance in action” (MacDonald & Walker, 1977, p. 181) or “an instance of a broader phenomenon” (Feagin, Orum, & Sjoberg, 1991, p. 2), which in this case, the unit of analysis are the five chapters of SLB in the Midwest region of the U.S. and their experiences with service during the 2015-2016 academic year. Chapter 3 describes this study’s research methodology by focusing on the following areas: epistemological position and the researcher’s positionality, a description of the research setting/context, data collection procedures, data analysis, trustworthiness, and limitations.

Epistemological Position and Positionality

To develop a more in-depth understanding of how Sigma Lambda Beta contributes to community service, a qualitative exploratory case study of five chapters located at public, 4-year universities in the Midwest were chosen as the research strategy. To answer the research questions, (1) how members define and implement service and (2) how members learn and grow from service, interviews were conducted with participants in diverse leadership positions from president, community service chair, or vice president for a total of 16 interviews. Field notes were made at every campus site as well as memorandums. Content analysis of chapter’s social media and chapter documents. Examining the data from the Midwest region of the U.S. using a revised asset-based conceptual framework (Yosso, 2005; Rendón et al., 2014) will answer larger
societal questions on (1) how Latinos engage in civic engagement within higher education and (2) how race and class shape Latino civic engagement.

The exploratory case study approach offers an opportunity to provide a rich, in-depth analysis of social processes between specific groups in a specific social context (Meyer, 2001; Yin, 1994). I chose an exploratory case study design to determine the extent of evidence that can be attributed to Yosso’s (2005) framework across the chapters in the Midwest which can lead to future inquiry to include more chapters and regions (Yin, 1994). Bany’s (2012) study on six councils of the League of United Latin American Citizens (LULAC), the largest, oldest civil rights organization, focuses on issues of the Latina/o population in the United States. Bany’s study was to understand the motives, processes, and outcomes for civic engagement and community activism among individuals in a panethnic Latino organization. The use of direct observation, participation, and interviews displayed the types of civic engagement among middle class Latinos as being passive, proactive, and reactive. Reasons for participation consisted of “one’s past socialization with civic and political participation, one’s connection with Latino activism, encounters with discrimination, and feelings of group consciousness, and a linked fate with other Latinos” (Bany, 2012, p. 17). Using a case study with similar methods, such as interviews in addition to field notes, memorandums, and content analysis, will allow this researcher an opportunity to explore how members of SLB contribute to community service.

The epistemology guiding this study is based on constructivism and social construction of knowledge. Researchers who begin from a constructivist position believe people make meaning of their lives based on the institutional structures embedded in society (Berger & Luckmann, 1966). Although members are part of the same organization, their upbringing, university context,
and participation in SLB can be constructed in multiple ways. This researcher’s goal was to understand through dialogue how members at each chapter experience service.

As a researcher in this study, it is important to acknowledge insider/outsider status. This researcher identifies as a cis-gender Latino man, specifically Mexican-American, born and raised in Denver, Colorado. Attending a small, private university in which this researcher chartered subsequently led to the first Latino-based multicultural fraternity on campus. As an alumnus of SLB and a Latino man, this researcher was provided with more opportunities than someone non-Latino or non-Latino Greek-affiliated. However, this advantage may be a conflict of interest, since the researcher is a member of the organization in this study. To mediate against this conflict, (1) the researcher followed the case study protocol (Appendix C), (2) acknowledged his status to participants, and (3) stressed the importance of this study to explore how members of SLB engage in service. Kusow (2003) stated the degree of insider/outsider in a study depends on the relationships built between the researcher and participants in the context of the study. This researcher developed a positive rapport with all participants through interactions during the interview and follow-up emails to verify transcriptions.

**Setting/Context**

As mentioned previously, this exploratory case study examined service by chapters of SLB at five public, 4-year universities within the Midwest region of the U.S. The study also received approval from the Institutional Review Board at Iowa State University (Appendix A). Purposeful sampling helps the researcher understand the problem and research questions (Creswell, 2009). The president from each chapter was contacted to obtain his email address as well as contact information for other members who have knowledge about the chapter’s services. An email was sent to participants to inform them of the opportunity to participate in the study.
(Appendix D). A follow-up email was sent to those who responded to the announcement and who indicated interest in participating in this study (Appendix E).

All respondents received an informed consent form (Appendix B) that was signed and returned to this researcher. Once the informed consent form was received, a day and time convenient for the participant was scheduled for an interview. Members who did not consent or involved in the community service aspect of the organization were not included in the study.

**Data Collection**

To provide a rich, in-depth analysis of how chapters of SLB in the Midwest region of the U.S. contribute to community service, 16 participants were interviewed. Even though my rational for the study was to speak to chapter leadership about their experiences with service, I must acknowledge that these 16 participants do not provide all the possible viewpoints or experiences within each of the chapters. Interviewing is an appropriate data gathering technique when a researcher has interest in “understanding the lived experience of other people and the meaning they make of that experience” (Seidman, 2012, p. 9). To understand participants’ experiences with service, a structured interview protocol was utilized for each individual interview (Appendix C). Questions consisted of background information, membership experience especially with community service as a member of SLB, how they define, implement, and learn and grow from service. Participants from each chapter set a date and time that worked best for their schedule for an interview. The researcher traveled over a four-day period throughout the Midwest to these chapters and led face-to-face interviews with individual participants that averaged 60-90 minutes. Only one interview was held via Skype because the participant was unavailable for the interview while the researcher was on campus. All interviews were audiotaped and field notes were collected. Pseudo names were used to protect the confidentiality
of respondents. While transcribing the interviews, a list was created of every chapter’s community service events mentioned by participants as a visualization of the types of services performed. When all interviews were complete, a transcript was generated from the audiotaped recording and sent to participants via email for content verification and review. This researcher wrote a memo after each transcription with notes for reference during analysis. All participants replied to confirm content from the interview was correct and one participant provided additional details from his original response. Finally, a follow-up phone call was made with one participant from each chapter to confirm the community service events mentioned in the interview.

To have an extensive view of each chapter’s service, the researcher collected content from chapter’s social media and chapter documents in a format displayed in Table 1. These methods of data collection were intended to develop a measure of triangulation to strengthen the validity of my claims. Each chapter provided various forms of social media including Facebook, Instagram, university website, and chapter documents such as retreat agenda, service event sponsor letter, flyers, etc. Chapters posted flyers with event information and pictures of their service events on Facebook, Instagram, and Twitter that reflect the community service events referenced in their interviews. The university and individual chapter websites had content about the fraternity’s principles and mission statement that reinforce the rhetoric mentioned in members’ definition of community service. Chapter documents such as retreat agenda, sponsor letters, and flyers highlight the type of organization and planning performed by the chapter leadership.
Table 1

<table>
<thead>
<tr>
<th>Chapters Content</th>
<th>Social Media</th>
<th>Chapter Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>Facebook</td>
<td>Instagram</td>
</tr>
<tr>
<td>A</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>B</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>C</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>D</td>
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<td>X</td>
</tr>
<tr>
<td>E</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Data Analysis**

Creswell (2009) introduced a six-step interactive practice to code and analyze qualitative data which was utilized to code all 16 interviews and data. Employing the first step, data were organized and prepared for analysis. Using NVivo, transcriptions, community service events, memos, field notes, and chapter’s social media and documents were uploaded. During Creswell’s second step, the researcher read the data and created memos as a form of note taking and reflection. Applying the third and fourth steps, the researcher analyzed the data using a coding process that condenses information and generates categories to provide a description of the setting and participants (Creswell, 2009). Once data were transcribed, pseudonyms were assigned to interviews. Analysis of the chapters’ content documented similarities and differences in their approach to service. A revised asset-based conceptual framework (Yosso, 2005; Rendón et al., 2014) helped provide a lens to explore how members engage in service. The conceptual framework helped identify multiple forms of capital embedded in the fraternity that are being employed by members in their service. Social capital was prevalent through chapters’ social media outlets and furthermore, an additional form of capital emerged from the data.

As a participant of a grounded theory seminar course that meets weekly, this researcher shared and coded some of the data with the class. Throughout the semester, students can bring
data (interview transcriptions and memos) for coding as a collective. Additionally, some of the findings were presented to this class for students to provide feedback. Utilizing the fifth and sixth steps, visual presentations of the categories, findings, and interpretation of the data (Creswell, 2009) were developed to illustrate the findings through tables and figures.

**Trustworthiness**

Trustworthiness of a study is an important aspect of qualitative research. Yin (1994) suggests qualitative researchers should document the procedures of their case studies and recommends using a detailed case study protocol. The case study protocol provides a blueprint for use throughout the study (Appendix C). The protocol was evaluated with the fraternity chapters to determine feasibility of the research questions and overall data collection procedures. To ensure credibility, a researcher must have prolonged knowledge about the setting, and context of the site and participants (Creswell, 2009). The time spent interviewing and responding to participants’ questions as needed, provided a full understanding of the study’s procedures. To verify transcriptions, a member check was used with participants to confirm accuracy (Miles, Huberman, & Saldaña, 2014). The triangulation of interviews, member checking, and content analysis addressed dependability of the study (Creswell, 2009). Finally, to strengthen the study, this researcher debriefed with peers during the grounded theory seminar, which allowed others to make sense of the findings and clarify interpretations (Creswell, 2009; Miles, Huberman, & Saldaña, 2014).

**Limitations**

There are four limitations to this case study. First, the issue of population and site generalizability because the study focused on five chapters of SLB at public, 4-year universities within the Midwest region of the U.S. These results cannot be generalized to other chapters and
regions of SLB or all Latino fraternities. Second, the 16 participants do not provide all the possible viewpoints or experiences within each of the chapters. Third, the researcher was limited by the four-day time period of the on-site visits at the five universities. Being an exploratory case study, this limited design provides a good starting point for future research. Fourth, each chapter provided various forms of social media and documents, for example, one chapter provided an agenda of their retreat, event sponsor letter, and flyers while another chapter provided a link to their website.

**Summary**

The purpose of this case study of five chapters of Sigma Lambda Beta International Fraternity, Inc. (SLB) was to provide an in-depth understanding of chapters’ experiences and perceptions of benefits of service. This chapter describes the study’s research methodology by focusing on the following areas: (1) epistemological position and the researcher’s positionality, (2) a description of the research setting/context, (3) data collection procedures, (4) data analysis, (5) trustworthiness, and (6) limitations. Chapter 4 will introduce the five chapters and demographic characteristics for the 16 participants.
CHAPTER FOUR. CHAPTER PROFILES

Introduction

This chapter provides context of Latina/os in the Midwest region of the U.S., introduces the five chapters of Sigma Lambda Beta International Fraternity, Inc., (SLB) as well as the sixteen participants who participated in the case study. Each chapter is located at a predominately White, public, four-year institution in the Midwest with participants representing diverse areas of undergraduate study, class years, and leadership positions within the organization. Demographic characteristics of participants are illustrated in alphabetical order by pseudonym in Table 2. To provide context to chapter engagement in service, individual chapter profiles are provided. To retain the confidentiality of the institutions, references “University A-E” are used throughout this section.

Midwest Region

In 2014, 5,063,373 out of the 67,745,108 people that lived in the Midwest, identified as Latina/o, which is 7.5 percent of the population (Stepler & Brown, 2016). These demographics are a result of immigrants in the years 1990 and 2000s, majority Mexican, going to nonmetropolitan destinations in the South and Midwest for jobs in meatpacking, leather processing, and carpet and rug manufacture (Donato, Tolbert, Nucci, & Kawano, 2008). Across eight Midwestern states from 2000 to 2010, the Latina/o population has increased by more than 73 percent (Valerio-Jiménez, Vaquera-Vásquez, Fox, 2017). Every participant shared immigrant stories about their families, journey to higher education, and the importance of joining a Latino fraternity within a White dominated state and university.
University A

University A is a public research university located in a small suburb with an enrollment of 20,611 students in 2014, 12% identify as Latino (IPEDS, 2016). SLB was the first Latino organization established at University A during September 1989 and over 148 members have joined the fraternity (Personal communication, February 11, 2016). The chapter has a history of active members on-campus with some serving important positions within student government either as President, Treasurer, Director of Cultural Affairs, or on the Student Board of Trustees (Personal communication, February 11, 2016). They received the Best Public Relations Award for their collaboration with student organizations and departments on campus, especially the Latino resource center, since one of the chapter alumni helped advocate for the building (Personal communication, February 11, 2016). Some of the chapter’s service events are facilitated through the Latino resource center such as DREAM ACT, college panels and tours, and Together Explorando Las Oportunidades para Sobresalir (TELOS) Latino youth mentoring program (Personal communication, February 11, 2016).

