



Fraternity and Sorority Faculty-Staff Advisor Guide

*Portions of this manual were adapted from the University of Minnesota Faculty/Staff Advisors Manual
and the Association of Fraternity Advisors Chapter Advisor Manual*

Worcester Polytechnic Institute

Faculty/Staff Advisor for a Fraternity or Sorority

Description

A faculty/staff advisor is a current University faculty or staff member who works with a fraternity or sorority by offering advice, expertise, and perspective on issues and decisions a chapter is confronting. Previous experience in a Greek organization is not necessary. In addition to working with the chapter as a whole, advisors may also work with individual members on special issues, projects or problems. Faculty/staff advisors can anticipate gaining a broader perspective on the student experience at the University as they help students understand the University from a faculty/staff perspective.

This vital position works closely with chapters on their overall scholarship programs including the following:

1. Assist the chapter in developing an overall scholarship program.
2. Be available to meet with the new members each semester to review their academic progress and plans at WPI.
3. Assist with developing any scholarship recognition program for the chapter.
4. Assist the chapter in developing an academic incentives program.
5. Attend any scholarship receptions the chapter hosts.
6. Be available to meet with individual members who are in need of academic assistance.
7. Attend two chapter meetings/dinners each year to get to know the members and the members to get to know the faculty advisor.
8. Help chapters connect with academic services offered by the University.
9. Offer advice on academic issues for the chapter as a whole and for individuals or small groups as appropriate.
10. Be open and available to chapter members' questions and concerns.

Other Important Information

1. Faculty/staff advisors are covered under WPI's liability policy when acting in the scope of a faculty advisor.
2. Faculty/staff advisors are also covered by the national fraternity's and sorority's policies but it is always good to check with them.
3. Faculty/staff advisors are not expected to attend all weekly meetings and events, nor are they expected to make decisions for the chapter.
4. Faculty/staff advisors serve for one-year terms with possible extensions based on a mutual agreement between the fraternity or sorority and the faculty advisor
5. Faculty/staff advisors are not expected to serve as the chapter advisor nor to serve on the alumni board (if they wish to serve in these positions that would be great but it is not expected).
6. Faculty/staff advisors are not on call nor are they responsible for the social aspects of the chapter.

Basic Assumptions about Advising Fraternities and Sororities

1. **Chapters are different.** Chapters are different not only in their statistical and physical attributes, but above all in the quality of their organization, in their size, and in their esprit. Therefore, an advisor must take the information contained in this manual and modify it to fit his/her particular chapter.
2. **Advisors are different.** By accepting this position an advisor agrees to assist the undergraduate chapter in conducting its operations and in realizing its ideals and aspirations. However, each advisor will also have his/her or her own philosophy and unique approach to advising and should take those into account.
3. **Advisors are volunteers.** The advisor is a volunteer and has other, more important demands on his/her time. The chapter must, therefore, avoid setting up unrealistic expectations of him/her.
4. **Advisors are advisors, not dictators.** If push comes to shove, an advisor cannot force a chapter to do anything. His/her respect and authority are based upon the quality of his/her relationship with the brothers/sisters.
5. **There is often no right answer** (and even when there is, the manual may not have it!)
6. **Common sense is supreme.** In the end, the effectiveness of an advisor is likely to be determined by the efficacy with which he/she applied this famous trait to his/her advising.

The First 30 Days

Week 1: “Know Thyself”

Before beginning your relationship with a fraternity or sorority, think about your own expectations regarding communication, level of involvement, outcomes (what you want from your experience) and time commitment, as well as your advising style. Some advisors have a high level of involvement with every aspect of the fraternity or sorority; others have a very limited role. It is up to you and the organization to set the parameters for your involvement. By thinking about your expectations and style, you will be prepared for the next step: Laying the Ground Rules with chapter leaders.

Week 2: Laying the Ground Rules

About a week after being chosen as a fraternity or sorority’s faculty/staff advisor, you should plan a meeting with the chapter’s leaders to lay the ground rules and talk about mutual expectations (See the Expectations Activity located in the Appendix). You may also consider meeting with the chapter’s advisory board or alumni advisor. You can choose to meet with only the chapter president, or with the entire executive board. You could meet at the chapter house, or you could meet at a coffee shop or restaurant. Likewise, your expectations can be as formal or as informal as necessary. You should also think about how and when you prefer chapter leaders or chapter members contact you. Do you want them to schedule appointments? Or drop by whenever they have time? Do you want them to call you at home or on your mobile phone? Or do you prefer they only contact you at your office phone or via e-mail? The most important thing is for you and the chapter to begin your relationship on the same page. Now you are ready to Introduce Yourself to the Chapter.

Week 3: Introduce Yourself to the Chapter

After two weeks, you are probably eager to finally meet the students you will be working with, to dig in, and to get started. As with the previous steps, your introduction will reflect your personal style. You could either introduce yourself at a dinner or meeting, or schedule times to meet with each student individually, or arrange an activity (such as bowling) where you can meet them informally. Don’t feel like you have to jump in and begin advising them immediately. The most important thing right now is to build relationships and trust. Then, you can start to Determine Member’s Needs.

Week 4: Determine Member’s Needs

Now that you have introduced yourself, you can begin figuring out how you can help the students in the chapter. Some examples of how you could do this are through informal conversations or a quick survey at the end of a dinner or meeting. You can use this information (as well as the ground rules you talked about with the chapter’s leaders) to identify programs or resources you can connect the chapter with. For example, there may be a small group of students who are struggling academically who need assistance with study skills. For others, it may be time management. The resources in this manual will help you identify programs and resources on campus the students can use.

30 Reminders for Effective Advising

1. Care about the students you advise by showing empathy, understanding, and respect.
2. Establish a warm, genuine, and open professional relationship.
3. Show interest, helpful intent, and involvement.
4. Be a good listener.
5. Establish rapport by remembering personal information about students that you advise.
6. Be available; keep office hours and appointments.
7. Provide accurate information.
8. When in doubt, refer to the college/university student handbook and your advisor's manual.
9. Know how and when to make referrals, and be familiar with referral sources.
10. Don't refer too hastily; but don't attempt to handle situations for which you are not qualified.
11. Have students contact referral sources in your presence.
12. Contact students you advise frequently; don't always wait for students to come to you.
13. Don't make decisions for students; help them make their own decisions.
14. Focus on students' strengths and potential rather than limitations.
15. Seek out students you advise in informal settings.
16. Monitor students' progress toward educational goals.
17. Determine reasons for poor academic performance and direct students to support services.
18. Be realistic with the students you advise.
19. Use all available information sources.
20. Clearly and professionally outline students' responsibilities.
21. Follow up on commitments made to the students you advise.
22. Encourage students to consider and develop career alternatives when appropriate.
23. Keep an anecdotal record of significant conversations for future reference.
24. Evaluate the effectiveness of your advising.
25. Don't be critical of faculty or staff to students.
26. Be knowledgeable about career opportunities and job outlook for various majors.
27. Encourage students to talk by asking open-ended questions.
28. Don't betray confidential information.
29. Categorize students' questions; are they seeking action, information, or involvement and understanding.
30. Be yourself and allow students to be themselves.

(Source: www.umich.edu/~salead/advisor/handbook.html#roles)

Greek 101

Drowning in a steaming bowl of alphabet soup? Here is your lifesaver. The Greek community has a language all its own. Here are some common terms you may hear:

Alumnus/Alumna (plural: alumni/alumnae) An initiated member who is no longer in college.

Big Sister or Brother (also called Sister-Mother/Sister-Daughter) The new member will select or be assigned an initiated member to be his/her big brother or sister. This older member serves as a resource, role model, and problem solver for the new member.

Badge/Pin The badge or pin is worn on the chest designating an initiated member of a certain fraternity. A new member or associate pin is usually simpler and is used to designate a new member or associate member of a particular fraternity.

Bid A formal invitation to join a fraternity or sorority.

Bid Day The last day of recruitment which includes activities at the chapter house.

Chapter The local group of the (inter)national fraternity or sorority.

Chapter/Alumnus Advisor An alumnus who establishes and maintains a close advisory relationship with a chapter and serves as a teacher and counselor.

Continuous Open Recruiting (COR) or Continuous Recruiting (CR) Some Panhellenic affiliated chapters continue to recruit and pledge women throughout the school year.

Faculty Advisor A member of the faculty or administration who establishes and maintains a close advisory relationship with a chapter and its scholarship program. The Faculty Advisor is not necessarily an initiate of the particular Greek organization.

Formal Recruitment The major period of time set aside by the Panhellenic and Interfraternity Councils for meeting potential new members.

Fraternity Formally, the name applied to all Greek letter organizations. Informally, the name applied to men's groups.

Fraternal Information and Programming Group (FIPG) Publishers of risk management standards that most fraternities and sororities follow.

Greek Alumni Council (GAC) The governing alumni association at WPI responsible for promoting and maintaining the well-being of the WPI fraternity and sorority system through a strong and informed alumni body.

Greek Week A week of events in which all chapters participate designed to create pride in Greek membership.

Informal or Open Recruitment Recruitment period conducted at various times during the year.

Infraction Any violation of a rule set by the Panhellenic Council or Interfraternity Council.

Initiation A ceremony that brings a new member into full membership.

Interfraternity Council (IFC) The governing body of the North American Interfraternity Conference fraternities. There are currently eleven chapters on campus.

Legacy A man whose father, brother, or in some cases grandfather is an initiated member of a fraternity. A woman whose mother, sister, or in some cases grandmother is an initiated member of a sorority. Legacy stipulations differ for each sorority and fraternity.

North American Interfraternity Conference (NIC) A national organization composed of 63 member men's fraternities, each of which is autonomous as a social Greek - letter society of college men and alumni.

National Panhellenic Conference (NPC) A national organization composed of 26 member women's fraternities, each of which is autonomous as a social Greek - letter society of college women and alumnae.

New Member A potential new member who has accepted the bid (invitation to join) of a sorority or fraternity.

New Member Educator The chapter officer who coordinates the education for the chapter's new members.

New Member Meetings Special meetings which may be held each week for the new members; in addition to learning the history of the fraternity, new members may hear speakers on study skills, acquaintance rape, substance abuse, and other important issues.

Panhellenic Council The governing body of the two NPC sororities.

Preferential Bidding The process of mutual selection between the Panhellenic sororities and the potential new members.

Risk Management involves analyzing all exposures to the possibility of loss and determining how to reduce these exposures.

Quota Specified number of potential new members each Panhellenic sorority chapter can pledge.

Potential New Member An individual participating in the recruitment process.

Recruitment Counselors Greek women carefully selected and trained to guide potential new members and answer any questions with regard to Panhellenic recruitment.

Sorority A group of women joined together in friendship for leadership and academic purposes.

The Greek Alphabet

Α Alpha (ai-fah)	Β Beta (bay-tah)	Γ Gamma (gam-ah)	Δ Delta (del-ta)	Ε Epsilon (ep-si-lon)	Ζ Zeta (zay-tah)
Η Eta (ay-tah)	Θ Theta (thay-tah)	Ι Iota (eye-o-tah)	Κ Kappa (cap-pah)	Λ Lambda (lamb-dah)	Μ Mu (mew)
Ν Nu (new)	Ξ Xi (zie)	Ο Omicron (om-e-cron)	Π Pi (pie)	Ρ Rho (roe)	Σ Sigma (sig-mah)
Τ Tau (taw)	Υ Upsilon (up-si-lon)	Φ Phi (fie)	Χ Chi (kie)	Ψ Psi (sigh)	Ω Omega (oh-may-gah)

Group Development

Stage 1: Forming

In the Forming stage, personal relations are characterized by dependence. Group members rely on safe, patterned behavior and look to the group leader for guidance and direction. Group members have a desire for acceptance by the group and a need to know that the group is safe. They set about gathering impressions and data about the similarities and differences among them and forming preferences for future sub grouping. Rules of behavior seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided.

The major task functions also concern orientation. Members attempt to become oriented to the tasks as well as to one another. Discussion centers around defining the scope of the task, how to approach it, and similar concerns. To grow from this stage to the next, each member must relinquish the comfort of non-threatening topics and risk the possibility of conflict.

