



FSL Awards Guidelines

Application Guidelines

- Applications will be judged based on each category rubric. Each award submission should not exceed the word count designated for that category. Judges will not evaluate content beyond the posted word count.
- Applications must be submitted via online form on Rock Chalk Central (<https://rockchalkcentral.ku.edu/form/start/91037>). Online forms can be found under the Forms tab on the Greek Life Program page. All submissions are due no later than 5:00 PM on Friday, February 24th
- Each council will have a Chapter of the Year Award. In order to be eligible for Chapter of the Year, chapters must apply for at least 5 of the 6 categories. Chapter of the Year will be awarded to the organization with the highest combined point total of all categories. In the case that no chapter applies for at least 5 categories, no Chapter of the Year will be awarded for the respective council
- If a chapter does not meet Community Standards and is placed on Warning or Organizational Review in any category, that chapter will not be eligible to win Chapter of the Year
- In order for the judging committees to verify information in awards applications, chapters must provide all applicable Community Standards documentation via Rock Chalk Central. No alternative form of verification will be accepted

Chapter Presentation Guidelines

- Only chapters that are identified as finalists by the judging committee will be asked to make a presentation
- Maximum of 20 minute presentation to judges. Judges will have a maximum of 10 minutes of questions conducted by judges following chapter presentation
- Each chapter may have a maximum of three chapter members to take part in the presentation and interview. Chapters may utilize PowerPoint, Prezi, or any other presentation method and may have a one (1) page handout to accompany presentation
- Purpose of chapter presentations is to highlight key points of application submission or provide additional information they feel needs to be brought to the attention of the judging committee
- Five points will be deducted for not following correct presentation guidelines or a lack of professionalism during interview

Individual Interview Guidelines

- Only individuals that are identified as finalists by the judging committee will be asked to interview
- Maximum of 20 minutes of questions conducted by judges. Finalists may have a copy of résumé to accompany interview
- Purpose of individual interviews is to allow finalists an opportunity to highlight key points of application or provide additional information they feel needs to be brought to the attention of the judging committee
- Five points will be deducted for not following interview guidelines or a lack of professionalism during interview



FSL Awards Chapter Recognition

Chapter of the Year

- Each council will have the possibility of one organization be recognized as Chapter of the Year. This award will recognize the organization within their respective council that most closely represents and exemplifies their chapter values and applies for at least 5 of the 6 categories and receives the highest point total
- Chapter of the Year winners will be recognized at the Greek Awards Ceremony and will receive a plaque or trophy for their achievements

Awards Categories

Academic Performance

(9 points possible)

- Excellence: 8-9 points
- Distinction: 5-7 points
- Merit: 2-4 points
- Inadequate: 0-1 points

Leadership and Campus Engagement

(12 points possible)

- Excellence: 9-12 points
- Distinction: 6-8 points
- Merit: 3-5 points
- Inadequate: 0-2 points

Member Development and Education

(15 points possible)

- Excellence: 9-15 points
- Distinction: 5-8 points
- Merit: 3-4 points
- Inadequate: 0-2 points

Community Awareness

(15 points possible)

- Excellence: 10-15 points
- Distinction: 6-9 points
- Merit: 3-5 points
- Inadequate: 0-2 points

Risk Reduction and Management

(9 points possible)

- Excellence: 8-9 points
- Distinction: 5-7 points
- Merit: 3-4 points
- Inadequate: less than 0-2 points

Chapter Management

(9 points possible)

- Excellence: 8-9 points
- Distinction: 5-7 points
- Merit: 3-4 points
- Inadequate: 0-2 points



FSL Awards Questions

Academic Progress Questions

1. Provide the chapter's GPA over the previous two semesters. How do these results align with chapter academic goals for the previous year?

2. What chapter events, programming, education, policies and/or initiatives were conducted to promote academic performance for all members?

3. How does your chapter utilize organization, university, and/or other resources to support members that fall below academic requirements?

Responses should add up to no more than 750 words. Judges will not evaluate content beyond 750 words.



