

*The purpose of the North American Interfraternal Foundation shall be to promote and support leadership, educational and research initiatives that advance the North American college fraternal experience.*



www.nif-inc.net

Spring 2004

## what's inside

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## What's Your Opinion?

At the 2003 Annual Meeting of the NIF Board of Directors, a new vision statement was drafted, but we'd like your opinion before making it final. If you have any thoughts, suggestions or opinions to share, please contact us!

*Vision Statement Draft—The NIF is a catalyst for inspiring collaboration that results in a vital interfraternal community.*

## Hazed and Confused: Transforming Hazing Cultures

by Elizabeth J. Allan, Ph.D.

Hazing is a social issue that is under-studied, under-discussed, and its power is all too often under-estimated. When I am asked to speak with groups about hazing in educational settings, I generally find there is widespread lack of awareness and common misunderstandings about what is meant by the term "hazing," why hazing is a problem, and what can be done to change it. In order to begin a change-making process, we need to identify the problem and understand some of the complexities associated with it.

### Hazing Defined

"Hazing" refers to any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. In years past, hazing practices were typically

considered harmless pranks or comical antics associated with young men in college fraternities.

Today we know that hazing extends far beyond college fraternities and is experienced by boys/men and girls/women in school groups, university organizations, athletic teams, the military, and other social and profes-

sional organizations. Hazing is a complex social problem that is shaped by power dynamics operating in a group and/or organization and within a particular cultural context.

Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating. The specific behaviors or activities within these categories vary widely among participants, groups and settings. While alcohol use is common in many types of hazing, other examples of typical hazing practices include: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; brandings; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault.

### Why is Hazing a Problem?

Hazing can involve seemingly harmless activities, but such activities often set the stage for more risky and potentially dangerous behaviors. The risk level of hazing can quickly escalate and take participants by surprise. Alcohol, uneven distribution of power among the group/peer pressure and groupthink are some of the factors that can impair judgment and contribute to increasing the danger level of hazing.

Hazing can be harmful on a number of levels and is often related to the following

**HAZING**, see page 2

## Hazing, *cont'd from page 1*

detrimental outcomes:

- Physical harm and death
- Emotional harm
- Student attrition
- Breeding of mistrust among group members
- Cultivation of a school/campus culture of abuse
- Bad press for individuals, organization and school/campus or community
- Lawsuits and liability

In some cases, determining the risk level of hazing is fairly straightforward—as in the case of forced alcohol consumption. In other cases however, many point to the so called “grey areas” where it seems more complicated to predict whether or not a particular activity might be interpreted as hazing. While some activities may seem innocuous to one person, they may be considered humiliating, degrading and harmful to another. It is often difficult for students to judge when they are crossing the line from harmless to harmful. For instance, it is becoming increasingly common for women’s groups to involve sexual simulation in hazing rituals. While some suggest such an activity is just “a joke”; others consider it degrading, insulting and even threatening—especially for many young women who have experienced the threat of sexual harassment, stalking and/or assault. Students need guidance in helping them understand that hazing isn’t simply about the activity (though this is one factor), it’s also about the process—the ways in which power and control are exercised among group members and how new members or rookies are made to feel about their place in the group.

### Making Change

Eradicating hazing can seem like an overwhelming undertaking, but it’s important to remember that every individual can play an important role in making positive change. I usually suggest the following steps (adapted from Berkowitz 1994) as a guide for

thinking about change-making. I usually suggest the following sequential stages as a guide for thinking about change-making.

Help others to:

- Notice hazing.
- Interpret hazing as a problem.
- Recognize a responsibility to change it.
- Acquire the skills needed to take action.
- Take action!

According to this model, the most effective way to educate about hazing is to begin by drawing attention to hazing and helping others interpret hazing as a problem. Campus and school officials, and student leaders, can do this by publicizing hazing policies (or establishing policies when they don’t exist); providing information to students’ parents, staff, faculty and community members about how to identify hazing and where to report it; providing assurances of support for those who do report being hazed, establishing consequences for those who participate in hazing; and most importantly, developing incentives for the implementation of non-hazing group initiations and activities.

