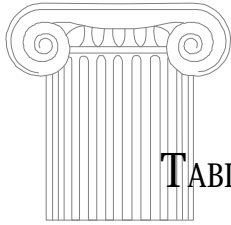


# SCHOLARSHIP MANUAL

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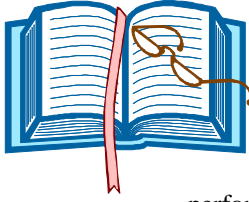


The goal of this manual is to help Triangle chapters develop an effective scholarship program that incorporates all active members. The manual offers tips and programming ideas to assist in the development of the scholarship program and improve the overall scholarship outlook for the chapter.



With the help of this manual, Triangle Brothers will be able to:

- ❖ Creatively develop a scholarship program for all active members and new members.
- ❖ Implement an effective scholarship committee for the chapter.
- ❖ Improve the overall scholastic achievements of the chapter.



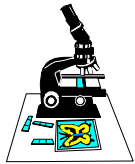
## IMPROVING CHAPTER SCHOLASTIC PERFORMANCE

“I’m not sure why we’re not doing better in grades. We’ve got the new members doing study tables four times a week. What else can we do?”

A lot. Many chapter scholarship programs assume that study tables are the answer to weak academic performance. Rarely will that be the case. Think about the whole notion of a study table: you take a group of energetic young students, put them at the same table in the same room at the same time, and make them study.

Sounds a little crazy, doesn’t it? It should because the study table concept assumes that the best time of day for everyone to study is whenever your study tables are held. The problem is that the time study tables are held may not be the best time to study for all members. Members’ biological clocks differ, but we try to treat them all the same. No wonder it does not work very often!

Therefore, a successful chapter scholarship program has to be more than simply setting up study table hours. Successful scholarship programming must have a strong individual emphasis because what works for one member may not work for the next. This being true, the chapter needs to devise a scholarship program that meets individual members where they are and takes them to where they are capable of going with their academic performance.



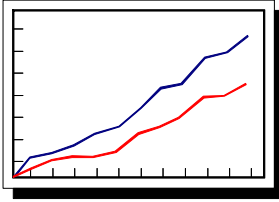
## Professional Development

The truth is that anyone can get a Baccalaureate Degree by simply persisting. Nearly 40 percent of the working population has an undergraduate degree. Therefore, in the job market having a college degree is no longer the exception, it is the rule.

It is estimated that the average college graduate today will have at least six jobs during his life. For this reason alone it is important to get the most well rounded education and the best possible GPA. Executive recruiters still publish the GPA of their candidates 30 years after graduation. Many times this higher GPA will be the difference between an interview and another résumé in the file.

Students begin a new career when they enter college. This new career as an undergraduate will demand more organization, more maturity, and more concentration than any leading up to it. It is the purpose of this manual to provide ideas and tools to help maximize every Brother’s investment in his education.

Fortunately, there are many resources available to help students succeed. These include Fraternity Brothers, especially the ones with good grades, professors and their staff, and tutors on campus.



## CHAPTER INFLUENCE ON ACADEMIC PERFORMANCE

Besides the scholarship program, many aspects of chapter life influence whether or not members get good grades. Think of what has influenced the GPA you have received in the past. Your overall results were probably tied to a number of variables and influences. It is very easy to remember brotherhood, socializing, and intramural athletics and forget the real reason why you are in college.

We must recognize that it is our obligation as Triangle Brothers to help each member achieve the best possible level of scholarship. This is hard work. An attitude of excellence is essential to the very existence of our Fraternity on each campus; every year.

Scholastic excellence is the default mode. It is crucial that every member of every chapter concentrate on scholastic excellence every day of the year.

This attitude of excellence must begin with the chapter leadership. As members of Triangle; the chapter must elect a president who is committed to academic excellence. Your chapter president will set the standards for achievement by demonstrating a personal commitment to excellence. You must elect officers that are willing to follow his leadership. Nothing will destroy a chapter faster than bickering within the executive committee.

The following are some questions to consider about how your chapter may be affecting the academic performance of your members.



### Chapter President

- ❖ Does he promote that a written scholastic policy is the first step to improved grades for all Brothers? This policy should include written standards of scholarship expected of new members and actives. It should apply to all Brothers whether full or part time students and whether they live in the house or not.
- ❖ Does he appoint or elect a Scholarship Chairman? This man should be an upperclassman with a GPA in the top 10 percent of the house. He should be a man that all members respect and can coach all Brothers on successful study habits.
- ❖ Does he give this Brother status as a member of the executive committee?
- ❖ Does he recommend a suitable budget to be used for chapter activities related to scholarship?
- ❖ Does he adopt a chapter resolution creating a scholarship committee? This resolution should include some very specific objectives and responsibilities for the committee.
- ❖ Does he provide a time for this committee to meet and formulate a scholastic program to encourage scholastic excellence?