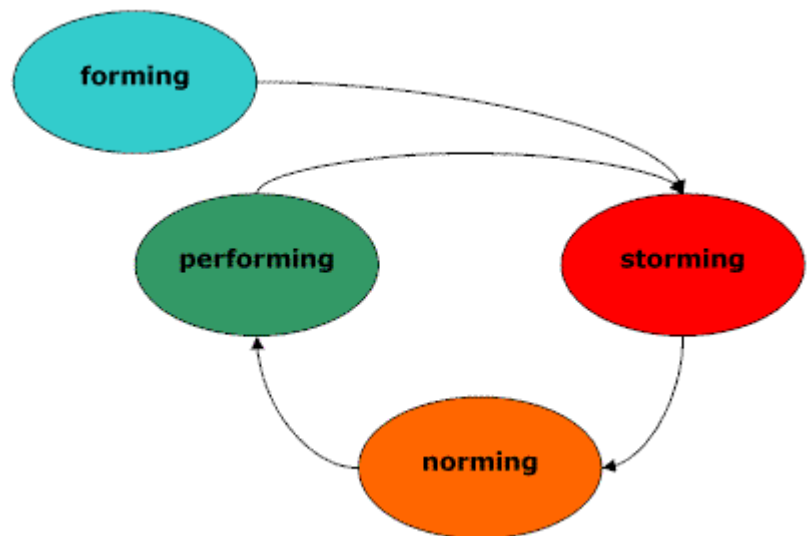
Stage 2: Storming

The next stage, which Tuckman calls Storming, is characterized by competition and conflict in the personal-relations dimension and organization in the task-functions dimension. As the group members attempt to organize for the task, conflict inevitably results in their personal relations. Individuals have to bend and mold their feelings, ideas, attitudes, and beliefs to suit the group organization. Because of "fear of exposure" or "fear of failure," there will be an increased desire for structural clarification and commitment. Although conflicts may or may not surface as group issues, they do exist. Questions will arise about who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are. These reflect conflicts over leadership, structure, power, and authority. There may be wide swings in members' behavior based on emerging issues of competition and hostilities. Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate.

In order to progress to the next stage, group members must move from a "testing and proving" mentality to a problem-solving mentality. The most important trait in helping groups to move on to the next stage seems to be the ability to listen.

Stage 3: Norming

In Tuckman's Norming stage, interpersonal relations are characterized by cohesion. Group members are engaged in active acknowledgment of all members' contributions, community building and maintenance, and solving of group issues. Members are willing to change their preconceived ideas or opinions on the basis of facts presented by other members, and they actively ask questions of one another. Leadership is shared, and cliques dissolve. When members begin to know-and identify with-one another, the level of trust in their personal relations contributes to the development of group cohesion. It is during this stage of development (assuming the group gets this far) that people begin to experience a sense of group belonging and a feeling of relief as a result of resolving interpersonal conflicts.



The major task function of stage three is the data flow between group members: They share feelings and ideas, solicit and give feedback to one another, and explore actions related to the task. Creativity is high. If this stage of data flow and cohesion is attained by the group members, their interactions are characterized by openness and sharing of information on both a personal and task level. They feel good about being part of an effective group.

The major drawback of the norming stage is that members may begin to fear the inevitable future breakup of the group; they may resist change of any sort.

Stage 4: Performing

The Performing stage is not reached by all groups. If group members are able to evolve to stage four, their capacity, range, and depth of personal relations expand to true interdependence. In this stage, people can work independently, in subgroups, or as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the group and individuals. Stage four is marked by interdependence in personal relations and problem solving in the realm of task functions. By now, the group should be most productive. Individual members have become self-assuring, and the need for group approval is past. Members are both highly task oriented and highly people oriented. There is unity: group identity is complete, group morale is high, and group loyalty is intense. The task function becomes genuine problem solving, leading toward optimal solutions and optimum group development. There is support for experimentation in solving problems and an emphasis on achievement. The overall goal is productivity through problem solving and work.

Stage 5: Adjourning

Tuckman's final stage, Adjourning, involves the termination of task behaviors and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a group can create some apprehension - in effect, a minor crisis. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process.

Adapted from:

Tuckman, B. (1965) Developmental Sequence in Small Groups. Psychological Bulletin, 63, 384-399.

Tuckman, B. & Jensen, M. (1977) Stages of Small Group Development. Group and Organizational Studies, 2, 419-427.

Group Roles

Every member of a group plays a certain role within that group. Some roles relate to the task aspect of the group, while others promote social interaction. A third set of roles are self-centered and can be destructive for the group.

Task-Oriented Roles:

- ☛ Initiator-contributor: Generates new ideas.
- ☛ Information-seeker: Asks for information about the task.
- ☛ Opinion-seeker: Asks for the input from the group about its values.
- ☛ Information-giver: Offers facts or generalization to the group.
- ☛ Opinion-giver: States his or her beliefs about a group issue.
- ☛ Elaborator: Explains ideas within the group, offers examples to clarify ideas.
- ☛ Coordinator: Shows the relationships between ideas.
- ☛ Orienter: Shifts the direction of the group's discussion.
- ☛ Evaluator-critic: Measures group's actions against some objective standard.
- ☛ Energizer: Stimulates the group to a higher level of activity.
- ☛ Procedural-technician: Performs logistical functions for the group.
- ☛ Recorder: Keeps a record of group actions.

Social Roles:

- ☛ Encourager: Praises the ideas of others.
- ☛ Harmonizer: Mediates differences between group members.
- ☛ Compromiser: Moves group to another position that is favored by all group members.
- ☛ Gatekeeper/expediter: Keeps communication channels open.
- ☛ Standard Setter: Suggests standards or criteria for the group to achieve.
- ☛ Group observer: Keeps records of group activities and uses this information to offer feedback to the group.
- ☛ Follower: Goes along with the group and accepts the group's ideas.

Individualistic Roles:

- ☛ Aggressor: Attacks other group members, deflates the status of others, and other aggressive behavior.
- ☛ Blocker: Resists movement by the group.
- ☛ Recognition seeker: Calls attention to himself or herself.
- ☛ Self-confessor: Seeks to disclose nongroup related feelings or opinions.
- ☛ Dominator: Asserts control over the group by manipulating the other group members.
- ☛ Help seeker: Tries to gain the sympathy of the group.
- ☛ Special interest pleader: Uses stereotypes to assert his or her own prejudices.

Resources

Here is a general listing of campus resources that could be helpful to you in your advising role:

Academic Advising Center – academic advisors help students choose the courses leading them to their professional goals as well as students struggling academically. Students can connect with MASH (Math Tutoring) or the Writing Center through Academic Advising.

Career Development Center –This center can help students find work on campus, assist with finding an internship, provide workshops on the job search process, and undergraduate/alumni job-placement services

Student Development and Counseling Center – professionals are available for students to speak with confidentially on various personal issues such as substance abuse, eating disorders, obsessive compulsive disorder, stress, etc. Many times the sexual assault crisis professionals work in conjunction with this office or have their own department.

Dean of Students – envelopes the student services area (residential life, judicial affairs, campus activities, recreational sports, wellness, career development, orientation, academic advising, international student services, multicultural student services, campus police, Chartwells, etc.).

Governing Councils—IFC and Panhellenic – the most basic purpose of undergraduate-led governing councils is to provide services and resources to its chapters to help them succeed. They may be able to assist by creating roundtable discussion for like-officers, recruitment skill building sessions, a forum for self-governance and adjudication, and other activities.

Library staff – can provide tours to chapters and an overview of how to use the technology available.

Ombudsperson – the student advocate which investigates complaints from persons who feel they have been unfairly dealt with by the university.

Registrar – this department manages the process for and maintenance of official student transcripts.

Events Office—this department will assist you in booking space on campus as well as planning events for alumni or students.

Student Activities—the source to get your members involved on campus. Here students can learn about upcoming leadership workshops, check out books from the leadership library including teambuilding resources, and check out some of the 140 clubs and organizations on campus. This is where clubs can access their online accounts as well, including Greek organizations.

Campus Police—your source for safety on campus. Campus Police officers are willing to come in and give talks to Greek chapters.

Free workshops are offered from nearly every department in Student Life. All you need to do to get a taste of the variety is to walk through campus and look at the flyers and read the student newspaper.

You can go to the university website to see what's happening in any given month.

Resources Specific to WPI

Campus Fraternity/Sorority Professional:

Phone Number: 508.831.5291

Emily Perlow

eperlow@wpi.edu

Dean of Students:

Phone Number: 508.831.5201

Philip Clay

pclay@wpi.edu

Academic Advising Center

Phone Number: 508.831.5381

Dale Snyder

dsnyder@wpi.edu

Career Development and Placement Center

Phone Number: 508.831.5012

Jeanette Doyle

jmdoyle@wpi.edu

Student Development and Counseling Center

Phone Number: 508.831.5540

Charlie Morse

cmorse@wpi.edu

Library Staff

Phone Number: 508.831.5410

Office of the Registrar

Phone Number: 508.831.5211

Campus Police

Phone Number: 508.831.5433

Events Office:

Phone Number: 508.831.5613

Jim Kenary

jfkenary@wpi.edu

Student Activities:

Phone Number: 508.831.5291

Jim McLaughlin

jimmcl@wpi.edu

Helpful Websites for Faculty Advisors

BACCHUS/GAMMA Peer Education Network

www.bacchusgamma.org

Alcohol-free housing

Substance Free Social and Party Ideas: http://www.deltachi.org/resources/reference_material/pdf-files/PartyContinues_09-05.pdf

Brotherhood/Sisterhood Building

Check out Teambuilding Guides from the Student Activities Office

Building Better Brotherhood Manual: http://www.deltachi.org/resources/reference_material/pdf-files/Building_Better_Brotherhood_09-05.pdf

Generational differences in attitude, communication, perspective

www.generationsatwork.com/articles/millennials.htm

www.millennialsrising.com/

www.wisc.edu/students/Millennials,%20Mayhem%20&%20Miracles.pdf

National Resource Center for the First Year Experience and Students in Transition

www.sc.edu/fye/

Organizational development

The James Macgregor Burns Academy of Leadership at the University of Maryland:

www.academy.umd.edu/training/index.htm

Hazing

www.Stophazing.org

www.hazing.hanknuwer.com

National Hazing Prevention Week: www.nhpw.com

FIPG, Inc. (risk management resources)

www.Fipg.org

Fraternal Law

www.manleyburke.com

Fire Safety

www.seton.com

www.burnprevention.org/sep.asp

www.homefiresprinkler.org/home2.html

Principles of Good Practice in Student Affairs

www.acpa.nche.edu/pgp/principle.htm

Interfraternal Associations

National Panhellenic Conference: www.npcwomen.org

North-American Interfraternity Conference: www.nicindy.org

Center for the Study of the College Fraternity: www.indiana.edu/~cscf/

Fraternity Executives Association: www.fea-inc.org

Order of Omega: www.orderofomega.org

Rho Lambda: <http://www.rholambda.org/>

Regional Undergraduate Fraternity & Sorority Conferences

Northeast Greek Leadership Association: www.ngla.org

Undergraduate Interfraternity Institute: www.nicindy.org



Academic Advising

Ideas for Faculty Advisors

- Assist members in class and professor selection
- Assist the scholarship chair in formulating a scholarship program
- Remind members of important academic dates (withdrawal day, final exams, grades due dates, etc.)
- Discuss scholarship room necessities with housing corporation
- Meet with parents during Parents Weekend and promote university activities
- Inform members of future plans of the university
- Supervise and help enforce the scholarship program
- Help members find services for their learning difficulties
- Be a member on the scholarship committee
- Be a liaison to the alumni board of advisors
- Help organize and conduct seminars for members (i.e. note taking, test taking, time management, studying, etc.)
- Help with faculty advisor search (if the advisor can no longer remain in that capacity)
- Meet with the Greek Advisor and discuss academic successes and problems of the chapter
- Attend chapter meetings
- Meet personally with each member and discuss academic strengths and weaknesses
- Submit articles to the chapter newsletter
- Promote the chapter and entire Greek system to other faculty members
- Attend faculty advisor meetings organized by the Greek system
- Inform members of available scholarships
- Have a specific office hour set aside for only chapter members
- Keep in contact with national/international headquarters

Adapted from <http://www.eiu.edu/~grklife/scholarship%20manual.pdf>

Advising Students with Unsatisfactory Academic Performance

An unfortunate fact of academic life is that some students, for various reasons, have poor academic performance. Academic advisors often must advise students who are on warning, probation, or suspension. In some instances, the circumstances leading to unsatisfactory performance in a given semester are attributable to transitory, situational problems that will not have an impact on subsequent performance. For some students, unsatisfactory performance reflects certain types of problems that are often long-standing and, if not given attention, may persist and result in further academic difficulties. Reasons for unsatisfactory performance include:

- poor study habits;
- too many hours of work and/or a work schedule that conflicts with the school schedule;
- unrealistic course choices in view of interests and abilities;
- lack of direction;
- exam anxiety and/or poor exam-taking techniques;
- personal and/or family problems;
- lack of preparation to perform college-level work (freshmen); and
- lack of motivation.