Although most the chapter’s service events are educational programs highlighting cultural awareness, they also have an annual philanthropy event arranged by the founding
Table 2  
Profile of Participants

<table>
<thead>
<tr>
<th>Pseudonym</th>
<th>Undergraduate Major</th>
<th>Ethnicity</th>
<th>Class Standing</th>
<th>Chapter Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adrian</td>
<td>Dietetics</td>
<td>Salvadoran-American</td>
<td>Junior</td>
<td>Vice-President, Community Service</td>
</tr>
<tr>
<td>Broad Bronson</td>
<td>Political Science &amp; Business Economics</td>
<td>Mexican-American</td>
<td>Junior</td>
<td>President</td>
</tr>
<tr>
<td>Carlos</td>
<td>Environmental Science</td>
<td>Mexican-American</td>
<td>Junior</td>
<td>President, Community Service</td>
</tr>
<tr>
<td>Cesar</td>
<td>Kinesiology</td>
<td>Mexican-American</td>
<td>First-Year</td>
<td>*Assistant Membership Educator</td>
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<td>Mexican-American</td>
<td>Sophomore</td>
<td>Community Service</td>
</tr>
<tr>
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<td>Civil Engineering</td>
<td>Mexican-American</td>
<td>Sophomore</td>
<td>Chair of Communications</td>
</tr>
<tr>
<td>Kratuz</td>
<td>Communications</td>
<td>Mexican-American</td>
<td>Senior</td>
<td>President</td>
</tr>
<tr>
<td>Lluvia</td>
<td>Applied Economics</td>
<td>Mexican</td>
<td>Senior</td>
<td>Co-President</td>
</tr>
<tr>
<td>Ludavez</td>
<td>Business &amp; Marketing Education</td>
<td>Asian-American</td>
<td>Senior</td>
<td>Co-President</td>
</tr>
<tr>
<td>Memo</td>
<td>Computer Engineering</td>
<td>Mexican-American</td>
<td>First-Year</td>
<td>*Chair of Communications</td>
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<td>Oliver</td>
<td>Psychology</td>
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<td>Junior</td>
<td>Treasurer, Vice-President, Membership Educator</td>
</tr>
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<td>Omar</td>
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<td>Junior</td>
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<td>Senior</td>
<td>Mechanical Engineering</td>
<td>Mexican</td>
<td>Senior</td>
<td>Community Service, Assistant Membership Educator</td>
</tr>
</tbody>
</table>

* Participants are shadowing brothers in their current positions.

members. In collaboration with another Greek-letter organization, the chapters host a game night and collect can goods to deliver to the local homeless shelter during Thanksgiving. The chapter also adopted a cultural pageant event to help educate the community about diversity and culture
within the Latino community. Pictures of the service events and of the members’ present are displayed on the chapter’s social media using Facebook and Instagram.

When I arrived to University A, I interviewed the chapter president and community service chair at the Latino Resource Center (LRC). The chapter use the LRC as a resource to stay informed of service events which also has a computer lab, study and library area, and student lounge. Interviews were held in a room that had small flags hanging from the ceiling representing different countries of Latin America. As you walk into the room you can see a colorful mural with Aztec pyramids, corn fields, and at the center was a dedication to Cesar Chavez. The environment of the center provided a familial ambiance perfect for interviews.

Kratuz

Kratuz is a third generation Mexican-American born and raised in Aurora, Illinois. He played sports in high school and wanted to help students in college. As a communications major, Kratuz joined the fraternity during the fall 2013 semester, because “a lot of the guys really influenced me. They looked out for me while I was here and helped me navigate my academic career.” As president of the chapter, Kratuz represents the organization at the local and national level working with institutional administration and chapter alumni. He sees himself as “the voice and connection between members, the chapter, and community.”

Kratuz holds other leadership positions outside of the fraternity. He is president of Supporting Opportunities for Latinos (SOL), a male retention program founded in 2006 at University A to “combat the overwhelming population of Latinos and African-American students who weren’t succeeding.” He also served as a teaching assistant for the University 101 course that educates students about the university, resources, and how to navigate academic success. Kratuz mentioned the chapter makes a point for all members “to get connected with
other organizations and become leaders so when the time comes for collaboration, we can expand our horizons.” This builds a collaborative social network among student organizations that can be useful for event planning. This example highlights the learning and development of Latino males in the fraternity to purposefully build relationships especially since male students typically avoid seeking help and are less likely to use support networks (Sáenz, Bukoski, Lu, & Rodriguez, 2013).

**Sagaz**

Sagaz identifies as Mexican and came to University A to study communications with a minor in community leadership and civic engagement. As a sophomore in 2014, he became the secretary of SOL and subsequently joined SLB. He stated, “joining SLB has changed my life dramatically. It made me more social, academically, and community involved.”

Sagaz also took leadership positions in the fraternity:

> After I joined I was the internal vice-president and then became the president my senior year. As the current community service chair, the goal is to collaborate with organizations that we haven’t worked with and initiate new events that will open doors for us in the future.

Since Sagaz was involved on campus he became a lab assistant by talking to the director of the LRC. He also coordinated events during Latino Heritage Month, such as the Noché de Gala formal that concluded the festivities. Sagaz is a great example of how the chapter’s members are active on campus. His positive relationship with the LRC illustrates the type of support he and the chapter members gain by working together with a cultural department on campus.

**University B**

As a public research university located in a small city, University B has an enrollment of 29,970 students with 6% identifying as Latino in 2014 (IPEDS, 2016). The purpose for starting
the organization was due to founding members seeing a need in the community to have a historically, Latino-based fraternity (Personal communication, February 12, 2016). This chapter was founded so Latino and Men of Color can attend college with a support system that encourages graduation. Currently, the chapter is restructuring their leadership and strengthening the brotherhood among the active members and alumni (Personal communication, February 12, 2016).

Since the chapter has a local hospital, a majority of their service events are educational programs with an emphasis on health. Members of the chapter engage in cardiopulmonary resuscitation (CPR) certification because classes are offered on campus. This is encouraged nationally by SLB to commemorate a brother who passed from drowning. They plan an annual dodge ball philanthropy tournament to raise awareness and funds for prostate and testicular cancer research. The chapter posted flyers promoting their third annual event on social media using Facebook and Instagram. University B’s Twitter account posted pictures of the highlights from the tournament which illustrates the university support. This chapter also collaborates with non-profit organizations, which include working with individuals with physical and cognitive disabilities.

I interviewed two members at a building on campus that is sacred to the chapter due to their alumni using the location for chapter events. The building had many windows that allowed the provided natural light for the interviews. The two members interviewed have service experience working with health-focused, non-profit organizations.

**Sebastien Skelly**

As a pre-med and human physiology major, Sebastien Skelly wants to be an orthopedic surgeon in the future and establish his own free medical clinic for people who do not have
insurance. He identifies as a Mexican-American and joined the fraternity when he met the current president, Broad Bronson, who convinced him to attend an informational session. As the community service chair, Sebastien Skelly is responsible for “finding opportunities locally that I can engage in with my chapter and setting up a date that brothers can attend.” He is passionate about helping children because “they have a long road ahead and if you lead them in the right direction from a young age, you can mentor them.”

For the past five years, Sebastien Skelly has volunteered at a summer camp that mentors with children who have been abused or neglected. He described his experience as “learning new things every time, building relationships with campers that come year after year, and seeing them grow and become staff.” Sebastien Skelly’s focus on youth is transparent in a few of the chapter service events from helping set up at a local elementary school fair to cooking for families. Sebastien Skelly has the chapter help with service events related to his passion for working with youth.

**Broad Bronson**

Broad Bronson is a first-generation Mexican-American and the first in his family to attend college. He is seeking a bachelor degree in political science and a bachelor of business administration in business economics. Broad Bronson is part of an entrance program for first-year multicultural students and interested in the fraternity through his connection with three of the facilitators, also members of SLB. He joined the fraternity and became the 111th member of the chapter. As chapter president, Broad Bronson is responsible for “ensuring the organization is something the members can be proud when we are recruiting, meeting other brothers, and making sure it will be successful for another thirty years.”
Like Sebastien Skelly, Broad Bronson also volunteers at a summer camp called Camp for All. Camp for All partners with other non-profit organizations to help children and adults with special needs and challenging illnesses. He has worked at the camp since he was age 15 and helps with multiple activities, such as rope course, life guard, archery, and horses. When working with individuals with special needs and illnesses, Broad Bronson stated, “I learned about who I am and the benefits and privileges I have in life.” His prior experiences have shaped how he currently engages in service as the president of the chapter, “by having my own experiences and translating them into the fraternity, I want to make sure brothers know the value of service.”

**University C**

Located in a small city, University C is a public research university with a 2014 student enrollment of 34,435 with 4% identifying as Latino (IPEDS, 2016). The chapter was founded by two members in 1992. It was reestablished in 2001 by four members who were part of a Latino student organization but wanted the family-oriented atmosphere SLB provided (Personal communication, February 12, 2016). Currently, the chapter has had 86 members and engage in service with student and non-profit organizations within the local community (Personal communication, February 12, 2016).

The chapter collaborates with an Asian sorority on a community garden project at a local middle/high school. This partnership consists of members from both organizations weekly educating low-income students and those with disabilities about nutrition, food preparation, and farming. Some of the activities include tilling the land and planting fruits and vegetables, which require members to help during the summer (Personal communication, February 12, 2016). The chapter hopes to develop an educational mentoring program in the future. This event was
highlighted in the Greek Affairs newsletter focusing on the origin of the project, responsibilities of the members, and their favorite aspect of service.

In collaboration with a Latina-based multicultural sorority, the chapter also hosts an annual philanthropy event, a bowling tournament, in its 14\textsuperscript{th} year. The funds raised benefit the local shelter for individuals who have experienced domestic or sexual abuse (Personal communication, February 12, 2016). The chapter also provided additional documents for this event such as spring retreat agenda, agenda for the event, postcard, brochure, save the date message, shirt design, sponsor letter and task sheet. The chapter is also very active on social media using Facebook, Instagram, and Twitter to promote their service events. The SLB national twitter account acknowledged the chapter’s service event when they planted trees on campus which is a great example of their presence through social media.

The chapter decided to have the interviews in the Office of Greek Affairs located in the student center which is a multi-purpose building. The building has multiple rooms for events, conferences, food court, and office space for the chapter. Six members from this chapter were interviewed.

\textbf{Senior}

Senior was born in San Antonio Carupo, Michoacan, Mexico. He is a first-generation student majoring in mechanical engineering. Senior attended a community college for two-years and transferred to University C. He joined the fraternity during fall 2013 and described his first interaction with some of the members at a BBQ:

I attended and the atmosphere was very welcoming. I got to meet many brothers who had faced or were facing the same challenges as myself. We all shared similar backgrounds and aspirations to not only do more but be more. That’s when I decided I wanted to become part of Sigma Lambda Beta.
Senior has held a variety of leadership positions, including director of operations, treasurer, vice-president, and president. He is currently serving as community service chair and membership educator.

Senior is also involved in service opportunities outside the fraternity at University C. He is a member of an admissions transfer program, a volunteer group that talks to prospective students about the college experience and provides tours of the university. Senior helps contribute to University C’s recruitment, especially transfer students and ensuring they have a successful transition to college.

**Junior**

Junior is a first-generation sophomore in civil engineering and came to University C because of a full-tuition scholarship awarded to multicultural students. Junior stated, “I heard about the program in high school and I applied. I was really surprised I ended up receiving it and that’s the reason why I came here.” He also joined the fraternity his first semester because he “saw the connection with the brothers and I wanted that. I wanted to have a home away from home and I saw that with them. That is the reason I joined.” As a member, Junior served as the chair of communications, which builds relationships with other student organizations. He is currently the brotherhood chair in charge of organizing events to bring members together as well as the alumni.

Since middle school, Junior engaged in service by participating in a volunteer club. His service continued through high school. During summers when he played football, the team had competitions based on who had the most hours of community service. In college, he participated in a service event with the chapter and ran into a friend from high school who was surprised to hear he was in town to volunteer. Junior stated, “I think he viewed us in a different light of what
he thought fraternities do and what we do.” Junior’s involvement in service has been consistent throughout the years, which has a positive impact in the community.

**Adrian**

Adrian, a Salvadoran-American, transferred twice before coming to University C. He is majoring in dietetics and aspires to attain a master degree with an emphasis in sports nutrition. He joined the fraternity spring 2015, the same semester he transferred to University C. He joined because one of the members of the chapter was a good friend and also stated “professionalism was one thing I did see in everyone and that was one of the biggest reasons that contributed to my decision.”

Adrian serves as the vice-president of the chapter, assisting the president with meetings and event planning. He stated, “being in this position has helped me develop leadership skills because I never really saw myself as a professional leader.” In terms of community service, Adrian mentioned, “I have been exposed to more community service through the fraternity and hope to be more involved and find other ways to build deeper relationships with the community.” Being a member of the fraternity has contributed to Adrian’s leadership development and opportunities to engage in service.

**Carlos**

As a first-generation Mexican-American, Carlos was influenced by his parents to pursue higher education. He is majoring in environmental science and hopes to operate his own environmental science research lab dealing with water quality. Carlos shared what motivated him to join the fraternity:
It was a new experience getting used to the college atmosphere without really having a
support system that many other White students had, which was really hard for me to
adapt. I tried moving from org to org and I couldn’t find one that fit and met my desires
that I needed. I was talking to an alumnus and he recommended I attend an informational
meeting.

