Sigma Nu Fraternity
EXCELLING WITH HONOR

Pursuit of Excellence Program

Self-Assessment Guide
Updated March 2026

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Self-Assessment Guide Overview

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:

- **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.
- **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.
- **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).
    - 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.
        - **Use only Adobe Reader to complete.** (Download the **free Adobe Reader application** to fill out and save your work).
    - 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**.

Involving the Chapter

Although the Lt. Commander is typically tasked with oversight of the chapter's annual PEP submission, he should not be the sole officer or member involved in describing the chapter's performance over the past year.

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

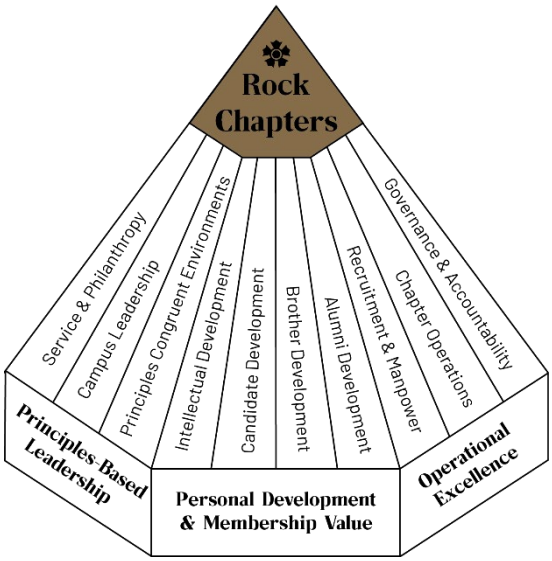
The discussion questions and suggested documentation included in the self-assessment session (found later in this guide) are the same questions to be addressed in the chapter's annual submission booklet.

Giving each officer/committee a copy of the booklet to complete and return to the Lt. Commander or PEP 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.

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

- **Principles-Based Leadership**
  - Service and Philanthropy
  - Campus Leadership
  - Principles 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 a chapter's 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 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.

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.

2025 Terminology Update

The Fraternity implemented a terminology change to replace "values" (personal, temporal) with "principles" (organizational, timeless) to describe the Fraternity's cardinal principles and the Five Objects as described in The Law and *Ritual*. This included renaming Principles-Based Leadership and Principles Congruent Environments. These changes were also reflected in ratings and awards starting in Summer 2025.

- 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 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.

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 chapter performance.

The High Council reviewed pre-pandemic and pandemic era criteria, as well as suggestions from General Fraternity staff to institute best practices for chapters 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.

More information on the process used to update the evaluation guidelines in 2014, during the pandemic, and in 2022 is available here.

Evaluation Process

Chapters are annually evaluated in each subcategory. Annual evaluations take the form of a chapter self-assessment 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.



Feedback and Coaching

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

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

While chapters are working on their self-assessment, these advisors will be solicited by the Fraternity for feedback on the chapter's performance over the past year. The assessment team will be asked to rate the chapter 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 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.*

To determine ratings across each subcategory, staff will use the evaluation guidelines which define criteria for each achievement level in a subcategory from Poor to Excellence. A rationale for each rating is communicated to the chapter along with recommendations for improvement.

Awards and Recognition

Chapters 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 Principles-Based Leadership would receive the Excellence in Principles-Based Leadership award).

Chapters which demonstrate overall Very Good to Excellence performance may be recognized with the Most Improved or Rock Chapter awards.

Accountability

All chapters of the Fraternity are required to submit documentation for the Pursuit of Excellence Program each year **no later than April 30**. **Failure to do so may result 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 may 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 three (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.

PEP Timeline

Beginning of Academic Year

- Chapter receives feedback on performance for previous year.
- Conducts strategy session in August/September.
- Creates goals and action plans for upcoming year.
- Communicates goals/action plans to key constituents.

During Academic Year

- Chapter continually evaluates progress in relation to goals.
- Continues to work with key constituents - Chapter Advisor, Advisory Board, Fraternity/Sorority Advisor, Leadership Consultant - regarding progress.

