A Few Words from our National Organizations…

I believe in my Fraternity…I believe in its high ideals which lift me up beyond myself. I believe in its earnest drive from good scholarship, moral character, and genuine culture… - from The Alpha Phi Creed

The purpose of this sorority shall be…to stimulate one another in the pursuit of knowledge – from The Delta Zeta Sorority Purpose

The desire to strive for, and ultimately achieve, excellence in everything you do. – from the Acceptable Qualities for Membership in Kappa Alpha Psi Fraternity, Inc.

Who bring credit to the fraternity by striving to attain the highest possible standards of scholarship - from The Student Creed of Pi Kappa Phi

Delta Sigma Theta Sorority was founded by women who wanted to use their collective strength to promote academic excellence and to provide assistance to persons in need. – from Delta History of Delta Sigma Theta Sorority, Inc.

The mission of Lambda Chi Alpha is to offer the best fraternal experience, focusing on personal character development through leadership, scholarship, community service, and positive social experiences. – from the Lambda Chi Alpha Mission Statement

If academic excellence is not your first priority in joining Sigma Phi Epsilon, you should resign your membership. – From The Lifetime Responsibility of Brotherhood, Sigma Phi Epsilon New Member guide.
History and Research on Greek Life and Academics

What was Greek Life originally centered around?

- Literary Societies
- Academic Clubs
- Support
- Housing
- Religion

Greek men have historically performed at the same level or slightly below their non-Greek counterparts.

- All Greek GPA’s have been researched as lower than the campus average in 40% of national studies, and higher in 23% (Hirschorn, 1988)

- A reduction in recruiting numbers nationally may be due to PNM’s concern regarding academic achievement (Reisbreg, 2000)

- Pledging has an adverse effect on grades (Bawker, 1994; Bryson, 1965; Porta, 1991)

- Greeks have higher graduation rates (Iffert, 1958; Scott, 1965; Lemly, 1991; Winston & Saunders, 1987)

- High alcohol consumption rates = lower grades (Goodwin, 1990)

- Members who attend academic workshops achieve higher grades (Marshall, 1972)

- Higher achieving chapters attract higher achieving students (Carney, 1980; Winston, Hutson, & McCaffery, 1980)...and visa versa! (Rhodes, 1969; Shaffer, 1983)

- Greek chapters have the potential to create influential learning communities (Schoonmaker, 1980)
Scholarship Chair Responsibilities

Scholarship should be one of the highest priorities of your chapter. Many of our founders and national organizations have outlined the importance of intellectual development in mission statements, creeds, and other important documents. If scholarship is to be one of your chapter’s top priorities then it is essential that you elect or appoint one of your top chapter leaders to the position. Duties and responsibilities of the scholarship chair are listed below:

___ Responsible for creating an atmosphere of academic achievement and development in the chapter.
___ Establish GPA goals for chapter
___ Establish GPA goals for individuals
___ Be knowledgeable about all policies and procedures regarding scholarship from IFC/PHC/NPHC, Appalachian State University, and chapter scholastic requirements for pledging and holding office.
___ Develop and implement a chapter academic program.
___ Work with the Recruitment Chair on the criteria and conversation ideas for scholarship.
___ Work with New Member Educator on developing and implementing an academic program for new members.
___ Recruit members for a scholarship committee and conduct committee meetings.
___ Work closely with members not in good standing to assist them in their efforts to improve their GPA.
___ Develop a resource list of ASU personnel who could be contacted when a member needs assistance in changing a course, major field, or tutorial assistance.
___ Communicate to the chapter president of any member whose scholastic average falls below the chapter requirement for good standing.
___ Each term keep members aware of your chapter’s scholastic ranking among sororities on campus as well as the all-sorority and all-men’s/women’s averages.
___ Send a letter to the parents of new members outlining the chapter’s scholarship program and academic goals.
___ Develop and maintain chapter scholarship resources to include used course books, test files, class notes, campus resource lists, etc.
___ Establish and maintain methods for monitoring the academic progress of ALL chapter members.
___ Establish and enforce quiet hours in the chapter house, or where applicable, and insure that adequate study areas are available for use by the chapter.
___ Educate chapter members in setting the example for new members by being a good role model.
___ Establish an Alumni Academic Advisory Board to review standards and potential scholarships and awards.
Establish a Scholarship Committee

Committees are essential in order to provide a chapter with effective scholarship programming. The committee should be work closely with the Scholarship Chair to provide chapter members with an academic atmosphere. The committee should be composed of chapter members from several classes, and an advisor.

Purpose of the Scholarship Committee:
- Evaluate chapter programming for each academic term.
- Set goals for each academic term.
- Execute the duties assigned by the Scholarship Chair, (i.e. keeping records, setting up a library, executing programs).
- Work with members not in good standing.
- Maintaining study hours records and a quiet study area.
- Developing incentive and recognition programs.
- Developing a New Member academic program.

Committee Members:
- Selected by the Scholarship Chair.
- Must be in good academic standing with chapter.
- Should be knowledgeable about all policies and procedures regarding scholarship.
- Must keep all information regarding member’s academic status confidential.
- Must attend all scholarship committee meetings.
- Work with judicial board to enforce academic regulations.
Chapter Guide to Recruiting a Faculty Advisor

The Greek Life office at ASU is committed to strengthening scholarship among fraternities and sororities. A good overall scholarship program for a Greek Community includes the extensive use of a Faculty Advisor. As the Greek Community here at ASU seeks ways to maximize student learning, we are re-assessing the role of the Faculty Advisor and are attempting to involve faculty more in the process.

Hints on Recruiting an Advisor

• Before making a selection, keep in mind the following:
  o (a) find someone who will have time to devote to your organization, and
  o (b) find someone who will take the role willingly and seriously.
• When approaching your potential advisor for the first time, make certain that he/she has a clear understanding of your organization’s purpose as well as what would be required of him/her, his or her duties, and the time commitment involved.
• If possible, choose someone who shares some of the same interest of your organization, and someone with whom you are in contact.

