



Delta Sigma Pi

CHAPTER OPERATIONS MANUAL: Guide to Academic Excellence

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**Delta Sigma Pi Fraternity
Central Office
330 South Campus Avenue
Oxford, OH 45056
513-523-1907
www.dsp.org
centraloffice@dsp.org**

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Introduction

The Delta Sigma Pi National Scholastic Development & Awards Committee developed this resource for Deltasigs as they seek to encourage academic achievement. It was created as a tool for helping our Fraternity brothers fulfill their academic potential and live up to the scholastic ideal stated in the purpose of Delta Sigma Pi:

"Delta Sigma Pi is a professional fraternity organized to foster the study of business in universities; to encourage scholarship, social activity and the association of students for their mutual advancement by research and practice; to promote closer affiliation between the commercial world and students of commerce, and to further a higher standard of commercial ethics and culture and the civic and commercial welfare of the community."

Through effective programming and recognition, Delta Sigma Pi can establish a culture within the fraternal community that demonstrates a sincere commitment to academic excellence. Delta Sigma Pi must make the VPSA and their committee an important and integral part of its programming. The VPSA is a vital part of the Delta Sigma Pi leadership team.

Educating Fraternity brothers on the academic goals of Delta Sigma Pi will result in success for individual members and their chapters and create positive public relations in the greater university community.

Delta Sigma Pi's scholarship program should not replace a chapter's academic programming. Rather, its academic initiatives should complement what chapters do with broader programming that will be beneficial to all members.

Use this resource to implement an effective program on your campus. Select the items that best meet the needs of your members. Be creative! Tailor the program to your chapter and your university. We wish you great success.

- Delta Sigma Pi Scholastic Development & Awards Committee

Academic Achievement Recognition in Delta Sigma Pi

Academic Achievement Award

Each year, Delta Sigma Pi recognizes chapters for the most outstanding academic achievement award. Requirements for this award may be found in the Delta Sigma Pi "Awards & Recognition Guide"

Recognition in *The DELTASIG* Magazine

Students may submit their individual academic honors and awards to the Central Office for publication in *The DELTASIG*.

Delta Sigma Pi Leadership Foundation Scholarships

Several scholarships are available from the Delta Sigma Pi Leadership Foundation, which are available to both graduate and undergraduate brothers of the Fraternity. More information is available at dsp.org.

Section I: College

Goals and Expectations of College Academic Programming

- Make academic programming an integral part of the master calendar.
- Select an enthusiastic VP - Scholarship & Awards who is a good academic role model.
- Meet regularly with the chapter scholarship committee to determine an effective strategy to support brothers in their academic achievement.
- Evaluate previous academic programming for effectiveness as you plan future events and initiatives.
- Compare the Delta Sigma Pi average with other organizations' averages in the College of Business for the past two years.
- Develop a comprehensive scholarship plan for promoting academic excellence within the fraternal community and College of Business that communicates Delta Sigma Pi's commitment to intellectual development in the university community.
- Establish realistic and measurable goals.
- Develop meaningful ways to recognize the outstanding academic achievements of individuals and chapters.

The Role of the Executive Committee

- To guard against over-programming, especially during midterms and seven to 10 days before final exams
- To serve as role models concerning academic attitudes and academic achievement in the chapter
- To recruit administration and faculty advocates for the chapter
- To promote the academic success of the chapter and business school within the greater university

The Role of the VPSA

Include these duties (as relevant to your campus) in the VPSA's list of responsibilities as stated in your bylaws:

- To create a climate in which there is a constant presence and appreciation of academic excellence
- To monitor the academic standing of the business school and its individual organizations and report at the meetings
- To ensure that your chapter is well above the college of business average
- To chair the chapter Scholastic Development and Awards Committee
- To communicate with other VPSA's in the region
- To communicate with Regional/Provincial/National Scholastic Development and Awards Committee Members & Chairs
- To build strong faculty relationships and implement faculty appreciation programs
- To recognize chapter scholars and outstanding and/or improved chapter scholarship
- To apply for Delta Sigma Pi awards pertaining to academic excellence
- To assist the chapter in recruiting chapter faculty advisors
- To promote application for scholarships from the Delta Sigma Pi Leadership Foundation
- To keep the chapter informed of university academic deadlines and applications for scholarships, study abroad opportunities and honor societies.
- To plan workshops to promote time management and the transition to college-level work and study skills such as listening, note-taking, exam preparation strategies, and test-taking.
- To encourage the chapter to develop academic peer mentors within the chapter; these members will meet periodically with others who have similar interests, majors and career goals and offer advice about

classes and other academic information. If the chapter is enthusiastic about this idea, it could expand to an academic mentor program.

Sample Scholarship Committee Timeline

August/September meeting agenda

- Submit notice of any brothers who graduated in spring or summer with honors or received scholarships to the Central Office for publication in *The DELTASIG*.
- Begin meeting with a team-building activity so everyone gets to know each other and feels comfortable in future discussions.
- Evaluate any previous scholarship programming: Did people like it? Was it effective and well attended? What changes need to be made?
- Discuss goals for the term.
- Set the date for scholarship recognition events and begin putting other academic-related events on the calendar.
- Discuss the scholarship budget, and work with the VP-Finance on it.
- Give the university master academic calendar to the Scholarship Committee.
- Review university policies related to academics and Fraternity members (if applicable).
- Brainstorm incentives for academic performance.

October meeting agenda

- Report scholastic development events to the Central Office.
- Attend LEAD events and meet other chapter VPSAs and your regional and provincial SDAC chairs. Communicate your chapter's challenges and successes with Scholastic Development.

November/December meeting agenda

- Evaluate fall academic programming and goals accomplished.
- Plan motivational event/surprise around finals.
- Have transition meeting with new VPSA.
- Advise on honor societies and scholarship deadlines.
- Prepare for finals.

January meeting agenda

- Begin meeting with a team-building activity so everyone gets to know each other and feels comfortable in future discussions.
- Evaluate any previous scholarship programming. Did people like it? Was it effective and well attended? What changes need to be made?
- Discuss goals for the term.
- Set a date for scholarship recognition events and begin planning.
- Discuss the scholarship budget and work with the VP-Finance on it.
- Submit notice of any brothers who graduated in the fall with honors or received scholarships to the Central Office for publication in *The DELTASIG*.

February meeting agenda

- Continue planning scholarship recognition events.
- Share successful chapter scholarship ideas.
- Strategize on ways to recruit scholars.

- Brainstorm ways to obtain positive PR from scholarship or by showcasing exemplary scholars.
- Evaluate progress on goals.
- Publicize Delta Sigma Pi Leadership Foundation Scholarships; encourage brothers to begin application process
- Attend your Provincial Conference and meet other chapter VPSAs and your regional and provincial SDAC chairs. Communicate your chapter's challenges and successes with Scholastic Development.

March meeting agenda

- Finish planning scholarship events
- Discuss ways to show faculty appreciation.
- Publicize honor societies, scholarships, internships, grants and special programs.

April/May meeting agenda

- Plan motivational program for finals.
- Plan a surprise appreciation for the Scholarship Committee.
- Recognize outstanding graduating seniors.
- Evaluate progress on goals.
- Prepare for finals.