### The Role of Research

Scholarly attention to hazing has also focused largely on the impact of hazing within athletics and Greek life. The most extensive empirical data regarding hazing practices were generated from the Alfred University/NCAA study on college athletes (1999), which found that over 76% of all athletes at more than 1,000 National Collegiate Athletic Association schools experienced some form of sports-related hazing during 1998-99. Other accounts of hazing have been provided by author/journalist Hank Nuwer (1990, 1999, 2000), and a number of thesis and dissertation studies have focused on hazing in the context of Greek life (Holmes, 1999; Lowery, 1998; Shaw, 1992) and athletics (Johnson, 2000).

The hazing problem in

postsecondary education, however, is pervasive and moves well beyond athletic and fraternal environments, affecting students of diverse identities and experiences. While we know hazing incidents have been reported in marching bands, theatre groups, ski clubs, freshman camps, orientation groups, residence living units, and other social and academic clubs, no studies have yet collected data to document the nature and prevalence of hazing among all types of student groups on college campuses. Without this data, many are likely to view hazing as a problem for Greek-letter organizations and athletic teams only. Directing hazing education at these groups alone may jeopardize the health and safety of many who are subject to hazing in other types of student groups.

Research is also needed to help establish “best practices” in relation to hazing interventions. Scholars are now considering how hazing is shaped by many social and institutional forces rather than understanding it as solely a problem rooted in personality traits or other individual characteristics. Research is important because it will help us to clarify the causes of hazing, identify environmental and socio-economic factors, and create new strategies for eradicating harmful hazing activities.

Hazing is a complex social problem with no “easy answers.” Those of us who have worked with groups to transform a hazing culture know there are many challenges to making meaningful change. However, we must not forget that every individual has an important role to play in helping to solve the problem of hazing. Each individual action can make a difference. Together, we can continue to build awareness and develop effective intervention and prevention strategies to eliminate harmful hazing.

**Help others to:**

**Notice hazing.**

**Interpret hazing as a problem.**

**Recognize a responsibility to change it.**

**Acquire the skills needed to take action.**

**Take action!**

# who is

Elizabeth Allan?



Elizabeth J. Allan, Ph.D. is an Assistant Professor of Higher Educational Leadership graduate programs at the University of Maine. She has been

involved in education about hazing since the early 1990s when she proposed and coordinated lobbying efforts for the passage of a statewide anti-hazing law in New Hampshire. She has written a number of essays, book chapters and encyclopedia entries on the topic of hazing and is the co-founder and manager of [www.StopHazing.org](http://www.StopHazing.org), an educational website about hazing.

Allan frequently speaks on the topic of hazing at colleges, national education conferences and schools. She has been interviewed about hazing for newspapers and radio shows throughout the country, and magazines including *TeenPeople*, *Glamour*, *Sports Illustrated* and *Good Housekeeping*.

## Research Summary and Progress to Date: Examining and Transforming Campus Hazing Cultures

by Elizabeth J. Allan, Ph.D., Principal Investigator

The NIF began a partnership with Elizabeth J. Allan, Ph.D. in 2002, providing funding for grant research for her research study “Examining and Transforming Campus Hazing Cultures.”

### Overview of the Project

Once thought of as simply aberrant behavior perpetrated by a few isolated collegiate groups or teams and/or the military, it is increasingly evident that hazing behaviors are far more widespread involving students of diverse identities and experiences. Scholars are now considering how hazing is shaped by many social and institutional forces rather than understanding it as solely a problem rooted in personality traits or other individual characteristics. Viewing hazing as simply a problem of Greek-letter organizations or athletes is shortsighted and may jeopardize the health and safety of students involved with hazing in many other arenas. In the end, this will hinder the overall quality of learning environments in schools and postsecondary institutions.

This proposed research will investigate the nature and prevalence of hazing practices across a range of student groups within diverse types of postsecondary institutions in the U.S. By addressing the lack of empirical data, the study will provide foundational data from which to assess campus

climates and to inform best practices for hazing prevention and intervention.

### Research Goals

- This study aims to generate breadth of knowledge and promote more in-depth understanding about hazing in postsecondary educational institutions with possible applications to other populations as well. More specifically, the goals of this research are to:
- Investigate the prevalence and nature of hazing behaviors among students in U.S. colleges and universities.
- Offer research-based strategies for responding to and preventing the problem of hazing among college students with transferability to middle and secondary schools.

