

DELTA CHI BRIEF

“...and assist in the acquisition of a sound education...”

That one line from the Preamble to the Constitution of The Delta Chi Fraternity was the motivating force behind the creation of this **BRIEF**. It was the Founders' belief, as well as ours today, that Delta Chi has a responsibility to its members to promote an atmosphere that encourages academic achievement, as scholarship is not just an individual matter. Members must solve their scholarship problem(s) individually, but their scholastic achievement is still the rightful concern of the chapter. The group can and will have a powerful effect on the individual and, therefore his grades.

Typically, the following are some of the statements heard at chapters that do not promote scholarship and make excuses for poor performance:

“Grades are an individual thing.”

“We're a SOCIAL fraternity!”

“We were really involved; that's why our GPA is low.”

“We need to start pledging smarter people and that will solve our problem.”

“We have special manpower needs; we can't be picky about who we take into our chapter.”

“Image = parties + intramurals.”

One can often estimate the grades of a chapter by looking at the attitude, as indicated by what the members say, and the “academic atmosphere” of the group. A chapter that has a positive attitude toward scholastic achievement will have a written scholarship program that includes such items as a scholarship chairman and committee, quiet hours, awards for good grades as well as improvement, a tutoring program, a chapter library, computer rooms and academic goals for the entire chapter as well as its individual members. A chapter that does not promote academics will have few of these (or will have them in name only) and will be cheating its members out of their most important goal in college—their education.

Before a chapter (or an individual) can expect to improve its (his) grades, it (he) must be committed to a goal. The goal should be in writing: what the plan is (raise grades from ___ to ___) and how it will happen (scholarship program). The goal must be realistic, and progress towards it must be frequently evaluated. Establishing several intermediate goals that will lead up to the final goal is essential. Number of study hours per week, deadlines for measured progress on term papers, and keeping up with weekly reading assignments are some examples. Establishing a reward system for achieving these intermediate goals is also a good idea. See the Chapter Retreat **BRIEF** for more information about goal setting.

Developing a sound scholarship program and an attitude to support it is not something that can be done overnight. The chapter must commit itself to the program and view it as a long range and continuous process. Academic achievement must become a way of life for every member. The appointment of a scholarship committee shows that this attitude is starting. Having a written scholarship program will show that the attitude is becoming more than just an idea, and sticking to the program while continually updating it will give strength to that attitude.

It is not difficult to improve grades within a chapter. However, to do so, the chapter must know and live by two rules. These rules are: (1) plan ahead; and (2) be dedicated. If a chapter follows these rules and uses the ideas set out in this **BRIEF**, it will learn that it isn't always necessary to study five times as long to do better, but rather the key to good grades is to motivate and to make more effective use of the time devoted to studying. If the chapter plans its events in advance so that they do not interfere with academic efforts and has an attitude that is supportive of good grades, its members will learn this attitude and continue it.

The ideas and programs presented in this **BRIEF** are simply steps in the journey toward academic excellence. If a chapter wishes to begin that journey, it must develop and adopt a program and be dedicated to it.

SCHOLASTIC REQUIREMENTS CONTAINED IN DELTA CHI LAW

VOTE FOR INITIATION

Constitution, Article V, Section 2:

No person shall be initiated into an undergraduate chapter unless he receives approval by the chapter. No person shall be initiated as a student member unless he has a cumulative college grade point average of 2.25 or better (on a 4 point scale), or a high school grade point average of 2.5 or better (on a 4.0 scale), or if he has completed no college work no grade point requirement shall apply. The method of approval by the active chapter shall be determined by each chapter and set forth in its By-Laws.

ELECTION OF OFFICERS

By-Laws, Article VII, Section 2, Subsection (2):

At least once each year, each undergraduate and alumni chapter shall hold an election of officers. If elections are held more frequently, the elections shall not affect the offices of the "D" and "E". Each undergraduate chapter shall establish a minimum grade point average for eligibility to and continuance in office. This standard shall be no lower than a 2.4 (on a 4 point scale) either during the academic term prior to election or on a cumulative basis. If an officer fails to maintain the required grade point average, his office shall become vacant, unless the Alumni Board of Trustees of the chapter, by a two-thirds (2/3) vote, allows the officer to complete his term. To hold office, a member shall be a full-time student, as defined by the host institution for that chapter, though the Alumni Board of Trustees of the chapter, by a two-thirds (2/3) vote may allow exceptions to this requirement. The undergraduate chapter shall elect a "D" subject to the approval of the Alumni Board of Trustees.

GOOD STANDING

By-Laws, Article VII, Section 5, Subsection (2):

Each undergraduate chapter shall have a minimum cumulative chapter grade point average of 2.5 (on a 4.0 scale) to be in good standing.

SANCTIONS*

By-Laws, Article VII, Section 5, Subsection (7):

- (a) Warning—Any chapter not in good standing by failing to meet any of Sections 1 to 3 above shall be placed on warning by the Board of Regents until the standards are met or for a period not to exceed one year. Any chapter not in good standing for failure to meet standard 4 above shall be on warning until the next convention or regional conference, whichever comes first.
- (b) Probation—Any chapter that fails to meet any of the standards in Sections 1 to 4 above after having been placed on warning for the period as specified in Sub-Section (a) shall be placed on probation until the standards are met or for a period not to exceed one year unless the Board of Regents, by majority vote, determines that special circumstances exist.
- (c) Suspension—Any chapter that fails to meet any of the standards in Sections 1 to 4 above after having been placed on warning and probation shall have its charter suspended by the "AA" unless the Board of Regents, by majority vote, determines that special circumstances exist to justify why the charter should not be suspended. Any action by the Board of Regents to defer suspension of the charter shall be for a period not to exceed one year, renewable by the Board.

* Subsection (1) addresses membership size, subsection (2) addresses GPA, subsection (3) addresses having a "BB" and an ABT, subsection (4) addresses attendance at Convention and Regional Conferences, subsection (5) addresses indebtedness to Delta Chi and subsection (6) grants the Board of Regents the authority to set such standards for recognition and chartering as it deems appropriate.

SECTION I: ATTITUDE AND ATMOSPHERE

A positive attitude is the first and foremost requirement for scholastic achievement in any chapter. Scholarship teams, individual recognition, trophies and honors and “steak and bean” dinners are needless efforts unless the chapter atmosphere is one in which there is respect for academic performance and a desire to excel.

The premise of an excellent scholarship program is that the program is not an island in and of itself. Rather, it is a component of the goals and programs of the chapter. For instance, if a chapter develops an outstanding scholarship program on paper and also has a social program with little regard for the need to study or to attend classes, your efforts are in vain. The scholarship chairman must work collaboratively with other officers and chairmen to focus adequate attention on the scholarship program. Social and philanthropic events must not conflict with academic commitments (e.g., a party on Tuesday night when most students need to be studying or preparing for Wednesday classes).

After a chapter plan with the appropriate balance of interests has been developed (see the *Chapter Retreat BRIEF*), one must examine the culture in the chapter to identify where you need to focus greater attention. Spend some time listening to what members talk about. What items are on display in the chapter house and bedrooms? What percentage of the budget is spent on scholarship vs. social? Who are the “heroes” in the chapter, and are they the excellent students or the best partiers? What traditions or rituals are most talked about and important to the chapter? What symbols represent the chapter, and to what ends do they lead? These are the kinds of questions one needs to ask in order to determine what kind of culture exists in the chapter and then to develop a direction for change.