Academic Progress Rubric

	0 points	1 point	2 points	Excellence 3 points
Provide the chapter's GPA over the previous two semesters. How do these results align with chapter academic goals for the previous year?	Chapter GPA is <u>below</u> Community Standards minimum of 2.7 for the previous academic year. -or- Chapter does not provide academic goals for the previous year.	Chapter GPA is between 2.7 and 2.99 for the previous academic year. -or- New Member/neophyte GPA is below the all-men's or all-women's GPA -or- Chapter does not meet academic goals for the previous year.	Chapter GPA is between 3.0 and 3.29 for the previous academic year. -and- New Member/neophyte GPA is equal to or above the all-men's or all-women's GPA -and- Chapter meets or exceeds academic goals for the previous year.	Chapter GPA is 3.3 or above for the previous academic year. -and- New Member/neophyte GPA is above the all-men's or all-women's GPA -and- Chapter meets or exceeds academic goals for the previous year.
What chapter events, programming, education, policies and/or initiatives were conducted to promote academic performance for all members?	Provides <u>no</u> evidence of events, programming, education, policies, and/or initiatives to promote academic performance.	Provides <u>minimal</u> evidence of events, programming, education, policies, and/or initiatives to promote academic performance.	Provides <u>moderate</u> evidence of events, programming, education, policies, and/or initiatives to promote academic performance.	Provides <u>significant</u> evidence of events, programming, education, policies, and/or initiatives to promote academic performance.
How does your chapter utilize organization, university, and/or other resources to support members that fall below academic requirements?	Provides <u>no</u> evidence of utilizing organization and/or university resources for academic improvement.	Provides evidence of utilizing organization and/or university resources for academic improvement at least once <u>per year</u> .	Provides evidence of utilizing organization and/or university resources for academic improvement at least once <u>per semester</u> .	Provides evidence of utilizing organization or university resources for academic improvement <u>multiple times</u> per semester.



Member Development and Education Questions

1. What member development and educational programs are for all members of your chapter?
2. How does your chapter integrate your new members/neophytes into the chapter and larger campus community?
3. What culturally based educational programs related to diversity or social justice are sponsored by your organization or attended by your members?
4. What, if any, council- or university-sponsored programs focused on educational issues did a significant number of chapter members attend?
5. What is the level of involvement from upperclassmen (juniors and seniors) in the organization and how does your organization promote transition from undergraduate to alumni/ae or graduate chapter?

Responses should not add up to more than 1250 words. Judges will not evaluate content beyond 1250 words.



Member Development and Education Rubrics

	0 points	1 point	2 points	Excellence 3 points
What member development and educational programs are for all members of your chapter?	Provides <u>zero or only one</u> member development and educational programs per year for all members of the chapter.	Provides <u>at least one</u> member development and educational programs per semester for all members of the chapter.	Provides <u>at least two</u> member development and educational programs per semester for all members of the chapter.	Provides <u>at least three</u> member development and educational programs per semester for all members of the chapter.
How does your chapter integrate your new members/neophytes into your chapter and into the larger campus community? Note: retention rate evaluated for new member/neophyte classes of four or more.	Provides <u>no</u> evidence of integrating new members into the chapter and the larger campus community. -or- No evidence of New member/ membership intake education. -or- Chapter retains less than 60% of new members/neophytes to initiation.	Provides <u>minimal</u> evidence of integrating new members into the chapter and the larger campus community. -or- New member/ membership intake education is longer than 4-6 weeks (no permission by inter/national organization to have longer/shorter program) -or- Chapter retains 60-74% of new members/ neophytes to initiation.	Provides <u>moderate</u> evidence of integrating new members into the chapter and the larger campus community. -or- New member/ membership intake education is 4-6 weeks (or permission by inter/national organization to have longer/shorter program) -and- Chapter retains 75-89% of new members/ neophytes to initiation.	Provides <u>significant</u> evidence of integrating new members into the chapter and the larger campus community. -or- New member/ membership intake education is 4-6 weeks (or permission by inter/national organization to have longer/shorter program) -and- Chapter retains 90-100% of new members/ neophytes to initiation.



