



Colony Petition Guide

Updated April 2023

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Colony Petition Guide

Overview

The Colony Petition Guide is the Fraternity's official instruction manual for colonies to use in creating their petition for charter. The Colony Petition Guide is designed in a step-by-step manner to walk each colony through the petition creation and submission process, gathering supplemental documentation, and completing its official submission – the Colony Petition Booklet and an Appendix of supporting materials.

This guide contains four (4) parts, each of which should be used by the colony in conducting, creating, and submitting their petition booklet and preparing supplemental documentation for an Appendix that displays the colony's operations and accomplishments through the date of their petition:

- An **Overview of the Chartering Criteria** – to be used as a supplement in reviewing the chartering criteria and the Pursuit of Excellence Program with the colony membership.
- An **Overview of the Petition process** – including step-by-step instructions for completing the Colony Petition Booklet. This editable form should be completed by the colony as a whole, or the colony's Petitioning Committee, based on the raw data and supporting documentation provided by the membership as part of the Colony Petition Session.
- **Colony Petition Session** – an All-Chapter LEAD style workshop to be facilitated with the colony. This session is designed to **involve the membership** in the petition process and to prepare the colony for the annual Pursuit of Excellence self-assessment process that the colony will undertake each year following its chartering. During this session, the colony will review the Chartering Criteria (equivalent to the Pursuit of Excellence Program's criteria for Excellence/Very Good performance) through directed questioning and discussion. At the end of the session, colony members will have created most of the raw data to be included in the colony's petition. Additionally, supporting documentation will also be identified and appropriate officers, chairmen, or colony members will be tasked with creating, acquiring, and providing this documentation for inclusion in the colony's petition.
- **Appendix Instructions** and checklist of documentation to be included with the colony's petition.

Involving the Colony Members

Although the Lt. Commander is typically tasked with oversight of the Colony Petition (and similarly, a chapter's annual PEP submission), he should not be the sole officer or member involved in describing the colony's performance and achievement during the colony period.

The colony petition session is designed to be conducted with the colony as a whole but could also be done with just the officers and chairmen, or independently by subcategory by the colony's relevant committees.

The discussion questions and suggested documentation included in the colony petition session ([found later in this guide](#)) are the same questions to be addressed in the colony petition booklet.

Giving each officer/committee a copy of the booklet to complete and return to the Lt. Commander or Petition/Chartering Committee for editing and combining with the other officers' submissions is a great way to spread the workload of the final submission and ensure the full chapter's voice and input is included in the final submission.

An additional best practice is having the petition draft reviewed by the Executive Committee and Alumni Advisory Board prior to submission to Fraternity staff.

Chartering Criteria Overview

Expansion is the process whereby a Sigma Nu colony, or provisional chapter, is established at a college/university campus. As a colony progresses toward becoming a fully functioning chapter of Sigma Nu, they will prepare and submit a petition documenting their achievements. The petition must be approved by the Office of the Executive Director and, subsequently, the High Council, and finally, ratified by all collegiate chapters. Once approved, the colony is granted a charter to operate as a Sigma Nu chapter and is formally installed. Our goal is for colonies to charter one year from the time they are colonized. An ambitious but attainable goal, the timeline for chartering is ultimately up to the colony members.

The criteria by which a petition is evaluated, or Chartering Criteria, is derived from the Fraternity's chapter assessment, standards, and improvement program: [The Pursuit of Excellence Program](#). While all Sigma Nu chapters are required to participate, those chapters receiving an evaluation of Excellence across all categories of chapter operations are eligible for the Fraternity's highest chapter distinction, the Rock Chapter Award.

Sigma Nu's expansion motto is "Building Rock Chapters," so the Chartering Criteria is a direct reflection of the Rock Chapter Award criteria — "excellence" across all categories of operations. In other words, colonies will use the criteria for excellence described in the Pursuit of Excellence Program as a basis for their petition for charter.

Furthermore, colonies will submit an Appendix of supporting materials as a supplement to their Colony Petition Booklet. The end of this guide contains a full [checklist of items](#) to include in that appendix. Appendix items are also referenced in each portion of the Colony Petition Booklet as a resource on what documentation to include with their petition.

By using the Pursuit of Excellence as a framework for the Chartering Criteria, colonies gain valuable experience and make progress toward becoming a Rock Chapter even before being granted a charter.

Chartering Criteria

Acceptable petitions for charter will evidence a colony's achievement of the Excellence criteria in the Pursuit of Excellence Program's [Evaluation Guidelines](#).

This standard matches the eligibility requirements for Rock Chapter.

In cases where a chapter or colony is not yet at the Excellence level in all areas, a minimum expectation of an average between Very Good and Excellence across all areas will be used.

An Application for Charter

Colony Petition

What is the finished petition going to look like? What would you want to look back on in twenty years? The petition is a large project that involves the entire colony and cannot be completed by any one person. In addition, getting started can be a challenge. Start drafting the petition from day one, so you don't have to recall things from months ago. It is important to start with the end in mind and know where things are going. The following steps will aid in your efforts to create and update the petition.

FIRST STEPS

1. Refer to the [Pursuit of Excellence Program](#) and the **Criteria for Excellence** (found in the [Evaluation Guidelines](#)). This will give you an idea of what your colony will be evaluated on.
2. **Refer to the Colony Petition Booklet.** This will be the primary document you are expected to complete and submit to the colony's project manager (staff). The final draft of the petition will be shared with the Executive Director and then the High Council. Once approved for charter, the approved petition will be kept in the General Fraternity's archives.
3. **Create a Petition Appendix**, starting with a template in a Word document, and create a cover and introduction section. Then set up a cover page for each subcategory, matching the operational areas within the Pursuit of Excellence Program (see the [PEP Basics section](#) for more details on operational areas – categories and subcategories – assessed by the program).
The colony will evidence their performance in each area through their responses to the questions in the Colony Petition Booklet and the supplemental materials provided in their Petition Appendix.
4. Once you have the main Appendix file created, start keeping record of everything you do. This should include pictures and descriptions of all colony operations, (i.e., colony and committee meetings; correspondence with alumni, college/university administration, media outlets, parents, and the General Fraternity; retreats; community service and philanthropy; athletics; social events; recruitment; finances; scholarship; risk reduction; LEAD sessions; other educational programs; campus involvement; and everything else the colony does). This is both a report on the colony's readiness to charter and an historical document. It is important to paint an accurate picture – both to make the case for receiving a charter and as a nostalgic record of the colony period. **The petition should be neat, professional, well-organized, clearly formatted, easy to read, and should contain no “fluff” or meaningless fill.**

Petition Overview

The petition is the formal document your colony will submit to the General Fraternity and the High Council. While the petition will serve as a case for your colony to be chartered, it should also serve as a piece of history for your chapter; a document that will preserve the memory of the hard work and dedication invested into (re)establishing this chapter of Sigma Nu Fraternity. The petition will encompass the Colony Petition Booklet and Petition Appendix, supporting documents and descriptions of the colony's operations and achievements.

Although it will be a significant project and a representation of the colony, the petition is not the final work of the colony. Rather, it will show the work needed to become a Rock Chapter. The petition is also practice for the Pursuit of Excellence Program (PEP), from which the Chartering Criteria is derived, and what needs to be maintained and improved upon to become a Rock Chapter.

