

# DIRECTOR OF ACADEMIC AFFAIRS



Delta Tau Delta Fraternity  
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# ***DIRECTOR OF ACADEMIC AFFAIRS***

## **Introduction**

Delta Tau Delta operates on the principle of both communal and self-education. Academic development cannot occur in isolation from others. **A chapter is not a true representative of our brotherhood if it has no collective academic interest.**

The Director of Academic Affairs (DAA) is a fundamental component of every chapter. As the director, you coordinate an environment conducive to a fraternal learning community. It is your job to make sure that all members fulfill their basic obligation of pursuing academic excellence.

### *Assessment of Current Programs*

Your ultimate goal is to organize your chapter so that every member is able to realize his full academic potential within the arms of the Fraternity. More than likely your chapter has some programs aligned with this goal, but it is up to you to build and expand upon these programs.

Before you create new programs, you need to assess your current situation. In doing this, you should ask yourself three questions:

1. What is meant by **academic affairs, scholarship, and learning community** in your chapter?
2. What influence is the learning community of the chapter having on the educational experience of the brotherhood?
3. What actions can I take to improve the chapter learning community?

After you answer these three basic questions, you will recognize how much influence academics has in your chapter. If academics have little influence in your chapter's activities, then you will need to determine how to correct this serious problem. You will not have to accomplish these goals alone, however. **A learning community is not built solely upon your shoulders.**

## **GOALS AND DUTIES**

### **Goals**

#### *Primary Goal*

- For individual members to reach their academic potential, encouraged by a positive and supportive learning community.

#### *Related Goals*

- That each member has an appreciation for scholastic endeavors, learns scholastic skills, and becomes a scholar in his own major.
- That each member has an appreciation of the opportunities for cultural enrichment in the chapter, on campus, and in the community.

- That new members are given direction and expectations appropriate for academic achievement as a new member of the Fraternity.
- That members are given unique opportunities to achieve their full academic potential.
- That high academic achievers receive appropriate attention regarding their achievements and their value in molding the chapter's academic environment.
- That low academic achievers receive appropriate attention regarding their special academic needs but not be permitted to lower or control the academic quality of the chapter.
- That chapter academic programming follow a master plan extending from recruitment through new member and member education (i.e. The Road).

## **Duties**

THE OUTLINE OF THE DIRECTOR AND HIS COMMITTEE ONLY SERVES AS A GUIDE. THE DIRECTOR HAS THE ABILITY TO ADD TO THESE DUTIES AND SET UP HIS COMMITTEE HOW HE SEES FIT TO MAXIMIZE ACADEMIC SUCCESS OF THE CHAPTER.

### Director of Academic Affairs (DAA)

The DAA has one of the most important jobs in the chapter. The goals and duties of his position are linked to the basic purpose of the Fraternity. To be successful, he must know the current academic status of chapter members, **monitor and comment on the academic content and quality of all chapter operations**, and through his executive management of the Academic Affairs Committee (AAC), develop and implement academic programs in the chapter's best interest.

The following is a listing of DAA responsibilities:

**Position:** Director of Academic Affairs (DAA)

**Reports To:** Chapter President  
Arch Chapter Director of Academic Affairs

**Philosophy:** The chapter DAA serves as the chief academic officer of the chapter. He focuses on academic programs, but monitors the academic content and quality of all chapter operations. By these activities, he establishes a positive fraternal learning community and enriches the experiences of the individual members.

**Responsibilities:** The DAA shall, either directly or through members of the Academic Affairs Committee:

1. Serve as a member of the chapter's Executive Committee in order to assess chapter programming as appropriate to the academic mission of the Fraternity.
2. Manage the chapter Academic Committee as it designs and carries out the academic programs of the chapter.
3. Gather and document the academic data of new members and initiated members in order to complete periodic assessments of the chapter's academic status.
4. Report the chapter's academic status in the Academic Excellence section of the Fraternity Awards/Accreditation Report (FAAR).
5. Maintain a positive, physical academic environment in the chapter, including creation and maintenance of physical support facilities for the membership such as study halls, computer rooms, libraries, test files, etc.
6. Implement a membership education program that imparts skills essential to a healthy, well-adjusted fraternal life including tutor systems and systems of seminars and study groups.
7. Inform the membership on academic, cultural, career opportunities, and available financial support.
8. Work alongside the faculty academic advisor to achieve chapter academic initiatives

As this list indicates, the job of the DAA is one of the most important in the chapter. He not only helps members achieve good grades, but also helps them realize the importance of an academic approach to successful living. The job is to **organize the chapter's human and physical resources through his Academic Affairs Committee members** to address his areas of responsibilities.