This program should be voted on and accepted by the entire house to gain their input and cooperation. All Brothers must agree that scholastic excellence is a primary goal of The chapter. Anything less will guarantee that the overall GPA of the Fraternity will remain mediocre at best.



### Recruitment

- ❖ Do you talk with prospective members about scholarship and identify their motivation and goals?
- ❖ Does your chapter have a set GPA standard you try to apply during membership selection?
- ❖ Does the chapter look at an individual's class rank?
- ❖ Do you stress the academic standards of the chapter to prospective members during recruitment events?
- ❖ Do you note the chapter's academic support programs in place?
- ❖ Do you spend a significant portion of recruitment talking about academic programs within the chapter, or do you emphasize social more exclusively?

Appraise a man scholastically as you would socially or by any other standard of measurement. This can be done as you interact with him. You can review his high school background; his attitudes toward teachers, grades, and studying; and his long term goals. Does this man reflect the values and goals of the Fraternity?

You might consider his academic background. High school courses completed, class rank, and score on the standardized scholastic tests are all important indicators of future performance academically. The scholarship committee could gather this information on current Brothers and put it into a spreadsheet. Comparing this data with the each Brother's current GPA will provide an indicator of future performance by a prospective new member.

When a person is being recruited, the scholastic achievements of the chapter should be emphasized. Dust off the scholarship trophies and display them. Stress the fact that members are active in scholastic honorary societies. This will attract the serious scholars that will give your chapter the prestige that you seek. A study at the University of Illinois found that nearly three out of every four rushees stated their primary motive for joining a fraternity was to help get better grades.



## New Members

- ❖ Does your chapter have the new members set individual GPA goals?
- ❖ What types of time management/study skills programs do you offer new members?
- ❖ Does your chapter have realistic expectations for the chapter's demands on new members' time?
- ❖ Is the ability to serve as a scholastic role model a requirement for Big Brothers/Pledge Fathers?
- ❖ Are new members and active members assigned to rooms together so that active members can try to model good study skills for the new members?
- ❖ Does the chapter offer a variety of incentives for academic achievement among the new members?
- ❖ Are new member activities carefully scheduled so they do not conflict with major exam periods?

An atmosphere of respect and acceptance is essential to high scholastic achievement. If the new members are continually belittled and embarrassed they will be discouraged from meeting their scholastic goals. Your new member program should be based upon system management and guidance. When new members are allowed to become self directing and responsible, they will accept the responsibility and perform accordingly. New members tend to copy the behavior of actives. It is incumbent on the actives to be aware of their influence and use it to establish standards of excellence.

Try influencing new member behavior with a system of rewards rather than a system of punishment. Influencing behavior with punishment is usually not conducive to high scholastic achievement. The scholarship chairman should prepare a letter to the parents of all new members emphasizing the chapter's policy on scholastic achievement. The scholarship chairman should also address the new members at their first meeting to reinforce an attitude of scholastic excellence.

The chapter should have a minimum GPA standard for initiation. At the very least, a person should not be initiated while the university has him on scholastic probation or when his GPA is below the national standard.

It is obvious that the chapter will suffer if new members fail to perform well academically; however, you should include all members, new members and actives, in your scholarship program. First, it is likely to reduce your initiation and retention percentages and the number of new members who can become actively involved in the chapter. Second, it ensures that the chapter GPA will suffer the next few terms while new member grades are improving. Finally, it lends support to faculty members who argue that freshmen should not be able to join Greek organizations.



## Actives

- Can the scholarship program guarantee that everyone will get good grades? Not likely, but it can go a long way to creating a chapter culture that promotes academics.
- ❖ Is scholarship somehow talked about in chapter meetings each week?
  - ❖ Do you provide regular recognition for members doing well on tests and in classes?
  - ❖ Do you offer awards for outstanding academic performance over the course of a term?
  - ❖ What types of time management/study skills programs are offered to initiated members?
  - ❖ Does your chapter provide for tutoring?
  - ❖ Are members' grades a factor in their ability to hold a leadership position, get a parking space, select their room, and obtain other privileges?
  - ❖ Are scholarship bulletin boards with information about studying locations, study skills, and other information prominently displayed in the chapter facility?