Some suggestions for working with students with unsatisfactory performance are as follows:

- Review students' previous records to determine if there is a long-standing history of poor performance and if a significant number of unsatisfactory credits have been accumulated.
- Discuss candidly the ramifications of past or present unsatisfactory performance and the possible outcome of continued unsatisfactory grades.
- Refer students to on-campus resources.
- Convey to students your concern about their academic performance and encourage them to meet with you on a regular basis.
- Assist students in making appropriate course selections in view of their past performance or suggest taking a reduced course load.
- Work with students to determine the reasons for unsatisfactory grades and help them to determine the types of changes that need to occur.

Very often, concerned advisors can influence students' academic careers and also may contribute to improved student retention. Students do not always recognize the consequences of unsatisfactory performance, and through early intervention, advisors may help students avert continued academic difficulties.

Developmental Needs of Advisees

Advising is a process which links students' needs and educational experiences from freshman through senior years and beyond. This process evolves gradually within the framework of the degree program and the student's level of maturation. Where students are in this progression helps to determine what kind of assistance they need from advisors. The following chart identifies these stages, provides examples of some academic and personal issues within each stage, and gives examples of how advisors may respond.

	Academic	Personal	Advisor's Role
Freshmen	Fearful of failing Unsure of requirements Confused or unrealistic expectations New academic demands Vague career goals	Managing emotions Finding a social fit Exposure to new values Increased financial worries Separation from family Adjusting to life changes Anxious/vulnerable	Be accessible Be a good listener Provide support Give information on requirements, courses Be nonjudgmental Make referrals
Sophomore	More aware of expectations Tired of school Impatient to get into major Pressure to find a major	Mixed confidence level Increased self-awareness Developing support systems Campus involvement More relaxed	Encourage further exploration Help with assessment of skills Focus options on realistic choices
Junior	Settled into a major or desperately seeking one Looking for enhancements (e.g., minor or double major) Developing faculty relations Application of learning	Balance of work, study, and free time More confident Looking beyond college Leadership roles in organizations Romantic involvement	Begin mentor relationship Encourage responsibilities Provide information on graduate school/careers Encourage creativity to enhance degree
Senior	Winding down Applying and integrating knowledge Commencing job search/preparing for grad school Graduation audit	Nervous Stressed Unsure of future Transition to independent adult	Assist with graduation audit Prepare student to make transition Continue discussion of career Continue mentor relationship Write recommendations

Adapted from <http://www.gmu.edu/departments/advising/advisingbook/page3.html>

Tips for Promoting Academic Success

The following tips have been identified by students completing their freshman year. They could be useful when advising students.

- Go to every class.
- Buy a planner and use it. Learning to manage time is one of the most important skills a student needs to master.
- Know what campus resources are available and use them.
- Get involved and have fun. You can also learn a lot by getting involved in student organizations, volunteering, and meeting people from a variety of different backgrounds.
- Get to know your professors. They all post office hours so take the opportunity to meet them.
- Balance your class schedule. Try to find one class each semester which you know you'll enjoy and do well.
- Balance social life and school work. If you are working more than 20 hours outside of school, take the minimum credit hours to be full time.
- Get plenty of sleep, exercise, and eat well.

These sound like logical "common sense" hints, but hearing it from a staff or faculty member may make a significant impression on the student.

Chapter Scholarship Program Ideas

Before implementing a new scholarship program, the chapter must determine what constitutes its current scholarship program and where the chapter wants to go with their new program. Using the entire chapter's input, the chapter should answer the four following questions.

1. In regards to scholarship, what is the chapter's biggest strength?
2. In regards to scholarship, what is the chapter's biggest weakness?
3. What does the chapter want to do to succeed scholastically?
4. Why are the members attending college?

Scholarship programs vary from chapter to chapter and campus to campus: however, there are essential elements every fraternity and sorority chapter needs to have in order to emphasize academics. By having the following necessities, a scholarship program can be structured. The following ideas are just basic elements that will help begin to form a strong base for a chapter scholarship program.

Be a Good Role Model--One of the determinants of how attitudes are formed is by the actions of those whom we admire or respect. As upperclassmen, members should be encouraging academics instead of saying "Don't worry about it," or "I don't study, but you should". The entire executive board, including the scholarship chair, has the responsibility of being role models.

Choose a Good Scholarship Chair--The scholarship chair is one of the most important positions in the chapter. He/She has the task of motivating the members to do well in scholarship, along with other duties, that vary from chapter to chapter. When the executive board or the chapter elects/nominates the scholarship chair, they must keep in mind certain aspects of the candidate. Is he/she organized? Is he/she respected? Will people listen to him/her? Is he/she creative? Does he/she have new ideas? Can he/she motivate people? Does he/she have a respectable GPA? Will he/she help members in need? These are some of the questions that must be answered before selecting a scholarship chair. When the right member is chosen, he/she has to decide what he/she wants to do with the position. If the chapter has success, then the scholarship chair will not get credit; but, if the chapter fails in academics, then the scholarship chair is blamed.

Have and Enforce Quiet Hours--A necessity for all chapter houses is quiet hours. These hours should remain stable every day, so members get accustomed to them. They should also be posted all over the chapter house so members, as well as guests, are aware of them. A model quiet hour schedule is to have two hours set aside each night, except for Friday and Saturday. During these quiet hours, the common areas of the house should be silent. No radios or televisions should be audible in the hallways. This time is set aside for studying and studying only! With enforced quiet hours, members will get in that extra study time and make it a habit every night. During finals, the chapter house should have a 22 hour quiet hour period. (The given numbers are just suggestions—do what works for the chapter!)

Minimum GPA to Hold Positions--Do the leaders of the chapter want to be at the bottom in academics? These are not the type of leaders who duly help chapters. With this in mind, it is a good idea to have minimum GPA's in order to hold an executive board or committee position. These minimum GPA's should be challenging (around a 2.5 is the average among many chapters). Most chapters already have minimum GPA requirements, but have you ever thought of increasing them? Some chapters require officers to have a 3.0 GPA. Think about it! Set an example!

Arrange Social Schedule Around Academics--Although one of the most highly recognized components of fraternities and sororities is the social life of its members, scholarship should be the organization's main priority. With this in mind, when the social schedule is being planned in the beginning of the semester (or earlier), important academic dates should be taken into account. Social activities should be reduced (preferably ceased) during the first week of school, midterms and final examinations. It is essential that members get the most out of their education. Contrary to popular belief, it is possible to have a balanced academic and social schedule.

Scholarship/Study Room--One of the most important parts of an organized scholarship program is to have a scholarship room. This should be a room in the chapter house that is designated for the sole purpose of scholarship. In here, test files, professor files, class information, books, notes, flyers and other academic materials will be kept. This room should have a 24 hour quiet policy, since it is not a social hall. Study tables (if the chapter uses them) can be held here. If the chapter house is not big enough for a scholarship room, the scholarship chair needs to reserve a room on campus for the entire semester and set aside a safe place within the chapter house for the above stated academic materials.

Use Resources from Headquarters—The fraternity/sorority international headquarters has many resources that can help the chapter's scholarship program. If you have no information from the headquarters, call and request it. You will be amazed at what you will receive. Also, if you have any questions about how the scholarship program is going or should be going, contact the proper staff member at the fraternity's/sorority's headquarters. They will be more than happy to help you. Ask your chapter president or Greek Affairs professional about who you should contact.

Use Scholarship in the Recruitment Process--It is not usually a good idea to recruit someone if they have a history of poor grades. With this in mind, the scholarship chair should meet with each potential new member (if possible) and discuss his/her academic career.

Have Academic Standards and Probation Procedures--When members start thinking their grades are their business and do not hurt the chapter, they are not abiding by the oath of membership they once promised to uphold. With this in mind, every chapter should have academic standards for all members, not solely new members. An easy way to motivate members to excel in the classroom is to have probation procedures or membership suspension. When instilling an academic standards program set the initiation GPA (usually 2.0-2.5) as the median GPA. If any member (new or initiate) fails to obtain the minimum GPA he/she is placed on probation for the following semester. If the member fails to obtain the minimum GPA during the semester of probation, the result will be a suspension of membership. This program is just a guideline; however, each chapter can determine its own penalties. Just as fraternities and sororities are judicial organizations, it is important to note some chapters use academic boards or executive members as "judges" who can listen to appeals for suspensions or probations due to academics, and decide on a fair punishment for violation of the policy.

Explain Academic Regulations--As you have probably discovered, many of the chapter members are not aware of university or sorority/fraternity academic policies. At the beginning of the semester, take time to explain these policies

Emphasize Scholarship to New Members--The best place to start a scholarship program is with the new members. If you start with new members, they will be conditioned to place importance on academics when they are initiated members. Don't shove scholarship down their throats! Make it appealing to them. Show them how important an education is today. Research documents on college graduates and their lives after graduation. Show new members that low grades will usually get them nowhere. Show the visual or real examples. Show them grades of past members and how one semester

can turn their 3.0 to a 2.5. Let them ask questions, and get them answers. Offer them as much assistance as they need. Make new members aware they are not in high school anymore. Make them aware of an oath or promise they made when they joined—to achieve academic excellence. Whatever you do, get to the new members early and make scholarship interesting and worthwhile.

Dedicate One New Member Meeting to Scholarship--A good way to emphasize scholarship to new members, without lecturing to them every week, is to dedicate one new member meeting solely to scholarship. Since scholarship begins the day classes start, this meeting should be one of the first. Have the scholarship chairman, faculty advisor, personnel from the learning assistance department, and any other people pertinent to academics and academic excellence attend the meeting. Maybe have an older holdover new member talk to the new members about his/her new member semester and his/her holdover semester. During the meeting, try to have everything revolve around scholarship. Take attendance by asking for GPA goals, the classes they are taking, their hardest class, etc. Go around the room and ask each new member questions such as: why they chose that institution, their goals, their problem areas, their majors, their classes, etc. The scholarship chair should pass out such forms as study contracts, course schedules, time management aids, list of tutors, members in the chapter and their majors, etc. The expected outcome of the meeting is to better inform the new members on the importance of scholarship and to motivate them to do the best they can in the area of academics.

Have a New Member Scholarship Chair--The best way to have a direct link to the new members' grades is to have one of the new members serve as new member scholarship chair. The new member will help get grades, class information, etc. when the initiated members cannot readily get the information. Also, the new member scholarship chair can help motivate the new members as an equal, instead of having an initiated member telling them what to do and how to do it. The new member scholarship chairman should work closely with the scholarship chairman and serve on the scholarship committee.

Have a New Member on the Scholarship Committee--What better way to instill scholarship as important to new members and give a leadership opportunity to a new member, than to have one selected new member serve as a member of the chapter scholarship committee? By having a new member in this capacity, suggestions and complaints can be transmitted via a new member brother/sister rather than through the new member educator. Sometimes, by having an equal discuss a problem, a solution can be accomplished more effectively.

