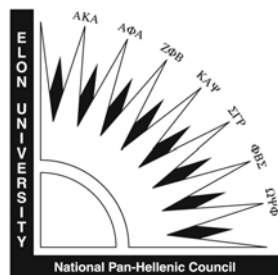




# Chapter President Manual – Scholarship



## **GRADE THE CHAPTER SCHOLARSHIP PROGRAM**

The purpose of this quiz is to allow members to assess the chapter scholarship program.

Scoring Key:	Always=	5 points
	Frequently=	4 points
	Occasionally=	3 points
	Rarely=	2 points
	Never=	0 points

Total all grades given by members on each question. Low scores indicate weaknesses in the scholarship program. Give the quiz again at a later date to determine if improvement has taken place.

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### **Does each woman/man understand her/his scholastic responsibility?**

- Does she/he attend all classes?
- Does she/he budget her/his time so studying is completed before engaging in social activities?
- Does she/he seek academic assistance when needed?
- Does she/he think grades are important for success in college?
- Does she/he understand chapter bylaws and policies pertaining to scholarship?

### **Does each woman/man set a personal GPA goal?**

- Does she/he determine her/his goal each term by setting a goal for each course taken?
- Does she/he write it down for the scholarship chair to keep?
- Does she/he write it down for herself/himself?
- Does she/he review progress toward the goal frequently?
- Can she/he explain what must be done in order to achieve the goal?

### **Does the Scholarship Committee do the following?**

- Determine a chapter GPA goal based on individual goals?
- Periodically check with each woman/man on progress toward her/his goal?
- Regularly review progress toward the chapter goal with the chapter members?
- Provide a program of incentive and reward for success?
- Establish support systems to assist women/men who are falling short of their goals?
- Actively participate in the new member program?
- Provide for the presentation of programs to assist in the development of good study skills?
- Participate in the development of the chapter calendar to ensure that it is not so overcrowded with activities that there is little time left for studying?

### **Is scholarship considered in membership selection?**

- Is consideration given to a potential new member's high school or university academic record?
- Is a minimum high school or university GPA required for membership consideration?
- Is scholarship advancement stressed during the recruitment process?

### **Are appropriate systems in operation to encourage scholarship?**

- Are there study hours in the house?
- Are study hours actually quiet times?
- Do members know of resources available to them for help: advisors, professors, counselors, study skills centers, tutors, etc.?
- Are programs on cultural and intellectual enrichment presented to the chapter on a regular basis?
- Does each room have adequate lighting and electrical outlets for computer equipment?
- Is there a limitation of social privileges when scholarship is unsatisfactory?

**Adapted from a Chi Omega Fraternity Handout**

## Improving Scholastic Motivation

(This is a good 15-minute workshop for the entire chapter)

Motivation or its lack is a key factor in determining success or failure. Many of those who fail to complete college failed because they did not have sufficient motivation. What is motivation? Motivation can be defined as the moving force that provides us with the push to accomplish what we set out to do. No one really knows why some people are motivated and others are not. It really boils down to a personal decision for each of us. For example, what are your reasons for going to college?

1. Is it primarily because your parents want you to?
2. Is it because your friends are going?
3. For sports?
4. For social life?
5. To pursue a career?

If you are unable to verbalize a very definite goal, the chances are your level of scholastic motivation is low. It is much easier to develop motivation when you have clearly-defined goals you want to reach. Are you sufficiently mature to handle college? Have you ever noticed that older students, maybe someone married who comes back to school after a few years, seem to do well? They do well because they have a realistic, mature attitude and probably clearly defined goals, which lead to strong motivation to succeed.

What can you do to increase your personal scholastic motivation?

1. Make a realistic evaluation of your own strengths and weaknesses.
2. Think through why you are going to college and try to develop some realistic and meaningful reasons for spending four or five years of your life doing the things required to obtain a college degree.
3. Think through what you would like to be doing after college graduation and try to make some realistic occupational and educational goals for yourself.
4. Try to correlate your course work with your occupational plans.
5. Get to know others who share your educational occupational plans.
6. At the beginning of each semester set short-term educational goals for yourself. Decide realistically what grade point average you will attain and work toward that goal.
7. Success builds on itself. Try to keep a record of your growth. It's amazing how doing well will help to give you the motivation you are looking for.
8. Recognize that it requires a mature, responsible person with self-discipline to be successful.

### **Scholarship Chairman Checklist**

Have you set goals and objectives for the chapter's scholastic program?

Do you utilize a scholarship committee?

Does the chapter have an active faculty advisor?

Do you meet with the advisor on a regular basis to obtain ideas for the scholarship program?

Does the chapter maintain a GPA equal to or above the all-men's or all-women's GPA?

Is there a system of quiet hours at the chapter house?

Is there sufficient technological support for members' needs?

Is the chapter house complete with the residence halls in technological support and access to the internet?

Do you work with the new member educator in the development of a scholarship program for the new members?

Do the new members have sufficient time for their studies?

