Greek Review Board Roles & Responsibilities
Non-Academic Student Code of Conduct Violation Process
Greek Charter Renewal Process
Greek Reinstatement Process
Greek Review Board
Roles & Responsibilities
Austin College Greek Review Board Membership and Guidelines

The Austin College Greek Review Board was created to promote consistency and a greater sense of fairness in the resolution of accusations of minor violations of the Non-Academic Code of Student Conduct and/or Greek Life Handbook. The charge for this peer hearing body outlines three primary functions:

1) **Adjudicative** – In a hearing, review and resolution of allegations of minor violations of the community standards as represented by the Austin College Non-Academic Code of Student Conduct or Greek Life Handbook, and Environment

2) **Membership Education and Development**
   a. The promotion of awareness and compliance with community standards, and
   b. Disciplinary counseling – the goals of which are -
      i. To educate the organization by explaining the reasons for the community standard
      ii. To bring the organization’s behavior into compliance with the community standard
      iii. To have the organization maturely accept accountability for their behavior
      iv. To help clarify the organization’s values as they are related to the behavior in question
      v. To assist the organization in making a more positive self-directed choice that will better able them to assume later roles
      vi. To help the organization consider in advance the consequences of their behavior
      vii. To determine with the organization the reasons for their misconduct

3) **Standards of Excellence (SOE)**
   a. Work with Greek Groups to provide a platform to submit SOEs for their organization
   b. Ensure that Greek Groups meet the deadlines for each SOE point
   c. Follow up with Greek Groups if they do not meet the SOE submission requirements
   d. Review all non-Greek events to see if they meet an SOE requirement
      i. If they do, determine the minimum criteria for SOE requirement

The standards for Member of the Greek Review Board

1) Maintain a 2.25 Cumulative Austin College G.P.A. throughout the service period
2) Maintain a community status of good standing throughout the service period. A student shall not be able to sit in a hearing panel while on any type of college probation. An extended probationary period would be cause for removal
3) Participation in training prior to serving on a hearing panel
4) Participation in regular bi-weekly meetings of the board and service on an equitable manner (two missed meetings or hearings in a semester shall serve as cause for review),
5) Maintenance of standards of confidentiality

Roles of Position on Greek Review Board

Responsibilities of the Chair of the Greek Review Board shall include:
1) The Vice President of Greek Council will serve as chair
2) Calling all meetings/setting the calendar for regular meetings and hearings
3) Notifying all parties to individual hearings
4) Guiding board in developing areas of questioning
5) Presiding over hearings and assuring compliance with operational procedures (including monitoring of question appropriateness)
6) Creating accurate and confidential accounts of all matters before the board
7) Voting in case of tie

Responsibilities of the Co-Chair of the Greek Review Board shall include:
1) Setting the panel for hearings
2) Assuring that the board maintains the appropriate contacts with the student governance structure to assure that board fulfills its review of policies and procedures charge
3) Assuming responsibilities of the chair in his/her absence

Responsibilities of Members of the Greek Review Board shall include:
1) Familiarizing themselves with the judicial affairs system and its policies and procedure
2) Participating in all training and meetings and serving on hearing panels in an equitable manner
3) Excusing themselves from any cases in which one is incapable of approaching it with the understanding that the accused has done nothing wrong unless, and until, persuaded otherwise
4) Reviewing all case materials in advance
5) Preparing open-ended questions to investigate areas which are unclear
6) Engaging in a meaningful discussion and expressing perspective appropriately
7) Being creative and thorough in developing sanctions when appropriate
8) Maintaining confidentiality regarding all board matters

Responsibilities of the Advisor of the Greek Review Board shall include:
1) Training members of the board in areas of policies and procedures, skill development, etc.
2) Assuring that all policies and procedures are upheld
3) Assisting chair in responding to questions/disruptions/etc. in hearings
4) Maintaining accurate and confidential records provided by Chair
5) Evaluating board performance and provide constructive criticism for growth and development

Vacancies on the Greek Review Board would be filled through soliciting nominations through the governing body (Greek Council).
Non-Academic Student Code of Conduct Violation Process
Non-Academic Student Code of Conduct Violation Process

The basic issue concerning violations of rules and regulations in a college is the failure of students or organizations to realize and appreciate that certain fundamental rules and regulations are necessary in any community. The solution to this problem – the realization on the part of each resident of the demands of a community – is in part centered on the fact that discipline should be of an internal nature, coming from within each person.

To arrive at this desirable state, the concept of discipline must be altered. Discipline must be considered as a tool used in conjunction with mature guidance rather than as a hammer. Primarily, discipline should be educative and preventive. If certain restrictions or punitive responses will aid in the attainment of these goals then they may be employed, but punishment should never be levied for its own sake.

