Sigma Nu Fraternity
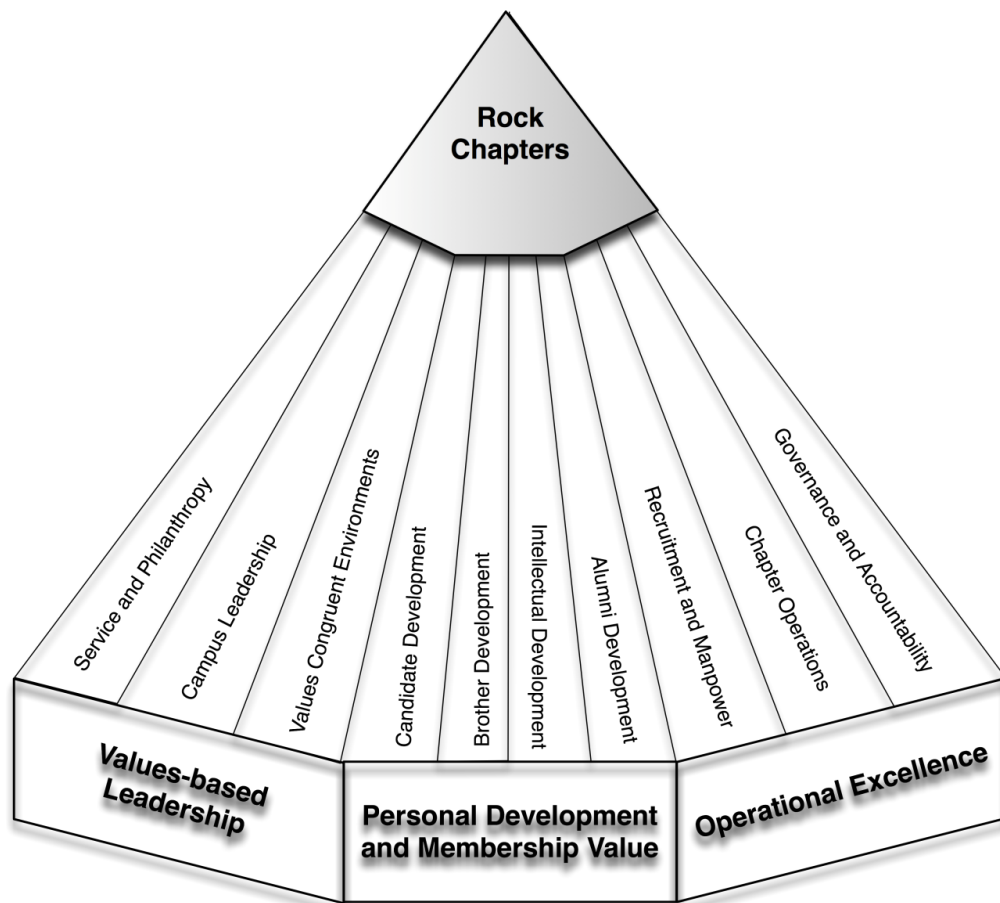
EXCELLING WITH HONOR

Pursuit of Excellence Program Self-Assessment Guide for In-Person Operations

Rock Chapters

Service and Philanthropy

Campus Leadership

Values Congruent Environments

Candidate Development

Brother Development

Intellectual Development

Alumni Development

Recruitment and Manpower

Chapter Operations

Governance and Accountability

Values-based Leadership

Personal Development and Membership Value

Operational Excellence

Our Mission

To develop ethical leaders inspired by the principles of Love, Honor, and Truth.
To foster the personal growth of each man's mind, heart, and character.
To perpetuate lifelong friendships and commitment to the Fraternity.

Our Vision

Excelling with Honor

Table of Contents

An Explanation of the Self-Assessment Guide

The Self-Assessment Guide is the Fraternity's official instruction manual for chapters to use in creating their annual Pursuit of Excellence Program (PEP) submission. The Self-Assessment Guide is designed in a step-by-step manner to walk each chapter through conducting the annual (internal) self-assessment process, gathering supplemental documentation, and completing its official submission.
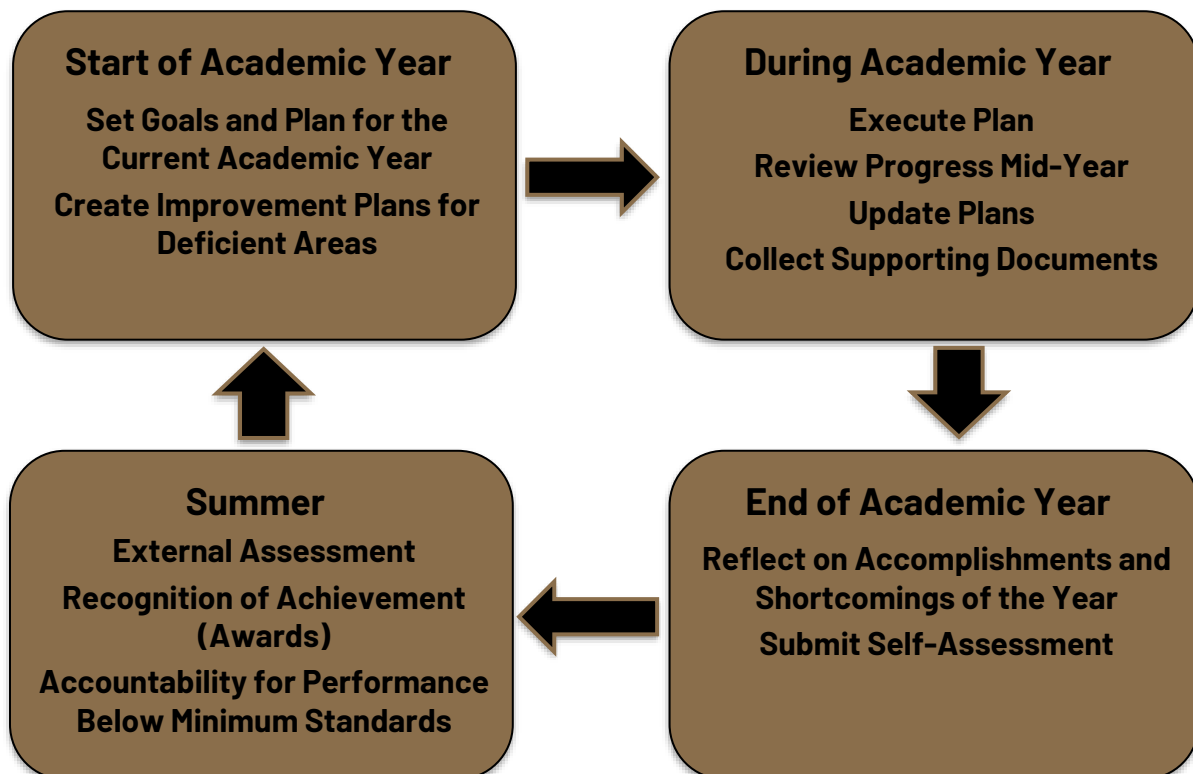
This guide contains three (3) parts, each of which should be used by the chapter in conducting their annual self-assessment and preparing documentation for the Fraternity's Pursuit of Excellence Program.