Carlos serves as the chapter president and is responsible for fulfilling requirements set by
the national headquarters, ensuring the chapter has successful recruitment, GPA, and financial
stability, while overseeing smaller committees in the organization. He also meets with the
chapter’s adviser on campus, and plans and facilitates the chapter retreats held each semester.
Carlos also helped bring a speaker, Jose Antonio Vargas, a journalist, filmmaker, and immigrant
rights activist, to raise awareness about undocumented people and the struggles they face being
in the U.S. As a follow-up to the speaker, Carlos also helped establish a Define American
chapter, an organization that Jose Antonio Vargas started for students to continue the
conversation about immigrants and what it means to be undocumented. Carlos is committed to
ensuring the fraternity stays active in the community and continues to thrive.

Memo

Memo was born and raised in Des Moines, Iowa. He is a first-generation Mexican-
American student majoring in computer engineering. In the future, he hopes to pursue graduate
school and work in the security field. Memo described the reason he joined the fraternity. “I
learned about the fraternity from a brother and he told me about the brotherhood, community
service, and volunteering. I am interested in these. I wanted to become more involved on campus
and within the fraternity.” As a brother, he is working with Junior, the chair of communications,
to learn how to network with student organizations and departments on campus.

Before attending college, Memo was involved in high school and helped start an
organization called Spirit, which focused on educating students about different cultures due to
the racial tensions occurring at the school. He mentioned his sister attends the high school now and says the school environment is more inclusive. Since Memo is in his first year of college he hopes to have more leadership opportunities within the fraternity and other student organizations.

**Cesar**

Cesar received a full-tuition scholarship through a math and science program, which he participated since middle school. He is a first-generation Mexican-American college student majoring in Kinesiology with a focus on pre-physical therapy. Cesar plans to graduate and become a medical doctor and eventually operate his own clinic. Cesar joined the fraternity his first semester because of the experience he had being around his brother-in-law, also an alumnus of the chapter. He stated “I saw their connection was really strong and I knew that when I came here for sure I wanted to become a brother. I wanted to have that strong connection as well, since I’m not going to be at home.”

Currently, Cesar is working with Senior as the assistant membership educator. His goal is to recruit members and help them benefit from the organization. Cesar has previous service experience helping his teacher in high school plant vegetables and operate the green house. Interestingly, he is doing similar horticultural work with the chapter’s service project. Cesar attends weekly and helps students plant vegetables and fruits in the community garden.

**University D**

University D is a public research university located in a large city with a 2014 student enrollment of 51,147 with 3% identifying as Latino (IPEDS, 2016). The chapter was chartered April 10, 1999 by twelve members identifying as Asian, Black, Latino, and middle eastern (Personal communication, February 13, 2016). The diversity of the founding members reflects the current membership of the chapter. The reason members joined the organization was due to a
lack of support the university provided people of color. They wanted a backbone to support each other (Personal communication, April 23, 2016). This support system is still strong because the chapter has a very active alumni presence who have high expectations for the undergraduate members (Personal communication, February 13, 2016).

The chapter engages in service events year-round, working with diverse non-profit organizations. The chapter helps package food for people in need at the national and international levels. This chapter has a yearly tradition of a member lead a service trip for 45 students to travel in the country for spring break (Personal communication, February 13, 2016). During the summer, they plan service projects monthly with various non-profits around the city as part of their summer service series. The chapter also has a program called Hermanos Unidos (United Brothers), where potential new members have an opportunity to plan and organize a service project to display their commitment to the fraternity’s principle (Personal communication, April 23, 2016).

The chapter also hosts an annual 5k fundraiser to raise scholarship funds for students in the scholars’ program at University D (Personal communication, February 13, 2016). These service events are posted on Facebook, chapter website through the university, and individual chapter website. The chapter website through the university states their activities benefit the university community by

“bringing a positive environment and influence on campus. We live our lives through our principles of Brotherhood, Scholarship, Community Service and Cultural Awareness, and through these principles, we look to bring about meaningful change in the lives we touch.” (chapter website through university, 2017).
This example shows the chapter’s positive relationship with the campus community and commitment to service.

When I traveled to the chapter, I interviewed one member in person at his apartment on campus. Before the interview, I had lunch with the brother and enjoyed a nice cup of tea which reflects the type of hospitality that is given to any brother of SLB that travels to a different state or region. This highlights the brotherhood and social capital created by the fraternity. During my visit, I was not able to interview the other co-president of the chapter so I scheduled an online interview.

**Ludavez**

Ludavez is an Asian-American majoring in business and marketing education with three minors: social justice, leadership, and Asian-American studies. He is interested in higher education and would like to pursue graduate school and eventually a PhD. Ludavez joined the fraternity during fall 2014 and described why he joined SLB:

Being the oldest brother in my family, I didn’t have anyone to look up to. The type of brothers who know how to have a good time but still are family men. I think they showed me a really interesting side of redefining what a man actually was not by masculinity, but actual values and emphasizing these.

Joining SLB contributed to Ludavez’s gender identity (Guardia & Evans, 2008) by having members of the chapter reinforce productive behaviors traditionally not associated with masculinity.

As a member, Ludavez has held a few leadership positions, including assistant membership educator, external vice-president, and currently serving as co-president creating various service opportunities for the chapter. He shared his experiences with service as “realizing I can impact the community. I can do my research to understand what communities are in need and how to serve them in the best way I can.” Ludavez also has other leadership positions on
campus, such as assistant for the Office of Student Affairs, helping the Dean of Students and Vice-Provost on different projects to help students become successful. He serves as a rep for the Multicultural Greek Council and teaches a 1000-level course, a requirement for the leadership minor.

**Lluvia**

Lluvia was born in Michoacán, Mexico. He is a senior studying applied economics and minoring in business management. Lluvia decided to attend University D “because it was cheap and it was close to my house.” His goals are to work for a corporate company for four-five years and then move to Michoacán, Mexico to start his own business. Lluvia shared what motivated him to join the fraternity:

I went to a couple community service events and I saw they were super involved on campus. I really wanted to be like that. I knew I would gain personal development and have a family away from home because I was commuting all the time.

As co-president of the chapter, Lluvia facilitates discussions, leads meetings, and delegates tasks for programming events. He mentioned community service is one of the pillars that comes up in conversations the most when he talks to potential new members about joining the fraternity, “because many of the people who we talk with are people of color who benefited from their community and want to give back to the community in some way.” His goal for the chapter is to build long-lasting relationships with non-profit organizations, and continue to be involved as an alumnus.

**University E**

Located in a small town a few hours from the state’s capital, University E has a 2014 student enrollment of 6,902 with 8% identifying as Latino (IPEDS, 2016). The fraternity was founded by five members on April 4th, 2004. They checked traditional, mainstream fraternities,
but needed one that reflected their cultural background (Personal communication, February 14, 2016). One of the chapter founders is still working at University E as the Director of the Office of Multicultural Affairs, a great resource on campus (Personal communication, February 14, 2016). A few years ago, the chapter won the National Chapter of the Year Award awarded to chapters fulfilling national standards, and contributing to their campus and local communities (Personal communication, February 14, 2016).

The chapter engages in service within the local community and other towns in the region. They collaborate with the Office of Multicultural Affairs to host a Beta Man Conference at the union on campus. There are over 100 students from three middle schools who participate in workshops designed to motivate and inspire them to attend college (Personal communication, February 14, 2016). The chapter helps local non-profit organizations, such as the local Mexican bakery with painting walls, floors, and moving furniture (Personal communication, February 14, 2016). They also plan a coat drive during the winter for children from low-income families in the community. There are pictures and posts of their service events on social media using Facebook.

When I arrived at University E, I went to a residence hall to interview the chapter. Two of the members are Resident Assistants so it was convenient for them to meet in one of their buildings. The conference room was in the basement next to the entertainment room that had a piano, ping pong, and pool tables. This was a challenge during some of the interviews because of noise and a few interruptions from student residents. I interviewed four members of the chapter including one in Spanish to make the participant feel welcomed and understand the interview questions as well as the overall study.
Roberto

Roberto is a first-generation Mexican-American college student majoring in social work and Spanish interpretation. In the future, he hopes to work with cases on immigration because of his family’s background and passion for helping other families and children. Roberto joined the fraternity during fall 2013, after meeting a member who was also a mentor for the scholarship he received from the university. He stated, “I was looking for a family, since family is a big part of my life and coming here, they made it seem like a home.”

Roberto is the chapter president and has two main goals for the position, (1) recruitment and (2) alumni relations. He focuses on recruitment because the chapter cannot function without members to help with planning and organizing events. He is also working on a mentoring program with alumni to help members transition into their leadership positions and provide guidance with their responsibilities. Roberto stated, “I credit the fraternity because without it, I wouldn’t have become a mentor for the scholarship or be a resident assistant.” He gives credit to the fraternity for the confidence to take on more leadership roles within the university.

Oliver

Oliver was born in California before his family moved to the Midwest. As a first-generation Mexican-American student, he is majoring in psychology and hopes to become a psychiatrist in the future. He joined the fraternity the summer before his first-year of college, which he stated, “was really nice to have a support group and brotherhood.” Oliver also thanks the fraternity for the leadership positions he has experienced on campus.

As a member, Oliver has held leadership positions serving as treasurer, vice-president, and membership educator for the chapter. He enjoyed being the membership educator because he
taught potential new members about the fraternity’s history and how to operate as a successful chapter on campus. Oliver is also involved in a leadership position on campus serving as a resident assistant. He enjoys ensuring students are successful and have a supportive learning environment within the residence hall.

Chepe

Chepe was born and raised in Lexington, Nebraska. He is a Mexican-American sophomore majoring in informational technology with a minor in computer science. He wants to use his degree in IT and travel around the U.S., eventually living in a different country. Chepe joined the fraternity spring 2015 when he went to an informational meeting. He stated, “one of the bros invited me to an informational and I said, “what’s a fraternity?” What is this? I went and learned what SLB stands for and decided to give it a shot. I’m here today, I’m wearing my letters and I’m proud to be part of SLB.”

After joining Chepe became the community service chair and shared “doing community service is something that I enjoy! Something that I never really got to do in high school. This semester I’m hoping to plan more than four events because giving to the community is something that I cherish.” Chepe’s involvement in SLB has allowed him the opportunity to plan and collaborate in service events. Chepe stated, “something big for me is letting the community know that we are a group of men, we have our values, our principles, and we do community service to better not only ourselves but the community.” His goal is to educate the community about the type of contributions made by Latino men in a fraternity.

Omar

Omar is a native of Mexico and came to the U.S. when he was age 13. He is majoring in Spanish translation and interpretation. Close to his family, when his older brother graduated from
University E, he accepted an invitation from a member of the fraternity to attend an informational meeting. He shared his experience as “I felt like I had more than a brother, I have another family. The brotherhood aspect of the fraternity is what I like the most because I will always have a brother by my side to support me.”

Omar joined the fraternity fall 2015 and is currently working with Chepe on community service. His first time participating in a service event was with the chapter. Omar shared, “I have never completed community service until I joined the fraternity and was able to help people in multiple ways.” Omar’s experience within the fraternity is an example of how SLB contributes to student’s engagement as a co-curricular service opportunity.

**Similarities & Differences.** All chapters engaged in service events related to the community working with non-profit organizations. Facebook was the most popular form of social media to post information related to service. The chapters all have a website through the university with information about the local and national history, principles, and contact information of current leadership. Most of the chapters also engaged in service related to cultural awareness and philanthropy. Two chapters participated in service events related to the environment, specifically highway cleanup. There are also two chapters that have a website to showcase their chapter with videos and diverse layouts.

In terms of differences, one chapter engaged in service events on campus as well as a mentoring program. Another focused their service on healthcare awareness. One chapter engaged in food programs for various communities locally and internationally. These differences and similarities are based on the chapter history in terms of tradition and annual events, context of the university, and current leadership of the chapter.
Summary

This section provided the context of the five chapters of Sigma Lambda Beta International Fraternity, Inc., located in the Midwest region of the U.S. It also introduced the demographic characteristics of the 16 participants in the case study. Chapter 5 presents the findings from the research questions guiding this study. The three themes that emerged from this study include: (1) definition of community service, (2) implementing community service, and (3) growth from community service.
CHAPTER FIVE. FINDINGS

Introduction

The purpose of this case study of five chapters of Sigma Lambda Beta International Fraternity, Inc. (SLB) in the Midwest region of the U.S. was to provide an in-depth understanding of chapters’ experiences and perceptions of benefits of service. The following research questions guided this study: (1) How do members of SLB define and implement service? and (2) How do members learn and grow from service? After a thorough analysis of interviews, field notes, memorandums, and content analysis, three themes emerged: (1) definition of community service, (2) implementing community service, and (3) growth from community service. Each theme reflects the different ways chapters of SLB conceptualized and engaged in service. Themes developed from manually transcribing every interview and highlighting similar statements or words by participants. Most service events mentioned in participant interviews were documented in each of the chapter’s social media and chapter documents using pictures and flyers. Using inductive data analysis, notes were grouped into themes which led to interpretations and findings. A revised asset-based conceptual framework (Yosso, 2005; Rendón et al., 2014) also provided a lens to explore the research questions. The conceptual framework guiding this study will be discussed further in Chapter 6.