- ❖ Does the chapter set and enforce minimum grade point standings for members? For officers?
- ❖ Is the chapter grade point for recent terms graphed and displayed prominently so members can see the chapter trend?
- ❖ Are members harassed by other members when they don't want to go out to the bars or participate in other alternatives to evening study?
- ❖ Are quiet hours maintained?
- ❖ Does the chapter facility provide adequate study space? computer space?
- ❖ Does the chapter plan stress relievers for periods around exams?
- ❖ Do you pay the initiation fee for members elected to honor societies or those who earn a 4.0 GPA?

The overall scholarship of the Fraternity is everyone's responsibility. Actives set the tone for the chapter and contribute to the overall GPA. Active members should be asked to help everyone reach his scholastic goals.

It is essential that all active Brothers mentor the new members. Each Brother has a special responsibility to insure that his pledge Brothers are able to meet their scholastic goals. Donating class notes to the chapter library is one way. Donating books is another. Investing time in leading a study session will help other Brothers and pay off in better understanding of the subject matter, after all, the best way to learn something is to teach it.

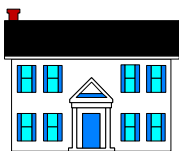
Alumni members can donate prizes for scholastic contests. Alumni make valuable mentors and tutors. They are also knowledgeable about various careers and possibly grad schools. Alumni may be available to speak on careers and companies, provide seminars on job hunting, and conduct mock interviews or clinics on networking. They may even be willing to conduct company or plant tours.



### Social

- ❖ Does the chapter schedule major social events on the weekends so weeknights are left free for studying?
- ❖ Do you enforce social probation or limited social privileges for members with poor grade point averages?
- ❖ Do you have a realistic calendar of social events or do you have more activities planned than any other chapter on your campus?

Activities of the chapter should be planned so that they do not overlap with study time. This requires planning in advance so that undue demands are not placed on the brothers to meet a deadline for a Homecoming project, intramural sports, or Greek week. Extracurricular activities have meaning for the individual and the chapter only if the individual has chosen the activity freely. It is inconsistent with brotherhood to coerce anyone into joining a campus activity.



### Chapter facility

- ❖ Do you have enforced quiet hours?
- ❖ Do you provide several well-lit areas for studying?
- ❖ Do you provide resources to assist members academically? Hookup to the campus mainframe computer or computer network? Typewriters? Computers? Dictionaries? Etc.?
- ❖ Do you have organized résumé files and course evaluations?
- ❖ Do you have a member-to-member tutoring system that is well-publicized?

It is the primary function of the chapter as a corporate body to maintain a suitable climate for learning. The type of chapter environment where good study habits can develop and be effective involves a consideration of both chapter policy and the physical facilities available.

Consider hiring a graduate student to serve as counselor in residence. This person could render guidance in maintaining an academic atmosphere and provide individual assistance through regularly scheduled office hours.

Make scholarship the first emphasis of all chapter publications. Especially rush literature.

The scholarship committee should propose appropriate quiet hours and a means to enforce the quiet hours. However, the entire membership should vote to adopt these hours in a chapter meeting. This will give everyone a sense of ownership and responsibility.

Provide adequate lighting in every study room. This is probably the most important capital improvement you can make to the chapter house.

Invest in a dry erase board or chalkboard for group review sessions. Install and maintain a career bulletin board to encourage scholarship. Put up “I need help” and “I can help” sheets for the members. THEN USE THEM.

Designate and enforce an area other than the library for group study and review. It should be well lit and suitable for study sessions.

Establish a chapter library. This library should contain basic reference books as well as other text books that could be donated by brothers when they are no longer needed. It should contain study tables and be well lit. This is a suitable place to store practice exams.



## SCHOLARSHIP COMMITTEE

The scholarship committee can be organized any way that your chapter feels is appropriate. It is suggested that the committee have the following form:

- ❖ Five to seven members. Large enough to get good ideas but small enough to get something done.
- ❖ One member should be a new member. This will give your Brothers in training an opportunity to lead and give them a sense of ownership in chapter success.
- ❖ It would be ideal to have an alumni member. There is no substitute for wisdom acquired from experience.
- ❖ The committee should have members from a variety of disciplines and graduating classes.
- ❖ This committee may be a good way to involve your faculty or chapter advisor.
- ❖ All committee members, except the alumni, should have a full academic load and be in good standing academically.