In order to develop a better academic culture or attitude within the chapter, consider the following:

1. Do members of the group know how to succeed in academic, career, or leadership arenas? What “heroes” are there in the chapter or among the alumni who can serve as role models and help mentor members in success patterns? Identify successful people to serve as models and to help teach members skills on how to succeed. A Faculty Advisor can serve in such a role. He/she can be instrumental in creating an attitude and even an environment supportive of academic pursuits as well as providing a resource for academic skills.
2. If the “heroes” are of the destructive or disruptive type, identify those who portray the ideals that need to be emphasized. Talk a lot about that member who is on Mortar Board or who manages to achieve the Dean’s List while working part-time and taking an active role in the chapter. Transfer the “hero” status to that type of member so that younger members can see where the focus needs to be.
3. The chapter needs to have written, well-articulated criteria for the allocation of rewards. This is also true for recruitment/selection of new members and even the inactivation of current members who are not performing or behaving according to the chapter’s standards. To say that a chapter only selects “quality” men is not enough. The criteria of what makes a man “quality” need to be spelled out. It is also imperative that the chapter is clear about what infractions will result in the discipline of members. The boundaries of acceptable behavior must also be spelled out.
4. The design of the chapter space also tells a lot about the culture. While it may not be possible to have a great deal of input into the structural design of the house, it is possible to have some say in how specific areas of the chapter space are used. Does the chapter have a study room? What percentage of the space is used for parties or social gatherings? Do the chapter officers have an office? Are there computers available for members to use?
5. Use significant events to help develop the culture or attitude that is needed. Make the scholarship banquet a nice tradition that people talk about. When members only talk about the “blowouts” and about who skips the most classes, the culture supports an anti-academic attitude. Develop events that promote the best ideals of the chapter, not the worst.
6. Get men involved in the process of passing the culture on to future members. Make sure the associate member counselor has a good understanding of the kind of attitude the chapter needs to promote

scholarship. He can then educate the associate members on the principles that need to be reinforced. Make sure the associate members' and the big brothers' academic performances are acceptable.

7. Get alumni and advisors involved in developing a strategy to promote the kind of attitude that best meets the chapter's needs. Alumni can serve as important role models to chapter leaders and members.

These ideas, suggestions and hints on developing a positive culture or attitude in the chapter should be put to use. Examine what currently exists and plot out a plan for the future that helps to promote a strong academic attitude in the chapter.

SECTION II: SCHOLARSHIP COMMITTEE

Once the chapter realizes that it needs a scholarship program, the first step is to pick a scholarship chairman and to organize a scholarship committee. Having a chapter leader in the position of scholarship chairman is essential. He must be supported by the membership and have a sufficient budget to run a comprehensive scholarship program.

SELECTING THE SCHOLARSHIP CHAIRMAN

Consider electing instead of simply appointing the scholarship chairman. This will increase the prestige of the position and communicate its significance. When a person is chosen by the members, he is more inclined to work harder because of the trust placed in him. Further, the election process requires candidates to commit to proposed goals and causes chapter members to focus on the importance of scholarship in the development of the chapter. He should be a good scholar, but not necessarily the “brain” of the chapter. It is more important that he be a leader who is respected by the chapter. In addition, academic experience is a critical prerequisite for the job. Therefore, an upperclassman is preferred.

RESPONSIBILITIES OF THE SCHOLARSHIP CHAIRMAN

The scholarship chairman reports to the “B”. The duties of the chairman must be specified in the chapter’s by-laws and should include the following:

1. To promote a positive attitude toward academic achievement.
2. To call regular (at least bi-weekly) meetings of the scholarship committee.
3. To prepare weekly written reports for the “B” and make a report at every chapter meeting.
4. To educate the chapter regarding Delta Chi’s, the chapter’s and the institution’s scholarship standards and to ensure that they are enforced.
5. To meet regularly with the Faculty Advisor. If the chapter does not have one, then the chairman should head the effort to recruit one.
6. To maintain confidential academic records on all members and to compile statistical reports; to distribute and to collect grade release cards; to have releases signed for the entire year or, preferably, for the entire time the member is enrolled as a student.
7. To consult alumni, the Greek Advisor and other campus officials for guidance and resources regarding scholarship programs.
8. To attend meetings of the IFC scholarship committee.
9. To go to the institution’s academic learning/counseling center to obtain input.
10. To make full use of the institution’s resources in support of studies skills and academic achievement.

SCHOLARSHIP COMMITTEE

To assist the scholarship chairman in carrying out his responsibilities, a scholarship committee consisting of several members representing the various class levels, along with the Faculty Advisor, should be established. The members of this committee need not be the members with the best GPAs. Rather, they should be individuals who are devoted to the idea of improving the academic attitude of the chapter and its overall scholastic performance. In fact, a member with a lower GPA may be a good person to have on this committee, because he knows what it feels like to have low grades, as well as which motivators or techniques might work best for members like himself. The associate member counselor should also be on this committee in order to keep the associate members’ scholarship in good order.

This committee should develop programs, policies and goals that pertain to scholarship and recommend them to the chapter for adoption. As discussed in the *Chapter Retreat BRIEF*, it is ultimately the chapter's responsibility to set goals and to adopt them. This committee should be the motivating force to see that these programs or goals, once adopted, are successfully implemented within the chapter. They should decide on a regular meeting day and time so that the chapter members have access to the committee. Meetings should be held at least every other week to discuss the progress of the programs, possible improvements and any problems that may surface.

The scholarship committee has the following responsibilities:

1. To prepare a written scholarship program to be submitted to the chapter for approval.
2. To develop goals for the term and the academic year and to present these goals (possibly at the chapter retreat) to the chapter for adoption.
3. To evaluate the scholarship program regularly and to recommend any needed improvements or modifications.
4. To develop and arrange for the presentation of awards; to inform the chapter about other awards available from the school and The Delta Chi Educational Foundation.
5. To be acquainted with all services offered by the school (e.g., academic learning / counseling centers, tutorial programs, financial aid) and to refer members to them.
6. To assist the recruitment committee in evaluating the academic potential and qualifications of prospective members.
7. To work with the social committee to ensure that chapter social activities are not scheduled during critical times on the academic calendar (e.g., mid-terms, "dead week", final exam week) and that weeknight events are limited.
8. To establish and coordinate a chapter tutoring program or "study buddy" program.
9. To maintain the chapter library and study room(s) in proper order.
10. To maintain the chapter's scholarship bulletin board.
11. To arrange for guest speakers (see *Pre-Initiation BRIEF, Section VI*).

It should be the goal of this committee to develop programs that the chapter will adopt in an effort to improve the academic standing of the group. A chapter that has never had a scholarship program should not try to adopt a large-scale program immediately. The committee should try to implement the maximum change that the chapter is able to assimilate. Whatever program is adopted, regular reviews, progress reports and encouragement are critical to success.

SECTION III: THE PROGRAM

Poor chapter scholarship is the result of several factors:

1. **Over-Emphasis on Activities** - Chapters that are over-programmed with social and intramural activities usually have a more difficult time stressing the academic side of college. It is important that chapters balance the social, athletic and other activities with academics. The "B" needs to distribute a monthly calendar of events so that members can balance their time accordingly.
2. **Mis-directed Priorities During Membership Selection** - In order to have successful, productive and contributing members, it is necessary to affiliate men who have the potential to succeed academically and who have already proven themselves. Men who fail academically won't be much use to the chapter and should not be extended an invitation to join. Just because a man is a "good guy" is not reason enough to bid him. He must meet the academic standards of Delta Chi as well.
3. **Lack of Study Skills** - It is important that the chapter offer seminars or resource materials to its members in such areas as study skills and test-taking strategies. Poor scholarship can usually be improved if the individual will take the initiative to correct certain bad habits. If a member has poor study skills, no amount of required study hours will improve scholastic performance.
4. **Lack of Motivation** - This is one of the most difficult areas to address. The scholarship committee and the officers must set the tone in the chapter regarding academic excellence and the need for it. Motivation can come through leadership, effective programming, awards and recognition and membership education.
5. **Physical Factors** - Poor eating habits, lack of sleep and exercise and a general environment not conducive to studying (e.g., noisy, unclean) can all contribute to poor scholarship. It is important to provide an environment within the chapter that is going to contribute to and promote good health and a productive study atmosphere.
6. **Lack of an Organized Scholarship Program** - Most often, high academic achievement is found in chapters that have a scholarship chairman, scholarship committee, regular program and an organized associate member scholarship program.

