EXCEL

Excellence in the Classroom, Excellence for Life

Psi Upsilon Fraternity

Psi Upsilon International Office
3003 East 96th Street
Indianapolis, IN 46240
317-571-1833/ FAX 317-844-5170
mailto:intl_ofc@psiu.org
http://www.psiu.org/

Table of Contents

Preface

This manual was designed to help the members of your chapter get the most out of the academic side of their college experience. Included are ideas on how to create a chapter scholarship program and how to recruit a Faculty advisor, as well as several hints on how to study effectively, improve information retention, and how to allocate time. If utilized, the EXCEL manual is sure to help you improve your chapter's academic performance.

As members of Psi Upsilon, we have sworn to uphold the principles expressed in the Fraternity's Constitution, principles, which includes "the promotion of the highest moral, intellectual, and social excellence and educational standards in all its members." When the Founders first came together to form Psi Upsilon, they agreed "that the existence of a fraternal bond among us is eminently calculated best to promote our educational achievements." These lines from the Constitution of the Psi Upsilon Fraternity and its Preamble were the motivating forces behind the creation of EXCEL, our program for improving undergraduate scholarship. It was the Founders' belief, as well as ours today, that Psi Upsilon has a responsibility to its members to promote an atmosphere that encourages academic achievement. Scholarship is not solely an individual matter. Although members must ultimately solve their academic problems individually, their scholastic achievement is still the rightful concern of the chapter. The group can and will have powerful effect on the individual, and, therefore his grades.

1

Doing Better

The following statements, heard at chapters that do not promote scholarship and continually make excuses for poor performance, reflect the attitudes and practices, which need to change before the goal of academic success can become a reality:

- "Grades are an individual thing."
- "We're a SOCIAL fraternity!"
- "We have a lot of athletes; that's why our GPA is low."
- "We need to start pledging smarter people and that will solve our problem."
- "We have special manpower needs; we can't be picky about who we take into our chapter."
- "Image = parties + intramurals"

What happens in your chapter when the report from the Dean of Students' office is published listing all academic averages of Greek organizations on campus? Does the chapter pat itself on the back because it is in the top five? Or does it hold up the report in a chapter meeting to hoots and howls because, once again, the chapter is second to last?

Scholarship has become increasingly important in the battle for legitimacy that fraternities are fighting across North America. Academic averages are one of the few objective criteria that opponents can use if the averages are low, and one that proponents can use if the averages are high. Therefore, scholarship will be a crucial factor in determining the future of fraternities. In addition to this pragmatic concern, there is the moral argument for high academic achievement, as reflected by our Constitution. Psi Upsilon exists for the "promotion of the highest moral, intellectual and social excellence and educational standards in all its members." These goals are met in a variety of ways, but sometimes it is the most obvious one, scholastic achievement, that we fail to strive to achieve.

The purpose of this manual is to assist Psi Upsilon's chapters in developing and maintaining effective scholarship programs. What is contained in this manual does not represent the complete solution to scholarship problems; rather, it is a collection of observations and suggestions that have been proven over time and across the continent. The ideas set forth in this manual should be examined and adapted to meet the needs of each individual Chapter with the ultimate objective of improving the scholastic achievement and reputation of the Psi Upsilon Fraternity.

At the outset, it must be understood that there are no tricks or gimmicks to success in the classroom. A sound fraternity scholarship program, one that combines skills enhancement with the creation of a positive atmosphere for academics in the chapter, is dependent on long-range goals and continued application of effort.

Grades are a function of attitude, as indicated by what the members say about academics and studying, and the "academic atmosphere" of the group. A chapter that has a positive attitude toward scholastic achievement will have a written scholarship program. The program must have a scholarship chairperson and a committee, quiet hours, recognition for good and improving grades, a tutoring program, a chapter library, computer rooms, and academic goals for the entire chapter as well as its individual members. A chapter that does not promote academics will have few of these (or will have them in name only) and will be cheating its members out of their most important goal in college—their education.

Before a chapter and its members can expect to see an improvement in its grades, there must be a commitment to a goal. The goal should be in writing, along with a description of a plan about how it will be achieved. The goal must be realistic, and progress towards it must be frequently evaluated. Establishing several intermediate goals that will lead up to the final goal is essential. Setting the number of study hours per week, deadlines for measured progress on term papers, and keeping up with weekly reading assignments are some examples of intermediate goals. Establishing a reward system for achieving these intermediate goals is also a good idea.

Developing a sound scholarship program and an attitude to support it is not something that can be done overnight. The chapter must commit itself to the program and view it as a long range and continuous process. The aggressive pursuit of academic achievement must become a way of life for every member. The appointment of a scholarship committee shows this attitude is taking hold. A written scholarship program will serve as a physical manifestation of the chapter's commitment to fostering a positive mental attitude towards scholarship. Adhering to the program while continually updating it will give strength to that attitude.

It is not difficult to improve grades within a chapter. However, to do so, the chapter must know and live by two rules. These rules are: (1) **PLAN AHEAD**; and (2) **BE DEDICATED.** If a chapter follows these rules and uses the ideas presented in EXCEL, they will learn that it is not always better to study for longer lengths of time, but rather the key to good grades is to motivate and to make more effective use of the time devoted to studying. If the chapter plans its events in advance so that they do not interfere with academic efforts, and has an attitude that is supportive of those who are dedicated to their studies, its members will learn this attitude and instill it in future generations.