College Academic Calendar

Be sure to include these dates on academic calendars that your college/university provides:

- Date classes begin and end
- Last day to register without a penalty
- Last day to drop/add a class
- Last day to apply for graduation
- Campus holidays and vacation periods
- Final exam periods
- Last day to withdraw from classes without an academic grade
- Last day to remove incompletes from the previous term
- Last day to submit honor thesis
- Commencement
- All major campus events (football, Homecoming, Parents Weekend, important dates that affect the chapter and college of business)

Planning a Scholarship Recognition Event

- Be creative. Incorporate the event into a meeting if funds are limited.
- Schedule the event on the chapter calendar early and budget for it.
- Select a festive and elegant location.
- Send invitations early. University officials need four to six weeks' notice. Invite all chapter members, your chapter faculty advisors, the vice president for student affairs, parents, local alumni chapter members, and Fraternity officials (DD, RVP, PVP, etc)... this is a wonderful opportunity to showcase your chapter.
- Use printed invitations—even laser-printed on colorful stationery. Sample wording:

*In enthusiastic recognition of Delta Sigma Pi Scholastic Achievement
You are invited to attend
A special scholarship event
[Day, time]
[Location]
RSVP to [name] by [date]*

- Request an RSVP and keep track of responses.
- Prepare nametags for all attendees or have nametags for attendees to fill out and wear.
- Assign hosts and/or hostesses for university administration and faculty members who are attending.
- Plan an appropriate menu within your budget.
- Arrange for a guest speaker and confirm the date, time and how long you would like him/her to speak. Get the speaker's biography for introduction.
- Confirm food arrangements; prepare award certificates or purchase plaques.
- Plan the order of the program and who is speaking. Script comments, if desired, including introduction of guests, speaker's bio and thanks:
 1. Welcome (include purpose of event and accomplishments of the chapter)
 2. Introduce special guests: university administration, faculty, Fraternity officials
 3. Introduce speaker
 4. Speaker
 5. Thank speaker
 6. Present awards
 7. Concluding comments
- Arrive early to make sure room is set up, and set out nametags, awards, etc.
- Greet your guests and spread the Deltaspirit! You've planned a great event.

Chapter Faculty Advisors

A chapter advisor can provide a vital link between students and faculty, bridging the gap between classroom and out-of-classroom activities. Delta Sigma Pi requires all chapters to have a chapter advisor. This relationship is entirely open and does not require that the faculty member be a member of Delta Sigma Pi.

Roles and responsibilities a faculty advisor may undertake:

- Meet at least once a term with the VPSA and/or the chapter president to talk about the chapter's academic program and its goals, and offer suggestions to strengthen the role of academics in the chapter
- Attend a chapter meeting to meet the members/new members and talk to them about academics, faculty expectations and the transition to college-level work
- Meet confidentially with members at academic risk to help them develop an individual plan to improve their GPA and progress toward their degrees
- Suggest other faculty members who would be appropriate speakers at chapter events or the scholarship recognition event
- Write recommendations (as possible) for chapter members for graduate school, internships, scholarships, study abroad opportunities, etc.
- Serve as an ambassador for the Fraternity within the university community
- Serve as a sounding board for new ideas and initiatives
- Function as needed or desired with the community

The rewards of being a faculty advisor are sometimes intangible. There is the satisfaction of knowing that he or she has helped individuals achieve their potential, an increase in the awareness of what the college student deals with on a daily basis outside the classroom, and an opportunity to instill a greater love of intellectual development as a lifetime habit.

Q&A: Establishing Good Faculty Relationships

Q. What should I call my professor?

A. The professor will tell you. Make sure that you address someone who has earned a Ph.D. or an Ed.D. as "doctor" or "professor." Customs differ at different institutions.

Q. What do I need to know about the professor of each class?

A. Know office location, hours, phone number, office fax, professor's email, how the course will be graded, dates of tests/papers due, etc. Be sure that you have a copy of the syllabus/course reader from the first day of class.

Q. Why should I try to get to know at least one or two professors well?

A. Knowing several professors well, and more important, having them know you well, is invaluable if you need recommendations for internships, scholarships, study abroad opportunities, graduate or professional school, or jobs. This is true whether you attend a commuter campus, research university or residential campus or take courses online.

Q. When is it important to speak with a professor and/or TA?

A. Talk to the instructor as soon as you find yourself confused or lost in your class work or reading or before you miss a class or need to make arrangements to make up missed work (such as for an excused absence). Also consult your professor if you need additional time to complete an assignment because of an illness or a death in your family. Be sure to request any time you might need well in advance (out-of-town wedding, attending a leadership conference, etc.). If you make an appointment and then find that you're going to be late or need to cancel, it is important and courteous to give the instructor as much advance notice as you can. The professor's time is valuable, and he/she may have family obligations and be making special arrangements just to meet with you.

Q. Is it OK to miss class?

A. No. Even if the professor says you do not have to attend class, he/she is likely to notice your absence, and it could affect your final grade. Would you give the benefit of the doubt to someone who had missed a lot of class sessions?

Q. How can I indicate my interest in a course to the professor?

A. Sit near the front and participate in class discussions. Introduce yourself to the professor/TA or tell the professor or TA that you enjoyed the lecture. Look attentive at all times. Be on time. Turn in all assignments on time. Drop by during office hours to discuss the readings, case studies or thoughts on the lectures.

A final word: Professors are in institutions of higher learning because they like to guide students and are lifelong learners. Each can become a mentor to you in some way. Take advantage of their experiences and knowledge to enrich your college years and career opportunities.

Section II: Collegiate Chapters

Myths About Scholarship

Myth: Scholarship applies only to developing study skills and high grades.

Reality: Intellectual development includes all cultural, practical, recreational, political and social aspects of life. It is an exciting personal lifelong journey.

Myth: Now that we are in college, we don't need academic supervision.

Reality: Matriculating into college is not the same as receiving a college degree. The opportunity to reach your potential intellectually is in its early stages. Look at your institution's graduation rate. It's probably not as high as you think. While even the Ivy League has a six-year graduation rate in the 90 percent range, that means that 10 percent of the most talented scholars do not complete their degrees. Being a member of a fraternal organization increases your probability of graduating from this institution because of the support your chapter and the fraternity community can provide for you.

Myth: My grades are my own business; why does the chapter want to monitor them?

Reality: You are always wearing our Fraternity letters. Everything you do reflects on our Fraternity's name. The chapter GPA is composed of all members. Your performance as a chapter is measured as a group and compared with the other chapters in Delta Sigma Pi and other groups at your university. Most important, each chapter is interested in its members and eager to assist them as needed academically and in others ways.

Myth: Our chapter has over a 3.0 GPA but is below the college of business average. This is good enough.

Reality: All chapters should strive to achieve a GPA that is higher, not lower than the college of business average. A chapter's scholarship should be higher than average. Having a higher GPA than the college of business average is a good recruitment tool. It tells business students who are not members that their chances for academic success are greater if they join Delta Sigma Pi.

Your Chapter Academic Profile

Below are important statistics to know to compare your chapter's academic achievement with peers at your institution:

- Your chapter's grade point average
- The all-university average
- The college of business average
- Peer comparisons by class level (predominantly for new member comparisons)
- All freshmen averages compared with college of business freshmen's average
- Others class levels as above and the trend line for the chapter and chapter members
- Does it go up or down?
- Does the gap get bigger/smaller between the business organizations and the comparative peers?
- Is the gap positive or negative for business organizations compared with their unaffiliated peers?

Academic Achievement Programming Ideas

- Meet with VPSAs from other chapters and share ideas.
- Ask scholarship officers from other student organizations within the college of business or other organizations on campus to describe their most effective programs.
- Discuss with your chapter what they could do to improve by .1 or more from one term to the next. Reward members that improve .1 or more after taking the challenge.