The key factors to the successful administration of the scholarship program are:

1. There needs to be a definite, organized, step-by-step plan of execution to avoid confusion and insure proper coordination. It is helpful to consider this as a chronological process throughout the term. The following is a brief checklist reviewing the committee's duties in such a manner:
 - a. **At the beginning of the term:**
 - form the scholarship committee;
 - determine the scholarship program;
 - review the scholarship records of all members;
 - check study files (should have study tips and class notes as well as old tests) and reorganize if necessary;
 - schedule the initial conference with the Faculty Advisor to review the status of the chapter and of individuals;
 - give copies of this **BRIEF** to all committee members;
 - meet with the new big brothers and discuss their role in the scholastic development of their little brothers;
 - distribute and explain the scholarship program to the chapter;
 - develop the chapter's goal(s) for the term and post;
 - post the chapter's GPA from the previous term; and
 - meet with members to set individual goals and objectives (use the Academic Goal Setting Form at the end of this **BRIEF**).
 - b. **Preparation for and during recruiting activities:**
 - secure a list of all prospective associate members;
 - highlight the prospect's scholastic history during recruiting discussions;

- if the prospect is below the minimum standard, insist that he be dropped from consideration;
 - prepare a chapter scholarship fact sheet that can be distributed; and
 - verify the grades of the men you are interested in bidding.
- c. **Initial work with new associate members:**
- begin scholarship file on new members;
 - distribute and explain scholarship program;
 - complete grade release forms (if applicable);
 - have a representative from the placement center come and talk to the class about GPAs and majors instead of waiting until they are seniors and it is too late; and
 - recruit or appoint one or more associate members to the committee.
- d. **During the term:**
- begin a series of discussions with the new members (the role of scholarship in the fraternity and study skills);
 - encourage members having academic difficulties to go to the counseling/learning center;
 - meet at least bimonthly with the Faculty Advisor to discuss the scholarship program and any problems;
 - schedule appointments for problem cases with the Faculty Advisor;
 - assign tutors as needed;
 - schedule university and community speakers; and
 - review and update the program, if necessary.
- e. **Just after mid-term:**
- if possible, post mid-term grades (not of individuals, but the chapter's average and/or the academic teams);
 - review grades of associate members and brothers;
 - meet with all big brothers to discuss their relationship with their little brothers and their progress; and
 - recommend disaffiliation, if necessary.
- f. **At close of term:**
- compile the following academic averages (be careful not to expose the GPA of a member who does not wish to have his grades known by the general membership. If, for example you list a particular big/little brother team's GPA as 3.0 and everyone knows the big brother has a 4.0, then you may have exposed the little brother's GPA against his will and he can sue you for invasion of privacy.):
 - all-chapter;
 - in-house men;
 - out-of-house men;
 - all-men's;
 - all-fraternity;
 - individual classes (freshman, sophomore, junior, senior); and
 - big/little brother teams; and
 - review the members' goals set at the beginning of the term.
2. You will find the process of getting the program to the chapter in black and white to be a prime requirement in the execution of the program. This process will:
- a. Help you enlist the support of the chapter for the program;
 - b. Eliminate confusion and help build understanding of the program;
 - c. Demonstrate the importance of scholarship; and
 - d. Help maintain continuity in and further the program.
3. By the second or third committee meeting, the program should be outlined. When the program is completed, it should first be taken to the executive committee meeting so the plans can be reviewed in detail. This will serve three purposes. First, you need to communicate the plan to ensure that the officers understand it, support it and are able to coordinate it with other chapter activities. Second, any conflicts over portions of the program should be resolved with the officers before presenting the program to the chapter. Third, the officers may have useful suggestions that can be incorporated into the program before presenting it to the chapter.

After reviewing the program with the executive committee, it should then be presented in detail to the chapter as a whole to be adopted. If there appears to be a major controversy over any point in the program, it is strongly recommended that you encourage the chapter to discuss it at length. If the program does not have the respect and the majority support of the chapter, it will be impossible to administer effectively. Having reviewed the program with the officers will hopefully avoid major controversies when presenting it to the chapter.

RECRUITMENT AND SCHOLARSHIP

Strong scholarship is crucial for the chapter's recruitment program. Many students will not even consider joining a fraternity because they believe that "all fraternity men do is party," and therefore their grades will suffer. A good record of academic achievement helps to dispel that belief. You must convince both the prospective member *and his parents* that academic excellence is important to the chapter. Academic achievement should also be important to the men you are recruiting. If it isn't, you probably shouldn't be recruiting them.

A chapter that portrays an image of being a "party house" will likely attract men primarily interested in partying. This type of chapter often experiences high attrition and a low percentage of associate members eligible for initiation. A shrinking membership ensues because people will drift away from the chapter due to lack of interest or failing out of school. "Party" chapters also tend to be underachievers. The chapter will find it hard to find qualified men to run for office, if any run at all. Therefore, the chapter must carefully evaluate the academic potential of every man it is recruiting.

During recruitment, be sure to ask each guest to complete an information sheet that asks for his high school and college GPAs, so you can make sure he meets the chapter's and Delta Chi's minimum scholarship standards. Be sure to explain the chapter's academic requirements. Listen to what he has to say about his academic performance and attitude. What classes has/is he taken/taking? Is he a member of any honor societies? What are his goals in life? How does he feel about grades?

Finally, provide each prospective member with a copy of the scholarship program and the chapter's progress. He can use this to determine his interest in joining Delta Chi and to review it with his parents so they too can be comfortable with him joining.

THREE FOR ONE

Ask the chapter members at the beginning of each term to sit near the front of each of their classes. If there are several brothers in the same class, ask them to sit separately. This all has three purposes. First, there are fewer distractions near the front, and it is easier to pay attention. Assuming the instructor tests on what is covered in class, grades should improve. Second, the members will get to meet more people and improve the chapter's recruitment efforts. Third, the faculty's "backrow rats" and the general "stand-offish" images that fraternities have to contend with will be diffused.

AWARDS AND INCENTIVES

Just as it is important to enforce minimum academic standards, it is also important to recognize those who excel academically. Keep in mind that award systems alone do little to directly improve a chapter's academic performance. Members who receive high grades do so because they are self-motivated, goal-oriented students. They'll still make the Dean's List whether or not the chapter gives them a plaque. Similarly, an underachieving student is unlikely to be stimulated to study harder just to earn a plaque.

The purpose of awards is to promote a chapter climate in which academic excellence and achievement is recognized, valued, honored and seen as being attainable by everyone. A chapter awards program is effective if, in addition to recognizing the members with the highest GPA, the program gives recognition to individuals who have made noteworthy academic progress, such as a substantial improvement in GPA or attaining one's personal GPA goals. That way, all members, regardless of their abilities, can be rewarded for achievement relative to their potential.