### Outcomes

It is anticipated that empirical data generated from the study will inform best practices related to the intervention and prevention of hazing including: sharpened insights about the nature and prevalence of hazing; characteristics of students and institutions most at risk for hazing; factors that facilitate and/or impede the reporting of hazing; and qualities of effective policy and educational efforts

research, see page 7

## Implications and Significance: Making a Difference

Numerous anecdotal and journalistic accounts of hazing practices have documented the problems of hazing (including death, physical injuries, emotional harm, and attrition) among college students (Nuwer, 1990, 1999, 2000; Robinson, 1998). Yet, little is known empirically about the prevalence and nature of hazing in this population. Many students and professional staff in colleges and universities are uninformed about the realities of hazing, and stereotypes shape perceptions of hazing as only a problem for Greeks and athletes and/or simply harmless antics and pranks. Data generated from this study will provide empirical data related to the prevalence and nature of hazing behaviors for students in U.S. higher education. As such, the data will serve as a platform for advancing further understanding of the problem in a larger context and inform more viable approaches to the intervention and prevention of hazing by promoting campus cultures that are more fully aware of the realities of hazing and are less tolerant of harmful hazing

# NIF announces

## 2003 Scholarship and Fellowship Recipients

### Lloyd G. Balfour Fellowships \$1,000

*Courtney Collins-Shapiro*,  
Delta Delta Delta, Policy and  
Leadership  
*Michael Fontana*, Zeta Beta Tau,  
Mass Communications  
*Stephanie Gause*, Delta Gamma, Law  
*Amelia Purser*, Delta Gamma,  
Medicine  
*Mario Mazz*, Zeta Psi, Oenology  
*Shannon Sauter*, Alpha Epsilon Phi,  
Student Affairs  
*Virginia Smith*, Delta Gamma, Public  
Relations and Issues Management

### Lloyd G. Balfour Fellowships \$2,500

*Edward Tulin*, Delta Upsilon, Law  
*Elizabeth James*, Kappa Epsilon,  
Pharmacy  
*Ryan Kraemer*, Kappa Sigma, Medicine  
*Molly Morgan*, Gamma Phi Beta,  
Science and Technology Policy

### Mary Louise Roller Scholarship \$1,000

*Stephanie Gause*, Delta Gamma, Law

### James H. McLaughlin Scholarship \$700

*Timothy Braude*, Alpha Epsilon Pi

### Jack Anson Fellowship \$2,000

*Meghan Johnson*, Alpha Sigma Alpha,  
Student Personnel Services

### 2004 Scholarship Applications Available

Applications for NIF scholarships are now available online at [www.NIF-inc.net](http://www.NIF-inc.net).

Applicants may apply directly online or download an application to be mailed. All applications and supporting materials such as transcripts and letters of recommendation must be postmarked no later than May 15, 2004 to be eligible for consideration. Complete instructions are available on the website.

## George W. Cox

George W. Cox, Jr., Immediate Past Chairman of the NIF, began his Greek experience at Old Dominion University when he joined Pi Kappa Alpha. His membership there became a springboard to a life of exemplary professional and civic accomplishment.

George has practiced law for thirty years, the past twenty as principal of Cox & Associates, P.C. in Myrtle Beach, SC. In addition to serving on many other community projects and boards, he is a past national officer of the Phi Alpha Delta Law Fraternity and a past national president of the Professional Fraternity Association. His work with both of those organizations ultimately led to his involvement with NIF.



"My early goal was to focus on enhancing the profile of all professional fraternities within NIF, as some questioned NIF's relevance to that group," he recalled recently. "That has been

accomplished and it has been exciting to see the growth of new programs and new partnerships with the College Fraternity Editors Association (CFEA) and the National Association of Student Personnel Administrators (NASPA) as well as the Campus Hazing Cultures project. In addition, the NIF has stayed the course with important scholarships for those graduate students who serve as

the very best examples of Greek leadership and scholarship."