1. **An overview of the Pursuit of Excellence Program** – to be used as a supplement in reviewing the program and Criteria for Excellence with the chapter membership.

2. **Chapter Self-Assessment Session** – an All Chapter LEAD-style workshop to be facilitated with the chapter. This session is designed to **involve the chapter membership** in the annual assessment process. During this session, the chapter (through its committees) will review the Pursuit of Excellence Program and evaluation guidelines (performance benchmarks) through directed questioning and discussion. At the end of the session, members will have created the raw data to be included in the chapter's formal submission. Additionally, supporting documentation will be identified and appropriate officers, chairmen, or members will be tasked with creating, acquiring, and providing this documentation for the chapter's final submission.

3. **Chapter Self-Assessment Booklet Instructions** – an instructional guide for the official form the chapter will use to create their annual self-assessment submission (**download the booklet for in-person operations**).

   This editable form should be completed by the chapter as a whole – through officers working with their respective committees to respond to the standard questions and gather/update supporting material that describes the operations in their area this year. The discussion questions and supporting documents checklist found in the Self-Assessment Session (later in this guide) match the questions in the self-assessment booklet and suggested supporting documentation. Once the chapter has completed the Self-Assessment Session and Booklet, it should submit its Chapter Self-Assessment Booklet, as well as supporting documentation, **by email to pep@sigmanu.org**. All submissions are due **no later than April 30**.

Program Timelines

- **August/September**
  - Chapter receives feedback from previous year and conducts the **Strategy Session** to create goals and action plans for upcoming year and shares those plans with Leadership Consultant and advisors.
- **Throughout the Academic Year**
  - Chapter follows action plans, assesses progress towards goals, and revises as appropriate.
  - Chapter leadership meets with advisors (chapter and campus) to discuss progress toward goals.
  - Chapter collects and creates supporting documentation in preparation of annual submission.
- **March**
  - Chapter leadership meets with advisors to review previous year and progress made.
- **End of March/Beginning of April**
  - Chapter reviews previous year and conducts Chapter Self-Assessment Session (*session guidance notes included in this packet*).
  - Chapter assigns individuals to acquire/create supporting documentation for annual submission.
- **April**
  - Chapter's Pursuit of Excellence Committee completes Chapter Self-Assessment Booklet using information created by the chapter/officers/committees during the Self-Assessment Session.
- **By April 30**
  - Chapter's Pursuit of Excellence Committee, or appropriate officer, emails the completed Chapter Self-Assessment Booklet and any supporting documentation to **pep@sigmanu.org**.
  - Chapter Advisor/Alumni Advisory Board and Campus Fraternity/Sorority Advisor are requested to submit an evaluation report of the chapter to the General Fraternity.
- **Over the Summer**
  - General Fraternity returns Self-Assessment Booklets to chapters with ratings and feedback.
  - Chapters are recognized for their achievement in the Pursuit of Excellence Program.

Start of Academic Year

Set Goals and Plan for the Current Academic Year

Create Improvement Plans for Deficient Areas

During Academic Year

Execute Plan

Review Progress Mid-Year

Update Plans

Collect Supporting Documents

End of Academic Year

Reflect on Accomplishments and Shortcomings of the Year

Submit Self-Assessment

Summer

External Assessment

Recognition of Achievement (Awards)

Accountability for Performance Below Minimum Standards

Overview of the Pursuit of Excellence Program

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:

1. 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."
2. Standards should be set to assess our chapters in their alignment with the Fraternity's mission.
3. 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.
4. 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 revisions to the evaluation guidelines to ensure they are an appropriate reflection of the Fraternity's strategic plan, policies, and programs; provide clear distinctions between each performance level; and continue to promote improvement of chapter operations relative to achieving increasing levels of excellence.

Unique for 2020-2021, there were two versions of PEP – one for chapters operating mostly in-person and one for chapters operating mostly virtually. The criteria for Acceptable through Excellence were adjusted to reflect the limitations of these operational modes.

For 2021-2022, the Fraternity has retained the in-person operations criteria. Unlike the prior year, nearly all campuses have operated continuously in-person. The continue to account for pandemic conditions and allow chapters to substitute virtual activities in place of in-person events.

The Pursuit of Excellence Program (PEP) is Sigma Nu Fraternity's chapter assessment, standards, and improvement program. Unlike traditional "minimum standards" programs, the Pursuit of Excellence Program is designed to be a year-round planning, evaluation, and improvement program. The Pursuit of Excellence Program has three main standards. Within these standards there are a total of ten subcategories:

- **Values-Based Leadership**
  - Service and Philanthropy
  - Campus Leadership
  - Values Congruent Environments
- **Personal Development and Membership Value**
  - Candidate Development
  - Brother Development
  - Intellectual Development
  - Alumni Development
- **Operational Excellence**
  - Recruitment and Manpower
  - Chapter Operations
  - Governance and Accountability
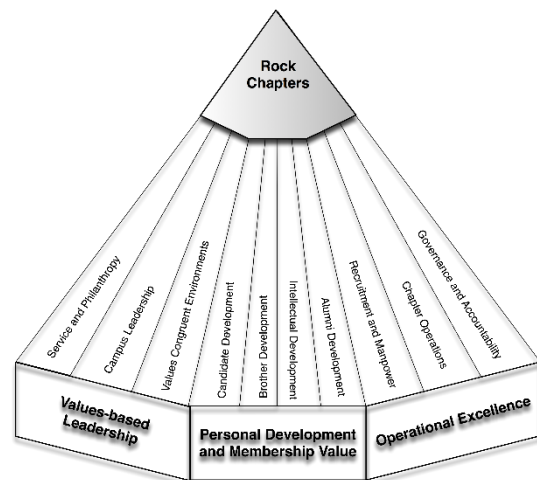
For each subcategory there is a criterion for Excellence and suggested documentation. This serves as a guide to define excellence for our fraternity. The standards build together and those chapters which truly excel in all facets of the Fraternity attain our highest recognition of Rock Chapter.