SECTION IV: SCHOLARSHIP PROGRAMMING IDEAS

- A. Establish quiet hours or "courtesy hours"**
1. Quiet hours should be in effect Sunday through Thursday (8:00 p.m. to 8:00 a.m.). Signs should be posted in the dormitory areas of the house advising everyone that quiet hours are in effect. Members should keep their doors closed to help reduce hallway noise and idle conversations.
 2. Keep lighting in the dormitory hall as low as possible in order to discourage noise. A low-lit hall will also remind members and guests that quiet hours are in effect.
 3. Have roommates rotate as quiet hour monitors.
 4. Have 24-hour quiet hours during mid-terms, the week before finals and during finals.
 5. All hours of the day should be "courtesy hours" (members should turn down their stereos when asked).
- B. Make sure the membership education program is in writing so that the associate members' time is organized**
- The associate member program should be completed well before finals. There should not be any assignments during test weeks. The program must follow the guidelines set forth in the *New Member Education BRIEF*. A constructive associate membership will promote scholarship.
- C. Get to know the faculty personally**
1. Invite a faculty member to dinner.
 2. Create a "Professor of the Month/Term" Award.
 3. Invite faculty to parents' day activities.
 4. Invite faculty to the scholarship dinner.
 5. Conduct a "Faculty Appreciation Day" with various events geared toward appreciating the faculty at the institution.
 6. Have members conduct yard work for the faculty members living near the chapter house.
 7. Volunteer the chapter house and facilities for department gatherings and other meetings.
 8. Conduct a faculty car wash.
 9. Send the faculty copies of the chapter's newsletter.
- D. Hang a bulletin board in the house for scholarship only**
1. Post composite grades (do NOT post grades of individuals without their written authorization).
 2. Establish a "Brag Board" ("Mom's Fridge") - members put up their own tests or papers or any other appropriate items of which they are proud.
 3. Establish a career board - visit your placement/career office on campus for ideas and articles to put on this bulletin board (e.g., how to prepare a résumé, majors and careers to match).
 4. Post local and national news to keep membership informed on current affairs.
 5. Post book reviews.
 6. Recognize "Look at Our Stars" - pictures of members who have excelled in something.
 7. Post a "Thought of the Week" or "Quote of the Week".
 8. Put up an "I need help" sheet for members to sign.
 9. Put up an "I can help" sheet for members who want to assist other members.
 10. List study halls and quiet hours and monitors for both.
- E. Scholarship in chapter meetings**
1. Offer a vocabulary word of the week (place on bathroom doors, inside toilet stalls too).
 2. Give reminders of final course drop dates, early registration, degree application, etc.
 3. Make weekly announcements of career, cultural and educational opportunities on campus and in the community.
 4. Ask members to answer roll call with the number of classes they skipped the previous week (make a mental note of those who cut and talk to them privately).
 5. Announce job offers and admissions into graduate schools, "Who's Who", Mortar Board, Phi Beta Kappa, Order of Omega, honoraries, etc.
- F. Scholarship in Recruitment**
1. Display your scholarship trophies.
 2. Display graphs of chapter scholastic progress.
 3. Display bulletin boards with scholastic information.
 4. Discuss the chapter's scholarship program and standards.
 5. Send a letter to the parents of prospective associate members and/or include in the recruitment brochure the details of the chapter's program and performance.

G. Graphs (use computer programs to create interesting and attractive graphs)

1. Chart the progress of the chapter average, the associate member average and the initiated member average over the past four years. For chapters needing a jolt, chart the percentage of initiated members below the chapter's minimum standards and the percentage of dean's list members.
2. Compare the chapter average to other fraternities and sororities on campus.
3. Show how the chapter compares with other chapters in your region.
4. Compare chapter average to the all-men's average.

H. If you do not have adequate study facilities in the chapter house or residence hall, reserve a room or table in the campus library or another academic building, and distribute a list of other study areas on campus.

I. Present "How to Study" workshops to the entire chapter

1. Give refresher training to holdover brothers and associate members below by-law requirements.
2. Explain the school's academic probation policy.
3. Explain the chapter's and Delta Chi's grade requirements.
4. Teach study techniques.
5. Explain honors programs.
6. Outline the chapter's scholarship program.
7. Suggest members audit a class or two of a course that they might take later.
8. Discuss how to improve study atmosphere and chapter performance.
9. Have a slide show illustrating good and bad study techniques.
10. Teach how to take essay vs. objective examinations.
11. Give members weekly study budget sheets (time management), divided into hours (a sample form is provided at the end of this **BRIEF**).
12. Teach a method of studying (e.g., SQ3R).
13. Make "library use" booklets for each member (see if they are available from the library).
14. Describe learning skills centers and courses available.
15. Distribute a resource booklet of available material and people on campus who can assist with study and other academic problems.
16. Distribute lists of chapter members and their majors.
17. Photocopy and distribute **Section V** of this **BRIEF**.

J. Useful files

1. Stock files by having "Clean Out Your Notebook" events at the end of each term (members should contribute notes, tests and books). *Special Note:* members should not use these files as a substitute for proper note taking or study skills. If they do, then the files are detrimental and should be destroyed. Talk to the counseling center for tips on proper use of such files and prepare a handout for the chapter. Keep extra copies of the handout available with the files.
2. Major and minor files (used for assigning tutors, study buddies, major mates, etc.).
3. Schedule of courses offered at the university each term.

K. Develop a chapter library through alumni contributions. Include:

1. Dictionary and thesaurus.
2. Graduate school catalogues and information.
3. GMAT, GRE, LSAT and MCAT information and review books.
4. School/departmental catalogues.
5. Encyclopedia set.
6. Specialized dictionaries (Spanish, French, German, Japanese, technical, etc.).
7. Atlas.
8. College yearbooks.
9. *Cornerstone*.
10. Bound volumes of the *Delta Chi Quarterly* (a limited number are available from the Headquarters office).
11. Magazines.
12. Chapter Operations Manual (C.O.M.).
13. Textbooks.
14. Books for leisure reading and enrichment.
15. Self-improvement audio-tapes.

L. Events

1. "Over-the-Hump Party" (after mid-terms).

2. "Mourner's Dinner" (last night before finals, short dinner to which everyone wears black to signify that all other activities must "die" as you honor exams).
3. "Apple Polishing" Party/Dinner (members invite their favorite instructors and school administration).
4. "Steak and Bean" Dinner (members with GPA over 3.0 eat steak and the others have beans).
5. Scholarship Banquet (for chapter recognition, invite alumni, faculty and parents).
6. Several weeks prior to a test, invite the instructor over to spend an hour with the members in the class.

M. Recognition and Awards

1. Take every opportunity to recognize the achievers in the *Delta Chi Quarterly*, community/school/Greek newspaper, chapter and alumni newsletters.
2. Send letters to parents of excelling members.
3. Recognize 4.0s and/or highest GPA in chapter on a plaque.
4. "Study Nut" Award (weekly recognition of member most often seen studying).
5. Recognize highest GPA Big/Little Brother team and most improved GPA with a plaque or certificate.
6. Most Improved Award.
7. "Whispering Brothers" Award (quietest roommates during quiet hours).
8. "Overwhelmed" Award (member facing the most tests next week).
9. "Smartest Fraternity Family" Award (based on Big/Little Brother teams).
10. Donate book to campus or chapter library in the name of the senior with the highest GPA.
11. Provide chapter bill discounts to men excelling (e.g., highest GPA, most improved).
12. Encourage members to apply for awards given by The Delta Chi Educational Foundation.
13. Give gifts (gift certificates to the campus bookstore, restaurants, clothing stores, limousine services, tickets to concerts or sporting events, Delta Chi jewelry or sportswear, candy bars or other small items for weekly awards). Be creative. *Never* use alcoholic beverages as incentives (prohibited under the F.I.P.G. Risk Management Policy).
14. Present the scholarship chairman with a Scholarship Chairman dangle to wear with his badge.

