



Eastern Michigan University Fraternity & Sorority Life
Fraternity & Sorority Life Standards and Assessment Program
Leadership Development Assessment

Community Standards & Assessment Program

CSAP is the framework that we are utilizing to define fraternal excellence. This program calls for members of each fraternity and sorority to meet with an array of faculty, staff, alumni, volunteers, and members of the greater community to discuss how the chapters are living up to the core values of the fraternity/sorority community as defined by our students. The standards are broken into five areas: **Integration of Purpose, Intellectual Development, Leadership Development, Positive Relationships and Civic Engagement**. These areas are further defined in training, and on the EMU FSL website. Representatives from all chapters will meet with two evaluators for each of these standard areas.

Each organization will then be evaluated on how well they incorporate the community values into their chapter and individual behaviors/programming. Evaluators will also provide positive and constructive feedback as a part of the conversation. This feedback loop is an important part of achieving continual progress and development for our chapters. The results of these evaluations are connected to our annual chapter awards. Organizations can be recognized for Excellence in an area for receiving the highest rating. In addition, organizations receiving overall excellence in the core criteria will be named Chapters of Excellence.

Leadership Development

The chapter will foster an environment that encourages, supports, and promotes leadership in its members. This will include leadership experiences both inside and outside of the organization. Leadership is defined by the following basic assumptions based on the article Leadership Reconsidered: Engaging Higher Education in Social Change.

- Leadership is concerned with fostering growth.

- Leadership is inherently value-based.
- Chapter provides opportunity for all people to be potential leaders.
- Leadership is a group process.

Questions:

- How does your chapter encourage members to take a positive leadership role within your chapter, the FSL community, the campus and the local community?
- How does your chapter educate members in leadership development?
- What leadership experiences does your chapter attend?
- Please define your leadership development program.
- What system is in place to ensure a smooth officer transition?
- How do you involve alumni, advisors, faculty or staff in leadership development?

Rubric for Scoring

Level 1	Level 2	Level 3	Level 4	Level 5
Chapter does not have many members involved with other organizations nor do they encourage members to get involved	Chapter does not have many members involved with other organizations but they do encourage members to get involved with other organizations.	Chapter encourages members to be active with another organization on campus.	Chapter encourages and supports members to take on leadership roles within other organizations.	Chapter encourages and supports members taking on leadership roles within other organizations. As a result chapter has multiple members serving as leaders within other organizations.
Chapter does not educate its members on the leadership development opportunities in the community.	Chapter does educate its members on the leadership opportunities in the community.	Chapter frequently educates its members on the leadership development opportunities in the community, but does not provide support for this participation.	Chapter provides support for its members to participate in leadership opportunities within the community.	Chapter supports having its members participate in leadership opportunities within the community and provides resources to ensure participation in these opportunities. Additionally, the chapter has developed its own leadership development program for its members
Chapter does not have members participating in campus or national leadership development programs.	Chapter has some members participating in campus leadership development programs but does not provide resources to increase attendance at these events.	Chapter has members that participate in campus leadership development programs but not national leadership programs. The chapter may not provide resources such as scholarships to ensure attendance at these events.	Chapter has members that participate in campus and national leadership development programs. Chapter provides resources for attendance at leadership programs.	Chapter has members that participate in campus and national leadership development programs and provides resources to make attendance at these more attainable. Chapter ensures that personal reflection occurs following the program and is shared with the general membership
Chapter has no internal program or reflection for leadership development.	Chapter has infrequent and unstructured reflections to assist with leadership skills and developing as leaders.	Chapter has unstructured but frequent internal reflection to help foster leadership skills and developing as a leader.	Chapter has structured frequent internal reflection to help assist with leadership skills and developing the members as a leader but does not have a formally structured leadership program.	Chapter has a consistent internal program to help assist the membership with leadership skills and developing as a leader. This program incorporates a reflection as well for the members.
Chapter does not have a smooth transition of elected individuals.	Chapter has a smooth transition for some elected individuals but not all.	Chapter ensures a smooth transition of elected individuals but does not have a formal program in place.	Chapter ensures a smooth transition of elected individuals but does not have a formal program in place. Chapter also ensures a smooth transition of some chair positions.	Chapter has a formal program in place to ensure an effective transition of all elected and appointed individuals.
Chapter does not utilize outside resources for leadership development.	Chapter infrequently utilizes alumni to help provide leadership development and does not utilize other resources such as staff or faculty.	Chapter infrequently utilizes outside sources to help provide leadership development. These may come from alumni, staff, faculty, or other resources.	Chapter frequently utilizes alumni and campus resources to help provide leadership development, but does not utilize resources outside of the EMU community.	Chapter frequently utilizes alumni and campus resources, as well as resources outside of the EMU community to help provide leadership development.

Overall Assessment Score:

1-----2-----3-----4-----5
Poor Average Excellent

Summary/Notes:

Please provide a rationale for your evaluation.

Please provide the strengths of the chapter.

Please provide opportunities for improvement for the chapter.

Explain the level of professional conduct during your interaction with the chapter.