Evaluation Process

Chapters are annually evaluated in each subcategory. Annual evaluations take the form of a chapter self-assessment (see session that follows this explanation). Chapter self-assessments are 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.

Poor	Substandard	Fair	Acceptable	Good	Very Good	Excellence

Deficient Ratings   **Minimum Standards**   **Rock Chapters**

A rationale for the rating is communicated to the chapter along with recommendations for improvement. Chapters receiving an overall level of excellence for one of the three standard areas will be recognized for Excellence in that standard. Chapters which maintain an overall level of excellence for a period of two years or more will be recognized as Rock Chapters.

Feedback and Coaching

In addition to the self-assessment and documentation submitted by the chapter, the General Fraternity solicits input from an assessment team of individuals who have regular interaction with the chapter. Chapters should actively engage each of these individuals throughout the year as they develop goals, implement plans, and reflect upon the year. The assessment team includes:

- Chapter's Leadership Consultant
- Chapter Advisor/Alumni Advisory Board
- Campus Fraternity/Sorority Advisor
- Division Commander

While chapters are working on their own self-assessment, these advisors will be solicited by the General Fraternity for feedback on the chapter's performance over the past year. The assessment team will be asked to rate the chapter on a scale from Poor to Excellence in each subcategory of the program. As a part of that rating, they will be asked to provide a rationale for the rating as well as suggestions for improvement in each area. Ratings and additional information provided by the assessment team are designed to provide a greater depth of understanding regarding the chapter's current state and to provide perspective on a chapter's own self-assessment. *Chapters will NOT be negatively impacted by non-submission by any assessment team members.*

Evaluating Chapter Performance

At the end of each year, the General Fraternity staff will review each chapter's completed Self-Assessment Booklet and supporting documentation, as well as assessment team feedback, to determine overall performance in each subcategory. To determine ratings across each subcategory, staff will use the **in-person evaluation guidelines** which define criteria for each achievement level in a subcategory from Poor to Excellence. In addition, chapters will receive feedback from the staff and the assessment team in regard to their improvement in each subcategory.

Awards and Recognition

Chapters will receive ratings that correspond to an achievement level in each of the ten subcategories. Each year, those chapters who have reached an achievement level of Excellence in at least three subcategories of a standard will receive recognition for the Pursuit of Excellence in that standard (e.g. a chapter rated at the Excellence level in all three subcategories of Values-Based Leadership would receive the Excellence in Values-Based Leadership award).

Chapters who achieve overall levels equivalent to Excellence and Very Good for the two years of a biennium will be considered for Rock Chapter recognition in Grand Chapter years. The Rock Chapter award is meant to honor collegiate chapters that have achieved excellence in all areas of chapter operations. To be granted the award, a chapter should be expected to attain the ideal or a nearly perfect state across a broad range of areas of fraternity operations throughout the course of a biennium. It should also be noted that risk management and behavioral issues are included in the judging process. Furthermore, the award, once granted, should **not** be considered recognition for future achievement (i.e. once a Rock Chapter, always a Rock Chapter), but rather recognition for past achievement with an appropriate date inscribed indicating the precise year which the award represents. Finally, the Rock Chapter award is only presented at Grand Chapters (i.e. every two years), provided there are chapters that qualify.

Accountability

All chapters of the Fraternity are required to submit documentation for the Pursuit of Excellence Program by April 30 of each year. **Failure to do so results in a suspension of the chapter. This suspension prohibits the delinquent chapter from hosting, co-hosting, sponsoring, or participating in any events with alcohol. If after a period of six months the delinquent chapter has still not submitted documentation,** *all activities of the chapter will be suspended.*

In addition, **chapters receiving an achievement level below Acceptable in a subcategory must submit a plan of action for improvement in that area** to the General Fraternity. That submission should be made by September 30. Failure to submit a viable plan for improvement may result in a suspension from hosting, co-hosting, sponsoring, or participating in events with alcohol.

Chapters receiving an **achievement level below Acceptable in five or more subcategories** may be placed into the Fraternity's **PEP Chapter Support Program**. These chapters **will work with the General Fraternity staff to develop a strategic plan and create operational plans to make improvements across all areas of chapter operations. Further, they will receive personalized guidance and support throughout the year culminating in the submission of their self-assessment by the end of April the following year. Chapters placed into the Support Program will be limited to 3 events with alcohol for the academic year and must receive approval from the General Fraternity for each event.**

Appeals will be considered by the Office of the Executive Director for special circumstances on a case-by-case basis. If the appeal is not granted, then the chapter may appeal to the High Council.

Chapter Self-Assessment Session
Facilitator Guidance Notes

Objectives:
- Engage chapter members in the assessment process
- Create a solution-oriented environment that can move the chapter forward
- Allow members to have a voice in articulating the chapter's performance for the past year
- Develop information and raw data to meet expectations listed in the Pursuit of Excellence Program criteria and be included in the chapter's self-assessment submission

Facilitators: This session should use a guest facilitator, ideally someone involved with, but not a member of, the chapter. 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 Committee in conducting this session.

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

To allow for social distancing, this session is suggested to be conducted at the committee level (see section 9.4 for breakdown) and may be led by the committee chairman, an officer from another operational area, or a volunteer/advisor.

