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**Welcome!**

Thank you.

These two simple words convey so much. Thank you for helping us to strengthen the future of our fraternity/sorority communities and the IFC officers. Thank you for supporting, challenging and sharing your experiences with these students. Thank you.

The number of NIC educational programs and services aim to cultivate the capacity for IFCs to take responsibility for addressing issues in their community, and IFC Academy is intended to be the starting point for many newly elected officers.

IFC Academy provides IFC officers with tools and training to be effective in their specific roles, build cohesiveness as a team and understand their responsibility in the peer governance of their fraternity community.

We challenge you to make this program your best yet. Each experience presents a new opportunity to grow, develop and make new friends. Take this time to learn about this campus and community and make your mark. These students deserve your best.

You mean so much to us, and you mean so much to the fraternity movement. Thank you again.

The Staff of the North American Interfraternity Conference

**IFC ACADEMY (ONLINE) 2022**

**Intended Outcomes/Behaviors**

*Behaviors*

* Evaluate their personal, community and fraternity experience
* Engage peers and stakeholders in successful tactics for the future
* Practice executive leadership skills needed to be effective
* Describe the components of an ideal IFC

*Learning Outcomes*

* Build a supportive and collaborative network among other IFC council officers
* Collaborate with other attendees from your council to create opportunities to work together to advance your community
* Define expectations for your officer role and resources available to support your success.

**Content Overview**

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| **General Sessions** | Council Evaluation and Strategy |
| State of the Community and Interfraternalism |
| IFC Relevance and Peer-Governance |
| IFC Standard Operating Procedures |
| Love, Mom and Dad |
| **Officer Tracks** | Diversity, Equity and Inclusion |
| Finance |
| Health and Safety |
| IFC Advisor |
| IFC Delegate |
| Judicial |
| President |
| Programming/Member Development |
| Public Relations |
| Recruitment |
| Scholarship |
| Secretary/Administration |
| Service and Philanthropy |
| **Breakout/Topical Sessions** | Retention |
| Crisis Communication |
| Diversity, Equity and Inclusion |
| Building Relationships with HQ & Your FSA |
| It’s Okay Not to Be Okay (Mental Health) |
| Accountability within the IFC |
| Handling Anti-Fraternity Activism |

**2022 IFC Academy Schedule**

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| **FRIDAY, JANUARY 14, 2022** | |
| 1:00 – 1:25 p.m. ET | **General Session:** Welcome to IFC Academy! |
| 1:25 – 1:40 p.m. ET | **Council/Campus Breakout:** Reframing Our Perspective |
| 1:45 – 2:15 p.m. ET | **Officer Track 1** |
| 2:15 – 2:25 p.m. ET | Break |
| 2:25 – 2:50 p.m. ET | **General Session:** State of the Community and Interfraternalism |
| 2:55 – 3:10 p.m. ET | **Council/Campus Breakout:** Interfraternalism in Action |
| 3:15 – 3:50 p.m. ET | **Topical Breakouts/Discussions** |
| 3:50 – 4:00 p.m. ET | Break |
| 4:00 – 4:35 p.m. ET | **Officer Track 2** |
| 4:40 – 5:10 p.m. ET | **General Session:** IFC Relevance and Peer Governance |
| 5:15 – 5:40 p.m. ET | **Council/Campus Breakout:** Peer Governance |
| 5:45 – 6:00 p.m. ET | **General Session:** Closing Session |

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| **SATURDAY, JANUARY 15, 2022** | |
| 1:00 – 1:30 p.m. ET | **General Session:** IFC Standard Operating Procedures |
| 1:30 – 1:50 p.m. ET | **Council/Campus Breakout:** Applying the IFC SOP |
| 1:55 – 2:15 p.m. ET | **Officer Track 3** |
| 2:15 – 2:25 p.m. ET | Break |
| 2:25 – 3:35 p.m. ET | **General Session:** Love, Mom and Dad |
| 3:40 – 4:05 p.m. ET | **Officer Track 4** |
| 4:05 – 4:15 p.m. ET | Break |
| 4:15 – 4:50 p.m. ET | **Topical Breakouts/Discussions** |
| 4:55 – 5:15 p.m. ET | **Officer Track 5** |
| 5:20 – 5:40 p.m. ET | **Council/Campus Breakouts:** Goal and Priority Setting |
| 5:45 – 6:00 p.m. ET | **General Session:** Closing and Wrap Up |