Check Grades and Academic Achievement of New Members--One of the worst things that can happen is to find out too late that one of the new members does not have a GPA high enough to be initiated. One way to try to avoid this from happening is to check the new members' grades. Simply asking for the new members to tell you their grades is not a proper way for this to be accomplished. They usually think their grades are higher than they actually are, or just lie. To prevent this from happening, have each new member have his/her professors write the new members' current grades down and initial it. This should be done after the first big exam in the class (usually after 4 weeks or so). With the completed form, the scholarship chairman can get a better feel for how the new members are actually doing. This should also be done around midterm and especially the week before final exams.

Assign a "Potential Pal" or "Study Buddy" to Each New Members--At the beginning of new membership, assign each new member an initiated member of the chapter to be their "potential pal." This member will be assigned to help the new member with classes, schedules and academic advice. The "potential pal" should be in the same area of study as the new member.

Former Holdovers Speak to New Members--If you have ever had a holdover (a new member who does not become initiated due to academic problems) speak to you at a new member meeting, you know how effective this presentation can be. The most effective presentation I can remember was when a senior member of the chapter came in and showed his report card from his/her freshman year; and, then, discussed how difficult it was to go home and tell his parents about his academic problems. He then also discussed the lengthy process of re-admittance into the university and the loss of the academic scholarships. Along with these problems, he discussed how he was “left out” because he was neither a new member nor an initiated member. He had no identity. Try to find a holdover to come in and speak to the new member class. During and after the presentation, look at the reactions of the new members. This presentation, as you will find, can be one of the most motivating academic presentations for your members.

Chapter Book Swap--If the chapter does not have a chapter library, a book swap can be beneficial to members. Towards the end of the semester, have each member write down which books they want to trade. One day, have an organized book swap where members can get together and trade or sell books to each other. This way, members won't have to pay outrageous amounts at the bookstore.

Study Aides--Study aides (also known as “study buddies”) can be very beneficial to your chapter. This is how it works—a member needing academic assistance finds a study aide that will help him/her with homework, studying, etc. on a weekly basis. If the study aide system is mandated as a form of grade-improvement program, then have the member sign a contract stating he/she will meet with his study aide at least ____ times per week (one hour per night, five nights per week usually works well). The reason for the contract is so he/she gets in his/her study time to help his/her academic career; it holds the studying individual accountable.

Scholarship Week--Sometimes, IFC or Panhel sponsored scholarship weeks do not obtain their intended goals. Individual chapter scholarship weeks can build academic confidence and be a motivating factor to help members succeed. Timing of the scholarship week is essential (try and organize the week for the first half of the year), as are the programs that will be implemented throughout the week.

Basic Knowledge Test--Do you ever wonder how much information the members are actually learning in the classroom? A fun and educational activity your chapter can do is compile a “basic knowledge test” with basic information from various academic disciplines. Have the scholarship committee grade the tests and post the scores to see who really is the smartest member.

I Need Help/I Can Help List--Members often needing help are afraid to go to other members to seek such help. They sometimes think nobody can help them. To avoid this problem, have sign up sheets for members. On one sheet, have members sign-up for the classes they need help in. On another sheet of paper, have members who excel in certain areas write down what classes in which they can help others. Keep this list posted in the scholarship room for accessibility. To get more use out of it, announce at the next chapter meeting those members needing help, as well as those who can provide such help. This way, more emphasis will be put on their need for assistance.

Each Senior Donates a Book--If the chapter has a chapter library, a good way to expand the collection is for each senior to donate a book in their honor. The book can be a favorite novel or motivational book from a member, a textbook from the member's academic discipline or a reference book. Activities such as this one are a good foundation to begin strong graduate relations.

Tutoring Service by Chapter--Time and energy are key elements in the implementation of this idea. The purpose of this service is so members struggling in a class can be helped by another member who is knowledgeable in that area. There are two ways to implement this program: 1. Provide a list of areas members can help; or, 2. Provide a list of classes in which every member received an A or B (Grades are sometimes good determinates of knowledge in that area). The latter is more specific. To be more comprehensive, use both lists! Either way, help will be offered to members who need it. At the next chapter meeting, pass around a sheet of paper with every members' name on it. Have them either write down the classes in which they received an A or B or just have them write the areas in which they can help. Only members who are willing and have time to help others should offer their services in print. (Some members can help indirectly with questions now and then, but can't devote the complete time commitment.) After a list is compiled, set aside two hours per week (or more if all tutors are available) when services can be formally available [pick a night when almost all members will have nothing to do (i.e. Sunday night, 10 pm)]. During this two hour time span, all members who signed-up to be tutors should be available at the chapter house to give as much help as needed with homework, studying, general questions, etc. Other help can be available if both members' (the tutor and the member needing assistance) schedules have an open time. This service should not only be new members getting help from initiated members, but should also have initiates getting help from other initiates. The tutoring service program can be very beneficial, even if it only helps one member.

Use Scholarship at Chapter Meetings--One of the best ways to liven up boring, repetitive chapter meetings is to add the element of scholarship. There are many ways in which scholarship can be incorporated into a chapter meeting. Check with the chapter president before doing this, so he/she is aware of it. Here is a list of the ways to incorporate scholarship into chapter meetings:

- Sit in scholastic order
- Answer roll call with the number of classes skipped the previous week
- Answer roll call with the number of days/months since he/she last skipped a class
- Answer roll call with their personal semester GPA goal
- Answer roll call with their current GPA
- Have all members stand up and sit down when their cumulative GPA is announced
- Answer roll call with their chapter's overall GPA goal
- Answer roll call (at the meeting after grades are released) with each member's idea of what they think to be the overall GPA.

Paper Critique Service--This study aid is very helpful but takes extreme dedication from a few brothers. A few members (hopefully English majors or members with above average writing skills) should volunteer their services to the chapter. Their names should be placed on a bulletin board or somewhere noticeable. When a member has a paper to turn in, he/she can first have one of the "critics" proofread it for spelling, grammar, sentence structure, readability, etc. Due to time constraints on all members, a paper should be given to a critic at least two days before the paper is due, so ample time is given for the reading and revising. When the critic makes notes, it is important the notes he/she writes are clear and understandable. To recruit the critics, the scholarship chair should ask for volunteers at a chapter meeting or simply post a sheet for members to sign-up to be a critic. When a member commits to being a critic, it is important his services will be available as much as possible. Dedication is the key to this concept. Only members who will be willing and able to read on average one fifteen page paper per week should take on this task. When a list of members who are willing to be critics is completed, the scholarship chairman should announce the list at a chapter meeting and describe how the service will work. After this, the scholarship chair will post the list in the scholarship room. If you really want this service to be effective, have a critic in each academic discipline (i.e. one critic in the college of business, one in English, one in foreign languages, one in the sciences, one in engineering, etc.). The critiquing members should be recognized at the end of the semester, by the chapter, for their service by

giving them a pin, mug, shirt, etc. for their hard work. One important factor before implementing this program—this service should not be a paper writing service, where a member would pay another to write a paper for him/her. This would defeat the purpose of learning. This is a paper critique service.

Have a Diverse Scholarship Committee--Too many times, scholarship committees are comprised of the best scholars of the chapter. You may think an outstanding student from each class is a diverse committee; however it is not. Consider the following questions: Do engineers and history majors study in the same ways? Do fifth year seniors and young freshmen need the same scholastic study program? A representative committee should contain members from different academic disciplines, different classes and most importantly, differing levels of academic aptitude (meaning members of both high and low GPA's). By having a diverse scholarship committee, the chapter's scholarship program becomes representative of the members of the chapter. The chapter is more likely to be successful if everyone's voice is heard when formulating a program.

Record Television Shows--Soap operas and popular evening television programs have a tendency to become a habit that become hard to break. When classes "interfere" with these times, members sometimes make the decision to stay at the chapter house and watch the programs. With this in mind, the chapter should invest in its academic program by purchasing a DV-R for taping shows. By taping, members can get together after the last class of the night and watch the shows together, thus promoting brotherhood/sisterhood.

Chapter Library--One way to help members is to provide a mini-library in the chapter house. If the facilities are adequate, this could be possible. All it takes is hard work and persistence. To start, get a good collection of at least 100 books. To get a sizable collection, request books from faculty members, alumni, or even purchase old books at your local library or book sales. Now that you have a base, have each member donate one or two books per semester. Also, after each semester, go to the departments and ask if they have any old textbooks they would like to donate. Tell them if they donate a book, you will write down their name as being a donor. Another place to solicit books from is the library. Ask them if they are getting rid of old books. Usually, they can give you a good stack. By asking around everywhere on campus, in one year, you should have a good sized library for reference materials and reading pleasure. Try budgeting a couple hundred dollars per semester into buying reference books such as dictionaries, guides to graduate schools, graduate school exam reviews, etc. If the chapter really wants the library to be complete, purchase self-help video tapes. At first, the library may seem useless, but if you keep at it, in two years you will be glad you started.

Job Listing Board--One of the things fraternities and sororities often neglect is helping seniors find jobs when they graduate. The chapter should assist in this process. By having a separate bulletin board in the chapter house dedicated solely towards job searches, all members have a quick reference guide to potential employers that will be visiting campus. The board should be updated often by a dependable member of the chapter.

Catalogue Collection--A problem many college students have is the changing of requirements for graduation in certain curricula. By keeping a collection of the school's catalogues over the years, members have a quick reference to find out their graduation requirements. A collection of graduate school catalogues can also be very valuable.

Chart Sample GPA of One Bad Semester--To shock the underclassmen (and even some upperclassmen), make a chart showing how a student receiving good grades every semester could ruin his/her academic standing and cumulative GPA with one bad semester. Hopefully this tool will motivate members not to slack off for that one semester.

Chart the Chapter's Last Four Years' GPA's--One of the best ways to show where the chapter is going is to chart the progress of the new members, new initiates and initiated members over the last four years. The scholarship chair should have the grades from these years on file. Post this chart on the scholarship board for everyone to see.

Post Important Dates--Sometimes members forget certain dates. This is why it is a good idea to just have all the important dates posted on a piece of paper in the scholarship room. Dates that can be found on this list are: registration dates, last drop dates, tuition payment dates, finals schedule, first day of class, last day of class, days off, vacation dates, etc.

Potential GPA Chart--One of the best ways to show what the chapter's GPA potential can be is to ask each member for the highest semester GPA they have ever attained. Then, figure out the chapter GPA for the members' highest GPA's ever. Plot this on a chart and then plot the chapter's current GPA. This will show you how high the chapter's GPA can be if everyone tried their hardest. Post this graph in the scholarship room.

Scholarship Bulletin Board--An essential part of a good scholarship program is to have a designated place for only academic posting. The bulletin board is most efficient in the scholarship room, where those seeking academic information could use it. On the bulletin board have such things as class additions/deletions, free tutors, library hours, major lists, "I need/can help" sign-ups, quiet hours, scholarship information, etc. The board should have one purpose--inform the chapter on campus academic affairs. Party flyers, bar coupons, housing info, etc. have no place being on this board. An organized system of posting is beneficial to the scholastic enhancement of the brotherhood/sisterhood.

Post a Rank/Major List--Having lists of what areas members are studying is good to know. It provides a quick reference for help and advisement, as well as keeps members updated on the changing of majors. A good way to promote good scholarship is to break down the list into major and rank the members in order by their cumulative GPA. It is an eye-opener for "slackers" when they see all other members in their major with GPA's above 3.0, and they have below a 2.0. The only problem with this is that some of these members would not like their GPA's posted for public viewing. Get their permission in writing before posting their grades. A simpler way to do this is to have the members listed alphabetically under each major. The most effective way of doing it is to rank by GPA and major, but any of the other ways can be used. After posting the list in the scholarship room, take it to a Rush retreat meeting and identify the majors where you should recruit to balance your chapter. This list should be updated after every semester.

Post Test Dates on Calendar--A good way to help members and be helped by members is to let the chapter know when everybody has tests or big assignments due. By looking at a calendar and seeing that one of the other members has a test the next day, maybe he/she can help them prepare. This also builds communication within the chapter. To do this, simply purchase a large desk calendar and have each member turn in a list of their tests and assignments, so the scholarship chair can post them. This might also encourage individuals to be more considerate to others.