Academic Affairs Committee (AAC)

The AAC formulates and implements academic programs that fulfill the responsibilities of the DAA. The committee's effectiveness is measured by the fraternal learning community atmosphere that pervades all chapter activities.

**Position:** Academic Affairs Committee (AAC)

**Reports To:** Director of Academic Affairs (DAA)

**Philosophy:** Assists the DAA in the development and implementation of academic programs and assesses the effectiveness of the academic atmosphere of the chapter.

**Membership:** **Membership of the committee consists of the Director of Academic Affairs (*chairman*), Recruitment Chairman, New Member Educator, Guide, Chapter Advisor (*or designated alumnus*), Faculty Academic Advisor and several members at large (*appointed by the director*).** Each of the latter is responsible for a specific program. If an alumnus member is unavailable, an interested non-alumnus may be appointed in his place, typically a faculty member, who can be considered eventually for Initiation under the appropriate provision of the *Constitution*. Other committee chairmen may serve on the committee when cooperative projects are planned. For example, the alumni relations chairman is planning alumni participation in a career development program.

**Roles:** The AAC, or individual members of the committee, shall, at one time or another, assume the following roles:

1. Enforce the rules and regulations set down by the Fraternity's *Constitution and Bylaws*, and the *Constitution and Bylaws* of the representative chapter concerning academic and scholastic matters.
2. Establish expectations for high standards of academic achievement within the Fraternity.
3. Implement programs that develop a positive cultural awareness within the chapter, campus, and community.
4. Implement programs that allow for continual assessment of chapter academic status.
5. Implement programs that respond to the specific academic needs of the chapter including, but not limited to, individual low achievers and those preparing for career placement.
6. Maintain the chapter library and other academic resources.
7. Maintain an academic information system for use by individual members, the chapter, and Fraternity.

These responsibilities reflect the scope and potential impact of the AAC. **Effective management of the AAC and enthusiasm on the part of the members dictate its success. The full scope of**

**activity will take time to develop.** Each administration should focus on the one or two missing elements that it feels will have the greatest impact. Develop your programs carefully and slowly. It will require a few years to bring a new program into place in a stable form. Don't be impatient. Don't let momentary frustrations cause you to abandon a sound idea prematurely. **Eventually, every member of the chapter should become involved in some aspect of the chapter's academic affairs program.** The AAC needs to be dedicated to the purpose of enhancing the academic environment of the chapter.

The AAC needs to be visible, holding standard meetings and letting the chapter know its resolve, its successes, and its failures.

Cooperation is needed among the committee members to coordinate projects and combine efforts to influence chapter business.

Finally, the academic committee needs to be aware of the priorities of college life. Academic development is your first priority. This committee must be constituted by those who believe their academic efforts in college will be fruitful and productive.

## **THE FRATERNITY'S ROLE**

### **Central Office**

The Fraternity will assist you in your efforts to improve the academic quality of your chapter.

*Best Practices Guide:* This guide is posted under the DAA section of the executive resources website. It contains useful programming ideas that chapters have submitted.

<http://www.delts.org/chapter/academicaffairs.html>

*Division Conferences:* These are held each spring and always have sessions on academic affairs.

<http://www.delts.org/alumni/conferences.html>

*Consultants and Division Vice Presidents:* When Chapter Consultants or Division Vice Presidents visit, be prepared to use them as a resource in planning your program.

*Leadership Opportunities:* Leadership academies, UIFI, Future's Quest, DTAA, and the Road.

<http://www.delts.org/main/leadership.html>

*Scholarships:* You can follow this link to the Delta Tau Delta Scholarships homepage.

- Kershner Scholar recognition program <http://www.delts.org/leadership/kershner.html>
- Educational Foundation Scholarships <http://www.deltfoundation.org/scholarships.asp>

*Arch Chapter DAA:* This member of the Arch Chapter is available for strategic guidance and academic program assistance.