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**Facilitation Skills**

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|  | **What is Facilitation?** |
|  | **Facilitation is:**   * Supporting the curriculum through discussion and activities. * Creating connections of shared information and experiences. * Helping Participants get good information and affirmation. * Providing focus and direction. * Appropriately challenging and questioning Participants.   **Facilitation is NOT:**   * “Doing” for the Participants. * Being an expert on all topics. * Allowing discussion to meander off-topic. * Defensive, argumentative or polarizing.   **Effective Facilitators should be:**   * Natural and genuine. * Interested in all Participants. * Engaged in a series of conversations with a variety of Participants. * Clear and non-judgmental in their communication. * Flexible and able to adapt to different situations. * Focused on the Participant’s experiences and struggles. * Developing appropriate relationships with Participants and Facilitators. |
|  | **Core Competencies** |
| **Communication** | **Facilitators will exhibit good communication skills by:**   * Expressing ideas clearly and accurately. * Being attentive and showing interest in the subject. * Thinking quickly on their feet and being prepared for difficult confrontations and conversations. * Showing a sense of humor. * Knowing when to steer conversations into a serious tone. |
| **Personal Interjection** | **Facilitators will regulate personal remarks to:**   * Calling the group’s attention to helpful statements. * Rephrasing Participant’s ideas/thoughts to clarify and reinforce. * Summarizing groups’ thoughts to bridge between topics. * Facilitators will avoid emphasizing personal opinions, agendas, etc. |
| **Group Participation** | **Facilitators will encourage group participation by:**   * Ensuring participation by each group member during Chapter Meetings. * Ensuring one individual does not dominate conversation. * Maintaining eye contact with group members and ensuring personal body language is welcoming to the group. * Being alert to the body language and clues from Participants. |
| **Group Atmosphere** | **Facilitators will attempt to create a welcoming and safe atmosphere within the group by:**   * Creating a climate of respect within the group, allowing Participants to discuss differences, without attacking individuals. * Showing interest in the opinions of all group members. * Ensuring there is no favoritism within the group. * Allowing Participants to share minority views comfortably. * Helping Participants view/discuss issues from many angles before reaching conclusions. |
| **Guiding Discussion** | **Facilitators will skillfully guide discussions by:**   * Providing “meat” for discussions, without dominating conversation. * Providing examples and ideas from personal experience to emphasize points. * Listening critically to discussions to identify confusion, unanswered questions, etc. * Directing discussions away from inappropriate topics/remarks and privately confronting individuals who make these comments. * Having Participants provide summaries of key points. |
| **Encourage**  **Growth** | **Facilitators will encourage students to expand personal perspective by:**   * Gently encouraging students to question the validity of their arguments or reasons. * Helping Participants examine their current realities outside the norm or against accepted standards. * Sharing experiences to help Participants identify new ways of doing things, confronting inappropriate traditions, etc. * Encouraging Participants to verbalize how their ideas/reasoning may have changed during the program. |