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

Psi Upsilon's Academic Standards

Simply put, the Constitution states that, in order to be initiated into the Fraternity, the candidate must be a student in good standing:

Article IX

Section 1. Membership in any chapter and payment to the Fraternity of the initiation fees shall constitute membership in the Fraternity. Members shall be called "Brothers." Each chapter may develop its own qualifications for membership, except that there may be no discrimination in membership selection prohibited by the laws of the applicable nation, but no chapter shall initiate any person or persons who are not recognized as students in good standing by the Faculty and Trustees of the college or university in which the chapter is located.

Section 2. The election of any person to membership shall be in accordance with the regulations of the university or college at which the chapter is located. The qualifications for membership shall be determined by each chapter, such determination to take into consideration the candidate's qualifications with respect to the general standards of the Fraternity as a whole and to the standards set by the membership of that chapter.

Check List for Chapter's Educational Programming

- Chapter requires pledge/associate member to earn a minimum grade point average before activation. Minimum G.P.A.:

- Chapter requires minimum G.P.A. for all members, which is:

- Chapter maintains and encourages use of study rooms by members.

- Chapter sets aside quiet hours for actives and pledges/associates. Hours are as follows:

- Chapter provides incentives to encourage academic achievement, such as:

  - Awards
  - Scholarships
  - Reduction of dues and membership fees
  - Chapter privileges
  - General recognition

- Members are instructed in the procedures for obtaining University tutors and are encouraged to use them.

- Chapter sponsors "study skills" workshops for members. How often?

- Chapter officers are expected to meet higher standards to provide evidence that they strive to improve the quality of leadership, and set an example for the membership.

- Chapter takes special measures to assist members below 3.0 G.P.A., such as;

    - Chapter designates special area of house for studying.

    - Chapter has informal tutor assistance network operating within the house.

    - Chapter has an updated test file system.

    - Chapter invites faculty to speak at chapter about scholarship and benefits of academic achievement. How often?

    - Chapter invites alumni to speak at chapter about scholarship and benefits of academic achievement. How often?

    - Chapter house has a library

    - Chapter encourages members to use University libraries and study facilities.

    - Chapter calendar is balanced to provide time for members to manage their study requirements, social life, and free time.

2

Role of the Fraternity in Academics

Is Scholarship an "Individual" Matter?

Some brothers may claim that scholarship is an "individual matter" and that a chapter, as a chapter, can do little or nothing to affect the performance of an individual member. To be sure, scholastic performance is ultimately dependent upon individual responsibility, but there are many indications that such responsibility can be created, maintained, and stimulated by group actions. Case histories of fraternity chapters at colleges and universities throughout North America have shown that the scholastic performance of fraternity members has been improved by a support structure within the chapter. Positive peer pressure in this area can do wonders for a struggling student.

Although some chapters have succeeded while operating without a detailed scholarship program, they are few in number. The presence of a positive program, which emphasizes academics, will make scholastic success the rule and failure the exception.

The Fraternity's Responsibility

Very simply stated, the responsibility of the Fraternity in the realm of scholarship is to promote the efforts of every member and pledge to achieve at a level consistent with his abilities. Such an objective cannot be readily measured. Even the individual student has difficulty in matching his own performance against his ability. However, through an evaluation of the chapter's current academic program, you should be able to gauge the extent to which the chapter is supporting the efforts of the individual.

Why Emphasize Scholarship?

Our society takes its roots from a group, which was founded in order that the members might expand their education in a more informal setting. In addition, there are other reasons why good scholarship is critical:

⇒ **Scholarship is basic to the welfare of the individual.**

It should be remembered that not only is the student investing valuable years of his own life and a significant sum of money in a college education, but he is also, by his actions, setting a pattern, that he may follow for the rest of his life. If a student remembers this point and also realizes that research studies consistently reveal a high correlation between classroom success and success in adult life, he must surely agree with the above statement.

⇒ **Sound scholarship is an obligation of the Fraternity member.**

Upon his initiation, a Fraternity member assumes certain obligations. It is the fulfillment of these obligations that separates a real brother from a hypocrite. A priority on the list is "the highest intellectual excellence." Each member must choose his own direction and must decide whether or not to be a true brother.

⇒ **Good scholarship correlates highly with success in other activities of the Fraternity.**

In studies it has been found that the chapters ranking high in scholarship also excel in most other fraternity aspects. Above all, these chapters are involved in almost all-important activities and tend to consistently produce campus leaders.

⇒ **Good scholarship creates opportunities.**

In academic year 1990-91, over 1,000,000 Bachelor's degrees were awarded in the United States. This number, which represents an 11% increase over five years, reveals that simply earning a degree is becoming less significant. [1]In a competitive job market, the degree itself is less important than the applicant's grade point average, the number that will be used initially to compare one applicant to another. In many cases, a certain GPA may be established as a cut-off for interviews.[2] Superior academic performance can make the difference in initial job opportunities, graduate programs, and professional school admission.

