

COLORADO STATE UNIVERSITY

Excellence in Academic Achievement

Criteria	1	2	3	4	5
Chapter articulates how they support their					
members' journey to become lifelong learners					
and develop critical thinking skills through a					
variety of programs and initiatives that challenge					
members beyond their academic performance.					
Comments:					
[Chapters might mention ways their academic initiative	ves inform tl	heir focus o	n develop	ing an	
understanding of academic excellence beyond grad	e performai	nce, such a	s professio	nal develo	pment
opportunities and engagement with campus resource	es. This item	n is specific	to the com	nmunity's n	on-
negotiable value of lifelong learning and critical thi	nking.]				
Chapter can articulate their scholarship plan,					
which includes chapter goal setting, plans for					
maintaining pre-established GPA					
requirements/expectations, and how the plan will					
be operationalized by the chapter.					
Comments:	•				
[Chapters excelling in this area have a plan that add	resses how	the chapte	r achieves	outlined g	oals that
may include a variety of formal or informal strategies	s to engage	membersh	ip in acade	emic excell	ence.
This may also include ways the chapter utilizes their	officer trans	sitions, prog	ıramming,	and/or rela	ationship
building among chapter members to create a culture	of scholars	ship in the c	hapter.		
Chapter is able to describe how they recognize					
individual member's academic achievement.					
Comments:					
[Chapters excelling in this area can easily articulate	-	_			
and improvement through their recognition program	and relate t	this process	to their or	ganization	al
values.]					
Chapter has a plan for supporting and holding					
accountable individuals that do not meet academic					
requirements.					
Comments:					



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[Chapters excelling in this area have formal and info	rmal proces	ses for enc	ouraging c	academic s	success.
This may be through creating individualized academic plans that monitor academic progress and					
provide information, resources, and strategies that encourage improvement.]					
Chapter hosts academic workshops or educational					
opportunities for members to explore their					
educational goals and expand their academic					
skills/promote lifelong learning.					
Comments:					
[Chapters might mention workshops or educational of					_
professional life, effective study habits, and/or how to	o engage ci	itically in a	cademic c	oncepts fo	r
learning that will last a lifetime.]	1	T	1	1	1
Chapter utilizes various supports in their academic					
efforts.					
Comments:					
[Chapters excelling in this area effectively identify ar		•			ams that
best meet their needs and help achieve academic g			-		
faculty/staff and/or scholarship advisor, attend works	•				with
campus resources such as TILT or the Career Center	r, or actively	j outreach t	o other sch	nolarship	
resources.]					



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Excellence in Harm Reduction & Risk Management

Criteria	1	2	3	4	5	
Chapter articulates how they support one another						
in meeting harm reduction expectations and						
ensure members are healthy connected to the						
community value of building connections.						
Comments:						
[Chapters might mention ways their brotherhood/sist						
accountable and ensuring members are safe and w		is specific	to the com	nmunity's n	on-	
negotiable value of building coalitions and connec	tions.]	T	1	1	1	
Chapter articulates a harm reduction plan focused						
on keeping members and guests safe in a wide						
variety of situations.						
Comments:						
			5. daloral			
[Chapters excelling in this area have a formalized pl					-	
focused on reducing the potential of harm and on po			nignt inclu	ae social e	events,	
fire safety, wellness related topics, new member pro	gramming, e T	etc.j	1	1	1	
The chapter's risk management plan focuses on						
topics/areas beyond alcohol and social event						
management.						
Comments:						
 [Chapters excelling in this area operationalize risk m	anaaomont	and harm	roduction i	n ways the	ıt ao	
beyond managing social events with alcohol. This m	_			_	_	
violence prevention, eating disorder awareness and	-					
health, etc. This might include individual interactions						
Chapter provides educational opportunities for	Tus well us	глартег рго Г			Ves.j	
members on harm reduction or risk management						
topics.						
Comments:						
Comments.						
 [Chapters excelling in this area actively provide educational opportunities connected to risk related						
topics to the entire chapter. This might include ways						
provides education on harm reduction topics and po				icinibelo di	14	



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Chapter has processes for holding members					
accountable for sound decision making related to					
harm reduction and risk management.					
Comments:					
[Chapters excelling in this area have formal and info	rmal proces	ses for enc	ouraging g	good decis	ion
making, addressing member and chapter mistakes, c	and commu	nicating car	e for indivi	dual meml	oer
wellness, and can easily articulate those processes.]					
Chapter has accurate understanding of CSU,					
(inter)national organization, and fraternity/sorority					
community risk management policies and actively					
works to follow these policies.					
Comments:					
[Chapters excelling in this area can articulate the lay	ers of polici	ies they ne	ed to know	and how	they
actively work to follow those policies. This might incl	ude ways th	ne chapter h	nas learne	d about po	olicy
compliance opportunities from past mistakes or form	al educatio	nal opportu	nities prov	ided by the	е
chapter.]					