**Ideas for Dealing with Common Group Situations**

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| **Managing Discussions** | * Make sure everyone understands the topic and there is agreement about the idea. * Use flip charts to manage discussion and topics. * Use the “parking lot” method to “park” thoughts or ideas which may be off topic. * Summarize discussion periodically. * Use different techniques to draw in under-participating students and control for over-participating students. * Make sure conversations are not constantly recycled. |
| **Managing Transitions** | * Ensure the first discussion has some sort of closure and the group is ready to move on. * Make segue clear by using links between topics. * Identify strategic moments in discussion to make transitions. |
| **Using Group’s Energy** | * Allow the group conversation to roll as long as it is productive. * Encourage physical activity to maintain energy. Get up and move between conversations. * Provide energizers for groups when they are tired, or uninvolved. * When conversations become animated and/or heated, don’t immediately diffuse them. Allow for some conflict to move the conversation forward. Step in when conversation is no longer constructive. * Listen for signs the group is ready to move to a new topic. |
| **Using Silence** | * Trust silence when it occurs. Often this is a signal learning is occurring and you’ve identified a difficult conversation. Give Participants time to form their thoughts. * Count to 10 before asking another question or filling the void. When the silence becomes uncomfortable to the group, someone usually steps in. Wait for it. |
| **Disruptive Group Members** | * Handling disruptive behaviors is often difficult. The key is to handle the disruption without hurting the individual and/or group. * Keep in mind—you are not alone and are bound to have allies in the group! Use these allies to bring the discussion back to a constructive place. * Private conversations outside of the group meeting might be necessary with the disruptive person. |
| **Dominating Conversation** | Some Participants might over-participate or dominate conversations. Use techniques to balance conversation or change how you ask questions to encourage others to participate as well. One-on-one conversations with dominant group members outside of the chapter space might be necessary. |
| **Negativity** | If a Participant is relentlessly negative and skeptical, use techniques to involve Participants in problem solving and identifying ways to be optimistic. Do not you not allow the group to succumb to the negativity. Give the complainer constructive feedback outside the group if the negativity impacts the group. |
| **Side Conversations** | Side conversations can negatively impact the group. Facilitators can use several techniques including eye contact with the smaller group, having the group move around to mix the group, involving the smaller group by asking them a direct question, and/or discussing the issue outside of the group during a break. |

**10 Keys to Succeeding as a Virtual Facilitator**

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| **Be You** | * You can do this – it’s via a screen but you are still capable of educating online. * Take a breath and remind yourself of whatever skills you already bring to the table: compassion, a relationship with students, mastery of the content, a sense of humor, gravitas, fluidity, compelling stories. Maybe you happen to be the kind of person who really cares — or handles fear well — or is graceful under stress — or is human. Share that! * The group will still have tension, issues of social identity and rank, varied content knowledge, and different people’s motivations. Everything you know about how individuals learn still applies. Everything you know about the state of people in crisis is still true. |
| **Practice the Technology** | * This is key to success – once you master the content and practice the technology, it will feel seamless like the in-person experience. * Set up your video - be in a well-lit room with a professional background. * Make sure your sound is enabled: you want to be able to hear the participants them to hear you. |
| **Minimize multitasking** | * The temptation and likelihood of participants getting distracted or multitasking is significantly higher than when you are in-person. * This challenge should not be underestimated. It impacts every aspect of how we lead online.   + Set expectations before the session – this is written into the curriculum, but constant reminders will be needed throughout the program.   + Use the distraction – depending on the scenario, ask the participants to use their phones to engage |