### **Chapter**

Academic affairs programs are chapter programs. They are not created from the Central Office. The Fraternity can offer philosophy, direction, advice, assistance and some financial support

through publications and awards. **However, it is up to the chapter, through the actions of the DAA and the AAC, to bring the philosophy, direction, and assistance of the International Fraternity to life.** Below are some key forces behind successful programming.

*Strong Presence:* Beyond programs, perhaps the most important part of a chapter's academic program is simply the strong presence and voice of the DAA and the AAC for academic quality in all aspects of chapter life. By the end of your term, there should not be one brother who does not recognize the DAA as the chief academic officer of the chapter. **Every brother should be able to recite what you and your committee intend to accomplish.**

**Example:**

- The DAA should make a verbal report at each meeting.
- The AAC should make a contribution to each edition of the chapter newsletter.

*Academics—A Public Matter:* All actions between brothers involve their academic development. Learning how to be a brother is an academic matter. It is more than an emotional bond. Interrelations between men that avoid academic considerations cannot constitute as a true "brotherhood." Partying together, singing together, playing a sport together, performing the *Ritual* together, but pursuing academic questions individually, trivializes and cheapens the fraternal process. Supporting and participating in the academic development of each chapter member is a part of brotherhood.

**Example:**

- The AAC should establish an academic information board reserved for its own use. All academic notices, assessments and news items should appear here in a timely and attractive fashion.
- In time, the AAC should enhance each of its major programs with **formal written materials**. Things unwritten are like the breeze: momentarily refreshing but lacking lasting substance.

## **ASSESSMENT**

### **Assessing Status**

In solid chapter operations, the AAC researches the status of the chapter and develops or modifies programs born of that research.

Overall chapter GPA gives a clearest indication of the success of the AAC's efforts. Subjective assessment of the academic quality found in each member's activities, however, is most important. This includes cultural and community involvement, leadership and honorary organizations, and active participation in campus and community issues of academic and political interest. This activity should be accumulated in the records of the chapter.

*Members' Performance Records:* Sometimes there is difficulty with members accepting documentation of their academic performance in the classroom as a chapter function. It is true that you cannot demand this information in view of FERPA privacy laws. However, Deltas have an obligation to care for the members of the chapter. When an individual is initiated into Delta Tau Delta, he is charged with, "Whatever your talents, the Fraternity now claims them. Whatever your weaknesses, the Fraternity demands that with the help of your brothers you control them." The Fraternity's *Ritual* directs the chapter organization to carry out these responsibilities. In cases where members refuse to make their academic records known, use whatever best estimates you can make.

**It is important to handle academic information with the same confidentiality as is used by the institution.** Never transmit the information beyond the chapter without written permission of the individual. You will note that the FAAR only asks for grades within quartiles and as arithmetic means, not by individual GPA. Do not publicize an individual's grades. Stick to quartiles and other group averages. Exceptions might be necessary at times.

*Balance:* The AAC should strive for academic balance throughout the membership. The Fraternity recognizes that not every student is a "straight 'A' student." The best students prosper by applying their talents in educating others. Weaker students prosper in an atmosphere of high standards, good role models, and assistance.

*Problem Situations:* One of the primary duties related to assessing individual achievement is preventing academic failure. **The AAC must be sensitive to low achievers and develop programs for their turnaround. The AAC must be familiar with the campus resources that can aid students professionally when they are in academic difficulty.** But, prevention is the key. Don't assume new members and members know how to study, prepare for examinations, manage their time, etc. Establish an early warning system that recognizes problems before too much damage is done. Recognize individual needs. Some members require regimented study halls, others do not. Gear your program to the development of self and group study habits.

Some problems will not be solved by the assistance programs. The first place to start is with recruitment. Are there members who do not respond to your academic assistance programs in a reasonable period of time? Do you have a program that moves them to the status of suspension of membership? Do you have a program in place that limits the number of academic risks you will take in any one new member class? **If your chapter is mired in a mediocre to poor academic status, you will not escape this status without such safeguards.** Students with academic problems attract students with academic problems and, as this group grows, it controls the academic politics in a chapter. A chapter with academic problems can reshape its academic profile gradually for the betterment of its strong and weak academic students by limiting the risks it takes during recruitment and by holding members accountable.