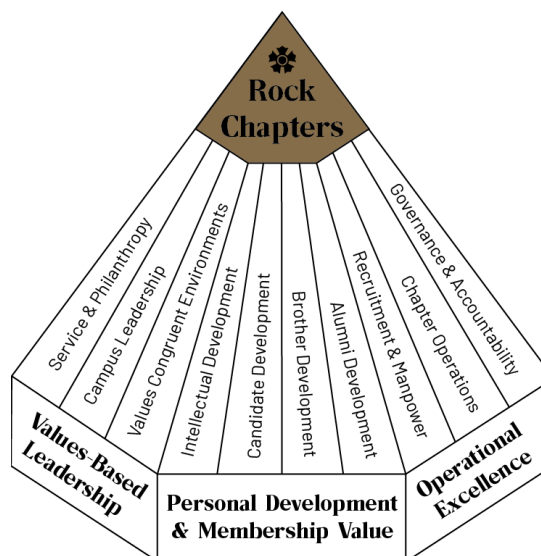
The petition also sets the colony up to be a successful chapter. Operationally, little should change with the gaining of the charter. It is important to impress upon the colony to work for the charter, but not to make it the end goal.

PEP Basics

PEP is the Fraternity's chapter assessment, standards, and improvement program. Unlike traditional "minimum standards" programs, PEP is designed to be a year-round planning, evaluation, and improvement program. PEP is **the way** chapter and colony performance are evaluated. This includes identification of chapters/colonies needing additional support, awards eligibility, qualification for Rock Chapter, and criteria for chartering.

The Program defines a performance in three areas – Values-Based Leadership, Personal Development and Membership Value, and Operational Excellence – and then breaks each of those into subcategories to address common operations of all Sigma Nu chapters.

- **Values-Based Leadership**
 - Service and Philanthropy
 - Campus Leadership
 - Values Congruent Environments
- **Personal Development and Membership Value**
 - Intellectual Development
 - Candidate Development
 - Brother Development
 - Alumni Development
- **Operational Excellence**
 - Recruitment and Manpower
 - Chapter Operations
 - Governance and Accountability



Each subcategory describes operations in that area across a seven-point continuum from poor performance to excellence. This [continuum of objective criteria](#) serves as a guide to define excellence for our Fraternity and as a road map for chapters/colonies to use in their continuous improvement efforts.

The standards build together and those chapters which truly excel in all facets of the Fraternity are awarded each Grand Chapter with our highest recognition of Rock Chapter. **Specific to colonies, PEP outlines the chartering criteria in the form of the Excellence criteria.**

PEP History

Part of the Strategic Plan adopted by the Fraternity's High Council in November of 2000 was to develop a set of "minimum standards" for chapter performance. The High Council appointed an Ad Hoc Committee to recommend minimum standards for adoption by the 60th Grand Chapter. In 2006, a committee was appointed to review the Pursuit of Excellence Program (PEP). This committee put forth changes to the program based on the following assumptions:

- PEP should set a standard that drives our collegiate chapters and the entire organization toward the realization of the Fraternity's vision of "Excelling with Honor."

- Standards should be set to assess our chapters in their alignment with the Fraternity's mission.
- It is vital that PEP includes a viable feedback mechanism whereby chapters can utilize information from the assessment to drive the organization forward toward excellence.
- PEP should align with the Rock Chapter criteria and work in support of the Fraternity's strategic initiatives under the Strategic Plan.

In 2008, the 62nd Grand Chapter approved the committee's recommendations and adopted the program we use today. In 2014, the High Council approved evaluation guidelines revisions to ensure they were an appropriate reflection of the Fraternity's strategic plan, policies, and programs; provide clear distinctions between each performance level; and to promote improvement of chapter operations relative to achieving increasing levels of excellence.

PEP During and After the Pandemic

The High Council updated the Fraternity's strategic plan in the summer of 2021 with a new goal to, "evaluate and re-calibrate the Pursuit of Excellence Program to continually improve chapter performance across the Fraternity." As colleges and universities returned to normal operating conditions the High Council reviewed the evaluation guidelines to reset expectations and raise the bar for performance.

The High Council reviewed pre-pandemic and pandemic era criteria, as well as suggestions from Fraternity staff to institute best practices as an expectation (i.e., Acceptable criterion) and/or at higher positive performance levels. The resulting updates to the evaluation guidelines included:

- Removing criteria that are no longer relevant due to changes in Fraternity policy, practice, and programs.
- Retaining or modifying criteria that were amended during the pandemic and have promoted innovation and improved efficiency and effectiveness in chapter operations.
- Adding new criteria to promote continuous improvement by chapters, to ensure clear distinctions between each performance level, and to institute Fraternity or fraternal community best practices.

Evaluation Process

Chapters are annually evaluated in each subcategory. Annual evaluations take the form of a chapter self-assessment (similar to the colony petition, but focused only on the past 365 days) which is supplemented by feedback from an assessment team of advisors and staff. In the final assessment each subcategory is evaluated on a seven-point scale from poor to excellence. The full rating scale is provided below.



To determine ratings across each subcategory, staff use the [evaluation guidelines](#) which define criteria from Poor to Excellence.

Petition to Charter Timeline

Petition Preparation

- Should start immediately upon election of initial colony officers.
- With assistance from staff, the colony, led by its new officers, creates goals and action plans for upcoming year.
- Communicate goals/action plans to key constituents.

During the Academic Term

- Colony continually updates petition and appendix to track operations, achievements, and performance relative to the [evaluation guidelines / excellence criteria](#).
- Continues to work with key constituents – Chapter Advisor, Advisory Board, Fraternity/Sorority Advisor, Leadership Consultant – regarding progress.

End of Academic Term

- Colony conducts petition session using the guide and booklet – submitting booklet and appendix to Director of Expansion by final exam week.
- Staff review and provide feedback to colony.

Petition to Charter

- When the petition meets Rock Chapter standards it moves on to High Council review/approval.
- Petition approval is followed by planning for the Chartering Ceremony, in coordination with staff and alumni.

Colony Petition Session

OBJECTIVES

- Engage colony members in the petition process.
- Allow colony members to have a voice in articulating the colony's performance.
- Develop information and raw data to meet expectations listed in the Pursuit of Excellence Program criteria and be included in the colony's petition submission.

PARTICIPANTS

All colony members should participate in this session. Alumni Advisory Board members could participate as well and should mix into groups with the respective officers/committees they advise during the discussion portions of the session.

*For larger colonies, this session is suggested to be conducted at the committee level and may be led by the committee chairman, an officer from another operational area, or a volunteer/advisor. **See Section 4 for a suggested breakdown of committees to address each operational area.***

SESSION MATERIALS

- Flipchart & Markers
- Pen and Paper (1 per participant) – or use of a digital whiteboard (e.g., shared Word document)
- [Evaluation Guidelines Changes, Effective August 2022](#) (reference Excellence criteria as the Chartering criteria)
- Copies of the Discussion Questions (2 per subcategory)
 - *Responding directly in the Colony Petition Booklet to share with the Lt. Commander or colony's Petition Committee for editing and compilation is also an option (rather than written notes on the discussion questions). Note that the discussion questions match those in the petition booklet.*

Facilitator Suggestions

This session should use a guest facilitator, ideally someone involved with, but not a member of, the colony. The Fraternity/Sorority Advisor, Chapter Advisor, or members of the Alumni Advisory Board are recommended. The facilitator should act in tandem with the Commander/Lt. Commander and Executive or Petition Committee in conducting this session.

Facilitator Notes

Session Outline

	Components	Time	Leader	Resources
	Open Session		Commander	
1	Introduction	5 min.	Session Facilitator	
2	Petition Basics and Overview of Chartering Criteria	7 min.	Commander / Executive Committee	Colony Petition Guide
3	Overview of the Petition Process	8 min.	Session Facilitator	Colony Petition Guide
4	Group Discussions	60 min.	Session Facilitator	Discussion Questions, Evaluation Guidelines
5	Creating Consensus	30 min.	Session Facilitator	
6	The Appendix: Supporting Documentation	8 min.	Session Facilitator	Documentation Checklist
7	Wrap Up/Closing	2 min.	Commander	

1 – INTRODUCTION (5/5)

Welcome the participants and introduce yourself.