| **Engage frequently and in varied ways** | * Make sure you don’t engage everyone the same way​. For example, don’t always ask yes/no chat questions. People will start to lose interest, especially those who don’t prefer that method. * Keep in mind the physical and mental challenges of being together live online. Do your best to use this time only for what is most important to do together live, like supporting each other, practicing skills, collaborating, making decisions, social motivation, etc. |
| **Manage Energy** | Read the room just as you would in an in-person experience – there are scheduled breaks but if the group needs a minute to regroup or take a break, do that. |
| **Honor People’s State** | Just like an in-person experience, every participant is going to bring their emotional state into the sessions. There may be more even emotions given the online experience. Acknowledge the emotions they have and consistently check in with your participants. |
| **Track Participation** | * A common challenge in leading online is that we end up in a one-way conversation. * We are talking at people, but don’t know whether they are learning, whether they agree or disagree, or even if they are still awake! Reading people online is more challenging than in person, but it is not impossible. * **Do not skip on the interactive components included to cover content or lecture.** |
| **Let People Know You “See” Them** | * The more you make it clear that you are reading the group in an ongoing way, the more that people will feel “seen.” The more seen people feel, the more they are likely to engage. * They are also more likely to send you clear nonverbal signals through their web camera when they get the signal that someone is looking back through their screen. Here are a few examples of what those signals might look like.   + “It looks like only about half the group has shared ideas in the chat box. If anyone is having trouble with the chat, let us know, or you can share out loud.”   + “I see [name] that you just came off mute. Is there something you’d like to add?”   + “I see a lot of people are saying ‘yes’ in the chat box, so yes, let’s shift to talking about the second topic.”   + “I see a lot of heads down on the web cameras, so I’m going to give you a little more time to journal.”   + “Everyone has shared except [name] and [name] who are on the phone. Would you like to share, too?”   + “It looks like [name] has stepped away, so we’ll come back to them when they’re back.”   + “Welcome [name], we’re just in the middle of sharing one thing we have done that’s fun today. [name], [name], and [name] haven’t gone yet.” |
| **Check on Participants That May Not Have Access** | * Lack of access can affect people’s confidence. As a result, folks’ confidence in navigating a novel online space may be challenging. The risk of shaming and exposing ignorance may be much higher. * People with less resource have less access to high end tech and a dedicated space to work from. Instead of working in front of a large computer with a headset, they might be perched on an outside stoop on their phone as traffic and neighbors pass by. * Some people may have inferior internet access. Without high-end high-speed internet, people’s connection may be spotty at best. * Here are some ideas to address these concerns:   + Don’t always pick the quickest response, instead of picking the first person to say, “I have an answer,” look for opportunities to support less-heard voices. Make a point of being invitational. * Make sure all people can participate fully. Try to always provide alternative options for participation. If people are calling in, give dedicated space for them to participate during activities and make sure the chat is read aloud. * Set people up for success. ​Another way to cause shame is using right/wrong questions and telling people they’re wrong in front of everyone. This can inflame shame. |
| **Release Yourself and Your Group of Perfection** | * We believe in high standards and excellence in performance. We applaud you if you’re the type of person shooting for perfection under all the challenges of this moment. But if you are, then you also need to be ready to aim high and miss. * There are things you can do to minimize a variety of problems, but the most important thing you can do is take a deep breath and prepare yourself to stay calm and do your best to support your group through whatever will inevitably come up. |