Definition of Community Service

Four topics emerged from participants’ definitions of community service: (1) fraternity rhetoric, (2) brotherhood, (3) image, and (4) dedication of time and effort. Each topic highlights the foundation and purpose of the organization and reasons for engaging in service. The community that benefits from their service varied by chapter and participant’s personal investment or experience.
Fraternity Rhetoric

The fraternity’s mission statement and principle of community service were mentioned in participants’ definitions, which reflect linguistic and aspirational capital. Sigma Lambda Beta’s mission “is to nurture and further a dynamic, values-based environment, which utilizes our historically Latino-based fraternity as a catalyst to better serve the needs and wants of all people” (http://sigmalambdabeta.com, 2013). This mission statement guides the purpose and foundation for each chapter of SLB on campuses all over the U.S. The mission statement and principles are also listed on each of the chapter’s website through the university. Ludavez’s definition of community service contained a phrase from the mission statement as well as differences based on chapter and individual member’s experience with service:

I think we define community service as serving the needs and wants of all people. When I define all people, it’s different compared to different chapters and what certain brothers have invested in or just personal stories that tie in with this. For SLB, I think it depends on the chapter, but I also think it’s serving the people we believe are underrepresented or aren’t getting the help they want and/or need.

Sagaz defined people to include the campus community:

SLB, I want to say by our chapter terms, is serving the needs and wants of all people here on campus. By all people, it can even be ourselves, we can even do community service among ourselves. Something small could be like help clean our homes or our surrounding area. But we definitely aim our community service on the general public. So that could be our peers, other organizations in our United Greek Council, or even faculty and staff.

It is interesting that both Ludavez and Sagaz limited what “all people” meant. Ludavez is from a very racially/ethnically diverse chapter and their commitment to underrepresented communities is influenced by their ethnic consciousness. Ethnic consciousness is synonymous with cultural awareness, also a principle of SLB. Through their service, members develop cultural pride by giving back to their communities which is important for communities of color especially in the Midwest. Sagaz’s limitation of “all people” to the campus community can be
attributed to most of the chapter’s events and involvement occurring and benefiting various departments and students on campus.

Community service, being a core principle and value within Greek-letter organizations (Torbenson & Parks, 2009), is an opportunity for members to participate in service. Kratuz talks about the chapter’s history of service to the community and acknowledges the fraternity as a resource and opportunity for members to engage in service:

There are many chapters that do great amazing work as far as community service and I think that’s one of the main principles, especially talking to some of our alumni. They used to donate time at the orphanage. Literally there was nothing for us here in the Midwest as far as helping other people and I think when the fraternity was founded, one of the main principles was just giving back to the people who gave us something. They gave us our letters, they gave us something to represent, they gave us the opportunity to give back. I think that was what the fraternity was based upon and stands by.

This example highlights navigational capital by the fraternity serving as a platform to help members find service opportunities in the community and become involved, especially Latino males in the Midwest. The fraternity reinforces behaviors traditionally not associated with masculinity such as community service (Sáenz, Mayo, Miller, & Rodriguez, 2015) especially among Latino males. The historical commitment of service to the community by the fraternity supports Bowman, Park, and Denson’s (2014) findings that participating in racial/ethnic student organizations in college leads to continued civic engagement as alumni. When chapters have annual service events, alumni attend, participate, and in some cases, serve as facilitators or guest speakers. This also creates a collaboration of Latino males from multiple generations.

**Brotherhood**

Another core principle of Greek-letter organizations is hermandad (brotherhood) (Muñoz & Guardia, 2009). Engaging in community service allowed participants to work together and hold each other accountable, which builds familial capital. This intersection of principles
(community service and brotherhood) not only helps the community but also strengthens participant relationships. Sebastian Skelly shared, “I think SLB defines community service as a group of brothers that come together for a good cause and really try to make an impact in their local area.” Kratuz added, “I think SLB defines community service as brothers coming together and really holding each other accountable as far as helping out people.” Cesar talked about making an impact regardless of the size of the chapter, “our chapter as a group can make a big change. Even if it’s two or three of us.” The brotherhood is displayed in every chapter’s social media with pictures of members posing together with hand signs, at the service events. Through their involvement in service as brothers, participants are developing a sense of civic responsibility (Astin & Sax, 1998).

The intersection of community service and brotherhood is important to underline because one participant mentioned a challenge he faced as co-president was juggling events for each of the four principles of the fraternity. If chapters incorporate multiple principles into an event, this can condense the number of events annually and will help with scheduling to allow all members to become involved, ultimately strengthening their brotherhood.

**Image**

The brothers’ rhetoric, especially about community service, contributes to the image of the organization. Broad Bronson defined image as marketing, “we as SLB, as a chapter did this, we fixed this, we made a difference this way. It’s very much marketing SLB, which can be seen as good or bad.” This type of marketing is usually highlighted during recruitment and informational sessions that embrace ethnic consciousness and resist the dominate ideology of Greek life. All chapters use various forms of social media that also contribute to their image because the pictures, flyers and announcements provide a virtual display of the individual
chapter. Chapters also can showcase the work they achieve throughout the year in award packets and evaluations for the Greek life office at the university and the Executive Office of SLB. One chapter provided a copy of their award packet application for the Greek Affairs office highlighting chapter events and operations. Chapters that claim to engage in service need to provide evidence by moving from rhetoric to action, which Roberto describes as:

I think that’s why SLB strives to do community service to leave an impact. To not disseminate and be another organization that was there once upon a time and no one knows what they did. It’s to leave an impact in the community so everyone knows we are not just another typical organization that does things to do things, if that makes sense.

Roberto makes the case that chapters need to participate actively in public life and be intentional about the types of service they provide.

The fraternity’s relationships with various departments, faculty, and staff are also essential to their image. Sagaz stated, “we love to have a great connection with our faculty and that’s one of the most successful things a student organization could have and should have. Fortunately for us, we do.” Utilizing different resources on campus can help with event planning, coordinating, and funding. Building and maintaining relationships on campus, especially with faculty and staff, sustain social capital as well as the chapter’s presence on campus.

Dedication of Time and Effort

Being involved with the fraternity and participating in service requires dedication of time and effort. Chepe defined it as, “sacrificing our time to help better the community, and seeing that reward at the end when that person smiles or that person gives you that thank you.” Memo stated, “we all find a way to give some of our time and effort within the community, within the fraternity to help out somehow and some way.” The type of event dictates the amount of time to
plan and coordinate the logistics. Also, the duration of the event can be weekly, each semester, or annually, which requires organization on behalf of the chapter.

Participants’ definitions of community underline various forms of capital nurtured by the organization. The participants’ use of fraternity rhetoric within their definition of community service indicates they embody the organizations’ core principles and values. Participating in service also brings brothers together and builds their image as an organization within the community. Finally, participants’ definitions of community service highlighted an intersection of community service with other principles of the fraternity (cultural awareness, brotherhood).

**Implementation of Community Service**

Every semester chapters participate in community service because it is one of the core principles of Sigma Lambda Beta International Fraternity, Inc. (SLB). In some cases, chapters volunteer weekly and year-round. All five chapters of SLB participated in different types of service. The types of service are arranged by themes developed by the researcher displayed in Table 3. Most the service events were also marketed on various forms of the chapter’s social media to invite the community to attend.
### Table 3
**Themes by Type of Service**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Event/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus Events</strong></td>
<td>Recruitment, Freshman Move-In, College Panels and Tours</td>
</tr>
<tr>
<td><strong>Community Events</strong></td>
<td>Non-profit Organizations, Community Cleanup, Coat Drive, Sporting Event, Physical Labor</td>
</tr>
<tr>
<td><strong>Educational Programs</strong></td>
<td>Dodge Ball Tournament, CPR</td>
</tr>
<tr>
<td>(Health Awareness)</td>
<td></td>
</tr>
<tr>
<td><strong>Educational Programs</strong></td>
<td>Mentoring</td>
</tr>
<tr>
<td>(Mentoring)</td>
<td></td>
</tr>
<tr>
<td><strong>Educational Programs</strong></td>
<td>Midwest Asian American Student Conference, Cultural</td>
</tr>
<tr>
<td>(Cultural Awareness)</td>
<td>Celebrations, DREAM ACT, Define American, Latino Youth Conference, Anti-Bullying, Rape &amp; Sexual Assault, Dear White People, Conchas &amp; Conversation</td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td>Highway Cleanup, Community Garden, Plant O2</td>
</tr>
<tr>
<td><strong>Food Programs</strong></td>
<td>Food Pantries</td>
</tr>
<tr>
<td><strong>Philanthropy</strong></td>
<td>Unity Dinner, 5K Scholarship, Can Food Drive, Bowling</td>
</tr>
<tr>
<td></td>
<td>Tournament, Taco Sale</td>
</tr>
</tbody>
</table>

### Campus Events

There are chapters that participated in service events for the university. The events on campus consisted of recruitment, freshman move-in, college panels, and tours. These events allowed participants to share their stories, which highlight linguistic, aspirational, and navigational capital. One chapter collaborated with the university to recruit Latina/o students by making phone calls and answering any questions about college. Another chapter welcomed first-year students and their families to campus by helping them move into residential housing. Some chapters participated in college panels and tours hosted by cultural centers for predominately Latino high school students when they visited the university. Kratuz described his experience participating when Latino/a students come from his community:

> We bring potential students from predominately Latino communities to campus. If they have questions about college or anything, we let them know because we are high school alumni and we resonate with them a little more than someone else who is not from the community. We talk to kids about higher education and we tell them about our experiences.
These Latino males are welcoming other incoming Latina/o students and their families to campus which creates a sense of belonging through peer interactions that lead to a smooth transition into college life. These activities also underline the chapters’ social capital through their visibility and service on campus working with multiple offices, such as admissions, the department of residence, and cultural centers.

**Community Events**

Chapters engaged in diverse service work with non-profit organizations in the community working with individuals with physical and cognitive disabilities, helping build used bicycles to make them affordable to the community, local elementary and high schools, and thrift store. These events ranged from having a cook-out for families with members with disabilities, building bikes, to assisting with school fairs. Another chapter planned and coordinated a pay it forward tour, a community service road trip to five different cities in the United States. Other service events involved community cleanup, coat drive, sporting event, and physical labor. In terms of physical labor, chapters provided maintenance for a historical barn, helped senior citizens move furniture, cleaned a thrift store, and painted a local Mexican bakery. These types of service events are non-traditional and illustrate the diverse beneficiaries that contribute to the chapters’ social capital. By engaging in the local community, chapters develop reciprocal partnerships to create community change (Sponsler & Hartley, 2013).

**Educational Programs**

Chapters also contributed to educational service events. There are three sub-themes for educational programs: (1) health, (2) mentoring, and (3) cultural awareness. A chapter planned and coordinated a dodge ball tournament to raise awareness and funds for prostate and testicular cancer. Another chapter coordinated a cardiopulmonary resuscitation (CPR) certification
workshop on campus for students and members of the community to learn how to complete CPR in case of an emergency. Being CPR certified is a national service initiative by SLB and the fact that a chapter is implementing it on their campus, shows the type of impact the executive office of SLB as well as other fraternities can have to help support various causes.

Mentoring consisted of partnerships with k-12 schools two times a week to help Latino youth with tutoring, field trips to campus, discussions about higher education, and playing sports. These interactions illustrate how Latino men in Greek-letter organizations play a major role in experience and retention of Latino males entering higher education institutions (Saenz & Ponjuan, 2009). Since the educational programs focusing on college access are facilitated by participants, they share their stories and serve as liaisons of the university. Members of these chapters also build relationships with potential future students of the university, which can be seen as an early form of recruitment for the university as well as the chapter. These types of services could also contribute to the 2012 decline of the national Hispanic high school dropout rate by 15% and the increased college enrollment of Hispanics by 49% (Lopez & Fry, 2013).

Mentoring Latino youth is important because Latino machismo is usually associated with negative and contradictory characteristics such as assertiveness, power, and control (Sáenz, Bukoski, Lu, & Rodriguez, 2013), but having college educated Latino males as mentors can help Latino boys navigate their gender identity into adulthood.

Cultural awareness as a principle of SLB is synonymous with ethnic consciousness, which highlights cultural pride. Chapters engaged in events by hosting conferences for Asian-American students and Latino youth, as well as cultural celebrations. In collaboration with the Office of Multicultural Affairs, one chapter had its third annual leadership conference for middle
school boys with diverse workshops on leadership and the college process. Roberto described the conference and impact it had on youth:

The Beta Man Conference is meant for middle school boys from around the area to motivate them to graduate high school, apply for scholarships, and go to college. We just finished our third annual [leadership conference] and I think it’s impacting many students. We actually had a middle school boy come up to one of the brothers and said he really enjoyed it and wants to come to our university.