End of Academic Year

- Chapter conducts self-assessment session using the guide and booklet – submitting booklet and supporting documentation to pep@sigmanu.org by April 30.

Summer

- General Fraternity reviews self-assessments and advisor feedback; uses evaluation guidelines to determine ratings.
- Chapters receive ratings and feedback.
- Chapters recognized for achievement and given additional assistance based on ratings.

Self-Assessment Session

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.

PARTICIPANTS

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.

For larger chapters, 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)
- Pursuit of Excellence Program Overview & FAQ and Evaluation Guidelines documents (for reference in explaining the program)
- 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 (rather than written notes on the discussion questions). Note that the discussion questions match those in the self-assessment booklet.*

Facilitator Suggestions

This session should use a guest facilitator, ideally someone involved with, but not a member of, the collegiate 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.

Facilitator Notes

Session Outline

	Components	Time	Leader	Resources
	Open Session		Commander	
1	Introduction	3 min.	Session Facilitator	
2	Overview of the Pursuit of Excellence Program	12 min.	Commander / Executive Committee	Program Overview and FAQ, Evaluation Guidelines
3	Overview of the Self-Assessment Process	10 min.	Session Facilitator	Self-Assessment Guide
4	Group Discussions	60 min.	Session Facilitator	Discussion Questions, Evaluation Guidelines
5	Creating Consensus	30 min.	Session Facilitator	
6	Supporting Documentation	4 min.	Session Facilitator	Documentation Checklist
7	Wrap Up/Closing	1 min.	Commander	
Session End			**Total Time: 120 minutes**	

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 principles and purpose of the Fraternity.

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.
- Text in a shaded callout box – this is script and is meant to be read or stated in the facilitator's own words (paraphrased).
- Sidebar notes – these are special notes for the facilitator.

2 – OVERVIEW OF THE PURSUIT OF EXCELLENCE PROGRAM (12/15)

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

Using the PEP Basics information from earlier in this guide and the resources listed below to 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

Each of these documents can be found on the Fraternity's website at 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.

3 – OVERVIEW OF THE SELF-ASSESSMENT PROCESS (10/25)

Throughout the year, we have lived out the principles 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

Key Point

The primary outcome of a comprehensive self-assessment is to benefit the chapter via creation of a record of what was planned and achieved. This record serves future officers and members in replicating and building on previous successes, as well as in identifying what tweaks to make to alter future results.

current reality of the chapter. It is important that everyone participates and shares their ideas on how the chapter is driving towards excellence.

Note – see sidebar.

In a minute, we will break into small discussion groups to cover the ten subcategory areas. Each group will be tasked with answering the discussion questions provided and reporting back to the large group.

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 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.

4 – GROUP DISCUSSIONS (60/85)

Break the chapter into even 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
- Principles 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.

Note

If conducting this session 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.

Discussion Groups

If conducting as a full chapter – 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.

Note how and when the full submission will be shared back out with all committees for their transition records and to review the report of the other committees.

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.

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 (30/115)

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 or 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 of 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 understands and respects 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.

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.

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 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.**

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.

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.

Supporting Documentation

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.

A checklist of suggested supporting documents is included at the end of this guide.

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.

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.

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

1. How does the chapter 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).
2. How did the chapter 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 principles and purpose of the Fraternity?
3. 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.
4. 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

Discussion Questions

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

Use 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 Chapter Self-Assessment Booklet, and be prepared to discuss them with the chapter.

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.

5. 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)?
6. How did the chapter collaborate with other student organizations on campus (fraternity/sorority or other) on any projects? Indicate which groups were worked with on each project.
7. Explain the individual **community service** conducted by each of your members. Indicate any service efforts done outside of chapter-sponsored activities.
8. What does the chapter do to instill the value of lifelong service in its members?
9. What **local** non-profit organization(s) does the chapter support? Describe the partnership and how often the chapter 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, each week 3 brothers walk dogs at the local animal shelter).
10. How does the chapter 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.
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, 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 and 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**

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.