**Using the Facilitator Guide**

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| **Setup** | * Instructions for set up and materials will be listed here. |
| **Facilitator Set Up** | * Needs for the facilitator to have set up will be listed here. |
| **Program Supplies** | * Any supplies needed for the session will be listed here. |

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| **Session Objectives** | * Every session will start with objectives that outline its goals * They will appear as bullets before the curriculum for each session * Refer to these bullets often during the session as a reminder of what is to be accomplished |

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|  | **Session Title** |
| **xx/xx**  **xx:xx - xx:xx p.m.** | On the first line, the first number indicates amount of time it will take to complete each section. The second mark indicates the total time elapsed for the entire session. The second set of numbers indicates the exact times of day at which the section should begin and end. |
|  | Basic text is content to be shared with Participants. This information should be given in full and is best shared through paraphrasing and not reading word-for-word. |
|  | *Content in italics will be instructions for Facilitators.* |
|  | * Questions to be posed to the group will highlighted in grey.   *Note: If a question has already been answered at another time, you should not re-ask the question.* |
| A picture containing speaker, megaphone, electronics  Description automatically generated | **This symbol indicates information or instructions should be read, and the text will be bolded.** |
| flip chart | This symbol indicates material should be put on flip chart. |
| MCj04316210000[1] | This symbol indicates a video should be played. |
| **PPT** | This indicates a PowerPoint slide is to be shared. |
| **WB** | This refers to various WB style resources for participants should open.  *IFC Academy does not have a physical workbook, we will include the links to share with participants and the PDF versions to include in the links are not working.* |

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**Scholarship Officer: What Does Successful Scholarship Look Like?**

**30 minutes**

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| **Setup** | * PowerPoint slides |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * None |

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| **Session Objectives** | * Articulate the goals of the officer role * Define what success looks like for the scholarship officer |