How to work with your Advisor

• It is best to meet with your advisor at least twice a semester to go over your chapter’s academic program and progress of the chapter’s academic goals.
• Be open to suggestions and criticisms from your advisor. His/her knowledge and experience will help with solutions and organizational procedures.
• Take advantage of their experience and insight. Ask questions.
• Make sure that you give your advisor frequent updates so that they can better serve your chapter’s needs.

Selection Process

1. Using the expectations above and below as a starting point, the chapter decides what they want a faculty advisor to do for them.
2. The chapter identifies faculty/staff candidates that members have in class or that they know well.
3. The chapter invites the candidate to lunch or a chapter meeting to discuss the faculty/staff member’s interest in being a faculty advisor.
   a. Discuss the faculty/staff member’s specific goals as a faculty advisor, based on the expectations listed in this manual.
Extending an Invitation

The final step in becoming a Faculty Advisor is twofold: chapters, after consultation with their members, extend a written invitation to the faculty member, and the faculty member agrees to serve. This relationship may continue for more than the minimum time of one year, but that decision must be a mutual one. Treat this situation like you would the extension of a bid to a new member. It should be meaningful and respectful.

A report with the faculty or staff member’s contact information should be sent to the Greek Life Office. All changes must be in writing and on file with the Greek Life Office.

Strategies for building a successful relationship
• Self Assessment
• Think about “where you are” – your needs, expectations, etc.
• Initial Meeting
• Discuss terms of relationship (expectations, goals, roles, etc.)
• Negotiate if there are differences
• Spend the Time
• Get to know each other as “people”
• Spend some “quality” time together
• Be Human
• Ask questions, make mistakes, agree/disagree, say ‘thanks’
• Be Responsible
• Follow through on commitments
Faculty/Staff Advisor Description

Advising Philosophy
The goal of Fraternity and Sorority advisors is to assist in the development of students involved in the organization. Advisors encourage and motivate members to take advantage of various opportunities that are available to them at ASU and to share these experiences with their fellow members. Recognizing that fraternities and sororities are excellent opportunities for student learning and community governance, advisors can focus on learning outcomes as well as task completion. Through advisor involvement, guidance, appropriate intervention and questions, students will be able to make meaning of their experiences, develop their leadership potential, and learn to work effectively as contributing members of a community.

Adapted from Supervisor's Journal, PaperClip Communications.

Advisor’s Role
The role of the faculty/staff advisor is to serve as a primary resource for the fraternity / sorority groups with which the advisor is associated.

We expect advisors to:
- Advise (i.e, provide counsel) organization leadership on issues such as membership development, financial matters, and service opportunities.
- Work with organization leadership to develop semester and year goals.
- Attend at least one organization meeting per semester.
- Attend at least one executive board meeting per semester.
- Attend high profile organization events such as banquets or concerts sponsored by the organization.
- Use Fraternity and Sorority Life staff as a resource. Ask questions!!
- Serve as a resource for all chapter officers.
- Have an understanding of ASU and Chapter Policies.
- Participate in annual training and events.

Advisor’s should expect us to:
- Follow University and National policies
- Keep them informed of chapter news and business
- Act with integrity and honesty in all that we do

Advisor’s Impact
The impact of being an advisor goes far beyond the success of the organization. Advisors touch and impact the lives of those with whom they work.

Advisors:
- Serve as a positive role models
- Instill a desire to excel academically
- Develop future leaders
- Prepare students for a global community
- Improve the reputations of the organizations they are affiliated with
- Teach healthy choices about day-to-day life
Advisors have:
A desire to help students, Enthusiasm, Listening skills, A sense of humor, The ability to motivate

Do’s and Don’ts of Advising

Do
Allow others to fail
Allow others to succeed
Inform the group of policies
Know your limits
Be visible
Be consistent with your actions
Keep your sense of humor
Learn when to speak and when not to speak
Trust yourself and the group
Teach the art of leadership
Create ‘check-in’ time and Have fun!

Don’t
Control/Manipulate the group
Be the leader
Take ownership for the group
Close communication
Be afraid to try new ideas
Know it all
Take everything so seriously
Forget to set boundaries
Make meetings all business
Faculty Advisor’s Guide

Faculty advisors of Greek organizations provide a vital link between the students and faculty, and thus their relationship often bridges the gap between classroom and out of classroom activities.

This outline is intended to explain the basic roles and expectations of a faculty advisor and their relationship within the Greek Community. It is important to note that this relationship is entirely open and does not require that the faculty member be of the same gender, be a member of that particular Greek chapter, and/or have ever been a member of a Greek society in order to serve.

Becoming a Faculty Advisor
Becoming a Faculty advisor is a simple process.
1. The first step is a genuine interest from both faculty member and chapter in having a Faculty Advisor to help the group and the individual members academically.
2. The second is a willingness to meet the minimum expectations listed below.
3. The final step in becoming a Faculty Advisor is twofold: chapters, after consultation with their members, extend a written invitation to the faculty member, and the faculty member agrees to serve. This relationship may continue for more than the minimum time of one year, but such decision must be a mutual one.

Roles and Expectations
1. Communicate frequently with the Greek Life Office.
2. Assist the chapter in developing an overall scholarship program or enhancing the program already in place.
3. Meet at least twice a semester with the scholarship chair or president to talk about scholarship related issues.
4. Meet with the new members each semester to review their academic progress and plans at the University.
5. Assist with developing a scholarship recognition program for the chapter.
6. Assist the chapter in developing an Academic Incentives program.
7. Attend any scholarship receptions the chapter hosts.
8. Be available to meet with individuals members who are in need of academic assistance.
9. Attend two (2) chapter meetings/dinners each semester to get to know the members and the members to get to know the Faculty Advisor.
10. Be willing to attend an orientation program for Faculty Advisors to Greek organizations and to meet once a semester with other Faculty Advisors and presidents of Greek chapters.
11. Provide advice and guidance to chapter officers interested in involving faculty in programs, or ways of changing the faculty’s perception of them as a student organization.

*Faculty Advisors serve for one-year terms with possible extension based on a mutual agreement between the fraternity and sorority and the faculty advisor.
*Faculty 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 is possible, but it is not expected).
*Faculty Advisors are not on call nor are they responsible for the social aspects of the chapter.
**Liability**
Check with the Greek Life Office concerning the coverage of ASU’s liability policy. Also check the fraternity’s and sorority’s policies concerning liability.