In counseling, we attempt to find out why a student or organization misbehaved. After determining the motive, we explain the reason the regulations or rules exist and why the student or organization was out of order in disregarding them. We are appealing here to reason and sense of personal responsibility.

Discipline is used with the goal of *reeducating* the student or organization – to help him or her see that further infractions are really unnecessary, not because they are afraid of the punitive consequences, but because of the realization that such actions are not in accord with the college society. This is a process in which the student or organization learns. This is the basis then of the disciplinary function as used in the college.

When a student or organization disregards a policy of Austin College, they have a reason for doing so. The primary purpose of reeducation is to uncover this reason, show the student or organization why their behavior is inconsistent with the standards of our college community, and aid the student or organization in understanding that certain regulations are necessary. Furthermore, educating the student or organization regarding the channels through which to change policies is a part of the learning process. In other words, we are attempting to assist the student or organization in the process of retraining and reorienting attitudes with respect to their social, ethical, personal, or religious development.

Other important guidelines in re-education are:

- The student or organization should realize that as a member of society they have a responsibility to conform to certain standards for group living to the extent that they are beneficial, rather than detrimental, to the progress of both themselves and the group.
- The rights of all students or organizations must be respected. This is but a reflection of the dedication to fair play. The student or organization that has behaved inappropriately should learn from the experience the results from the reeducation program.
- Reeducation is quite different from suppression. The former attempts to locate and correct the root trouble while the latter only removes the symptom without resolving the cause.
• Each case must be viewed as a separate entity due to the individuality and uniqueness of each person. No two people are identical. It follows that the actions of two different people, while similar in themselves, will have different, and sometimes opposite, motives.

• The student or organization should arrive at the conclusion that in the process of maturing with experiences, discipline has to be self-imposed. The responsibility of successfully mastering the complexities of life is basically the responsibility of the individual.

A number of guidelines are listed below as an aid to the group or individual involved in the dynamic process of discipline. The basic responsibility is the realization that, in dealing with a student, we are dealing with a unique individual in every case.

The College representative must be able to distinguish between the delinquent individual and the delinquent act, for the latter does not always imply the former.

Discipline must be considered as positive rather than negative. It is a tool, not a hammer.

Discipline should be a learning process – aiding the student in understanding the College community.

The student must realize that reasonable regulations are necessary for group living.

The discipline system should work with, and attempt to, re-educate the student unless or until it becomes evident that the student would benefit and develop more if separated from the living unit and/or the College.

Discipline should not be used as a threat, for threatening is a negative approach and will render the action ineffective.

All inappropriate behavior should be approached with an open mind - there is not a set disciplinary response for each incident because there are too many variables involved to establish a universal set of rules.

All cases should be followed closely by an assigned staff member, noting the improvement or lack of, on the part of the student involved.
AUSTIN COLLEGE
MINOR VIOLATION
RESOLUTION FLOW CHART

**Incident**

- Intake interview opportunity with professional staff member.

  **Student receives notification of hearing 5 days in advance by Patrick Miller, Director of Residence Life & PJB Advisor**

  - Hearing is held by the Peer Judicial Board.

    **Student sent results of hearing to campus mail box by PJB Advisor, Patrick Miller**

    **Student accepts results.**

  **Agreement can not be reached**

    **Student takes responsibility for action and seeks to initiate a mutually agreeable resolution with Student Life pro staff member.**

    **An Administrative Agreement is drawn up and endorsed by student and Student Life pro staff member.**

    **Student appeals decision and/or sanction to Student Conduct Council**

    **Michael Deen, AVP & Dean of Students, reviews appeal and responds to student.**
Questioning Strategies

These strategies apply to the questioning of complainants, witnesses, and accused organizations. Questioning, a most important aspect of the hearing process, is a means to find out what actually happened and to learn more about intent and motives. A question should be asked in such a way that the person will not be hinted in any way as to how to answer.

1. Assume nothing. Ask simple, obvious questions, as needed to be absolutely clear. Be direct.

2. Begin by letting the person talk and provide a narrative. Ask, “Explain what happened...” and “How did this happen...?” Use follow up questions to get more information or check inconsistencies or vagueness.

3. Be inquisitive, not interrogative; adopt a curious tone. Be polite.

4. Try to avoid “closed” or leading questions. Closed questions that can be answered with a “yes” or “no” or with just one word do not give much information. Leading questions may skew testimony by suggesting the desired answer, such as “The light in that parking lot is very bright isn’t it?” or “Did the victim scream?”