N. Scholarship for associate members

1. Have the associate member class elect a scholarship chairman to serve as a member of the chapter scholarship committee.
2. Increase minimum standard for pledging or initiation (i.e., 2.25 or higher).
3. Have the chapter pay the initiation fee of all associates with GPAs of 4.0.
4. Initiate them in GPA order (highest to lowest).

O. **Work with alumni to develop a chapter educational foundation through the school or the Delta Chi Educational Foundation** - This type of foundation can accept tax-deductible gifts. A chapter may maintain its own exclusive fund within Delta Chi's foundation which can be used to help pay for chapter library materials, study rooms, computer equipment, attendance at leadership seminars and scholarships. Normally, the establishment of a special fund within the Foundation requires an initial investment of \$10,000 or a guarantee of \$10,000 within a ten-year period (payments will not be made from this fund nor will interest be earned until the \$10,000 is reached). Only net interest from the account may be used after the minimum is reached.

P. **Develop a chapter computer room through alumni donations.**

Q. **Set up a mentor program (have older members or alumni oversee younger members in the same major).**

R. **Consider probationary status for men falling below a 2.25.** Sanctions could include study hours, participation in a study skills program and restricting their attendance at social functions.

S. **Have the chapter challenge a sorority or fraternity each term that had a higher GPA than your chapter the previous term** - The group with the highest GPA will be the guest of the other at a barbecue.

T. Study hours

1. Too often, required study hours are considered the best solution to increasing scholarship in the chapter. In reality, enforced study hours do not teach good study habits or skills. If you insist on having study hours, then be sure to require that both associate members and members be involved. Structure the hours on a sliding scale based on previous term GPAs:

3.0 or above	no requirement,
2.75	4 hours / week,
2.50	6 hours / week,
2.25	8 hours / week, and
2.00 and below	10 hours / week

U. Utilize your Faculty Advisor and ABT scholarship advisor (who can be the same person)

1. Invite the advisor(s) to present a study skills seminar to the chapter.
2. Ask the advisor(s) to serve in various fields as a chapter resource to help a member having problems or difficulties in a particular subject or area of study.
3. Have the advisor(s) assist with the development of a study room in the chapter house by asking for advice regarding computers and other resource / research material that would help to develop an effective study area.
4. Have the advisor(s) assist in the development of an academic calendar of events that could be posted on the bulletin board.
5. Develop a tutor program in which the advisor(s) would work with a member who is in need of academic assistance in a particular area of study.
6. Conduct a "Resource Day" for members (e.g., how to use the library, how to use the counseling center).
7. Sponsor an award for the Faculty Advisor to present.
8. Have a letter sent from the advisor(s) to parents of associate members emphasizing advisor relations and supervision.
9. Conduct a career night that would be organized by your advisor(s).
10. Involve the advisor(s) in recruitment and membership education.
11. Involve the advisor(s) in chapter retreats and planning sessions.

SECTION V: SPECIAL PROGRAMMING

Assisting individuals with unique needs or academic difficulties is one of the tasks of the scholarship committee. The committee can provide an invaluable service to individuals in need of assistance by planning programs geared toward specific needs and acting as a liaison between the member and professional assistance. Particular attention should be focused on seniors and underachieving members

GRADUATING SENIOR DEVELOPMENT PROGRAMS

It is necessary to give special attention to the senior members of the chapter. The senior year for many students is both a stressful and confusing period of time. Any assistance that the scholarship committee can offer in the form of programming may assist these members during this transitional time. Listed below are a few ideas that may be included in the program:

1. Invite career planning and placement personnel to the house to advise seniors about filing credentials, job opportunities, résumé writing, job-hunting skills, etc.
2. Invite local businessmen/women and alumni to talk on such topics as how to interview for a job, the importance of mentoring in career advancement, or even "office politics".
3. Invite a local banker to talk to seniors about investments and credit ratings.
4. Invite an alumni office representative to talk about the school's alumni programs.
5. Purchase graduate school books and information to be kept in the chapter library.
6. Invite an alumnus who works with computers to train the senior members on various programs.

HELP FOR THE UNDERACHIEVING MEMBER

Of the situations to deal with, the most delicate is that of the underachieving member. While it may be tempting to side step the issue by saying that scholarship is a personal matter, it is the chapter's responsibility to assist in this area because:

1. We claim that "fraternity" benefits the individual.
2. The chapter may lose members before their graduation. Men who are less than successful in school are more apt to drop out, get married, or transfer. This leaves the chapter with shrinking membership and a morale problem, because those members who remain in the chapter realize their brothers are no longer part of the chapter.
3. Low scholarship within the chapter may cause prospective associate members not to affiliate with the chapter for fear that fraternity membership will be a detriment to their scholastic standing.
4. Parents and administrators may question the values of the fraternity experience in relation to the academic atmosphere of the campus. Low scholarship is a negative selling point for fraternity life.
5. Low scholarship detracts from the chapter's general feeling of pride in its accomplishments.

Do not negate the program for underachievers by setting the "low" limit at a C (2.0) average. On a campus where a B (3.0) is average, those members with averages below 2.5 would be considered substandard in performance. Set a "low" limit that is realistic for the campus. Generally, this should be .5 below the chapter average (or the all-men's average if it is higher).

Care should be taken in appointing someone to discuss scholarship with the underachieving member. The person selected should have a good rapport with the member and be sympathetic, tactful and helpful. Above all, discussion of his academic performance should not be viewed as a put-down, but should be seen as an expression of genuine caring. The person who speaks to him may be the scholarship chairman, ABT scholarship advisor, a member of the scholarship committee, his big brother, or a close friend in the chapter. Most important, those who give him advice should be qualified to do so (faculty member, learning/counseling center, etc.).

The first step toward alleviating the problem is to understand why it exists. Use the following checklist to help determine which factor(s) may have a bearing on the member's lack of success:

1. **Faulty Study Skills** - Refer the member to the campus learning/counseling center and provide him with a copy of **Section V** of this **BRIEF**.
2. **Poor Use of Time** - Have the member keep a time management chart of his activities and help him to use more productive hours for study. Pay close attention to where time is wasted and put a useful activity in its place. Provide him with a copy of the Time Management Schedule.
3. **Class Overload and Poor Class Selection** - Try to balance "reading" and "activity" classes so there will not be an overload of book work. Consider the total number of classes and the work involved rather than selecting a class load strictly by credit hours.
4. **Problem With Interpersonal Relationships** - Determine whether this problem can or should be solved within the chapter (e.g., a conflict with one of the members), or whether it is more prudent to refer the member to a campus counseling center.
5. **Fraternity-Related Problem** - If several members suffer from problems resulting from fraternity life (too many activities, house too noisy, lack of adequate study space), the chapter needs to examine what steps are necessary to facilitate improved scholarship. If one member seems involved in fraternity activities to the detriment of his studies, limit the activities in which he is expected to participate.
6. **Learning Disability** - He may have a learning disability and it is either unknown to him, or he is simply not comfortable in discussing it.

Solving scholarship-related problems is not a one-time effort. Whether the problem involves difficulties for an individual or the chapter, the solution is to work at it step-by-step, with periodic evaluation of progress and friendly encouragement toward the goal. The low-ranking member should have contact with his mentor at least once every other week to discuss progress and/or stumbling blocks. His progress may be recognized with notes of encouragement or mention on the Brag Board.