Your Chapter's Academic Program

1	Is the academic priority emphasized to new members?	<input type="radio"/> Yes <input type="radio"/> No
2	Is there a reinforcement of academic achievement throughout the term?	<input type="radio"/> Yes <input type="radio"/> No
3	Does your chapter have written academic goals?	<input type="radio"/> Yes <input type="radio"/> No
4	Were they adopted by chapter vote?	<input type="radio"/> Yes <input type="radio"/> No
5	Are they posted?	<input type="radio"/> Yes <input type="radio"/> No
6	Does each member set academic goals too?	<input type="radio"/> Yes <input type="radio"/> No
7	Are those goals turned in to the VPSA?	<input type="radio"/> Yes <input type="radio"/> No
8	Are they reviewed periodically throughout the term?	<input type="radio"/> Yes <input type="radio"/> No
9	Is the VPSA a respected leadership position? Is it part of your executive committee? Is there a well defined job description?	<input type="radio"/> Yes <input type="radio"/> No
10	Is there a Scholarship Committee? Does it have a well defined job description?	<input type="radio"/> Yes <input type="radio"/> No
11	Does your chapter use your national academic manual or resources?	<input type="radio"/> Yes <input type="radio"/> No
12	Does the VPSA communicate with SDAC chairs at least once per semester?	<input type="radio"/> Yes <input type="radio"/> No
13	Do you have a system of recognizing/rewarding those who do well in your chapter?	<input type="radio"/> Yes <input type="radio"/> No
14	Do you have a system of feedback and support for those who are below academic expectations?	<input type="radio"/> Yes <input type="radio"/> No
15	Is there any sort of competition? Are the awards/ recognitions valued?	<input type="radio"/> Yes <input type="radio"/> No
16	Is the environment conducive to study/learning? Is intellectual curiosity encouraged? Are there group study hours or a designated study area?	<input type="radio"/> Yes <input type="radio"/> No
17	Are grades checked as part of the recruitment process?	<input type="radio"/> Yes <input type="radio"/> No
18	Are faculty relationships cultivated?	<input type="radio"/> Yes <input type="radio"/> No
19	Is there an event to recognize academic achievement?	<input type="radio"/> Yes <input type="radio"/> No
20	Are tutors available?	<input type="radio"/> Yes <input type="radio"/> No
21	Is there little to no chapter programming during the weeks of midterms and just before final exams?	<input type="radio"/> Yes <input type="radio"/> No
22	Are at-risk members given special monitoring?	<input type="radio"/> Yes <input type="radio"/> No
23	Do members talk about their classes/professors with one another?	<input type="radio"/> Yes <input type="radio"/> No

How did you score? Count how many “Yes” responses you gave to the questions.

Fewer than 10: Select ways to improve your programming by reviewing your responses. Start with easy steps.

11-15: You are on the way to better academic achievement. Review the areas where you did not answer 'Yes', and add the ones that are relevant to your chapter.

16-20: You have a strong academic program, but think through what could make it better and add those ideas/events.

21-25: Congratulations! Your chapter is covering the bases and should have strong academic achievement.

Members at Risk: Warning Signs of Low Scholarship

Group causes of low scholarship

- Chapter members are overscheduled; beware of this for officers too.
- Scholarship is not a priority in membership selection.
- Scholarship is not a priority in new member programming.

What to do:

- Monitor trend line of individual and group academic performance.
- Make your Scholarship Committee important; give it a larger budget. Put the VPSA on your executive committee if they aren't already.
- Give academic achievement a larger presence in your chapter; provide incentives for improvement.
- Make adjustments to chapter programming and monitor members who have a decline in their performance or are below academic expectations.
- Enforce academic monitoring and restrictions.
- Develop more member-to-member mentoring.
- Get your new members off to a strong academic start with high expectations.
- Develop more faculty relationships with your chapter; for example, arrange for a chapter faculty advisor.

Individual causes of low scholarship

- Lack of basic study skills needed to make the transition from high school to college-level work
- Lack of motivation
- Lack of clear goals
- Poor study skills or time management skills
- Overwhelming coursework
- Poor or negative attitude
- Unhealthy personal habits, such as lack of sleep or unhealthy eating
- Lack of exercise/fitness
- Learning disability
- Poor choices and prioritization

Note: All institutions that receive federal grants are required to provide accommodations for all students with certified learning disabilities. Make sure your members take advantage of the campus learning center support program.

What to do:

- Be good brothers and help members maximize their potential.
- Monitor throughout the term, beginning in the first weeks of the semester.
- Know your institution's policies for freshman forgiveness.
- Advise members of deadlines to drop classes with a withdrawal or change from credit to audit, pass/no pass.
- Know the influence of alcohol/partying on member academic achievement.
- Emphasize going to every class and knowing the professors.

Potential Causes of Low Chapter Scholarship

A chapter's scholarship and the chapter grade point average should always be measured against the business school average at your university. When a chapter's average is above the business school average, then your chapter is keeping the ideals stated in the Purpose. If your chapter's average is below the business school average at your institution, then it is time to analyze the causes and develop a plan to improve the academic performance of chapter members.

Low individual scholarship in college is usually caused by one or more of these factors:

- Lack of motivation and incentive
- Poor time management skills
- Setting unrealistic priorities
- Lack of basic study skills required in college-level work
- Poor physical and/or mental health
- Interference from outside sources: social life, economic pressures, family responsibilities
- Lack of writing skills and / or oral communication skills
- Inadequate preparation for course work
- Insufficient ability to undertake college-level work

Low chapter scholarship may be caused by one or more of these factors:

- An apathetic attitude about individual and/or collective academic achievement on the part of the chapter
- Lack of adequate study planning facilities and/or respect for study group hours
- Lack of scholarship consideration in selecting new members
- Overemphasis on others activities
- Over-programming, especially during weeks of midterms and immediately before finals
- Poor VPSA/committee effectiveness
- Lack of programming and incentives related to enhancing academic performance

Academic Levels of Development

Consider the needs of different class levels in your chapter when planning your programming.

Freshmen are excited, enthusiastic and eager. They need to:

- Learn to prioritize time and activities.
- Find a mentor.
- Identify goals in each class.
- Begin to take responsibility for decisions and actions.

Sophomores may have lost some of their enthusiasm and become complacent. They need to:

- Begin to identify course interests and career paths.
- Take on leadership roles.
- Become accountable for decisions and actions.
- Think about internships and study abroad opportunities or others special programs.

Juniors may have determined their course of study/career path. They need to:

- Set clear expectations of themselves.
- Take on more challenging leadership roles.
- Have an internship related to their interests/major/career.
- Become familiar with the services of the career placement center and pre-professional organizations.
- Make professional contacts in their chosen field.

Seniors are focusing on their life after college. They need to:

- Make sure they have completed requirements for graduation.
- Use all of the resources of the career placement center.
- Prepare and practice their interviewing skills.
- Serve as a role model for all members.
- Prepare for a job search or graduate/professional school.
- Learn the process for evaluating the right fit for a job.
- Celebrate a life goal achieved: graduation!

Does your academic program encompass all of these needs in some way?

University and Business Honor Societies

Your university and college of business may have a number of academic and professional honor societies.

The VPSA should announce the application due dates and eligibility requirements for university-wide honor societies such as Alpha Chi, Phi Kappa Phi, Omicron Delta Kappa, etc. The honor societies listed below are some that have been established specifically for students of Business.