<p>What culturally based educational programs related to diversity or social justice are sponsored by your chapter or attended by your members?</p>	<p>Provides <u>no</u> evidence of sponsorship or attendance at educational programs related to diversity or social justice.</p>	<p>Provides <u>minimal</u> evidence of sponsorship or attendance at educational programs related to diversity or social justice.</p>	<p>Provides <u>moderate</u> evidence of sponsorship or attendance at educational programs related to diversity or social justice.</p>	<p>Provides <u>significant</u> evidence of sponsorship or attendance at educational programs related to diversity or social justice.</p>
<p>What, if any, council- or university-sponsored programs focused on educational issues did a significant number of chapter members attend?</p>	<p>Provides <u>no</u> evidence of significant chapter attendance at a university-sponsored programs focused on educational issues.</p>	<p>Provides evidence of significant chapter attendance <u>at least one</u> university-sponsored programs focused on educational issues.</p>	<p>Provides <u>no</u> evidence of significant chapter attendance <u>at least two</u> university-sponsored programs focused on educational issues.</p>	<p>Provides evidence of significant chapter attendance <u>at three or more</u> university-sponsored programs focused on educational issues.</p>
<p>What is the level of involvement from upperclassmen (juniors and seniors) in the organization and how does your chapter organization promote transition from undergraduate to alumni/ae or graduate chapter?</p>	<p>Provides <u>no</u> evidence of involvement of upperclassmen that make up the organization.</p> <p>-and-</p> <p>There is <u>no</u> evidence of promoting transition from undergraduate to alumni/ae or graduate chapter.</p>	<p>Provides <u>minimal</u> evidence of involvement of upperclassmen that make up the organization.</p> <p>-and-</p> <p>There is <u>minimal</u> evidence of promoting transition from undergraduate to alumni/ae or graduate chapter.</p>	<p>Provides <u>moderate</u> evidence of involvement of upperclassmen that make up the organization.</p> <p>-and-</p> <p>There is <u>moderate</u> evidence of promoting transition from undergraduate to alumni/ae or graduate chapter.</p>	<p>Provides <u>significant</u> evidence of involvement of upperclassmen that make up the organization.</p> <p>-and-</p> <p>There is <u>significant</u> evidence of promoting transition from undergraduate to alumni/ae or graduate chapter.</p>



Risk Reduction and Management Rubric

	0 points	1 point	2 points	Excellence 3 points
What risk reduction and management training is conducted with all chapter members?	Provides <u>no</u> evidence of risk reduction and management training. -and- Provides no evidence of all chapter members attending training.	Provides <u>minimal</u> evidence of risk reduction and management policy. -or- Provides no evidence of all chapter members attending training.	Provides <u>moderate</u> evidence of risk reduction and management policy. -and- Provides evidence of all chapter members attending training.	Provides <u>significant</u> evidence of risk reduction and management policy. -and- Provides evidence of all chapter members attending training.
How does the chapter promote self-governance and enforcement of university, council, and organization policies?	Provides <u>no</u> evidence of how chapter judicial/standards board holds members accountable to chapter values and policies.	Provides <u>minimal</u> evidence of how chapter judicial/standards board holds members accountable to chapter values and policies.	Provides <u>moderate</u> evidence of how chapter judicial/standards board holds members accountable to chapter values and policies.	Provides <u>significant</u> evidence of how chapter judicial/standards board holds members accountable to chapter values and policies.
What proactive efforts are made by the chapter to promote health, wellness, and safety (i.e. alcohol/substance abuse, anti-hazing, sexual violence, etc.) within the chapter and among individual members?	Provides <u>no</u> evidence of promoting health, wellness, and safety both organizationally and among individual members.	Provides <u>minimal</u> evidence of promoting health, wellness, and safety both organizationally and among individual members.	Provides <u>moderate</u> evidence of promoting health, wellness, and safety both organizationally and among individual members.	Provides <u>significant</u> evidence of promoting health, wellness, and safety both organizationally and among individual members.