If the chapter has never shown individual concern for underachieving members or feels strongly that scholarship is an "individual matter," there will probably be resistance to a program of this type. The following steps might be helpful:

1. **Develop a Two-Year Plan** - In the first year, concentrate on fun ideas (e.g., study breaks, special treats, weekly awards, Brag Board) for the members in order to lessen the stigma on the scholarship program. At the same time, present a solid study program for associate members. By the time two years of new associates have been accustomed to this type of scholarship emphasis, the majority of the chapter will be receptive to low-ranking program ideas.
2. **Use the Academic Goal-Setting Form** (provided at the end of this **BRIEF**) **to Set Goals and to Evaluate Progress** - At the beginning of each term have members complete this form. A check at midterm (or every six weeks) enables a member to determine his progress. Make contact with those who are significantly short of their estimates or are performing poorly, whether or not they seek assistance. Put them in contact with a professional who can assist.
3. **Make the Chapter Record Conscious** - Many do poorly scholastically because they fail to realize how little they study and/or ignore how poor their day-to-day grades are. Encourage members to keep a private

record of how much time they study (day-to-day and subject-by-subject), and record all grades received (e.g., tests, quizzes, oral reports, papers). Keep this information with class notes and add the “accounts” periodically.

4. **Precede the Program With Emphasis on the Positive** - Before establishing a low-ranking members program (which even when tactfully presented can come across as negative), make sure the chapter is convinced that the scholarship program is their “friend.” Lay the groundwork with a positive approach (e.g., awards and recognition, study buddy program, Brag Board).

SECTION VI: INDIVIDUAL SCHOLARSHIP

STUDY ENVIRONMENT

If you plan to get anything accomplished when you study, you need to have an atmosphere that promotes effective studying. This should start with the chapter house. It is every member's *right* to be able to study at the chapter house. Therefore, it is every man's duty to allow those around him to study without interference. It is the chapter's responsibility to make every effort to help its members in their academic efforts by protecting this right and enforcing this duty.

Although the chapter can have a great influence on the study environment, it is up to the individual to actually do the studying. You should set aside a certain place that is used only for studying. This location should not be used for bull sessions with roommates, watching T.V., or any other activity—*only for studying!* It should become a habit that when you are sitting in a certain chair, you study. This is a tremendous aid to concentration.

Your desk/study area should be kept neat. The only thing that should be kept on the desk is the project you are working on at that time and the materials for it. The room should be a pleasing neutral color with a minimum of distractions (e.g., people talking or walking past, pictures, doors, windows, gadgets). The temperature of the room should be moderate, around 70°F/32°C.

All materials that may be needed (e.g., dictionary, thesaurus, almanac) should be within easy reach. Once you sit down to study, you should not have to get up for anything.

A straight-back chair should be used. It has been proven that some tension is conducive to effective studying. You should not study while on a couch or a bed; you will be too relaxed and thus not able to absorb the material as efficiently as possible.

When you find yourself losing concentration, get up and stretch, get a drink of water and return to your studies. Don't get up and strike up a conversation with someone; it may last the rest of the evening. If you need short breaks at regular intervals, do so but limit their length.

CLASS ATTENDANCE AND EFFECTIVE LEARNING

If you take the time to register for a class and spend the money to pay for it, it seems logical to take the time to go to class. Education is often the one thing we will pay for and not demand that we receive. Even if you are "way ahead of the class" or "totally lost," you will be able to pick up valuable information that could make the difference on the next test.

In order to make the best use of your class time, you should sit near or at the front of the class, in the center of the row. It has been proven that those people who sit in the last row or off in the corner tend to receive lower grades. The closer to the front and center, the higher the grades. Front and center has fewer distractions, and it is easier to hear, see and ask questions. The way you sit also can affect your concentration and how well you listen. You should have a good posture. Sit up in the chair—be alert! If you find yourself slouching down, you will also find yourself losing concentration.

Listening becomes spontaneous and enjoyable when you are well prepared. Read the text *before* the class period. This will enable you to understand what is being said more easily. Reading ahead will also enable you to ask more intelligent questions.

Besides being a direct benefit to learning, all of these things will affect the way your instructors perceive you and can affect the way they grade you. The statement that you "went to class *almost* every day" will not be enough reason for the instructor to increase your grade. Make an effort to let your instructors know who you are and, if you are having problems, let them know early. Visit the instructor for personal attention if you are struggling. Not only will it eliminate or lessen confusion, it will let the instructor know you care and are trying. You must prepare for, attend and take an active role in your classes if you hope to get the maximum benefit from them.

TIME MANAGEMENT

Everyone should schedule his time. Members need to set up written schedules so they have time to accomplish everything they need to do. So often we hear a brother say “I don’t have enough time,” yet we see him wasting time every day, doing nothing. In reality, he has not properly utilized the time available. The key to not wasting time is to set up a schedule.

Scheduling can mean anything from just having a calendar so that you remember important events (e.g., tests, dates, football games) to an hour-by-hour schedule for each day.

Effective time scheduling can be accomplished in just an hour or two at the beginning of each term and about 15 minutes every week. In using this technique, the first step is to get a calendar that covers the entire term. Write down on the calendar all your important dates (e.g., mid-terms, finals, due dates for papers or special projects, social events and all other important events). This should be checked each week in order to update and to make needed corrections. By looking at every week, you will be able to notice what events are coming up and will be able to make plans in advance, rather than having to wait until the last minute. This alleviates all-night study sessions (which may even be detrimental) or attempting to get a date at 4:00 for a dance that starts at 8:00.

Once you develop your “term calendar,” your next step is to break down your week. On a piece of paper, make a week-long schedule. Separate each day into 24 hours (if you like, create 1/2 hour slots, but that isn’t always necessary). Fill in the schedule:

1. Classes first.
2. Work schedule.
3. Sleep (allow yourself 6-8 hours a day).
4. Meals (allow yourself 1 hour for each meal).
5. Now fill in the hours that you plan to study. Try to study a certain subject at the same times every week—*form habits!* A good rule is that you should schedule 1 1/2 to 3 hours of study time for each hour spent in class. Use your own discretion, but don’t cut yourself short—it’s your own education!
6. Try to schedule some time each week to work on your long-term projects. Break the term papers down into smaller tasks: 1) choose topic, 2) locate resources, 3) prepare outline, etc. Now you should budget time for each task.
7. Last, fill in your other events, chapter and committee meetings, social, television, etc. Be sure to schedule some time to “waste” on a regular basis—give yourself a reward for sticking to the schedule.

This schedule should be flexible enough to make room for important things that come up, but rigid enough so that you get everything done. Remember, if you put something else into a study slot, then you must move that study time somewhere else. *Don’t cut out any study time!*

This is just one example of the possible techniques and philosophies available. Therefore, you may want to look around for a good time/day planner and program and/or consult a professional (visit the campus learning/counseling center) for other ideas as well.

A few things to remember when scheduling your time:

1. It is always good to study or do problems or lab reports as soon after the class period as possible. The information is still fresh in your mind, and you will find that it is easier to implant these ideas in your memory.
2. Avoid studying immediately after a meal or while lying down.
3. Set a schedule and stick to it. It is only useful if it is followed! You cannot wait until you feel like studying. If you are like most people, you will rarely “feel” like studying.