Beta Gamma Sigma: Students in their junior or senior year ranking in the top ten percent (10%) of their class at Colleges of Business accredited by the Association to Advance Collegiate Schools of Business (AACSB)

Beta Gamma Sigma, Inc.
125 Weldon Parkway
Maryland Heights, MO 63043
(314) 432-5650
www.betagammasigma.org

Delta Mu Delta: Must be registered in the business program at a school with a Delta Mu Delta Chapter; must have completed one-half of the required degree course-work; must be in the top 20 percent of their class; must have 24 hours residency at the school. Have a cumulative GPA of 2.5 above a "B" or better to comply with the above.

Delta Mu Delta Honor Society
9217 Broadway Ave
Brookfield IL 60513-1251
(866) 789-7067
www.deltamudelta.org

Sigma Beta Delta: Candidates for bachelor's and master's degrees who rank in the upper 20% of their class at the time of invitation to membership may be inducted into membership following completion of at least one half of the degree program in which they enrolled. Undergraduates may be inducted as early as their junior year.

Sigma Beta Delta
P.O. Box 210570
St. Louis, MO 63121-0570
(888) SBD-7181
www.sigmabetadelta.org

All-University Honor Societies

(Check your campus listing for contact information.)

Alpha Chi: Students in top 10% of their class

Phi Kappa Phi: Membership is by invitation only at a campus with an established chapter and is restricted to students ranked scholastically in the top of their class, regardless of field of study: the top 7.5 percent of second-semester university juniors and the top 10 percent of seniors and graduate students

Section III: New Members

New Members Need Special Attention

It is important to foster an appreciation for academic excellence in your new members, because they are the future of your chapter and your community. We want new members to excel and persist in college (and your chapter) to graduation. Help them prepare for solid careers (although that seems far off during their first semester of membership).

Always remember that Delta Sigma Pi is part of an academic community first and foremost and will remain welcomed when our academic achievement levels launch students to greater scholastic success.

Keep these points in mind when discussing academic expectations with new members:

- Describe the intellectual aims of our founders, which are also foremost in the Purpose.
- Introduce new members to the academic expectations of membership and the support systems in place for members.
- Describe the academic officer/committee roles and the academic programs provided by the chapter and Delta Sigma Pi.
- Explain the academic recognitions given by the chapter and Delta Sigma Pi.
- Discuss the myths of academic performance in college.
- Introduce the academic resources available on campus.
- Advise them to develop personal written academic goals for the term.

Here are several suggested questions for discussion with new members about academic expectations (to be done as small groups or as a large-group activity, depending on the size of the new member classes):

- Why did you come to college?
- What are your personal goals?
- Is scholarship a high priority for you?
- Why is academic excellence important to you? To our chapter? To Delta Sigma Pi?
- What is your understanding of academic integrity? Why is it important to practice academic integrity? What can happen if you don't practice it?
- What can our chapter/Delta Sigma Pi do to foster high achievement for you?
- How can members support each other's academic excellence?

New Member (or Chapter) Workshops

Possible discussion topics include:

Academic Myths About Scholarship

Myth: Scholarship applies only to developing study skills and high grades.

Reality: Intellectual development includes all cultural, practical, recreational, and social aspects of life.

Myth: Now that I am enrolled in college, I don't need academic supervision.

Reality: The opportunity to reach one's potential intellectually is just beginning. College is not a dress rehearsal.

Myth: My grades are my own business. Why would my chapter and/or Delta Sigma Pi be concerned about my GPA?

Reality: Many chapters require a certain GPA to join and encourage members to stay above that GPA.

Myth: Our chapter has over a 3.0 GPA but is below the business school average. This is good enough.

Reality: A chapter's scholarship should be higher than the business school average, because belonging to Delta Sigma Pi should represent a higher standard.

Academic Resources Available on Campus

- Library hours and how to use them
- Tutorials available at your institution
- Writing and foreign language labs available at your institution
- Counseling center focus groups on scholastic topics and stress management
- Learning skills workshops given by the learning support offices
- Accommodations for students with documented learning disabilities
- How to drop and add classes or take classes for credit/ audit
- How to talk with faculty

Effective Time Management

- Be flexible. Don't let the schedule run you; take control.
- Know your most productive hours, and use them.
- Accomplish a prioritized goal.
- Break down large, overwhelming goals into many small attainable tasks in the time you have available.
- Carry a pocket calendar/date book/Blackberry/laptop, and note semester dates for your tests and papers.
- Make lists of things to do, and check them off as accomplished.
- Make lists of short-term and long-term goals, and set time limits to complete them.
- Finish one task at a time, and do unpleasant ones first.
- Set aside a time daily for planning and for studying.
- Try to handle paper just once.
- Be neat; all jobs will be easier.
- Set aside one time each day to make phone calls and send / reply to e-mail.
- Set deadlines for yourself and meet them.
- Allow time to exercise and relax.
- Be disciplined regarding texting, Facebook and video games. They take a lot of time away from other activities

Provide handouts/worksheets that allow each new member to:

- Set a grade goal for each class.
- Set an overall GPA goal for each term.
- Set a study schedule for each week.
- Note time to write papers, read and study for exams each week.
- List chapter members with the same major and include phone and email information.
- List chapter members with the same classes for this term and include phone and e-mail information.
- Discuss environments that are most conducive to study and ways to schedule time for study. Consider the different kinds of study necessary to do research, write a paper, read a novel, perform experiments, do math, computer or engineering problems, participate in a study group or group project assignment, etc.
- Discuss procrastination and ways to overcome/prevent it. Remember that it is very hard to raise a grade after the first weeks of the semester. Remind new members to use those first weeks wisely.
- Discuss rewards that are meaningful and motivating when completing an assignment/test and/or receiving a high grade.
- Discuss strategies to deal with an especially difficult course/professor.
- Discuss strategies to reduce mental and physical stress to maximize study time.

Ways to Help (New) Members Achieve Academically

- Provide a calendar with time commitments specified in advance.
- Pair a new member with an initiated member in the same major to assist with registration, class/professor selection, study buddies, study times, and learning college-level study skills in required courses for a major.
- Provide awards and incentives for high achievement and improvement.
- Monitor each member's academic performance. Have special support procedures in place for students at risk.
- Recruit and use a faculty advisor.
- Bring in faculty and others speakers on topics of interest to the new members/ chapter.
- Refer members for tutors and others academic assistance provided on campus.
- Schedule tours of campus, campus buildings, libraries, computer labs, health and counseling centers, career center and the learning support office.
- Invite faculty speakers on topics such as making the transition from high school to college and appropriate ways to establish faculty communication, faculty pet peeves, etc.
- Explain established GPA expectations that members must maintain to remain in good standing.
- Determine what the new member class academic goals will be, and explain the academic goals of the chapter.
- Announce cultural events on campus and attend in small groups or as a chapter.
- Inform members about academic honor societies, study abroad opportunities, internships, scholarships available, etc.
- Provide a positive and effective academic achievement attitude within your chapter.

Time Management Tips for New Members

1. Take control of your schedule; don't let it run you.
2. Know your most productive hours.
3. Accomplish a vital goal rather than many trivial ones.
4. Break down large, overwhelming goals (projects and/or assignments) into many smaller, more attainable tasks.
5. Carry a calendar/date book/Blackberry/laptop and write everything down.
6. Keep a calendar to be aware of university dates to drop/add courses.
7. Make lists of things to do, and check them off when completed.
8. Finish one task at a time, and do unpleasant tasks first.
9. Set aside a time for daily planning.
10. Don't shuffle papers; handle it now if possible.
11. Take control of your time on the Internet, texting, video games, etc.
12. Be careful about what you post about yourself on the Internet.
13. Be neat; the job will be easier.
14. Set aside one time to retrieve messages/make phone calls.
15. Set deadlines for yourself and meet them.
16. Allow time for yourself.