How does your chapter encourage involvement in student organizations, honor societies, and/or professional organizations on campus?	Provides <u>no</u> evidence of encouraging involvement in student organizations, honor societies, and/or professional organizations on campus?	Provides <u>minimal</u> evidence of encouraging involvement in student organizations, honor societies, and/or professional organizations on campus?	Provides <u>moderate</u> evidence of encouraging involvement in student organizations, honor societies, and/or professional organizations on campus?	Provides <u>significant</u> evidence of encouraging involvement in student organizations, honor societies, and/or professional organizations on campus?
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Leadership and Campus Engagement Questions

1. What inter/national, regional, and/or local leadership development programming is attended or utilized by members of the chapter?

2. What is percentage and extent (i.e. positions held, influence on campus, etc.) of your members' involvement and leadership on campus?

3. How does your chapter encourage involvement in student organizations, honor societies, and/or professional organizations on campus?

4. How has your chapter built connections with members of organizations from other Greek governing councils?

Responses should not add up to more than 1000 words. Judges will not evaluate content beyond 1000 words.



Leadership and Engagement Rubric

	0 Points	1 Points	2 Points	Excellence 3 Points
What inter/national, regional, and/or local leadership development programming is attended or utilized by members of the chapter?	Provides <u>no</u> evidence of the chapter attending or utilizing inter/national, regional, and/or local leadership development programming by chapter members.	Provides <u>minimal</u> evidence of the chapter attending or utilizing inter/national, regional, and/or local leadership development programming by chapter members.	Provides <u>moderate</u> evidence of the chapter attending or utilizing inter/national, regional, and/or local leadership development programming by chapter members.	Provides <u>significant</u> evidence of the chapter attending or utilizing inter/national, regional, and/or local leadership development programming by chapter members.
What is the percentage or extent (i.e. positions held, influence on campus, etc.) of your members' involvement and leadership on campus?	<u>Less than 70%</u> of chapter membership is involved in student organizations. -and- No evidence of involvement and leadership on campus.	<u>At least 70%</u> of chapter membership is involved in student organizations. -and- <u>Minimal</u> evidence of involvement and leadership on campus.	<u>At least 80%</u> of chapter membership is involved in student organizations. -and- <u>Moderate</u> evidence of involvement and leadership on campus.	<u>At least 90%</u> of chapter membership is involved in student organizations. -and- <u>Significant</u> evidence of involvement and leadership on campus.
How does your chapter encourage involvement in student organizations, honor societies, and/or professional organizations on campus?	Provides <u>no</u> evidence of encouraging involvement in student organizations, honor societies, and/or professional organizations on campus?	Provides <u>minimal</u> evidence of encouraging involvement in student organizations, honor societies, and/or professional organizations on campus?	Provides <u>moderate</u> evidence of encouraging involvement in student organizations, honor societies, and/or professional organizations on campus?	Provides <u>significant</u> evidence of encouraging involvement in student organizations, honor societies, and/or professional organizations on campus?
How has your chapter built connections with members of organizations from other Greek governing councils?	Identified <u>no</u> meaningful experience with an organization from another council. -or- Chapter provides <u>no</u> evidence of why the event was successful	Identified <u>one</u> meaningful experience with an organization from another council. -and- Chapter provides <u>minimal</u> evidence of why the event was successful and	Identified <u>one</u> meaningful experience with an organization from another council. -and- Chapter provides <u>minimal</u> evidence of why the event was successful and	Identified <u>one</u> meaningful experience with an organization from another council. -And- Chapter provides <u>significant</u> evidence of why the event was successful and



Community Awareness Questions

1. What community service (focus on hands-on hours volunteered) events has your chapter coordinated, co-sponsored, and/or attended over the last year?

2. What philanthropic (focus on money, goods, or awareness raised) events has your chapter coordinated, co-sponsored, and/or attended over the last year?

3. How does your chapter connect with your inter/national/local philanthropic causes on a level higher than just holding fundraising events?