Session Materials:
- Flipchart & Markers
- Pen and Paper (1 per participant)
- **Pursuit of Excellence Program Overview & FAQ** and **Evaluation Guidelines** documents (for reference in explaining the program)
- **Evaluation Guidelines Changes for In-Person Operations**
- Copies of the Discussion Questions (2 per subcategory)
  - Responding directly in the **Chapter Self-Assessment Booklet** to share with the Lt. Commander or chapter's PEP Committee for editing and compilation is also an option

Outline:

	Components	Time Frame	Leadership Roles	Resources
	Open Session		Commander	
9.1	Introduction	3 min.	Session Facilitator	
9.2	Overview of the Pursuit of Excellence Program	12 min.	Commander/ Executive Committee	Program Overview and FAQ, Evaluation Guidelines
9.3	Overview of the Self-Assessment Process	10 min.	Session Facilitator	Self-Assessment Guide
9.4	Group Discussions	60 min.	Session Facilitator	Discussion Questions, Evaluation Guidelines
9.5	Creating Consensus	30 min.	Session Facilitator	
9.6	Supporting Documentation	4 min.	Session Facilitator	Documentation Checklist
9.7	Wrap Up/Closing	1 min.	Commander	

Facilitator Guidance Notes

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- Engage chapter members in the assessment process
- Create a solution-oriented environment that can move the chapter forward
- Allow members to have a voice in articulating the chapter's performance for the past year
- Develop information and raw data to meet expectations listed in the Pursuit of Excellence Program criteria and be included in the chapter's self-assessment submission

9.1 Introduction (3/3)

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 chapter over the past year. In doing so, we will attempt to articulate how our operations and actions as a chapter align with the Pursuit of Excellence Program standards and criteria for excellence.

By now, you should all be aware of the structure in place to help chapters in planning for their future and capitalizing on the Fraternity's vision of Excelling with Honor. This structure is called the Pursuit of Excellence Program and was adopted by the Grand Chapter as a way for chapters to articulate how their actions align with the values and purpose of the Fraternity.

The criteria for Acceptable through Excellence have been adjusted during the pandemic to reflect the limitations of either operating in-person with social distancing restrictions (for last academic year this also included amended criteria for chapters operating mostly virtually). A library of resources and support strategies have been developed to help chapters in meeting those criteria for each mode of operation.

9.2 Overview of the Pursuit of Excellence Program (12/15)

Let's take a few minutes to review the Pursuit of Excellence Program.

Review the program's structure with the chapter, making specific reference back to the Strategy Session conducted by the chapter earlier in the year, as well as the goals and plans made as part of that session to reach the criteria for excellence in each standard area.

Also review the evaluation process, role of the assessment team, and accountability and recognition mechanisms of the Pursuit of Excellence Program. A brief overview of the program can be found earlier in this guide. Additional resources to reference or provide as handouts in this review could include:

- **The Pursuit of Excellence Program Overview & FAQ**
- **Evaluation Guidelines**
- **Evaluation Guidelines Changes for In-Person Operations**

Each of these documents can be found on the Fraternity's website at **www.sigmanu.org/pep** (Collegiate Members>Pursuit of Excellence).

Answer any questions the participants may have regarding the structure of the program or how the assessment process works.

9.3 Overview of the Self-Assessment Process (10/25)

Throughout the year, we have lived out the values of the organization through our membership in Sigma Nu, as well as in our operations as a chapter. Now, as the academic year nears its end, 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 Pursuit of Excellence Evaluation Guidelines as a guide for our conversations.

Part of the Pursuit of Excellence Program is the annual submission of our own Chapter Self-Assessment. This formal submission is designed to showcase our chapter and demonstrate our ability to live up to the Criteria for Excellence over the past year. This submission, along with additional feedback from an assessment team of our closest advisory constituents – Alumni Advisory Board, Chapter Advisor, Fraternity/Sorority Advisor, Division Commander, and Leadership Consultant – will be used to paint a picture of our chapter's accomplishments and efforts relative to our local institution, as well as Sigma Nu chapters nationwide.

Our goal is to help the chapter clearly describe our plans, actions, and achievements for the past year. This should result in a full accounting of both what and how things were accomplished. Writing out the chapter's goals, detailed plans to reach them, and results, benefits reviewers from both the General Fraternity and within our chapter – be they general members learning more about a given area, future officers attempting to replicate or improve upon prior plans and results, or advisors looking for specific areas to offer additional guidance.

*Our discussions today are designed to involve all members in that submission process. This should be a time of reflection and honest discussion of the current reality of the chapter. It is important that everyone participate and share his ideas on how the chapter is driving towards excellence. In a minute, we will break into small discussion groups to cover the ten subcategory areas (**note** – if conducting separately in committees indicate which area this committee is addressing and that others in the chapter will go through a similar activity for their area of operation). 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 some additional, supporting documentation, will make up the data and information to be included in our formal submission. That submission will be compiled following this session using the raw data the chapter creates. Put more simply, **the questions we answer here (the discussion questions provided to each group) are the same questions asked in the self-assessment booklet we will submit for review.***

As you can see, this is a very important step in our advancement as a chapter and in the Pursuit of Excellence submission process.

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

9.4 Group Discussions (60/85)

Break the chapter into evenly sized groups, based on the subcategories. It is suggested that chapter members be evenly distributed by year in school and 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 standard's operational areas. After that, any remaining members – initiates and candidates – 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

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).

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 chapter's final submission. Flipchart paper and markers should be made available for this purpose.

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

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.

9.5 Creating Consensus (30/115)

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 of PEP Committee.

Bring the groups together to present their responses.

Now that each group has had an opportunity to address the chapter's performance and accomplishments in areas relevant to each subcategory of the program, let's take some time to review. In a minute, we'll ask each group to present a quick recap of the highlights their discussions. As they do, please take note of any questions, additions, changes, or items that you would like to discuss further. This is your opportunity to influence not only what our final submission will include, but to address any issues with which you disagree or are unclear. It is important that everyone understand and respect the chapter's responses to the discussion questions. These are not only a reflection of the work of individual officers or members of the chapter, but how the chapter views itself and chooses to present its actions of the past year and its plans for the future.

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 chapter.

9.6 Supporting Documentation (4/119)

Now that we have taken some time to reflect on our performance over the past year, there are only two more steps in completing our formal submission for the Pursuit of Excellence Program. The first, which we will do now, is to create and/or collect any supporting documentation that we would like to include with our final submission.

At the bottom of each group's discussion questions was a listing of suggested supporting documentation for the chapter to include with its final submission. 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 Chapter Self-Assessment Booklet and turning our submission in to the General Fraternity. All submissions, including completed booklets and supporting documentation, are due by April 30. It is suggested that the chapter appoint a committee to use the information created and shared here today, along with the supporting documentation, to complete the chapter's official submission.

Identify the committee or group of individuals in the chapter who will be completing this task. They should use the information presented by the discussion groups to answer the questions in the submission booklet (**remember that the group discussion questions are identical to those questions found in the formal submission booklet**). Remind those who are collecting supporting documentation to get that information to these individuals by the date agreed to previously.