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| **5/5** | **Welcome and Introductions** |
|  | *Keep the title slide up before the session, once you begin facilitating, pull it down.*  *Facilitators introduce themselves and welcome Participants in a genuine, upbeat and positive way.* |
| Ask everyone in the chat to introduce themselves, presenter going first, including:   * Name * Campus * Affiliation   **Raise your hand if you are:**   * An IFC officer role dedicated solely to scholarship. * An IFC officer role that is partially dedicated to scholarship. * Were volunteered by someone else to attend. |
| **10/15** | **What Does Scholarship Success Look Like?** |
|  | We identified specific responsibilities we already have or could potentially have as IFC scholarship officers, but more important than what we do is why we do it. After all, if we don’t identify why something is important, we’re simply going through the motions without purpose.  **In the chat, write:**   * What does it mean for an individual to be successful in scholarship?   *Examples: obtaining a strong GPA, identifying their own goal GPA and meeting it, prioritizing studying over partying, making it a priority to learn new things, determining a career path for themselves and working to reach it, setting goals for academic success and meeting them*   * If an individual fraternity member is successful in scholarship, what will that look like for the chapter? for the fraternity community?   *Examples: the chapter’s/community’s average GPA will rise, others will recognize fraternities as supportive of scholarship success, fraternities will be valuable entities of the campus community*  Success in scholarship will look different for every individual, but when we reach our goals individually, we will elevate the entire fraternity community.  If we know that scholarship success is important to our members, chapters, and organizations, why do we sometimes fall short? Falling short from time to time is certainly expected. We’re human after all! However, our roles as IFC scholarship officers is to help our communities reach success as often as possible.  **Again, in the chat, write:**   * What characteristics of a fraternity have the potential to hinder us from reaching scholarship success?   *Examples: [creating cultures and environments that prioritize social/alcohol consumption over scholarship, overscheduling and overcommitting, not utilizing chapter scholarship officers to support chapter success, not holding members accountable for scholarship success required of them by the fraternity]*   * What are we able to do to mitigate the things inhibiting our success?   There is no silver bullet or magic solution that will magically make every member reach his goals. However, we can take small steps and work with other IFC officers and chapter scholarship officers to find solutions to these issues.  It’s highly likely, in fact, that the issues hindering us from academic success also hinder us from success in other areas.  These positions go so much deeper though. Fraternity scholarship is about creating a culture of academic success.   * What does it mean to create a culture of academic success in a fraternity chapter? * What does it mean to create a culture of academic success in the fraternity community?   *Ensure participants understand that the chapter and IFC scholarship roles go beyond simply assisting students with academic challenges. The roles should focus on incorporating scholarship into the fraternity experience on multiple levels so that challenged members, highly successful members, and every member in between rely on the scholarship officers for support and believe in the importance of academic success.*  **On your own generate a list, we will generate a list together when you’re finished.**  **There is a worksheet on the IFC Academy webpage.**  [**https://tinyurl.com/IFCScholarshipBrainstorm**](https://tinyurl.com/IFCScholarshipBrainstorm)   * What are some of the ways a chapter and its scholarship officer can create a culture of academic success that goes beyond helping struggling members?   *[share scholarship tips during chapter meetings, create an opportunity for members to mentor one another for academics in similar majors, set goals as an entire chapter to raise the GPA]*   * What are some of the ways a council and its scholarship officer can create a culture of academic success that goes beyond helping struggling members?   *[create opportunities for chapter scholarship chairs to get together to share ideas, host all-IFC scholarship workshops, promote campus events related to scholarship, promote resources available on campus to all IFC, have an all-IFC GPA competition]*  **In the chat, share your ideas – how many did you come up with? What was your most creative?**  *If anything creative or innovative is shared, have that participant share more information.* |
| **10/25** | **Common Missteps in this Role** |
|  | The IFC Scholarship officer role can be easily thought to be a simple job but in reality, it is critically important to the success of the IFC.  In our experience, there are some common missteps or mistakes that the IFC Scholarship Officer may make.   * Not thinking community-level   + It’s easy to think you only collect study hours, grade reports or don’t have much control over the chapter’s GPAs. But in your role, you can provide programming and resources to help all members improve their scholarship. * Thinking other chapters don’t have the same problems.   + Serving on the IFC leadership team, you will learn how different chapters are but also how similar they are – especially when it comes to the issues chapters are facing.   + As the new leadership, take a survey of the chapters to learn about what’s happening – the good and the issues – so you can proactively start working to address each chapter’s concerns. * Unwilling to share what’s working or what’s not working.   + Once you learn how all chapters have similar problems, the potential for finding solutions grows. What works for one chapter may not work for another but on the flip side, sharing what worked and what didn’t work for your chapter can help another chapter through their struggles. * Waiting for someone else to share first.   + Don’t be afraid to ask questions or offer advice. Often, most people will have similar questions and are too nervous or afraid to speak up. Similarly, if you have an idea, share it! You’re on the leadership team and your voice is valuable to the group. * Unable to learn from others success/failure.   + Similar to being unwilling to share, being unwilling to listen to others’ ideas can be detrimental to the success of the IFC. Collaboration is critical and it starts by learning from others. * Not asking for help   + Pride can easily get in the way of our ability to work together and improve the IFC. You won’t have all the answers yourself, but the collective team and your resources may be able to help. Asking for help is the first step in improving the IFC and its member chapters. |
| **5/30** | **Wrap Up** |
|  | Before dismissing you to the next session, let’s recap this session:   * The people in this space are your resources and allies, IFC Academy is a great place to get to know those in similar roles from other campuses. * Scholarship success can look different on each campus but having a definition is important. |