Avoid these time-wasters:

- Cell phone interruptions
- Unexpected visitors
- Meetings (scheduled and unscheduled)
- Crisis situations when you don't need to be involved
- Lack of clear objectives, priorities or deadlines
- Personal disorganization
- Involvement in routines/ duties that could be delegated to others
- Attempting to do too much in too little time
- Failure to get clear directions and/or clear lines of responsibility
- Inadequate or delayed information from others
- Indecision and procrastination

Common causes of procrastination:

- Confusion about the subject and / or assignments
- Inability to prioritize
- Anxiety caused by others classes or personal situations
- External pressures from friends, parents, employers, etc.
- Boredom with classes or school in general
- Academic and personal demands that seem overwhelming
- Lack of clear communication and instructions
- Inability to say no
- Fatigue

Ways to overcome procrastination:

- Simplify large and difficult tasks by breaking them into smaller ones.
- Organize the tasks by setting priorities/determining what should be done first.
- Gather information to help gain a grasp of the subject.
- Work in an environment that is conducive to efficiency and free from distractions.
- Establish a way to reward yourself for reaching levels toward completion.
- Visualize the complete project to maintain concentration on the result.
- Make a verbal commitment to another person to accomplish the task at hand.
- Contact friends to reinforce your self-confidence and enthusiasm for the project.
- Take short breaks to revitalize yourself and to prevent fatigue and boredom.

Remember: It takes 21 days to develop a habit.

Academic Assessment

This worksheet will help members analyze their academic attitudes and progress.

Name:

My term GPA:

My cumulative GPA:

My GPA in my major:

Circle all answers that are appropriate for you.

1. I believe that my GPA is:

- a. An accurate indication of my academic accomplishment.
- b. Not an accurate indication of my academic accomplishment.

2. My effort level toward my academic performance:

- a. Is high.
- b. Is average.
- c. Is low.
- d. Doesn't exist.
- e. Varies with my interest level in the course.

3. I study the best:

- a. In the morning.
- b. In the afternoon.
- c. In the evening.
- d. Late at night.
- e. Under pressure.
- f. In small increments.

4. I do most of my studying:

- a. During the week.
- b. On the weekends.
- c. Toward the end of the term.

5. When I am experiencing difficulty in a course, I:

- a. Visit the professor during office hours.
- b. Seek out the TA if applicable.
- c. Use a tutor.
- d. Ask for help from a member who is in the class or who has taken the class.
- e. Work out the problem on my own.
- f. Seek campus resources.
- g. Talk it over with my family.
- h. Read/re-read specific assignments.
- i. Review tests/professor comments on papers.
- j. Consult with my academic advisor.
- k. Do nothing.

6. For my future, I:

- a. Have chosen a major/minor.
- b. Am undecided about my major.
- c. Am thinking about changing my major.
- d. Have chosen a career path.
- e. Have narrowed my choices for a career path.
- f. Have no idea what my career path will be.
- g. Know that I will be applying to graduate/professional school.
- h. Am planning to take graduate entrance exams.
- i. Am planning to take prep courses for graduate exams.

7. I can help myself most if I:

- a. Talk with a career counselor.
- b. Talk with my academic advisor.
- c. Talk with my peers about their majors/minors and courses they have taken.
- d. Study abroad.
- e. Get an internship in the field I am considering.

8. I would benefit from presentations on:

- a. Listening skills.
- b. Note-taking skills.
- c. Making the transition from high school to college
- d. Time management.
- e. Test-taking skills.
- f. Test anxiety.
- g. Increasing my reading speed and comprehension.
- h. Research skills.
- i. Internet and computer skills.

9. Some roadblocks to my academic achievement are:

- a. Too much time with my boy/girlfriend.
- b. Too much time with friends in general.
- c. Too many hours working at an internship/outside job.
- d. Consuming too much alcohol when I need to be studying.
- e. Not attending all of my classes.
- f. No interest in courses that I am taking this semester.
- g. Family issues (illness, distance, etc.).
- h. Dropping a class earlier in the term.
- i. Getting behind in class assignments early in the term.
- j. Turning in assignments/papers late.
- k. Not enough rest.
- l. Unhealthy habits in general.

10. Others factors that relate to my academic performance last term:

-
-
-
-

Please review your responses, and see where you can make adjustments in your academic habits and life style.

Section IV: Additional Programming Resources

Maximizing Your Time in College

College requires different time management skills than high school. Because classes do not meet every day, students may think they have more time for preparation and discretionary activities.

In fact however, for every hour spent in class/lab/discussion, a general rule of thumb is that two hours need to be spent on out-of-class preparation. This includes time spent on reading assignments, papers due, group projects and others class assignments.

Your time management allocation falls into three categories: predictable time, discretionary time and imposed time. There is a lot to squeeze into just 24 hours and stay balanced. **Predictable time** includes grooming, sleeping, eating, attending classes and meetings and traveling. **Discretionary time** includes studying and class preparation, recreation and fitness, social activities, and entertainment. You have control over this type of time. **Imposed time** includes the unexpected, unplanned for items such as last-minute changes and assignments, telephone calls, visitors, emergencies, and such things as inability to find a parking space.

Time is a precious commodity. It is especially important to evaluate your use of time if you feel stressed. If you feel like you never have time for yourself, perhaps you need to re-evaluate your discretionary time allotment. Every person probably has a different system that works for his, but regardless of your personality type, you need to develop a time management system that maximizes your efforts in a balanced way and keeps you moving toward your goals.

Time management considerations for college students

1. Determine the number of hours each day/week you believe you need to study. This applies to regular class preparation. Allocate extra time when preparing for exams and papers that are due.
2. Think about:
 - a. What time of day/night do you prefer to study?
 - b. Where do you prefer to study?
 - c. Do you find it easier to study by yourself or with a study partner or friend?
 - d. Do you study better after physical activity or mental activity?
 - e. Do you schedule studying for times when your energy level is the highest?
3. Complete a sample week hour-by-hour schedule (such as the previous week) that shows how you used your time. This will give you a realistic idea of how you actually used your time. Then you can adjust accordingly to your academic needs. Each week could be different, depending on your course assignments. Begin major projects well in advance of the due date.
4. Use one calendar page per week. Expand it to late night hours if that is realistic for you. Fill in all of the essential activities: classes, labs, meetings, meals, sleep, exercise, etc.

Creating the most effective schedule

Studying requires the highest energy level for maximum retention. Other activities may energize you but may not require the same level of energy to be productive. Carefully allot larger blocks of time for tasks needing longer uninterrupted time. Fill in similar blocks of time for shorter tasks.

Make a mature, responsible decision to commit yourself to your chosen study periods.

Make these a top priority and of equal importance to attending classes.

- Select locations that are convenient and have the necessary materials at hand.
- Know library and computer lab hours. Tackle difficult subjects when you are most alert.
- Fill in open times as needed.
- Decide what doesn't need to be done.
- Make appointments with yourself. Eat balanced meals to keep your energy level high.
- Make time for exercise and recreational activities. Get enough sleep to enable you to function at your optimum level.
- Use those hours that are easily wasted (between class, right before/after class or on the way to other activities).
- Review notes between classes.
- Select a short task as part of a larger task to accomplish before or after a meal.
- When you have an appointment that may require waiting, take some reading with you.
- Remain flexible to take care of the unexpected, imposed time things that inevitably pop up. By controlling the time you have, you can accommodate the unforeseen more easily.
- Variety enhances efficiency.