*Recruitment:* An essential part of controlling your academic problems is asking the chapter to establish academic potential as a basic premise behind membership. All chapters take academic risks with some individuals, but a good program establishes ways of controlling that risk. The Fraternity recommends a program of indexing to control the number of risks you introduce into

membership. Academic indexing divides prospective members into four quartiles based upon their potential and/or previous accomplishments. GPAs are important, but are not the sole criteria for this differentiation. **The most useful criteria are answers to the question, “What is the candidate likely to do, or is doing, with the academic opportunities this campus offers?”**

*Membership Grades:* The Fraternity also recommends an indexing system to assess the academic status of new members and members. Normally this quartile system is identical to the system recommended for recruitment indexing. Of course you may choose any system of assessment that fits your needs, but choose one easily convertible to what is requested on the FAAR. If your chapter lacks one of your own, use the quartile system on the FAAR.

After defining the boundaries of each quartile, the membership is distributed into the quartiles chosen. The quartiles provide the structure for ongoing assessment of the chapter’s status, both individually and collectively. This system provides an opportunity for incentives, encouraging members to strive to increase their current standing in the structure. Call the top half of the top quartile, the “House Brain Trust,” the bottom quartile the “Nail Biters,” or something similar. Use your imagination and keep these rankings at the forefront of everyone’s thinking. At every meeting you might announce the names of anyone poised to move up a notch at the end of the term.

### **Comparative Status**

Comparing your chapter’s academic status with that of other fraternities, the institution and other chapters of the International Fraternity makes good sense. It will bring your successes, your failures, and your potential into focus.

*Competitive Fraternities:* Your chapter should maintain, at the minimum, a respectable academic position among fraternities on your campus. Focus particularly on chapters which you consider your top competitors academically.

*All Fraternity Average:* This is usually a good comparative gauge when it is above the All Men’s Average. The All Fraternity Average is just that: an “average.” Delta Tau Delta should strive to be above this average on all campuses. If the All Fraternity Average falls below the All Men’s Average, ignore it as a comparative gauge and work with your inter-Greek organizations to change the situation.

*All Men’s Average:* This represents a broader gauge of expectations. It measures the overall campus academic environment among male students. Again, in this case, “average” cannot be considered a strong performance. The All Men’s Average represents the average male student on the campus. On some campuses this average may include the performances of up to 40 percent of the male students who will never graduate. **Your membership should not include anyone who does not have a reasonable chance of graduating.**

Delta Tau Delta expects chapters to exceed the All Men’s Average; in fact, this is a constitutional requirement for the chartering of a new chapter. Persistent performance below this average will eventually bring close scrutiny by the Arch Chapter. Where this comparative information is available, being significantly above the All Men’s Average should be the

chapter's goal of bringing "every member to his full academic potential within the arms of the Fraternity." Full potential of each member cannot be achieved in a chapter operating as a group below The All Men's Average. **Some campuses, as a matter of policy, do not make any averages public. In that case ask your Greek advisor to determine a suitable estimate of an All Men's Average for you to use as a minimum target.** Report this in your FAAR as an estimated average and its source. If you do not supply such a standard, the Arch Chapter Director of Academic Affairs will assign you one, which may be less appropriate than one generated locally.

### **Documenting Progress**

Documentation of semester/quarterly grades as well as academic programming across the fraternity is vital to the development of a learning community. It allows for continuity and reflection.

### **Sources of Data**

Although each institution will differ in its policies of releasing grades and compiling fraternity and student GPAs, useful data can be collected from several sources. Your first source of data is the membership itself. The exercise of collecting data from the membership puts added exposure and emphasis on the ACC's activities. It gets the membership in the habit of reporting academic information to the AAC. Remember that grades are not the sole criteria for establishing an individual's or a chapter's academic progress or potential and it is most efficient to collect all of the data you're interested in at the end of every term. Whenever possible, back up data from the membership with institutional data.

*Permission:* From the student is an advisable first step both in gathering data from the members directly and from the institution. In most cases an institution will require that the enrolled student give permission to any person or organization desiring access to his academic record. **Visit your Greek Affairs Office for information regarding such a form.** A simple approach is to have each member fill out the form at the same time he fills out his new member card. It should be made clear at the time of pledging that the student is giving the Fraternity the permission to have access to his grades. This access, however, should be limited to at least the chapter's DAA. He may see it necessary to grant access to other executive officers and/or the chapter advisor. This is also a good opportunity to make clear to the new member class that academics is highly regarded in the Fraternity, and that the access to student grades is an effort to develop supportive programs for both the individual and the chapter.