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**Scholarship: Improving the Scholarship in the IFC**

**35 minutes**

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| **Setup** | * None |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * None |

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| **Session Objectives** | * Describe ways to facilitate scholarship workshops for chapter officers * Develop a scholarship plan |

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| **15/15** | **Scholarship Self-Assessment** |
|  | Welcome back!  Before we discuss how to improve your scholarship and develop a plan. Let’s take a quick self-assessment.  **Take the next few minutes to reflect on these questions:**  *Read each question aloud and pause for reflection.*   1. Does your chapter have a scholarship chairman and a committee which is functioning? 2. Does the chapter scholarship chair know the exam schedule of the new member class, and is this used to prevent conflicts between exams and new member activities? 3. Do big brothers keep informed about the grades of their little brother(s)? 4. Is a minimum GPA required for initiation of a pledge/new member? 5. Did at least 75% of the new member class achieve the required GPA and qualify to initiate? 6. Do the new members and brothers know of and use university resources such as reading and study clinics and counseling centers? 7. Are brothers required to follow in-house quiet hours (if applicable)? 8. Is chapter recognition given to brothers who do well academically? 9. Are fewer than 15% of the brothers on academic probation? 10. Is the chapter GPA above the all-campus, all men and all-fraternity GPA? 11. Do all of the chapter officers maintain average or above average academic standards? 12. Do brothers who have high GPAs remain active participants in the chapter, even as juniors and seniors?   **Now in the chat or out lout (depending how many participants), I want you to discuss your answers.**   * Was anything surprising? * Looking at these questions, do you have any concerns about your fraternity community? * What did you learn?   *When the groups return, have them share out about their reflections.*  This self-assessment is not intended to discourage you, it is designed to take a look at what your chapter does so you can see what improvements you can make as the IFC Scholarship chair. If your chapter is not doing certain things, are other chapters in similar situations?  This is your starting point. Now, let’s discuss how to build a plan to address some of these. |
| **10/25** | **Scholarship Plans** |
|  | One of the key components of your role is to develop and execute the scholarship plan for the IFC.  **By a show of hands, who has an established IFC Scholarship plan already?**  *If there are some that say yes, have them share.*  For those that do not have plans – this session we are going to work on understanding the best practices for a plan.  Let’s use this self-assessment as a gut check for our plans:  *There is a worksheet on the IFC Academy webpage.*  [*https://tinyurl.com/IFCScholarshipPlan*](https://tinyurl.com/IFCScholarshipPlan)  Each plan for have 5 components.   * Expectations and policies * Incentives * Accountability measures * Workshops or ways to help member chapters * Reporting   As we walk through each, take notes, after we cover the components, you are going to make a plan. You will leave today with a finalized scholarship plan.  **Expectations and Policies**  The first part of your plan should include the expectations for scholarship of all members and chapters.   * The IFC should have a written scholarship policy which includes minimum standards for member fraternities, including specific incentives and sanctions for performance below these standards. This must be in alignment with NIC Standards. * An IFC will implement academic policies and programming, striving for the all-fraternity GPA to be above the campus all-men’s average. * The IFC will establish policies with remediation plans when chapters do not achieve the minimum new member class GPA and chapter GPA.   **Incentives**  Next, let’s think about incentives:   * The IFC should recognize individuals within the fraternity community each term. * Fraternity members who achieve academic excellence should be publicly recognized at least once a year during Greek Week, a scholarship reception, Parents Weekend, or through a national Greek academic honorary society such as Order of Omega or Gamma Sigma Alpha. * The most important element of recognition is the environment in which it is conducted. A separate occasion, if possible, should be set aside for the recognition of scholarship. * *A note about FERPA:* It is important that before you recognize members and member fraternities for their academic accomplishments that you check with your IFC Advisor to ensure that you are in compliance with, the Family Educational Rights and Privacy Act, a federal law that protects the privacy of student education records.   **Accountability Measures**   * The IFC should have an established plan for member chapters that do not meet the expectations outlined. * What happens if a member chapter repeatedly does not meet the expectation?   **Workshops**   * A great way to help member chapters improve is having workshops for them. * The IFC should sponsor a scholarship workshop once each term involving all member fraternity scholarship chairs and new member educators. All IFC efforts should continually focus on reducing the number of students who are academically ineligible to be initiated or who are removed from the school for academic reasons. * When possible, partnering with academic services staff would be ideal as they would be able to provide the scholarship chairs and new member educators with the most accurate information.   **Reporting**   * Scholarship reporting is increasingly becoming a more crucial component of successful fraternity communities. * The most forgotten element of academic ranking information is the effective communication of the data. The academic statistics should be distributed to the member fraternities, member fraternity advisors, appropriate campus officials, and general fraternities in a timely manner. * The member fraternities should understand the importance of the information, and the IFC should use the distribution of grade rankings each term as an opportunity to work with member fraternity scholarship chairs and advisors on an evaluation of where they are and where they would like to be. |
| **5/30** | **Brainstorming and Sharing Plans** |
|  | Now that we’ve covered each, let’s take some time to develop your plans.  <https://tinyurl.com/IFCScholarshipPlan>  **On your own, take some time to address each component. You may not have all of the answers now but start thinking about what you do know.**  *Give them 5-7 minutes to work.*  *Have a few participants share depending on time.* |
| **5/35** | **Wrap Up** |
|  | Your IFC should have a robust action plan for supporting  academic success for individuals.   * Avoid forced study tables; these represent a negative approach to the problem of self- discipline. Too often, forced study tables are noisy, closed in and seen as an opportunity for a good time instead of concentrated individual study. * Concentrate on a scholarship program which assists the individual in budgeting his time, in learning how to study, and in utilizing his time most effectively in an atmosphere conducive to learning. * Encourage members to seek assistance from their professors. As the number of college- going students continues to grow, it becomes increasingly important for students to attempt to maintain a close relationship with members of the faculty. |

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**Officer Track: Your Role and the IFC SOP**

**20 minutes**

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| --- | --- |
| **Setup** | * None |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * The IFC SOP |

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| **Session Objectives** | * Apply the IFC SOP to their officer roles * Describe the importance of the IFC SOP * Develop a strategy for incorporating the IFC SOP into their operations |