A highlight of George's lifetime of involvement in the Greek world came with his election as president of the NIF in 1999. "It was an honor and pleasure to interact with truly outstanding leaders in the Greek system. Many former presidents and executive directors, as well as outstanding leaders in higher education, often gravitate to the NIF Board. The wealth of experience and problem-solving talents they bring to the Board is formidable."

While George has 'retired' from the Board, he continues to be a staunch ally of the NIF and the North American college fraternity system. We wish him the very best and thank him for his yeoman service.



## NIF Partners with CFEA on Awards Program

In keeping with NIF's new-found momentum to serve as a catalyst for "good things Greek," it has recently partnered with the College Fraternity Editor's Association to support and enhance CFEA's already prestigious awards program. NIF's own publications award program has been "blended" into the CFEA application process in a win-win-win for the two organizations, Greek editors and their individual organizations.

NIF will be providing a \$2000 sponsorship grant in support of this year's program, with present intent to be a long-term partner with CFEA. As the oldest and largest interfraternal organization, CFEA is an excellent outlet for

NIF funding in support of positive interfraternal activities. NIF representatives will be on hand May 8 in Chicago to present a check at the CFEA Award's Banquet—and to recognize those editors who have gone "over and above" in their efforts. More extensive integration of NIF and CFEA award's goals, objectives, and mutual promotion is planned for next year.

You can register for the CFEA annual conference at [www.CFEA.org](http://www.CFEA.org). The event is at the Renaissance Oak Brook Hotel, May 6-9 in the Chicago area.

## 2003 Balfour Fellowship Recipient— Ryan Kraemer

Ryan Kraemer is from a small town (Hammond, Louisiana) but that hasn't stopped him from having big dreams. The NIF through the L.G. Balfour Fellowships, is proud to be a part of those dreams. In 2003, Ryan was awarded a \$2,500 Balfour Fellowship in recognition of his outstanding academic achievements and his exceptional community and fraternal activities. His fellowship will help him achieve a medical degree from LSU.

Ryan, a member of Kappa Sigma at Centenary College, credits his fraternity membership with developing his leadership and his people skills, both of which have come in handy in medical school. He noticed that he seems much more at ease meeting people and knows that an important part of his profession is making his patients feel comfortable. He



Ryan Kraemer

also values the deep bonds he shares with his Kappa Sig brothers that run far beyond ordinary friendships.

While an undergraduate, Ryan served his chapter as Rush Chair and Treasurer. He worked diligently for months to revive the defunct IFC on his campus, helped develop the constitution and felt a great sense of achieve-

*Fellowship "has helped me tremendously and I'm deeply grateful to have been chosen. It is a very big honor."*

## NIF announces NEW LEADERS

The NIF is proud to welcome 5 new members to the Board of Directors who bring much experience, talent and expertise.

- Peg Crawford, *Alpha Omicron Pi*
- David Persky, *Kappa Sigma*
- Clifford Schechter, *Phi Alpha Delta, Alpha Epsilon Pi, Rho Pi Phi*
- Barbara Snyder, *Alpha Phi*
- Linda Wardhammar, *Gamma Phi Beta*

ment when it was rechartered in 2000. Ryan was additionally very active on campus as an orientation leader, senator and honor court representative.

Ryan says he is incredibly honored to have received a Balfour fellowship and is inspired by what the NIF represents. The financial reward "has helped me tremendously and I'm deeply grateful to have been chosen. It is a very big honor."

Ryan's plans include starting a family practice where he looks forward to the opportunity to follow his patients throughout their lifetime. We'd say that Ryan's future patients are very fortunate indeed and the NIF is proud to have played a small part in helping him reach his goals.