Through these interactions with students in k-12, participants are serving as Latino role models to help guide other Latino youth to not only graduate high school, but also attend college. Similarly, hosting leadership conferences on campus exposes youth to the campus environment, which can lead to students’ aspirations for attending the university when they graduate. These events contribute to linguistic, aspirational, and navigational capital grounded in the fraternity’s principle of scholarship.

Since universities are microcosms of the larger society, issues around race, immigration, bullying, and gender also have an impact on college student experiences especially Latina/os, which fuel their resistant capital and ethnic consciousness. A chapter created an event to raise cultural awareness during Cinco de Mayo to address stereotypes. Kratuz mentioned, “we informed people about the holiday and what it really meant. Breaking down the stereotypes and that in itself was an experience many people have never accomplished previously.” These service events create cultural awareness and resist racial stereotypes of Latina/os in the larger society.

One chapter hosted an event for students with Mexican sweet bread to discuss the racial incidents around the police shooting of Michael Brown in Ferguson, Missouri (Healy, 2014), and the resignation of the president and chancellor of the University of Missouri for not addressing racism on campus (Svrluga, 2015). Carlos described the event as “we got conchas and talked about the racial hate crimes in Mizzou.” This event allowed students a space to talk about racial
issues in the country and an opportunity to voice their concerns in the university context to the administration. The event also highlights racism especially towards the Black community in our society and how this effects everyone.

Most participants come from immigrant backgrounds and some chapters raised awareness on immigration and what it means to be undocumented as well as an American. A chapter coordinated a speaker, Jose Antonio Vargas, to raise awareness on being undocumented in the U.S. and the struggle students and people face. Carlos mentioned, “we had almost 500 people in attendance and it not only raised awareness of undocumented people but also the struggle they go through.” This event was marketed on various social media including Facebook, Instagram and Twitter, using flyers inviting the community to attend.

Due to recent immigrant raids in the community, a chapter collaborated with the Latino resource center on campus to inform people who are undocumented about their rights. Kratuz stated:

They are doing a lot of raids on immigrant communities. Our Latino resource center gave us flyers to pass out to people whom we knew are undocumented so they know their rights as undocumented students and the Latino resource center is a place for help.

These events are examples of how race and class shape Latino community service because chapters are responding to larger social issues that are effecting their local communities especially if those impacted are members of the chapter or other Latina/o students at the university.

During bullying awareness month, a chapter hosted an event about bullying and provided resources available in the community. According to “the National Education Association, PACER Center, and StopBullying.gov:
1 in 7 students in grades k-12 are either a bully or have been victim of bullying, 83% of girls and 79% of boys report experiencing harassment, one out of every 10 students who drop out of school does so because of repeated incidents of bullying, and nearly 9 out of 10 LGBTQ youth report being verbally harassed at school in the past year because of their sexual orientation (Anti-bullying institute, 2017).

This is a larger social issue that is being talked about in the college setting by Latino males further challenging traditional notions of masculinity in terms of dominance (Sáenz, Bukoski, Lu, & Rodriguez (2013).

One chapter collaborated with an Asian sorority and LGBTQ center on campus to educate members of the community about sexual assault and domestic violence. Kratuz argued,

Domestic violence and sexual assault are important topics. We are teaching individuals about these issues and the resource centers because you never know, someone in the audience might have an encounter with domestic violence or sexual assault and needs information about what to do.

Bringing awareness to sexual assault and domestic violence is important because it is estimated “one in five women and one in 71 men are raped in their lifetime in the United States and together that is more than 23.6 million survivors” (Joyful Heart Foundation, 2016, p. X). In terms of domestic violence, “one in every four women experiences severe physical violence from an intimate partner at some point in their lifetime and over 15 million children witness violence in their homes each year” (Joyful Heart Foundation, 2016, p. X). It is also impactful to see men facilitating these discussions and challenging patriarchy and notions of masculinity toward dominance and objectifying sexual attitudes (Sáenz, Bukoski, Lu, & Rodriguez (2013), since women are more likely to be victims. The intersection of community service and cultural awareness underlines how some chapters are incorporating multiple principles with events.
Environment

Chapters participated in events that dealt with the environment, such as highway cleanup, creating a community garden, and planting trees. Chapters collaborated with the Department of Transportation to adopt-a-highway cleaned every semester. Another chapter partners with an Asian Sorority and the local high school to maintain a community garden and educate students about nutrition. They also helped plant trees around campus as a way to care for the environment.

Food Programs

The official U.S. poverty rate in 2015 was 13.5 percent (U.S. Census, 2016). Chapters worked with local food pantries, helping package food for people in need at the national and international levels. Another chapter cooked and served food for homeless individuals in the local community. These direct/indirect forms of service allow chapters to combat hunger and poverty in the U.S.

Philanthropy

Every year, chapters partner with national non-profit organizations to raise funds for a cause, which reaffirms chapters are engaging in traditional fraternal forms of service. A chapter hosted a dinner and raised $1,000 dollars to feed a million students in the Philippines. They also planned a 5K event where all proceeds go to a scholarship for students in the scholars program at the university. By contributing financially to a peer’s education, the chapter is using community service to contribute to the scholarship principle of SLB as well as aspirational capital. Another chapter created an event in collaboration with other Greek organizations to collect can goods and donate them to a local homeless shelter. To raise funds for their Latino youth conference, one chapter sells tacos to the community. A strength of philanthropic events is non-profit
organizations are chosen by chapters and benefit annually from the donations/funds raised by the chapter. These events usually become an annual tradition that chapters plan, organize, and promote throughout campus, especially with other Greek fraternities and sororities.

The diverse types of service events by Latinos in a Latino Greek-letter organization within the Midwest, can speak to larger sociological questions of how Latino males engage in civic engagement, specifically community service within higher education and how race and class shape their service. All five chapters of Sigma Lambda Beta International Fraternity, Inc., are fulfilling the principle of community service, which also intersects with cultural awareness and scholarship. Most events center on community followed by educational programs and philanthropy. The diverse service events highlight the collaborations and personal investments each chapter makes to their local communities.

**Growth from Community Service**

The participants understanding of community service is also connected to their growth. Knowledge that participants have about community service is connected to their most memorable experiences, while in high school or college. Most experiences occurred while members of the fraternity, which underlines Greek-letter organizations are co-curricular service opportunities. This section will highlight participants’ experiences with a service event that led to outcomes and overall benefits from the service. It also illustrates chapter benefits from different forms of capital.

**Carlos**

In high school, Carlos learned about youth homelessness by participating in a fundraising event:

The event that sticks out to me the most is called Reggie’s Sleep out. The event raises funds for homeless youth. During the event, you make a team and collect as much
cardboard and duct tape needed to make a cardboard box and you spend the night. There were registration fees and you can buy shirts to raise money for the cause.

That night, Carlos learned what it is like to not have a home and the struggle many people face in his community, especially during the winter. Carlos described the experience as:

a really a humbling experience. I remember my mentality before that and afterwards changed dramatically on how I view the people who are unfortunate enough to not have a home like I did. It’s an event that really impacted me to come back for two more years.

This event exposed Carlos to socio-economic inequalities, especially poverty and homelessness in his community. This emotional experience raised his awareness and drive to actively participate the following two years and help educate others. If we look at his current service with the chapter, Carlos helps educate low-income students and those with disabilities about nutrition, food preparation, and farming. There is a correlation and growth from his experiences in high school to college, which are positive benefits to the community he is a part of as well as an individual.

**Broad Bronson**

For five consecutive summers, Broad Bronson has worked with Camp for All, a camp site that partners with 56-60 other non-profit organizations. We help children and adults with special needs and challenging illnesses discover life. Discovering life means taking all barriers and obstacles they faced in their life both personally and institutionally and allow them to have a great experience.

Broad Bronson shared how he developed sympathy when helping children at Camp for All:

You see kids who are 6 years-old, who have been in the hospitals for most of their lives and are visibly sick with cancer. You can see they’ve gone through chemo, fighting a battle, while smiling, laughing, hanging out, and being normal kids. This is very impactful to anybody who sees it.

Working with adolescences who have illnesses made Broad Bronson understand the importance of health and using his physical abilities to enact change. He stated,
What I’ve taken out of that is a sense of who I am and what benefits I’ve had. It’s a privilege to live as long as I have. It’s a privilege to be able to walk, hear, see, be self-sufficient, and know that I have a future I can define. I don’t have to rely on other people or technology to communicate. The learning opportunity is how do I take the abilities I have and give back.

Working at a summer camp for five consecutive years has benefited Broad Bronson, especially being aware of his identity as being physically able-bodied. There is also a correlation of health between Broad Bronson’s experiences with summer camp and the current service he engages with his chapter. His passion for service related to health is reflected in his current service and has the potential to further benefit awareness in the future.

**Lluvia**

Through his participation with Junior Achievement, Lluvia talked about his experience teaching a financial literacy class:

Basically, what we do is teach kids in elementary school about financial literacy. It was such a good experience with the kids and they reciprocated how much they learned and benefited from it. Most of the things I taught them were how to use money, checks, how to bank, how interest works, and how they can save money.

This teaching experience helped Lluvia understand the importance of paying it forward and being involved in educating younger students. He reflected on his own experience:

Doing community service helped me realize how important other people, communities, and organizations have been part of my success. It humbles me to realize I didn’t make it this far on my own and it wouldn’t be fair if I didn’t give back to the people who helped me.

The educational support Lluvia has benefited from influences his future aspirations of wanting to give back to his hometown. Lluvia “wants to return to Mexico and give back to the small town where I grew. I want to create parks, soccer fields for kids, and programs where adults and kids can return to school.” He wants to create opportunities that will benefit people in his community and will also contribute to social change.
Ludavez

Reflecting on his experiences with service, Ludavez learned about his positionality not only in his community, but nationally and transnational. Ludavez explained:

I think it’s a good reminder of two things (1) the world is bigger than me and (2) understanding this really cool concept I learned called Ubuntu, which is I am because we are. It mostly helps me gain a better understanding of everything around the world.

This collective ideology promotes social justice and humanistic values, which transcend in his leadership, especially in selecting service projects. He stated,

The service projects I’ve arranged have been projects I feel passionate about and I’ve been like yes that’s a community that needs support in the best way possible. So honestly, it’s a humbling experience, but it’s also a good reminder that even though these people don’t look like me or they are not from the same background or upbringing they’re my people and I’m going to do my part to serve them the best way I can because they deserve so much better.

His understanding of service is intertwined with his ethnic consciousness, which guides his advocacy for underrepresented communities.

The benefits chapters receive from engaging in service contribute to their familial, resistant, and leadership capital. When participants become involved with service projects, they invest a lot of time together, especially if the service is weekly. For instance, Ludavez shared, “I think it comes back to brotherhood again and community. I think community service brings us together because we care about each other and we care about what we are doing.” Chapters that have annual service events also have alumni brothers attend, which creates a family reunion to network for a good cause.

The relationship that participants build among themselves is also developed with non-profit organizations, which contribute to the chapter’s image and social capital within the community. Broad Bronson stated, “the chapter benefits from name recognition for different
organizations that we work with and marketing for potential new members, university, and greater community who might not know fraternity and sorority life.” There are also chapters that challenge the dominate ideology and stereotypes of Greek life that benefit from engaging hands-on with the community, resisting inequalities, and serving as role models.

Engaging in service adds to participants’ professional development and leadership capital. Planning and coordinating a community service event helps participants develop event management skills. Carlos stated, “I think planning and organizing a community service event helps you grow professionally because it’s not easy to coordinate a group of nine or ten guys to travel thirty-minutes to the service site.” It is a challenge to find a time that works with so many schedules, especially if members are involved in multiple activities. Through his involvement with service, Kratuz stated, “if I go to a career fair they like to hear about my community service experience. The fact I can tell them all that I have done really benefits me.” Kratuz has a history of service on his resume that he believes will help him professionally. The participants’ involvement in service has led to growth in life skill development and a sense of civic responsibility (Astin & Sax, 1998). These skills benefit their image as a chapter and individually as Latino men with future employment and as civically-engaged alumni and citizens.

Summary

This chapter provides an in-depth description of how five chapters of Sigma Lambda Beta, International Fraternity, Inc., conceptualized and enacted community service. The three themes that emerged from this study were: (1) definition of community service, (2) implementing community service, and (3) growth from community service. Together, these themes illustrate how Latino males individually and collectively as a chapter make meaning of service through their involvement as well as their perceived benefits. Furthermore, the themes
highlight different forms of capital and the intersection of SLB’s principles (community service, brotherhood, cultural awareness, scholarship).

Chapter 6 discusses the findings as they relate to the revised asset-based conceptual framework. This chapter will also underline implications for higher education and the Executive Office of SLB. Recommendations for future research will be discussed as well. Finally, the researcher will conclude the study with a personal reflection.
CHAPTER SIX. DISCUSSION, IMPLICATIONS, RECOMMENDATIONS, AND PERSONAL REFLECTION

Introduction

This final chapter presents a discussion of the findings that emerged from the two research questions guiding this study: (1) How do members of SLB define and implement service? and (2) How do members learn and grow from this service? The discussion focuses on the three themes that emerged from the study within the context of the revised asset-based conceptual framework and existing literature. In addition, the chapter will highlight implications for higher education and the Executive Office of SLB. Furthermore, recommendations for future research related to this topic are mentioned. Finally, the chapter concludes with a personal reflection.

