Scholarship Programs – Best Practices
Programming

Programming is one of the most important components of any successful chapter. Good scholarship programming is the key to building a chapter firmly rooted in academic excellence. Programming can include everything from the basics, to awards and recognition, or innovative ways to keep members interested in pursuing good scholarship. It is the responsibility of the scholarship chair and their committee to identify the needs of the chapter and implement effective programming to meet those needs.

The Basics:

Grade Requirement - Every chapter should have grade requirements for all members. These requirements should be practiced both during recruitment and after recruitment. ALL chapter members should be held accountable to the same standards.

- Set a grade standard for affiliation.
- Require a minimum GPA to vote in meetings.
- Allot parking spaces based on GPA.
- Require a probationary status for members under a 2.5.

Study Hours – Study hours should be maintained by all chapter members throughout the semester. Set up times in the chapter house that study hours can be observed by all members. Even if they are not studying they should be respectful of someone who is.

- Establish quiet/study hours in an area of the chapter house at least four days a week.
- Establish rules for the chapter to observe during these study hours (i.e. how loud music can be played, etc.).
- When scheduling chapter activities take into account study hours and plan accordingly.
- Make sure all members are required to do study hours, even ones with 4.0’s.

Penalties for Bad Scholarship – Once you’ve set up grade requirements for chapter members you must also develop a form of discipline for those who do not follow through on the minimum standard.

- loss of vote in meetings
- loss of right to hold a major chapter office
- loss of social privileges
- loss of intramural participation
- loss of parking privileges

Study Files – providing chapter members with in-house resources is an important aspect to any scholarship program. Here is a list of items to include and ways to maintain good study files:

- Establish a systematic way to collect old tests, notes, teacher evaluations, etc.
- Collect information at the end of every semester.
- Develop a checkout system.
- Date all information.
- Keep separate files for teacher and classes.
Physical Facilities – take the time to designate an area of the chapter house for study purposes only. Set up hours, and take the time to make sure that the area provides members with the following:

- adequate lighting
- tables and comfortable chairs
- Resources and reference materials are accessible.
- Enforce the study atmosphere.
- Computer access to those who are studying vs. those wanting to check email, etc.
- Develop a chapter library through alumni/chapter contributions.

Scholarship Wall/Bulletin Board – designate an area of the chapter that will be used strictly for scholarship. Make sure that the area is visible to all members and visitors to the chapter, update it regularly, and make sure it includes some of the following:

- List members who are achieving academic excellence.
- List members who are on academic probation/discipline.
- Set up tutor lists and campus resource lists and display.
- List helpful study hints.
- Post study hours and rules.
- Advertise chapter and campus academic programming.
Innovative Programming

Looking for new ideas to spark academic excellence in chapter members? Here are a few ideas you might want to try out:

**Brag Board** – Take a section of the bulletin board that you have designed and set it up to look like Mom’s refrigerator. Every time a chapter members does well on an exam, paper, or gets into a professional program/ honor society recognize them on this wall. Just set out a decorated jar or shoebox with slips of paper next to it. Have chapter members write the accomplishments on the paper and slip it inside. Then simply take a sheet of paper, write their name and accomplishment and place it on the wall. Remember to update it frequently so it doesn’t get too cluttered!

**Exam Week Treats** Whether it’s for mid-terms, finals, or I-CORE exams, set out treats in the study area of the chapter house for members who are in the midst of cram sessions. Make sure to provide both healthy and sugary treats for members who are hitting the books really hard during this time.

**Vocabulary Word or Deep Thought of the Week** Providing chapter members with an inspirational thought or a new word can really change the focus of each week. Take the time to announce the thought/word at a chapter meeting and then put it up in the designated study area for all to see. Remember to keep the focus on motivating chapter members to obtain excellence at Indiana University.

**Notes of Encouragement** Know of a chapter member who has a big test or paper coming up soon? Or has someone just had a really hectic week with school, activities, and personal stuff. Utilize your scholarship committee to drop that person a note during the week to encourage the heart and show support.

**Book Bazaar** Instead of taking your books back to the bookstore at the end of the semester coordinate a book trade within the chapter or with another chapter on campus. Set up a time when chapter members can bring their books in and exchange or sell their books for a fair price. It’s a great way to save money and get something in return!

**Parent Letters** Let parents know what you’re doing! Send letters to parents acknowledging the positive achievements their son/daughter is making in the chapter. Let them know about the programming your chapter is providing for them during the year, as well as notify them of scholarships and awards your chapter is winning. Also take advantage of the opportunity to solicit them to help with exam week treats, chapter house libraries, and educational programming. This is a very simple way to generate some positive PR!

**Collecting Cash for Missed Class** This can work! You simply have to implement it the right way. Set up teams of chapter members that will be responsible for holding each other accountable for skipping classes. Place a jar in the designated study area and challenge chapter members weekly to hold each other accountable. When someone on the opposite team misses a class, go with them and make them drop in a nickel or dime for each class missed. At the end of the semester count up the money, deposit it in a scholarship fund, and announce to the chapter the total collected. Then challenge them to lower the amount collected each semester.

**The “A” Team** Pass around a box during chapter meetings having each member who achieved an “A” on an assignment, test, paper, etc. drop their name in the box for each “A”. At the end of each month hold a drawing at chapter meeting and give the winner a prize for becoming a part of the “A” Team.
Pizza and Ice Cream Food can be a powerful motivator for chapter members. Take a day each semester and hold a pizza party or a make your own sundae party for those members who were on the Dean’s List, or achieved 50% of their personal academic goals for the semester.