Sigma Nu is about Excelling with Honor and that's why we are here today. We will be focusing on our performance as a colony up to this point. In doing so, we will attempt to articulate how our operations and actions as a colony align with Sigma Nu's chartering criteria (i.e., the Pursuit of Excellence Program standards and criteria for excellence).

By now, you should all be aware of the structure in place for colonies to become chartered chapters and to embody the Fraternity's vision of Excelling with Honor.

Facilitator Notes Guide

Facilitator notes are written in the following style.

- Objectives = key outcomes of the session
- Materials = things to have on hand for the session. Note that some may require printing copies for participants. All materials should be acquired and in place prior to the start of the session.
- Session Outline = breakdown of the various sections of the session, estimated timing, leader, resources for each section.
- Section headers are in ALL CAPS and are followed by a timing marker (X/X). The first number is the length of time this section is estimated to take. The second number indicates the length of the session thus far. So, INTRODUCTION (3/3) means the introduction takes 3 minutes and at the end of that section you will be 3 minutes into the full session.
- Plain text – these are instructions or notes for the facilitator. Special notes may also appear in the sidebar.
- *Italic text in a shaded callout box* – this is script and is meant to be read or stated in the facilitator's own words (paraphrased).

2 – PETITION BASICS & OVERVIEW OF CHARTERING CRITERIA (7/12)

To be sure we are all on the same page, let's take a moment to review the petition process and chartering criteria.

Review the [petition basics](#) and explain the [chartering criteria](#), using the information provided earlier in this guide as a reference.

Answer any questions the participants may have regarding the petition process.

3 – OVERVIEW OF THE PETITION PROCESS (8/20)

Throughout our time as a colony, we have strived to live out the values Sigma Nu. Now, as we prepare to petition for our charter, it is appropriate to look back at how far we have come in our improvement as individuals and as a group and to assess the progress that has been made. In doing so, we will use the Chartering Criteria (Pursuit of Excellence Program's Criteria for Excellence/Very Good) as a guide for our conversations.

Part of the petitioning process is the submission of an official Colony Petition. This formal submission is designed to showcase our colony and demonstrate our ability to live up to the Chartering Criteria. This submission, along with an appendix of supplemental materials will be used to paint a picture of our colony's accomplishments and efforts and will ultimately be used to determine our readiness to be granted a charter.

Our discussions today are designed to involve all members in the petition process. This should be a time of reflection and honest discussion of the current reality of the colony and how far we have come. It is important that everyone participate and share their ideas on how the colony is driving towards excellence. In a minute, we will break into small discussion groups to cover the ten operational areas addressed by the chartering criteria. Each group will be tasked with answering the discussion questions provided and reporting back to the large group.

Ultimately, what we create today, coupled with an appendix of additional supporting documentation, will make up the data and information to be included in our formal petition for charter. That submission will be compiled following this session using the raw data the colony creates today and has been collecting since the colony began.

Put more simply, the questions we answer here (the discussion questions provided to each group) are the same questions asked in the Colony Petition Booklet we will submit for review.

As you can see, this is a very important step in our advancement to becoming a chapter of Sigma Nu Fraternity.

Note – see sidebar.

Address any questions the participants may have at this point about what is about to happen and why it is important.

Note

If conducting this session separately in committees indicate which area this committee is addressing and that others in the colony will go through a similar activity for their area of operation.

4 – GROUP DISCUSSIONS (60/80)

Break the colony into evenly sized groups, based on the subcategories. It is suggested that at least one officer be in each group.

Ideally, the groups would be inclusive of those officers and their committees that most closely align with the chartering criteria. After that, any remaining members should be distributed evenly among the groups. For example, the groups could be comprised of the following officers and then filled with their respective committees and additional members as necessary:

- Service and Philanthropy – Community Service and Philanthropy Chairman
- Campus Leadership – Lt. Commander, IFC Representative
- Values Congruent Environments – Social Chairman, House Manager
- Intellectual Development – Scholarship Chairman
- Candidate Development – Marshal
- Brother Development – LEAD Chairman
- Alumni Development – Alumni Relations Chairman
- Recruitment and Manpower – Recruitment Chairman
- Chapter Operations – Treasurer, Chaplain
- Governance and Accountability – Commander, Risk Reduction Officer

Once groups have been established, provide each with a copy of the discussion questions for their subcategory.

Ask the groups to take notes on their discussion as they will be asked to present to the large group and to provide a record of their answers at the end of the session for use in the colony's final submission. Flipchart paper and markers should be made available for this purpose (see sidebar for suggestions on digital responses and presentation).

Each group will now have 60 minutes to discuss. It is important that you discuss each question and be prepared to share your responses with the larger group at the end of that time.

Alert the groups when 30, 15, and 5 minutes remain.

5 – CREATING CONSENSUS (30/110)

Note: If conducting separate sessions at the committee level, skip this section and alert interested members how to request a copy of the compiled responses from all committees from the Lt. Commander or Petition Committee.

Bring the groups together to present their responses.

Now that each group has had an opportunity to address the colony's performance and accomplishments in areas relevant to each operational area, let's take some time to review.

In a minute, we'll ask each group to present a recap of their discussions. As they do, please take note of any questions, additions, changes, or items that you would like to discuss further.

Discussion Groups

If conducting as a full colony – depending on the number of participants, it may be necessary to conduct multiple rounds of discussion (e.g., break into five groups and discuss the first five subcategories, then form new groups and discuss the next five).

If conducting the session in separate committees at separate times – the session and discussion should focus only on that committee's assigned area.

Answering the Discussion Questions

Provide each group with a copy of the discussion questions for their assigned subcategory (print or digital).

Note that these discussion questions match the questions the chapter will answer in their official submission booklet. It is important that the groups answer all assigned questions thoroughly.

****If preferred, the colony could give each group a digital copy of the petition booklet to complete. This would include transferring the answers to their discussion questions into the PDF booklet. At the end of the session, each group leader would then forward his booklet (with one section completed) to an appropriate officer for compilation into the final petition booklet.**

This is your opportunity to influence not only what our petition will include, but to address any issues with which you disagree or are unclear. It is important that everyone understand and respect the colony's responses to the discussion questions. These are not only a reflection of the work of individual officers or members of the colony, but how the colony views itself and chooses to present itself for consideration of a charter.

Have each group provide a quick review of their responses and allow an opportunity for discussion, additions, changes, or questions from the large group. Ensure that each group designates a recorder to note any additions or changes made by the colony.

6 – THE APPENDIX: SUPPORTING DOCUMENTATION (8/118)

Now that we have taken some time to reflect on our performance and achievements as a colony, there are only two more steps in completing the draft of our petition.

The first, which we will do now, is to create and/or collect any supporting documentation that we need or would like to include in the appendix section of our petition.

At the bottom of each group's discussion questions was a listing of required supporting documentation to include in the appendix of our petition.

As part of their group discussions, each group was asked to identify which documentation already existed and could be acquired, as well as who they thought would be an ideal person to collect that information.

Let's review which documents will be created or acquired for each subcategory and who will be responsible for collecting that information.

Review the list and have each group indicate whom they have selected. If groups selected individuals or officers that were not in their small discussion group, come to agreement with the individuals they nominated. Ensure that all understand who is responsible for providing any pieces of supporting documentation. Next, set a date by which all supporting documentation should be collected and turned in.

The last step in the process is completing the Colony Petition Booklet and turning it in to the General Fraternity for review. Our project manager will review the draft and provide feedback as necessary. Once all feedback has been addressed and it is clear that we have met the chartering criteria, our petition will be passed along to Sigma Nu's Executive Director and then to the High Council for a vote to approve our charter.

7 – WRAP UP / CLOSING (1/120)

Thanks again for all your ideas, feedback, and commitment to the colony. We need all of you for the Fraternity to continue to move forward. I appreciate you being here today!

Collect the recorded responses from each group and the list of consensus ideas. This information will need to be shared with the committee or individuals responsible for completing the colony's draft petition.