Have you set up a tutoring system for the chapter?

Do you make use of the college resources in the areas of counseling and academic assistance?

Does the chapter provide recognition for outstanding scholarship?

Has the chapter applied for all scholarships and awards available from its national headquarters?

Do you make use of the printed resources and speakers available through the Greek Affairs office?

**Course Information Form**

Course: \_\_\_\_\_

Instructor: \_\_\_\_\_

Text: \_\_\_\_\_

Was (were) the book(s) required \_\_\_ or optional \_\_\_?

Assignments:

Exams	<u>Type</u>	<u>Dates</u>	<u>Percentage of Grade</u>
_____	Quizzes	_____	_____
_____	Mid-term	_____	_____
_____	Final	_____	_____

Labs	<u>When</u>	<u>Tests</u>	<u>Requirements</u>	<u>Percentage of Grade</u>
Final Project	_____		Due _____	Percentage of Grade _____
Term Paper	_____		Due _____	Percentage of Grade _____

Grading

\_\_\_\_\_ % tests, lecture      \_\_\_\_\_ % tests, lab      \_\_\_\_\_ % projects  
 \_\_\_\_\_ % papers      \_\_\_\_\_ % final exam

Record all of the key dates for exams, tests, quizzes, papers, etc. on your term calendar. These exam, papers, tests, etc. will be high priority tasks for the term. Like many high priority tasks, they have a high value when you complete them, but tend to be complex, time-consuming and/or frustrating.

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## Faculty Survey

Student Name: \_\_\_\_\_ Faculty Member Name: \_\_\_\_\_

Major: \_\_\_\_\_ Year In School: \_\_\_\_\_

What classes have you had with the professor? Please list the course names and numbers:

Comment on the following areas:

Lectures:

Discussions:

Availability (outside of the classroom):

Rapport with Students:

Test Procedures and Expectations:

Paper Format and Expectation

Reading Expectations:

Answer completely and honestly about any faculty members you believe you know well.

Adapted from a Chi Omega Fraternity Handout

## **SCHOLARSHIP PROGRAMMING IDEAS**

### **Scholarship in Chapter Meetings**

1. Sit in scholastic order once a month
2. Give reminders of final course drop dates, early registration, and other related announcements
3. Make weekly announcements of cultural, educational, and career opportunities on campus and in the community
4. Announce job offers, admission into graduate schools, Who's Who, Mortar Board, Phi Beta Kappa, honoraries (sneak into the chapter room early and decorate the member's chair with balloons and streamers)

### **Scholarship in Rush**

5. Display your scholarship trophies
6. Display graphs of chapter scholastic progress
7. Display bulletin boards with scholastic information
8. Emphasize the importance of academic success with potential new member

## **Scholarship Committee**

(Should be an on-going chapter committee...with a budget!!)

### **Scholarship Chair**

### **Freshman Class Representative Representative**

### **Junior Class Representative Representative\***

### **Alumna/Alumnus Scholarship Advisor (appointed by the Alumna/Alumnus Advisor)**

### **New Member Educator**

### **Sophomore Class**

### **Senior Class**

### **Faculty Advisor**

## **DUTIES OF THE CHAPTER SCHOLARSHIP COMMITTEE**

To assist the scholarship chair in carrying out his/her responsibilities, a scholarship committee, as outlined above, should be established. The New Member Educator should be included in this committee in order to keep new member scholarship from becoming a chapter problem. This committee should develop programs and policies that pertain to scholarship and recommend them to the chapter for adoption. This committee should be the motivating force to see that these programs, if adopted, are successfully implemented with the chapter. The scholarship committee should be delegated the following responsibilities:

1. Establish its goals for the term and/or the academic year and present them to the chapter for adoption.
2. Evaluate existing scholarship programs and recommend any necessary modifications or improvements.
3. Assist the New Member Educator in developing a program for these new members with extensive use of the Mother-Daughter/Big Sis-Little Sis/Father-Son/Big Brother-Little Brother program.
4. Interview all members with scholastic difficulty, assess their academic progress, analyze their problems, and offer suggestions for improvement.
  - Be acquainted with all services offered by the university to which individuals in need of assistance may be referred.
5. Assist the recruitment committee in evaluating the academic potential of potential new members.
6. Assist the chapter officers in establishing and maintaining regulations pertinent to the maintenance of appropriate study conditions in the house (i.e., quiet hours).
7. Assist chapter officers in developing the chapter calendar (social and otherwise) to include scholastic reminders, and to be scholarship-conscious.
8. Establish a tutoring committee within the chapter to link those who need assistance with those willing to help.
9. Encourage a healthy chapter attitude toward scholastic achievement and counsel the chapter on all matters relative to academic development.
10. Plan and present programs with an educational value.
11. Develop a scholastic awards program for the entire chapter.

\*You may not need a Junior or Senior Class Representative depending on what classes the Scholarship Chair and the New Member Educator represent.

**If the chapter is larger, however, we recommend you keep all of these members.**