Tutor Lists Tutor lists can be a powerful tool in achieving academic excellence within the chapter. Ask chapter members to volunteer their “expertise” in different areas of study (i.e. math, chemistry, English, etc.). Give each chapter member a copy of the list and encourage him or her to use the list as needed. If you have a member on academic probation for the semester inquire if a chapter member is willing to meet with them regularly to help them in an area they are struggling in.

Smarty-Pants Set up a clothesline in a visible area of the chapter house. On this clothesline design a T-shirt or pair of pants with a member’s name on the front. Then each week at meeting have them submit a list of academic achievements that they are proud for the past week. For each quality item listed provide the chapter members with a small sticker that they can later place on their laundry. At the end of the semester recognize the top 10% with a prize.

Competitions Nothing is better than some friendly competition to get people motivated. Set up teams within the chapter that include members from all different areas (i.e. chapter officers, new members, academic probation, 4.0’s, etc.). Set weekly or monthly goals for the teams to achieve. The group that achieves the goal first or the best wins a prize. Keep fresh ideas, and inspire chapter members to work hard to accomplish the goals set by the committee.

Candy Jar Want to keep the seniors motivated and involved? Pass around a list at the start of every chapter meeting asking members to sign up if they had perfect attendance in class that week. The member class with the highest percentage of perfect attendance gets a take a piece of candy out of the jar.
Educational Programming

It is often difficult to plan programming for the entire chapter. Finding educational programming for scholarship can be equally difficult if you’re looking for topics that can apply to all chapter members. In this manual ideas for different workshops, and their materials are provided. However, in order to insure that your chapter members receive a quality program do not be afraid to utilize other campus resources like the Career Development Center (CDC), the Health Center, Academic Development Center, Student Activities Office Speaker’s Bureau, the Greek Life Staff, and members of the IU Faculty. Here are some suggested topics:

**Time Management** College can be hectic between chapter activities, social events, campus organizations, and classes. Educating chapter members on how to manage their time so that they can get the most out of their college experience is something that every member can benefit from. Resources for this workshop can be found in the back of this manual. Additional campus resources to seek out include the CDC, Speaker’s Bureau, and the Academic Development Center.

**Study Skills** How we study can often be more important than how often we study. To insure that chapter members are getting the most out of the time they sit down to study, they need to have solid study skills. Resources for a brief, but beneficial educational program on how to develop good study skills can be found under the resource section of this manual. Don’t forget to consult other campus resources as well, like the Academic Development Center or an IU Faculty member.

**Effective Test Taking** Tests often make up the majority of the grade you receive in a class. The stress of test taking can be overwhelming to college students. This workshop will provide chapter members with keys to effective test taking, as well as insight on how to navigate through the madness of true/false, multiple choice, and essay questions. Resources for this workshop can be found in the back of the manual.

**Resume Writing** Whether you are starting your job search, or just looking for a valuable summer internship your resume is the key to getting your foot in the door. This educational program is one that the entire chapter can benefit from considering that the resume for a business major is not going to be exactly the same as the resume of an education major. Consulting with the CDC is strongly recommended when you begin to plan this program.

**Interviewing** Once that resume gets you in the door you need to be prepared to dazzle the interviewer with your personality. Interviews often consist of more than just knowing all the right answers. Knowing what to expect from an interview, as well as what you should bring to the interview are important skills to acquire. The Career Development Center (CDC) can be a great resource for your chapter in acquiring those skills for your future.

**Finding your Future** It doesn’t matter if you came to college with no real idea what you want to do. It doesn’t matter if you came to college knowing what you wanted to pursue, but now you’re not too sure. Most college students come to a point in their academic growth and wonder why am I doing this? What type of career is right for me? A workshop to help point members in new directions is a valuable experience. A combined effort of campus resources and the ones listed at the end of this section can help apply the experience to everyone.

**Effective Note Taking** Making sure that you get the most out of your time spent in the classroom can be a tricky thing. This fun workshop will give chapter members new insight on how to get the most out of classroom lectures and their assigned readings. Resources for this workshop can be found in the back, but don’t be afraid to consult a faculty member to help you with your presentation.
**Goal Setting** When we set goals in our chapters it is usually for the chapter as a whole. While every chapter should have smart goals set for the whole group, individual academic goals are really the key to making sure that the bigger picture is achieved. A workshop on setting achievable goals for the group, as well as the individual can be found in the back of this manual. However, working closely with the Greek Life Staff can make this workshop even more beneficial to your chapter.

**Memory Skills** Have you ever read the same passage in a book 3 times only to wonder what it said 5 minutes later? Learning to read, hear, and commit things to memory can be a difficult skill to master but always useful. This workshop will help chapter members learn to commit the important facts to memory, while letting the rest of it slide away. Resources for this activity can be found in the back of this manual.
Brothers Teaching Brothers...Sisters Teaching Sisters...
Chapter Tutoring Programs

One of the benefits of fraternity life is the opportunity for members to share their talents to help their brothers/sisters. Since the promotion of academic excellence is one of the primary missions of the fraternity; chapter tutoring programs are at the heart of what fraternity/sorority life is supposed to be about.