5. Ask open-ended questions such as, “What was the light like in the parking lot?” or “What did the victim do next?”

6. “Why” questions are of little help in determining the facts of the case and whether a violation occurred. They are most useful in helping learn more about the person’s state of mind and deciding on an appropriate sanction.

7. If necessary, repeat back to check accuracy; make brief notes.

8. Avoid multiple choice questions, such as “Were you feeling angry, elated, frustrated, or just letting off a little steam?” The witness may try to choose the one less incriminating!

9. Silence is golden. Do not be alarmed if the person does not respond immediately. It is natural to want to think before responding, especially in a hearing. Do not try to offer clarification; allow the person to ask for it.
Sanctioning

Sanctioning is intended to accomplish four aims:

- To make sure everyone has learned from the experience;
- To make sure it doesn’t happen again;
- To make good on the mistake; and,
- To make sure that Austin College expectations are clear.

Sanctioning Checklist

Points To Consider When Recommending Sanctions

❖ What was the intent of the organization? What was the organization’s motivation for behaving inappropriately? Was the violation intentional? Was the organization aware of the possible consequences?
❖ What were the actual consequences of the behavior? Was there physical damage or emotional harm? What were the effects of the behavior?
❖ What were the actual consequences of the behavior? Was there a creation of risk? A potential for harm?
❖ Were alcohol or drugs a part of the incident? Is there a pattern of substance abuse? Should substance use be addressed in the sanction?
❖ What is the organization’s attitude? Is the organization willing to accept responsibility? Does the organization’s leadership display understanding of the rules? Does the organization display empathy for others?
❖ What is the organization’s past record? Is there a trend of this type of behavior?
❖ What does the Code of Conduct permit or require for this type of violation?
❖ What significant aggravating or mitigating factors would increase or decrease the severity of a recommended sanction?
❖ What would help the organization learn from this experience? What would help the organization take the process seriously and think about their behavior?
❖ What would serve to deter this organization (and members) from similar behavior? What would motivate this organization to change? What would motivate their members to maintain community standards?
❖ How realistic is the recommended sanction for the organization? For the college?
❖ Does the sanction fit the incident, the organization, and the community?

Writing the Opinion

The hearing panel’s written opinion must be rational and make sense in accordance with the evidence presented. The written decision serves as justification for why you decided the way you did. This document becomes a permanent record of the hearing and remains part of the organization’s disciplinary file. Your decision will be read by the accused organization and possibly by an appellate body, the Vice President of Student Affairs & Chief Inclusion and Diversity Officer, and the President of the College. If the case is contested in civil court, the opinion will be subjected to scrutiny by a large number of officials both inside and outside of the College, including a federal judge. On the next page is the standard outline for judicial panel options.
Key phrases which may be used in the reasons given for the sanction

- ...will not be tolerated
- ...will not be condoned
- ...raises serious questions regarding your ability to comply with college policies
- Due to the severity of your behavior
- ...had demonstrated poor judgment
- Leniency has been shown
- ...has failed to heed previous warnings
- These policies must be followed for the benefit of all students.
- ...you have demonstrated a lack of respect.
- ...will allow you to get a fresh start
- ...is a very serious offense
- Since this appears to be an isolated incident...
- ...blatant disregard for College and residence hall policies, and for the property of others.
- ...causes serious questions as to your ability to adapt to the community living environment
- Your behavior demonstrated serious problems adjusting to College life.
- The number of prior violations indicates your organization is not willing to...
- Your present attitude indicates a lack of awareness of the seriousness of the offenses...
- ...type of behavior is highly inappropriate
- ...continued pattern of rule violations
- (e.g. community service) will provide you with greater insight and awareness with respect to policies and your behavior and its effect on other individuals.
- Inexcusable...
- ...cooperative attitude
- As a student leader, you act as a model for other students.
- You seem to have difficulty accepting responsibility for your actions.
- Despite repeated warnings...
## Environment Codes for Violations