All PEP submissions are due **no later than April 30.** Completed Chapter Self-Assessment Booklets and supporting documentation should be submitted via email at **pep@sigmanu.org**.

9.7 Wrap Up / Closing (1/120)

Thanks again for all your ideas, feedback, and commitment to the chapter. 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 chapter's final submission after the session to assist them in their planning for the future.

Close with the Creed.

Chapter Discussion Questions

The following questions should be used in chapter and small-group discussions on the subcategory of the Pursuit of Excellence Program listed below. Use the **Evaluation Guidelines** as a reference in answering the questions that follow.

Please read and discuss each of the questions as a group. Record your responses, on paper or in a copy of the **Chapter Self-Assessment Booklet**, and be prepared to discuss them with the chapter.

Values-Based Leadership

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.

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 chapter's efforts to raise money for charitable organizations (e.g. letter writing for St. Jude, raising money for and participating in Dance Marathon, chapter 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 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.

1. Which **community/campus service-oriented** and **philanthropic events** did the chapter **plan**? Indicate and describe events held and the months in which those events took place (e.g. chapter planned a 5K event that raised $2,000 for local animal shelter in April). Include a detailed description of how chapter members were involved in and planned/executed each event.

2. Which **community/campus service-oriented** and **philanthropic events** did the chapter **participate in?** Indicate events participated in, months in which those events took place, and describe the chapter's participation in each event (e.g. chapter fielded a team that fundraised $500 and participated in the campus dance marathon in February). Include a detailed description of how chapter members participated in each event.

3. How did the chapter incorporate periodic reflection after **service and philanthropic activities** to help members process the experience?

4. How did the chapter educate its members on the importance of servant leadership (e.g. did the chapter conduct LEAD Phase I Session 11 on Community Service or some other workshop to explain the importance and benefits of servant leadership)?

5. How did the chapter collaborate with other student organizations on campus (Greek or other) on any projects? Indicate which groups were worked with on each project.

6. Explain the individual **community service** conducted by each of your members. Indicate any service efforts done outside of chapter-sponsored activities.

Service and Philanthropy Inventory:

How many members were in the chapter this past fall and spring? How many total hours did the chapter serve? How many hours per man (average) is that?

How much money did the chapter donate to **philanthropic causes** this past fall and spring? How many dollars per member is that?

Provide specific totals raised through chapter **planned/led** efforts to benefit philanthropic organizations/causes. Indicate the name of the event, organizations/causes the chapter worked with this year, and dollars raised. **Only include events hosted by the chapter.** Events the chapter participated in but were hosted by another student or community organization should be listed in question 2 (above).

Describe how the chapter impacted its local community during the month of April (FMoS) and/or hosted a discussion with chapter members on the importance of service.

7. How does the chapter advocate on behalf of 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).

8. What does the chapter do to instill the value of lifelong service in its members?

9. How has the chapter 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.

Supporting Documents for Service and Philanthropy – *Indicate any supporting documents to create/acquire and the chapter officer or member assigned to do so.*

☐ Record of community service hours per member, with a description of the service project(s) – **Service & Philanthropy Tracking Sheet** or similar ***Submission of this completed sheet is required to be considered for the Fraternity's annual*** *Service and Philanthropy Contribution awards.*

☐ **Service and Philanthropy Action Plan**

Discussion Questions
Values-Based Leadership: Campus Leadership

Chapter Discussion Questions

The following questions should be used in chapter and small-group discussions on the subcategory of the Pursuit of Excellence Program listed below. Use the **Evaluation Guidelines** as a reference in answering the questions that follow.

Please read and discuss each of the questions as a group. Record your responses, on paper or in a copy of the **Chapter Self-Assessment Booklet**, and be prepared to discuss them with the chapter.

Values-Based Leadership

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. What role(s) do members of the chapter serve in **other campus organizations**? Include the percentage of members involved in other campus organizations in your answer.

2. How do individual members of the chapter serve as leaders within the **campus community**? Include the percentage of chapter members which hold leadership positions in other student organizations or campus programs in your answer. Also, list those members and organizations/programs.

3. How does the chapter encourage members to attend **both Greek and non-Greek** leadership development programs and training seminars? Note specific events attended and number of chapter members in attendance.

4. Do any chapter 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.

5. Has the chapter failed to meet any IFC expectations/requirements in the past year (e.g. attending IFC meetings, chapter attendance at educational programs, recruitment protocols)? If yes, please explain.

6. Explain the chapter's relationship with the campus fraternity/sorority advisor and other campus faculty, staff, and administration. Does chapter leadership meet with the fraternity/sorority advisor on a regular basis? How are other campus administrators used as resources?

7. List any awards or recognition the chapter has received for its **involvement on campus** in the past year.

8. List any awards or recognition the chapter has received through **campus or interfraternal awards programs** in the past year.

9. How does the chapter 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?

10. How has the chapter been a leading voice on issues facing the fraternity/sorority community?

11. How has the chapter 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.

Supporting Documents for Campus Leadership – *Indicate any supporting documents to create/acquire and the chapter officer or member assigned to do so.*

☐ Letter(s) from sponsor or attendance certificate for campus-wide leadership development program verifying participation
☐ Chapter roster including organizational involvement. Indicate leadership positions where appropriate
☐ **Campus Leadership Action Plan**

Chapter Discussion Questions

The following questions should be used in chapter and small-group discussions on the subcategory of the Pursuit of Excellence Program listed below. Use the **Evaluation Guidelines** as a reference in answering the questions that follow.

Please read and discuss each of the questions as a group. Record your responses, on paper or in a copy of the **Chapter Self-Assessment Booklet**, and be prepared to discuss them with the chapter.

Values-Based Leadership

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 will foster a brotherhood that respects the dignity of people while embracing the free exchange of ideas.

1. Has the chapter 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 chapter promote safe and healthy conditions in its home, if applicable, and at social events for its members and guests? How does the chapter promote treating its members and guests with dignity (e.g. chapter conducted the Fraternity's **DignityU** program)?

3. What does the chapter 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 chapter hosted on risk reduction topics this year? Who was the audience for those sessions – candidates, all members, officers, etc.?)?

4. How does the chapter promote wellness and diversity to its members? To other students or campus organizations? Indicate if the chapter sponsored or co-hosted any programs with other student organizations.

5. Has the chapter 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 chapter sponsored or co-hosted any programs with other student organizations.