Two key points need to be made about chapter tutoring programs. First, they should supplement, not replace, existing resources on the campus. In many cases, the best way for the fraternity to assist its members is to encourage the use of tutoring services available at the college or university. Second, tutoring programs and services are not just for those with serious academic difficulties. While it is critical that students in danger of failing courses seek assistance, tutoring services can also be beneficial to average or good students who need a little extra assistance in order to achieve their academic goals. The chapter should promote an atmosphere that encourages all members who would benefit from tutoring to seek out such services. There need be no stigma attached to asking for and receiving academic assistance.

Utilizing Members as Tutors
At the beginning of each semester, the Scholarship Committee should distribute Academic Support Volunteer Forms (see Exhibit 5A) to the members to identify those with special skills that they are willing to share with other members. The information should then be compiled by the Scholarship Committee, broken down by area or discipline (mathematics, biology, accounting, history, etc.), and be distributed to all actives and new members. If the chapter maintains academic profiles of each member (see Chapter 4), the Scholarship Committee can also prepare and distribute a list of members who have received an "A" or "B" in various courses as potential resource persons.

Brothers who volunteer their time as tutors should be acknowledged and rewarded. At a minimum, they should be publicly thanked at chapter meetings, and should be given certificates at the end of the semester in recognition of their services. A plaque or other award should be considered for the brothers/sisters who contribute the most time to the tutoring program. Giving tutors a dues rebate is another appropriate way of rewarding them for their time and effort.

Tutor Referrals
In many situations, members will need the assistance of an experienced and/or specially trained tutor. The Scholarship Committee should maintain a file of tutoring services available on campus. Free tutoring clinics may be available at the learning skills center or other offices. Many campuses have tutoring labs that specialize in a particular topic, such as mathematics, writing, accounting, and computer programming, and are staffed by graduate students. In addition, academic department offices will usually have a list of private tutors. The chapter may which to keep its own file of private tutors, complete with descriptions of their services and rates, with evaluations by members who have used their services.

The Scholarship Committee should consider using part of its budget to subsidize private tutoring for members in need of such assistance. If aiding the academic progress of the members is a priority for the chapter, then there is no better use of financial resources. It is suggested that the member be reimbursed for one-half of the cost of private tutoring. A policy should state a maximum hourly rate that will be reimbursed and a total amount that can be reimbursed to an individual member per semester. Having the member pay for half of the cost will minimize any abuse of the system and will encourage members to make effective use of the tutor’s services. A fund, supported by alumni contributions can be used for those who need financial assistance in order to receive tutoring. No member should be forced to forgo private tutoring because he/she cannot afford it.
**Study Partners**
The Scholarship Committee can also coordinate a program to match up members to study together. Two criteria should be used in matching study partners. First, they should have similar academic programs -- same major, similar number of units completed, some common courses this semester, etc. Second, those with higher grade point averages should be matched with those with lower grade point averages, to facilitate informal tutoring. The effectiveness of the study partner program can be reinforced by creating competition among the teams to see which team can achieve the highest grade point average during the semester.

**Utilize the Scholarship Bulletin Board**
Establish a special "Help Wanted" section on the chapter's Scholarship Bulletin Board for members to request assistance with particular classes. To encourage use of the board for this purpose, print up some "3x5" cards with blank spaces for the member's name, telephone number, class and topic he needs help with, class instructor, and comments.

Another use of the Scholarship Bulletin Board is to post a listing of free tutoring services available on campus. Be sure to describe the type of services available, hours of operation, location, telephone number, and other applicable information.

**Term Paper Critiquing Service**
A valuable service the chapter can provide is a term paper critiquing service. Often times, it is hard to be objective when proofreading one's own work. Upper division students proficient in writing can volunteer their time to proofread and critiquethe term papers of other members. The readers can enhance the quality of papers by identifying grammatical and spelling errors and by suggesting structural revisions. The list of available readers should be categorized by majors; this will enable readers to also evaluate the content of the papers. As with tutors, readers should be recognized and compensated for their work.

**Special Workshops**
The Scholarship Committee can organize a series of special workshops for small groups of members who need particular kinds of skill development. Potential workshop facilitators are professionals or graduate assistants from the campus learning skills or counseling centers, the chapter's Faculty Advisor, and Scholarship Committee members who have been trained in a particular area. Ideas for workshops include: test preparation and test taking skills, improving reading speed and comprehension, writing skills, time management, effective notetaking, study methods, research and term paper writing, and concentration and memory techniques. An excellent resource in preparing the workshops is *How to Study in College*, by Walter Pauk (Third Edition, Boston: Houghton Mifflin Company, 1984), available in most campus libraries and bookstores.

**Other Study Hour Programs**
- Study Hour requirements based on GPA. These study hours could/should be proctored by another member, house mother, or Advisor. If study hours are not completed member may not attend social events for the week.
- Mid-semester Grade checks
- Class schedule checks – Random check done by the scholarship chair to make sure members are attending class.
- Set-up a committee to help complete these takes.

Adapted from Indiana University, 2008
Establish a Scholarship Committee

Committees are essential in order to provide a chapter with effective scholarship programming. The committee should be work closely with the Scholarship Chair to provide chapter members with an academic atmosphere. The committee should be composed of chapter members from several classes, and an advisor.