Brag Board--A good way to recognize members who do well is to have a list of their semesterly accomplishments. The scholarship chair should design and post the list in the scholarship room. The roommates of members who excel should post their roommate's accomplishments on the brag board. To provide incentive, award a prize for the member with the most "brags" for the semester.

Curtail Activities for Low GPA's--One way to place more emphasis on academics is to curtail activities of new members (and initiated members if possible). By doing this, it makes them aware they

need to spend more time on scholarship. Curtailing activities can be anything from not staying at parties past midnight to not going to the bars, etc. It should be mentioned, though, that once their grades are back to a satisfactory level, this “curtailing” should cease. The purpose of it is not for punishment, but rather for their own good.

Chapter Fireside--Special motivational meetings provide inspiration for some members. Before finals (or anytime during the semester), have a chapter fireside meeting where the scholarship chair motivates everyone to do well on finals. This would be a good time for members to announce when they will be busy or can offer extra assistance. Don't go into finals blind—be prepared! A fireside meeting will set the serious tone for what is to come.

Give Preferences to High Scholarship--To make scholarship a real motivational tool, give preferences or priorities based upon scholarship alone. Maybe the room pick order for the chapter house should go by GPA. Outstanding scholars might also get first crack at limited favors. Maybe members getting good grades can choose their own house chores. Maybe members above a certain GPA don't have to wash dishes at their assigned time. Be creative!

Require Study Hours for Low GPA's--A good incentive for members to get off mandatory study hours is to have mandated study hours for each member who receives a certain GPA. This program needs to be enforced by the chapter's executive board. The study hours should be held in the scholarship room, under the supervision of a proctor. Mandated study hours are not a punishment, but rather a tool to help members raise their GPA's where they should be. The following is an example of the breakdown of hours that could be used if this system is implemented. If the member receives a 2.8 he/she needs to log in 4 study hours per week

<input type="checkbox"/> 2.6	6
<input type="checkbox"/> 2.4	8
<input type="checkbox"/> 2.2	10
<input type="checkbox"/> 2.0	12
<input type="checkbox"/> 1.8	14
<input type="checkbox"/> below 1.8	15

Scholarship Motto--One way to help members adhere to scholastic excellence is to make scholarship a part of the brotherhood/sisterhood that binds them together. By developing a scholarship motto, it gives significance to academics and a uniform feeling of necessity to achieve scholastic greatness. The chapter should vote on a motto they wish to take on as an official motto. It can be secretive or non-secretive. To get really in-depth, develop a coat of arms or crest to incorporate the value of scholarship as it pertains to the chapter. Maybe have the motto in Greek (a good source for Greek vocabulary is a Greek-English dictionary). Maybe have a hand signal that only initiated members know. The motto can be anything from a slogan, to an acronym, to one word. Make sure the entire chapter is in agreement with the selection, so that it can be formally adopted. Not many chapters have an official scholarship motto, so maybe this is something you should look into.

Challenges/Competitions--One of the best ways to motivate members to excel academically is to have them compete against each other. Competition can be beneficial, because it makes brothers/sisters aware of how their scholarship builds brotherhood/sisterhood. If a team has a weak member, he will be weakening brotherhood/sisterhood and be motivated to do better. When there is a chapter-wide competition, prizes should be awarded as incentive. These prizes can be anything from engraved mugs, to curtailing house jobs, to rings, to jewelry, to money, etc. The following is a list of the possible competitions the chapter can sponsor.

- Initiate vs. New Member
- Big Brother/Sister-Little Brother/Sister vs. Others
- Freshman Class vs. Senior Class
- Upper class vs. Lower class
- Roommates vs. Other Roommates
- A Floor in Chapter House vs. Another Floor in Chapter House
- On Campus Members vs. Off Campus Members
- Individual members within the same major

Individual Goal Setting--The best way to know if you are on pace to do well is to set goals. When one goal is achieved, you know you are on the right track. Some members may not be able to achieve a 4.0 GPA, but if they can each reach their individual goal of 3.0 (or whatever else it might be), they will help the Chapter’s overall GPA. With this in mind, it is a good idea to find out each member’s individual goal. The time to do this is at the beginning of the semester, before any test or assignment. The easiest way to do this is to pass a blank note card to each member. Then, they will write their personal GPA goal for the semester, their all-house GPA goal for the semester and any personal goals (such as certain score on a graduate test [LSAT, GRE, MCAT], induction to an honor society, etc.). After this is done, the scholarship chair will collect the note cards and file them. At the end of the semester, review the goals with their actual performance. To make it an incentive to meet the goals, offer prizes for those achieving their goal (dinner, pin, certificate, mug, etc.). If you do offer incentives, make sure the goals are challenging (i.e. a goal of 1.5 GPA is not challenging). Even if you don’t offer incentives, it is good to do this for their personal reference. This challenges members to be personally accountable for their academic performance; and, in turn all are accountable for the chapter.

Chapter Goal Setting--An area often overlooked by fraternities and sororities is chapter goal setting. Too many times, members worry about themselves and set goals to benefit themselves. One of the main aspects Greek associations can improve upon is group work, and in turn, striving for a common goal. Academic excellence is a perfect mission to get the whole chapter involved. Set a goal and strive for it together!

Play the Market--“Play the Market” is a reward system that is similar to the stock market. At the beginning of the semester, explain to the chapter how the system will work. Basically, take a GPA goal for the chapter (we’ll use 3.0 as an example). At the end of the semester, the individual grades of the members are reviewed by the scholarship chair. All those members receiving a GPA above 3.0 get money from the chapter treasury amount based on how many points their GPA was over 3.0. Respectively, all members receiving under a 3.0 will pay the chapter treasury an amount based on how many points their GPA was under 3.0. The amount, which can be flexible to set at the beginning, must thereafter be fixed and remain stable all semester. This “game” is very risky, but the chapter benefits either way. If the chapter receives above a 3.0, it can be looked at as “paying for good grades.” Below is a list of the money breakdown (the actual dollar amount can be higher or lower, depending on the size of the chapter treasury). If the Member receives a 4.0 He/She receives: \$20

- 3.8 \$16
- 3.6 \$12
- 3.4 \$8
- 3.2 \$4
- 3.0 He/She neither receives nor pays
- 2.8 He/She pays: \$4
- 2.6 \$8

- 2.4 \$12
- 2.2 \$16
- 2.0 \$20

Breakfast Club--Sometimes, getting up for that 8:00 am class is difficult. A good way to motivate members to go to class on time is to form a “breakfast club.” All members with the same morning class or class at the same time can all wake-up each other and have breakfast together, while preparing for class. This is also an excellent time for peer tutoring.

Issue a Formal Challenge to another Fraternity or Sorority--Is athletic competition the only thing that motivates chapter members? Try challenging another fraternity or sorority to an academic challenge. Whether it be an all-house GPA challenge or another specified challenge, competition with other organizations can sometimes motivate all members to excel.

Create a Skit--Sometimes, creativity can spark an interest. Create a skit that involves the pursuit of academic excellence. In the play, have a basic message that academics are important and should not be neglected. To have the skit more interesting, make it a spin-off of an actual movie or TV show. Present the skit during recruitment, at an alumni reunion or during Greek Week. Fun activities such as this one build brotherhood/sisterhood and emphasize academics.

Scholarship Banquet--The purpose of a scholarship banquet is to recognize all members (both initiates and new members) who have excelled academically. Formal dress to nice casual should work and all members should be in attendance. Prominent members of the faculty, such as the Dean, President, department chairs and professors should be invited. For best results, invite the faculty at least two weeks ahead of time, with a personally delivered invitation. Follow up the week before the dinner with another personal visit, or even a phone call. Having faculty in attendance shows your fraternity/sorority places emphasis on scholarship and promotes it. Members from the international/national headquarters (such as regional advisors, graduate boards, etc.) should be invited also. Before dinner, scholastic achievement awards should be given out. Any type of academic-related awards can be distributed. This dinner can be held at the chapter house or at a nice restaurant in town. It is a good idea to have the banquet at the chapter house, so the invited guests can tour the house and see what Greek Life is all about. Not only will this activity be beneficial for your scholarship program, but it is a good public relations tool. After the dinner, follow up with a thank you letter to your invited guests for attending.

Awarding Scholarships--A good way to recognize members on their hard work is to offer scholarships. If the chapter has strong support from alumni, they can start an endowed scholarship (this requires at least \$5,000 to start); or, the chapter can give a book scholarship (to cover the cost of textbooks) to the member who has best exemplified the values of scholarship. Another way to do this is to have every member donate \$5 and at the end of the semester, a member representing some aspect of scholarship (most improved, highest, etc.) is awarded the money. Monetary scholarships are good ways to motivate members to do well.

Scholar of the Month--Some members may receive a 3.8 consistently, but that member receiving a 4.0 regularly overshadows the other’s performance. A good way to recognize the 3.8 (and any other member) is to have a “scholar of the month.” By having this, members who excel frequently have the opportunity to receive an award. The executive board or the scholarship chair can decide on the monthly recipient. The winner should receive a prize of some sort or his/her name on a plaque. This system keeps members motivated during the semester, rather than at the end.

Scholar of the Week--Along with the idea of having a scholar of the month, try taking it a step further and awarding a scholar of the week. The criteria can vary, such as: the member with the most A's, the member with the most study hours, a member who scored the highest grade on a test, etc. A rotating award (such as a mug) would be ideal for this situation.

Individualized Special Awards--One of the best motivators is to give out individual awards for members excelling in the area of academics. A few ideas for awards are: engraved mugs, pins, jewelry, a plaque, certificates, free dinners in town, trophies, scholarships, money, etc. Anything that provides incentive should be used. Give out these awards semesterly or yearly (it is preferred that is semesterly) at a special chapter meeting, an alumni dinner, a scholarship dinner, etc.

GPA Dinner--Also referred to as a "steak and bean's dinner" or a "scholarship dinner," the GPA dinner has members dining from a menu related to their GPA. There are two ways to do this: 1.) A set menu for GPA increments (discussed later); or 2.) A set GPA two course meal (all above 3.0 eat steak, all below 3.0 eat beans). Either way you do this, it is supposed to encourage high scholarship. For the set menu for each GPA increment, a possible menu could be:

- 4.0 Shrimp and Steak
- 3.8 Steak and Chicken
- 3.6 Shrimp and Chicken
- 3.4 Steak
- 3.2 Shrimp
- 3.0 Chicken
- 2.8 Hamburger
- 2.6 Hot Dog
- 2.4 Salad
- 2.2 Baked Potato
- 2.0 Baked Beans
- under 2.0 Lima Beans

Incentives on Housing Bills--A good way to motivate members (especially those with financial difficulties) is to provide monetary incentives on housing bills. Those who academically excel receive a deduction on their rent or housing dues. Along with this idea, for members staying in the chapter house during the summer, try meeting with the housing corporation and formulate a plan that gives the member free rent if he/she receives an "A" in the summer class. As you will find, monetary incentives are very influential. By giving reduced housing rates, the chapter does not lose money, but the member still receives financial assistance.

Display Awards and Trophies--One of the biggest recruitment tools a chapter can do is so simple, it is overlooked. During recruitment, chapters want to make a good impression on potential members. An easy way to do this is to display academic awards and trophies. There is nothing more impressive than walking into a chapter house and seeing a trophy case full of plaques and trophies. Likewise, there is nothing more pathetic than walking into a chapter house and seeing an empty trophy case. There is a reason why chapters win awards.

Skip Can--Funding scholarship programs is difficult when there is no money. With a skip can, members put in a quarter, dollar, etc. every time they skip a class. Scholarship programs and awards can be taken directly from the can. This idea promotes honesty. The skip can should be passed around at chapter meetings.

Door Knob Signs--Have members ever been bothered while studying? A good way to avoid this is to create door knob signs. You can have a red one for “Do Not Disturb,” a yellow one for “I’m Studying, Come Back Later,” and a green one for “Come on in.” This would be especially useful during finals.

Display Study Pamphlets--The learning assistance program at the university has different kinds of pamphlets or documentation on studying techniques, note taking techniques, etc. Obtain these materials and display them on the scholarship bulletin board or on a table in the scholarship room. You will be surprised how many members use these materials.