6. Has the chapter 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 chapter 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**. Indicate if the chapter sponsored or co-hosted any programs with other student organizations.

7. How has the chapter 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.

Supporting Documents for Values Congruent Environments – *Indicate any supporting documents to create/acquire and the chapter officer or member assigned to do so.*

☐ Chapter social calendar
☐ Chapter risk management/reduction plan and/or **Values Congruent Environments Action Plan**

Chapter Discussion Questions
The following questions should be used in chapter and small-group discussions on the subcategory of the Pursuit of Excellence Program listed below. Use the **Evaluation Guidelines** as a reference in answering the questions that follow.

Please read and discuss each of the questions as a group. Record your responses, on paper or in a copy of the **Chapter Self-Assessment Booklet**, and be prepared to discuss them with the chapter.

Personal Development and Membership Value
Intellectual Development: Chapter 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. How does the chapter promote academic achievement amongst its members? Include any incentives or recognition provided as part of a chapter scholarship/academic program.

2. Explain the chapter's use of college/university resources to provide academic support for initiates and candidates.

3. How has the chapter promoted the use of virtual study groups this year (not necessarily limited to the chapter/campus)?

4. List any honors programs or academic groups chapter members have been admitted to and actively participate in. Indicate number of members in each.

5. What does the chapter 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)?

6. What are the key components of the chapter'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 chapter. ***Include the chapter's written plan or completed copy of the Intellectual Development Action Plan as an attachment to the chapter's submission.***

    Provide name and contact information of faculty advisor (prefix, name, title, email address).

7. What are the chapter's academic goals (e.g. average GPA of initiates/candidates/entire chapter, number of members on Dean's list, specific rank in IFC, or similar)?

8. How has the chapter 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.

Supporting Documents for Intellectual Development – *Indicate any supporting documents to create/acquire and the chapter officer or member assigned to do so.*

☐ Written scholarship/academic plan or completed **Intellectual Development Action Plan**
☐ College/University grade reports for fraternities and sororities from previous fall and spring terms. **Note: the chapter will be rated based on the previous calendar year as grades for the current spring term will not be available at time of submission**
☐ Report from Faculty Advisor on their role with the fraternity and support of the chapter's academic initiatives

Discussion Questions
Personal Development and Membership Value: Candidate Development

Chapter Discussion Questions
The following questions should be used in chapter and small-group discussions on the subcategory of the Pursuit of Excellence Program listed below. Use the **Evaluation Guidelines** as a reference in answering the questions that follow.

Please read and discuss each of the questions as a group. Record your responses, on paper or in a copy of the **Chapter Self-Assessment Booklet**, and be prepared to discuss them with the chapter.

Personal Development and Membership Value
Candidate Development: Through a variety of learning and mentoring experiences, candidates are prepared to be active members of the Fraternity with a commitment to the values and purpose of Sigma Nu.

1. Describe the chapter's candidate education program.

2. How are LEAD Phase I sessions used by the chapter in the candidate education program? Indicate number of sessions completed and number of sessions using a guest facilitator.

3. What are the **expected outcomes** of the chapter'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...

4. How does the chapter reinforce the messages communicated through recruitment? Indicate how members serve as role models of the mission and values of Sigma Nu.

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. How does the chapter utilize the IFC and college/university to assist in candidate development? Do candidates attend all campus-based programs sponsored for new members? Explain.

7. How does the chapter articulate Sigma Nu's anti-hazing heritage and stance to all initiates and candidates?

8. Provide the number of Candidates inducted and initiated in the previous fall and spring terms. Are there any additional factors that should be considered that might have affected the chapter's retention rate (e.g. candidates removed for disciplinary reasons)? If so, explain.

9. How has the chapter 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.

Supporting Documents for Candidate Development – *Indicate any supporting documents to create/acquire and the chapter 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
☐ **Candidate Development Action Plan**

Chapter Discussion Questions

The following questions should be used in chapter and small-group discussions on the subcategory of the Pursuit of Excellence Program listed below. Use the **Evaluation Guidelines** as a reference in answering the questions that follow.

Please read and discuss each of the questions as a group. Record your responses, on paper or in a copy of the **Chapter Self-Assessment Booklet**, and be prepared to discuss them with the chapter.

Personal Development and Membership Value

Brother Development: The chapter prepares brothers to be effective in leadership roles within Sigma Nu and other organizations and experiences. In addition, active members are prepared to be successful alumni.

1. What phases of the LEAD Program did the chapter participate in this year? In listing each phase, indicate number of sessions completed and number of guest facilitators used.

    a. 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.

    b. 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 chapter members; other model).

    c. Provide a statement of support from a participant of each phase the chapter 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 chapter to impact the development of individual members and other areas of chapter operations?

3. List the regional and national Sigma Nu events attended by the chapter 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 chapter was unable or chose not to attend a specific event, please explain why (e.g. academic conflict).

4. What campus-based, local, or national leadership development programs (e.g. LeaderShape, IMPACT, UIFI or similar) did members of the chapter 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.

5. Explain the role and membership of the chapter's LEAD Committee. Is the LEAD Chairman an elected or appointed position? Does he have a seat on the chapter's executive committee?

6. Describe the chapter's use of guest facilitators/speakers in the past year to promote brother development. Include a listing of facilitators and topics covered.

7. Describe the virtual or in-person brotherhood events and activities provided by the chapter throughout the year. Indicate the venue (virtual, in-person), frequency, and total number of programs offered.

8. Does the chapter hold an annual brotherhood retreat (in-person or virtually)? If so, provide a description of the event with objectives and outcomes.

9. How does the chapter promote smooth, timely and effective officer transitions? Is an official officer transition session or retreat held each semester or year? Explain.

10. How has the chapter 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.

Supporting Documents for Brother Development – *Indicate any supporting documents to create/acquire and the chapter 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**

LEAD Awards

LEAD awards recognize chapters and individuals who have exhibited excellence in their use of the program. This includes awards for innovative sessions and efforts, facilitator awards, and recognition of an exceptional LEAD Chairman, Committee, and Chapter.

Chapters with a strong brother development program founded in LEAD are encouraged to apply for LEAD Awards **here**. **Recognitions for Excellence in each phase of the program will be determined based on responses to question #1 in this section of the self-assessment booklet.**

Chapter Discussion Questions
The following questions should be used in chapter and small-group discussions on the subcategory of the Pursuit of Excellence Program listed below. Use the **Evaluation Guidelines** as a reference in answering the questions that follow.