### Responsibilities of the Scholarship Committee

- ❖ Evaluate existing scholastic programs and initiate improvements.
- ❖ Interview and counsel brothers that are having difficulty with their grades. (Note: This does not mean interrogate and criticize).
- ❖ Establish and maintain the chapter library.
- ❖ Know what resources are available at the university that can be used to assist Brothers with their classes. This could include tutors and special libraries.
- ❖ The committee could formulate and maintain rules, which would provide a proper study environment in the chapter house. These rules could regulate distractions in the Fraternity house and in the individual rooms.
- ❖ The committee can act as a liaison with the faculty and university administration to prove your Fraternity is committed to maintaining a high level of scholastic achievement.
- ❖ Maintain a healthy attitude toward scholarship in the chapter.

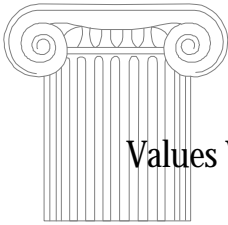


## IDEAS FOR CHAPTER PROGRAMMING

In addition to programs on the obvious topics (time management, test taking, study skills), a good chapter scholarship program addresses other related issues as well. You should consider programs that are designed more for the individual members and some that help examine the chapter's overall scholastics performance.

On the following pages are brief descriptions of several activities you can include in your chapter academic programming. These activities include:

- ❖ Values Voting: Scholarship
- ❖ Academic Programming Year by Year
- ❖ Chapter Influences on Academic Performance



## Values Voting: Scholarship

If chapter members do not value scholarship or place a priority on academics, even the best scholarship program will have little effect on them. This activity measures members' commitment to academic achievement and can easily be used in a chapter meeting or separate workshop. A chapter member or advisor should facilitate the discussion after members respond to each statement.

### Instructions

Scholarship is a fraternal value that you have made a commitment to as a member of Triangle Fraternity. However, individual chapter members may value scholarship in different degrees or have different opinions about scholastic issues. You need to be aware of your own personal values about scholarship, as well as how the chapter values scholarship.

As each of the following statements is read, you will be asked to indicate your level of agreement or disagreement with the statement. If you strongly agree you will move to the far left of the room. If you strongly disagree you will move to the far right.

Strongly Agree

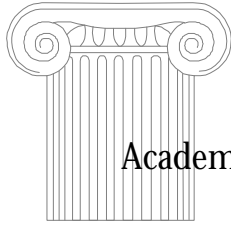
Agree

Neutral

Disagree Strongly

Disagree

- ❖ Scholastic achievement is a good indicator of chapter quality.
- ❖ Mandatory study tables will help improve a person's grade point average.
- ❖ Being a learned person means more than getting good grades.
- ❖ Officer candidates should have a GPA higher than the university standards for remaining in good standing.
- ❖ Chapters below the all-men's average should face sanctions such as limited social or intramural participation.
- ❖ A person's grades are a private matter and none of the chapter's business.
- ❖ My GPA will improve more if the chapter creates positive reinforcements for achievement rather than negative reinforcements for poor performance.
- ❖ A person can be taught how to study.
- ❖ Chapter members doing poorly in classes should have limited chapter privileges until performance improves.
- ❖ Our chapter should do more to emphasize academics.



## Academic Programming Year By Year

This is a simple activity for involving members in identifying the educational programs that would be of most value to them during a particular year in school. During a chapter meeting have everyone gather in groups by the same year in school and brainstorm a list of 5-10 topics related to academics that they think will be issues for them during the coming year. From those lists you can develop your calendar of programming.

### **Instructions**

Divide chapter members into groups depending on their year in school. Have members brainstorm about the issues they are likely to confront in the year ahead related to their academic performance. Below note each of those issues. Then brainstorm a list of activities or programs the chapter could offer to help meet these challenges.

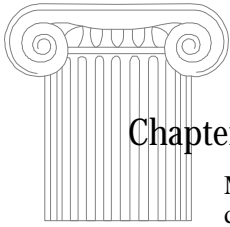
YEAR IN SCHOOL: \_\_\_\_\_

### **Issues we are likely to face in the year ahead**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

### **Programs or activities the chapter could sponsor to help us**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.



## Chapter Influences on Academic Performance

Many factors influence GPA. This exercise examines several of these factors and brings them out for discussion.