Close with the Creed.

Supporting Documentation

Identify the committee or group of individuals in the colony who will be completing this task. They should use the information presented by the discussion groups to answer the questions in the petition booklet (**remember that the group discussion questions are identical to those questions found in the formal petition booklet**).

Remind those who are collecting supporting documentation to get that information to these individuals by the date agreed to previously.

A [checklist of suggested supporting documents](#) is included at the end of this guide.

Discussion Questions

Service and Philanthropy

Future leaders are transformative throughout the communities they interface with. Service to others, through the donation of time, talent, and treasure, is a core mechanism for creating leaders and engaged citizens in their local community.

1. Service and Philanthropy Inventory:

How many members were in the colony during the two most recently completed academic terms? How many total hours did the colony serve in each of those two terms? How many hours per man (average) is that?

How much money did the colony donate to **philanthropic causes** during the two most recently completed academic terms? How many dollars per member is that?

Provide specific totals raised through colony **planned/led** efforts to benefit philanthropic organizations/causes. Indicate the name of the event, organizations/causes the colony worked with, and dollars raised. **Only include events hosted by the colony.** Events the colony participated in but were hosted by another student or community organization should be listed in question 5 (below).

Describe how the colony impacted its local community during the month of April (Founders' Month of Service) and/or hosted a discussion with colony members on the importance of service.

2. How does the colony incorporate education about the causes of the service and philanthropic group(s) it helps? Explain any educational or awareness promotion efforts (e.g., brochures, flyers, or a speaker on the issue).
3. How did the colony incorporate periodic reflection after **service and philanthropic activities** to help members process the experience and help them better understand the impact of their service and philanthropic activities as it relates to the values and purpose of the Fraternity?
4. Which **community/campus service-oriented** and **philanthropic events** did the **colony plan**? Indicate and describe events held and the months in which those events took place (e.g., colony planned a 5K event that raised \$2,000 for local animal shelter in April). Include a detailed description of how colony members were involved in and planned/executed each event.

Discussion Questions

The following questions should be used in colony and small-group discussions on the assigned subcategory of the Pursuit of Excellence Program.

Use the Excellence criteria of the [Evaluation Guidelines](#) as a reference in answering the questions that follow.

Read and discuss each of the questions as a group.

Record your responses, on paper or in a copy of the Colony Petition Booklet and be prepared to discuss them with the colony.

5. Which **community/campus service-oriented** and **philanthropic events** did the **colony participate in**? Indicate events participated in, months in which those events took place, and describe the colony's participation in each event (e.g., colony fielded a team that fundraised \$500 and participated in the campus dance marathon in February). Include a detailed description of how colony members participated in each event.
6. How did the colony educate its members on the importance of servant leadership (e.g., did the colony conduct LEAD Phase I Session 11 on Community Service or some other workshop to explain the importance and benefits of servant leadership)?
7. How did the colony collaborate with other student organizations on campus (fraternity/sorority or other) on any projects? Indicate which groups were worked with on each project.
8. Describe the colony's participation in the **1869 Club** – the collegiate giving society of the Sigma Nu Educational Foundation, a key philanthropic organization to support the collegiate fraternity experience for current and future Sigma Nu Brothers (e.g., colony participation in the annual **"Chapter Challenge"** and/or individual members joined the 1869 Club)?
9. Explain the individual **community service** conducted by each of your members. Indicate any service efforts done outside of colony-sponsored activities.
10. How does the colony instill the value of lifelong service in its members?
11. What **local** non-profit organization(s) does the colony support? Describe the partnership and how often the colony engages with the non-profit organization (e.g., each month 5 brothers work with the local Habitat for Humanity office on a community build site).
12. How does the colony advocate on behalf of the causes of the service and philanthropic group(s) it helps? Explain any awareness promotion efforts (e.g., social media campaign) to help others in the community understand the importance of supporting these causes.
13. How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Service and Philanthropy #1.

APPENDIX ITEMS FOR SERVICE AND PHILANTHROPY

Indicate any supporting documents to create/acquire and the officer or member assigned to do so.

Record of community service hours per member, with a description of the service project(s) – **Service and Philanthropy Tracking Sheet** or similar.

Service and Philanthropy Action Plan

Key Definitions

Service – giving of your time and talent to directly benefit another or an organization.

This includes efforts like assisting with a Habitat for Humanity build, serving as a big brother/mentor to a child, helping school children with after-school tutoring, working at a food bank, and related activities. **The purpose of these activities is directly assisting some other person or organization through your volunteer work.**

Philanthropy – giving of your treasure. This includes the colony's efforts to raise money for charitable organizations (e.g., letter writing for St. Jude; raising money for, and participating in, Dance Marathon; colony or member donations to a local or national cause). **The purpose of these activities is to raise funds for another person or organization. Do not count member participation in fundraising or competitions and celebrations related to philanthropy as "service hours."**

Both service and philanthropy are equally important endeavors that allow chapters/colonies and members to give back to the local, national, or global community. Each has its own benefits, and both should be valued and undertaken by Sigma Nu members and chapters/colonies.

Campus Leadership

Members of the Fraternity enhance their host institution by becoming engaged as leaders in campus and interfraternal activities and organizations. Through their leadership, members advance the purpose of both the Fraternity and their institution. This is recognized as a contribution to the greater good.

1. Describe the colony's participation in both **Greek and non-Greek** campus sponsored activities and leadership development programs this academic year. Which activities/programs did a majority of the colony attend or participate in?
2. What role(s) do members of the colony serve in **other campus organizations**? Include the percentage of members involved in other campus organizations in your answer.
3. Has the colony failed to meet any IFC expectations/requirements in the past year (e.g., attending IFC meetings, colony attendance at educational programs, recruitment protocols)? If yes, please explain.
4. Explain the colony's relationship with the campus fraternity/sorority advisor and other campus faculty, staff, and administration. Does colony leadership meet with the fraternity/sorority advisor on a regular basis? How are other campus administrators used as resources?
5. How does the colony encourage individual members to become involved on campus? What expectations or assistance is given to members to become involved in other organizations or campus programs? Are members required to be involved in one or more other campus or community organization?
6. Do any colony members hold an elected position on the Interfraternity Council (IFC)? If so, list the names of the members, positions held, and when their terms end.
7. How do individual members of the colony **serve as leaders within the campus community**? Include the percentage of colony members who hold leadership positions in other student organizations or campus programs in your answer. Also list those members and organizations/programs.
8. Has the colony hosted any **campus-wide events or programs** this year? If so, describe the event and attendance.
9. List any awards or recognition the colony has received for its **involvement on campus** in the past year.
10. List any awards or recognition the colony has received through **campus or interfraternal awards programs** in the past year.

Discussion Questions

The following questions should be used in colony and small-group discussions on the assigned subcategory of the Pursuit of Excellence Program.

Use the Excellence criteria of the [Evaluation Guidelines](#) as a reference in answering the questions that follow.

Read and discuss each of the questions as a group.

Record your responses, on paper or in a copy of the Colony Petition Booklet and be prepared to discuss them with the colony.

11. How has the colony been a leading voice on issues facing the fraternity/sorority community?
12. How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Campus Leadership #1.

APPENDIX ITEMS FOR CAMPUS LEADERSHIP

Indicate any supporting documents to create/acquire and the officer or member assigned to do so.

Letter(s) verifying participation from sponsor or attendance certificate for campus-wide leadership development program.

Colony roster including organizational involvement. Indicate leadership positions where appropriate.

Campus Leadership Action Plan

Values Congruent Environments

The physical and social environments created by the Fraternity foster positive growth and development and the establishment of lifelong friendships. This includes the promotion of a safe and healthy lifestyle. The chapter/colony will foster a brotherhood that respects the dignity of people while embracing the free exchange of ideas.

