Accreditation’s Greatest Hits

2017 Advisor Academy
Outcomes

- Purpose and Intent of Accreditation [Why]
- Accreditation Process + Logistics [How]
- Revisions [What]
- Preparation with Students
Purpose and Intention

- Fraternal relevance is constantly called into question, and the fraternity and sorority community must demonstrate positive contributions and impact.

- Comprehensive review and assessment of all facets of the fraternity/sorority experience and chapter operations

- Reflection opportunity to consider individual and organizational learning alongside opportunities for growth

- Measuring stick for maintaining standards, challenging the status quo, and avoiding complacency

- Transition and record-keeping tool

- Opportunity to engage in co-curricular learning

- Assists chapter membership in finding direction
Accreditation Process

• Annual assessment process in its 13th year
• Chapters are required to submit an annual report and conduct a 40-minute presentation to a panel of faculty, staff, students, and alumni
• This type of process is commonplace among fraternity and sorority communities at other colleges and universities. Our process differs from others in the following ways:
  • Subjective and flexible
  • Non-specific in how a chapter can approach the process
  • Open forum
  • Faculty, staff, alumni, and students offer insights
  • Staffing support to assist
Pre-Accreditation
• Chapter planning process and review (year-round)
• Materials submitted (two weeks prior to presentation)
• Collect other noteworthy reports

Accreditation Presentation
• Present highlights & impact of learning (40 minutes)
• Q and A Session (20 minutes)

Post-Accreditation Presentation
• Deliberation
  ▪ Recommendations
  ▪ Best Practices
  ▪ Questions/Concerns
  ▪ Initial Ratings & Chapter Development Questions
• Final Reports
Preliminary Conclusions Leading to Revisions

• Higher performing chapters take advantage of the process and display more macro level thinking.
• Most chapter leadership understand and buy into the purpose and reflection.
• General membership see process as a checklist or things we need to do to not get kicked off.
• Most struggle with subjectivity of the process and lack of incentive.
• Many indicated the process is overwhelming and/or stressful.
Revisions

Goals
• To provide chapters increased clarity on metrics and reports
• To increase transparency in the evaluation and ratings process
• To incentivize improved performance year to year

Outcomes
• Reorganization of Metrics
• Development of a Rubric
• Adjusted Ratings
• Incentives
• Report specifications
Metrics

- Leadership & Member Development
- Organizational Operations
- Community Service & Engagement
- Academic & Intellectual Advancement
- Facilities Management (as applicable)
- Overall
# Ratings

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accredited with Excellence (previously Gold)</td>
<td>The chapter exceeds expectations set forth by Lehigh University. The chapter excels in multiple metrics, making valuable contributions to the Greek and Lehigh communities.</td>
</tr>
<tr>
<td>Accredited</td>
<td>The chapter meets expectations set forth by Lehigh University. The chapter is fully successful in all metrics and is an active contributor to the Greek and Lehigh communities.</td>
</tr>
<tr>
<td>Unaccredited (previously Poor)</td>
<td>The chapter does not meet expectations set forth by Lehigh University. The chapter is not successful in multiple metrics and does not contribute to the Greek and Lehigh communities.</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>The chapter failed to meet minimum expectations set forth by Lehigh University. The chapter fails in multiple metrics and is negatively impacting the Greek and Lehigh communities.</td>
</tr>
</tbody>
</table>
# Sample Rubric