### Instructions

Break the chapter into small groups and have each complete the worksheet reviewing various elements of chapter life. For each of the factors, have each group brainstorm how that factor in your chapter positively and negatively influences individual or chapter grade point averages. List three positive and three negative for each factor. As a large group discuss strategies to overcome the negatives.

|                     |          |          |
|---------------------|----------|----------|
| RECRUITMENT         | Positive | Negative |
|                     | 1.       | 1.       |
|                     | 2.       | 2.       |
|                     | 3.       | 3.       |
| NEW MEMBER PROGRAMS | Positive | Negative |
|                     | 1.       | 1.       |
|                     | 2.       | 2.       |
|                     | 3.       | 3.       |
| SOCIAL              | Positive | Negative |
|                     | 1.       | 1.       |
|                     | 2.       | 2.       |
|                     | 3.       | 3.       |
| CHAPTER PROGRAMMING | Positive | Negative |
|                     | 1.       | 1.       |
|                     | 2.       | 2.       |
|                     | 3.       | 3.       |
| HOUSE ENVIRONMENT   | Positive | Negative |
|                     | 1.       | 1.       |
|                     | 2.       | 2.       |
|                     | 3.       | 3.       |
| PEER PRESSURE       | Positive | Negative |
|                     | 1.       | 1.       |
|                     | 2.       | 2.       |
|                     | 3.       | 3.       |
| MEMBER STANDARDS    | Positive | Negative |
|                     | 1.       | 1.       |
|                     | 2.       | 2.       |
|                     | 3.       | 3.       |
| SCHOLARSHIP PROGRAM | Positive | Negative |
|                     | 1.       | 1.       |
|                     | 2.       | 2.       |
|                     | 3.       | 3.       |

BIG BROTHER PROGRAM

Positive

- 1.
- 2.
- 3.

Negative

- 1.
- 2.
- 3.

INCENTIVES

Positive

- 1.
- 2.
- 3.

Negative

- 1.
- 2.
- 3.

HOLDOVER PROGRAMMING

Positive

- 1.
- 2.
- 3.

Negative

- 1.
- 2.
- 3.

OTHER: \_\_\_\_\_

Positive

- 1.
- 2.
- 3.

Negative

- 1.
- 2.
- 3.



## How to Study Workshops

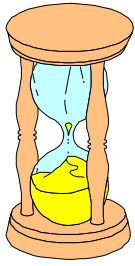
*Try doing this in collaboration with another fraternity. Better yet, with a sorority. This workshop could cover the following topics:*

1. Teach study techniques. One helpful technique is to study three hours per credit hour rather than two.
2. Explain honor programs and scholastic probation.
3. Explain the chapter's scholarship program and grade requirements.
4. Suggest auditing a class or two of a course they plan to take next semester.
5. Perform skits demonstrating bad study techniques and good techniques.
6. Teach how to take essay tests and objective exams.
7. Pass out time management sheets and discuss ways to use them.
8. Distribute names of members and their majors.
9. Hold open discussions on how to improve the chapter's study environment.



## Fun Events

- ❖ Have a Grumble Party before exams.
- ❖ Have an Over-The-Hump party after mid-terms.
- ❖ Have a mourners dinner the night before finals. Everyone wear black to signify the end of your social life as you know it. At least until after the final exams are completed.
- ❖ Entertain faculty members at a social event. Have members invite their favorite professors. Or simply hold a faculty week where instructors from different departments are invited to dinner each night and given an opportunity to speak about their department and their research.
- ❖ Have a scholarship banquet honoring the top achievers in the house. Put their GPA on their nametag. Invite a prominent alumni or faculty member to speak. Invite other faculty members to be your guests.
- ❖ Have steak and beans dinners where members whose GPA exceeds a certain standard eat steak served by everyone else who get to eat beans.
- ❖ Prepare a "Jeopardy" or "You Don't Know Jack" party using engineering questions. Include a sorority.



## TIME MANAGEMENT

**BURN'S LAW:** Work will automatically expand to fill the time allotted to do it.

**EVON'S COROLLARY TO BURN'S LAW:** Something will invariably happen on the day an important exam or term paper is due.

Learning to use time efficiently is crucial to a productive and lucrative career. It is important to make a plan and then work your plan. The following discussion is designed to help you realize the importance of using time productively.

The first thing you should do is to develop a schedule for your weekly routine. The common "Week at Glance" calendars are invaluable for this exercise. Perhaps the chapter should hand one out to all members. Start by outlining your class schedule. Then plan study periods around your class schedule so that you will be planning to study at least two hours per week for every credit hour of class. (A "Triangle" calendar could be given to all actives and new members of the chapter.)

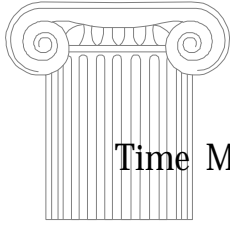
The best time to study is immediately after class. One hour of study at this time is worth two hours five days later. Utilize the dead time before and after meals for studying.

Schedule yourself some recreation time every day. This is important to making your study time more productive. And be sure to schedule an adequate amount of sleep per day. Some people get by on six hours per day or less; but most people need seven to eight hours of sleep per day on a regular basis to perform at their best.