TAKING NOTES

It is very important to take notes in class. Besides increasing your retention rate, this will give you an easy reference to what was discussed and will be a most valuable study aid. However, there are a few very important things to remember in order to receive the greatest benefit from note taking:

1. It is best to use a loose-leaf (three-ring) notebook. This enables you to insert pages from time to time so you are not limited to any set number of pages. You may want to have notes from all classes in one notebook (often notes taken in one class can be helpful in another related course).
2. Try to avoid borrowing notes from anyone. Remember, another person writes notes for himself, not you. You must develop a method of note taking that is right for you.
3. Try to get to each class early enough to read the notes from the last class period and possibly to formulate questions that you may want to ask.
4. Don't try to write down everything that is said. Concentrate on listening first. Pick out the main points, the important things that will help you learn. If you've read the text ahead of time, you should recognize key concepts. Often the instructor will give you "cues" such as writing something on the board, repeating a concept, pausing in the lecture, or maybe even using a phrase like "in summary..." Watch for these cues. They can prove to be very important; instructors will most likely emphasize these items on their tests.
5. On each page of your notes you should put the name of the class, date and the page number for the day. Organization is one of the most important keys to successful learning.
6. Be sure to write legibly. If you do not have time to take neat notes during class, you should sit down immediately after class and rewrite the notes. When studying for a test, you should be concentrating on the contents of the notes, not on figuring out what the scribbles mean. It is best to get in the habit of taking good legible notes *the first time*. This saves valuable time that could be used for other things. Remember, make the best use of your limited resource: TIME.
7. Do not rely on a tape recorder. Many times it is inaudible and you also miss out on any visual illustrations. Besides, most students don't have the time to re-listen to an entire lecture.
8. Always try to review your notes as soon as possible after the class. Besides cementing the concepts in your memory, this will enable you to fill in any ideas that you may have left off. Thirty minutes spent here could save an hour or more later on.
9. Re-writing notes at a later date is an excellent study method. It works better than simple re-reading because it involves more than one sense.

VARIOUS METHODS FOR STUDYING A TEXTBOOK

In many classes, reading and understanding the text can make the difference between a **B** and **C**, if not an **A** and a **C**. Much of the material covered on a test will usually be in the text. Also, by reading and understanding the text, the lectures will tend to be more easily understood and thus more helpful.

It is easy to see why reading the text is so important. Realize also, however, that just reading the material will not always be helpful. You need to comprehend the material and to place much of it in your memory for future use. There are many methods of studying a text that will improve the retention of the material. The following are three possible methods. They may seem slow and awkward at first, but as you continue to practice them, they will become spontaneous and almost effortless.

1. SQ3R METHOD

Developed by Francis Robinson of Ohio State University, the initials of the SQ3R method stand for the steps of the study process: **S**urvey, **Q**uestion, **R**ead, **R**ecite and **R**eview.

Survey - This step gives you an overall picture of the material to be digested. You should look through a chapter, observe its structure and find the “cues” that the writer has left for you. Various cues include: the title and brief introduction of the chapter, main headings and sub-headings, words in italics, charts, diagrams, maps, illustrations and the summary at the end of the chapter. If you think about these many “cues”, you will have a good idea of what you should learn from reading the chapter.

Question - Based on your survey of the chapter, you should now ask yourself questions about the titles, words and illustrations. What do they mean? Why are they important? And, how do they fit together? Often the writer will put a list of questions at the end of the chapter. These should be used along with the questions you have made for yourself. When you ask yourself these questions, it will force you to think more actively about the material you are studying. You should continue to ask yourself questions as you read.

Read - Now that you have questions, you must read the text to find the answers to your questions. Think about the questions as you read. It is often best to read one section at a time and then go on to the recite stage before turning to the next section.

Recite - In this step, you should put the book down and try to recite the answers to your questions. Try to make the answers in your own words. This will make it easier to remember. Do not move on to the next section of the chapter until you totally understand the current section.

Review - After you have finished reading the entire chapter, you should quickly review the material. Concentrate on the material that you had trouble with during the read and recite stages. You should review each chapter regularly to keep the material fresh in your memory.

2. **SQ4R METHOD**

Another method of studying is the SQ4R method. It is the same as the SQ3R method, however it adds one step: (w)**Rite**. This step goes between recite and review. After reciting the answers to your questions, you should write down the questions and the answers. These notes will prove valuable during the review stage.

3. **READ, UNDERLINE, REVIEW**

The third method of textbook studying was developed by David M. Work and Monica Mogen of the University of Minnesota.

Read - In this method, you must first read the material. As you read, you should break the chapter into smaller units. You should break down the material in your mind. Do not attempt to underline until you have read all of the material. If you underline as you read, you will probably underline useless material or omit something that is very important.

Underline - Once you have read the chapter you should now go through the material, reading it section by section. As you get to each section, you should decide the major ideas and underline these. You should also underline the support for these ideas. When underlining, you should not underline entire sentences. Underline key words and phrases so you get the same information from reading the underlined material that you would get if you read the entire section.

Review - Immediately after you finish reading and underlining the chapter, you should review it. Read the material that you have underlined while it is still fresh in your memory. You should go over the underlined material regularly until the test. This will enable you to keep the material fresh in your mind.

THE ENEMIES OF GOOD SCHOLARSHIP

There are several pitfalls to be aware of when planning study and homework time. Unfortunately, many students end up doing poorly simply because they were not honest with themselves. In order to do well in school, students must be committed to doing a certain amount of real work in a disciplined time frame. There is no room for short cuts when it comes to scholarship. The following is a list of some common problems students need to avoid while

doing homework or studying. College students excel at all of these pitfalls, but companies and schools are not looking for these things on a prospective résumé or transcript. However, they find them all too often as they are reflected in the grade point averages.

Procrastination - At some time or another everyone procrastinates and delays doing work that needs to be completed by specific deadlines. This is not a good habit to form or perpetuate. It will always catch up with the student in the long run. The solution is simple. Do the assigned work in the manner that the instructor has suggested. Do not attempt to cut corners or put assignments off to a later date. By doing the assigned work in a timely fashion, the student actually saves himself time in the long run. Failure to get things done on time will only make the overall workload larger and probably more difficult. As active fraternity members who enjoy the social aspects of college, it only makes sense to do the work in the timeliest fashion. This means avoiding procrastination.

Excuses - When students feel overburdened with schoolwork, it is not uncommon to make excuses for poor performance and inadequate study time. Excuses accomplish nothing. The work does not get any easier when students make excuses, nor does the instructor pity those with excuses. Avoid blaming poor performance on unrelated circumstances. You, the student, are the only one to blame for your academic performance. Do not let the negative attitude of excuses hinder academic accomplishment. The excuses that the class is too boring or the professor dislikes students are negative attitudes that will only foster and encourage less than optimal performance. Even if class is dull and the instructor seems apathetic, try to concentrate on the positive aspects of the course. And, if actual performance falls below expected performance, don't make excuses. Do take some time to plan study time more effectively.

Rationalizing - Even when students do commit to doing work and studying, there are always distractions that are much more appealing than homework. The distractions will always be there, but the challenge will be avoiding interruptions when there is work to be done. This is not an easy task. As fraternity members, we all value the social time we spend with our brothers, but rationalizing ourselves out of needed study time is dangerous to our academic responsibilities. College students excel at rationalizing. Students constantly convince themselves that they have done an adequate job on homework and that they have studied enough for a test. But, if students are really being honest with themselves, we find that scholarship is usually not being given the commitment it deserves. In order to avoid the pitfalls of rationalizing, students must have the will power and commitment to stick to their plans of study. The initial plan, which has been modeled after the student's academic goals, is usually the means to the ends if students would only stick with the plan. Rationalizing is one of the student's biggest enemies. Avoiding it starts with commitment and honesty.