4. How does the chapter involve non-fraternity/sorority events and/or potential new members in community service and/or philanthropic events?

5. In what university or non-fraternity/sorority community service and/or philanthropic events does the chapter participate?

Responses should be no more than 1250 words. Judges will not evaluate content beyond 1250 words.



Community Awareness Rubric

	0 points	1 point	2 points	Excellence 3 points
What community service (focus on hands-on hours volunteered) event has your chapter coordinated, co-sponsored, and/or attended over the last year?	Did <u>not</u> coordinate, co-sponsor, or attend more than one community service event over the last year.	Coordinated, co-sponsor, or attend <u>at least one</u> community service event per semester (total of at least two per year).	Coordinated, co-sponsor, or attend <u>at least two</u> community service event per semester (total of at least four per year).	Coordinated, co-sponsor, or attend <u>at least three</u> community service event per semester (total of at least six per year).
What philanthropic (focus on money, goods, or awareness raised) events has your chapter coordinated, co-sponsored, and/or attended over the last year?	Did <u>not</u> coordinate, co-sponsor, or attend a philanthropic event over the last year.	Coordinated, co-sponsor, or attend <u>at least one</u> philanthropic event per year.	Coordinated, co-sponsor, or attend <u>at least two</u> philanthropic events per year.	Coordinated, co-sponsor, or attend <u>three or more</u> philanthropic events per year.
What does your chapter do to connect with your inter/national and/or local philanthropy on a level higher than just holding fundraising events?	Provides <u>no</u> evidence of connecting with inter/national and/or local philanthropy on a level higher than just holding fundraising events.	Provides <u>minimal</u> evidence of connecting with inter/national and/or local philanthropy on a level higher than just holding fundraising events.	Provides <u>moderate</u> evidence of connecting with inter/national and/or local philanthropy on a level higher than just holding fundraising events.	Provides <u>significant</u> evidence of connecting with inter/national and/or local philanthropy on a level higher than just holding fundraising events.
How does the chapter involve non-fraternity/sorority members and/or potential new members in community service and/or philanthropic events?	Provides <u>no</u> evidence of involving non-fraternity/sorority members or potential new members in community service and/or philanthropic events.	Provides <u>minimal</u> evidence of involving non-fraternity/sorority members or potential new members in community service and/or philanthropic events.	Provides <u>moderate</u> evidence of involving non-fraternity/sorority members or potential new members in community service and/or philanthropic events.	Provides <u>significant</u> evidence of involving non-fraternity/sorority members or potential new members in community service and/or philanthropic events.



In what university or non-fraternity/sorority community service and/or philanthropic events does the chapter participate?	Provides <u>no</u> evidence of participation in non-fraternity/sorority community service and/or philanthropic events.	Provides <u>minimal</u> evidence of participation in non-fraternity/sorority community service and/or philanthropic events.	Provides <u>moderate</u> evidence of participation in non-fraternity/sorority community service and/or philanthropic events.	Provides <u>significant</u> evidence of participation in non-fraternity/sorority community service and/or philanthropic events.
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Chapter Management Rubric

	Inadequate 0 points	Merit 1 point	Distinction 2 points	Excellence 3 points
What inter/national, regional, and/or local officer training programs or workshops has your chapter participated in or conducted in the past year?	Provides <u>no</u> evidence of participation in inter/national, regional, and/or local officer training programs or workshops over the past year	Provides <u>minimal</u> evidence of participation in inter/national, regional, and/or local officer training programs or workshops over the past year	Provides <u>moderate</u> evidence of participation in inter/national, regional, and/or local officer training programs or workshops over the past year	Provides <u>significant</u> evidence of participation in inter/national, regional, and/or local officer training programs or workshops over the past year
How does the chapter recognize/reward who live the values of your organization?	Chapter provides <u>no</u> evidence of recognition/rewarding members who lives the values of your organization.	Chapter provides <u>minimal</u> evidence of recognition/rewarding members who lives the values of your organization.	Chapter provides <u>moderate</u> evidence of recognition/rewarding members who lives the values of your organization.	Chapter provides <u>significant</u> evidence of recognition/rewarding members who lives the values of your organization.
How are alumni/ae members, chapter/graduate advisors, volunteers, and/or house directors involved with the chapter?	There is <u>no</u> evidence of chapter involvement for alumni/ae members, chapter/graduate advisors, volunteers, and/or house directors.	There is <u>minimal</u> evidence of chapter involvement for alumni/ae members, chapter/graduate advisors, volunteers, and/or house directors.	There is <u>moderate</u> evidence of chapter involvement for alumni/ae members, chapter/graduate advisors, volunteers, and/or house directors.	There is <u>significant</u> evidence of chapter involvement for alumni/ae members, chapter/graduate advisors, volunteers, and/or house directors.