Now that you have a weekly schedule USE IT.

Most of your coursework involves reading so plan to be in an appropriate place for reading with no distractions from music or television. You might even want to invest in a speed-reading course.

The exercise on the following page can help chapter members establish how well they manage their time and how/where they can improve upon it.



## Time Management Exercise

### How Well Do You Manage Your Time?

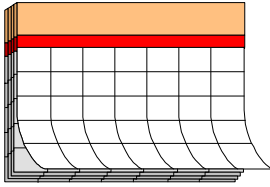
- \_\_\_\_\_ List the number of credit hours you are carrying.
- \_\_\_\_\_ Allow at least two hours of study for each credit or unit (hours x 2).
- \_\_\_\_\_ List the number of hours you have to work each week.
- \_\_\_\_\_ TOTAL # HOURS/WEEK COMMITTED SO FAR

### Estimate the number of hours per week you devote to:

- \_\_\_\_\_ Sleeping
- \_\_\_\_\_ Eating
- \_\_\_\_\_ Commuting
- \_\_\_\_\_ Household chores
- \_\_\_\_\_ Recreation/fun
- \_\_\_\_\_ Chapter responsibilities
- \_\_\_\_\_ Other leadership responsibilities
- \_\_\_\_\_ Exercise
- \_\_\_\_\_ Communicating with family and friends
- \_\_\_\_\_ Personal hygiene
- \_\_\_\_\_ Unexpected interruptions
- \_\_\_\_\_ Other: \_\_\_\_\_
- \_\_\_\_\_ TOTAL OF ALL OTHER ACTIVITIES

### \_\_\_\_\_ GRAND TOTAL (add two totals together)

*One week consists of only 168 hours. How many hours are in your week? Are you overcommitted or undercommitted? How well do you manage your time? Does the way you spend your time reflect your values and priorities?*



## Scheduling Your Time

Time scheduling will not make you a perfectly efficient person. Very few people can keep a rigorous schedule day after day over a long period of time. In fact, many students who draw up a schedule and find themselves unable to stick with it often give up completely.

The following method of organizing time has been more helpful to many students and does not take much time. It is more flexible than many methods and might help you establish long-term, intermediate, and short-term goals.



### Long-term schedule

Construct a schedule of your **FIXED COMMITMENTS** only. These include only obligations which you are **REQUIRED** to meet every week; i.e. meetings, job hours, classes, etc.



### Intermediate schedule

Now make a list of **MAJOR EVENTS** and **AMOUNT OF WORK** to be accomplished in each of your classes and clubs or organizations this week. This may include non-study activities. Examples:

|                                       |   |
|---------------------------------------|---|
| Quiz Wednesday in Physics             | Paper due Thursday in Statistics                |
| Intramural game Tuesday night         | Chapter on Monday                               |
| Finish 40 pages in Calculus by Friday | Read 6 articles for Computer Science by Tuesday |

These events will change from week to week, and it is important that you make a new list prior to the beginning of each week. Sunday night might be the most appropriate and convenient time to do this.

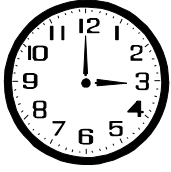


### Short-term schedule; one per day

On a small notecards each evening before going to bed or early in the morning, make out a specific daily schedule. Write down specifically **WHAT** is to be accomplished. Such a schedule might include for example on Wednesday:

|         |                                     |
|---------|-------------------------------------|
| 8-8:30  | Review Calculus                     |
| 9:30-10 | Review Physics and prepare for quiz |
| 12-2    | Work                                |
| 3-4     | Study Statistics                    |
| 7-10    | Chapters 4,5 Computer Science       |
| 10      | Call home                           |

Using this type of format allows you to move from the “big picture” of commitments to the daily things you need to do to help you methodically move towards your overall goals and objectives.



## Analyzing your time wasters

Everyone can identify certain habits in their lives that cause them to waste time, or not use the designated time effectively. This exercise identifies some common time wasters; their possible causes; and some solutions to consider.

*Time waster:* Lack of planning

*Possible cause:* Failure to see the benefits

*Solutions:* Recognize that planning takes time on the front end but can save it in the long run. Emphasize results, not activity.

*Time waster:* Lack of priorities

*Possible cause:* Lack of goals and objectives

*Solutions:* Write down personal goals and objectives. Discuss your priorities with family and friends.

*Time waster:* Overcommitment

*Possible cause:* Broad interests; confusion in priorities; belonging to too many organizations

*Solutions:* Say no and put first things first. Resign from some activities.