**Points to remember as an advisor**
An advisor and student(s) should have an open, honest relationship and have the opportunity to share ideas, receive feedback and build trust.
- The responsibility for building a relationship must be shared between advisor and student.
- View the relationship as a partnership.
- The relationship must be based upon direct and open communication.
- Share needs, responsibilities, and expectations with each other.
- Be prepared to negotiate.
- Both must recognize the other’s various roles and responsibilities outside of their position.
- Know each other’s commitments and let each other know their impact.
- Both the advisor and the student are human beings who make mistakes, follow their own value systems, and work in individual, professional and personal styles.
- Everyone makes mistakes. Accept, discuss, and learn from them.
- Both the advisor and the student are continually changing, growing and learning; each within their own unique stages of development.
- Challenge and support each other.

**Tips & Strategies**
Strategies for building a successful relationship
- **Self Assessment**
  - Think about “where you are” – your needs, expectations, etc.
- **Initial Meeting**
  - Discuss terms of relationship (expectations, goals, roles, etc.)
- **Negotiate if there are differences**
- **Spend the Time**
  - Get to know each other as “people”
- **Spend some “quality” time together**
- **Be Human**
  - Ask questions, make mistakes, agree/disagree, say ‘thanks’
- **Be Responsible**
- **Follow through on commitments**
More basic tips for advisors

• Know the students and organizations with whom you’re working.
  It is important to know your audience. Different groups require different approaches.
• Have the goals and objectives of the group firmly in mind.
• Know what the students expect of you as an advisor.
• Express sincere interest in the organization and its mission.
• Express sincere interest in each individual within the group.
• Assist the group in setting realistic, obtainable goals.
• Assist the group in developing a system through which they can evaluate their progress.
• Assist each individual in achieving his/her needs while helping the group achieve its goals.
• Be creative and innovative.
• Challenge the group to grow and develop.
• Be aware of the institutional power and structure - both formal and informal.
• Develop a style which strikes a balance between being an active and passive group member.

Creative Ideas for the Faculty Advisor

• Take all members who achieve a 4.0 or make the Dean’s List to lunch or dinner.
• Have a study break during finals and midterms.
• Provide a Most Improved GPA award to an individual member.
• Provide a Highest GPA award to an individual member.
• Sponsor a Scholar of the Week award.
• Sponsor a graduate school night for the chapter (invite reps from the various graduate schools at ASU).
• Work with officers to plan a scholarship program for the chapter.
Recruitment

Scholarship programming should begin before new members are even selected!

When recruiting new members the chapter must consider the importance scholarship has on the future of the organization. A membership built on a solid academic foundation is the key to a successful chapter. Careful membership selection is the foundation of a successful chapter program. Developing and enforcing minimum GPA standards is the quickest and easiest way to improve a chapter’s scholastic performance. However, in attracting members to join you should look for those who exhibit strong academic potential.

How to attract strong scholastic students:

- Request labels of PNMs with GPA’s >3.0
- Recruit members from honor societies
- Ask faculty members about PNMs
- Plan a scholarship dinner and invite potential members to participate.
- Utilize a committee to select one new member deserving of a chapter scholarship.
- Talk with potential members about the importance scholarship plays in your chapter.
- Identify the academic goals of a potential member through conversation and introduce them to current chapter members with similar goals and interests.
- Take out an ad in *The Appalachian* newspaper congratulating your chapter members who obtained high marks the previous semester.
- Develop a scholarship bulletin board in the chapter recognizing members involvement in honor societies, i.e. Order of Omega, Phi Eta Sigma.
- Invite classmates who are not members of a chapter to study sessions at the chapter or designated study areas.
**New Member Scholarship**

There are several reasons why freshman fail at college. The new membership period is an exciting and challenging time for everyone. Joining a fraternity or sorority should not be a factor in a new member’s academic decline. It is the job of the scholarship chair and their committee to help the new members manage their time both before and after initiation.

**Reasons why New Members fail:**
- Ineffective study methods
- Bad advice/influence from upperclassmen
- Too much time being forced to do meaningless tasks for active members, i.e. hazing.
- Thinking that they are doing enough “to just get by”.
- Too much on their plate (job, school, chapter obligations, and socializing).
- Insufficient time for study.

**How to help new members avoid falling into traps:**
- Have new member class set a GPA goal
- Have new members set individual goals to be reviewed with the Scholarship Chair mid-way through the semester.
- Require study hours for all chapter members.
- Make available to new members chapter resources, and encourage them to utilize those resources.
- Pair new members with upperclassmen as study buddies who will help hold each other accountable to their personal goals.
- Put on educational programs for new members about time management, study skills, etc.
- Include new members in chapter programming and scholarship events.
- Have new member educator plan programming around busy academic times.
- Limit chapter’s expectation for new member’s time.
- Assess and address individual needs of each new member.
- Create an atmosphere that encourages personal achievement. Show new members respect and reward their accomplishments publicly.
- Educate new members on chapter, university, IFC/PHC/NPHC, and national policies and procedures involving scholarship.
- Design and have each new member complete an individual assessment form.
Members Not in Good Academic Standing

Every chapter has them, members who are not pulling their weight academically. Often it is these members who prevent good chapters from receiving the awards and credit that they deserve. How can a chapter effectively help a member who is not exceeding at scholarship? By committing all members to academic excellence and holding them to these expectations chapters can see their numbers in this area begin to dwindle. Remember you can’t make them study, but it is important to stress upon the chapter member that continued poor scholarship could result in their flunking out of school or having to withdraw from the chapter.

What does not in good standing mean?
First, your chapter must define what it means not to be in good standing academically with the chapter. As a scholarship committee you need to work with the chapter, and the executive council to set that limit. Once chapter members find themselves at this limit or below they need to be placed on a form of academic probation with the chapter. Since the member has not lived up to their academic obligations to the chapter the chapter must do all that it can to insure that they start to live up to those obligations.

How do we help members who are not in good standing?
To help members not in good standing there are a number of things to evaluate.