M. Angela Carr FSL Unity Award

Purpose of the Award

This award was created to honor M. Angela (Angie) Carr and her commitment to all the Greek governing councils at the University of Kansas. In 2004, after years of service to the community Angie resigned from her position as Coordinator of Greek Life Programs of the Student Involvement and Leadership Center. One of her major accomplishments was bringing the National Pan-Hellenic Council into the Student Involvement and Leadership Center alongside the Interfraternity Council and Panhellenic Association.

This award honors a chapter that exemplifies Greek unity, specifically in regards to its efforts to make meaningful connections between councils and chapters on campus. This award serves as an opportunity for one chapter to recognize another chapter's contribution toward Greek unity.

Application Guidelines

- The award is designed for one chapter recognize another; no chapter may nominate itself.
- Applications will be judged based on the application prompt above. Each award submission should be a maximum of 500 words. Judges will not evaluate content beyond 500 words.
- Applications must be submitted via online form on Rock Chalk Central (<https://rockchalkcentral.ku.edu/form/start/91037>). Online forms can be found under the Forms tab on the Greek Life Program page. All submissions are due no later than 5:00 PM on Friday, February 24th.
- Only one chapter may receive this award annually. In the case that no chapter is deemed a worthy recipient, there will be no recipient of the award.
- In order for the judging committees to verify information in awards applications, chapters are encouraged to include any relevant supporting documentation via Rock Chalk Central. No alternative form of verification will be accepted.

Application Prompt

In what ways does the nominated chapter exemplify Greek unity? Responses should include evidence of events, programming, activities, and/or initiatives that demonstrate the chapter's commitment to Greek unity.



Margaret E. Miller Cultural Competence Award

Purpose of Award

This award was developed to honor Margaret E. Miller's service to the FSL community and her commitment to multicultural education and programming. Margaret was the Associate Director of the Organizations and Activities Center (now known as the Student Involvement and Leadership Center) and Coordinator for FSL Programs at the University of Kansas from 1989 to 1992. She also served as the Associate Executive Director of the Mid-American Panhellenic Association, which is now the Association of Fraternal Leadership and Values (AFLV), and Mid-American Vice President of the Association of Fraternity/Sorority Advisors (AFA).

This award seeks to recognize a chapter who sponsors educational programming and actively participates in university-wide activities related to diversity, social justice, and/or multiculturalism.

Application Guidelines

- Applications will be judged based on the application prompt above. Each award submission should be a maximum of 500 words. Judges will not evaluate content beyond 500 words.
- Applications must be submitted via online form on Rock Chalk Central (<https://rockchalkcentral.ku.edu/form/start/91037>). Online forms can be found under the Forms tab on the FSL Program page. All submissions are due no later than 5:00 PM on Friday, February 24th.
- Only one chapter may receive this award annually. In the case that no chapter is deemed a worthy recipient, there will be no recipient of the award.
- In order for the judging committees to verify information in awards applications, chapters are encouraged to include any relevant supporting documentation via Rock Chalk Central. No alternative form of verification will be accepted.

Application Prompt

In what ways does your chapter promote cultural competence? Responses should include evidence of events, programming, education, policies, and/or initiatives that demonstrate the chapter's commitment to cultural competence in and out of the chapter.