**Purpose of the Scholarship Committee:**
- Evaluate chapter programming for each academic term.
- Set goals for each academic term.
- Execute the duties assigned by the Scholarship Chair, (i.e. keeping records, setting up a library, executing programs).
- Work with members not in good standing.
- Maintaining study hours records and a quiet study area.
- Developing incentive and recognition programs.
- Developing a New Member academic program.

**Committee Members:**
- Selected by the Scholarship Chair.
- Must be in good academic standing with chapter.
- Should be knowledgeable about all policies and procedures regarding scholarship.
- Must keep all information regarding member’s academic status confidential.
- Must attend all scholarship committee meetings.
- Work with judicial board to enforce academic regulations.
Washburn University
Academic & Student Support Resources

**Academic Advising**

The Office of Academic Advising, located in Morgan Hall 122, offers advising services to undeclared students, new transfer students, non-degree seeking students and prospective students. Professional advisors assist students with academic concerns; provide information about university policies, regulations, and services; assist students with course selection; guide students in the exploration of majors and investigation of potential transformational experiences. Advisors are available Monday-Friday from 8 to 5, so students may schedule appointments by calling 785-670-1942. Daily drop in times are also available. Visit www.washburn.edu/services/acadadv for more information.

Declared students will seek advising in their respective academic departments:

- College of Arts & Sciences  785-670-1636
- School of Applied Studies   785-670-1282
- School of Business         785-670-1308
- School of Nursing          785-670-1525

**Career Counseling, Testing & Assessment**

As part of the counseling process, testing is available to aid students in the exploration of college and career interests and related personality characteristics and abilities. Occupational information, computer-assisted career exploration, and graduate school information are also provided.

Career Counseling & Testing also assists students in developing learning strategies and effective study skills through workshops, individual assistance, and virtual libraries. Career Counseling services are available from 8 to 5, Monday - Friday. Students may drop in or call for an appointment 785-670-3069. Visit our website for more information, www.washburn.edu/services/cusp.

**Career Services**

The mission of Washburn University Career Services is to provide services for and opportunities for interaction among students, alumni, employers, and the university community to promote lifelong career development. The staff of Career Services, located within Student Life, provides students and alumni with the assistance needed to find employment. Whether the student is a freshman seeking part time opportunities, a senior rapidly approaching graduation, or an alumni considering a career change, the CS staff are here to serve students’ and alumni job search needs. Career Services is open from 8 to 5 Monday-Friday and during the noon hour. We encourage students to call 785-670-1450 for an appointment, or visit our website at www.washburn.edu/services/career.

Adapted from Indiana University, 2008
It is the mission of Counseling Services to help all Washburn University students maximize their potential. Counseling services are provided by professionally trained staff and supervised interns. These services work with you to support your intellectual, personal and social growth. All discussions are confidential, and referrals for more comprehensive assistance may be suggested when appropriate. Students may seek counseling for a number of issues including academic improvement, ADD/ADHD concerns, alcohol or drug addiction, anger management, homesickness, depression or anxiety issues, just to name a few. All students currently enrolled at Washburn University are eligible for counseling services at no charge. To make an appointment, call 785-670-1450, or come to Morgan Hall Room 123. Office hours are 8:00 am to 5:00 pm, Monday through Friday. Appointments at other times may be available by arrangement. http://www.washburn.edu/counseling

The Educational Opportunity Program, located in Morgan Hall, Room 122, provides academic support and other services to promote student success. We seek to maximize students’ academic potential while improving the persistence, retention, and graduation rates of the undergraduate student population. The program primarily works to provide one-on-one tutoring and mentoring for a student in a maximum of two classes per semester. Tutoring and mentoring services are free of charge. The EOP office is open from 8 to 5, Monday-Friday. Students are encouraged to visit the website at http://www.washburn.edu/services/cusp or call 785-670-1871 for an appointment.

Mabee Library is located in the center of the campus. Its three floors provide a variety of study environments, including individual study carrels, group study rooms, an electronic classroom, and a Special Collections Room. The Library provides facilities for use of audio-visual materials, microforms, and Internet-based services. The Curriculum Resources Center is a branch of the Mabee and is located in Carnegie Hall. It houses an extensive collection of children’s and juvenile literature, primary and secondary textbooks, teacher reference works, and multimedia instructional materials. The Mabee also hosts “Mondays at the Mabee”, a forum for student discussion, Mondays from 11 a.m.- 1 p.m. Reference Librarians are available to aid students. Please call the Mabee at 785-670-1485 for further information and services offered. www.washburn.edu/mabee

The Math Tutoring Center offers free assistance to Washburn students. It is open Monday through Friday on days that regular classes meet, beginning the second full week of classes. The hours of operation vary from semester to semester and will be posted. The center provides assistance to students in courses MA 103, MA 104, MA 110, MA 116, MA 117, MA 140, MA 141, MA 142, and MA 151. The tutor center is an extra resource to assist students in learning mathematics. The center is here to supplement, not replace, the information learned in class and from individual instruction with the professor. The Center is not a one-on-one tutoring facility. Tutors help all students and must circulate among those present. For more information about the math center, see the math web site at www.washburn.edu/cas/math.
Multicultural Student Affairs

Multicultural Affairs promotes awareness of cultural diversity and multicultural issues. The office serves as a resource and referral center for University faculty, staff, students and the local communities. In addition, this office enhances educational development about diversity and multicultural issues, and advocates for students’ needs on campus. The Multicultural Affairs Office is located in Morgan Hall, Room 110. Contact information: phone: 785-670-1622; e-mail: mao@washburn.edu, or www.washburn.edu/mao.