---

[1] Earned Degrees Conferred by U.S. Institutions, 1990 -91. "Chronicle of Higher Education," June 2, 1993, p. H25.
[2]Pickering, Alan J., There is Simply No Substitute for Academic Excellence. "The Laurel of Phi Kappa Tau," Summer 1993, p. 2

⇒ **Good scholarship means successful alumni.**

> High scholarship correlates with success in adult life. One of the strongest assets any chapter can have is a group of alumni who are outstanding in their respective fields. The emphasis placed upon sound learning in your chapter today will help determine the quality of your alumni tomorrow.

⇒ **Good scholarship promotes institutional good will.**

> This statement can be expanded into three areas of good will: alumni, faculty and administration, and general public. An alumnus is proud of his chapter members if they maintain a respectable average. He likes to be able to see that his support won't be wasted on a worthless chapter. Any chapter, which has the goodwill and high regard of the faculty and administration of its institution, has a valuable asset. The best way to gain this goodwill is through high scholarship. In addition, evidence of intellectual excellence goes a long way to dispel the image held by many of fraternity men as anti-intellectual.

Scholarship in Fraternity Education

No manual on Fraternity scholarship would be complete without rendering some discussion on the influence of the Fraternity on the academic achievement of its pledges.

The obligations inherent in fraternity education are not all to be assumed by the pledge. When the Chapter places its pledge pin upon an undergraduate, the Chapter and its members assume an obligation to the pledge. For this reason, in building a scholarship program that particularly involves freshman, the Chapter must take into consideration the following factors:

- A student's first term in college will usually be his most difficult.

- A freshman pledge needing academic assistance will seldom admit it until the need becomes urgent.

- A freshman may often become "infatuated" with the fraternity life and neglect his academic life.

⇒ With these factors in mind, the chapter should realize that:

- Satisfactory academic achievement requires time and effort. Therefore, do not overburden the pledge and prevent adequate studying.

- The chapter should give the pledges an early indoctrination in study methods. These could include best courses, professors, how to study, and so on. It is extremely difficult to improve a cumulative GPA after poor first year or first two years.

- The fraternity education program should be built on the theme of education and improving communication skills. The pledge's Big Brother should be his mentor in academic life as well as fraternity life. Be sure to clearly communicate the importance of this role to the Big Brother. A pledge that is struggling academically should have a highly motivated Big Brother.

Alcohol and Academics

Recent research shows that there is a possible correlation between alcohol use and abuse and academic success. A survey of 56,631 students at 78 colleges, funded by the U.S. Department of Education and conducted during 1989-91, revealed that college students who drink the most get the lowest grades. Those who consumed an average of 11 drinks per week earned GPA's of D or F, while A students consumed an average of just 4 drinks per week.[3] In addition, alcohol abuse can lead to missing classes, poor concentration, and dropouts. Such occurrences are evidence of the enormous waste of time, money, energy, and potential that can result from substance abuse. Alcohol education is a necessary part of any scholarship program and should be conducted annually at the beginning of the academic year.

---

[3]Healy, Michelle, Lower College Grades Linked to Drinking. "USA Today," September 21, 1992.

3

Attitude and Atmosphere

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

A prerequisite to implementation of an effective scholarship program is that it be developed as an integral part of the overall chapter plan. The scholarship chairperson must work with other officers and chairs to focus adequate attention on the scholarship program. For instance, if a chapter develops an outstanding scholarship program with little respect for the time needed to study or attend classes; your efforts are in vain. Social and philanthropic events must not conflict with academic commitments.

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

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

- Do members of the group know how to succeed in academic, career, or leadership arenas? What "heroes" are there in the chapter or among the alumni who can serve as role models and help instruct members in success patterns? Identify successful people to serve as models and to help teach members skills on how to succeed. A Faculty advisor can serve in such a role. He or she can be instrumental in creating an attitude and even an environment supportive of academic pursuits as well as providing a resource for academic skills.

- If the "heroes" of the chapter are the destructive or disruptive type, identify those who portray the ideals that need to be emphasized. Talk a lot about that member who is on Mortar Board or who manages to achieve the Dean's List while working part time and taking an active role in the chapter. Transfer the "hero" status to that type of member so those younger members can see where the focus needs to be.

- The chapter needs to have written well-articulated criteria for the allocation of rewards. This is also true for recruitment/selection of new members and even the suspension of current members who are not performing or behaving according to the chapter's standards. To say that a chapter only selects "quality" men is not enough. The criteria of what makes a man "quality" needs to be spelled out. It is also imperative that the chapter is clear about what infractions will result in the discipline of members. The boundaries of acceptable behavior must also be spelled out.

- The use of chapter space also tells much about the culture. While it may not be possible to have a great deal of input into the structural design of the house, it is possible to establish priorities in space allocation and use. Does the chapter have a study room? What percentage of the space is used for parties or social gatherings? Do the chapter officers have an office? Are there computers available for members to use?

- Use significant events to help develop the culture or attitude that is needed. Make the scholarship banquet a nice tradition that people talk about. When members only talk about parties and about whom skips the most classes, the culture supports an anti-academic attitude. Develop events that promote the best ideals of the chapter, not the worst.

- Involve brothers in the process of passing the culture on to future members. Make sure the pledge educator has a good understanding of the kind of attitude the chapter needs to promote scholarship. He can then educate the pledges on the principles that need to be reinforced. Make sure his academic performance, and that of his big brother, is acceptable.