Benefits of using a schedule conscientiously

- Makes it easier to get things done
- Allows you to see at a glance your daily and weekly schedules
- Helps to develop accountability and general self-discipline
- Prevents memory lapses, such as forgetting assignments, meetings, etc.
- Serves as a visible reminder of commitments to combat laziness, apathy and unproductive time/ habits
- Provides a definite and important lift for self-esteem, because you can see what you have accomplished each day
- Allows you to reserve other time blocks for important tasks as determined by your hour-by-hour schedule

Your first attempt at a good schedule is a trial run. Make the changes necessary, but *always remember that borrowed time from study must be paid back to study*. Each week may be different, but as you get to know the rigors of college work and your particular needs, you can adjust to maximize your potential. Once you find what works, stick to it!

Topics for an Academic Panel Discussion

1. What are some ways you schedule your study
2. How do you overcome the tendency to procrastinate?
3. How do you reward yourself for a good grade or completing a big assignment?
4. What are your strategies for dealing with an especially difficult course or professor?
5. How do you reduce mental and physical stress, which may affect your ability to study?
6. What are the best courses/professors you have had?
7. What is your favorite academic success story?
8. What is a life lesson you have learned the hard way?
9. How do you party responsibly?
10. How do you establish strong faculty relationships?
11. What are your in-class tips?
12. How do your goals guide you?

Chapter Member Academic Goal Plan

Use this two-page goal plan to track your academic progress during the term.

Name:

Term:

Courses this term	Study hours per course	Grade goal	Progress	Final grade

Overall GPA goal for this term:

Actual GPA for this term:

To achieve these course and overall academic goals this term, I will:

- 1.
- 2.
- 3.

Items that need special attention

Courses this term	Projects/papers/exams	Start Date	Due Date	Final grade

I can help a brother with these courses:

-
-
-
-

Brothers in my major	E-mail	Phone

Brothers in my classes this term	Class	E-mail	Phone

I am aware of the chapter expectations for good academic standing and will do my best to achieve academic excellence this term.

Signature

Date

Top 10 Tips to Top Grades

1. Know yourself and plan a schedule of balanced activities; prioritize and learn to say no. Leave some flexibility in your schedule to account for unexpected assignments and others surprises that inevitably come up.
2. Go to every class prepared, and get to know your professors. Read assigned material in advance so you are ready to participate in the discussion.
3. Sit in the front of the class.
4. Review notes immediately after class, and study as soon as possible after class. Highlight points emphasized by the professor.
5. Study at a regular time and in a regular place (near a window for the best light, if possible) that maximizes your efforts. If possible, study early in the day for greater comprehension of material. Limit late-night study to review material.
6. Limit blocks of study time to no more than two hours on any one course at a time. Take breaks to maximize your effectiveness and enhance efficiency.
7. Plan enough time for studying to do justice to each class. Reduce distractions to promote concentration (turn your cell phone off, put a "do not disturb" sign on your door, and use background music (if at all) only to block out noise).
8. Take care of yourself; eat properly and get enough sleep to function at your highest level. Make time for exercise and recreational activities.
9. Trade time -do not steal it. Keep a sheet of paper handy to jot down ideas or make a "to do" list so you can take care of those concerns later.
10. Reward yourself when you meet your study objectives.

Lifestyles of Excellent Scholars

- Attend every class and discussion/lab session; set your class schedule according to your body rhythms as much as possible.
- Get to know your professors within the first two weeks of classes.
- Use your time wisely; write down everything you need to do in your planner.
- Learn to say no.
- Schedule at least two hours of study time for every hour spent in class.
- Stay healthy and practice healthy habits; reading on an empty stomach or one full of junk food affects retention and performance. Exercise helps to relieve stress.
- Get enough sleep; adequate sleep is a pre-requisite for strong academic performance.
- Set personal goals that are challenging yet attainable, and review them regularly. Once you have established a study schedule, stick to it.
- Find and maintain a good study place -one that's free of clutter and distractions and has the resources and equipment/supplies you need.
- Begin major projects well in advance of the due date.
- Be prepared by reading the assigned material in advance so you are ready to participate in the discussion.
- Review notes and handouts immediately following a class. Highlight points emphasized by the professor.
- Study early in the day for greater comprehension of materials. Tackle difficult subjects when you are most alert. Limit late-night study to review of material or short-term retention.
- Develop the habit of studying at the same time each day.
- Reduce distractions to promote concentration. Turn your cell phone off. Put a "do not disturb" sign on your door. Use music (if any) as a background only to block out noise.
- Keep a sheet of paper nearby to jot down ideas or make a "to do" list so you can take care of these concerns later.
- Take short breaks every two hours and change topics. Variety enhances efficiency.
- Reward yourself when you meet your study objectives.
- Leave some flexibility in your schedule to account for unexpected assignments and others surprises that inevitably will come up.
- Make time for exercise and recreational activities.
- Once you have established a study schedule, stick to it!

Tips for Good Listening

In general:

- Stop talking! You cannot listen when you are engaged in conversation yourself.
- Smile at the person you are talking to. This will put him/his at ease.
- Listening requires energy; get plenty of sleep and eat well. Negativity takes away energy from listening.
- Make a true effort to understand what is being said, even if you are bored.
- A positive mind is clear and open to listening. Stay positive.

In class and beyond:

- Show the person you are listening by using nonverbals: nodding, smiling, good eye contact.
- In class, keep your eyes to the front of the room when not taking notes.
- Ask questions of the instructor. This will open communication, and you will "learn" in the process.
- Be an active participant.
- Learn about the topic and the faculty member before the class. Being prepared increases your interest in the class.
- Listen for more than facts. Get the big picture.
- Involve yourself in listening. Ask the instructor to repeat if you are unsure or unclear about what has been presented.
- Observe any visuals that may be presented and copy diagrams into your notes.
- Take notes and review them continuously.
- Think "outside the box" and offer thoughts to demonstrate you are listening and comprehending the subject matter. Enjoy open discussion with each faculty member and your classmates.
- Pay particular attention to a speaker's voice inflection to indicate a point made.
- Watch gestures for emphasis on a particular point.
- Take note of any examples made to remember materials when reviewing.
- Pick up on qualifying expressions, such as "most", "it is important to know that", "let me say this again".
- If an instructor is spending a lot of time on one area, then that area is important to remember.
- Form study groups to review material presented. See how much you "heard."

Note-Taking Tips

The learning support center on your campus may offer workshops in taking good notes. Suggest that your new members, interested members and any member who is academically at risk attend these workshops.

Good notes help you to:

- Organize and understand information.
- Reinforce the learning process by incorporating lecture material into your own words.
- Retain and recall information.
- Eliminate some time in textbook review.

Hints to maximize use of notes:

- Go to every class and discussion/lab session.
- Review notes from previous lecture as soon as possible after class within 24 hours for maximum effectiveness.
- Review new vocabulary or terms.
- Complete assigned reading beforehand.
- Sit near the front and engage eye contact with the lecturer when not taking notes.
- Write down assignments, due dates and exam dates in your planner.
- Write down location and time of professor's office hours.
- Copy all diagrams, illustrations and graphs with notes to clarify their meaning.
- Focus on the most important issues/facts.
- Listen for clues: "The following steps are ... ", "You use this later with ...", "This information may be on the test ..."
- Formulate questions from main ideas. This could help you in learning the material.
- Cross-reference ideas from different texts that relate to each others.
- Integrate lecture and textbook notes; include analogies, examples, abstract ideas and comparisons to provide clarification.
- Form study groups to review notes.
- Highlight main points.
- Relate themes of films or other reading to lecture and textbook notes.
- Use note cards to categorize and review major questions.