Residential Living Office

The mission of the Residential Living Office is to support the university community by providing a comfortable, secure, diverse living and learning environment for students that encourages community relations and personal and academic development. A description of on-campus housing options can be found in the Campus and Facilities section of the catalog. For a housing contract or further information, visit the website at www.washburn.edu/services/studentlife/resliving/ or contact the Residential Living Office, Washburn University, 1801 SW Jewell Ave., Topeka, KS 66621, 785-670-1065

Student Activities & Greek Life (SAGL)

The Student Activities and Greek Life Office, working cooperatively with University offices and community partners, enhances the educational experiences of Washburn students by promoting participation and self-exploration through social, cultural, and leadership activities. Located in the lower level of the Memorial Union, the Student Activities & Greek Life Office provides a wide range of activities at Washburn designed to enhance the academic life of the campus through recreational, leisure, social, entertainment, cultural, and service programs. The Office assists student groups in program planning and leadership development. With over 100 student organizations and clubs under its auspices, Student Activities & Greek Life provides an opportunity to serve the University and community. A list of these organizations can be found at www.washburn.edu/getalife or call 785-670-1723.

Student Health Services

Student Health Services is located in 170 Morgan Hall. Medical care, including physical exams, care of acute injuries and illness, immunizations and lab tests, and referral to outside providers as needed, is available to all enrolled students. The University physician, a nurse practitioner and a registered nurse are available for health care and counseling. A low cost health insurance program is available to all students registered for at least 5 credit hours. Information about this plan is available at the Health Services and Student Life Offices. Visit their website at www.washburn.edu/studentlife/healthserv or call 785-670-1470 for further information.
Student Recreation and Wellness Center (SRWC)

The Student Recreation and Wellness Center facility components include a rock climbing wall, indoor track, gymnasium, cardiovascular and resistance training area, multi-purpose room, wellness suite, and locker rooms. Program offerings include informal, intramural, group exercise, climbing and wellness opportunities. There are opportunities for everyone, from the novice to the advanced recreational athlete. The SRWC is available to all Washburn students. For further information, please call 785-670-1314 or email getfit@washburn.edu

Student Services

The mission of the Student Services Office is to provide and coordinate relevant services that ensure students with disabilities, veterans, and non-traditional students equal access to Washburn University programs. If you have any questions about the Student Services Office, please feel free to visit our office in Morgan Hall, Room 150, or call 785.670.1629, TDD 785.670.1025, or visit the website at www.washburn.edu/studentlife/stuservices

University Honors Program

The University Honors Program at Washburn provides opportunities for highly motivated students to enrich their educations through special honors sections of existing courses, special honors seminars and colloquia that satisfy general education requirements, independent research projects, a close working relationship with distinguished faculty, individual advising, and special intellectual, cultural, and social activities. The program fits well with Washburn's many four-year degree programs. Students work with the Honors Dean to organize Washburn's many resources to provide ample opportunities to explore, relate, and assimilate many diverse learning experiences. Please visit Morgan 122 (CUSP Offices) or call 670-1942 for further information.

Writing Center

The Writing Center provides free tutorial services to Washburn students and the Topeka community, assisting with the development of ideas, organization of papers, sentence structure and grammar, punctuation and spelling, clarity, and style. In addition to tutorial assistance, the Center maintains reference texts, workbooks, and handouts related to writing. Copies of these materials are available at the Writing Center in Room 257, Morgan Hall. Tutoring hours are available on the schedule board outside 257 Morgan Hall for convenient appointment or drop-in times (no appt. needed). Clients may sign up on appointment lines or check for when they can come in without an appointment (first-come, first-served).

www.washburn.edu/cas/english/writingcenter

Adapted from Indiana University, 2008
English Department Writing Center

Mission Statement:

The Writing Center at Washburn University serves as a resource for individuals seeking to improve their writing skills and develop effective communication via the written word.

Services:

The Writing Center provides free tutorial services to Washburn students and the Topeka community, assisting with the development of ideas, organization of papers, sentence structure and grammar, punctuation and spelling, clarity, and style.

In addition to tutorial assistance, the Center maintains reference texts, workbooks, and handouts related to writing. Copies of these materials are available at the Writing Center in Room 257, Morgan Hall. Electronic copies are available here.

Writing Center Hours:

Tutoring hours are available on the schedule board outside 257 Morgan Hall for convenient appointment or drop-in times (no appt. needed). Clients may sign up on appointment lines or check for when they can come in without an appointment (first-come, first-served).

Due to limited resources clients may sign up for no more than 60 minutes of tutoring per day (not including drop-in times).

Times may change during the semester, so check the schedule board regularly.

Whenever possible, come in several days before an assignment is due to allow more time for revising.

Limited computer access is available in the Center, but printing is restricted and data transfer is limited to network, CD or USB drives.

Adapted from Indiana University, 2008
Tutoring Center
Harlan J. Koca Mathematics Enrichment Program

Location: Morgan 279
Hours of Operation:
Monday – Thursday
8:00 am – 8:00 pm
Friday
8:00 – 3:00 pm

What is the Math Center?
The Math Tutoring Center offers free assistance to Washburn students. It is open Monday through Friday on days that regular classes meet, beginning the second full week of classes. The hours of operation vary from semester to semester and will be posted.