# Thank you **2003** **DONORS!**

## Founders' Circle (\$10,000+)

Sidney H. Guller, Alpha Epsilon Pi

## Chairman's Circle (\$2,500+)

Foundation Chapter of Theta Chi

## Leadership Circle (\$1,000+)

Alpha Epsilon Pi Foundation  
Henry L. Bauer, Kappa Sigma  
Philip H. Cohen, Alpha Epsilon Pi  
David M. Coyne, CFRE, Kappa Sigma  
James E. Greer, Jr., Zeta Beta Tau  
Lambda Chi Alpha Fraternity  
Phi Kappa Tau Foundation  
Phi Sigma Sigma Foundation

## Benefactors (\$500+)

Alpha Chi Omega Foundation  
Howard R. Alter, Jr., Theta Chi  
George A. Beck, Pi Lambda Phi  
Eugene D. Cote', Phi Gamma Delta  
Delta Sigma Pi  
John D. Peterson, Sigma Chi  
Phi Sigma Sigma  
Sigma Alpha Epsilon Foundation  
Sigma Chi Fraternity  
George W. Spasyk, Lambda Chi Alpha  
Zeta Tau Alpha Foundation

## Patrons (\$250+)

Carlton F. Bennett, Theta Chi  
George W. Cox, Jr., Pi Kappa Alpha, Phi Alpha Delta  
Nancy A. Frick, Kappa Alpha Theta  
Edward Heminger, Delta Tau Delta  
Terrence Hogan, NASPA  
Kappa Alpha Order  
Nancy N. Leonard, Alpha Chi Omega  
Richard N. McKaig, Delta Chi  
Henry B. Poor, Psi Upsilon  
Manuel F. Plana, Lambda Chi Alpha

William C. Schilling, Delta Sigma Pi,  
Alpha Gamma Rho  
Richard H. Sudheimer, Triangle  
Tau Kappa Epsilon Educational Fdn.  
Kenneth D. Tracey, Sigma Alpha Epsilon  
Louise Kier Zirretta, Phi Sigma Sigma

## Corporate Partners (\$250+)

ARIA Communications  
Burr, Patterson & Auld Company, Inc.  
Capstone Development Corporation  
Hobbs Group/Kirklin & Co., LLC  
Hyatt Corporation  
M-J Insurance\*  
Marriott & Renaissance Hotels  
Ness & Company

\*Indicates Corporate Partner Plus (\$1000+)

## Partners (\$100+)

Alpha Epsilon Phi Sorority  
Alpha Gamma Rho Fraternity  
Alpha Sigma Phi Educational Foundation  
Alpha Sigma Tau  
Robert K. Ausman, Alpha Epsilon Pi  
Alpha Xi Delta Foundation  
Beta Theta Pi Fraternity  
Marcia H. Bond, Kappa Alpha Theta  
Chi Omega Fraternity  
Peg Crawford, Alpha Omicron Pi  
Ralph D. Daniel, Phi Kappa Psi  
Delta Delta Delta Fraternity  
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Michael A. Moxley, Tau Kappa Epsilon  
William R. Nester, Pi Kappa Alpha

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Phi Gamma Delta Educational Fdn.  
Phi Kappa Psi Fraternity  
Phi Rho Sigma Medical Society  
Phyllis B. Pryor, Kappa Kappa Gamma  
Kris Brandt Riske, Gamma Phi Beta  
Sigma Alpha Mu Foundation  
Sigma Chi Foundation  
Sigma Delta Tau  
Sigma Kappa Foundation  
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Norval B. Stephens, Delta Tau Delta  
Theta Tau  
Adele Williamson, Phi Mu  
Zeta Beta Tau Foundation

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Mary Barbee, Sigma Sigma Sigma  
Fran Beque, Pi Beta Phi  
Melissa L. Bradford, Kappa Alpha Theta  
William Bringham, Sigma Chi  
Karly Burns  
Delta Omicron International Music Fraternity  
Angela Guillory, Sigma Kappa  
Daniel Harrop  
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Ruth Sieber Johnson, Sigma Alpha Iota  
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Cynthia McCrory, Alpha Sigma Tau  
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Durward Owen, Pi Kappa Phi  
Charles L. Pride, Phi Delta Theta  
Beth Saul, Alpha Epsilon Phi  
T.J. Schmitz, Tau Kappa Epsilon  
Laura Sweet, Sigma Sigma Sigma  
Susan Welch, Delta Gamma  
Gale Wilkerson, Delta Tau Delta

## research, *cont'd from page 3*

designed to prevent hazing. Results of the study will be shared with practitioners, scholars and the general public through reports, publications and presentations. Based on the outcomes of the study, the research team will develop and distribute a wide range of educational materials and serve as consultants to support educators with efforts to transform campus hazing cultures.