Please read and discuss each of the questions as a group. Record your responses, on paper or in a copy of the **Chapter Self-Assessment Booklet**, and be prepared to discuss them with the chapter.

Personal Development and Membership Value
Alumni Development: Sigma Nu shall identify and engage alumni and volunteers to support the success of the chapter, develop and perpetuate fraternal leadership and increase the value of lifelong membership.

1. What platforms does the chapter use to communicate with alumni (e.g. email, newsletters, chapter 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 this year's newsletters to the chapter's submission.*

2. How does the chapter use these platforms to connect alumni and update them on the collegiate and alumni chapter?

3. Does the chapter produce a formal newsletter? If so, provide links or copies of this year's newsletter. If not, describe the chapter's strategy for sharing news with alumni.

4. What events or other opportunities did the chapter hold for alumni to connect with one another and/or the collegiate chapter in the past year? Indicate venue (in-person, virtual), 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 #).

5. Do alumni play an active role in the chapter? If so, how? Indicate any entities in which alumni participate that actively assist the collegiate chapter or that serve as continual networking and social outlets for chapter alumni (e.g. Chapter Advisor, Alumni Advisory Board, House Corporation, Alumni Chapter, Alumni Club, etc.).

6. What does alumni advisement look like for the chapter – are advisors assigned to specific officers or committees, how often does an alumni advisor attend chapter or executive meetings?

7. Describe the role your alumni advisors play in the following areas: LEAD, academic support, chapter goal setting/strategic planning, and PEP preparation & review.

Alumni Involvement Inventory

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

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

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

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

12. Do alumni volunteers assist and advise the chapter officers in completing the annual Pursuit of Excellence Program evaluation (yes, no)?

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

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

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

16. Does the chapter have a House Corporation (yes, no)?

17. Does the chapter have an active Alumni Chapter (yes, no)?

Alumni Advisory Board Inventory

18. Does your chapter have an Alumni Advisory Board (yes, no)?

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

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

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

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

23. 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****

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

25. How has the chapter 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.

Supporting Documents for Alumni Development – *Indicate any supporting documents to create/acquire and the chapter officer or member assigned to do so.*

- [ ] Written alumni development plan and calendar of alumni events or completed **Alumni Development Action Plan**
- [ ] Report from Alumni Advisory Board or Alumni Chapter describing role and relationship with chapter
- [ ] Copies of chapter communications with alumni and chapter website address
- [ ] Copies of minutes from Alumni Advisory Board meetings from the **current academic year**
- [ ] **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, Alumni Chapter officers
- [ ] Alumni Event Attendance Roster – for any events held for alumni, or chapter events that alumni attended – provide event name, alumni attendee names and badge #s

Chapter Discussion Questions

The following questions should be used in chapter and small-group discussions on the subcategory of the Pursuit of Excellence Program listed below. Use the **Evaluation Guidelines** as a reference in answering the questions that follow.

Please read and discuss each of the questions as a group. Record your responses, on paper or in a copy of the **Chapter Self-Assessment Booklet**, and be prepared to discuss them with the chapter.

Operational Excellence

Recruitment and Manpower: The manpower of a chapter 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. Explain the chapter's recruitment plan and how it is executed. Describe the chapter's recruitment goals for the current academic year and its overall plans to reach or maintain a specific total manpower/size. ***Include the chapter's written Year-Round Recruitment Plan or completed** Recruitment and Manpower Action Plan **as an attachment to the chapter's submission.***

2. How does the chapter emphasize the values and purpose of the Fraternity in their recruitment and public relations efforts?

3. Has the chapter decreased, maintained its size, or grown in the past semester or year? How does this change, and the chapter's current size, compare to the average manpower size of other IFC groups on campus?

4. Manpower figures. Provide the following: current chapter manpower (candidates and initiates), average IFC chapter manpower, number of legacies who accepted bids from the chapter this year, number of total candidates who accepted bids from the chapter this year.

5. What types of members does the chapter try to recruit? Indicate any methods used to target these individuals.

6. How does the chapter emphasize the importance of Values-Based Recruitment?

7. Does the chapter 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 was used this academic year. **If any alumni provided referrals, please include the name of the alumnus.**

8. Does the chapter have a system in place for identifying and recruiting legacies? If so, describe that process and how it was used this academic year.

9. How has the chapter 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.

Supporting Documents for Recruitment and Manpower – *Indicate any supporting documents to create/acquire and the chapter officer or member assigned to do so.*

☐ Written Year-round Recruitment Plan (YRP) or completed **Recruitment and Manpower Action Plan** for the **current academic year**

☐ College/University manpower and recruitment reports

Chapter Discussion Questions

The following questions should be used in chapter and small-group discussions on the subcategory of the Pursuit of Excellence Program listed below. Use the **Evaluation Guidelines** as a reference in answering the questions that follow.

Please read and discuss each of the questions as a group. Record your responses, on paper or in a copy of the **Chapter Self-Assessment Booklet**, and be prepared to discuss them with the chapter.

Operational Excellence

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 chapter's annual budget and the process used to prepare and pass the budget for each academic year. Note any total semester/quarter and annual deficits or surpluses. Indicate whether the chapter has a savings account and any deposits or withdrawals from that account this academic year.

2. What is the chapter's current financial standing with the General Fraternity (current, 30- 60->90-days past due, on a payment plan, other)? College/University? Other creditors?

3. How does the chapter maintain financial records? Are any electronic means used to keep financial records? Explain.

4. Explain the dues collection process used by the chapter (e.g. internal chapter collections, outside financial service, college/university billing and collection) and accountability mechanisms used to deal with members who are in debt to the chapter. What is the chapter's current percentage of accounts receivable more than 30 days past due (outstanding member debt ÷ total billed this year)?

5. What safeguards has the chapter implemented to protect against fraud, embezzlement, or misappropriation of chapter funds? Does the chapter use two-signature checks or other protections?

6. Has the chapter 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 chapter filed and when it was filed with the IRS.

7. How does the chapter involve members in day-to-day operations? What committees are currently utilized and how often does each meet? Are all members involved in at least one committee?

8. Does the chapter operate based on a written strategic plan for annual operations? If so, outline this plan and explain how the chapter regularly updates and reviews this plan.