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Excellence in Community Service & Philanthropy

Criteria	1	2	3	4	5
Chapter articulates how engaging in service and					
philanthropy efforts allow the chapter and					
individual members the opportunity to serve as					
change agents, addressing community needs,					
advocating for important causes, and working to					
effectively improve our community.					
Comments:					
[Chapters excelling in this area can articulate ways t			-		
on addressing the root cause of social issues. This ite	em is specif	ic to the co	mmunity's	non-negot	iable
value of change agents.]					
Chapter can articulate their plan to help members					
understand the importance of service and					
philanthropy.					
Comments:					
[Chapters excelling in this area can articulate ways t					
impact of their service (vs. as a mere requirement). The	ney may ret	terence inte	entionally c	lebrieting s	service
activities.]		1	1	1	ı
Chapter hosts regular service opportunities for					
members and tracks participation.					
Comments:					
[Chapters excelling in this area can articulate ways t	_				
and the mechanisms they use to track service hours	or incentive	es for the co	mpletion c	of individuc	ıl
service.]					
Chapters engages in philanthropic efforts and					
understands the root cause the efforts support.					
Comments:					
[Chapters excelling in this area effectively communic	ate the unc	derlying roo	t cause iss	ue being	
addressed through their philanthropic efforts. This me	_				-
raising money for their national philanthropic partner	& extend to	o advocatin	g on beha	lf of the ro	ot cause



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issue. For example, if the organization is working wit	n Project Ho	meless Co	nnect, the	y might sho	ire that
they engage in city-wide policy conversations about the treatment of the people experiencing					
homelessness or the criminalization of poverty.]					
Chapter works to educate members and					
attendees/community about the root cause their					
philanthropic efforts support (including as a root					
cause issue, i.e. poverty, etc.).					
Community:					
[Chapters excelling in this area can articulate ways t	hey educat	e their mem	bers and r	non-memb	ers
engaged in their philanthropic efforts about their phi	anthropic p.	artner. This	is commu	nicated in I	oerson
and on all marketing materials for the event.]					
Chapter encourages individual members to do					
service in their lives and connects these efforts to					
organizational values.					
Comments:					
[Chapters excelling in this area can articulate ways t	hey incentiv	ize the con	npletion of	individual	service
hours and educate the chapter on the connection be	tween doin	g service in	our comm	unity and	their
organizational values. Examples may include day of	service pro	gramming &	& service ir	n preparati	on for
initiation.]					



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Excellence in Membership Development

Criteria	1	2	3	4	5
Chapter supports the development and growth of					
each member through every state of membership					
connected to the community value of lifelong					
learning and critical thinking.					
Comments:					
[Chapters excelling in this area have developmental					-
students through graduating seniors). This item is spe	ecific to the	community	's non-neg	otiable val	ue of
lifelong learning and critical thinking.]	1	1	1	1	1
Chapter provides leadership and personal					
development experiences for members.					
Comments:					
[Chapters excelling in this area provide leadership a					
members. This might include the delivery of education	onal progra	ms on a wic	le range of	f topics and	d/or
programs sponsored by the (inter)national organization	on.]				
Chapter has a plan for building/enhancing					
brotherhood/sisterhood.					
Comments:					
[Chapters excelling in this area have formal and info	rmal structu	ıres utilized	to build/er	nhance	
brotherhood/sisterhood. This might include brotherho	ood/sisterho	ood retreats	and other	activities t	:hat
increase the membership's sense of belonging.]					
Chapter utilizes Ritual education and helps					
members understand the importance of living					
organizational values as expressed through Ritual.					
Comments:					
[Chapters excelling in this area provide Ritual educa	tion to all m	embers thro	oughout th	e member	ship
experience in promotion of the organization's values	and lifelon	g members	hip.]		
Chapter encourages individual involvement					
around campus and seeking leadership roles and					
opportunities.					
Comments:	•	•	•	•	•



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[Chapter excelling in this area articulate specific ways they encourage involvement in other on-campus opportunities and the pursuit of leadership roles in those organizations. This might include incentivizing on-campus involvement opportunities, recognizing involved members, and challenging all members to be involved in an organization outside of the fraternity/sorority.]

Total Score:	



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Excellence in Intake, Recruitment, & Retention

Criteria	1	2	3	4	5		
Chapter articulates their ability to build coalitions							
and connections through the utilization of a							
values-based recruitment plan.							
Comments:							
[Chapters excelling in this area intentionally incorporate the values of their organization into their							
recruitment or intake efforts and offer membership to individuals that share similar values and ideals.							
This item is specific to the community's non-negotial	le value of	building co	alitions ar	nd connec	tions.]		
Chapter implements a new/associate							
education/intake plan which includes expectations							
of membership, organizational history,							
organizational values, and academic							
achievement/skill development.							
Comments:							
	/		+: /: - +				
[Chapters excelling in this area can articulate how th							
members about relevant organizational information reflection, facilitated group discussion, and interactive			_	ctude man	ridudi		
Chapter has an intentional and reasonable plan).] 				
for growth.							
Comments:							
Comments.							
[Chapters excelling in this area set realistic and inter	ntional mem	bership ao	als offer m	embershir) to		
individuals that exemplify organizational values, and							
their membership. Chapters should articulate how th	_			_			
retaining members.]		3 - 1			5		
Chapter provides hazing prevention education for							
membership.							
Comments:	I.	I	I .	l.			
[Chapters excelling in this area provide hazing prevention education beyond the mandated programs							
required by their (inter)national organization and the Office of Fraternity and Sorority Life. This might							
include hazing prevention workshops, critically assessing current practices, and adjusting chapter							
practices to eliminate potential hazing.]							