*Academic Affairs and Student Affairs Offices:* See descriptions of these offices within the "Campus Resources" portion of this document.

*Individual Reports:* In some cases you may find that the institution will not release grades in any form to organizations. This situation should be of little consequence to your program; rely on individual reports from the membership. The chapter might ask each member to submit a copy of his end-of-term grade report or, acquire the information by survey form or interview. As a last resort, plug in an estimate made by the AAC, even if it's hearsay information. On any fraternity report, however, indicate estimates as such. Always use the most reliable data available, but even an estimate is better than nothing for molding your decisions.

## **FRATERNITY AWARDS/ACCREDITATION REPORT (FAAR)**

**It is the duty of the DAA to see that his section of the chapter's FAAR is completed.** This is the planning and year-end report that contains the most accurate data available regarding your chapter's academic status over an academic year. It is also a cumulative review of the programs implemented within the academic committee.

The FAAR is a self-evaluation. It is yet another opportunity for the chapter to assess its status. It is your historical record of the progress you have made. Your document is also used when considering chapters for recognition and awards. The content and depth of this report will represent the chapter's academic atmosphere to the Arch Chapter and will provide the chapter with a good look at its performance in reference to the other chapters in its division.

The FAAR provides the structure for planning, implementing, documenting and evaluating the chapter's academic programs. It is the backbone of your academic leadership in the chapter.

The 2010 FAAR can be located at <http://www.delts.org/chapter/executive.html>.

## **SUPPORT**

The chapter DAA and his AAC increase their impact when they take full advantage of all the resources available to them. Professional help exists within several entities of the home institution, among alumni, and in the Central Office. Valuable support exists everywhere. Highlighted below are common resources available for assistance and referrals in your academic programming.

### **Campus Resources**

Your institution exists for the academic growth of its students. You are surrounded by professionals qualified and willing to assist you in meeting your goals.

Remember that these resources are organized to deal with individual problems, not a fraternity chapter's problems. You should not expect people, acting in a faculty or counseling capacity, to reorganize their mission and schedule to fit your committee's mission and schedule. **Your primary objective is to know what's available, how to use it, and when to use it.** Your role is to facilitate the connections between those in need and those who can provide help. Out of that approach will come some contacts that can be used in chapter programming once an individual resource sees your program as an opportunity to do his or her job better.

*Academic Affairs Office:* This office consists of individuals dedicated to the academic quality of the institution. These individuals have the background knowledge and materials that can enhance your programs. They supply valuable materials and other information on sources of assistance in your academic programming.

Often qualified guest speakers are available through the Academic Affairs Office. Suggested topics would include advice on scheduling classes, working with individual counselors, being aware of the services of library resources and a myriad of other topics that could provide valuable insights to your members. Be specific about your needs and plans. Don't simply ask for a speaker.

The Academic Affairs Office can also assist you in organizing a tutoring program where there is a particular, serious need. Students and professionals are often available for this purpose. Let your members know where to go when assistance is needed to solve a serious problem in a specific area. Members should take such a problem to the instructor first, then to his advisor, but many will not take these logical steps without a push. Make this information available by no more than four weeks into each term.

**Interaction with the Academic Affairs Office provides the message that Delta Tau Delta is serious about its academic endeavors.** This is a positive step in your public relations.

*Student Affairs Office:* Provides a personable, concerned viewpoint about student life. Often this office is more familiar with some of the specifics of your chapter academic problems than you are, and thus can address specific situations. It often has experience working with fraternity programming and is sensitive to these situations.

*Career Planning Office:* You are in college to receive an education but also to qualify for future employment. In a sense, everything you accomplish in college is a building block within a résumé, which results in a lifetime of productive work. Career planning is not the last concern of collegiate experience. A guest speaker from the Career Planning Office can give your members and new members valuable insights on taking advantage of its services. This would include where to look for jobs, how to research a company, how to prepare for an interview and many other placement related topics. If a new member learns what is important on a résumé, it will guide his decisions. Learning these facts as a senior leaves no time for adjustments.