- **How long has this trend be going on?** Even if they just had one bad semester it is important to make sure that it doesn’t become two bad semesters.
- **Is the member taking advantage of chapter/campus resources?** Do you see them in the designated study area? Are they utilizing tutor lists? Do they miss a lot of class? What is their relationship with their professors like?
- **Do they have too much on their plate?** Sometimes tough decisions about giving up chapter offices have to be made in order to help the individual.

Once these areas have been evaluated it is important to develop a plan that will best suit the individual chapter member in helping them to get back on track.

- Meet with the member confidentially to discuss their current situation and how they got there. The meeting should include the scholarship chair and the advisor.
- Work with the chapter member to develop a structured study schedule and plan. This plan can include supervised study hours, tutors/mentors, appointments at various campus offices, reduction in social privileges, etc.
• Require the member to seek out the assistance of an academic counselor on campus.
• Meet weekly with the member to discuss and evaluate their academic progress.
• Have them sign an Academic Performance Contract. (See resource section).

Penalties for Not Making Grades

Although disciplining a chapter member is often an uncomfortable situation it is important to remember that academics is the reason why they are at Appalachian State University in the first place. In addition to developing an effective study program for the chapter member, discipline should be apart of the package too. Some of types of discipline can include:

• Loss of office
• Loss of voice or vote
• Loss of social privileges
• Loss of intramural participation
• Check with your chapter’s national policies regarding other standards

Taking privileges away from chapter members does not have to last the entire semester. Something can be taken away initially, but after monitored improvement in mid-term grades, completed study hours, or accomplishing other provisions can result in the earned right to attend the next social function, or play in the next intramural game. However, careful monitoring must continue to make sure that the chapter member keeps on track with her academic goals for the semester. If they begin to slip, their earned rights should be revoked.

It is important to follow through on enforcing the penalties that you have set down for members who are not in good academic standing with the chapter. Don’t wait to enforce these penalties after the fact. Approach them at the time and discuss the matter in a private setting. Always bring along a member of the scholarship committee, or an advisor with you to help mediate the situation.
Mentoring

Mentoring can be an effective method in helping members on academic probation. However, mentoring must be done right in order for it to benefit the chapter member in a positive way. In pairing up chapter members it is important to look at many different aspects of the relationship. It is equally important that the mentor meet frequently with the scholarship committee to make sure that they are keeping in line with the goals of the committee. Here are some helpful hints in developing the mentor/mentee relationship:

A mentor is an older peer who has similar interests, academic major, and/or career goals. The mentor should be in good academic standing with the chapter, and should be someone who has the time available to effectively work with the mentee.

A mentee is a chapter member who is looking to expand their academic experience. They do not necessarily have to be on academic probation to take part in the program. However, they should be assigned to work with someone who has similar goals. The mentee needs to be willing to fully utilize the mentor as a resource, and be open-minded to their suggestions.

Getting your Mentor/Mentee Program Started

In getting your mentor/mentee program started the scholarship committee should complete the following steps:

1. Pair up chapter members with someone who has a similar interest, majors, or career choice. Make sure you keep in mind the chapter member’s year in school when assigning pairs.
2. In order to insure that the program is purposeful it is important to establish clear, written expectations for the program and a contract between the two participants.
3. Plan an event when all mentors and mentees will have the chance to meet as a group. Allow them to get to know the individual they are working with, as well as other chapter members who are in similar situations.
4. When designing the mentor/mentee program for each pair make sure that it will benefit the pair you are designing it for.
5. Encourage the pair to meet often. A minimum of every two weeks should be set ahead of time. Make sure that they both check in with the scholarship committee regularly as well. Members involved with the mentor/mentee program as a result of academic probation should meet with the committee more often than chapter members who are in good standing.
6. Evaluate the program at the end of each term.
Programming

Programming is one of the most important components of any successful chapter. Good scholarship programming is the key to building a chapter firmly rooted in academic excellence. Programming can include everything from the basics, to awards and recognition, or innovative ways to keep members interested in pursuing good scholarship. It is the responsibility of the scholarship chair and their committee to identify the needs of the chapter and implement effective programming to meet those needs.

The Basics:

* **Grade Requirement** - Every chapter should have grade requirements for all members. These requirements should be practiced both during recruitment and after recruitment. ALL chapter members should be held accountable to the same standards.
* Set a grade standard for affiliation.
* Require a minimum GPA to vote in meetings.
* Require a probationary status for members under a 2.5.

* **Study Hours** – Study hours should be maintained by all chapter members throughout the semester. Set up times in the chapter house, library, or other quiet locations that study hours can be observed by all members. Even if they are not studying they should be respectful of someone who is.
* establish quiet/study hours in an area of the chapter house at least four days a week.
* establish rules for the chapter to observe during these study hours (i.e. how loud music can be played, etc.).
* when scheduling chapter activities take into account study hours and plan accordingly.
* make sure all members are required to do study hours, even ones with 4.0’s.
* keep in mind that “study hours” do not always have to mean group study…some students will need to be in front of a computer, some need to be alone, some need to meet with members of their class outside of the organization
* study hours are for class work, not for new members to study chapter material!!!!

* **Penalties for Bad Scholarship** – Once you’ve set up grade requirements for chapter members you must also develop a form of discipline for those who do not follow through on the minimum standard.
* loss of vote in meetings
* loss of right to hold a major chapter office
* loss of social privileges
* loss of intramural participation

* **Study Files** – providing chapter members with in-house resources is an important aspect to any scholarship program. However, it is vital to make sure that for any test, paper, or other resource that the faculty has approved of its use. Some faculty will be fine with sharing class information, some consider it cheating and will not tolerate it.
Here is a list of items to include and ways to maintain good study files:
* Establish a systematic way to collect old tests, notes, teacher evaluations, etc.
* Collect information at the end of every semester.
* Develop a checkout system.
* Date all information.
* Keep separate files for teacher and classes.

* Physical Facilities – take the time to designate an area of the chapter house/member’s residence for study purposes only. Set up hours, and take the time to make sure that the area provides members with the following:
  * adequate lighting
  * tables and comfortable chairs
  * resources and reference materials are accessible.
  * Enforce the study atmosphere.
  * Computer access to those who are studying vs. those wanting to check email, etc.
  * Develop a chapter library through alumni/chapter contributions.