*Time waster:* Management by crisis

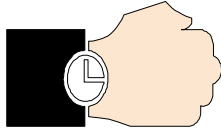
*Possible cause:* Lack of planning, unrealistic time estimates

*Solutions:* Allow more time and plan for interruptions.

*Time waster:* Paperwork and reading

*Possible cause:* Knowledge and information explosion

*Solutions:* Read selectively and skim for general understanding when appropriate.



## Some practical tips for saving time

- ❖ Prioritize your “things to do.” Prepare and follow a daily written list. Make out your list at the end of each day for the following day.
- ❖ Make definite commitments to yourself and others.
- ❖ Periodically assess whether or not you are spending your time on the priorities you identify for yourself.
- ❖ Keep your personal goals updated and in writing.
- ❖ Learn how to use small chunks of time instead of wasting them.
- ❖ Block in time for studying when you are most alert and likely to be productive.
- ❖ Think carefully before taking on any new commitments. Allow some time to pass between being asked to volunteer and actually responding.
- ❖ Reduce the amount of time you spend watching television.



## Some study skills tips to remember

- ❖ Plan your schedule so that you allow plenty of time for the necessary review and for your classes.
- ❖ Select an appropriate location for study—away from distractions. Don’t try to study where you normally sleep, watch TV, etc.
- ❖ Use a study skills system. Any number of systems are available, but always approach your studying in a systematic way.
- ❖ Develop a consistent approach to note taking. Be sure to review your notes regularly and highlight key points.
- ❖ Learn/memorize material in some meaningful way. Rote memorization makes it difficult for you to retrieve information later. Using flash cards can allow you to test your knowledge on breaks between classes, etc.
- ❖ Avoid cramming. Such practice overloads your short-term memory, blocks long-term memory, and builds test anxiety. Try to be organized so that you aren’t learning new information just prior to a test.
- ❖ Studying with a classmate can facilitate learning. This provides you with an opportunity to recite information, and helps develop good organization for improving memory.
- ❖ Talk to your teachers. Ask questions in class, make appointments to visit them.
- ❖ Use the review of previous tests as a way to increase your learning. Determine what you are missing and why, and then work with your teacher to develop strategies which will help you not to make the same mistake twice.
- ❖ Set realistic goals for yourself, write them down, and refer back to them often. Accentuate the positive in any learning situation because we learn better when we are motivated.

*Taken from a handout provided by the Wichita State University Reading/Study Skills Center*



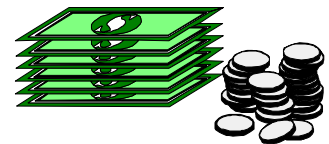
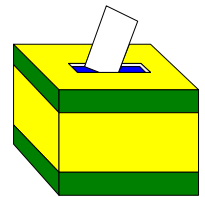
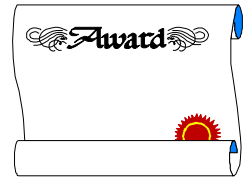
## Class Notes

It is essential to take notes in most classes. Your retention of the material is enhanced by a factor of three when you write it down. Most instructors will give you an insight into the importance of what you read in the text in their classroom lecture. Many instructors derive their exams exclusively from the lecture.

1. Arrive in class five minutes early and review the notes from the previous period.
2. Sit in the front row. These people tend to get one letter higher grade.
3. Ask questions. Now is the time to clear up any misunderstanding. Not after the test.
4. Date the notes and number the pages.
5. Use an outline format.
6. Leave white spaces for future notes or references.
7. Underline major points.
8. Write down everything the instructor puts on the board or mentions twice.
9. Include summaries given at the start of class.
10. Review the notes immediately after class and fill in any holes.