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<tr>
<th>Code</th>
<th>Policy</th>
<th>Descriptor</th>
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<tr>
<td><strong>A</strong></td>
<td><strong>Personal Identification and Representation</strong></td>
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<tr>
<td>A1</td>
<td>Representing Oneself as Another</td>
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<td>A2</td>
<td>Representing College or Group without Authorization</td>
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<td>A3</td>
<td>Tampering with or Falsifying College Documents</td>
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<td>A4</td>
<td>Unauthorized Access to College Documents</td>
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<td>A5</td>
<td>Misrepresentation to College</td>
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<td>A6</td>
<td>Refusal to Identify Oneself</td>
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<td>A7</td>
<td>Misuse of College Identification Card</td>
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<td>A8</td>
<td>Damage to the Reputation of College</td>
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<td><strong>B</strong></td>
<td><strong>Civil, Safety, and Environmental Health</strong></td>
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<tr>
<td>B1</td>
<td>Sexual Harassment</td>
<td>A Under 21</td>
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<td>B2</td>
<td>Alcohol</td>
<td>B Open Container</td>
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<td>B2</td>
<td>Alcohol</td>
<td>C Mass Quantities</td>
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<td>B2</td>
<td>Alcohol</td>
<td>D Drinking Games,</td>
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<td>B2</td>
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<td>B2</td>
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<td>B2</td>
<td>Alcohol</td>
<td>G Excess Containers</td>
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<td>B2</td>
<td>Alcohol</td>
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<td>B3</td>
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<td>A Physical Attack Physical Interference</td>
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<td>B4</td>
<td>Harassment</td>
<td>B Conduct less than physical</td>
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<td>B4</td>
<td>Harassment</td>
<td>C Discrimination</td>
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<td>B5</td>
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<td>B6</td>
<td>Controlled Substance</td>
<td>A First Offense</td>
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<td>B6</td>
<td>Controlled Substance</td>
<td>B Second Offense</td>
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<td>B7</td>
<td>Public Disturbance</td>
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<td>B8</td>
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<td>B9</td>
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<td>B13</td>
<td>Fire Hazard</td>
<td>Candles/Incense</td>
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<td>B13</td>
<td>Fire Hazard</td>
<td>Electrical appliance</td>
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<td>B13</td>
<td>Fire Hazard</td>
<td>Halogen Lamp</td>
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<td>B13</td>
<td>Fire Hazard</td>
<td>Misuse of Fire Communication</td>
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<td>B13</td>
<td>Fire Hazard</td>
<td>Smoking in College Facility</td>
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<td>Fire Hazard</td>
<td>Flammable or Hazardous Substance</td>
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<td>B14</td>
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<td>B15</td>
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<td>B16</td>
<td>Motor Vehicles</td>
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<td>B17</td>
<td>Food fights, water fights</td>
<td>Wrestling, Horseplay, Sports, Food, Water</td>
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<td>B18</td>
<td>Failure to Comply with Sanctions</td>
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<td>B19</td>
<td>Gambling</td>
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<td>B20</td>
<td>Public Showing of X-Rated/Obscene Materials</td>
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<td>B21</td>
<td>Failure to Comply with Guidelines Related to COVID-19</td>
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### C Care of Property

| C1 | Unauthorized Taking or Use of Another's Property |
| C2 | Failure to report Accidental Damage or Removal of Property |
| C3 | Unauthorized Presence or Use of College Property |
| C4 | Unauthorized Entry of IDEA Center Construction |

### D Other Regulations

| D1 | Residence Life Regulations |
| D2 | Campus Police Regulations |
| D3 | Dining Services Regulations |
| D4 | Information Technology Regulations |
| D5 | Library Regulations |
| D6 | Recreational Sports/Athletics Facility Regulations |
| D7 | Study Abroad Regulations |

### E Financial & Business Relationships

| E1 | Collection of Debts |
| E2 | Removal or Damage of College Property |
| E3 | Motor Vehicles Registration |
| E4 | Unauthorized Representation of College by Group |
Sanctions

An organization found responsible of a policy violation(s) may receive the following sanctions:

1. **VERBAL WARNING:** This is a less formal, intermediate step which recognizes the organization’s misconduct. The intent is to declare that the behavior in this incident was inappropriate within the Austin College community. It is to be issued by the Director of Student Activities for minor violations only.

2. **WRITTEN REPRIMAND:** This is a formal and official recognition of misconduct. The intent is to declare that the behavior in this incident was inappropriate within our community. Actions in violation of the Non-Academic Student Code of Conduct in the future may result in a more severe disciplinary sanction.

3. **COMMUNITY SERVICE:** Specified number of hours that an organization works for a community service agency or a department on campus. Under direct supervision, the organization performs their community service hours without compensation.

4. **RESTITUTION FOR DAMAGES:** In addition to other penalties, an organization may be required to pay compensation to replace or repair damaged items. Failure to comply with this sanction by a specified date may result in placing a ‘hold’ on the organization’s ability to utilize campus resources and/or further disciplinary action.