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

4

The Scholarship Committee

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

Selecting the Scholarship Chairman

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

Responsibilities of the Chairman

The duties of the chairman must be specified in the chapter's by-laws and should include the following:

- To promote a positive attitude toward academic achievement.

- To call regular (at least bi-weekly) meetings of the scholarship committee.

- To prepare weekly written reports for the 1st Angelos and make a report at every chapter meeting.

- To educate the chapter regarding Psi Upsilon's, the chapter's, and the institution's scholarship standards and to ensure that they are enforced.

- To meet regularly with the Faculty advisor. If the chapter does not have one, then the chairman should head the effort to recruit one.

- To maintain confidential academic records on all members and to compile statistical reports; to distribute and to collect grade release cards; to have releases signed for the entire year or, preferably, for the entire time the member is enrolled as a student.

- To consult alumni, the Greek Advisor, and other campus officials for guidance and resources regarding scholarship programs.

- To attend meetings of the IFC scholarship committee.

- To go to the institution's academic learning/counseling center to obtain their input and advice.

- To make full use of the institution's resources in support of study skills and academic achievement.

Scholarship Committee

To assist the scholarship chairman in carrying out his responsibilities, a scholarship committee consisting of 5-7 members representing the various class levels, along with the Faculty advisor, should be established. The members of this committee need not be the members with the best grade averages. Instead, they should be individuals who are devoted to the idea of improving the academic attitude of the chapter and its overall scholastic performance. In fact, a member with a lower GPA may be a good person to have on the committee because he knows what it feels like to have low grades and knows which motivations or techniques might work best for new members like him. A Big Brother representative should also be on this committee in order to keep the pledges' scholarship in good order.

This committee should develop programs, policies, and goals that pertain to scholarship and recommend them to the chapter for adoption. It should then be the motivating force to see that these programs or goals, once adopted, are successfully implemented within the chapter. They should decide on a regular meeting day and time so that the chapter members have access to the committee. Meetings should be held at least once every other week to discuss the progress of the programs, possible improvements, and any problems that may surface.

The scholarship committee has the following responsibilities:

- To prepare a written scholarship program to be submitted to the chapter for approval.

- To develop goals for the term and the academic year, and to present these goals to the chapter for adoption.

- To evaluate the scholarship program regularly and to recommend any needed improvements or modifications.

- To develop and arrange for the presentation of awards. To inform the chapter about other awards available from the school and the Psi Upsilon Foundation.

- To be acquainted with all services offered by the school, such as academic learning/counseling centers, tutorial programs, and financial aid, to refer members to them, and encourage members to use them.

- To assist the rush committee in evaluating the academic potential and qualifications of perspective members.

- To work with the social committee to ensure that chapter social activities are not scheduled during critical times on the academic calendar, such as midterms, reading days, or exam week, and that weeknight events are limited.

- To establish and coordinate a chapter tutoring program or "study buddy" program.

- To maintain the chapter library and study rooms in good order.

- To maintain the chapter's scholarship bulletin board.

- To arrange for guest speakers.

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

5

Making it Happen

Causes of Poor Scholarship

Poor chapter scholarship can result from several factors:

- **Over-emphasis on activities.**

  Chapters that are over-programmed with social and intramural activities usually have a more difficult time stressing the academic side of college. It is important that chapters balance the social, athletic, and other activities with academics. A monthly events calendar needs to be distributed so that members can budget their time accordingly.

- **Misdirected priorities during membership selection**

  In order to have successful, productive, and contributing members, it is necessary to affiliate men who have the potential to succeed academically and who have already proven themselves. Men who fail academically will not be able to support the chapter and should not be extended an invitation to join. Just because a man is a "good guy" is not enough reason to bid him - he must meet the academic standards of Psi Upsilon as well.

- **Lack of study skills**

  It is important that the chapter offer seminars or resource materials to its members in such areas as study skills and test-taking strategies. Poor scholarship can usually be improved if the individual will take the initiative to correct certain bad habits. If a member has poor study skills, no amount of required study hours will improve academic performance.

- **Lack of motivation**

  This is one of the most difficult areas to address. The scholarship committee and the officers must set the tone in the chapter regarding academic excellence and the need for it. Motivation can come through leadership, effective programming, awards and recognition, and membership education.

- **Physical factors**

  Poor eating habits, lack of sleep and exercise, and a general environment not conducive to studying, can all contribute to poor scholarship. It is important to provide an environment within the chapter that is going to promote good health and a productive study atmosphere.

- **Lack of an organized scholarship program**

  Most often, high academic achievement is found in chapters, which have a scholarship chairman, scholarship committee, regular program, and an organized scholarship orientation program for pledges.