9. How does the chapter use and apply *The Ritual* – which ceremonies were used this year and how frequently? What types of reflection and training sessions were held related to *The Ritual*? How are members encouraged to gain a deeper understanding of its contents and meanings and apply those in their daily lives?

10. How has the chapter 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.

Supporting Documents for Chapter Operations – *Indicate any supporting documents to create/acquire and the chapter officer or member assigned to do so.*

☐ End-of-year financial statements
☐ Chapter budget and budget planning process
☐ E-file confirmation or copy of 990 filing document(s)
☐ Committee structure and meeting schedule from previous year
☐ **Chapter Operations Action Plan**
☐ Chapter plan and goals from the previous year with an evaluation of progress made toward each goal (e.g. updated **Chapter Strategic Plan**)

Chapter Discussion Questions

The following questions should be used in chapter and small-group discussions on the subcategory of the Pursuit of Excellence Program listed below. Use the **Evaluation Guidelines** as a reference in answering the questions that follow.

Please read and discuss each of the questions as a group. Record your responses, on paper or in a copy of the **Chapter Self-Assessment Booklet**, and be prepared to discuss them with the chapter.

Operational Excellence

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 chapter used the Trial Code and/or educated its members on its use?

2. Has the chapter 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 did the chapter incorporate all host institution social distancing policies into its operational plans? What was done to educate the membership on these policies and operational changes?

4. How often does the chapter review and update its bylaws? Provide the date of the last bylaw update and describe the process used to review and update the bylaws.

5. Explain the chapter's crisis management plan and how members are educated on that plan.

6. In addition to the Trial Code, what other accountability mechanisms does the chapter have in place? How are they implemented? How are members regularly educated on and encouraged to use these mechanisms?

7. Has the chapter conducted one or more of the following sessions from Module B of All Chapter LEAD this academic year – 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).

8. How has the chapter 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.

Supporting Documents for Governance and Accountability – *Indicate any supporting documents to create/acquire and the chapter officer or member assigned to do so.*

☐ Chapter judicial board process (or other accountability mechanism)
☐ Report from college/university fraternity/sorority advisor indicating that the chapter has not been in violation of college/university policy in the past year
☐ Chapter bylaws
☐ Chapter crisis management plan
☐ **Governance and Accountability Action Plan**

Chapter Self-Assessment Booklet Instructions

The Chapter Self-Assessment Booklet should be completed by the chapter's Pursuit of Excellence committee, or other committee appointed by the chapter. 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 as a result of the **Chapter Self-Assessment Session**. Additional supporting documentation created throughout the year or acquired at the end of the year should take the form indicated. When no instructions are provided as to formatting, chapters should utilize a format consistent with the content requested as well as one that would best articulate the chapter's achievement of the standard.

Each chapter's submission should include the completed Chapter Self-Assessment Booklet and any supporting documentation. Submissions should be made via email to **pep@sigmanu.org**.

All Pursuit of Excellence submissions are due **no later than April 30.**

Step-by-Step Instructions

1. Determine the committee or individuals tasked with completing and submitting the Chapter Self-Assessment Booklet.

2. Convene the chapter and complete the Self-Assessment Session – **session guidance notes** provided earlier in this guide.

3. Task individuals with creating and/or acquiring any needed supporting documentation. Set a date for all supporting documentation to be turned in to the committee or individuals completing the self-assessment booklet.

4. Collect supporting documentation in a digital format.

5. Committee completes the booklet using the information and raw data created by the chapter in the self-assessment session.

    - Booklet available in editable PDF (see above link). **Use only Adobe Reader to complete. Download and work from local copy** (working in web version without downloading first may not save progress).

    - Fill in all editable fields, including chapter designation on front cover.

    - Check boxes in each section for any supporting documentation being provided.

    - Save completed booklet for chapter records and reference.

6. Email completed booklet and supporting documentation to **pep@sigmanu.org** by April 30.

    a. If your submission booklet and supporting documents exceed 25MB:

        i.   Spread your submission over multiple email messages to **pep@sigmanu.org**, 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 mail a link to download your submission to **pep@sigmanu.org**.

    b. All submissions received by the General Fraternity will receive a confirmation email indicating receipt of the submission booklet and number of additional supporting documents received. If the chapter has not received a confirmation email within one week of their submission, they should contact the General Fraternity at **pep@sigmanu.org** to confirm receipt or request instructions for resubmission.

Self-Assessment Booklet Instructions

Supporting Documentation Checklist

For easy reference, a full listing of documentation suggested to be included as a supplement to the chapter's formal submission is below.

Values–Based Leadership

Service and Philanthropy

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

☐ **Service and Philanthropy Action Plan**

Campus Leadership

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

☐ Chapter roster including organizational involvement. Indicate leadership positions where appropriate

☐ **Campus Leadership Action Plan**

Values Congruent Environments

☐ Chapter social calendar

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

Personal Development and Membership Value

Intellectual Development

☐ Written scholarship/academic plan or completed **Intellectual Development Action Plan**

☐ College/University grade reports for fraternities and sororities from previous fall and spring terms. **Note: rating based on the previous calendar year as grades for the current spring term will not be available at time of submission**

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

Candidate Development

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

☐ Candidate retreat agenda and overview

☐ Written candidate program

☐ **Candidate Development Action Plan**

Brother Development

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

☐ **LEAD Session Inventory** – embedded spreadsheet from question #1

☐ 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 completed **Alumni Development Action Plan**

☐ Report from Alumni Advisory Board or Alumni Chapter describing role/relationship with chapter

☐ Copies of chapter communications with alumni and chapter website address

☐ Copies of minutes from Alumni Advisory Board meetings from the **current academic year**

☐ **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, Alumni Chapter officers

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

Operational Excellence

Recruitment and Manpower

☐ Written Year-round Recruitment Plan (YRP) or completed **Recruitment and Manpower Action Plan** for the **current academic year**

☐ College/University manpower and recruitment reports

Chapter Operations

☐ End-of-year financial statements

☐ Chapter budget and budget planning process

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

☐ Committee structure and meeting schedule from previous year

☐ **Chapter Operations Action Plan**

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

Governance and Accountability

☐ Chapter judicial board process (or other accountability mechanism)

☐ Report from college/university fraternity/sorority advisor indicating the chapter has not been in violation of college/university policy in the past year

☐ Chapter bylaws

☐ Chapter crisis management plan

☐ **Governance and Accountability Action Plan**