Overview of Findings in Relation to Revised Conceptual Framework

The three themes that emerged from this study include: definition, implementing, and growth of community service. The findings illustrate how SLB as a co-curricular organization possesses, utilizes, and nurtures forms of capital reflected in the revised conceptual framework (Yosso, 2005; Rendón et al., 2014) to engage in service. The findings also expose an overlap and intersectionality among different forms of capital in the conceptual framework (Pérez II & Taylor, 2016). In addition, a new form of capital, leadership, was added to describe the leadership development of participants as members of SLB (see Figure 2). The following are examples of how we can use the framework to understand the role community service plays in SLB, as well as the various benefits/assets nurtured by service. This researcher encourages SLB to intentionally use this framework.
Resistant Capital, Ethnic Consciousness

Resistant capital refers to “knowledges and skills fostered through oppositional behavior that challenges inequality” (Yosso, 2005, p. 80). All chapters are located at predominately White, public, 4-year universities within the Midwest region of the U.S. The 2014 enrollment for the five universities ranged from 7,000 – 51,000 students with the Latina/o population consisting of 3–12% (IPEDS, 2016). Attending a predominately White institution and feeling marginalized as Students of Color created a need for a support system, which led to students joining a chapter of SLB on campus. Lluvia stated, “one of the main reasons the brothers joined the fraternity was the lack of support the university gave People of Color and they wanted a backbone to support each other.” Latino fraternities provide a place for Latino men to feel supported and be a part of a student organization that advances cultural awareness, while advocating for the Latino community (Muñoz & Guardia, 2009).
As members of a Latino Greek-letter organization, some chapters challenged the dominate ideology of Greek life being “traditional” (White and heteronormative) as well as the stereotypes. Before coming to college, the only knowledge some participants had about Greek life was based on movies in the college setting. Kratuz shared, “when I was in high school, I saw movies like American Pie which had a Beta house. I remember watching and thinking like man that looks fun.” These images of Greek life highlight stereotypical activities, such as hazing and house parties involving alcohol which create negative connotations of fraternities. Due to these negative stereotypes, participants try to maintain a positive image on campus. Sagaz argued,

As a brother of SLB, our responsibility is to maintain a good image for ourselves and the whole fraternity. There are a lot of issues that organizations run into such as hazing, sexual assault, and rape that negatively impact Greek organizations across the country. We must keep a positive image because one bad issue can overshadow everything we have achieved.

The challenges participants faced with marginalization and stereotypes of Greek-letter organizations fueled their ethnic consciousness. Ethnic consciousness is synonymous with cultural awareness, which can be understood as a deep commitment to the Latino community and developing cultural pride (Rendón, Nora, & Kanagala, 2014). Since universities are microcosms of the larger society, issues around race, immigration, gender, and bullying reflected the service events implemented by Latino males in chapters of SLB. Most events consisted of educational programs on social justice issues affecting communities of color, especially the Latino community, which are non-traditional forms of service within the Greek community.
Linguistic, Aspirational, and Navigational Capital

In this study, linguistic, aspirational, and navigational capital intersect and contribute to the fraternity’s principles of scholarship and community service. Linguistic capital includes the “intellectual and social skills attained through communication experiences in more than one language and/or style” (Yosso, 2005, p. 78). Aspirational capital refers to “the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers” (Yosso, 2005, p. 77). Navigational capital is the “skills of maneuvering through social institutions (Yosso, 2005, p. 80). Participants engaged in service events related to mentoring, college panels and tours, and philanthropy. Chapters that participated in mentoring programs in the k-12 system shared their experiences and encouraged students to pursue a college education. It is important for young Latino males to have role models, especially college Latino male students for formal and informal opportunities “to understand how to be successful and to see themselves being successful” (Sáenz, Rodriguez, Ortego Pritchett, Estrada, & Garbee, 2016, pp. 188-189). College panels and tours are opportunities for participants to engage in storytelling (Gonzáles & Padilla, 2008) and talk about their college experiences. Another chapter intersects the principle of community service with scholarship by hosting a 5k philanthropy event to raise funds for an annual scholarship for their peers in the scholars program at the university.

Familial Capital

Familial capital is developed during recruitment and through the chapter’s membership education process, which allows members and potential new members to become acquainted on a personal level. Familial capital refers to the “cultural knowledges nurtured among familia (kin) that carry a sense of community history, memory and cultural intuition” (Yosso, 2006, p. 48). Most participants stated a reason they joined the fraternity was due to brotherhood, especially the
brothers within their chapter. As brothers, everyone has a voice in the types of service the chapter engages. Brothers who have had positive experiences with an organization or service event share their story with the chapter and provide a reasoning for the chapter to participate in the event. For example, Roberto shared, “we have a brother that when he was little would go to a coat drive. He would get a coat for free and suggested we help.” This personal experience shared by the brother is valued by the chapter because they decided to become involved with the service event. This illustrates the type of support that comes with family and how members’ experiences and recommendations for service are an asset to the chapter.

Chapters that have recurring annual service events are continuing the chapter’s tradition. For example, Sagaz stated, “our alumni thought it was a good idea to raise a few cans and take them to the local homeless shelter. They took the chance and seven-years later we’ve been able to continue raising cans, especially during Thanksgiving.” This chapter has built a seven-year relationship with their local homeless shelter, while maintaining an annual family tradition.

Engaging in service as a chapter contributed to a stronger brotherhood among the participants and alumni, which highlights an intersection of the fraternity’s principles of community service and brotherhood. Chapters in the same region of the U.S. also reach out to one another for advice on service events. Kratuz mentioned, “many times we will bounce things back and forth with each other. If there is an event they hosted and we think it would be great here, we exchange those ideas.” This regional network among chapters demonstrates a level of kin by sharing resources and building relationships. This type of networking can also be utilized with chapters at a national level through the fraternity’s national events, programming and various forms of social media, such as Facebook and the fraternity’s website. The national fraternity’s Twitter account reposted service events from a few of the chapters which is an
example of the type of publicity that can be shared using social media. It also highlights an overlap between familial and social capital.

**Social Capital**

Social capital is a crucial component to being a successful student organization. Social capital can be defined as “networks of people and community resources” (Yosso, 2005, p. 79). Participants in this study used various forms of social capital to engage in service, including: Greek-letter organizations, potential new members, non-profit organizations, staff, faculty, and social media.

**Greek-letter Organizations.** Service is a key principle for all Greek-letter organizations that brings them together when a common cause or organization is involved. Chapters collaborated with sororities and fraternities for philanthropy events. Adrian mentioned their chapter has worked with a Latina-based multicultural sorority for the past 14 years to host a bowling tournament to raise funds for the local assault care center and shelter. Sagaz stated his chapter has partnered with two Black Greek-letter organizations as well as a traditional sorority during Thanksgiving to raise can goods for the local homeless shelter. Working with other Greek-letter organizations helped chapters advertise their service events. Lluvia stated, “Greek-letter orgs within the university promote community service.”

One chapter collaborated with an Asian sorority and a local high school on a community garden to educate students on nutrition. Senior added the partnership helped the new Asian sorority on campus learn what it means to do service as a Greek-letter organization. He stated, “during the Multicultural Greek Council meeting, we decided whether the sorority would become members of the council. In their presentation, they brought up SLB and how we’ve helped them through service to learn what it means to be Greek.” Planning and coordinating
events with different organizations builds relationships between the chapters, which strengthens the overall Greek community.

**Potential New Members.** Engaging in service opportunities opens new networks.

Community service is a principle talked about when introducing the fraternity to potential new members. Lluvia mentioned:

> Many times community service is one of the principles that comes up the most when we try to talk to interests about joining the fraternity. The guys we talk to are people of color that benefited from what the community gave them and they are trying to give back in the same way.

Some chapters encourage potential new members to engage in service events to learn more about the chapter and the brothers. Adrian stated:

> We try to involve potential new members in service. I know last year, three interests came out and helped us out with tilling and gardening. We try to reach out to them just so they can see what we are about and what we do outside the university.

Engaging in service with potential new members is a great way to get to know them on a personal level as well as introduce them to the type of work that will be required, if they become members of the organization. This experience also challenges the masculine stereotypes of a fraternity man by reinforcing service to the community.

**Non-profit Organizations.** Chapters collaborated with a variety of non-profit organizations in the community. One chapter volunteers regularly to maintain a historic barn by completing manual labor which Broad Bronson describes as “laying concrete, yard work, and cleaning.” Another chapter raises funds for an assault care center and shelter as part of their annual philanthropy event. Carlos stated the money raised for the shelter is used “to pay their employees to help reach men and women in the community who have suffered from some sort of abuse.” Additionally, one chapter participates with a local Latino resource center for their annual fair. Kratuz mentioned, “we help by working the games and inflatable bouncing houses for the
kids.” Thus, working with diverse, non-profit organizations, chapters build long-term relationships with the community, while creating a reliable, sustainable network.

**Staff & Faculty.** Most chapters have university staff or faculty who serve as their advisors and resource on campus. Carlos argued:

> I think one of the biggest resources we have is definitely our advisor. She does anything and everything for us. I know with planning events, such as philanthropy or service events, she will find anything we need to know. Whether it is paperwork, who to contact, funds, or where to even start with planning. If you are lost or have a random idea and don’t know where to go with it, she will at least point you in the right direction. I think she is a great resource we have here on campus.

Kratuz talked about the relationship he has with his advisor who works at the Latino Resource Center. He stated, “we are really close with all the administration here at the Latino Resource Center and they are constantly letting me or one of the brothers know about events going on.”

Kratuz also mentioned partnering with staff at the LGBTQ center on campus for their event regarding sexual assault and domestic violence. This collaboration was a success because he stated, “we received information and statistics from the office,” an example of the type of support available on campus to host an event.

One chapter is fortunate to have a founding member on campus, serving as Director of the Office of Multicultural Affairs (OMA). Roberto shared, “we collaborate with OMA for our Beta Man Conference and ask students to volunteer to be a group leader.” This is a great example of an intersection of social and familial capital because the chapter can use the brother as an institutional resource. Another chapter has a great relationship with staff and faculty, which inform them of upcoming service events to become involved. Sagaz shared, “we have a good connection with the faculty and staff, so whenever they have any community service or volunteer information they forward it to the chapter. This is when the connections open because they have
seen our faces on campus.” Through interactions with staff and faculty, chapters have access to more opportunities and knowledge of campus resources to plan and coordinate successful events.

**Social Media.** All the chapters use various forms of social media such as Facebook, chapter website through university, Instagram, Twitter, and individual chapter website. In terms of service, they post pictures of the event, flyers with information, and save-the-date reminders. On the chapter website through the university, all chapters have information about the local and national history, principles, and contact information of executive board members. The multiple forms of social media help potential new members, community members, and other brothers in the nation, contact the chapter and follow their engagement.

**Leadership Capital**

Equal to other forms of capital, an additional capital emerged from the data—leadership—not covered in Yosso’s (2005) model. Leadership capital is based on the organizational structure of the fraternity as well as the knowledge and skills acquired through the types of service events, which contributes to their leadership development (Astin, 1993). Most of the participants interviewed have leadership positions predominately serving as president and community service chair. Bordas’ (2001) Latino leadership model, founded on humanistic leadership theory, is used to make sense of participant’s leadership. Leadership experiences shared by participants reflect the three dynamics presented in Bordas’ (2001) Latino leadership model, each with distinct sub points:

- **Personalismo – Preparing Oneself**
  - Conciencia – Self Awareness
  - Consistencia – Following Through
  - Compasión y Servicio – Compassion and Service
- Tejiendo Lazos – Weaving Connections
  - Continuidad – Continuity
  - Edificando la Comunidad – Building the Community
  - Celebración – Celebration
- Desarrollando Abilidades – Developing Skills
  - Comunicacion – Communication
  - Consenso – Fostering Unity and Consensus
  - Cambio Social – Social Change (p. 113)

**Personalismo – Preparing oneself.** Latino leaders must find ways to prepare themselves to serve others. Personalismo means the leader embodies the characteristics that earn the respect of their community (Bordas, 2001).

**Tejiendo lazos – Weaving connections.** Latino leaders combine diverse collectives for strengthening the community. It is important for Latino leaders to educate future generations about their roots and history, which are also linked to cultural traditions and memories.

**Desarrollando Abilidades – Developing Skills.** Latino leaders develop skills to serve as community builders and scholars who reach out and exchange information with the community they serve. Latino/a leaders are faced with many social inequalities within the United States and must be aware of how to engage in social change processes (Bordas, 2001).

Bordas’ (2001) Latino leadership model provides a lens to understand leadership practices and cultural values within communities of color. Her model for leadership is a collective, people-centered view different from individualistic models. Bordas states the inherent diversity and humanistic values of Latino leaders position them to “create a culturally accessible and compassionate society that values people and community before material wealth and
individual advancement” (Bordas, 2001, p. 112). Her model centers on experiences of Latino leaders through storytelling and by engaging in this process, leaders begin to enact all three dynamics of Latino leadership.