The center provides assistance to students in courses MA 103, MA 104, MA 110, MA 116, MA 117, MA 140, MA 141, MA 142, and MA 151. The tutor center is an extra resource to assist students in learning mathematics. The center is here to supplement, not replace, the information learned in class and from individual instruction with the professor.

What is the format of the center?
This is not a one-on-one tutoring facility. Tutors help all students and must circulate among those present. If you have several questions, the tutor may answer some of your questions and then leave you to work on problems while the tutor checks on other students.

Tutors are to help students learn, not to complete assignments for them. If you ask several questions of the same type, the tutor may ask you to try working problems on your own and then come back to see how you are doing. This is to help you learn, not to avoid helping you.

How do I use the math center?
To use the Math Tutoring Center, simply walk in during operation hours, no appointment is necessary. There is a sign-in sheet on the front desk. Please sign in and out each time you use the center.

On-duty tutors wear name badges so they can be easily identified. When you have a question, simply ask a tutor for assistance. If the tutor is busy helping another student, raise your hand so the tutor knows another student is waiting to ask a question.

Tutors are allowed to work on their own projects when students do not have questions. Tutors are not trying to avoid working, they are simply keeping busy. Please do not be shy about asking for help! Tutors are being paid to assist you! They will gladly stop working on their own projects when someone has a question.

Adapted from Indiana University, 2008
Who are the tutors?
The tutors are WU students who have demonstrated strong mathematical abilities. Many are mathematics majors. They are paid tutors who assist WU students with specific math problems and who help clarify mathematical concepts.

Although tutors have excellent math skills, they are tutoring several different classes and may not be familiar with all the material covered in each of these classes.

How can I make visits to the math center the most productive?
The tutors expect that you have some basic knowledge of the subject matter. You should read the relevant text sections and attempt some homework problems before seeking help from the tutors. Here are some other guidelines that will help in making your visits to the Tutor Center productive.

Attend class. Some instructors will supplement the book material with material of their own. Or, instructors may present the material in a different way than is given in the text. The tutors do not attend your class and will be unaware of any additions and/or changes. Also, many times there are several different ways to do a problem. It is your responsibility to know if your instructor has told you to do a problem in a specific way.

Bring your book. Reading homework directions directly from the text will help orient your tutor to the type of problem you are working on. Also, each text presents material a little differently and, as such, may ask homework questions from a standpoint different from what the tutors have previously seen. The tutors may need to browse through your book in order to understand the specific viewpoint used by your text.

Bring your calculator and manual. Some mathematics courses require a graphing calculator. There are many different types of graphing calculators and your tutor may not be familiar with your calculator model. Tutors cannot be expected to know where to locate specific function keys on every type of calculator.

The Math Department hopes your visits to the Tutor Center are helpful and productive. If you have any questions, comments, complaints, or suggestions, please see Dr. Hwa Chi Liang in Morgan 275D.
Scholarship Performance Contract

Name:

Date:

Scholarship Goals:

Action Plan:

How can the chapter help you achieve these goals?

What resources can I use to achieve these goals?

Chapter Member Signature ______________________

Scholarship Chair Signature ____________________

Remember to consider the following before making this contract:
1. What is your current GPA?
2. What courses are you taking? How many hours do you have?
3. What might keep you from achieving these goals?
4. What can you do about it?
5. Where would you like to be in a semester?
6. What effect will this next semester have on your cumulative GPA?
7. What affect could this semester have on your future?

Adapted from Indiana University, 2008
Time Management Workshop

Making your Time Count

Types of Time:

Committed Time: This is time that you have little to no control over.
- Eating
- Sleeping
- Classes
- Meetings
- Working
- Traveling to and from appointments

Managing Committed Time:
- Make a list of all committed activities each day.
- Figure out how much time each activity will take.
- Add it up. How much time do you spend each day on committed activities?

Personal Time: This is your free time, how do you utilize your free time?
- Studying
- Working out
- Hanging out with friends
- Hobbies
- Entertainment (shopping, watching TV, reading, etc.)

Managing Personal Time: If you don’t make time for yourself now, take the opportunity to make time for yourself.
- Make a calendar and include committed time activities.
- Look for holes in that time and figure out when the best times are for you to go for a walk, watch a little TV, catch up with friends, etc.
- Set a time limit for these activities, but try to get it in once a day.
- Where does studying fit in? Determine what times of day you study the best, and under what circumstances. Write that into your schedule.

Now that you’ve determined how many hours a day we spend doing different activities develop your own worksheet.
### Time Analysis Worksheet

Begin by filling in your committed times into the worksheet. Then start to fill in your personal time spaces in order of importance. Use this information to help you develop a realistic schedule.

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Memory Skills

Types of Memory:

Short Term: This type of memory allows a person to hold in information that is immediately available. Most people can only hold in 5 to 9 different things in their short-term memory.

Long Term: Long-term memory works like a warehouse full of rows and rows of files. In your long-term memory you will find memories, and information about how our thought processes work. Short-term memory items can be transferred to long-term memory. There it will remain until it is needed.

How do we take those short-term memory items and transfer them into long-term memory items?

There are 6 crucial steps in the process of retaining and recalling information from long term memory.

1. Intention:
   - Focus your attention on material you know you’re going to want to remember.
   - Be confident in the fact that you will be able to remember.

2. Understand:
   - Be careful; make sure you understand the material you are reading.
   - Take the time to explain the material to yourself.
   - Organize the material into a subject or category.