5. **CREATIVE EDUCATIONAL SANCTIONS** might include:
   - Letter of apology
   - Attendance at an educational program
   - Program presentation to Greek System
   - Sponsor an educational speaker
   - Organize a service project on campus
   - Work directly with Student Life
   - Behavioral contract
   - Follow-up meeting to maintain progress
Greek Charter Renewal Process & Greek Reinstatement Process
CHARTER RENEWAL PROCESS FOR GREEK ORGANIZATIONS

Any Greek Organization in the currently active charter file maintained by the Student Life Office will be considered an active organization. By the second week of the fall semester (or given deadline set by the Student Life Office), all organizations who wish to remain actively chartered are to provide the Student Life Office with a Charter Renewal Form with current officers, current membership, and current sponsors.

In the spring semester, a copy of the fall renewal information will be sent to each group requesting them to update the renewal form with any necessary changes. This updated form must be returned no later than the second Friday of the spring semester to the Student Life Office to remain an active organization (or given deadline set by the Student Life Office).

MINIMUM REQUIREMENT FOR SUSTAINING A GREEK ORGANIZATION ANNUALLY

1. Every Organization must have a minimum of six members
2. Every Organization must submit a Charter Renewal Form by 12th day of class
3. Every organization must attend Greek Council meetings via its president or appointed representative if President is not able to attend
4. Every Organization must have a faculty/staff sponsor.
5. Each Organization must meet the minimum requirement of 40 SOE points by the deadline set by Greek Council
6. Every Organization must complete the Charter Review Process once every four years.

THE CHARTER REVIEW PROCESS

Every four years, the Greek Review Board reviews the activities of the fraternities and sororities that make up the Greek System at Austin College.

SCHEDULE FOR CHARTER REVIEW

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<td>Drake</td>
<td>Spring</td>
<td>2025</td>
<td>2029</td>
<td>2033</td>
<td>2037</td>
<td>2041</td>
<td>2045</td>
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ROLE OF THE GREEK REVIEW BOARD DURING CHARTER REVIEW

The Greek Review Board chaired by the Greek Council Vice President and composed of nine Greek members elected by the organizations through Greek Council will review the organization based on the following items submitted:

1. A list of current officers, current members, and their sponsor(s).
2. A list of all activities (service projects, membership development programs, and all-campus events) sponsored and cosponsored by the organization for the past four years.
3. A copy of the organization’s constitution.
4. A written statement explaining how the organization has been fulfilling its purpose statement from its constitution.
5. A list of goals for the coming year must also be provided.

The full report of findings including all the items listed above from the Greek Review Board will be sent to the Director of Student Activities and the Associate Vice President of Student Affairs & Dean of Students for final review and recommendations.
Austin College
Reinstatement Process for Greek organizations with suspended charters

<table>
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<th>Greek Organization</th>
<th>Suspended</th>
<th>Reinstatement</th>
<th>Eligible to Recruit</th>
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<tr>
<td>Pi Alpha Psi</td>
<td>Spring 2018</td>
<td>Fall 2025</td>
<td>Spring 2026</td>
</tr>
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Any group wishing to petition the College to reinstate their charter will need to follow the following process with the Student Life Office:

- Any alumni group wishing to reactivate their charter must submit separate membership recruitment, membership involvement, and membership development plans prior to consideration for reinstatement by the college. These plans should also outline how the organization plans on combating the problems that brought about their suspension from the college. The plans are to be submitted to the Director of Student Activities by September 15th of the semester they are eligible to return to the Austin College campus.

- Once the plans are received and approved by the Student Life Office, the alumni will be allowed to hold information sessions during the fall in order to recruit the minimum six members (juniors & seniors) necessary to participate in spring recruitment activities. The alumni and any recruited members will be expected to participate in Round Robins in order to market the return of their Greek organization back to campus.

- The alumni group must provide the Student Life Office with a revised constitution by September 15th of the semester the group returns to campus.

- The group must provide the Student Life Office with the names of two Austin College faculty or staff members who are willing to act as sponsors by September 15th of the semester they are eligible to return to the Austin College campus. A written statement from each sponsor explaining their goals for involvement with the organization must also be submitted prior to any recruitment activities being held by the organization.

- In order to participate in spring recruitment, there must be a minimum of six full-time enrolled Austin College students who have passed and completed 17 unit credits. These students must be in good standing and have a minimum G.P.A. of 2.25. They need to be recruited in the fall of the semester prior to participating in the first formal recruitment period.

- The organization will remain on provisional status for one year with reactivation of chartered status contingent on review by the Greek Council and Student Life. During the year of provisional status, the organization is to focus on recruitment, campus involvement, community service, and academic success. No social functions will be approved during the first year of provisional status by the College.

If no reapplication for a charter is made within two years of eligibility to return to campus, the organization’s charter will be revoked.