Remedies

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

1. Their needs to be a definite, organized, step by step plan of execution to avoid confusion and insure proper coordination. It is helpful to consider this as a chronological process throughout the term. The following is a brief checklist reviewing the committee's duties over the course of a school term:

   a. *At the beginning of the term:*

   - Form the scholarship committee;
   - Determine the scholarship program;
   - Review the scholarship records of all members;
   - Schedule the initial conference with the faculty advisor to review the status of the chapter and of individuals;
   - Meet with the new big brothers and discuss their role in the academic development of their little brothers;
   - Distribute and explain the scholarship program to the chapter;
   - Develop the chapter's goals for the term and post them in a prominent place;
   - Post the chapter's GPA for the previous term;
   - Meet with members to set individual goals and objectives.

   b. *Preparation for, and during, recruiting activities:*

   - Secure a list of all prospective associate members;
   - Highlight the prospect's scholastic history during recruiting discussions;
   - If the prospect is below the minimum standard, insist that he be dropped from consideration;

- Prepare a chapter scholarship fact sheet that can be distributed;
- Verify the grades of the men you are interested in bidding.

c. Initial work with the pledges:

- Begin scholarship file on each;
- Distribute and explain scholarship program;
- Complete grade release forms (if applicable);
- Have a representative from the placement center come and talk to the class about GPA's and majors and how they relate to future opportunities;
- Elect or appoint one or more pledges to the committee.

d. During the term:

- Begin a series of discussions with the new members concerning the role of scholarship in the fraternity and study skills;
- Encourage members having difficulties to go to the academic counseling/learning center;
- Meet at least bi-monthly with the Faculty advisor to discuss the scholarship program and any problems;
- Schedule appointments for problem cases with the Faculty advisor;
- Assign tutors as needed;
- Schedule university and community speakers;
- Review and update the program as necessary.

e. Just after mid-term:

- If possible, post mid-term grades (not of individuals, but of the chapter average or of academic teams);
- Review grades of pledges and brothers;
- Meet with all big brothers to discuss their relationship with their little brothers and their progress;
- Recommend disaffiliation, if necessary.

f. At close of term:

- Compile the following academic averages:
- All chapter;
- In-house brothers;
- Out-of-house brothers;
- All male;
- All fraternity;
- All campus;

- Individual classes;
- Big/little brother teams;
- Review the members' goals set at the beginning of the term.

2. Getting the program to the chapter in black and white will be instrumental in the successful execution of the program. This process will:

    a. *Help you enlist the support of the chapter for the program*

    b. *Eliminate confusion and help build understanding of the program*

    c. *Demonstrate the importance of scholarship*

    d. *Help maintain continuity in the program and lead to future improvements*

3. By the second or third committee meeting, the program should be outlined. When the program is completed, it should be first taken to the executive committee meeting so the plans can be reviewed in detail. This will serve three purposes; first, you need to communicate the plan to ensure that the officers understand it, support it, and are able to coordinate it with other chapter activities. Second, any conflicts over portions of the program should be resolved with the officers before presenting the program to the chapter. Third, the officers may have useful suggestions that can be incorporated into the program before it is presented to the chapter.

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

Recruitment and Scholarship

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

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

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

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

Awards and Incentives

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

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

The International Fraternity recognizes exceptional academic performance at the annual Convention. The Garnet and Gold Award for Academic Excellence may be presented to any Chapter, Provisional Chapter, or Owl Club which has achieved a chapter GPA of 3.0, or greater, in each semester for the prior year, or a GPA in excess of the all0mens' average (or all-campus average, as appropriate) for their respective schools. The Owl Award for Exceptional Academic Performance may be awarded to any Chapter, Provisional Chapter, or Owl Club which demonstrates a truly significant academic achievement based on the following criteria:

a) Rank on campus in relation to other fraternities

b) The magnitude by which a chapter's GPA exceeds the all-men's GPA on their campus

c) The increase in GPA from fall to spring semester or from the previous year to the current year

d) The GPA itself; and

e) Such other criteria as may, from time-to-time, be deemed significant

The Psi Upsilon Foundation awards several scholarships based upon demonstrated achievement in the pursuit of intellectual, social, and moral excellence. Students who apply are competing for merit based grants to be used for educational expenses The merit based qualification seeks to provide greater recognition of individuals who have achieved excellence and balance in intellectual and social pursuits while demonstrating outstanding moral character and contributing in positive ways to their campus communities. Awards in amounts greater than the minimum may be provided based upon demonstrated financial need. Scholarship applications, which are due on February 15 are available to be downloaded from the Psi Upsilon web site, www.psiu.org and they are distributed to all chapters in the fall. Over the past 40 years The Psi Upsilon Foundation has awarded more than $500,000 in scholarship funds. These scholarships are funded by the generous donations of Psi Upsilon alumni either through endowment or by contributions to the Foundation's Annual Fund.

6

Special Programming

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

Graduating Senior Development Programs

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

- Invite career planning and placement personnel to the house to advise seniors about filing credentials, job opportunities, resume writing, job hunting skills, etc.

- Invite local business people and alumni to talk on such topics as how to interview for a job, the importance of mentors in career advancement, or even "office politics."

- Invite a local banker to talk to seniors about investments and credit ratings.

- Invite an alumni office representative to talk about the school's alumni programs.

- Purchase graduate schoolbooks and information to be kept in the chapter library.

- Invite an alumnus who works with computers to train the senior members on various programs.

Help for the Underachieving Brother

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

1. We claim the fraternity benefits the individual.

2. The chapter may lose members before their graduation. Men who are less successful in school are more apt to drop out or transfer. This leaves the chapter with shrinking membership and a morale problem because those members who remain realize that their brothers are no longer part of the chapter.

3. Low scholarship within the chapter may cause prospective members not to affiliate with the chapter for fear that fraternity membership will be a detriment to their scholastic standing.