* Scholarship Wall/Bulletin Board – designate an area of the chapter that will be used strictly for scholarship. Make sure that the area is visible to all members and visitors to the chapter, update it regularly, and make sure it includes some of the following:
  * List members who are achieving academic excellence.
  * List members who are on academic probation/discipline.
  * Set up tutor lists and campus resource lists and display.
  * List helpful study hints.
  * Post study hours and rules.
  * Advertise chapter and campus academic programming.

See gammasigmaalpha.org for more ideas and scholarship resources!!
Innovative Programming

Looking for new ideas to spark academic excellence in chapter members? Here are a few ideas you might want to try out:

**Brag Board** – Take a section of the bulletin board that you have designed and set it up to look like Mom’s refrigerator. Every time a chapter member does well on an exam, paper, or gets into a professional program/ honor society recognize them on this wall. Just set out a decorated jar or shoebox with slips of paper next to it. Have chapter members write the accomplishments on the paper and slip it inside. Then simply take a sheet of paper, write their name and accomplishment and place it on the wall. Remember to update it frequently so it doesn’t get too cluttered.

**Exam Week Treats** Whether it’s for mid-terms, finals weekly exams, set out treats in the study area of the chapter house for members who are in the midst of cram sessions. Make sure to provide both healthy and sugary treats for members who are hitting the books really hard during this time.

**Vocabulary Word or Deep Thought of the Week** Providing chapter members with an inspirational thought or a new word can really change the focus of each week. Take the time to announce the thought/word at a chapter meeting and then put it up in the designated study area for all to see. Remember to keep the focus on motivating chapter members to obtain excellence at ASU.

**Notes of Encouragement** Know of a chapter member who has a big test or paper coming up soon? Or has someone just had a really hectic week with school, activities, and personal stuff. Utilize your scholarship committee to drop that person a note during the week to encourage the heart and show support.

**Book Bazaar** Instead of taking your purchased books back to the bookstore at the end of the semester coordinate a book trade within the chapter or with another chapter on campus. Set up a time when chapter members can bring their books in and exchange or sell their books for a fair price. It’s a great way to save money and get something in return!

**Parent Letters** Let parents know what you’re doing! Send letters to parents acknowledging the positive achievements their son/daughter is making in the chapter. Let them know about the programming your chapter is providing for them during the year, as well as notify them of scholarships and awards your chapter is winning. Also take advantage of the opportunity to solicit them to help with exam week treats, chapter house libraries, and educational programming. This is a very simple way to generate some positive PR!

**Collecting Cash for Missed Class** This can work! You simply have to implement it the right way. Set up teams of chapter members that will be responsible for holding each other accountable for skipping classes. Place a jar in the designated study area and challenge chapter members weekly to hold each other accountable. When someone on the opposite team misses a
class, go with them and make them drop in a nickel or dime for each class missed. At the end of the semester count up the money, deposit it in a scholarship fund, and announce to the chapter the total collected. Then challenge them to lower the amount collected each semester.

**The “A” Team**  Pass around a box during chapter meetings having each member who achieved an “A” on an assignment, test, paper, etc. drop their name in the box for each “A”. At the end of each month hold a drawing at chapter meeting and give the winner a prize for becoming a part of the “A” Team.

**Pizza and Ice Cream**  Food can be a powerful motivator for chapter members. Take a day each semester and hold a pizza party or a make your own sundae party for those members who were on the Dean’s List, or achieved 50% of their personal academic goals for the semester.

**Tutor Lists**  Tutor lists can be a powerful tool in achieving academic excellence within the chapter. Ask chapter members to volunteer their “expertise” in different areas of study (i.e. math, chemistry, English, etc.). Give each chapter member a copy of the list and encourage him or her to use the list as needed. If you have a member on academic probation for the semester inquire if a chapter member is willing to meet with them regularly to help them in an area they are struggling in.

**Competitions/Accountability Teams**  Nothing is better than some friendly competition to get people motivated. Set up teams within the chapter that include members from all different areas (i.e. chapter officers, new members, academic probation, 4.0’s, etc.). Set weekly, monthly or semesterly goals for the teams to achieve. The group that achieves the goal first or the best wins a prize. Keep fresh ideas, and inspire chapter members to work hard to accomplish the goals set by the committee.

**Candy Jar**  Want to keep the seniors motivated and involved? Pass around a list at the start of every chapter meeting asking members to sign up if they had perfect attendance in class that week. The member class with the highest percentage of perfect attendance gets a take a piece of candy out of the jar.

**Steak & Beans**  Have everyone set an academic goal at the beginning of the semester. Then when grades come out have a dinner and serve steak to everyone who achieved their goal, and beans to those who didn’t! Food can be a powerful motivator.

**Dues Adjustment**  Work out a plan with your treasurer where members who make a certain GPA or raise their GPA a certain amount get a dues reduction. Money is also a powerful tool!

_Some of these activities may seem cheesy or hokey but making activities like these a regular part of chapter meetings or workshops will instill the idea that a)scholarship is important to the chapter, and b)academics don’t always have to be so serious. What’s most important is that members realize that academic success is just as important a component of Greek life as social programming or service projects. And, it is not just the highest grades that are valued, but improvement is just as important._
Educational Programming

It is often difficult to plan programming for the entire chapter. Finding educational programming for scholarship can be equally difficult if you’re looking for topics that can apply to all chapter members. In this manual ideas for different workshops, and their materials are provided. However, in order to insure that your chapter members receive a quality program do not be afraid to utilize other campus resources like the Career Development Center/Peer Career, the Student Health Center, the Academic Advising Center, the Writing Center, the Learning Assistance Center, the Greek Life Staff, and members of the ASU Faculty. Here are some suggested topics:

Time Management College can be hectic between chapter activities, social events, campus organizations, and classes. Educating chapter members on how to manage their time so that they can get the most out of their college experience is something that every member can benefit from. Resources for this workshop can be found in the back of this manual. Additional campus resources to seek out include the CDC, Leadership 101, and the Academic Advising Center.

Study Skills How we study can often be more important than how often we study. To insure that chapter members are getting the most out of the time they sit down to study, they need to have solid study skills. Resources for a brief, but beneficial educational program on how to develop good study skills can be found under the resource section of this manual. Don’t forget to consult other campus resources as well, like the Academic Advising Center or an ASU Faculty member.