SECTION VII: THE FACULTY ADVISOR

A Faculty Advisor can help enhance the academic climate and responsibility level of a chapter. He or she (yes, your faculty advisor may be a woman) can promote and encourage good scholarship by providing guidance and counseling relating to classes and academic majors and by helping to improve study skills of members. Also, the advisor can serve as a link to the academic side of the institution and can be an advocate on behalf of the chapter and Greek community. Finally, an advisor can help identify resources on campus and assist chapter leaders by encouraging responsible behavior in the chapter.

Unfortunately, too many chapters have a Faculty Advisor in name only or, even worse, do not have one at all. They are losing out on what could be a valuable resource to the chapter. An active Faculty Advisor can be instrumental in an effective and well-rounded scholarship program.

SELECTING A FACULTY ADVISOR

Any man or woman who is a member of your school's faculty or staff (e.g., Dean, librarian) is eligible to be a Faculty Advisor. All else being equal, it would be nice to have a Delta Chi alumnus on the faculty serve, but that is not always possible. The chapter "E" may know which alumni work on campus. If you select a man who does not already belong to another NIC fraternity, you may want to invite him to be initiated as a Delta Chi.

Just as when searching for a new "BB" or member for the Alumni Board of Trustees, you must begin the search by developing a list of people your members already know. Have each member make a list of his favorite professors on campus. Ask the Greek Advisor for additional suggestions.

After determining his/her responsibilities, invite the candidates over to dinner (one at a time), meetings or social events so that the members get to know each one. If you have been having faculty / staff over as part of your public relations program, you may already have someone in mind. Once you feel comfortable with a faculty or staff member, meet with him or her in person to discuss the responsibilities of a Faculty Advisor and determine his or her interest. Be sure to be specific regarding what the position entails and what the chapter can do for him/her. After an affirmative vote of the chapter, formally request that he/she do the chapter the honor of being its Faculty Advisor. Assuming that the position is accepted, hold a reception to welcome the new Faculty Advisor and to give him/her an opportunity to meet all of the members, associates and involved alumni.

SUGGESTED RESPONSIBILITIES OF THE FACULTY ADVISOR

Before the search begins, the chapter needs to determine what role it would like a Faculty Advisor to play. Each chapter will have different needs. The chapter and the Faculty Advisor will need to work out the specifics (expectations of both) in a *written* relationship agreement as you have done with your "BB" and ABT. Below are a few suggested responsibilities:

1. Counsel the scholarship chairman and committee in developing and executing the scholarship program.
2. Supervise the scholarship program of the chapter.
3. Assist in enforcing the standards and policies of the chapter and Delta Chi.
4. Serve as a link between the chapter and the institution, and assist the chapter with school policies and procedural matters.
5. If possible, attend chapter meetings and programs on a regular basis.
6. Lead discussions with the members on matters of academic importance.

7. Serve as a member of the scholarship committee.
8. Occasionally present seminars on time management, improving study skills, résumé preparation, interview techniques, etc., or find individuals who are capable of doing so.
9. Help the chapter in evaluating the academic eligibility of prospective associate members, initiates and officers.
10. If possible, serve on the ABT as the scholarship advisor (see the *Alumni Board of Trustees BRIEF*).

Of course, just as with your "BB" and ABT, the chapter has a responsibility toward the Faculty Advisor. Each chapter is expected to:

1. Review in detail what role it would like the Faculty Advisor to play.
2. Provide the advisor with a copy of this *Scholarship BRIEF* and the Fraternity's scholarship standards (see Delta Chi Law).
3. Keep him/her informed of all organizational activities, meetings and issues.
4. Meet regularly (bimonthly) with the advisor to discuss organizational problems.
5. Inform him/her of programs and services sponsored by the organization.
6. Develop tentative solutions before going to the advisor.
7. Invite the advisor to all appropriate activities, especially alumni and parents' events. Do not take his/her attendance for granted.
8. Show appreciation for his/her services (by letter, by appropriate comments at meetings and other occasions, with flowers, dinner, theater tickets and personally).

WEEKLY TIME MANAGEMENT SCHEDULE

NAME: _____

DATE: _____

Fill in schedule in the following order: (1) classes, (2) work, (3) sleep, (4) meals and (5) study hours. The rest of the time should be scheduled as "free" time.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
NOON							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12 MID.							
1:00							
2:00							
3:00							
4:00							
5:00							

The Delta Chi Fraternity
ACADEMIC GOAL SETTING FORM

Name: _____ **Term:** _____
Major: _____ **Class level:** _____ **GPA Last Term:** _____ **Cumulative GPA:** _____

Complete this form and keep it in your notebook or post it above your desk as a regular reminder of your academic goals for this term. In establishing your goals, try to make them realistic and attainable, yet challenging.

COURSE	INSTRUCTOR	CREDIT HOURS*	GRADE TOTAL	GRADE	GRADE POINTS x CREDIT HRS.	WEEKLY STUDY HOURS NEED-	FINAL GRADE
		Total A				Total B	
						Total Study Hours	

* Put zero credit hours for pass/fail classes
 ** On a standard four-point scale
 (A=4.0, A-=3.7, B+=3.5, B=3.0, etc.)

To compute your grade point average goal for the semester, divide "Total B" by "Total A."

My GPA goal for this term is: I pledge to put forth my best effort to attain that goal, including perfect class attendance (illness and other excused absences excepted) and regular study hours at least equal to the total indicated above.

 Signature of Member

 Date

APPENDIX

Dr. Richard Voorneveld's Step's to Better Grades

Dr. Richard Voorneveld, the former Dean of Students at the College of Charleston, did a study of student leaders who had right around a 2.0 GPA on a 4.0 scale.

He first interviewed students who excelled academically and was able to pinpoint specific behaviors that each exhibited.

He got his underachievers to agree to emulate the behaviors for one semester. Every one of them, by modeling the behaviors of the excellent students, got over a 3.0 GPA the very next semester. They each raised their grades by one letter grade!

The following are the behaviors Dr. Voorneveld was able to pinpoint:

1. Never, ever, never miss a class.

Education is one thing many of us pay for but do not demand that we receive. Students are happy when class is canceled. They should treat class like a job. You simply have to go, not matter what is happening or how you feel. If you are way ahead, or totally lost, in a class, I guarantee that you will pick up valuable information at class that you would have otherwise missed. That can make the difference on a test.

2. Sit in the first row.

Studies show that sitting up front has fewer distractions and it is easier to hear, see and ask questions. The professor will also notice you more, which cannot hurt.

3. Read your notes from the last class before the next class.

Where does the professor always start? He or she often says, "Now where did I leave off last time?" If you know, you will be "in sync" with what comes next.

4. Do the assigned reading, but DO NOT highlight the book.

If something is important, write it on a note card. Then, study the note cards. Writing it down will help you remember it and studying the note cards is a good study aid. Flip through the note cards as you study, adding new ones as you go and setting aside ones you "have cold" for studying for tests.

5. Visit your professor once a week during office hours.

Getting to know your teacher personally has many benefits. They will know you are serious about their class, you can get clarification on certain ideas in the course material, and it will make it that much more difficult for them to give a low grade when they know of the effort you are putting forth (and they see you in every class!!!).

6. Do any extra credit that is offered.

Extra Credit affects the bottom line. If you get a C on a test and the teacher offers extra credit, you can often turn that C into a B. You simply must take advantage of that.

If the members of your chapter are able to buy into each of these, and they do them religiously, I can guarantee that their grades will go up by the equivalent of one full letter grade. It is that easy. – "Chip" Voorneveld

Portions of this **BRIEF** have been reprinted from:

Terry Zacker, "Establishing an Academic Culture Within the Chapter," in Greek Scholarship Manual, ed. Lisa Smith (The Office of Student Activities, The University of Maryland, College Park, 1989).

KIT: Help for the Low-Ranking Member