## TIPS FOR SCHOLARSHIP PROGRAMMING

- ❖ Work with your advisory boards and house corporation officers to have some funds set aside for small awards and recognition.
- ❖ Plan recognition activities that can occur on an ongoing basis. For example, have members bring tests to chapters that they got an A or B on. Place all tests in a box and draw 2-3, giving away a prize for the person who submitted each of those tests. Prizes can be small.
- ❖ Start a scholarship stock market. Print up fake stock certificates with the Fraternity name on them and give out a certain number of shares for every high grade earned on a test, in a class, etc. Once per term, let members use their stock to “buy” items from a chapter store consisting of shirts, cups, hats, and other small items with the Fraternity name on them.
- ❖ Create numerous small competitions and pairings to try and boost member GPAs: roommates, big bro and little bro, all members of a particular pledge class, everyone with birthdays in the same month, etc.
- ❖ Meet individually with members doing poorly and try to help them identify what they could do to improve. Create a scholarship contract that holds them accountable for taking any actions that you decide on together. Remember, never criticize. Be supportive.
- ❖ Talk to members of chapters on your campus who do well academically and determine what their chapter does for scholarship programming. Steal some ideas!
- ❖ Have your faculty advisor or chapter advisor meet with new members, individuals doing poorly, and other targeted groups to offer their support and encouragement.
- ❖ Factor in members’ GPAs when it comes to assigning rooms in the house, parking places, and other privileges.
- ❖ Create special competitions around mid-terms and finals. Let one floor of the house challenge another floor, etc. Have some visual displays of ongoing results and progress to help build enthusiasm.
- ❖ Have the entire chapter agree on a chapter GPA goal and establish an incentive that the whole chapter will benefit from if the goal is reached; i.e., free pizza party.
- ❖ Offer to pay 50% of any member’s tutoring bill.
- ❖ Give discounts off dues, formal, etc. to members getting a B average or better.
- ❖ Keep members’ grades confidential unless they have released the information to be public.
- ❖ Make sure all chapter officers understand how their area of responsibility can help or hurt individual and chapter GPAs.
- ❖ Have numerous awards for individual improvement, not just individual achievement like highest GPA, etc.
- ❖ Have a brief scholarship tip of the week at every single chapter meeting. Keep the emphasis on scholarship in front of the chapter whenever you can.
- ❖ Attend and participate in scholarship chair roundtables sponsored by the IFC or Panhellenic or the Greek Advisor. You never know where you will pick up (or share) some great ideas.
- ❖ Have members from each pledge class involved on the scholarship committee.
- ❖ Encourage members to apply for campus and national scholarships or awards.
- ❖ Acknowledge members who make the Dean’s List, are selected for a campus honorary, etc. Send letters to parents and National Headquarters.
- ❖ Send news releases to hometown papers of members when they are recognized for any worthwhile achievements.
- ❖ Be familiar with, and take advantage of, free academic resources provided by the college or university. Refer members whenever possible.
- ❖ Diligently enforce any academic standards set by the chapter. Failure to hold members accountable is almost worse than failure to have any standards.
- ❖ Have members write a Positive Mental Attitude card at the beginning of each term. They might even sign a scholarship contract stating:  
“I, \_\_\_\_\_, promise to study \_\_\_\_\_ hours per week during this term. I promise not to cut class. I will do everything in my power to live up to this promise because I value my education, my Fraternity, my parents, and my future.”





## INDIVIDUAL MEMBER SCHOLARSHIP SURVEY

Name: \_\_\_\_\_

Major: \_\_\_\_\_

### Schedule

| Class | Date/Time | Test Dates |
|-------|-----------|------------|
| 1.    |           |            |
| 2.    |           |            |
| 3.    |           |            |
| 4.    |           |            |
| 5.    |           |            |
| 6.    |           |            |

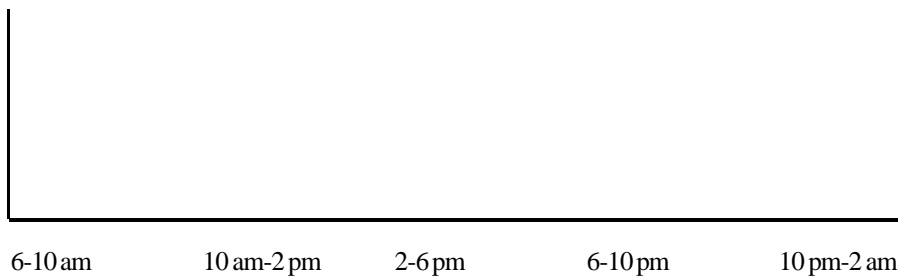
**I study best in the following environments:**

**What motivates me most to get good grades is:**

**I learn best in classes that (check all that apply):**

- \_\_\_\_\_ Cover most of the materials through lecture
- \_\_\_\_\_ Offer a lot of small group work
- \_\_\_\_\_ Have primarily objective tests
- \_\_\_\_\_ Have primarily essay tests or papers
- \_\_\_\_\_ Offer hand-on experiences/activities
- \_\_\_\_\_ Give regular homework assignments

The following timeline represents time blocks during a one-day period. Graph your “biological clock” placing high points for the times of day when you are most alert and low points for the times of day when you are most sluggish.



**The best ways the chapter could help me get good grades this term are:**

- 1.
- 2.
- 3.



This edition of the Triangle Scholarship Manual was generated with the help of Brother Galynn Ferris and Like Minded People: *Scholarship Manual*.