Effective Test Taking Tests often make up the majority of the grade you receive in a class. The stress of test taking can be overwhelming to college students. This workshop will provide chapter members with keys to effective test taking, as well as insight on how to navigate through the madness of true/false, multiple choice, and essay questions. Resources for this workshop can be found in the back of the manual.

Resume Writing Whether you are starting your job search, or just looking for a valuable summer internship your resume is the key to getting your foot in the door. This educational program is one that the entire chapter can benefit from considering that the resume for a business major is not going to be exactly the same as the resume of an education major. Consulting with the CDC/Peer Career is strongly recommended when you begin to plan this program.

Interviewing Once that resume gets you in the door you need to be prepared to dazzle the interviewer with your personality. Interviews often consist of more than just knowing all the right answers. Knowing what to expect from an interview, as well as what you should bring to the interview are important skills to acquire. The Career Development Center (CDC) and Peer Career can be a great resource for your chapter in acquiring those skills for your future.
**Finding your Future**  It doesn’t matter if you came to college with no real idea what you want to do. It doesn’t matter if you came to college knowing what you wanted to pursue, but now you’re not too sure. Most college students come to a point in their academic growth and wonder why am I doing this? What type of career is right for me? A workshop to help point members in new directions is a valuable experience. A combined effort of campus resources including the University Counseling Center and the ones listed at the end of this section can help apply the experience to everyone.

**Effective Note Taking**  Making sure that you get the most out of your time spent in the classroom can be a tricky thing. This fun workshop will give chapter members new insight on how to get the most out of classroom lectures and their assigned readings. Resources for this workshop can be found in the back, but don’t be afraid to consult a faculty member to help you with your presentation.

**Goal Setting**  When we set goals in our chapters it is usually for the chapter as a whole. While every chapter should have smart goals set for the whole group, individual academic goals are really the key to making sure that the bigger picture is achieved. A workshop on setting achievable goals for the group, as well as the individual can be found in the back of this manual. However, working closely with the Greek Life Staff can make this workshop even more beneficial to your chapter.

**Memory Skills**  Have you ever read the same passage in a book 3 times only to wonder what it said 5 minutes later? Learning to read, hear, and commit things to memory can be a difficult skill to master but always useful. This workshop will help chapter members learn to commit the important facts to memory, while letting the rest of it slide away. Resources for this activity can be found in the back of this manual.
Campus Resources and Links

Campus Resources

**Academic Advising Center** – Through its advisors and academic support programs, the Academic Advising Center works with students in their formative semesters to assist them in developing their interests, skills and talents to the fullest extent. Your academic advisor will help you choose the right classes, decide on a major, and understand academic policies. The Academic Advising Center is located on the first floor of D.D. Dougherty, room 101. The Center is open Monday through Friday from 8:00 AM to 5:00 PM.

**Learning Skills Services** – Learning Skills Services offers courses to improve students' learning and communication skills. The courses are designed to help students develop the skills they need to be successful in academic settings. Courses in learning skills and speed reading are offered during the fall and spring semesters. Study Skills Workshops can be arranged throughout the year to improve studying, test taking, note taking, and time management skills. Free one-on-one appointments with a learning skills advisor are also available. Visit 208 D.D. Dougherty to make an appointment.

**Writing Center** – The Writing Center is a free resource available to all ASU undergraduate and graduate students. Our consultants are experienced writers and attentive readers who will work with you one-on-one to assist with any aspect of the writing process. The Writing Center is a collaborative, supportive, and non-evaluative environment intended to help you with your writing in a way that will foster confidence and competence. Consultants can provide assistance with writing at all stages and in any subject matter. The Writing Center does NOT offer a drop-off or email proofreading service. The Center is located at 203-B Sanford Hall, and is open Monday-Thursday, 9:00am-6:00pm, and Friday, 9:00am-1:00pm. Call # 262-3144 to make an appointment.
Drop-ins also welcome

**Tutoring Services** – If you are having academic difficulty or just want to do your best in a course, Tutoring Services provides resources that can help. Tutoring is free for all Appalachian students and is provided via several effective formats. Tutoring Services offers:

- individual and small group tutoring in the UTS Lab,
- **Supplemental Instruction** for certain Biology and Chemistry Sections, and
- funding for a number of **Departmental Help Labs** that are accessible without an appointment.

University Tutorial Services is located in room 208 D. D. Dougherty. For more information, call (828) 262-3060.
Websites:

ASU Greek Life Website – The ASU Greek Life Website provides up-to-date information and history on the academic standing of the community. It also provides links to other helpful resources.  http://www.greeks.appstate.edu

Academic Resource Websites – These websites provide links to many different campus resources at ASU.  http://www.web.appstate.edu/cur_stud.html or http://www.gstudies.appstate.edu/


Scholarship Performance Contract

Name: 
Date: 

Scholarship Goals:

Action Plan:

How can the chapter help you achieve these goals?

What resources can I use to achieve these goals?

Chapter Member Signature ______________________

Scholarship Chair Signature______________________

Remember to consider the following before making this contract:
1. What is your current GPA?
2. What courses are you taking? How many hours do you have?
3. What might keep you from achieving these goals?
4. What can you do about it?
5. Where would you like to be in a semester?
6. What effect will this next semester have on your cumulative GPA?
7. What affect could this semester have on your future?
Time Management Workshop

Making your Time Count

Types of Time:

Committed Time: This is time that you have little to no control over.
- Eating
- Sleeping
- Classes
- Meetings
- Working
- Traveling to and from appointments

Managing Committed Time:
- Make a list of all committed activities each day.
- Figure out how much time each activity will take.
- Add it up. How much time do you spend each day on committed activities?

Personal Time: This is your free time, how do you utilize your free time?
- Studying
- Working out
- Hanging out with friends
- Hobbies
- Entertainment (shopping, watching TV, reading, etc.)