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| **20/20** | **The IFC SOP** |
|  | In the last general session, we talked about the IFC Standard Operating Procedures, or the IFC SOP.  The mission of an Interfraternity Council (IFC) is to foster a healthy and vibrant fraternity community. The IFC Standard Operating Procedures (SOP) provide structure and support—a baseline for policies and practices—for IFCs to operate in accordance with NIC Standards, endorsed by all inter/national member fraternities of the NIC.    There is a resource on the IFC Academy webpage:  <https://tinyurl.com/IFCSOPscholarship>  Implementing the Standard Operating Procedures will help an IFC anticipate and address critical operational needs, while serving its member chapters and advocating for the fraternity experience.   * Prior to IFC Academy, were you familiar with the IFC SOP? * If so, do you know if your IFC is fully aligned?   This session is about understanding the components and how you can support the IFC SOP in your role.  The scholarship officer’s role is critical in the overall success of the IFC, especially when it comes to the IFC SOP. Specifically in the academic enrichment category:   * An IFC will implement academic policies and programming, striving for the all-fraternity GPA to be above the campus all-men's average. * The IFC will establish policies with remediation plans when chapters do not achieve the minimum new member class GPA and chapter GPA. * Why is the IFC SOP important? * How is it helpful? * Why should you be aligned?   In the council breakout you just came from, you discussed where your council is currently related to the IFC SOP.   * What areas is your council most successful in? * What areas are you in need of support? * What needs to be done to be fully aligned? |
|  | The IFC SOP is flexible to meet the needs of each council, regardless of how many chapters you have on campus. It is a baseline for successful operations within the IFC. |

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**Officer Track: Processing and Creating Change**

**20 minutes**

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| **Setup** | * None |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * None |

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| **Session Objectives** | * Process initial reactions and emotions to the Love, Mom and Dad session * Create a sense of urgency for change within their community * Recognize the IFC and their individual roles in creating that change |

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| **20/20** | **Debrief Parents’ Session** |
|  | *Facilitator note: Use your best judgement to debrief their emotions and reactions. Some may have seen this, or a similar presentation, and for some this may be new.*  There is a resource on the IFC Academy webpage:  <https://tinyurl.com/LMDscholarship>  Sample processing questions:   * What are your reactions to the parent’s presentation? * Why is this important to discuss at IFC Academy? * How does this apply to your role on the IFC? * How can you re-create this sense of urgency when you return to campus to drive change? |

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**Officer Track: Q&A and Goal Setting**

**20 minutes**

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| **Setup** | * None |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * Goal Setting worksheet |

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| --- | --- |
| **Session Objectives** | * Explore topics of interest to participants related to their roles * Create goals for their officer term |

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| --- | --- |
| **10/10** | **Open Forum/Pressing Issues** |
|  | We’re going to spend time discussing concepts of interest to you. This is the time to bring up burning questions about other campus’s experiences, to share ideas you have for your own campus, and to support others in your role.    Provide time for participants to share ideas with one another in small groups, bringing them together in the end to share highlights of what was discussed.   * What general questions do you have about your officer role?     *Provide time for general questions and answers with the whole group.* |
| **10/20** | **Goal Setting** |
|  | We’re nearing the end of our officer track. We’re nearing the end of our officer track. Later, you’ll discuss specific issues and set goals as a team. At this time, we’ll think about goals you have for your own officer role.  **In the chat, answer the question “Why is the IFC Scholarship officer role important to you, your chapters, your council, and your community?”**    Now, we’ll take time to identify how we’re able to make the best version of the IFC Scholarship officer role a reality.  *There is a worksheet on the IFC Academy webpage.*  [*https://tinyurl.com/ScholarshipGoals*](https://tinyurl.com/ScholarshipGoals)  **In the left column, identify three tangible desires you have for your IFC Scholarship officer role on your campus based on the “best of the IFC Scholarship officer role” that you identified previously.**  **In the right column, turn each desire into a goal. This goal should be written as an affirmative statement as though you’re looking back on what happened in the future. For example, the desire “IFC members feel their opinions have been heard” becomes the goal “The IFC Scholarship officer attended one chapter meeting for each IFC chapter per term to hear feedback and discuss what IFC is doing.”**  *Provide time for officers to do so. When participants have finished, ask them to share their answers with the group.* |
|  | *Conclude the session with a thank you or quick charge to the officers. Be genuine and authentic to your style as you wrap up.* |