It is also important to have the pamphlets and brochures from the Career Planning Office available to your members. **Quite often, just having these materials around will prompt interest in finding out more.** It is simple to take advantage of the many services that are available through the Career Planning Office. It's often just a matter of knowing about them. Make sure your members are familiar with the workings of this office, and are not hesitant to take advantage of its services. This should be an integral part of both new member education and member education in your chapter.

## **Fraternity Resources**

Various resources are available to you through the Fraternity. Both the Fraternity and the Educational Foundation strongly believe in the importance of academics. It is our primary area of programming and funding. Our goal is to provide resources which enhance academic affairs specifically aimed at fraternity life.

*Director of Academic Affairs:* He is the academic voice on the Arch Chapter. In conversation and decision-making, he interprets topics from an academic perspective.

The Director of Academic Affairs is a voice of the students. Comments, reactions and/or recommendations from chapter members are welcome and encouraged. It is important for the student voice to be heard; and this can be done through writing the Director of Academic Affairs.

The Director of Academic Affairs oversees all programs developed by the Fraternity in the area of academics. He promotes and oversees the education of Faculty Academic Advisors. He issues certificates and plaques for academic achievement. He delivers programs at regional and divisional conferences each spring on effective academic programming.

This position is held by a dedicated alumnus, usually a faculty member at an academic institution, who has the insights and experience in chapter operations to develop programs that encourage a quality academic atmosphere in chapters and encourage each individual member to strive to reach his full academic potential.

The current Director of Academic Affairs for the Arch Chapter is Scott Heydt. He can be contacted at [scotthbooks@gmail.com](mailto:scotthbooks@gmail.com) or 162 Beckys Corner, Chalfont, PA 18914

*Central Office:* The office provides materials and suggestions to enhance your academic programs. These resources are found on the delts.org website:  
<http://www.delts.org/chapter/academicaffairs.html>

*Chapter Consultant:* He is part of the Central Office staff and can offer suggestions on your programming during his next visit. He has the knowledge and experience from the many chapters which he visits and from his job training. **During a Chapter Consultant's visit, spend significant time with him.** Pick up on the ideas he brings from other campuses, share with him your successes and failures, and find out about new academic developments.

Chapter Consultant information is located at <http://www.delts.org/extras/contact-staff.html>.

## **Chapter Resources**

Some of the most valuable resources available to you are right in your own chapter: your advisors, your key officers, and members with special academic talents. Alumni represent another untapped resource.

*Chapter Advisor:* He can often provide the most appropriate and influential counseling of all. His familiarity with the chapter, his professional background, and his knowledge of the focus of the Fraternity can be important in designing your programs.

*Faculty Academic Advisors:* The Faculty Academic Advisor is a university or college faculty member in an advisory role. Males or females, Delts or non-Delts may serve in this position. **Every chapter should identify and recruit a Faculty Academic Advisor.** More information is available at <http://www.delts.org/alumni/facultyadvisor.html>

*Chapter President:* Often carries the tone and direction of the chapter. Make sure that he, as well as other key officers, is aware of your goals and supports them. If the President is not aware or is unsupportive of your efforts, your program will suffer. Other key officers can fill the void.

**Spend significant time selling the AAC's program to the Executive Committee.** Don't bring a program to the agenda of a chapter meeting until a majority of the Executive Committee is ready to speak for it. Do use your officer report time in chapter meetings to discuss the politics of a forthcoming agenda item. **Once awareness is entrenched, maneuver to keep academic interests at the forefront of the Executive Committee agenda.** On all other agenda items, speak to their impact on academic programs. Force key officers and committee chairmen to carry out their responsibilities within an academic perspective.

*Alumni:* This group can provide major support to your academic programming. One of the most practical methods in highlighting career advising is to recruit alumni in different vocations and professions as speakers for those in the chapter who are studying his subject. You can request an alumni list from Central Office or contact the Alumni Office on your campus.

Setting up this career guidance structure using alumni provides a valuable service and points of interest for the more senior members. It attracts younger members to their true interests early in their academic careers and gives alumni the opportunity of involvement with chapter activities in an area of intense interest. Work with your alumni relations committee to establish this component of membership education.