To become president, brothers must be a member for at least a year and have a history of leadership within the chapter. The brother’s involvement and leadership builds his credibility when running for president. Since brothers elect one another for different positions, the participants who serve as chapter president have earned the respect of the chapter, which reflects personalismo.

Kratuz is tejiendo lazos because he serves as the liaison and representative of the chapter when he communicates with the community on and off campus. As chapter president, Kratuz “represents the organization at the national and regional level. I deal with the university administration, alumni, and serve as the bridge between four different groups of people.” Participants develop facilitation and event management skills when conducting chapter meetings and hosting events, which require certain policies and paperwork by the university and national organization. As co-president, Lluvia added, “we facilitate discussions, lead meetings, delegate tasks when it comes to programming, and a lot of paperwork for the Office of Fraternity/Sorority Life and nationals.” The researcher looked through a chapter’s documents that included: spring retreat, list of 2015-2016 chapter events, and 2016 fraternal award application, which supports the amount of work being documented in their positions. Kratuz and Lluvia are tejiendo lazos and desarrollando abilidades through their responsibilities, which lead to building community and continuity.

Similarly, community service chairs demonstrate personalismo among the chapter to serve in the leadership position and with the non-profit or community organizations that partner
with the chapter. Service chairs are responsible for reaching out to community and non-profit organizations, and facilitating the day of the service event. Sebastien Skelly’s responsibilities are “to find opportunities locally that I can engage in with my chapter. I reach out to organizations that I think our chapter would be interested in and speak with people who coordinate their programs.” The goals for Sagaz’s position are to “collaborate with organizations that we haven’t worked with and come up with creative and innovative ideas that can open up new doors for us in the future.” Sebastien Skelly and Sagaz are both tejiendo lazos and desarrollando habilidades through outreach, which builds social capital contributing to unity and growth.

When participants joined the fraternity, they were provided with opportunities to hold multiple leadership positions. Since Senior joined in fall 2013, he has served in five positions—director of operations, treasurer, vice-president, president, and currently serves as membership educator. Ludavez’s first position as assistant membership educator was important “to understand the education that goes within our process to join the fraternity and help new members grow.” He also served as external vice-president, which “consisted of outreach and connecting to underrepresented communities beyond our campus.” Senior and Ludavez have developed skills as instructors for new members through the education process and are tejiendo lazos with communities of color. These connections are important, especially if the community consists of youth who need other Men of Color to serve as role models.

Even though participants have their individual responsibilities, they collectively voice their opinions about events and programming they will participate as a chapter. When suggesting a service opportunity, Sebastien Skelly fosters unity and consensus by stating “I present the chapter with an opportunity at our weekly chapter meetings and after we discuss it, we see how many people are interested, how many can attend, and that’s how we engage participation.”
After participating in a service event, Ludavez described his chapter “goes through de-briefs during our chapter meeting: 1) what went well, 2) what could be improved, and 3) do we want to do this again next year. We do our evaluations based on chapter meetings and how brothers feel about the service that they did.” The chapter communicates collectively on the type of impact their service has on the community and if it is creating social change, which develops their critical thinking skills. These reflective activities on service are also similar to the service-learning structure (Zlotkowski, 1998), but not in a classroom setting.

Some of the participants did not have a formal leadership position because they recently joined the organization and are shadowing brothers in their current positions. Table 1 Profiles of participants highlights Cesar shadowing Senior as Assistant Membership Educator, Memo with Junior as Chair of Communications, and Omar with Chepe as Community Service chair. Through observations of brothers in their current roles, participants are developing their leadership capital and potential to serve in that position next year. By shadowing Chepe, Omar will learn the job responsibilities. Through this participation with SLB during service, he is viewed by the community as a leader.

The revised framework (Figure 2) illustrates the Community Cultural Wealth that Yosso (2005) defined as “an array of knowledge, skills, abilities and contacts possessed by Communities of Color to survive and resist macro and micro-forms of oppression” (p. 77). These assets are reflected in the core principles and values of SLB, which are developed and implemented by participants’ through community service. The findings unveil not only an additional form of capital (leadership), but also an intersection of community service with the fraternity’s additional principles of brotherhood, cultural awareness, and scholarship.
Overview of Findings in Relationship to Existing Literature

The three themes that emerged from this study were: (1) definition of community service, (2) implementing community service, and (3) growth from community service. The following is an overview of how these findings relate to the existing literature on civic engagement in higher education, Latina/o civic engagement, and Latino Greek-letter organizations discussed in Chapter 2.

Civic Engagement in Higher Education

Similar to the literature, a majority of the SLB chapters represented in this study participated in volunteering or service (Bringle, Hatcher, & McIntosh, 2006; Lawry et al., 2006; Moely & Miron, 2005; Moely, Furco, & Reed, 2008; Morton, 1995; Weerts, Cabrera, & Pérez Mejias, 2014). Chapters collaborated with non-profit organizations and k-12 schools. Their educational programs with mentoring and cultural awareness were reflective of activist and advocacy-oriented service activities focusing on social change (Bickford & Reynolds, 2002; Kival, 2007). Mentoring youth of color plays a major role in experience and retention of Latino males entering higher education institutions (Saenz & Ponjuan, 2009). Chapters that implemented cultural awareness events about issues of race, gender, and immigration promoted advocacy for social justice at local and national levels (Jacoby & Associates, 2009). These findings highlight SLB as a co-curricular service opportunity for Latino and Men of Color to engage in service that focuses predominately on the Latino community, as well as other underrepresented communities. Participant involvement in SLB suggests Latino Greek-letter organizations can effectively serve students of diverse racial/ethno backgrounds to become involved in civic engagement in higher education (Stanton, 2007).
Latina/o Civic Engagement

Latina/o civic engagement is divided into two sections: (1) volunteering and (2) philanthropy. Volunteering is reflected in this study with findings demonstrating Latino and Men of Color benefit from service by building brotherhood among members and making positive contributions to Latino and underrepresented communities (Hobbs, 2001). In terms of Latina/o philanthropy, non-profit organizations were the main beneficiaries of chapter’s fundraising events. This highlights the larger sociological question of how race and class shape Latino civic engagement.

Latino Greek-letter Organizations

Involvement in Latino Greek-letter organizations provided participants with opportunities for volunteering as well as leadership development (Astin, 1993). Chapters provided a support system on campus and implemented service events focused on advancing Latino cultural awareness (Miranda & Martin de Figueroa, 2000). Most service events centered on community, educational programs, and philanthropy. Engaging in philanthropy events to raise funds and donations for local and national non-profit organizations reaffirms chapters are engaging in traditional fraternal forms of service. These types of service events answer the larger sociological question of how Latinos engage in civic engagement within a higher education context.

Summary of the Study

The purpose of this case study was to explore experiences and perceptions of benefits of service for five chapters of Sigma Lambda Beta Fraternity, Inc. This study occurred at five public, 4-year universities located in the Midwest region of the U.S. over a four-day period. Data were collected through interviews, field notes, memorandums, and content analysis. All sixteen interviews were audio-taped and transcribed. The transcripts were analyzed as well as the content
from chapter’s social media and chapter documents by the researcher. Social media consisted of Facebook, Instagram, university website, and chapter documents such as retreat agenda, service event sponsor letter, flyers, etc.

Yosso’s (2005) model of community cultural wealth served as the conceptual framework for this study to understand the role community service plays in SLB as well as the various benefits/assets nurtured by service. A majority of the sixteen members who participated in the study identified as Latino and one identified as Asian-American.

The research questions are now addressed:

1) **How do members of SLB define and implement service?**

The chapters utilized fraternity rhetoric within their definition of community service, which highlights the organization’s core principles and values. Participating in service requires a dedication of time and effort, which brings brothers together and builds their image as an organization within the community. All five SLB chapters implemented diverse types of service involving campus events, community events, environment, food programs, philanthropy, and educational programs on health, mentoring, and cultural awareness. Most events centered on community followed by educational programs and philanthropy.

2) **How do members learn and grow from service?**

Participants understanding of community service is also connected to their development and growth. Their experiences with a service event led to outcomes and overall benefits from the service. Engaging in service also benefits chapters by contributing to their familial, resistant, and leadership capital.
Limitations and Strengths

As indicated in Chapter 3, there are four limitations pertaining to this case study. First, the issue of population and site generalizability because the study focused on five SLB chapters at public, 4-year universities within the Midwest region of the U.S. These results cannot be generalized to other chapters and regions of SLB or other Latino fraternities. Second, the 16 participants do not provide all the possible viewpoints or experiences within each of the chapters. Third, this study was limited by the four-day time period for on-site visits to the universities. Being an exploratory case study, this limited design provides a good starting point for future inquiry (Yin, 1994). Fourth, each chapter provided various forms of social media and documents, for example, one chapter provided a link to their website, while another chapter provided an agenda of their retreat, event sponsor letter, and flyers.

The strengths of this case study include a detailed examination of an instance in action (MacDonald & Walker, 1977) of how a Latino Greek-letter organization provides cultural assets that chapters use to engage in community service. Another strength is the researcher’s “insider status” as an SLB alumnus and a Latino man. These provided the researcher with greater access to the participants that also furnished a detailed case study protocol (Yin, 1994), and contributed to the trustworthiness and reliability of the data collected.

Implications for Practice

Findings from this case study provide various implications for higher education and the Executive Office of SLB practice. These findings illustrate how SLB, as a co-curricular organization, possesses, utilizes, and nurtures community cultural wealth for Latino and Men of Color to engage in service.
Implications for Higher Education

The core principles and values of SLB are reflected in the types of service that chapters engage within the community, on and off campus. Chapters indirectly serve as liaisons for their university when they engage in k-12 educational settings and encourage Latinos and other Men of Color to graduate high school and pursue higher education. Larger societal issues around race, gender, and immigration are highlighted in chapters educational programming to create opportunities for cultural awareness. These non-traditional forms of service enacted by a Latino Greek-letter organization remind us we live in a racist, anti-immigrant, sexist society that transcends through higher education.

Participants in this study used various forms of social capital to engage in service including: Greek-letter organizations, non-profit organizations, staff, faculty, and social media. These reciprocal partnerships helped create community change (Sponsler & Hartley, 2013), especially working with cultural centers, such as the Multicultural Center and Latino Resource Center. These centers used participants to help engage other Students of Color and served as a funding resource for chapter events, such as the Beta Man Conference. Student Affairs administrators and faculty also provided support and encouragement to chapters by serving as advisors and resources on campus. Staff and faculty should have hands-on-advising and advocate for Latina/o Greek-letter organizations engaging in service.

As higher education continues to provide various initiatives and practices to improve civic engagement (Jacob & Associates, 2009), Latino Greek-letter organizations must be included as co-curricular service opportunities. This case study showcased how five chapters of Sigma Lambda Beta International Fraternity, Inc., used community cultural wealth as assets to engage in community service. Greek Affairs offices and universities must learn more about the
types of services Latino Greek-letter organizations contribute to their communities and view them as an asset when engaging in civic engagement.

**Implications for Executive Office of SLB**

Findings from this study can assist the Executive Office of SLB to encourage chapters at the regional and national levels to engage in community service that intersects with other core principles of the fraternity. By participating together in service events, chapters in the Midwest region developed brotherhood and implemented philanthropies and educational events focused on scholarship and cultural awareness. The Executive Office should include a point system to their yearly assessment that provides points to chapters developing programs to include multiple principles. This can support chapters and participants who may feel they must juggle all four principles each semester. Finally, the Executive Office should consider using this framework as a lens for membership development and future programs.

**Recommendations for Future Research**

This exploratory case study contributes to the literature gap on Latino Greek-letter organizations and outcomes associated with engaging in service. My limited exploratory case study can be expanded to future inquiry (Yin, 1994) to include more chapters and participants since my study indicated there is more to research and explore from an organizational frame. This researcher’s experiences traveling to each chapter and learning about participants’ involvement with service, created a desire to expand this case study to interview alumni, the Executive Office, founders of the organization, staff and faculty, and non-profit organizations and community partners who benefit from SLB service. Chapters mentioned alumni involvement with service events and, in some cases, alumni asking chapters to help with an event. Future research should interview alumni about their past and current service to the organization. The
Executive Office administers a yearly assessment called *SLB Standards*, which provides a holistic view of chapters’ performance in operations, programming, training and development, and recruitment and retention. Interviewing the Executive Office may provide knowledge about how the fraternity engages in service at national and regional levels, which could lead to a larger case study of the fraternity at the national level. SLB is fortunate to have the founding fathers of the organization still active within the fraternity’s educational foundation, and attending national conferences and events. Future research could interview the SLB founders and ask questions about the founding of the fraternity as it relates to the core principles of service as well as their thoughts about the fraternity’s current role in service for its members and the community.