Managing Personal Time: If you don’t make time for yourself now, take the opportunity to make time for yourself.
- Make a calendar and include committed time activities.
- Look for holes in that time and figure out when the best times are for you to go for a walk, watch a little TV, catch up with friends, etc.
- Set a time limit for these activities, but try to get it in once a day.
- Where does studying fit in? Determine what times of day you study the best, and under what circumstances. Write that into your schedule.

Now that you’ve determined how many hours a day we spend doing different activities develop your own worksheet.
**Time Analysis Worksheet:**
Begin by filling in your committed times into the worksheet. Then start to fill in your personal time spaces in order of importance. Use this information to help you develop a realistic schedule.

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Memory Skills

Types of Memory:

**Short Term:** This type of memory allows a person to hold in information that is immediately available. Most people can only hold in 5 to 9 different things in their short-term memory.

**Long Term:** Long-term memory works like a warehouse full of rows and rows of files. In your long-term memory you will find memories, and information about how our thought processes work. Short-term memory items can be transferred to long-term memory. There it will remain until it is needed.

**How do we take those short-term memory items and transfer them into long-term memory items?**

There are 6 crucial steps in the process of retaining and recalling information from long term memory.

1. **Intention:**
   - Focus your attention on material you know you’re going to want to remember.
   - Be confident in the fact that you will be able to remember.

2. **Understand:**
   - Be careful; make sure you understand the material you are reading.
   - Take the time to explain the material to yourself.
   - Organize the material into a subject or category.

3. **Associate:**
   - Relate the facts that you just read with facts that you already know.
   - Make sure that you are understanding the material correctly. You are less likely to remember the material if you cannot understand it.

4. **Repeat:**
   - Re-read over the material.
   - Say the material aloud to yourself.
   - Write it down.
   - Quiz yourself.

5. **Visualize:**
   - Create a picture in your mind of what you want to remember.

6. **Review:**
   - Take time during studying to review over the facts you are trying to remember
- Review materials from class weekly, the more often material is recalled the easier it is to remember when it is most needed.

**Using Mnemonics**
Mnemonics is a method that allows a person to remember by association. Memorizing using mnemonics is most useful when having to remember lists. Try to make up a word composed of the first letter of each item to aid in recall. For example, to remember the directions north, east, south, west, you might try, never eat soggy waffles.
Academic Goal Setting

Before the workshop make copies of the Goal Setting exercise for each member.

The Workshop

1. Divide chapter members into groups by major and distribute the Goal Setting exercise.

2. Have members go around their group and share a goal that they have set for themselves in the past and what they did to make sure that they achieved it.
   - Have older members identify their earlier goals. What goals did they have that got them through the past couple of years?
   - What were some struggles that they confronted along the way?

3. Explain to all chapter members how to make a goal statement.
   - A broad statement of what the individual would like to accomplish over the next year or semester.
   - The goal must include a way for it to be evaluated as to whether it has been accomplished or not.
   - Is the goal realistic? Is the goal challenging?
   - Does it reflect the overall objective the individual is trying to accomplish?

4. Talk about obstacles to accomplishing goals.
   - What are some common obstacles that we all encounter?
   - What are some ways we can support our members in avoiding these obstacles?
   - What are some ways that we can support our members when confronting obstacles?

5. Have group members complete the Goal Setting exercise worksheet.
   - Step One – Brainstorming Ideas
     Ask members to share some ideas with the larger group
   - Step Two – Writing Goals and Objectives
   - Step Three – Fill out individual sheets for each goal

6. Decide what you would like members to do with those goals. How will members make sure that they continue to strive for these goals over the next year or semester?
Effective Note Taking

Pre-Workshop Activities:

On a flip chart write out the following information:

Quality Notes:
• Help you to organize and understand information.
• Reinforce the learning process by incorporating lecture material into one’s own words.
• Help retain and recall information.
• Eliminate need for time consuming textbook review.

Getting Organized:
• 3-ring loose-leaf notebook with lined paper.
• Dividers and Pockets
• Syllabus for each class.
• Pen

The Workshop:

1. Begin by asking chapter members why effective note taking is important. Make sure to write down their response on a flip chart, or large sheet of paper. When chapter members are finished, compare their list with the “Quality Notes” list you previously wrote out.

2. Ask chapter members for five effective techniques for note taking that they consider useful. Again, write answers on flip chart or large piece of paper. When finished introduce chapter members to the “Getting Organized” sheet.

3. Divide chapter members into groups of four. Each group should select someone to write.

4. Have each group brainstorm ways to get the most out of class (5 minutes).

5. Have each group report to the entire chapter on what they came up with; write each tip on a flip chart or large piece of paper. (Take this list and type it up for every chapter member to use and hand it out at the next meeting).
Ideas for Effective Note Taking:

- Review notes from the previous lecture before class starts.
- Do assigned readings ahead of time.
- Go to class, and be on time. Don’t leave early.
- Sit near the front and make eye contact with the professor.
- Write down all assignments and their due dates.

Tips for Developing an Outline from a Textbook or Handout

- Finish the reading before taking notes or marking up the text. This allows for better comprehension.
- Write down only the most important points.
- Be brief, use phrases or words that will trigger your memory. However, don’t be too brief. Make sure that you will still be able to get the general idea of what you are trying to take from the text.
- Look for clues such as bold words, italics, or numbered lists. Incorporate these into your text, they are important.
- Utilize note cards. This will help you when you are trying to memorize terms or concepts. Categorize the note cards for easy reference and memorization.
- When reviewing, develop questions that support the main ideas you are covering. Use your notes to develop the questions.

The Top 10 Ways to Use Your Notes

1. Review and edit your notes within 24 hours of class.
2. Review notes weekly
3. Develop questions from the main ideas of the text and notes.
4. Cross-reference the ideas with different chapters in your text.
5. Utilize a 3-rind binder to help you organize your notes.
6. Form study groups.
7. Take down examples used in class or text to help you remember the main idea in your notes.
8. Highlight the main points used in both lectures and text.
9. Relate the themes of movies to lectures and notes.
10. Use note cards!
Study Skills

Getting Started:

- Have everyone break up into groups of 7-10 people.
- Have a flipchart or 2 pieces of large paper.
- Have markers for each small group.

The Workshop:

- Each group will need a recorder and a spokesperson. Have the recorder write ideas on the paper.
- Give each group a discussion topic and 15 minutes to discuss their topic.