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 chapter'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 chapter attend or participate in?
2. 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.
3. 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.
4. 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?
5. 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? Are members required to be involved in one or more other campus or community organization?
6. 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.
7. How do individual members of the chapter **serve as leaders within the campus community**? Include the percentage of chapter 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 chapter hosted any **campus-wide events or programs** this year? If so, describe the event and attendance.
9. List any awards or recognition the chapter has received for its **involvement on campus** in the past year.
10. List any awards or recognition the chapter has received through **campus or interfraternal awards programs** in the past year.

Discussion Questions

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

Use 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 Chapter Self-Assessment Booklet, and be prepared to discuss them with the chapter.

11. How has the chapter been a leading voice on issues facing the fraternity/sorority community?
12. 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) verifying participation from sponsor or attendance certificate for campus-wide leadership development program.
- [ ] Chapter roster including organizational involvement. Indicate leadership positions where appropriate.
- [ ] **Campus Leadership Action Plan**

Principles 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. 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.
5. How does the chapter promote mental health and wellness to its members (e.g., use of the **Behind Happy Faces program**)? Indicate whether one or more mental health/wellness educational programs were held. Were these programs promoted or inclusive of other students or campus organizations? Indicate if the chapter sponsored or co-hosted any programs with other student organizations.
6. Has the chapter attended or organized / sponsored any educational programs / workshops / speakers on wellness or diversity? 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 All-Chapter LEAD sessions on **Wellness** and **Diversity**.

Discussion Questions

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

Use 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 Chapter Self-Assessment Booklet, and be prepared to discuss them with the chapter.

7. Has the chapter attended or organized / sponsored 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**.
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, Principles Congruent Environments #1.

SUPPORTING DOCUMENTS FOR PRINCIPLES 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 **Principles Congruent Environments Action Plan**

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.

Academic Performance Inventory: Describe the chapter's academic performance over the past calendar year. Include the following for the most recently completed spring and fall terms (i.e., Spring and Fall 2025): Chapter GPA, All-Male GPA, IFC GPA, Rank among IFC groups.

Minimum Standards: List the minimum GPA standards for the following: Initiates, Officers, Candidates (to be initiated), Potential New Members (to receive a bid)

1. 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.
2. 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)?
   Achievement Goals: List the achievement goals by academic semester/quarter for initiates, candidates, and the chapter.
3. How does the chapter promote academic achievement amongst its members? Include any incentives or recognition provided as part of a chapter scholarship/academic program.
4. How does the chapter connect members with college/university resources to provide academic support for initiates and candidates (e.g., tutoring, writing center, academic success center, library tours, study groups)? How are 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., candidates only, all members, those below a certain GPA)?

Discussion Questions

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

Use 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 Chapter Self-Assessment Booklet, and be prepared to discuss them with the chapter.

5. Has the chapter 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 candidates).
6. List any honors programs or academic groups chapter members have been admitted to and actively participate in. Indicate the number of members in each.
7. 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/or undergraduate research)?
8. Provide name and contact information of faculty advisor (prefix, name, title, email address).
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, 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 **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.

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 principles and purpose of Sigma Nu.

1. Describe the chapter's candidate education program. ***REQUIRED for an Acceptable rating: include the chapter's written plan or completed copy of the Candidate Development Action Plan as an attachment to the chapter's submission.****
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. 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 (list each de-pledged candidate and explain the reason for their removal – by the chapter or of their own accord).*
4. How does the chapter articulate Sigma Nu's anti-hazing heritage and stance to all initiates and 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 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…
7. What measures does the chapter 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 chapter officers/advisors?
8. How does the chapter reinforce the messages communicated through recruitment? Indicate how members serve as role models of the mission and principles of Sigma Nu.

Discussion Questions

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

Use 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 Chapter Self-Assessment Booklet, and be prepared to discuss them with the chapter.

9. Is completion of Tightrope (previously CommunityEdu) a chapter requirement for initiation? What percentage of candidates completed the online course prior to initiation this year?
10. How does the chapter 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 chapter invite alumni to attend Candidate and Initiation ceremonies? If so, indicate which alumni attended which ceremonies this year.
12. Does the chapter participate in **National Hazing Prevention Week**? Explain the chapter's participation in campus events and/or hosting of its own programs this year.
13. Did the chapter conduct a candidate retreat this year? If so, include the agenda for the retreat.
14. 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 or **Candidate Development Action Plan** **– REQUIRED for an Acceptable rating**

Brother Development

The chapter 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.