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Excellence in Chapter Management

Criteria	1	2	3	4	5
Chapter articulates how members engage in					
critical thinking in developing chapter					
management practices.					
Comments:					
[Chapters might mention how officers and advisors the					
be amended or have been adjusted for long-term su		-			is
specific to the community's non-negotiable value of	lifelong lea	rning and o	critical thir	nking.]	
Chapter articulates systems they utilize to remain					
organized and high functioning (may include					
financial management, calendaring, meetings					
efficiency, and communication strategies).					
Comments:					
[Chapters excelling in this area are easily able to ide		_	-	_	
communication. Typically, this includes use of share					
document sharing mediums, etc. The chapter should	be able to	articulate h	ow these s	systems ho	ive
improved chapter management.]	1	1	1	1	1
Chapter describes financial practices that indicate					
financial solvency and transparent decision-					
making.					
Comments:					
[Chapters excelling in this area understand what find		-			
successfully managing chapter finances including di					_
financial structures and needs to the chapter at large	e. This migh	t include sy	istems, pol	icies, or pr	actices
set up to ensure long-term financial success.]	1	1	1	1	1
Chapter identifies strategies for running effective					
chapter meetings and reflects on the effectiveness					
of those strategies in the past year.					
Comments:					



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[Chapters excelling in this area have specific strateg			_		-
include ways to engage all members, strategies for a			and after r	neetings, w	vays to
allow officers to conduct business, management of n	neeting leng	gth, etc.]			
Chapter details process for developing a balanced					
and organized chapter calendar that reflects the					
organization's values while avoiding over					
programming and reflects on the success of that					
process over the last year.					
Comments:					
[While chapters excelling in this area do not need to		·	-		_
are able to reflect on the process they have in place		_			_
balanced calendar that provided developmental opp	portunities f	or members	s that are c	ongruent v	vith the
organization's values.]					
Chapter has strategies for effectively					
communicating with chapter membership					
regarding chapter business and ongoing and					
upcoming programs and opportunities.					
Comments:					
[Chapters excelling in this area identify a forum for co		•		•	
size and structure, this forum can be in person or virt	ual, but cha	pters can a	rticulate ho	ow their cu	rrent
system is effective for their membership.]					
Chapter officers work together to share					
administrative responsibilities and communicate					
regularly with one another to address chapter					
needs and opportunities.					
Comments:					
[Chapters excelling in this area have a way for chapter officers — usually executive board officers — to					
share responsibilities and discuss ongoing chapter needs. Often this occurs through a functioning					
executive board meeting schedule and division of responsibilities. There should also be a way for					
officers not meeting expectations to be held account	able.]				



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Excellence in External Relations

Criteria	1	2	3	4	5					
Chapter articulates how positive external										
relations allows them to effectively build										
connections with a variety of constituents.										
Comments:										
[Chapters excelling in this area articulate various ways they communicate with a variety of constituents										
to build coalitions and make authentic connections. This item is specific to the community's non-										
negotiable value of building coalitions and connections .]										
Chapter engages with alumni/ae through										
meaningful events/communication.										
Comments:										
[Chapters excelling in this area articulate specific examples of how they engage alumni/ae. This might										
include alumni/ae events, newsletters, alumni ad	dvisor eng	agement c	ınd appre	ciation, etc	C.]					
Chapter engages with faculty/staff.										
Comments:										
[Chapters excelling in this area articulate specific examples of how they engage faculty/staff. This might										
include faculty appreciation activities, faculty/sto	aff advisor	engageme	ent, etc.]							
Chapter engages with parents and family										
members through meaningful										
events/communication.										
Comments:										
[Chapters excelling in this area articulate specific examples of how they engage parents and families.										
This might include parent and family events, newsletters, outreach to parents and families related to										
milestones in their student's membership (initiation, upcoming alumni status), etc.]										
Chapter engages with local community.										
Comments:										
[Chapters excelling in this area articulate specific examples of how they engage the local community.										
This might include service events in town, neighborhood activities if the chapter has a facility, etc.]										



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Chapter is engaged in the larger fraternity and									
sorority community through event co-									
sponsorship, communication, partnership, etc.									
Comments:									
[Chapters excelling in this area articulate specific examples of how they engage the larger fraternity and									
sorority community through event co-sponsorship, communication, partnership, etc. Examples might									
include co-sponsored service/philanthropy events, educational programs, social events, participating in									
programming board sponsored programs, etc.]									