- **Group #1**: Discuss environments that are most conducive to concentrated study.
- **Group #2**: Discuss ways to schedule time for study.
- **Group #3**: Discuss procrastination and ways to overcome and prevent it.
- **Group #4**: Discuss ways to reward yourself for completing assignments.
- **Group #5**: Discuss strategies for dealing with an especially difficult course or professor.
- **Group #6**: Discuss ways to reduce mental and physical stress that may affect the ability to study effectively.

- Have groups share their ideas after 15 minutes.
- Hand out worksheets after discussion is over. Take the time to review any items that were not mentioned.
- After the workshop is complete make copies of the ideas and hand out or post for all members to use.

Procrastination Discussion:

**Causes:** Here are lists of things that can happen when you procrastinate.

- Confusion about subject or assignment
- Inability to prioritize.
- Anxiety as a result of other classes and personal situations.
- External pressure from friends, parents, and employers, etc.
- Overwhelmed by personal and academic demands.
Cures:

- Simplify large and difficult tasks by breaking them into smaller pieces.
- Set priorities ahead of time to help determine what should be done first.
- Find a work area that will help you study effectively.
- Establish your own reward system to aid in getting things done.
- Concentrate on your projects until they’re complete.
- Have another person hold you accountable to getting your work completed.
- Look to friends and other chapter members for encouragement and support.
- Remember to take time for break to revitalize yourself.

Top 10 Suggestions for Effective Study

1. Go to class. Come to class prepared, having done the readings ahead of time.

2. Take time to look through notes immediately after class and highlight points stressed by your professor.

3. Studying earlier in the day leads to greater understanding of the material. Late night studying should only be used for short-term retention.

4. Select a good location that you will use only to study.

5. Try to set yourself on a schedule, same time every day.

6. Reduce distractions.

7. Make “to do” lists to help manage your time more effectively.

8. Eat right and allow yourself enough rest.

9. Schedule breaks into your study schedule.

10. Reward yourself for a job well done.
Tips for Setting Up an Effective Study Schedule

1. Only tackle difficult subjects when you are most alert.

2. Schedule your study time first, and then add meetings, socials, etc.

3. Develop a routine. Divide up your subjects and assign each of them a certain amount of time.

4. Don’t spend more than an hour, hour and a half on one subject. Switch it up, even if it’s only for a couple of minutes.

5. Start major projects and paper long before the due date.

6. Prioritize activities. Leave some room in your schedule for unexpected assignments or activities.

7. Eat well-balanced meals.

8. Make sure you allow for exercise and recreational activities.

9. Get enough sleep so that you may function at your highest level.

10. Stick to your established study schedule.
Test Taking

Getting Started:
- Flip chart or 2 large pieces of paper will be needed.
- Have markers available for each group.

The Workshop:
- Begin with having each member take the Test-Taking Skills Assessment.
- Once chapter members have completed the assessment begin a discussion with them about their answers.
- Break chapter members down into groups of 7-10 people. Have them discuss strategies that they personally use when preparing for different types of exams.
- When groups are finished have each group share ideas with the rest of the chapter members and write answers down on the flipchart.
- Hand out and go over the Test-Taking Strategies handout.

Test-Taking Assessment

Please place a check for all of the questions listed below that apply to you. Be totally honest with yourself.

____ I begin studying for a test at least five days in advance.
____ I make a list of the questions I think the professor may ask.
____ I find out the format of the test in advance.
____ I make written notes as I read material in the textbook.
____ I talk with the professor about material I may not completely understand.
____ I answer easier questions first, then go back and complete more difficult ones.
____ I read each question at least twice before answering.
____ If I don’t know the exact date when answering a question, I write down a reasonable time frame.
____ I jot down pertinent facts before I begin formulating my answer to an essay question.
____ I always read the directions to the test carefully and make sure to follow them.
____ I proofread my answers before turning in the test.
____ I underline key words in the question so I will be sure to follow the instructions.
____ I get plenty of rest and eat a balanced meal before a test.
____ I try to arrive early for a test.
____ I use all of the allotted time for a test and pace myself using extra time to review my answers.
Test-Taking Strategies

Before Test Day:

• Attend every class.
• Find out the format of the test in advance.
• Start studying 5-7 days prior to the exam by reviewing notes and material.
• Make a list of questions the professor might ask.

On the Day of the Test:

• Read every question/problem first, and then tackle the more difficult ones.
• Ask for interpretation if you do not understand a question.
• Pace yourself, use all of the allotted time.
• Review your exam before submitting.

True/False Questions:

• True/False questions are usually based on patterns of “describing relationships”. Both parts are usually true, but the statement is made false by over and underestimating the modifiers.
• Example: “some”, “most”, “all”, etc.
• Pay attention to words such as not, none, never, negatively, rarely, worst, universally, always, every, all most, many, some, sometimes, little, more, equal, less, often, usually, few, seldom, good, and bad. These words change the meaning of statements and are often ignored.
• There is a tendency for extremely positive or negative statements to be false and well qualifies statements to be true.
• If one clause of a statement is false, then the entire statement is false.

Essay Questions:

• Read all questions before beginning. Answer the easiest ones first.
• Follow directions: compare/contrast, explain, list, describe, discuss, etc.
• Budget your time.
• After reading the question outline the points you want to make in the margin.
• Divide the answer into three parts: short introduction, main body, and conclusion.
• Use examples and facts to support your main point or position.
• Use correct grammar and spelling and write legibly.
• Proofread each answer. Leave space between answers so you can add new ideas or additional thoughts after the final answer.
A Special Thanks To…

Academic Development Program, Alpha Omicron Pi Fraternity.

Eric Norman, Director of Fraternity and Sorority Life, Virginia Polytechnic University. We are all about scholastics…we have mandatory study hall. Presented at the SEIFC Annual Conference, February, 2005, Atlanta, GA.

MCGA Monograph: Scholarship, Mid-American Greek Council Association.

Phi Mu Academic Achievement Manual, Phi Mu Fraternity.

The Scholarship Manual of Beta Theta Pi, Beta Theta Pi Fraternity.

The Scholarship Manual of Indiana University Office of Greek Life