LEAD Inventory: 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.
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 chapter members; other model).
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.

1. How was the LEAD Program used by the chapter to impact the development of individual members and other areas of chapter operations?
2. 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 were available, indicate such as reason for not attending.
3. List the 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. Explain the role and membership of the chapter'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 chapter's executive committee?

Discussion Questions

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

Use 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 Chapter Self-Assessment Booklet, and be prepared to discuss them with the chapter.

5. 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. Indicate any alumni who served as guest facilitators.
6. How does the chapter promote smooth, timely, and effective officer transitions? Is an official officer transition session or retreat held each semester/quarter or year? Explain.
7. Describe the brotherhood events and activities provided by the chapter throughout the year. Indicate the venue, frequency, and total number of programs offered.
8. Does the chapter hold an annual brotherhood retreat? If so, provide a description of the event with objectives and outcomes.
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, 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. Awards to recognize Innovation as well as Committee, Chairman, and Chapter of the Year require an application.

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.

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. 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.).
2. 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?
3. Describe the role your alumni advisors play in the following areas: LEAD, academic support, chapter goal setting/strategic planning, and PEP preparation & review.

Alumni Advisory Board Inventory

Does your chapter 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 chapter 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 chapter 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 chapter 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)?

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

Discussion Questions

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

Use 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 Chapter Self-Assessment Booklet, and be prepared to discuss them with the chapter.

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 chapter leadership (yes, no)?

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)?

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

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

4. 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***
5. 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.
6. 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.
7. 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.**
8. How does the chapter use these platforms to connect alumni and update them on the collegiate and alumni chapter?
9. How often does the chapter 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***?
10. 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, 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 #).*
11. Does the chapter conduct the Affirmation of Knighthood ritual ceremony for graduating initiates? When was the ceremony held this year?

12. Does the chapter 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.
13. 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 **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, and 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.

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, principles-based growth program that engages new members who are committed to the founding principles of the Fraternity.

Manpower Inventory: Provide the following: current chapter manpower (candidates and initiates), average IFC chapter manpower, chapter rank and total number of IFC chapters, number of legacies who accepted bids from the chapter this year, and number of total candidates who accepted bids from the chapter this year.
Current Manpower Summary: Current # of collegiate members (candidates & initiates) by class standing / year in school (i.e., Freshmen, Sophomores, Juniors, Seniors).

1. 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?
2. Explain the chapter's recruitment program 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 Recruitment and Manpower Action Plan as an attachment to the chapter's submission.***
3. How does the chapter emphasize the principles and purpose of the Fraternity in their recruitment and public relations efforts?
4. What types of members does the chapter try to recruit? Indicate any methods used to target these individuals. Describe the chapter's success in recruiting members with these desired characteristics this academic year.
5. How does the chapter use a **Master Prospect List** (or similar) to track interest and fit to identified characteristics of new members (e.g., GPA, prior leadership experience)?
6. How does the chapter advertise chapter 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?

Discussion Questions

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

Use 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 Chapter Self-Assessment Booklet, and be prepared to discuss them with the chapter.

7. Did the chapter 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)?
8. 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 principles-based organizations, campus admissions office)? If so, describe that process and how it was used this academic year. How does the chapter 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.**
9. Are alumni invited to attend any chapter recruitment events? If so, indicate the events alumni were specifically invited to attend and note any alumni that attended.
10. 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.
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, 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.