Post Test Review Sessions and Free Tutors--Some members do not get the opportunity to see flyers on campus announcing when review sessions are and when they can get free tutoring. These informational flyers are usually mailed to all fraternities/sororities. Upon arrival, these should be posted immediately in the scholarship room, so that members are aware of them.

Make Announcements and Post Events--At each chapter meeting, the scholarship chair should announce events happening on campus in the community. These events can be cultural, educational and career-related. After announcing the events at the chapter meeting, post them on a bulletin board in the chapter house. These events give added education to motivated members who want to get out and learn things they would normally not learn in a classroom.

Scholarship Tip of the Week--To help brothers/sisters think of ways to help themselves in the area of academics, try posting a “scholarship tip of the week.” These tips can be placed in the scholarship room, doors or more visible places (i.e. in the rest room, on mirrors, in the kitchen, or even on e-mail). The tips can range from how to study better, how to get more sleep, how to prepare for a test, etc. To get ideas, ask members to submit their advice, look in scholarship manuals, ask the learning assistance program, look in books on studying, or even make up your own slogans. Here are a few ideas on tips which could help get the ball rolling:

- “Studies show that getting at least 7 hours sleep the night before a test”
- “Don’t cram for a test in one night—spread it out over a week”
- “Procrastination=Failure”
- “When in doubt, ask questions”
- “You’re not paying \$40,000 to stay in bed—Go to class!!!”

Post Motivational Quotes--Much like the “scholarship tip of the week,” posting motivational quotes inspires some people. Try posting famous slogans, quotes, sayings, etc. which might give members motivation to study, place more emphasis on academics, cheer them up, etc. Put them on doors, mirrors, walls, desks, e-mail, etc. A good source for quotes is a quotations dictionary (usually found in your local or campus bookstore).

Vocab Word of the Day--The constant learning of new information is vital. A good way to promote this is by having a “vocabulary word of the day (or week).” This is basically a new word chosen randomly out of a dictionary every day by the scholarship chair. Then, he/she will write the word on a piece of paper and post it in the bathroom, on doors, in the scholarship room, or anywhere else. It might not increase a member’s GPA, but it is good to learn new things everyday.

Post Members’ Schedules on Their Doors--Gather the members’ daily schedules and post them on their respective doors. With these schedules, other members will know where to find each other during certain times of the day. Also, this can be helpful for members who have early morning classes. In

addition, by having a schedule on their door, other members can make sure they wake-up on time for class or that they get to their scheduled places.

Good Luck Notes--Simple good luck notes can be powerful enough to raise confidence in the member on test days. Not to mention, writing notes is an easy way to build brotherhood/sisterhood.

Library Night--A good way to encourage studying and use of the library is to have an organized, one night per week “library night.” During this time, all interested members can go to the library together and study, do research, read, etc. Maybe every Wednesday night is “library night.” If possible, a room should be reserved in the library.

Guest Speaker--While most chapters perceive that scholarship solely entails GPA’s and classwork—it is more. Scholarship involves the total mental growth of its members. With this in mind, an inexpensive activity the chapter can promote is the inviting of guest speakers to address the members. The best time to do this is at or before a chapter meeting when all members should be in attendance. The guest speaker can address such areas as risk management or current events. For the risk management speakers, you could have a date rape seminar, a cultural awareness seminar, alcohol awareness, etc. For the current events presentation, have professors come over and discuss current issues of which your members may not be aware. A political science professor can talk about the upcoming election. The Dean can come over and talk about issues on campus. The possibilities are unlimited for the intellectual growth of your members. A good way to promote this within the chapter would be to do this with another fraternity/sorority. This way, attendance would be greater. The following list should hopefully give you some ideas.

Professors from the following departments:

- History (current events)
- English (the use of literature in society)
- Political Science (elections, new policies, etc.)
- Foreign Language (the importance of learning one)
- Education (new educational technology)
- Business (the current economic status, the benefits of self-employment, etc.)
- Engineering (new technology and its impact on the job market)
- Fine Arts (the cultural events in the area and how you can get involved)
- Sciences [Physics, Biology and Chemistry] (new findings in technology, medicine, etc.)

Tour the Library--Formally touring the library is an underrated event. Until you have personally walked through the entire library and have had a library staff member explain ALL the functions of the library, there may be things of-which you are not aware. Maybe the library has an inter-library loan system where you can get a book not there within three days. Arrange for a formal tour sometime and bring all the new members. Announce to the Chapter a fact they may not know about the library, so they would be curious to see what else they don’t know about it. All members should be encouraged to go to the library.

Sponsor a Quiz Bowl--What better way to show your commitment to academics than by sponsoring a quiz bowl type competition. Your chapter can create the questions and game format, and do the organizing. Try inviting students from different campus organizations and honor societies to compete. Co-sponsor the tournament with another organization, and you will also be building campus relations. By the way, if your members attend, they will broaden their knowledge of current events and important historical affairs.

Faculty Car Wash--It never hurts to get “brownie points” with faculty members. A good way to make your self known to the faculty is to sponsor a faculty car wash. Maybe have the faculty make a donation for the car wash and then donate it to a philanthropic cause or to the campus library or university endowment fund.

Library Orientation Quiz--Sometimes, library tours are not sufficient. Have the scholarship committee formulate a library orientation quiz, which forces members to search around the library and get familiarized with research methods. Do you think your members would take the time to complete the quiz? Add a \$50 incentive for the first member to turn in the quiz with 100% of the questions correct. If you do this, make sure at least one of the questions is “challenging.”



Appendix

Nine Basic Expectations for Fraternal Members: A Statement of Fraternal Values and Ethics by the NIC Commission on Values and Ethics

Basic Expectations

In an effort to lessen the disparity between fraternity ideals and individual behavior and to personalize these ideals in the daily undergraduate experience, the following Basic Expectations of fraternity membership have been established:

I

I will know and understand the ideals expressed in my fraternity ritual and will strive to incorporate them in my daily life.

II

I will strive for academic achievement and practice academic integrity.

III

I will respect the dignity of all persons; therefore, I will not physically, mentally, psychologically or sexually abuse or haze any human being.

IV

I will protect the health and safety of all human beings.

V

I will respect my property and the property of others; therefore, I will neither abuse nor tolerate the abuse of property.

VI

I will meet my financial obligations in a timely manner.

VII

I will neither use nor support the use of illegal drugs; I will neither misuse nor support the misuse of alcohol.

VIII

I acknowledge that a clean and attractive environment is essential to both physical and mental health; therefore, I will do all in my power to see that the chapter property is properly cleaned and maintained.

IX

I will challenge my members to abide by these fraternal expectations and confront those who violate them.



Standards for Members

NIC Standards for NIC Fraternities

Chapters agree to and support open expansion on their respective campuses.

Member organizations are insured with liability coverage.

Each associate/pledge/new member has a minimum high school GPA of 2.3 for first semester freshman year and (whichever is appropriate per NIC member decision)

- minimum college GPA of 2.25 thereafter;
- or has a GPA at or above each campus all-men's average thereafter

Annual cumulative GPA of (whichever is appropriate per NIC member decision)

- at least a 2.5 for each chapter
- or at or above each campus all-men's average

The associate/pledge/new member program shall last no longer than twelve weeks and encourages a program lasting less than twelve weeks.

Fraternity-chapter women's auxiliary groups (i.e. "little sisters") are not allowed.

Risk management policies that address alcohol use, fire safety, hazing, and sexual assault/abuse.

Alcohol free at all rush/recruitment activities including formal, informal and summer/break recruitment activities.

Alcohol free pledge/associate/new member programs.

Language allowing for immediate chapter emergency, temporary suspension by individual fraternity.

Each member will communicate its values through its ritual at least annually or as prescribed by its policies.

Each member organization will communicate the importance of its undergraduate members participating in educational programming (whether campus, national fraternity or independently led) covering any of the following: academic achievement, alcohol consumption, career preparation, civic engagement, hazing, leadership development, sexual assault, and values and ethics.



National Panhellenic Council (NPC) Standards

Our chapters will enhance and promote each member's development and learning by:

POSITIVELY AFFECTING INTELLECTUAL DEVELOPMENT

Each member group of the National Panhellenic Conference places high value on education, academic performance and intellectual development. The following minimum standards for chapters are:

- Meeting or exceeding the campus All Women's Average.
- Providing academic programming to new members and members, co-sponsoring programming with another Greek and/ or campus organization or attending campus-sponsored programming that may include but not be limited to teaching study skills, providing tutoring, and recognizing scholastic achievement.
- Developing positive relationships with university faculty by seeking their assistance with the chapter's academic programming and scholarship goals.

INSTILLING THE VALUES OF THEIR ORGANIZATIONS AND THEIR HOST INSTITUTION

Each member group of the National Panhellenic Conference:

- Integrates their values, missions and standards throughout their collegiate chapter organizational and programming structure.
- Educates their chapter members on policies pertaining to the issues of alcohol and substance abuse, underage drinking, and all inter/national policies pertaining to it.
- Encourages non-alcoholic social activities.
- Requires a policy of alcohol-free facilities for all of their housed chapters.
- Provides a standards board structure by which chapters hold their members accountable for their behavior.

The following minimum standards for chapters are:

- Providing information on underage drinking and alcohol and substance abuse at least once a term.
- Enforcing its inter/national organization's clear policies on alcohol and social event planning guidelines/policies.
- Abiding by all federal, state/province and local laws related to alcohol and substance use.
- Providing at least one (1) values education program annually.
- Partnering with the university to provide a healthy and safe collegiate experience for chapters that is grounded in the core values and mission of both the host institution and the inter/national organization.

DEVELOPING LEADERSHIP SKILLS AND ABILITIES

Each member group of the National Panhellenic Conference places high value on the development, support and mentoring of leaders. The following minimum standards for chapters are:

- Providing at least one (1) leadership development program annually, co-sponsoring a program with another Greek and/or campus organization or attending a campus-sponsored program.
- Requiring at least one (1) chapter officer to attend the inter/national organization's annual Convention/Leadership Conference.
- Encouraging chapter members to utilize their leadership skills for the benefit of other campus organizations, activities and/or projects.
- Having at least one (1) local alumna serving as an advisor. In communities where local alumnae are not available to serve as advisors, a chapter shall rely on a faculty advisor. An adviser and chapter leader shall periodically engage in dialogue with university officials.

DEVELOPING POSITIVE RELATIONSHIPS (BROTHERHOOD/SISTERHOOD)

Each member group of the National Panhellenic Conference places high value on respect for others, human dignity, cultural diversity and self-worth. The following minimum standards for chapters are:

- Adhering to its inter/national policies regarding hazing.
- Executing a new member program consistent with the inter/national organization's values that positively introduces new members to the Greek community.
- Providing at least one (1) program annually on the value of human dignity, co-sponsoring a program with another Greek and/or campus organization or attending a campus-sponsored program.
- Participating in at least one (1) campus sponsored program annually that promotes the campus' multicultural climate.
- Providing a minimum of one (1) health and wellness program annually, co-sponsoring a program with another Greek and/or campus organization or attending a campus-sponsored program.

DEVELOPING CITIZENSHIP THROUGH SERVICE AND OUTREACH.

Each member group of the National Panhellenic Conference places high value on community and philanthropic service. The following minimum standards for chapters are:

- Engaging in a minimum of one (1) community service project of hands-on assistance each term.
- Complying with the fire/safety inspection regulations (housed chapters) of it's inter/national organization and host institution.
- Acknowledging and promoting positive relationships with the greater university community by engaging in regular communication and dialogue that informs and solves problems when needed.

WPI's Greek Relationship Statement

The relationship between WPI and the fraternity and sorority system is one of mutual respect, cooperation, understanding and trust. This trust is based on mutual goals, the expectations of WPI, the Community, the Greek membership and the responsibilities of each in this relationship.

WPI has the obligation to:

- continue its commitment to foster the Greek system;
- provide staff, leadership training and educational programming and the necessary funding for such endeavors;
- to advocate on behalf of the Greek community as a liaison between internal and external constituencies;
- provide assistance and training for the self governance system; and
- provide a system of judicial review for cases which IFC and Panhel feel is inappropriate for their disposition and provide a system of judicial review for offenses that might lead to suspension or revocation of University recognition.