4. Parents and administrators may question the value of the fraternity experience in relation to the academic atmosphere on campus. Low scholarship is a negative selling point for fraternity life.

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

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

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

1. **Faulty study skills** - refer the member to the campus learning/counseling center.

2. **Poor use of time** - Have the member keep a time management chart of his activities and help him to use more productive hours for study. Pay close attention to where time is wasted and put a useful activity in its place. Provide him a copy of the Time Management Schedule.

3. **Class overload and poor class selection** - Try to balance "reading" and "activity" classes so there will not be an overload of bookwork. Consider the total number of classes and the work involved rather than selecting a class load strictly by credit hours.

4. **Problem with interpersonal relationships** -Determine whether this problem can or should be solved within the chapter (e.g. conflict with one of the members), or whether it is more prudent to refer the member to a campus-counseling center.

5. **Problem related to the Fraternity** - If several members suffer from problems resulting from fraternity life (too many activities, house too noisy, lack of adequate study space), the chapter needs to examine what steps are necessary to facilitate improved scholarship. If one member seems involved in fraternity activities to the detriment of meeting academic obligations, it may be necessary to limit the activities in which the member is expected to participate.

6. **Learning disability** - The brother may have a learning disability that it is either undiagnosed or is difficult to discuss.

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

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

1. **Develop a Two-Year Plan** - In the first year, concentrate on fun ideas, such as study breaks, special treats, weekly awards, and Brag Board, to lessen the stigma on the scholarship program. At the same time, present a solid study program for pledges. By the time two years of pledges have been accustomed to this type of scholarship emphasis, the majority of the chapter will be receptive to new program ideas and the cycle of success will have begun.

2.	**Make the Chapter Record Conscious** - Many do poorly because they fail to realize how little they study or ignore how poor their grades are. Encourage members to keep a private record of how much time they study, and record all grades received. By keeping this information with class notes and adding the "accounts" periodically, members will become more aware of progress made between exam periods.

3.	**Precede the Program with Emphasis on the Positive** - Before establishing a program for underachievers, which even when tactfully presented can come across as negative, make sure the chapter is convinced the scholarship program is their "friend." Lay the groundwork with a positive approach such as awards and recognition.

7

The Faculty advisor

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

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

Selection

Any man or woman who is a member of your school's faculty or staff (e.g., Dean or librarian) is eligible to be a Faculty advisor. All else being equal, it would be ideal to have a Psi Upsilon alumnus on the faculty to serve, but that is not always possible. If you select someone who does not already belong to an NIC fraternity, you may want to make the advisor a member or honorary member of the Fraternity.

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

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

Responsibilities

Before the search begins, the chapter needs to determine what role it would like the Faculty advisor to play. Each chapter will have different needs. The chapter and the Faculty advisor will need to work out the specific expectations of both parties in a written relationship agreement.

Below are a few suggested responsibilities:

- Counsel the scholarship chair and committee in developing and executing the scholarship program.

- Supervise the scholarship program of the chapter.

- Assist in enforcing the policies and standards of Psi Upsilon and the chapter.

- Serve as a liaison between the chapter and the institution, assisting the chapter with school policies and procedures.

- If possible, regularly attend meetings and events.

- Lead discussions with members on matters of academic importance.

- Serve as a member of the scholarship committee.

- Present occasional seminars on time management, improving study skills, resume preparation, etc., or find individuals capable of doing so.

The chapter has a responsibility toward the Faculty advisor. Each chapter is expected to:

- In detail, review the role it would like the Faculty advisor to play.
- Provide the Faculty advisor with a copy of the scholarship program and scholarship standards.

- Keep him/her informed of all organizational activities, meetings, and issues.
- Meet regularly (bimonthly) to discuss organizational problems.
- Inform of programs and services sponsored by the chapter.
- Develop tentative solutions before going to advisor.
- Invite the Advisor to all appropriate activities, especially alumni and parent events.
- Show appreciation for his/her services.

8

Things You Can Do

A.   Establish quiet hours or "courtesy hours"

    1.   Quiet hours should be in effect Sunday through Thursday (8:00 p.m. to 8:00 a.m.). Signs should be posted in the sleeping areas of the house advising everyone that quiet hours are in effect. Members should keep their doors closed to help reduce hallway noise and idle conversations.

    2.   Keep lighting in the hall of the sleeping area as low as safety will permit in order to discourage noise. A low-lit hall will also remind members and guests that quiet hours are in effect.

    3.   Have roommates rotate as quiet hour monitors.

    4.   Have 24-hour quiet hours during midterms and finals and the week before finals.

    5.   All hours of the day should be "courtesy hours" (members should turn down their stereos when asked).

B.   Make sure the membership education program is in writing so that the pledges' time is organized and that the membership education program is completed before finals. There should not be any assignments during test weeks. A constructive program will promote scholarship.

C.   Get to know the faculty personally

    1.   Invite a faculty member to dinner.

    2.   Create a "Professor of the Month/Term" Award.

    3.   Invite faculty to parents' day activities.

    4.   Invite faculty to the scholarship dinner.

    5.   Conduct a "Faculty Appreciation Day" with various events geared toward appreciating the faculty at the institution.

6.   Have members conduct yard work for the faculty members living near the chapter house.

7.   Volunteer the chapter house and facilities for department gatherings and other meetings.

8.   Conduct a faculty car wash.

9.   Send the faculty copies of the chapter's newsletter.

D.   Hang a bulletin board in the house for scholarship only

1.   Post composite grades (do NOT post grades of individuals without their written authorization).

2.   Establish a "Brag Board" - members puts up they're own tests or papers or any other appropriate item of which they are proud.