Community service as a capital helps build assets for participants as well as the community. However future research should be conducted on how capital is being developed within the community, involving staff and faculty who advise SLB chapters as well as non-profit organizations who benefit from its service. This will help to understand SLB’s perspective of how the fraternity engages in service on campus and within the community. Chapters have developed relationships with diverse, non-profit organizations and community partners and, in some cases, provided monetary funds or donations. Further research should describe how these monetary funds or donations help the organization accomplish its mission.

This study also contributed to larger sociological questions about how Latino males engage in service in higher education and how race/class shaped Latino civic engagement. Future research should be conducted on Latina/o Greek-letter organizations and Latina/o college students not affiliated with Latina/o Greek-letter organizations. For example, a study can be completed on Latina/o students involved in cultural clubs and organizations that also engage in service and identify forms of capital used.
Personal Reflection

Before attending college at the University of Denver (DU), I was involved in a program called Leaders Challenge, which helped me develop leadership skills and engage in my local community. I continued my service throughout college and became involved in starting the first Latino-based multicultural fraternity on campus. Community service, as a principle of the organization, was one of the factors that attracted me to join. Since the chapter’s founding date, September 15, 2007, members engage in raising cultural awareness on diverse issues on campus, host an annual conference for high school Men of Color within the Denver Public Schools district, and facilitate a weekly mentoring program for high school Latino males. I participated in the chapter’s service throughout my Master’s degree in Higher Education at DU and continued to pursue my doctoral degree in Higher Education at Iowa State University (ISU).

As a civically-engaged Latino, critical scholar-practitioner-alumnus, I think about members’ experiences and benefits of service which helped guide my dissertation topic. First, I wanted to complete a national case study, but my committee suggested focusing on the Midwest region, since I live in the area and have more access. This worked well because I finalized a road trip to every chapter and stayed the night with brothers. The act of completing a road trip across the Midwest is symbolic because our founders and many brothers still take road trips to other chapters to visit, attend an event, or initiate “crossing” of new members into the fraternity. Housing brothers is a benefit taken advantage of coast-to-coast and even internationally, also a form of support mentioned by Smith, Shue, Vest, and Villareal (1999). I felt a great connection with brothers, while staying at their homes, and was able to meet with alumni in the area as well. This highlights the brotherhood within SLB and made data collection fun.
This case study allowed me to become a better qualitative researcher. During the interviews, I rephrased interview questions, if participants needed clarification. The brothers felt comfortable during the interviews and often used Greek phrases and terminology. They also provided rich descriptions that helped provide me with an understanding of their experiences engaging in service.

As I reflect on my journey through higher education, SLB has been my support system. SLB has played a fundamental role in my leadership development, passion for Student Affairs, and receiving my master’s and doctoral degrees. As an alumnus, I have the privilege to continue involvement and help brothers live the creed.
APPENDIX A:
INSTITUTIONAL REVIEW BOARD APPROVAL

Date: 3/1/2016
To: Manuel Del Real
2642 Lagomarcino Hall

From: Office for Responsible Research

Title: Living the Creed: How Chapters of Sigma Lambda Beta International Fraternity Inc. Contribute to Civic Engagement

IRB ID: 15-650

Study Review Date: 2/25/2016

The project referenced above has been declared exempt from the requirements of the human subject protections regulations as described in 45 CFR 46.101(b) because it meets the following federal requirements for exemption:

- (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey or interview procedures with adults or observation of public behavior where
  - Information obtained is recorded in such a manner that human subjects cannot be identified directly or through identifiers linked to the subjects; or
  - Any disclosure of the human subjects' responses outside the research could not reasonably place the subject at risk of criminal or civil liability or be damaging to their financial standing, employability, or reputation.

The determination of exemption means that:
- You do not need to submit an application for annual continuing review.
- You must carry out the research as described in the IRB application. Review by IRB staff is required prior to implementing modifications that may change the exempt status of the research. In general, review is required for any modifications to the research procedures (e.g., method of data collection, nature or scope of information to be collected, changes in confidentiality measures, etc.), modifications that result in the inclusion of participants from vulnerable populations, and/or any change that may increase the risk or discomfort to participants. Changes to key personnel must also be approved. The purpose of review is to determine if the project still meets the federal criteria for exemption.

Non-exempt research is subject to many regulatory requirements that must be addressed prior to implementation of the study. Conducting non-exempt research without IRB review and approval may constitute non-compliance with federal regulations and/or academic misconduct according to ISU policy.

Detailed information about requirements for submission of modifications can be found on the Exempt Study Modification Form. A Personal Change Form may be submitted when the only modification involves changes in study staff. If it is determined that exemption is no longer warranted, then an Application for Approval of Research Involving Humans Form will need to be submitted and approved before proceeding with data collection.

Please note that you must submit all research involving human participants for review. Only the IRB or designees may make the determination of exemption, even if you conduct a study in the future that is exactly like this study.

Please be aware that approval from other entities may also be needed. For example, access to data from private records (e.g., student, medical, or employment records, etc.) that are protected by FERPA, HIPAA, or other confidentiality policies requires permission from the holders of those records. Similarly, for research conducted in institutions other than ISU (e.g., schools, other colleges or universities, medical facilities, companies, etc.), investigators must obtain permission from the institution(s) as required by their policies. An IRB determination of exemption in no way implies or guarantees that permission from these other entities will be granted.

Please don't hesitate to contact us if you have questions or concerns at 515-294-4566 or IRB@iastate.edu.
APPENDIX B:

INFORMED CONSENT DOCUMENT

**Title of Study:** Living the Creed: How Chapters of Sigma Lambda Beta International Fraternity Inc. Contribute to Civic Engagement

**Investigator:** Manuel Del Real, M.A., Doctoral Candidate, Higher Education, Iowa State University School of Education

**Purpose:** Explore how chapters of Sigma Lambda Beta International Fraternity Inc. engage in community service.

**Who Will Participate:** I will be conducting 16 in-depth interviews with members of SLB. Each interview will take about 90-minutes. You maybe asked to participate in a subsequent interview if there is a need for you to clarify information or perform a member check. Your understanding and engagement of community service within the chapter are the bases for the research.

**Voluntary Participation:** Participation in this research is voluntary, you may choose to answer only certain questions or may discontinue at any time in the process without obligation or penalty. Any data collected upon withdrawal from the study will be discarded in a manner that protects the identity of the individual. You do not have to participate in this research study. The alternative is to not participate in this research study.

**Risks:** No risks, participants may choose to answer only certain questions or may discontinue at any time in the process of the interview.

**Benefits:** There are no direct benefits to you as a participant.

**Costs and Compensation:** There are no monetary costs or compensation.

**Participant Rights:** Your participation in this study is completely voluntary and you may refuse to participate or leave the study at any time. If you decide to not participate in the study or leave the study early, it will not result in any penalty or loss of benefits to which you are otherwise entitled. You can skip any questions that you do not wish to answer.

**Confidentiality:** All audio files, notes, informed consent forms will be kept from public view to protect the identity of the participants. Audio files will be uploaded to a secured file on the internet. Notes and informed consent forms will be kept in a locked drawer, in locked office. Only the principal investigator will have access to data.

While every effort will be made to keep confidential all of the information you complete and share, it cannot be absolutely guaranteed. Individuals from Iowa State University Institutional Review Board (a committee that reviews and approves research studies), However, federal government regulatory agencies, auditing departments of Iowa State University, and the
Institutional Review Board (a committee that reviews and approves human subject research studies) may look at records related to this study for quality improvement and regulatory functions.

**Questions or Problems:** If you have any questions about the study that you are participating in you are encouraged to email the investigator, Manuel Del Real at mdelreal@iastate.edu (720) 470-2574; or the faculty advisor, Dr. Robert Reason at rreason@iastate.edu. If you have any questions about your rights as a research participant, please contact the IRB Administrator at (515) 294-4566.

**Authorization:**

Participant’s Name (printed) ____________________________________________

________________________________________________________________________

Participant’s Signature  Date
APPENDIX C:

CASE STUDY PROTOCOL

Section I – Location:

Date:
Region:
Chapter:
University:

Section II – Interviews:

Members

Interview #__________
Chapter Position__________
Date_______________

Script~

Welcome and thank you for your participation today. My name is Manuel Del Real and I am a doctoral candidate in the School of Education at Iowa State University conducting a study on how chapters of Sigma Lambda Beta International Fraternity Inc. (SLB) engage in community service. This interview will take about 90-minutes and will include questions regarding your experiences with community service as a member of SLB. I would like your permission to tape record this interview, so I may accurately document the information you convey. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know. All your responses are confidential. Your responses will remain confidential and will be used to develop a better understanding of how your chapter views and engages in service. The results of this study will be used in my dissertation and published in partial fulfillment for the degree of Doctor of Philosophy.

At this time I would like to remind you of your written consent to participate in this study. I am the responsible investigator, specifying your participation in the research project. You and I have both signed and dated each copy, certifying that we agree to continue this interview. You will receive one copy and I will keep the other in a secured folder, separate from your reported responses. Remember that your participation in this interview is completely voluntary. Do you have any questions or concerns before we begin? Then with your permission we will begin the interview.

Part I. Background questions (bullet points represent prompts)

(1) Can you tell me your
   • Age
   • Race
   • Where you were born
   • Major
   • Future goals

(2) Can you tell me how did your family get here? How did you get here (school, city, town)?
Part II. Membership Experience
(3) Tell me what motivated you to join SLB?
- Why not “traditional Greeks”?
- Any particular aspect or member that influenced you to join?
(4) Tell me about your position in the chapter?
- Responsibilities?
- Experiences thus far?
- Goals for position?
- Challenges?
(5) Tell me about the history of your chapter?
- When was it founded?
- What was the purpose for creating the chapter on campus?

Part III. Experience with Community Service as Member of SLB
(6) How would you describe how your chapter engages in community service?
- When you say community, what community do you refer to? Latino community?
(7) Who in the chapter decides the community service project and organizes it?
(8) Are the service projects done individually or collectively? (i.e., relay for life – individuals raise money as opposed to habitat for humanity – it is a collective group effort)
(9) Where does your chapter go for information or advice about community service?
(10) Do you collaborate with other student organizations or offices on campus?
(11) How do you use community service to recruit potential new members?

Part IV. Experience with Community Service
(12) Tell me about your most meaningful experience with community service?
- What happened?
- What did you observe?
- What issue was being addressed or population was being served?
- What learning occurred for you in this experience?
- Why was this meaningful?
(13) Tell me about your experience with community service prior to college?
- What happened?
- What did you observe?
- How has your prior experience shaped the service you do now?
(14) Tell me about how you define community service?
(15) How does your university define community service?
- Where would you learn about or have opportunities to engage in community service?
(16) How does SLB define community service?

Part V. Evaluation of Community Service
(17) How does your chapter’s community service project(s) get evaluated? How often?
- National headquarters?
- University, specifically Office of Greek Affairs?
How does your chapter’s community service differ from other organizations?

- Different from “traditional” Greeks?
- Other Latino Greek-letter Organizations?
- Other student organizations?
- Other chapters in their region?

**Part VI. Benefits of Service**

19. Tell me how you benefit from service?
20. How does your chapter benefit from service?
21. How does the beneficiary benefit from the service?

- What are the short-term/long-term changes/impacts due to the service performed?
- What kind of follow-up is done with the beneficiary after service is performed?

~

This is the end of the interview. You may be asked to participate in a subsequent interview if there is a need for you to clarify information or perform a member check. If you have any questions or concerns please contact the primary investigator: Manuel Del Real at mdelreal@iastate.edu. Thank you for your participation and time!
APPENDIX D:

STUDY ANNOUNCEMENT

Greetings (Name of Member),

My name is Manuel Del Real and I am a doctoral candidate in the School of Education at Iowa State University. As part of my dissertation, I am doing a case study of how chapters of Sigma Lambda Beta International Fraternity Inc. (SLB) engage in community service. I will be conducting interviews with members of the chapter. The interviews will be about 90-minutes and audio recorded. I have secured approval from the ISU Institutional Review Board to conduct this study and the identity of all participants will be protected. Interviews will take place beginning of the 2016 Spring semester. The results of this study will contribute to empirical research about the ways Latino Greek-letter organizations impact civic engagement. If you and your chapter are interested in learning more about this research study and would like to consider participating, please contact me by email at mdelreal@iastate.edu or by phone at 720-470-2574.

Thank in advance!

Manuel Del Real
Doctoral Candidate – Social Justice Concentration
School of Education
Iowa State University
Greetings (Name of Member),

Thank you for you and your chapter’s interest in participating in my research study. I am conducting this study as part of my dissertation requirement for my doctoral program in Higher Education. My research explores the community service that chapters engage with during the 2016 Spring semester. I will be conducting about 90-minute interviews and will include questions regarding your experiences as a member of SLB. Please let me know what day/time works best with your schedule.

Additional information about the project can be found in the attached consent form. Participation in the study is completely voluntary. If you have any questions about this study, please do not hesitate to contact me by email at mdelreal@iastate.edu or by phone at 720-470-2574.

Thank in advance!

Manuel Del Real
Doctoral Candidate – Social Justice Concentration
School of Education
Iowa State University
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