1. Has the colony been in violation of [The Law of Sigma Nu Fraternity, Inc.](#), the *Risk Reduction Policy*, or College/University policy in the past year? If yes, please explain.
2. How does the colony promote safe and healthy conditions in its home, if applicable, and at social events for its members and guests? How does the colony promote treating its members and guests with dignity (e.g., colony conducted the Fraternity's [DignityU](#) program)?
3. What does the colony do to educate members on the *Risk Reduction Policy of Sigma Nu Fraternity, Inc.* as well as the policies of the local institution? What role does the LEAD Program and/or the Fraternity's [educational poster series](#) play in these efforts (e.g., What LEAD sessions and or poster discussion guides has the colony hosted on risk reduction topics this year? Who was the audience for those sessions – new colony members, all members, officers, etc.)?
4. Has the colony held any sessions from the [Risk Reduction](#) or [Personal Development](#) modules from All-Chapter LEAD this year? If so, which session(s) and who was the audience for each? Indicate if the colony sponsored or co-hosted any programs with other student organizations.
5. How does the colony promote mental health and wellness to its members (e.g., use of the [Behind Happy Faces program](#))? To other students or campus organizations? Indicate if the colony sponsored or co-hosted any programs with other student organizations.
6. Has the colony attended or organized any educational sessions / workshops / speakers on **anti-hazing, sexual assault, or drug abuse** this year? If so, which session(s) and who was the audience for each? Indicate if the colony sponsored or co-hosted any programs with other student organizations. Workshops offered through the General Fraternity include [A Different Look at Hazing](#), [Social Strengths](#), [Bystander Strengths](#), and [GenerationRx](#).

Discussion Questions

The following questions should be used in colony and small-group discussions on the assigned subcategory of the Pursuit of Excellence Program.

Use the Excellence criteria of the [Evaluation Guidelines](#) as a reference in answering the questions that follow.

Read and discuss each of the questions as a group.

Record your responses, on paper or in a copy of the Colony Petition Booklet and be prepared to discuss them with the colony.

7. How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Values Congruent Environments #1.

APPENDIX ITEMS FOR VALUES CONGRUENT ENVIRONMENTS

Indicate any supporting documents to create/acquire and the officer or member assigned to do so.

Colony social calendar.

Colony risk management/reduction plan and/or **Values Congruent Environments Action Plan**

Intellectual Development

Chapter/Colony will positively impact intellectual development by promoting the importance of academics and by supporting its members through activities which develop the intellect and support critical thinking.

1. Describe the colony's academic performance over the past calendar year. Include the following for the two most recently completed academic terms: Colony GPA, All-Male GPA, IFC GPA, Rank among IFC groups.
2. What are the key components of the colony's written academic plan? Explain GPA standards – for bid extension, initiation, members in good standing, and eligibility to hold office; incentives; role of a faculty advisor, if applicable; assistance programs/resources utilized for all members (e.g., regular check-ins, self-reporting by members); and any awards system currently being utilized by the colony.
****Include the colony's written plan or completed copy of the Intellectual Development Action Plan as an item in the appendix.****
3. What are the colony's academic goals (e.g., average GPA of new members/returning candidates/entire colony, number of members on Dean's list, specific rank in IFC, or similar)?
4. How does the colony promote academic achievement amongst its members? Include any incentives or recognition provided as part of a colony scholarship/academic program.
5. How does the colony connect members with college/university resources to provide academic support for colony members (e.g., tutoring, writing center, academic success center, library tours, study groups)? How are new candidates introduced to these resources (e.g., organized tour, guest speaker, provided overview/contact list)? Which members are expected to use these resources (e.g., new candidates only, all colony members, those below a certain GPA)?
6. Has the colony held any sessions or hosted guest speakers on academic success skills this year (e.g., time management, note taking, navigating library resources, study skills)? If so, indicate speaker and audience (e.g., John Smith, Academic Success Center Director, provided for new candidates).
7. List any honors programs or academic groups colony members have been admitted to and actively participate in. Indicate number of members in each.

Discussion Questions

The following questions should be used in colony and small-group discussions on the assigned subcategory of the Pursuit of Excellence Program.

Use the Excellence criteria of the [Evaluation Guidelines](#) as a reference in answering the questions that follow.

Read and discuss each of the questions as a group.

Record your responses, on paper or in a copy of the Colony Petition Booklet and be prepared to discuss them with the colony.

8. What does the colony do to encourage members to participate in honors programs, academic groups and intellectually stimulating activities (e.g., lectures, study abroad, campus programs, faculty presentations and undergraduate research)?
9. Provide name and contact information of faculty advisor (prefix, name, title, email address).
10. How has the colony incorporated best practices into its operations in this area? Best practices could come from the Best Practices Library, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Intellectual Development #1.

APPENDIX ITEMS FOR INTELLECTUAL DEVELOPMENT

Indicate any supporting documents to create/acquire and the officer or member assigned to do so.

Written scholarship/academic plan or Intellectual Development Action Plan

College/University grade reports for fraternities and sororities from the previous two academic terms. **Note: the colony will be evaluated based on the two most recently available semester/quarter reports as grades for the current term may not be available at time of submission.**

Report from Faculty Advisor on their role with the fraternity and support of the colony's academic initiatives.

Candidate Development

Through a variety of learning and mentoring experiences, candidates are prepared to be initiated members of the Fraternity with a commitment to the values and purpose of Sigma Nu.

1. Describe the colony's candidate education program. ***Include the colony's written plan or completed copy of the Candidate Development Action Plan as an item in the appendix.***
2. How are LEAD Phase I sessions used by the colony in the candidate education program? Indicate number of sessions completed and number of sessions using a guest facilitator.
3. For the two most recently completed academic terms, provide the number of men that accepted bids and were retained after their first term in the colony. Are there any additional factors that should be considered that might have affected the colony's retention rate (e.g., candidates removed for disciplinary reasons)? If so, explain.
4. How does the colony articulate Sigma Nu's anti-hazing heritage and stance to all candidates? What education is done to ensure all members understand the definition of hazing as described by The Law of Sigma Nu Fraternity, Inc., and the *Risk Reduction Policy*?
5. How are candidates exposed to community service activities during their candidate period (indicate completion of a group service project or expectations for candidates to conduct service individually)? Indicate the methods utilized for follow-up and reflection on the importance of these activities to the candidate education program and membership in Sigma Nu.
6. What are the **expected outcomes** of the colony's candidate education program (e.g., requirements for initiation; knowledge, skills, and experiences the candidates will acquire during candidacy)? In other words, by the end of the candidate period, the candidate class and/or each candidate will have...
7. What measures does the colony have in place to appropriately address any member violation of the Fraternity's anti-hazing policy, including expectation of candidate reporting of mistreatment to appropriate colony officers/advisors?
8. How does the colony reinforce the messages communicated through recruitment? Indicate how members serve as role models of the mission and values of Sigma Nu.
9. Is completion of CommunityEdu a requirement for completion of the candidate program? For the most recently completed academic term, what percentage of candidates completed the online course by the end of their candidate?

Discussion Questions

The following questions should be used in colony and small-group discussions on the assigned subcategory of the Pursuit of Excellence Program.

Use the Excellence criteria of the Evaluation Guidelines as a reference in answering the questions that follow.

Read and discuss each of the questions as a group.

Record your responses, on paper or in a copy of the Colony Petition Booklet and be prepared to discuss them with the colony.

10. How does the colony utilize the IFC and college/university to assist in candidate development? Do candidates attend all required campus-based programs sponsored for new members? Explain.
11. Does the colony invite alumni to attend Candidate ceremonies? If so, indicate which alumni attended which ceremonies this year.
12. Does the colony participate in **National Hazing Prevention Week**? Explain the colony's participation in campus events and/or hosting of its own programs this year.
13. Did the colony conduct a candidate retreat this year? If so, include the agenda for the retreat.
14. How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Candidate Development #1.