3.   Establish a career board - visit your placement/career office on campus for ideas and articles to put on this bulletin board (e.g., how to prepare a resume, majors and careers to match).

4.   Post local and national news to keep membership informed on current affairs.

5.   Post book reviews.

6.   Recognize, through photos, members who have excelled in something.

7.   Post a "Thought of the Week" or "Quote of the Week."

8.   Put up an "I need help" sheet for members to sign.

10.   Put up an "I can help" sheet for members who want to assist other members.

10.   List study halls and quiet hours, and monitors for both.

E.   Scholarship in chapter meetings

　　1.   Offer vocabulary word of the week (place on bathroom doors, mirrors, etc.)

　　2.   Give reminders of final course drop dates, early registration, degree application, etc.

　　3.   Make weekly announcements of career, cultural, and educational opportunities on campus and in the community.

　　4.   Ask members to answer roll call with the number of classes they skipped the previous week (make a mental note of those who cut and talk to them privately).

　　5.   Announce job offers and admissions into graduate schools, "Who's Who," Mortar Board, Phi Beta Kappa, Order of Omega, and honorary societies.

F.   Scholarship in Rush

　　1.   Display your scholarship trophies.

　　2.   Display graphs of chapter scholastic progress.

　　3.   Display bulletin boards with scholastic information.

　　4.   Discuss the chapter's scholarship program and standards.

　　5.   Send a letter to the parents of prospective members and include in the rush brochure the details of the chapter's program and performance.

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

1.   Chart the progress of the chapter average, the pledge average, and the initiated member average over the past four years. For a chapter needing a jolt, chart the percentage of initiated members below the chapter's minimum standards and the percentage of dean's list members.

2.   Compare the chapter's average to other fraternities and sororities on campus.

3.   Compare the chapter's average to the all-men's average.

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

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

    A. Give refresher training to holdover brother and associate members below by-law requirements.

    B. Explain the school's academic probation policy

    C. Explain the chapter's grade requirements.

    D. Teach study techniques.

    E. Explain honors programs.

    F. Outline the chapter's scholarship program.

    G. Suggest members audit a class or two of a course that they might take later.

    H. Discuss how to improve study atmosphere and chapter performance.

    I. Have a slide show illustrating good and bad study techniques.

    J. Teach how to take essay vs. objective examinations.

    K. Give members weekly study budget sheets (time management), divided into hours (a sample form is provided).

    L. Make "library use" booklets for each member (see if they are available from the library).

    M. Describe learning skills centers and courses available.

    N. Distribute a resource booklet of available material and people on campus who can assist with study and other academic problem

    O. Distribute lists of chapter members and their majors.

J.   Useful files

1.   Stock files by having "Clean Out Your Notebook" events at the end of each term (members should contribute notes, tests, and books). Note: Members should not use these files as a substitute for proper note taking or study skills. If they do then the files are detrimental and should be destroyed. Talk to the counseling center for tips on proper use of such files and prepare a handout for the chapter. Keep extra copies of the handout available with the files.

2.   Major and minor files (use for assigning tutors, study buddies, major mates, etc.).

3.   Schedule of courses offered at the university each term.

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

1.   Dictionary and thesaurus.

2.   Graduate school catalogues and information.

3.   GMAT, GRE, LSAT, and MCAT information and review books.

4.   School/departmental catalogues.

6.   Encyclopedia set.

6.   Specialized dictionaries (Spanish, French, German, Japanese, technical, etc.)

7.   Atlas.

8.   College yearbooks.

9.   The DIAMOND.

11.   The College Tablet.

11.   Chapter resource manuals.

12.   Textbooks.

13.   Books and Magazines for leisure reading and enrichment.

14.   Self-improvement audiotapes.

L. Events

1. "Over-the-Hump Party" (after midterms).
2. "Mourner's Dinner" (last night before finals, short dinner to which everyone wears black to signify that all other activities must "die" as you honor exams).
3. "Apple Polishing" Party/Dinner (members invite their favorite instructors and school administrators).
4. Scholarship Banquet (for chapter recognition, invite alumni, faculty, and parents).
5. Several weeks prior to a test, invite the instructor over to spend an hour with the members in the class.

M. Recognition and Awards

1. Take every opportunity to recognize the achievers in *The DIAMOND*, community/school/Greek newspaper(s), and chapter newsletters.

2. Send letters to parents of excelling members.

3. Recognize 4.0s and highest GPA in chapter on a plaque.

4. "Study Nut" Award (weekly recognition of member most often seen studying).

5. Recognize highest GPA Big/Little Brother team and most improved GPA with a plaque or certificate.

6. "Overwhelmed" Award (member facing the most tests next week).