How Good Are Your Test-Taking Skills?

1.	I begin studying for a test at least five days in advance.	<input type="radio"/> Yes <input type="radio"/> No
2.	I make a list of questions the professor may ask.	<input type="radio"/> Yes <input type="radio"/> No
3.	I find out the format of the test in advance.	<input type="radio"/> Yes <input type="radio"/> No
4.	I make written notes as I read materials in the textbook(s).	<input type="radio"/> Yes <input type="radio"/> No
5.	I talk to the professor about material I may not understand.	<input type="radio"/> Yes <input type="radio"/> No
6.	I answer easier questions first, and then complete more difficult ones.	<input type="radio"/> Yes <input type="radio"/> No
7.	I read each question at least twice before answering.	<input type="radio"/> Yes <input type="radio"/> No
8.	If a question includes a word such as never, always, every or all, I conclude that the answer is probably true.	<input type="radio"/> Yes <input type="radio"/> No
9.	I always change answers before I turn in an exam.	<input type="radio"/> Yes <input type="radio"/> No
10.	If I don't know the exact date when answering a question, I write down a reasonable time frame.	<input type="radio"/> Yes <input type="radio"/> No
11.	When answering an essay question, if I don't know the answer, I write a lot of what I do know, hoping I will get some credit.	<input type="radio"/> Yes <input type="radio"/> No
12.	I am not concerned with correct grammar and spelling, because I know the professor will understand that I don't have my computer spell check on during the test.	<input type="radio"/> Yes <input type="radio"/> No
13.	I jot down pertinent facts before I begin formulating my answer to an essay question.	<input type="radio"/> Yes <input type="radio"/> No
14.	I always read the directions to the test carefully and make sure to follow them.	<input type="radio"/> Yes <input type="radio"/> No
15.	I proofread my answers before turning in the test.	<input type="radio"/> Yes <input type="radio"/> No
16.	I underline key words in the question so I will be sure to follow the instructions.	<input type="radio"/> Yes <input type="radio"/> No
17.	On multiple-choice questions, I usually choose C if I am unsure.	<input type="radio"/> Yes <input type="radio"/> No
18.	I get plenty of rest and eat a balanced meal before a test.	<input type="radio"/> Yes <input type="radio"/> No
19.	I try to arrive early for a test.	<input type="radio"/> Yes <input type="radio"/> No
20.	I use all of my allotted time for a test and pace myself using extra time to review my answers.	<input type="radio"/> Yes <input type="radio"/> No

If you answered **Yes** to every question except 8, 9, 11, 12 and 17, you have developed strong test-taking skills.

Test-Taking Strategies

Before the test:

- Make written notes as you read textbooks.
- Begin to prepare five or more days in advance.
- Join a study group.
- Talk to the professor about material you may not understand.
- Find out the format of the test in advance: essay, true/false, etc.
- Make a list of questions the professor might ask.
- Get plenty of rest and have a nutritious snack/ meal before the test.
- Arrive early and relax.

During the test:

- Read directions carefully and make sure to follow them.
- Read each question twice before answering.
- Ask for clarification if you do not understand a question or problem.
- Answer easy questions first, and then complete the more difficult questions.
- Pace yourself and use the allotted time.
- Review answers before turning in your exam.

Hints for true/false exams:

- Questions are usually based on patterns of describing relationships. Be especially careful of modifiers (some, most, all, etc.).
- Pay special 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 may change the meaning of statements.
- Extremely positive or negative statements tend to be false, and well-qualified statements tend to be true.
- If one clause of a statement is false, then the entire statement should be marked false.
- Don't waste too much time on true/false questions. Don't leave blanks unless there is a penalty for guessing.

Hints for essay exams:

- Read all questions before beginning. Answer the easiest ones first.
- Follow the directions: compare/contrast, explain, list, describe, discuss, etc.
- Budget your time. If there are three questions and one hour for the exam, spend 20 minutes on each question.
- After reading the question, outline in the margin the points you want to make or pertinent facts.
- Divide your answer into three parts: introduction, main body and conclusion.
- Use examples and facts to support your main points or position.
- Use correct grammar and spelling.
- Write legibly or print.
- Proofread each answer. Leave space between answers so you can add new ideas or additional thoughts after reviewing/proofreading.

Improving Memory Skills

A good memory is essential throughout your life as a job skill and a life skill.

There are two types of memory: short term and long term.

Short-term memory is a small-capacity system that keeps information immediately available. Most people can retain only five to nine different things in their short-term memory.

Long-term memory is a large storehouse that keeps all of our memories, including information about how our thought processes work. Short-term memory is transferred to long-term memory where it remains until it is needed. At that point it is transferred back to short-term memory where it can be consciously manipulated.

Here are some ways to improve your memory skills:

- **Intend to remember** and be confident that you can remember. Focus all of your attention on the material to be remembered.
- **Understand the material that you read.** Explain it to yourself. Organize it in your mind so details fit into a main subject or category. If you lack understanding, you are not likely to retain the material.
- **Associate new material with facts you already know.**
- **Repeat the material as you read it.** Put it into your own words and say it out loud. Write it down. Quiz yourself.
- **Visualize the material.** Try to create a picture in your mind of what you want to retain. Pictures are easier to remember than words.
- **Review often.** Use a short period every day to review material learned that day, and review again weekly (for each class). Information is remembered only when it is used or recalled periodically. The more often it is recalled, the easier it is to bring it into the immediately accessible short-term memory.
- **Use mnemonics.** Sometimes we must learn or memorize lists or items that have no relationship to each others. When this is the case, try to make up a word or a phrase that will help you remember the list.
- **Graphs, timelines and charts** allow the mind to essentially photograph the material. This is an especially useful technique if you learn best by seeing and doing.
- **File cards** provide a good written review source.
- For **survey courses** such as art history, collect a large number of examples or topics and continue to review notes to retain information presented early in the course.

Scholarship Incentives and Ideas

Tutor and support

- Form tutoring groups by course. Have a member who is doing well in the course lead the group.
- Provide tutors for new members and members having difficulty with the course.
- Distribute a list with every member's major.

Chapter programming

- Minimize activities during midterms and just before final exams.
- Set aside a meeting to create a master schedule of members' classes.

Chapter room environment

- Specify certain areas for study space.
- Establish quiet hours.
- Use a scholarship bulletin board or web page to showcase high achievers and post library and learning support center hours, "I Need Help" or "I Can Help" cards, and chapter academic rankings.

Recognize members

- Highlight a scholar of the week.
- Announce or post names of members who received an A during the past week.
- Invite favorite professors for an appreciation event.
- Recognize the new members with the highest GPA; a member in each class with the highest GPA; the chapter/ valedictorians.

Chapter meeting activities

- Set a chapter GPA goal.
- Choose a vocabulary word of the week.
- Announce final course drop dates.
- Announce cultural events on campus.
- Offer a study tip of the week.
- Recognize members who received A's and B's.
- Announce any honors chapter members have received.
- Recognize members who attended every class and study group in a term.
- Collect 25 cents for every missed class, and put it toward prizes for the members who received A's and B's.
- Host a faculty speaker series.
- Do course evaluations.
- Set aside a night when members schedule their classes together.
- Hold a workshop on choosing a major.

Statistics and what to track

- The chapter average
- The business school average
- Other business fraternity averages
- The all-undergraduate average
- The average for each class (freshmen, sophomores, juniors, seniors)
- Chart the number of members above each of these statistics.