### Timeline and Progress

A project of this magnitude requires a design that spans multiple years. Financial support from the NIF has been exceedingly helpful in advancing the hazing study in a number of respects including: the development and refinement of the research design, identification of broad-based support/collaborators, and progress toward acquiring external funding to support the initiative. Thanks to support from the NIF, some highlights of our accomplishments over the past year include:

Identifying and securing the participation of nationally recognized scholars and practitioners to serve on the Research Advisory Committee for the project.

Confirming collaborators and co-sponsors for the project including:

**National Association of Student Personnel Administrators:** NASPA provides professional development, promotes exemplary practices, and is a leader in policy development in student personnel administration.

**National Collegiate Athletic Association:** NCAA is a voluntary association of about 1,200 colleges and universities, athletic conferences and sports organizations devoted to the sound administration of intercollegiate athletics.

**Association of Fraternity Advisors:** AFA is an international organization providing resources, recognition and support for campus fraternity/sorority advising professionals.

**American College Personnel Association:** ACPA fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices and programs for the higher education community.

**National Association of Campus Activities:** NACA links the higher education and entertainment communities in a business and learning partnership.

**National Orientation Directors Association:** NODA provides education and leadership in the fields of college student orientation, transition and retention.

**National Consortium for Academics and Sports:** The mission of the NCAS is to create a better society by focusing on educational attainment and using the power and appeal of sport to positively affect social change.

**Association for Student Judicial Affairs:** ASJA facilitates the integration of student development concepts with principles of judicial practice in a post-secondary educational setting, and promotes, encourages and supports student development professionals who have responsibility for student judicial affairs.

NIF funding has provided a professional grant writer to develop a letter of intent for the Ford Foundation and full proposal to the Balfour Foundation. We are continuing to work on identifying potential funding sources and plan to send proposals to the NCAA, the NASPA Foundation, Lumina Foundation and the Charles Stewart Mott Foundation among others.

The NIF welcomes additional research partners as well as input on the scope of the research project and ideas for prospective funders. Please contact us if you would like information. (NIFed@aol.com or 317/848-7829)

## **NEW** *website* **ADDRESS**

Please note that the NIF has a new website address [www.nif-inc.net](http://www.nif-inc.net).

More than 90% of applicants in 2003 used the website to apply for scholarships. In addition to scholarship applications you will find the NIF grant application, a listing of NIF Board members, NIF history, issues of *NIF Notes* and more.

## 2003 NIF PUBLICATION AWARD WINNERS

### NPHC

First Place: Kappa Alpha Psi  
Second Place: Kappa Alpha Psi

### PFA

First Place: Delta Sigma Pi  
Second Place: Delta Sigma Pi

### NIC

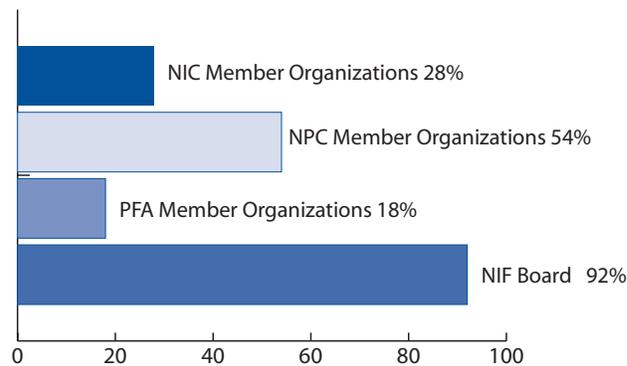
First Place: Phi Delta Theta  
Second Place: Delta Tau Delta  
Third Place: Sigma Tau Gamma

### NPC

First Place: Alpha Omicron Pi  
Second Place: Kappa Delta  
Third Place: Kappa Alpha Theta



2004 Officers (from left to right): David Coyne, CFRE, Vice President; Louise Kier Zirretta, Chair of the Board; Bill Schilling, Treasurer; Ken Tracey, President.



## 2003 NIF ANNUAL FUND PARTICIPATION



North American Interfraternal Foundation  
10023 Cedar Point Drive  
Carmel, IN 46032