APPENDIX ITEMS FOR CANDIDATE DEVELOPMENT

Indicate any supporting documents to create/acquire and the officer or member assigned to do so.

Candidate education calendar, including LEAD calendar for previous two academic terms.

Candidate retreat agenda and overview

Written candidate education program or **Candidate Development Action Plan**

Brother Development

The chapter/colony prepares brothers to be effective in leadership roles within Sigma Nu and other organizations and experiences. In addition, initiated members are prepared to be successful alumni.

1. What phases of the LEAD Program did the colony participate in this year? In listing each phase, indicate number of sessions completed and number of guest facilitators used.
Indicate which sessions from each phase were held this year, as well as the facilitator, approximate attendance, and location of each session by filling out [this sheet](#). Attach the completed spreadsheet to your final submission.
Explain the model used to implement LEAD this year (e.g., each phase is provided to members in the same class – Phase II for sophomores, Phase III for juniors, etc.; all sessions outside of Phase I are offered to all colony members; other model).
Provide a statement of support from a participant of each phase the colony conducts. The participant should describe his experience with LEAD and how this year's program has impacted him and his fellow participants.
2. How was the LEAD Program used by the colony to impact the development of individual members and other areas of colony operations?
3. What campus-based, local, or national leadership development programs (e.g., LeaderShape, IMPACT, UIFL or similar) did members of the colony attend in the last year? Indicate the individuals, year in school and position held, where appropriate, for each program. If no program options available, indicate such as reason for not attending.
4. List the national Sigma Nu events attended by the colony in the past year (i.e., College of Chapters, Grand Chapter, and Sigma Nu Institute). Indicate the individuals, year in school and position held, where appropriate, for each event. If the colony was unable or chose not to attend a specific event, please explain why (e.g., academic conflict).
5. Explain the role and membership of the colony's LEAD Committee (indicate any advisors, officers, and other brothers on the committee). Is the LEAD Chairman an elected or appointed position? Does he have a seat on the colony's executive committee?
6. Describe the colony's use of guest facilitators/speakers in the past year to promote brother development. Include a listing of facilitators and topics covered. Indicate any alumni who served as guest facilitators.

Discussion Questions

The following questions should be used in colony and small-group discussions on the assigned subcategory of the Pursuit of Excellence Program.

Use the Excellence criteria of the [Evaluation Guidelines](#) as a reference in answering the questions that follow.

Read and discuss each of the questions as a group.

Record your responses, on paper or in a copy of the Colony Petition Booklet and be prepared to discuss them with the colony.

7. How does the colony promote smooth, timely, and effective officer transitions? Is an official officer transition session or retreat held each semester/quarter or year? Explain.
8. Describe the brotherhood events and activities provided by the colony throughout the year. Indicate the venue, frequency, and total number of programs offered.
9. Does the colony hold an annual brotherhood retreat? If so, provide a description of the event with objectives and outcomes.
10. How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Brother Development #1.

APPENDIX ITEMS FOR BROTHER DEVELOPMENT

Indicate any supporting documents to create/acquire and the officer or member assigned to do so.

Written membership development plan for previous year, including LEAD calendar.

LEAD Session Inventory

Schedule and materials for brotherhood retreat

Officer transition retreat agenda and overview

Brother Development Action Plan

Alumni Development

Sigma Nu shall identify and engage alumni and volunteers to support the success of the chapter/colony, develop and perpetuate fraternal leadership, and increase the value of lifelong membership.

1. Do alumni play an active role in the colony? If so, how? Indicate any entities in which alumni participate that actively assist the colony or that serve as continual networking and social outlets for alumni (e.g., Chapter Advisor, Alumni Advisory Board, House Corporation, Alumni Chapter, Alumni Club, etc.).
2. What does alumni advisement look like for the colony – are advisors assigned to specific officers or committees, how often does an alumni advisor attend colony or executive meetings?
3. Describe the role your alumni advisors play in the following areas: LEAD, academic support, colony goal setting/strategic planning, and Petition preparation & review.

Alumni Advisory Board Inventory

Does your colony have an Alumni Advisory Board (yes, no)?

How many volunteers serve on the Alumni Advisory Board (7 or more, 6, 4-5, 3, less than 3, N/A)?

How often does the Alumni Advisory Board meet to review colony goals and objectives (quarterly or more often, once/semester, once/year, N/A)?

Does the Alumni Advisory Board continually identify, recruit, and train new Board members to ensure the sustainability of the Board (yes, no, N/A)?

On average, how often do individual Alumni Advisory Board members communicate with their designated colony officer(s) to offer mentoring/coaching advice (weekly, biweekly, monthly, less than once/month, N/A)?

Alumni Involvement Inventory

How often does an alumni volunteer attend colony meetings (every week, 2-3 times/month, once/month, less than once/month, never)?

Do alumni members attend Candidate Ceremonies (yes, no)?

Do alumni members attend Initiation Ceremonies (yes, no)?

Does an alumni volunteer meet with the Leadership Consultant during each consultation visit (yes, no)?

Discussion Questions

The following questions should be used in colony and small-group discussions on the assigned subcategory of the Pursuit of Excellence Program.

Use the Excellence criteria of the [Evaluation Guidelines](#) as a reference in answering the questions that follow.

Read and discuss each of the questions as a group.

Record your responses, on paper or in a copy of the Colony Petition Booklet and be prepared to discuss them with the colony.

Do alumni volunteers assist and advise the colony officers in preparing the petition? (yes, no)?

Do alumni volunteers facilitate an officer transition workshop each election cycle (yes, no)?

Do alumni volunteers facilitate a strategic planning session with measurable goals and objectives with the colony leadership (yes, no)?

How often do alumni volunteers facilitate LEAD sessions or other leadership skill training workshops for the colony (4 or more each year, 2-3 each year, once a year, never)?

Does the colony have a House Corporation (yes, no)?

Does the colony have an active Alumni Chapter (yes, no)?

Provide a directory of alumni officers for the following entities – Alumni Advisory Board Members (provide information for Chapter Advisor if no AAB exists), House Corporation Officers, Alumni Chapter Officers. ***Submit this information by completing the [Alumni Officer Directory](#)***

How does the colony use alumni as guest facilitators/speakers for the LEAD Program or other events? Indicate any alumni guest speakers this year and topic covered.

4. Does the colony produce a formal newsletter? If so, provide links or copies of this year's newsletter. If not, describe the colony's strategy for sharing news with alumni.
5. What platforms does the colony use to communicate with alumni (e.g., email, newsletters, colony website, or social networking group)? Indicate frequency of communication for each method used (e.g., 3 newsletters per year, monthly email). **Include links or attach copies of all newsletters as items in the appendix.**
6. How does the colony use these platforms to connect alumni and update them on the colony and alumni chapter?
7. How often does the colony submit news to the General Fraternity via the [Tell Us Your News form](#) or direct submission to news@sigmanu.org for potential re-sharing on social media and/or inclusion in [The Quarterly](#) or [The Delta](#)?
8. What events or other opportunities did the colony hold for alumni to connect with one another and/or the colony in the past year? Indicate venue, timing, target audience, and approximate alumni attendance for each event. *If possible, include an attendee listing for each event as a supplement to your submission (event, alumnus name, chapter & badge #).*
9. Does the colony have an alumni recognition program (e.g., awards, plaques)? If so, describe the program and any partnership with the Alumni Advisory Board, House Corporation, and/or Alumni Chapter to identify alumni to be recognized and efforts to build on this program each year.

10. How has the colony incorporated best practices into its operations in this area? Best practices could come from the [Best Practices Library](#), other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Alumni Development #1.

APPENDIX ITEMS FOR ALUMNI DEVELOPMENT

Indicate any supporting documents to create/acquire and the officer or member assigned to do so.