<table>
<thead>
<tr>
<th>Accredited with Excellence</th>
<th>Accredited</th>
<th>Unaccredited</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chapter has a robust and formalized membership development plan (including New Member programming, continuing membership education and brotherhood/sisterhood activities)</td>
<td>• Chapter has a formalized membership development plan (including New Member programming, continuing membership education and brotherhood/sisterhood activities)</td>
<td>• Chapter has a dated/unused membership development plan (i.e. only New Member programming, limited continuing membership education and weak brotherhood/sisterhood activities)</td>
<td>• No formal new member plan and/or chapter deviates from plan</td>
</tr>
<tr>
<td>• Chapter practices Ritual and integrates it into member experiences</td>
<td>• Chapter practices Ritual</td>
<td>• Chapter inconsistently or incorrectly practices Ritual</td>
<td>• Chapter does not practice Ritual</td>
</tr>
<tr>
<td>• Chapter membership consistently attends IHQ programming and implements learnings, best practices, and recommendations</td>
<td>• Chapter membership consistently attends IHQ programming</td>
<td>• Chapter membership inconsistently participates in IHQ programming</td>
<td>• Chapter membership does not attend any IHQ programming</td>
</tr>
<tr>
<td>• Many chapter members are highly involved in other campus leadership roles (i.e. Orientation Leader, Gryphon)</td>
<td>• Several chapter members are involved in other campus leadership roles (i.e. Orientation Leader, Gryphon)</td>
<td>• Small percentage of chapter members are involved in other campus leadership roles (i.e. Orientation Leader, Gryphon)</td>
<td>• Chapter members are not involved in other campus leadership roles</td>
</tr>
<tr>
<td>• Chapter members participate in additional leadership development opportunities (i.e. Leadershape, NGLA)</td>
<td>• Chapter members participate in additional leadership development opportunities (i.e. Leadershape, NGLA)</td>
<td>• Chapter members do not participate in additional leadership development opportunities (i.e. Leadershape, NGLA)</td>
<td>• Meaningful brotherhood/sisterhood activities do not exist</td>
</tr>
<tr>
<td>• Chapter has a thorough officer transition and formal training procedure</td>
<td>• Chapter has an officer transition and training procedures</td>
<td>• Chapter does not have any formalized officer transition and training procedures</td>
<td>• There are no continuing member education programs/plans</td>
</tr>
<tr>
<td>• Chapter members are able to reflect and connect leadership experiences</td>
<td></td>
<td></td>
<td>• Officer Transitions/training is non-existent</td>
</tr>
</tbody>
</table>
Panelists Role + Responsibilities

As a Panelist
- Accept invitation and complete training
- Provide a faculty/staff/alumni/student perspective
- Review all materials for the chapter(s)
- Attend assigned presentation(s)
- Ask questions and provide feedback to chapters

As a Committee
- Provide initial rating of chapter immediately following presentation
- Provide thoughts on possible chapter development questions
- Reconvene and provide updated rating after all questions have been answered and missing facts are provided (if necessary)
- Reviews final language for chapter ratings (if necessary)
Preparation with Students

**Encourage students to...**
- Be honest
- Have informed and attentive chapter members at the presentation (not required)
- Approach the presentation professionally
- Explain not just how, but why
- Accept feedback constructively

**Discourage...**
- Avoiding the truth
- Offering answers that you think panelists want to hear
- Being afraid to ask for assistance
- Avoiding planning throughout the year
- Ignoring the recommendations from the year before (with some exceptions)
Considerations

- Is the chapter organized and prepared across each stage of the Accreditation process?
- Did the chapter consider CDQs and recommendations from the previous Accreditation committee?
- Are different voices and perspectives showcased? (total chapter effort/involvement)
- Does the chapter accurately represent its strengths and weaknesses?
- Is there demonstrated action rather than plans?
- Do chapter members understand how initiatives and programs have impacted members and beyond?
- Does the chapter clearly articulate learnings from across the year?
- Is the chapter honest in regards to making mistakes and accepting responsibility for members’ actions?
- Are the chapter’s organizational mission and values shared? How is this demonstrated daily by the membership?
Debunking Myths

- Ratings are predetermined...FALSE
- Panelists don’t read the reports...FALSE
- Panelists are matched with chapters intentionally...TRUE (and somewhat false)
- Include EVERYTHING you’ve done in the past year...FALSE
- Ratings are finalized on the day of the presentation...FALSE
- Only a certain percentage of chapters get Accredited with Excellence...FALSE
Questions?
Thank You!!