Bulletin boards and banners

- Brag about academic achievements.
- Publicize internships, scholarships and jobs on campus.
- Decorate dorm and apartment doors too.

Celebrations

- Hold an event just after midterms.
- Hold an event before finals as a spirit boost for that last push.
- Host your favorite faculty members at a chapter dinner.
- Celebrate your chapter's GPA if it is above the statistics.
- Donate a book to the library in honor of your members or chapter.
- Publicize academic achievements in the campus newspaper.

Campus challenges

Challenge another chapter or local fraternity to a term GPA contest.

Exam events

- Have healthy snacks available.
- Have study breaks with popcorn or yogurt.
- Arrange for parents to send care packages.
- Have a finals feast.

Awards

- Honor members above the business school average.
- Recognize the new member with the highest GPA.
- Recognize the member with the highest GPA in each class.
- Recognize the big/little brother/mentor pair with the highest GPA.
- Honor the top 10 members academically.

Academic Integrity

How much do you know about academic integrity? Statistics show that reports of cheating among students have increased over the past 30 years. Fraternities/sororities are particularly prone to scrutiny because of the myths and realities about "test files" and others academic materials in their chapter libraries.

Academic integrity is part of the values of Delta Sigma Pi. Practicing academic integrity:

- Makes your degree more valuable.
- Will transfer to all aspects of your life: relationships, internships and career.
- Will increase your self-respect.

Your habits regarding academic integrity

Answer the survey below using this scale:

1 = never 2 = sometimes 3 = often 4 = very often 5 = all the time

- I would consider cheating on a test.
- I have cheated on a test.
- I have copied/plagiarized someone's work.
- I would cheat if I knew I wouldn't get caught.
- I consider myself an honest person.
- I have paid someone to do my work for me.
- I believe cheating is dishonest.
- I have let someone look at my test and copy it.
- I continue to write after "time up" on an exam.
- I think cheating is OK, as long as you don't get caught.
- I get my papers from the Internet.
- I only read the summary version/Cliff notes of an assigned book.
- I have a friend mark me present in class.
- I use a fake ID.
- I have turned in someone else's paper for a class.
- I have written answers on my hand.
- I have used a blue book with answers in it.
- I have used my phone/Blackberry to help me on a test.
- I know someone who was caught cheating.
- I know about the academic integrity violations that are listed in the student code.
- I let others do all the work for a group project, but I still get the group project grade of A.

20-29 points: You are a very honest person and have high academic integrity.

30-39 points: You are honest most of the time; your integrity can be questioned from time to time.

40-49 points: You are somewhat dishonest, and your integrity is questionable.

50+ points: Stop before it is too late! Cheating is habit-forming and can carry over into your professional and personal life.

Academic Integrity Oath

As a student at _____ university/college, I strive to live by the academic standards of my institution and Delta Sigma Pi and uphold my personal integrity to the utmost.

I am and will remain honest in all aspects of my life and work to achieve my highest potential academically without the help of dishonest means.

I will live by this promise during my college years and carry it over into my career and my personal life after I receive my degree.

Name

Date

Important Information Students Should Know

- When is the last day to add or drop a class with a "W" (withdraw) and not a letter grade?
- What happens if I sign up for a class and then do not attend it?
- How can I apply for a leave of absence?
- What are the criteria for making the dean's list?
- What does academic probation mean? How do I get off of academic probation?
- Under what conditions can I receive an incomplete in a class? How do I make up an incomplete? What is the time period to make up an incomplete? What happens if I don't make up an incomplete?
- Is there "freshman forgiveness"? What is the most appropriate way to use it?
- Can I repeat a course? Does it count for units the second time? How is a repeated course calculated into my GPA?
- How many credit/no credit (or pass/fail) courses am I allowed to take within my undergraduate degree requirements? Are there any courses that I am required to take that I cannot take credit/no credit or pass/fail?
- What tests (if any) must I pass to be eligible for graduation?
- How do I receive honors at graduation?
- What prerequisite courses do I need to take before I can enroll in upper-division classes in my major?
- What are the general education courses required to graduate?
- How can I appeal a grade? What is the process to get a grade changed?
- How do I do a "graduation check"?
- What is the deadline to apply for graduation?
- How and when do I get my diploma?
- Why would my diploma be delayed?

You can find the answers to these questions in your course catalog and your college handbook. Take the time to read these materials carefully.

30 Ways to Showcase That Academics Are Important

1. Set a GPA goal.
2. Choose a vocabulary word of the week.
3. Offer a study tip of the week or a study goal of the week.
4. Announce members who were admitted to honor societies.
5. Give small prizes or have a drawing for every member who attended every class/discussion/lab session for the past week.
6. Announce any member who got an A the previous week at your meeting. Have a small prize or drawing for them.
7. Limit programming so chapter members have more time for study and to take care of themselves.
8. Collect a small amount (25 cents or more) for every class that a member missed during the week. Use the money for a chapter scholarship fund or for prizes/awards for scholarship.
9. Chart/post your chapter's academic standing as compared with the all-university, business school and all Greek averages.
10. Compare the percentage of members below a 2.0 (or 2.5, 3.0) with those on the dean's list.
11. Post/circulate an I Need Help/I Can Help sheet with the name of the member and the name of the class at your chapter meeting.
12. Have an ice cream sundae event. For every A earned, the member gets a scoop of ice cream or a topping.
13. Invite faculty and alumnae to an academic excellence event.
14. Hold a scheduling night in your chapter so members can sign up for classes together before they register.
15. Challenge another chapter academically for a pizza party given by the chapter that has lower grades that term for the chapter that has higher grades.
16. Make healthy snacks available, especially during midterms and finals.
17. Post a chapter calendar that notes each member's tests/papers due. Others members can check that calendar before they ask people to go out. Try not to schedule chapter events when the majority of members have tests/papers due.
18. Arrange for parents to send care packages for midterms/finals.
19. Hold career-oriented workshops for members on writing, interviewing, etc.
20. Reserve parking places for top scholars or the scholar of the week (if available).
21. Donate a book to the library in honor of your graduating seniors or your senior with the top GPA.
22. Publicize chapter/council academic achievements in the campus newspaper.
23. Fund (or partially fund) a chapter member's research project. Honor the professor they are working with during a chapter event.
24. If you have a chapter room, enforce quiet hours for study time. Have Internet access available. If possible, have printers and a fax machine in the study area.
25. Hold a workshop on choosing a major or on the best classes other members have taken.
26. Provide information about on-campus services: the career center, the learning center, the writing center, tutoring, counseling, advisement, etc.
27. Give new members a tour of the library or libraries and how to use them.
28. Have members sign scholarship improvement contracts.
29. Post a list with everyone's majors.
30. Post a list with favorite professors/classes.

Acknowledgments

“Academic Excellence: A Resource for College Panhellenics” – created by the Academic Excellence Committee of the National Panhellenic Conference

"Learning ... Our Common Heritage," an academic excellence manual for the National Panhellenic Conference, first edition

Academic excellence manuals from various NPC and PFA member organizations

Academic resource materials from other fraternities:

- Kappa Sigma Fraternity, "A Campus Guide for Success"
- Phi Gamma Delta Scholarship Manual
- Phi Kappa Psi, The Aeropagus, April 1994

Resource materials from these institutions:

University of North Carolina, Chapel Hill: Office of Greek Affairs

University of Southern California

- Office for Fraternity and Fraternity Leadership Development
- Office for Academic Support

San Diego State University: Doug Case, fraternity advisor