Written alumni development plan and calendar of alumni events or [Alumni Development Action Plan](#)

Report from Alumni Advisory Board or Alumni Chapter describing role and relationship with colony.

Copies of colony communications with alumni and colony website address.

Copies of minutes from Alumni Advisory Board meetings.

[Alumni Officer Directory](#) – Chapter Advisor and alumni officer directory – Excel file with listing by position, name, email, phone of Chapter Advisor, Alumni Advisory Board members, House Corporation officers, and Alumni Chapter officers.

Alumni Event Attendance Roster – for any events held for alumni, or colony events that alumni attended – provide event name, alumni attendee names, and badge #s.

Recruitment and Manpower

The manpower of a chapter/colony must be sufficient to maintain all successful chapter operations in a manner which provides a positive fraternal experience. Further, Sigma Nu will strive for growth through an innovative, values-based recruitment program that engages new members who are committed to the founding principles of the Fraternity.

1. **Manpower figures.** Provide the following: current colony manpower (candidates and initiates), average IFC chapter manpower, number of colony members who are Sigma Nu legacies, number of total candidates who accepted bids from the colony in the most recent term.
2. Has the colony decreased, maintained its size, or grown since Sigma Nu staff left campus after the colonization term? How does this change, and the colony's current size, compare to the average manpower size of other IFC groups on campus?
3. Explain the colony's recruitment program and how it is executed. Describe the colony's recruitment goals for the current academic year and its overall plans to reach or maintain a specific total manpower/size. ***Include the colony's Recruitment and Manpower Action Plan as an item in the appendix.***
4. How does the colony emphasize the values and purpose of the Fraternity in their recruitment and public relations efforts?
5. What types of members does the colony try to recruit? Indicate any methods used to target these individuals. Describe the colony's success in recruiting members with these desired characteristics.
6. How does the colony use a **Master Prospect List** (or similar) to track interest and fit to identified characteristics of new members (e.g., GPA, prior leadership experience)?
7. How does the colony advertise colony financial information (*candidate and initiation fees, semester/quarter dues, and housing fees, if applicable*) to potential new members during the recruitment process? What information is shared and when?
8. Did the colony conduct a **recruitment skills workshop** with all members this year? When was the workshop conducted and who was the audience (e.g., two weeks before the start of recruitment in both the fall and spring, all members were expected to attend)?

Discussion Questions

The following questions should be used in colony and small-group discussions on the assigned subcategory of the Pursuit of Excellence Program.

Use the Excellence criteria of the [Evaluation Guidelines](#) as a reference in answering the questions that follow.

Read and discuss each of the questions as a group.

Record your responses, on paper or in a copy of the Colony Petition Booklet and be prepared to discuss them with the colony.

9. Does the colony have a process in place for soliciting and acting upon referrals from alumni and/or campus and community resources (e.g., parents, high schools, honorary or values-based organizations, campus admissions office)? If so, describe that process and how it is used. How does the colony acknowledge receipt of referrals and what action is taken to follow up with both referrals and those making the referral? **If any alumni provided referrals, please include the name of the alumnus.**
10. Are alumni invited to attend any colony recruitment events? If so, indicate the events alumni were specifically invited to attend and note any alumni that attended.
11. Does the colony have a system in place for identifying and recruiting legacies? If so, describe that process and how it is used.
12. How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Recruitment and Manpower #1.

APPENDIX ITEMS FOR RECRUITMENT AND MANPOWER

Indicate any supporting documents to create/acquire and the officer or member assigned to do so.

Recruitment and Manpower Action Plan for the **current academic year**.

College/University manpower and recruitment reports.

Chapter Operations

Sigma Nu will ensure the necessary structures, systems, and resources are in place in support of the Fraternity. This includes fiduciary responsibility, organized administration, and effective planning so as to best achieve the aims of Sigma Nu.

1. Outline the colony's annual budget. Note any total semester/quarter and annual deficits or surpluses.
2. Describe the colony's Finance Committee. Include the position of its members (e.g., Treasurer, Chapter Advisor, at-large members).
3. Describe the process used to prepare and pass the budget for each academic year (i.e., describe the budget, revenue to expense margin, process to develop and pass the budget – how the membership is informed on the process used to set the budget, how much dues will be and how they will be used).
4. What is the colony's current financial standing with the General Fraternity (current, 30- 60- >90-days past due, on a payment plan, other)? College/University? Other creditors?
5. What is the colony's current percentage of accounts receivable more than 30 days past due (outstanding member debt of individuals not on a payment plan ÷ total billed this year)?
6. How does the colony maintain financial records? Are any electronic means used to keep financial records? Explain.
7. Has the colony filed the appropriate Form 990 for its most recently completed fiscal year? If so, identify which version of the Form 990 (i.e., 990-N, 990 EZ, 990) the colony filed and when it was filed with the IRS.
8. What safeguards has the colony implemented to protect against fraud, embezzlement, or misappropriation of colony funds? Does the colony use two-signature checks or other protections (who are the approved signatories on the colony's checks/account)?
9. How does the colony use and apply *The Colony Ritual* – which ceremonies were used this year and how frequently? What types of reflection and training sessions were held related to *The Colony Ritual* (e.g., annual, or semesterly/quarterly educational session for new candidates on the meaning and performance of *The Colony Ritual*)? How are members encouraged to gain a deeper understanding of its contents and meanings and apply those in their daily lives (e.g., reflection sessions after key ceremonies)?
10. Explain the dues collection process used by the colony (e.g., internal collections, outside financial service, college/university billing and

Discussion Questions

The following questions should be used in colony and small-group discussions on the assigned subcategory of the Pursuit of Excellence Program.

Use the Excellence criteria of the [Evaluation Guidelines](#) as a reference in answering the questions that follow.

Read and discuss each of the questions as a group.

Record your responses, on paper or in a copy of the Colony Petition Booklet and be prepared to discuss them with the colony.

collection) and accountability mechanisms used to deal with members who are in debt to the colony.

11. Indicate whether the colony has a savings account and any deposits or withdrawals from that account.
12. Does the colony have a written process for reporting candidates, officers, and other updates to its Members Area roster (e.g., bylaw, other policy, or written guide)? What process does the colony use to ensure its roster aligns with the monthly General Fraternity billing statement? Has the colony had any late reporting fees or appeals this academic year?
13. How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Chapter Operations #1.

APPENDIX ITEMS FOR CHAPTER OPERATIONS

Indicate any supporting documents to create/acquire and the officer or member assigned to do so.

End-of-year financial statements.

Colony budget and planning process.

E-file confirmation or copy of 990 filing document(s).

Roster of current colony members (first and last name).

Chapter Operations Action Plan

Governance and Accountability

Effective governance structures and measures of accountability must be in place within the Fraternity. These measures should complement the values of the Fraternity while maintaining integrity to the purpose of the organization.

1. In the past year, how has the colony used the Honor Board? How has the colony educated its members use of the Honor Board (e.g., reviewing the complaint and trial process the first meeting of each year)?
2. Has the colony been in violation of [The Law of Sigma Nu Fraternity, Inc.](#), the [Risk Reduction Policy](#), or College/University policy in the past year? If yes, please explain.
3. How often does the colony review and update its bylaws? When was the last bylaw update (date)? Describe the committee tasked with reviewing and distributing the bylaws (members, schedule, and method of distribution to members). How are bylaws reviewed with the candidates (e.g., session with Recorder during week 3 of candidate program)?
4. Does the colony operate based on a [written strategic plan](#) for annual operations? If so, outline this plan and explain how the colony regularly updates and reviews this plan. When was the plan last updated and reviewed with members?
5. Explain the colony's [crisis management plan](#) and how and when members are educated on that plan.
6. Describe the colony's committee system. What committees are currently utilized and how often does each meet? What percentage of colony members are involved in at least one committee?
7. In addition to the Honor Board, what other accountability mechanisms does the have in place (e.g., standard punishments for misbehavior listed in bylaws)? How are they implemented? How are members regularly educated on and encouraged to use these mechanisms? Provide examples of when this system was used in the past academic year.
8. Has the colony conducted one or more of the following sessions from Module B of All-Chapter LEAD – Session 2: Delegation; Session 3: Effective Meetings; Session 5: Officer Transition; or Session 7: Accountability? If so, indicate the session(s) and the facilitator(s).