The fraternities and sororities have an obligation to:

- maintain a strong scholastic emphasis which includes attending and participating in educational programming sponsored by the University;
- respect the rights of the campus community and the neighborhood;
- comply with the rules of conduct included in the Campus Code and the policies that govern the Greek system;
- minimize the risk of liability and harm to people and property and maintain an accountability for actions of the chapter;
- ensure sound new member and initiation practices;
- support the Interfraternity and Panhellenic Councils and maintain a national affiliation in good standing;
- maintain an active relationship with an advisory person or committee such as chapter advisors or house corporations; and
- participate in philanthropic activities;

To aid each chapter in living up to its ideals as well as those of the University, each chapter should conduct an annual self evaluation and planning program. Criteria should include:

- demonstrated support for the Academic Mission of WPI;
- demonstration of respect and responsibility toward neighbors;
- avoidance of situations which do not conform to all applicable laws of conduct including hazing and alcohol and drug abuse;
- a knowledge of insurance and liability issues and the responsibility to minimize the risk of liabilities including the maintenance of a safe and clean habitat that conforms to building codes; and
- abiding by reasonable and safe standards for social events.

The relationship between WPI and the fraternity and sorority system requires open and honest communication bound by a spirit of goodwill. Together, they serve to strengthen, and therefore benefit Greek life and our campus community. As the representative of my Chapter, I accept the personal responsibility for familiarizing myself with this Statement and the ideals of my fraternity or sorority and for doing my best to conduct myself in accordance with this Statement.

Approved by the Interfraternity and Panhellenic Councils

September 3, 1998

Greek Life Task Force

Greek Life at WPI has an outstanding history. Many of the chapters represented at WPI represent some of the strongest chapters of their respective inter/national organizations. WPI's chapters are recognized for their academic performance, alumni/ae involvement, and chapter operations at an inter/national level. However, over the past several years, WPI has also observed a rise in a number of judicial issues, declining chapter membership numbers, chapter houses filled below capacity, and lowered alumni/ae involvement. In the spring of 2005, it was decided that during the 2005-2006 academic year it would be valuable to review the Greek Life program at WPI. The intent of doing a comprehensive review to examine our strengths and areas which WPI could strengthen our program. The result was a collaborative plan to identify the best practices of high performing organizations and to provide a framework for implementation of these practices within WPI's chapters. The work of the Greek Life Task Force helps to support WPI Greek organizations in forming and maintaining a strong, principle-driven fraternal community.

The Greek Life Task Force Envisions Greek Life at WPI where:

- Chapters set a standard of academic excellence.
- The community has higher overall academic performance than the respective male and female campus average.
- Continuous faculty and staff relations increase and stimulate academic growth among chapters.
- There is ongoing educational leadership programming related to the academic success of Greek chapters.
- There is a set of academic standards for participating in a chapter's new member orientation process.
- Greek chapters having a clear definition of academic success and academic honesty.
- Alumni/ae actively participate and support their respective chapters monetarily and by volunteering.
- All alumni/ae advisors are properly trained to fulfill the duties of their position.
- All alumni/ae advisor positions are filled.
- Undergraduate/alumni/ae events are successful through strong communication, offering engaging activities, perpetuation of traditions, strong alumni/ae involvement, non-alcoholic events, and a family based atmosphere at events.
- Greek Alumni Council is supportive of the undergraduate and alumni base.
- The physical facilities and internal operations of the Greek chapters and chapter houses are integral to support chapters' capacity to function in socially responsible ways within a safe and secure environment.
- All chapters have safe, effective, and ethical practices in place for the training and education of new members.
- All Greek members have opportunities and encouragement to pursue leadership positions both within the chapter and within the larger campus community.
- Greek chapters strive to connect to the larger campus community by seeking out and promoting collaboration and involvement with other chapters on campus, as well as, promoting organizational and individual Greek involvement in the WPI campus community.
- Each chapter has and adheres to written processes and procedures which support officer training and transition.
- All chapters support the ongoing development and understanding of chapter rituals and core values.
- Chapters, at minimum, meet inter/national programming standards.

- Chapters provide educational opportunities designed to strengthen members' personal and professional development.
- Chapters foster an appreciation for philanthropy and community service work among their chapter members, taking an active role in executing meaningful community service activities.
- Chapters foster a strong and positive image within the local, regional, and national arenas.
- Chapters promote chapter and community-wide accomplishments through special recognition programs.
- Chapters facilitate campus-wide programming initiatives designed to enhance campus-life.
- Chapters plan and articulate intentional outcomes for each activity within the chapter.
- The creation and design of a recruitment experience which ensures Greek member quality while maintaining or growing the size of the WPI Greek community.
- The community presents and markets itself in a way that attracts new members who may be demographically underrepresented in the current WPI Greek community.
- Every unaffiliated student considers joining a fraternity/sorority.
- Every member understands possesses tools necessary to successfully recruit new members.
- Greek governance organizations (IFC and Panhellenic Council) are structured to support the recruitment of new members.
- Risk management is embraced, understood, and practiced regularly by all members, not just chapter risk managers.

Implementation

For recommendations that impact chapters, it is important to recognize that:

- Every chapter has different strengths and areas for growth
- Chapters must be involved in evaluating, setting goals for, and governing themselves
- The Greek community needs to move to a culture of positive reinforcement
- The implemented plan should push chapters to evaluate themselves each year and push their own potential

Recognizing the importance in embracing these principles, we will use a two-prong approach: The Chapter Excellence Plan and the Chapter Excellence Annual Report. Copies of these forms can be found on the Greek Life website at www.wpi.edu/+Greek.

The Chapter Excellence Plan

Chapters will set individual goals in D-Term for their chapters for the coming year. They will then meet to review the goals with the Director of Student Activities.

The Chapter Excellence Annual Report

At the end of C-Term, the chapter will complete the Chapter Excellence Annual Report, which replaces the GAC Awards application. This Chapter Excellence Annual Report has two sections: a review of the goals the chapter set the previous D-Term and the ways the chapter made progress toward those goals, as well as a section in which points are earned for meeting recommendations from the Task Force.

A chapter earns points for accomplishments they can justify. For example, if a chapter should be performing ten hours of service per member each semester, they will earn points for each hour of service they do as they strive toward 10 hours (For example: 1hr = 1 point, 3 hrs = 3 points, 10 hrs = 10 points, more hours = bonus).

Each chapter must achieve a minimum of 400 points as verified by the scoring committee upon submission. Adequate documentation for all items that have an asterisk (*) must be provided to achieve points. Acceptable documentation might include meeting agendas, photographs, invoices,

letters from educational providers or service agencies, newspaper articles, etc. If your chapter already completes similar reports for your Inter/national organization, portions of those reports can substitute for this Annual Report with permission from the Director of Student Activities.

If a chapter fails to achieve the minimum number of points, the chapter will meet with the Director of Student Activities to develop a plan to meet the minimum standards for the following year. The chapter leadership will then submit monthly progress reports throughout the academic year to the Director of Student Activities. Failure to meet the minimum standards for two reporting cycles in a row may result in disciplinary action up to and including loss of recognition.

Incentives for Excellence

Chapters will be rewarded for adherence to the Task Force recommendations through Greek Alumni Council Awards Eligibility and additional incentives.

Advisor Expectations Activity

(adapted from Beta Theta Pi Fraternity)

Directions: Each officer and advisor should respond to the following items on a scale of 1-5 with regard to how important the function is. Upon completion, the advisor and office should review the document to identify common expectations and clarify differences.

- 1 Essential
- 2 Helpful
- 3 Nice, but advisor doesn't have to
- 4 Prefer advisor not to do
- 5 Absolutely not advisor's role (5)

The advisor is expected to:

Explain university policy when relevant to the discussion and depend on the office to carry it through their leadership. [1 2 3 4 5]

Help prepare the agenda before each meeting. [1 2 3 4 5]

Meet with IFC officers at least once each month in person. [1 2 3 4 5]

Speak up during discussions with relevant information. [1 2 3 4 5]

Exert influence with officers between meetings. [1 2 3 4 5]

Take an active role in formulating the goals of the officers and the committee. [1 2 3 4 5]

Attend all IFC activities. [1 2 3 4 5]

Require officers to clear expenditures before financial commitments are made. [1 2 3 4 5]

Request to review the budget during each term and assist with the budget. [1 2 3 4 5]

Keep the officers aware of the stated objectives, policies, & bylaws when planning events. [1 2 3 4 5]

Veto a decision when it violates University policy. [1 2 3 4 5]

Let the officer work out problems, including making mistakes, and doing it the "hard" way. [1 2 3 4 5]

Insist on a written plan prior to each activity by those officers responsible for planning it. [1 2 3 4 5]

Take the initiative in creating teamwork and unity. [1 2 3 4 5]

Take an active part in the orderly transition of responsibilities between the old and new officers during each transition. [1 2 3 4 5]

Serve as a consultant. [1 2 3 4 5]

WPI Anti-Hazing Policy

In December 1987, the anti-hazing legislation, Chapter 269, Sections 17 through 19, was amended by the Legislature in Chapter 665 of the Acts of 1987. The amendment increases the criminal penalties for hazing infractions and alters the manner in which institutions notify individuals of the law.

Specifically, WPI is required to inform groups, teams or organizations of the provisions of M.G.L. [Chapter 269, Section 17, 18 and 19](#). A club officer must read Sections 17, 18, and 19 of this law and pass out a copy to each member of the organization. Once you have shared the information with your organization:

1. Print out the [anti-hazing act signature page](#) and complete the bottom portion.
2. Print out the [club signature sheet](#) and have all of your members sign it.
3. Return both forms to the Student Activities Office. These materials must be submitted on a yearly basis to SAO for Recognition purposes. The due date for these forms is **October 1**.

You will need [Adobe Acrobat Reader](#) to view and print the forms, which are in .pdf format.

Not only is hazing against the law, but it is a practice which diminishes the integrity of individuals and their organizations. Hazing is clearly defined with the sections of the law, and has no place in our society, particularly at an institution of higher education.

WPI is committed to emphasizing that all organization activities be made constructive, educational and safe. Therefore, in support of the university's commitment to the mental, emotional and physical well-being of every student, it is the policy of the University and the Commonwealth of Massachusetts that "hazing" in any form be prohibited, and its practices in any fashion be condemned.

Commonwealth of Massachusetts An Act Prohibiting the Practice of Hazing

Chapter 269 of the General Laws is hereby amended by adding the following three sections:

Section 17. *Whoever is a principle organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than 1 year, or by both such fine and imprisonment.*

The term "hazing" as used in this section and in sections 18 and 19, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. *Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to*

himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than \$1,000.

Section 19. *Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.*

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

What Organizations Can Do: Alternatives to Hazing

Why Look for Alternatives? Some students who haze contend that hazing results in positive outcomes for the group (e.g., increased closeness), the individuals who are hazed (e.g., personal growth from overcoming challenges), and the persons who do the hazing (e.g., pride in continuing traditions). But these positive outcomes can be achieved through non-hazing activities that avoid the negative effects that often result from hazing.

Positive Strategies for Achieving Group Unity Strong group unity and a sense of individual accomplishment are important for groups throughout society to achieve. Many businesses, for example, invest considerable resources to foster effective group processes and enhance individual motivation. And they generally do so through positive, encouraging strategies that build people up rather than tearing them down.

Carrying Constructive Strategies Forward in Life Let's say you are a proponent of hazing. Now imagine that you have graduated and are in your first job as a sales representative for a major corporation. At a staff meeting your boss asks for suggestions on how to strengthen the functioning of the sales team. You recommend that he blindfold the team members, make them form a line, and then scream insults and threats at each of them. Would you argue that such an exercise would lead to increased sales? Wouldn't it be better if you could recommend a set of constructive, group-building strategies that you learned as a member of a group while in school?