☐ **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 chapter's annual budget. Note any total semester/quarter and annual deficits or surpluses for this year's budget.
2. Describe the chapter'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 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?
   What is the chapter'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)? Indicate how the chapter addresses delinquent members – through payment plans and/or use of the 30-60-90-day suspension and Trial Code policy of The Law.
5. How does the chapter maintain financial records? Are any electronic means used to keep financial records? Explain.
6. Has the chapter filed the appropriate Form 990 for its most recently completed fiscal year? If so, identify which version of Form 990 (i.e., 990-N, 990 EZ, 990) the chapter filed, when it was filed, and who typically handles this filing with the IRS (e.g., Chapter officers, House Corporation, collections agency, College/University).
7. 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 (who are the approved signatories on the chapter's checks/account)? *Note that The Law requires two-signature checks, with the Commander and Recorder as signatories. If the chapter does not use checks or uses another system (e.g., accountants or alumni manage chapter finances), please explain.*

Discussion Questions

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

Use 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 Chapter Self-Assessment Booklet, and be prepared to discuss them with the chapter.

8. 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* (e.g., annual, or semesterly/quarterly educational session for new candidates and initiates on the meaning and performance of *The 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)?
9. 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.
10. Indicate whether the chapter has a savings account and any deposits or withdrawals from that account this academic year.
11. Does the chapter have a written process for reporting candidates, initiates, officers, and other updates to its Members Area roster (e.g., bylaw, other policy, or written guide)? What process does the chapter use to ensure its roster aligns with the monthly General Fraternity billing statement? Has the chapter had any late reporting fees or appeals this academic year?
12. 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 planning process.
- [ ] E-file confirmation or copy of 990 filing document(s).
- [ ] Roster of current candidates and initiates (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 principles 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? How has the chapter educated its members in the use of the Trial Code (e.g., reviewing the complaint and trial process at the first meeting of each year)?
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 often does the chapter 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 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. When was the plan last updated and reviewed with members?
5. Explain the chapter's **crisis management plan** and how and when members are educated on that plan.
6. Describe the chapter's committee system. What committees are currently utilized and how often does each meet? What percentage of brothers are involved in at least one committee?
7. In addition to the Trial Code, what other accountability mechanisms does the chapter have in place (e.g., honor/judicial board, 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 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).

Discussion Questions

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

Use 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 Chapter Self-Assessment Booklet, and be prepared to discuss them with the chapter.

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, 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.

- [ ] Report from college/university fraternity/sorority advisor indicating the chapter has not been in violation of college/university policy this academic year.
- [ ] Chapter bylaws.
- [ ] Chapter **crisis management plan**.
- [ ] Chapter plan and goals from the previous year with an evaluation of progress made toward each goal (e.g., updated **Chapter Strategic Plan**).
- [ ] Committee structure and meeting schedule from previous year.
- [ ] Chapter judicial board process (or other accountability mechanism).
- [ ] **Governance and Accountability Action Plan**

Self-Assessment Booklet Instructions

The Chapter Self-Assessment Booklet should be completed by the chapter's Pursuit of Excellence committee, or another committee appointed by the chapter. It is suggested that the Lt. Commander serve on this committee, preferably as the chairman. The committee should complete the booklet using the information and raw data created from 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 use 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 provided 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.
    a. 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).* **Use only Adobe Reader to complete.** (Download the **free Adobe Reader application** to fill out and save your work).
    b. Fill in all editable fields, including chapter designation on front cover.
    c. Check boxes in each section for any supporting documentation being provided.
    d. 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**.
7. 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.

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.

PRINCIPLES-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. ***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

Campus Leadership

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

Principles Congruent Environments

- [ ] Chapter social calendar.
- [ ] Chapter risk management/reduction plan and/or Principles 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 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.

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 **– REQUIRED for an Acceptable rating**

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 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, and 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

- [ ] **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 planning process.
- [ ] E-file confirmation or copy of 990 filing document(s).
- [ ] Roster of current candidates and initiates (first and last name).
- [ ] **Chapter Operations Action Plan**

Governance and Accountability

- [ ] Report from college/university fraternity/sorority advisor indicating the chapter has not been in violation of college/university policy this academic year.
- [ ] Chapter bylaws.
- [ ] Chapter **crisis management plan**.
- [ ] Chapter plan and goals from the previous year with an evaluation of progress made toward each goal (e.g., updated **Chapter Strategic Plan**).
- [ ] Committee structure and meeting schedule from previous year.
- [ ] Chapter judicial board process (or other accountability mechanism).
- [ ] **Governance and Accountability Action Plan**