3. Associate:
   - Relate the facts that you just read with facts that you already know.
   - Make sure that you are understanding the material correctly. You are less likely to remember the material if you cannot understand it.

4. Repeat:
   - Re-read over the material.
   - Say the material aloud to yourself.
   - Write it down.
   - Quiz yourself.

5. Visualize:
   - Create a picture in your mind of what you want to remember.

6. Review:
   - Take time during studying to review over the facts you are trying to remember
   - Review materials from class weekly, the more often material is recalled the easier it is to remember when it is most needed.

Adapted from Indiana University, 2008
Using Mnemonics

Mnemonics is a method that allows a person to remember by association. Memorizing using mnemonics is most useful when having to remember lists. Try to make up a word composed of the first letter of each item to aid in recall. For example, to remember the directions north, east, south, west, you might try, never eat soggy waffles.

Academic Goal Setting

Before the workshop make copies of the Goal Setting exercise for each member.

The Workshop

1. Divide chapter members into groups by major and distribute the Goal Setting exercise.
2. Have members go around their group and share a goal that they have set for themselves in the past and what they did to make sure that they achieved it.
   - Have older members identify their earlier goals. What goals did they have that got them through the past couple of years?
   - What were some struggles that they confronted along the way?
3. Explain to all chapter members how to make a goal statement.
   - A broad statement of what the individual would like to accomplish over the next year or semester.
   - The goal must include a way for it to be evaluated as to whether it has been accomplished or not.
   - Is the goal realistic? Is the goal challenging?
   - Does it reflect the overall objective the individual is trying to accomplish?
4. Talk about obstacles to accomplishing goals.
   - What are some common obstacles that we all encounter?
   - What are some ways we can support our members in avoiding these obstacles?
   - What are some ways that we can support our members when confronting obstacles?
5. Have group members complete the Goal Setting exercise worksheet.
   - Step One – Brainstorming Ideas
     Ask members to share some ideas with the larger group
   - Step Two – Writing Goals and Objectives
   - Step Three – Fill out individual sheets for each goal

6. Decide what you would like members to do with those goals. How will members make sure that they continue to strive for these goals over the next year or semester?
Effective Note Taking

Pre-Workshop Activities:

On a flip chart write out the following information:

Quality Notes:

- Help you to organize and understand information.
- Reinforce the learning process by incorporating lecture material into one’s own words.
- Help retain and recall information.
- Eliminate need for time consuming textbook review.

Getting Organized:

- 3-ring loose-leaf notebook with lined paper.
- Dividers and Pockets
- Syllabus for each class.
- Pen

The Workshop:

1. Begin by asking chapter members why effective note taking is important. Make sure to write down their response on a flip chart, or large sheet of paper. When chapter members are finished, compare their list with the “Quality Notes” list you previously wrote out.

2. Ask chapter members for five effective techniques for note taking that they consider useful. Again, write answers on flip chart or large piece of paper. When finished introduce chapter members to the “Getting Organized” sheet.

3. Divide chapter members into groups of four. Each group should select someone to write.

4. Have each group brainstorm ways to get the most out of class (5 minutes).

5. Have each group report to the entire chapter on what they came up with; write each tip on a flip chart or large piece of paper. (Take this list and type it up for every chapter member to use and hand it out at the next meeting).

Ideas for Effective Note Taking:

- Review notes from the previous lecture before class starts.
- Do assigned readings ahead of time.
- Go to class, and be on time. Don’t leave early.
- Sit near the front and make eye contact with the professor.
- Write down all assignments and their due dates.

Adapted from Indiana University, 2008
Tips for Developing an Outline from a Textbook or Handout

- Finish the reading before taking notes or marking up the text. This allows for better comprehension.
- Write down only the most important points.
- Be brief, use phrases or words that will trigger your memory. However, don’t be too brief. Make sure that you will still be able to get the general idea of what you are trying to take from the text.
- Look for clues such as bold words, italics, or numbered lists. Incorporate these into your text, they are important.
- Utilize note cards. This will help you when you are trying to memorize terms or concepts. Categorize the note cards for easy reference and memorization.
- When reviewing, develop questions that support the main ideas you are covering. Use your notes to develop the questions.

The Top 10 Ways to Use Your Notes

1. Review and edit your notes within 24 hours of class.
2. Review notes weekly
3. Develop questions from the main ideas of the text and notes.
4. Cross-reference the ideas with different chapters in your text.
5. Utilize a 3-rind binder to help you organize your notes.
6. Form study groups.
7. Take down examples used in class or text to help you remember the main idea in your notes.
8. Highlight the main points used in both lectures and text.
9. Relate the themes of movies to lectures and notes.
10. Use note cards!

Adapted from Indiana University, 2008
**Study Skills**

**Getting Started:**
- Have everyone break up into groups of 7-10 people.
- Have a flipchart or 2 pieces of large paper.
- Have markers for each small group.

**The Workshop:**
- Each group will need a recorder and a spokesperson. Have the recorder write ideas on the paper.
- Give each group a discussion topic and 15 minutes to discuss their topic.
  - **Group #1:** Discuss environments that are most conducive to concentrated study.
  - **Group #2:** Discuss ways to schedule time for study.
  - **Group #3:** Discuss procrastination and ways to overcome and prevent it.
  - **Group #4:** Discuss ways to reward yourself for completing assignments.
  - **Group #5:** Discuss strategies for dealing with an especially difficult course or professor.
  - **Group #6:** Discuss ways to reduce mental and physical stress that may affect the ability to study effectively.
- Have groups share their ideas after 15 minutes.
- Hand out worksheets after discussion is over. Take the time to review any items that were not mentioned.
- After the workshop is complete make copies of the ideas and hand out or post for all members to use.