Is Failure to Change a Failure of Imagination? Some members of groups that haze say that one of the biggest barriers to changing their practices is that they don't know what else to do that would accomplish their goals. On one hand, if the desired goals include making others endure the pain and degradation you went through, then there are no real alternatives. On the other hand, if the goals are to increase group unity, promote individual growth, instill positive values, and foster an identity with the group, then there are options. Employing alternatives to hazing doesn't mean holding hands in a circle singing Kumbaya. A program of activities aimed at replacing hazing will likely need to incorporate some level of challenge or intensity. It may also need to incorporate non-hazing mechanisms of self-governance for holding new members accountable to the expectations of the group.

Alternatives: What Else Could Be Done? Please keep this in mind as you plan activities: Some of the activities listed below may seem more relevant to all-male groups than all-female groups. Similarly, some are more relevant to fraternities and sororities than other organizations.

- Activities cannot include consumption of alcohol by new members.
- Traditions can be created as well as inherited. While the first year of an activity doesn't constitute a tradition, future cohorts of members will see it that way.
- Some group activities can be non-hazing or hazing, depending on how they are done. For example, having new members do skits can be a non-hazing activity. But not if members verbally degrade the performers or throw food at them. Similarly, scavenger hunts are not inherently forms of hazing (as any day camp counselor can tell you). But when the list includes things that must be stolen or would likely be humiliating or embarrassing to obtain, then it becomes hazing.
- Having current members participate along with new members in certain activities, such as cleaning the chapter property, can shift the activity from being hazing (i.e., servitude) to non-hazing.

Community Service & Philanthropy

Divide the new members into two groups with current members as team leaders and conduct a clean-up on a Saturday morning. Serve meals once a week to homeless community members, or distribute food through the local food pantry. Require new members to perform a set amount of community service hours in support of community agencies. Have the new members appoint leaders within their group to develop a plan through the Community Service Center located on the third floor of the Campus Center. New members collect money to the International Red Cross' disaster relief efforts.

Service Learning Trips

New members and selected current members spend spring break working in a southern inner-city or rural community building a home with Habitat for Humanity. Use the first half of the spring semester to plan the trip and learn about the community you will be serving. Have current members with construction skills conduct workshops for new members to enhance their abilities.

Mentoring

Set up a "big brother/big sister" mentoring program. Assign the mentor responsibility for teaching about the values of the organization and monitoring the new member's participation and academic performance (to ensure minimal expectations are met). Have mentor take new member out to dinner or to an athletic or cultural event at least three times.

Entertainment

Put on a talent show. Include categories such as karaoke singing, instrumental music, skits, impersonations, and magic tricks. Since it is not the new members' responsibility to entertain the members, have willing members from each year participate and entertain each other.

Share Common Activities

Have new members join members for meals 2-3 times a week. Have new members sit by themselves and talk freely with each other. As initiation day approaches, invite them to sit with current members once a week symbolizing their gradual entry into full membership.

Have new members sit comfortably in a circle for two hours in a dark room with only a single candle for light in the center of the circle. Provide the group with discussion questions that they are expected to talk about. Start with non-threatening questions or incomplete statements (e.g., "If I had a billion dollars, I would . . .") and end with more probing ones (e.g., "I'm afraid that . . ." or "If I could live my life over I would . . .") Option: have each member write a question on a card and put it in a question box. Select one question at a time and discuss it.

Hold study hours in which new members are expected to be present and studying with current members. At the end of a study period, order pizzas. Divide new members into two teams. Give them each a box full of miscellaneous materials. Give them one hour to devise a competitive game using all of the items (only rules: everyone must plan and no one can get hurt). Have the two teams compete against each other.

Road Trips

Have members go with new members for a weekend of skiing or travel to Boston for a networking meeting with alumni. Rent a bus for the trip.

Rituals

Hold formal initiation rites that have a quality of solemnity. Formal attire, candlelight, and symbolic actions (e.g., taking an oath or signing a document) may be integrated into the ritual. Invite alumni to

address the new member group as part of the initiation. Have representatives from the new member group speak about the meaning of their experience and hopes for the future.

Accountability Practices

Have each new member meet with his or her mentor weekly to review the new member's knowledge of the group and its members.

Provide written guidelines for new members outlining the expectations of the group. Hold new member review panels periodically in which a small group of members discusses the new member's progress with him or her. If deficiencies or a lack of commitment is noted, the panel places the new member on probation.

In serious situations, the organization determines whether or not to terminate the relationship with the new member.

Outdoor challenges

Have Student Activities staff lead new members through teambuilding exercises.

Athletic competitions

Have new members compete in basketball, volleyball or softball against current members or other groups.

Have new members compete against current members in bowling at Gompei's Gutters (catch: everyone must use the opposite of their dominant hand).

Have new members compete against members in laser tag or paint ball.

History and Values Exercises Have new members learn about the history underlying values of the organization. Divide them into groups and have them prepare Powerpoint presentations about the organization. Make the presentations preparation for the work world: have current members dress formally. Invite alumni to attend. Have new members conduct 20 minute interviews with subsets of current members to learn about their backgrounds and beliefs. Hold new member meetings in which each new member delivers a report on his/her interviews in order to "introduce" the members who have been interviewed. Have current members and alumni speak to current members about the values of the group and what they hope the new members will contribute and receive as part their experience.

Adapted from: <http://www.hazing.cornell.edu/organizations/ideas.html>

100 Ways to Create Good Members without Hazing

1. Participate in a Ropes Course.
2. Teambuilding Activities (can be facilitated by NME or campus professional – there are hundreds of these activities that you could use).
3. Participate in and/or plan a Community Service Project.
4. New Member Surprise Party hosted by members.
5. Have a Resume Writing Workshop presented by Career Development Center.
6. Attend Educational Speaker of new members choice and discuss as a chapter.
7. Leadership Book-of-the-Month/Semester Club facilitated by new members.
8. Invite Faculty Advisor to lunch with new members.
9. Have a Discussion about the Relevance of the Creed today.
10. Study Skills Workshop presented by the Learning Center.
11. Successful Alumni Speaker to talk about how their fraternity/sorority gave skills to succeed.
12. Arts and Crafts for a Cause.
13. Participate in a Recruitment Workshop.
14. Invite IFC/PHA Officers to Speak about Community Governance.
15. Invite Greek Advisor to speak about lifetime membership.
16. Dinner and a Movie.
17. Shadow an Officer and assist in planning of a program/event.
18. Create a vision and goals for the organization.
19. Plan a fundraiser to pay for initiation fees.
20. Include new members in chapter meetings.
21. Include new members in regularly scheduled chapter activities.
22. Discuss fraternal values and how they apply (or don't apply).
23. Plan and present a speaker on a health/wellness topic.
24. Require active membership in at least one organization outside the group.
25. Evaluate the process during and after new member education.
26. Host a Parents Weekend activity.
27. Have consultant or national visitor talk about national programs.
28. Discuss what “national” does for “us” with dues money.
29. Attend a Panhellenic or Interfraternity Council meeting.
30. Participate in all-Greek events (e.g. Relay for Life, Up ‘til Dawn).
31. Review parliamentary procedure and its purpose.
32. Ask leadership experts to discuss issues such as motivation and group dynamics.
33. Have new members take the Meyers-Briggs Personality Type Inventory and discuss.
34. Ask a faculty member discuss ethical decision making.
35. Ask a faculty member to facilitate a conversation on diversity in fraternities and sororities.
36. Ask campus health educator to do a presentation on eating disorders or depression, etc.
37. Ask university police to discuss the prevention of violence against women.
38. Ask the Greek Advisor to describe what the college offers fraternities/sororities.
39. Plan a philanthropy project for a local charity.
40. Have a contest for who can recruit the most new members to join and reward the winner with a fully-paid membership badge or initiation fee.
41. Members and new members make “secret sisters/brothers” gifts for each other.
42. Discuss risk management and liability with the university counsel.
43. Brainstorm ways to recruit new members to present to chapter.
44. Have an all-campus or all-fraternity/sorority community “Meet Our New Members” Picnic.
45. Have new members play on the chapter intramural team.

46. Plant a new member class tree.
47. Sponsor a big/little academic challenge with free textbooks to the winner.
48. Have a candlelight/pass the gavel ceremony about what fraternity means to me.
49. Have a senior Student Affairs administrator talk about history of fraternities/sororities at the university.
50. Brainstorm ways to improve scholarship (other than study hours).
51. Attend theatrical production or athletic event of the new members choosing.
52. Ask the library to give a lecture on effective research methods.
53. Attend a program or event another organization is sponsoring.
54. Have a discussion about membership standards and expectations.
55. Have a chapter goal-setting retreat.
56. Ask new members to accompany members to regional leadership conferences.
57. Attend the campus Leadership Conference or workshops.
58. Deconstruct past hazing activity to determine intent and brainstorm alternatives.
59. Write a "letter to the founders" to thank them for the opportunity (not to be shared)
60. Attend an Executive Board meeting.
61. Have new members help the Executive Board develop an icebreaker for each meeting
62. Develop a leadership "wish list" or time line of chapter and campus activities
63. Invite the Greek Advisor to speak about the rationale and benefits of the Chapter Excellence Plan.
64. Invite the Career Development Center to explain their services.
65. Develop a faculty advisor appreciation gesture.
66. Chapter and new members collaborate on a house improvement project.
67. Develop an event with a non-Greek organization that requires new members to ask the Student Government Association for additional allocations or to apply for a campus grant.
68. Have new members develop a list of ways to end chapter motivation issues.
69. Ask the Mayor to discuss city issues and how the group can help.
70. Ask the Elections Commissioner to discuss politics in the city/county/nation.
71. Require members to register to vote. Give an incentive to those who do.
72. Require members below a 3.0 to attend a study skills program.
73. Develop a program that allows you to begin calling them "new members..." rather than "pledges".
74. Discuss the founding of the group and how the organization has evolved over time while maintaining the vision. If it hasn't, how can the group return to its' roots?
75. Attend TIPS Training.
76. Review the history of hazing, the evolution of Greek new member education and the direction f/s recruitment is headed.
77. Discuss the "old way" of pledging versus the "new way" with a panel of alumni, administrators and council officers.
78. Develop or co-sponsor a program or event with another sorority if you're a women's group or a fraternity, if a men's group.
79. Have a professional discuss the "Millennial Generation" and how groups can better recruit based on this research.
80. Offer a discount or reimbursement of part of the initiation fee if a new member completes Alternative Winter or Spring Break. Extra money if completes Greek Alternative Spring Break.
81. Give highest new member GPA recipient a plaque or \$25 gift certificate to nice restaurant.
82. New member who develops best recruitment plan (or scholarship plan) gets a free ____.
83. Ask Undergraduate Interfraternity Institute (UIFI) graduates to speak about lessons learned and opportunities to attend.

84. Do a chapter fundraiser to send a new member to the North-American Interfraternity Conference's FuturesQuest Program or UIFL.
85. Have a discussion about why new members wear pins and not members.
86. Attend WPI GAC Leadership Conference
87. Check a book out of the Greek Resource Library to read and have a chapter discussion about.
88. Allow new members time for themselves to do and be what they want. Don't monopolize their time.
89. Have a weekly forum for the new members to discuss their feelings.
90. Invite another group to develop a program to benefit the entire Greek Community.
91. Invite a Dietician to discuss dietary fads – pros and cons.
92. Ask each member to list the offices/chairs they would be interested in. Have them list five things they would do differently about each. Compile results without names attached and have a constructive conversation.
93. Develop one memento of the new member class to present to the campus.
94. Eliminate the creation of pledge class "paddles", no matter their use. They're symbolic of hazing. Come up with an alternative.
95. Ask a professor to do a workshop on etiquette.
96. Have lunch together once a week in a dining hall with the entire sorority/fraternity.
97. Invite faculty advisor to new member meetings.
98. Visit the national headquarters.
100. Question each activity and evaluate the program each semester with the help of the advisor and Greek Advisor.

Developed by Allison Swick-Duttine, Coordinator of Greek Affairs & Leadership Development, Plattsburgh State University of New York

Reports to Also share with FAs:

Greek Life Excellence Plan

Fraternity and Sorority Report 2007

Grade Release Forms

Chapter Calendar