Discussion Questions

The following questions should be used in colony and small-group discussions on the assigned subcategory of the Pursuit of Excellence Program.

Use the Excellence criteria of the [Evaluation Guidelines](#) as a reference in answering the questions that follow.

Read and discuss each of the questions as a group.

Record your responses, on paper or in a copy of the Colony Petition Booklet and be prepared to discuss them with the colony.

9. How has the colony incorporated best practices into its operations in this area? Best practices could come from the **Best Practices Library**, other chapters and organizations, or additional sources. If citing from the Best Practices Library, please reference the practice #; for example, Governance and Accountability #1.

APPENDIX ITEMS FOR GOVERNANCE AND ACCOUNTABILITY

Indicate any supporting documents to create/acquire and the officer or member assigned to do so.

Report from college/university fraternity/sorority advisor indicating the colony has not been in violation of college/university policy this academic year.

Colony bylaws.

Colony **crisis management plan**.

Colony plan and goals from the previous year with an evaluation of progress made toward each goal (e.g., updated **Strategic Plan**).

Committee structure and meeting schedule from previous year.

Colony judicial board process (or other accountability mechanism).

Governance and Accountability Action Plan

Colony Petition Booklet Instructions

The Colony Petition booklet should be completed by the colony's Petitioning/Pursuit of Excellence committee, or another committee appointed by the colony. It is suggested that the Lt. Commander serve on this committee, preferably as the chair. The committee should complete the booklet using the information and raw data created throughout the colony period. Before completing the booklet, please refer to the [Colony Petition Guide](#). This guide describes the petition and chartering process, step-by-step instructions for filling out and submitting the petition booklet, instructions for putting together the supporting documents and appendix that will accompany the colony's petition booklet, and facilitator notes for involving the colony in a discussion about its accomplishments and achievement of the chartering criteria.

The colony's submission should include the completed petition booklet and ALL supporting documentation provided as an appendix. Submissions should be emailed to the staff project manager assigned to the colony.

Step-by-Step Instructions

1. Determine the committee or individuals tasked with completing and submitting Colony Petition Booklet.
2. Review the Colony Petition Guide and work with the Petitioning Committee and Colony members to answer the included discussion questions (these match the questions asked in the booklet).
3. Task individuals with creating and/or acquiring the needed supporting documentation for the appendix. Set a date for all supporting documentation to be turned in to the committee or individuals completing the petition booklet and appendix.
4. Collect supporting documentation, preferably in a digital format.
5. Petitioning Committee completes the booklet using the information and raw data created by the colony as part of the discussion session from the Petition Guide and that was created/collected throughout the colonization process.
 - a. Booklet available in editable PDF from expansion staff. **Use only Adobe Reader to complete. Download and work from local copy** (*working in web version without downloading first may not save progress*).
 - b. Fill in all editable fields, including colony name on front cover.
 - c. Check boxes in each section for any supporting documentation being provided.
6. Email completed petition booklet and appendix to the colony's project manager to review each draft.
 - a. If your petition booklet and appendix (supporting documents) exceed 25MB:
 - i. Spread your submission over multiple email messages, ensuring that each message does not exceed 25MB total, OR
 - ii. Upload your submission to a third-party service such as [Dropbox](#) or [Google Drive](#) and email a link to download your submission.
7. All submissions received by the General Fraternity will receive a confirmation email indicating receipt of the petition booklet and note of any missing appendix items. The project manager will work with the committee to review each submission draft until it is final and ready to be submitted to the High Council.

The Appendix

The colony should provide a comprehensive set of supporting materials as a separate appendix at the same time it submits the Colony Petition Booklet.

The appendix should include twelve (12) sections – an introduction, one section to include the required supporting materials for each of the ten (10) areas addressed by the chartering criteria, and a section for photos taken as part of the (re)colonization process.

Supporting Documentation Checklist

For easy reference, a full listing of documentation suggested to be included in the colony's petition appendix is below.

INTRODUCTION TO "XX" COLONY

Brief history of (re)colonization.

Roster of all colony members.

Roster of Alumni Advisory Board members and their positions

Statement highlighting three or four areas of operations. Please include, as part of this statement, anything the colony wishes for the High Council to focus on while reviewing the final petition.

Explanation of any additional materials submitted as part of the appendix that are not expressly called for as required supporting documents or any statements that address the colony's operations that do not directly align with a specific chartering criterion.

One single letter from the fraternity/sorority advisor covering recruitment, academics, involvement on campus, support of petition, and indication that the colony has not been in violation of college/university policy during the (re)colonization.

Additional letters of support from college/university faculty, personnel, organization presidents, or community members (number and recommenders are at the discretion of the colony).

VALUES-BASED LEADERSHIP

Service and Philanthropy

Record of community service hours per member, with a description of the service project(s) – **Service and Philanthropy Tracking Sheet** or similar.

Service and Philanthropy Action Plan

Campus Leadership

Letter(s) verifying participation from sponsor or attendance certificate for campus-wide leadership development program.

Colony roster including organizational involvement. Indicate leadership positions where appropriate.

Campus Leadership Action Plan

Values Congruent Environments

Colony social calendar.

Colony risk management/reduction plan and/or **Values Congruent Environments Action Plan**

PERSONAL DEVELOPMENT AND MEMBERSHIP VALUE

Intellectual Development

Written scholarship/academic plan or [Intellectual Development Action Plan](#)

College/University grade reports for fraternities and sororities from previous two academic terms. *Note: the colony will be evaluated based on the two most recently available semester/quarter reports as grades for the current term may not be available at time of submission.*

Report from Faculty Advisor on their role with the fraternity and support of the colony's academic initiatives.

Candidate Development

Candidate education calendar, including LEAD calendar for previous two academic terms.

Candidate retreat agenda and overview

Written candidate education program or [Candidate Development Action Plan](#)

Brother Development

Written membership development plan for previous year, including LEAD calendar.

[LEAD Session Inventory](#)

Schedule and materials for brotherhood retreat

Officer transition retreat agenda and overview

[Brother Development Action Plan](#)

Alumni Development

Written alumni development plan and calendar of alumni events or [Alumni Development Action Plan](#)

Report from Alumni Advisory Board or Alumni Chapter describing role and relationship with colony.

Copies of colony communications with alumni and colony website address.

Copies of minutes from Alumni Advisory Board meetings.

[Alumni Officer Directory](#) – Chapter Advisor and alumni officer directory – Excel file with listing by position, name, email, phone of Chapter Advisor, Alumni Advisory Board members, House Corporation officers, and Alumni Chapter officers

Alumni Event Attendance Roster – for any events held for alumni, or colony events that alumni attended – provide event name, alumni attendee names, and badge #s.

OPERATIONAL EXCELLENCE

Recruitment and Manpower

Recruitment and Manpower Action Plan for the **current academic year**.

College/University manpower and recruitment reports.

Chapter Operations

End-of-year financial statements.

Colony budget and planning process.

E-file confirmation or copy of 990 filing document(s).

Roster of current colony members (first and last name).

Chapter Operations Action Plan

Governance and Accountability

Report from college/university fraternity/sorority advisor indicating the colony has not been in violation of college/university policy this academic year.

Colony bylaws.

Colony crisis management plan.

Colony plan and goals from the previous year with an evaluation of progress made toward each goal (e.g., updated Strategic Plan).

Committee structure and meeting schedule from previous year.

Colony judicial board process (or other accountability mechanism).

Governance and Accountability Action Plan