**Procrastination Discussion:**
**Causes:** Here are lists of things that can happen when you procrastinate.
- Confusion about subject or assignment
- Inability to prioritize
- Anxiety as a result of other classes and personal situations
- External pressure from friends, parents, and employers, etc.
- Overwhelmed by personal and academic demands

**Cures:**
- Simplify large and difficult tasks by breaking them into smaller pieces.
- Set priorities ahead of time to help determine what should be done first.
- Find a work area that will help you study effectively.
- Establish your own reward system to aid in getting things done.
- Concentrate on your projects until they’re complete.
- Have another person hold you accountable to getting your work completed.
- Look to friends and other chapter members for encouragement and support.
- Remember to take time for break to revitalize yourself.

Adapted from Indiana University, 2008
Top 10 Suggestions for Effective Study

1. Go to class. Come to class prepared, having done the readings ahead of time.
2. Take time to look through notes immediately after class and highlight points stressed by your professor.
3. Studying earlier in the day leads to greater understanding of the material. Late night studying should only be used for short-term retention.
4. Select a good location that you will use only to study.
5. Try to set yourself on a schedule, same time every day.
6. Reduce distractions.
7. Make “to do” lists to help manage your time more effectively.
8. Eat right and allow yourself enough rest.
9. Schedule breaks into your study schedule.
10. Reward yourself for a job well done.
Tips for Setting Up an Effective Study Schedule

1. Only tackle difficult subjects when you are most alert.

2. Schedule your study time first, and then add meetings, socials, etc.

3. Develop a routine. Divide up your subjects and assign each of them a certain amount of time.

4. Don’t spend more than an hour, hour and a half on one subject. Switch it up, even if it’s only for a couple of minutes.

5. Start major projects and paper long before the due date.

6. Prioritize activities. Leave some room in your schedule for unexpected assignments or activities.

7. Eat well-balanced meals.

8. Make sure you allow for exercise and recreational activities.

9. Get enough sleep so that you may function at your highest level.

10. Stick to your established study schedule.
Test Taking

Getting Started:
• Flip chart or 2 large pieces of paper will be needed.
• Have markers available for each group.

The Workshop:
• Begin with having each member take the Test-Taking Skills Assessment.
• Once chapter members have completed the assessment begin a discussion with them about their answers.
• Break chapter members down into groups of 7-10 people. Have them discuss strategies that they personally use when preparing for different types of exams.
• When groups are finished have each group share ideas with the rest of the chapter members and write answers down on the flipchart.
• Hand out and go over the Test-Taking Strategies handout.

Test-Taking Assessment

Please place a check for all of the questions listed below that apply to you. Be totally honest with yourself.

_____ I begin studying for a test at least five days in advance.
_____ I make a list of the questions I think the professor may ask.
_____ I find out the format of the test in advance.
_____ I make written notes as I read material in the textbook.
_____ I talk with the professor about material I may not completely understand.
_____ I answer easier questions first, then go back and complete more difficult ones.
_____ I read each question at least twice before answering.
_____ If I don’t know the exact date when answering a questions, I write down a reasonable time frame.
_____ I jot down pertinent facts before I begin formulating my answer to an essay question.
_____ I always read the directions to the test carefully and make sure to follow them.
_____ I proofread my answers before turning in the test.
_____ I underline key words in the question so I will be sure to follow the instructions.
_____ I get plenty of rest and eat a balanced meal before a test.
_____ I try to arrive early for a test.
_____ I use all of the allotted time for a test and pace myself using extra time to review my answers.

Adapted from Indiana University, 2008
Test-Taking Strategies

Before Test Day:
- Attend every class.
- Find out the format of the test in advance.
- Start studying 5-7 days prior to the exam by reviewing notes and material.
- Make a list of questions the professor might ask.

On the Day of the Test:
- Read every questions/problem first, and then tackle the more difficult ones.
- Ask for interpretation if you do not understand a question.
- Pace yourself, use all of the allotted time.
- Review your exam before submitting.

True/False Questions:
- True/False questions are usually based on patterns of “describing relationships”. Both parts are usually true, but the statement is made false by over and underestimating the modifiers.
  - Example: “some”, “most”, “all”, etc.
- Pay attention to words such as not, none, never, negatively, rarely, worst, universally, always, every, all most, many, some, sometimes, little, more, equal, less, often, usually, few, seldom, good, and bad. These words change the meaning of statements and are often ignored.
- There is a tendency for extremely positive or negative statements to be false and well qualifies statements to be true.
- If one clause of a statement is false, then the entire statement is false.

Essay Questions:
- Read all questions before beginning. Answer the easiest ones first.
- Follow directions: compare/contrast, explain, list, describe, discuss, etc.
- Budget your time.
- After reading the question outline the points you want to make in the margin.
- Divide the answer into three parts: short introduction, main body, and conclusion.
- Use examples and facts to support your main point or position.
- Use correct grammar and spelling and write legibly.
- Proofread each answer. Leave space between answers so you can add new ideas or additional thoughts after the final answer.