7. Donate book to campus or chapter library in the name of the senior with the highest GPA.

8. Provide chapter bill discounts to men excelling (e.g., highest GPA, most improved).

9. Encourage members to apply for annual scholarships awarded by the Psi Upsilon Foundation.

10.   Give gifts (gift certificates to the campus bookstore, restaurants, clothing stores, limousine services, tickets to concerts or sporting events, Psi Upsilon jewelry or sportswear, candy bars, or other small items for weekly awards. Be creative. Never use alcoholic beverages as incentives (prohibited under Psi Upsilon's Risk Management Policies).

11.   Present the scholarship chairman with a Certificate of Recognition for his efforts.

N.   Scholarship for pledges

1.   Have the pledge class elect a scholarship chairman to serve as a member of the chapter's scholarship committee.

2.   Set a minimum standard for pledging and initiation (i.e., 2.25 or higher).

3.   Offer discounted dues for those pledges with a 4.0 GPA.

4.   Initiate the pledges in GPA order (highest to lowest). If there are any candidates opposed to this, initiate them in alphabetical order.

O.   Develop a chapter computer room through alumni donations.

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

Q.   Consider probationary status for men falling below a 2.25. Sanctions could include participation in a study skills program and social restrictions.

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

S.   Study hours

1.   Too often, required study hours are considered the best solution to increasing scholarship in the chapter. In reality, enforced study hours do not teach good study habits or skills. If you insist on having study hours, then be sure to require both pledges and members to be involved.

T.   Utilize your Faculty advisor and Chapter Advisor (who can be the same person)

1.   Invite the advisor(s) to present a study skills seminar.

2.   Ask the advisor(s) to serve in various fields as a chapter resource to help a member having problems or difficulties in a particular subject or area of study.

3.   Have the advisor(s) assist with the development of a study room in the chapter house by asking for advice regarding computers and other resource/research material, which would help to develop an effective study area.

4.   Have the advisor(s) assist in the development of an academic calendar of events, which could be posted on the bulletin board.

5.   Develop a tutor program where the advisor(s) would work with a member who is in need of academic assistance in a particular area of study.

6.   Conduct a "Resource Day" for members (e.g., how to use the library, how to use the counseling center).

7.   Sponsor an award that the Faculty advisor presents.

8.   Have a letter sent from the advisor(s) to parents of pledges emphasizing advisor relations.

9.   Conduct a career night that would be organized by your advisor(s).

10.   Involve the advisor(s) in rush and membership education.

11.   Involve the advisor(s) in chapter retreats and planning sessions.

A Model Program

The following program was designed with a single intent in mind: that brothers should be left to their freedom as much as possible in this program. The system was thus designed so that if a brother is attaining adequate grades, the Fraternity will not attempt to tell that brother when, how, or why to study. For the purpose of this program a G.P.A. under a 2.5 (on a 4.0 scale) will be termed as deficient. Any G.P.A. under a 2.0 will be termed as delinquent.

Definitions:

Deficient: A brother shall be considered deficient if he receives a grade point average (G.P.A.) for a semester of less than 2.5 on a 4.0 scale.

Delinquent: A brother shall be considered delinquent if he receives a G.P.A. for a semester of less than a 2.0 on a 4.0 scale.

I.   The Cardinal Rule

A.   No brother who attains a sufficient G.P.A. will be reproached in any way by any member of the Fraternity for his G.P.A. It is only if a brother's grades are deficient that the Scholarship Chairman is notified.

II.   Study Tables

A.   Study tables shall be set up for Sunday through Thursday night, with one exception, the night of chapter meetings.

B.   Study tables shall be in effect from 7:00 p.m. to 10:00 p.m. on those nights and shall be proctored by a member of the Scholarship committee.

C.   The location of the study tables shall be determined prior to the start of the term and shall remain in the same location for the entire term.

III.   Consequences for Deficient Brothers (upon final term report)

A.   The deficient brother is placed upon proctored study tables for the entire subsequent term. The tables should consist of a fair number of hours, but not as many as those who are delinquent. For the purposes of this chapter, they will consist of six hours per week of a possible nine hours.

IV.   Consequences for Delinquent brothers (upon final term report)

A.   The delinquent brother is placed upon proctored study tables for the entire subsequent term. The tables should consist of the full amount of hours possible for that chapter, or for a number to be determined by the Scholarship Committee. For the purposes of this chapter it shall not be less than 9 hours per week.

B.   The brother is placed on social probation. This probation means no functions of any kind, except brother's only functions. Not only is this a very serious consequence, but it should also inspire the weakest to try harder.

C.   The brother is required to perform six hours of community service during the subsequent term. The purpose of this is to have the delinquent brother make up to the fraternity in philanthropy where he lacked in academics.

IV.   Elections

A.   If a brother has been deficient or delinquent for two consecutive terms, that brother shall be deemed ineligible to hold an executive position. Executives are examples to the rest of the chapter and should be the last ones to receive poor grades.

V.   Deficient and/or Delinquent Executives

A.   Each errant member of the Executive Committee must write a letter of apology to the fraternity, have it approved by the scholarship committee, and have it noted at a chapter meeting.

VI.   Appeals

A.   There is always an excuse. Each member who feels that he has a valid reason for the grades received should be brought before the Scholarship committee as a whole where the case may be pleaded. However, this should not be a time for leniency by the committee.

VII.   Deficient and/or Delinquent Scholarship Committee members

A.   It has been discovered that these errant members of the Scholarship Committee make very good study table proctors.