|  |  |
| --- | --- |
| A close up of a sign  Description automatically generated | **FINANCE**  **TRACK** |

**Welcome!**

Thank you.

These two simple words convey so much. Thank you for helping us to strengthen the future of our fraternity/sorority communities and the IFC officers. Thank you for supporting, challenging and sharing your experiences with these students. Thank you.

The number of NIC educational programs and services aim to cultivate the capacity for IFCs to take responsibility for addressing issues in their community, and IFC Academy is intended to be the starting point for many newly elected officers.

IFC Academy provides IFC officers with tools and training to be effective in their specific roles, build cohesiveness as a team and understand their responsibility in the peer governance of their fraternity community.

We challenge you to make this program your best yet. Each experience presents a new opportunity to grow, develop and make new friends. Take this time to learn about this campus and community and make your mark. These students deserve your best.

You mean so much to us, and you mean so much to the fraternity movement. Thank you again.

The Staff of the North American Interfraternity Conference

**IFC ACADEMY (ONLINE) 2022**

**Intended Outcomes/Behaviors**

*Behaviors*

* Evaluate their personal, community and fraternity experience
* Engage peers and stakeholders in successful tactics for the future
* Practice executive leadership skills needed to be effective
* Describe the components of an ideal IFC

*Learning Outcomes*

* Build a supportive and collaborative network among other IFC council officers
* Collaborate with other attendees from your council to create opportunities to work together to advance your community
* Define expectations for your officer role and resources available to support your success.

**Content Overview**

|  |  |
| --- | --- |
| **General Sessions** | Council Evaluation and Strategy |
| State of the Community and Interfraternalism |
| IFC Relevance and Peer-Governance |
| IFC Standard Operating Procedures |
| Love, Mom and Dad |
| **Officer Tracks** | Diversity, Equity and Inclusion |
| Finance |
| Health and Safety |
| IFC Advisor |
| IFC Delegate |
| Judicial |
| President |
| Programming/Member Development |
| Public Relations |
| Recruitment |
| Scholarship |
| Secretary/Administration |
| Service and Philanthropy |
| **Breakout/Topical Sessions** | Retention |
| Crisis Communication |
| Diversity, Equity and Inclusion |
| Building Relationships with HQ & Your FSA |
| It’s Okay Not to Be Okay (Mental Health) |
| Accountability within the IFC |
| Handling Anti-Fraternity Activism |

**2022 IFC Academy Schedule**

|  |  |
| --- | --- |
| **FRIDAY, JANUARY 14, 2022** | |
| 1:00 – 1:25 p.m. ET | **General Session:** Welcome to IFC Academy! |
| 1:25 – 1:40 p.m. ET | **Council/Campus Breakout:** Reframing Our Perspective |
| 1:45 – 2:15 p.m. ET | **Officer Track 1** |
| 2:15 – 2:25 p.m. ET | Break |
| 2:25 – 2:50 p.m. ET | **General Session:** State of the Community and Interfraternalism |
| 2:55 – 3:10 p.m. ET | **Council/Campus Breakout:** Interfraternalism in Action |
| 3:15 – 3:50 p.m. ET | **Topical Breakouts/Discussions** |
| 3:50 – 4:00 p.m. ET | Break |
| 4:00 – 4:35 p.m. ET | **Officer Track 2** |
| 4:40 – 5:10 p.m. ET | **General Session:** IFC Relevance and Peer Governance |
| 5:15 – 5:40 p.m. ET | **Council/Campus Breakout:** Peer Governance |
| 5:45 – 6:00 p.m. ET | **General Session:** Closing Session |

|  |  |
| --- | --- |
| **SATURDAY, JANUARY 15, 2022** | |
| 1:00 – 1:30 p.m. ET | **General Session:** IFC Standard Operating Procedures |
| 1:30 – 1:50 p.m. ET | **Council/Campus Breakout:** Applying the IFC SOP |
| 1:55 – 2:15 p.m. ET | **Officer Track 3** |
| 2:15 – 2:25 p.m. ET | Break |
| 2:25 – 3:35 p.m. ET | **General Session:** Love, Mom and Dad |
| 3:40 – 4:05 p.m. ET | **Officer Track 4** |
| 4:05 – 4:15 p.m. ET | Break |
| 4:15 – 4:50 p.m. ET | **Topical Breakouts/Discussions** |
| 4:55 – 5:15 p.m. ET | **Officer Track 5** |
| 5:20 – 5:40 p.m. ET | **Council/Campus Breakouts:** Goal and Priority Setting |
| 5:45 – 6:00 p.m. ET | **General Session:** Closing and Wrap Up |

**Copyright Policy**

The IFC Academy curriculum contained herein is the intellectual property of the North American Interfraternity Conference (NIC). IFC Academy and the IFC Academy logo are trademarked by the NIC. No portion of the IFC Academy curriculum or experience may be copied, reproduced or used in any way, including educational purposes, without express written authorization of the NIC.

The NIC is committed to the educational missions of our partners within higher education and the fraternity/sorority industry; in many cases, we will grant permission for the appropriate use of some parts of the IFC Academy curriculum if permission for use is requested and relevant educational material is appropriately implemented and cited.

If you wish to use or adapt any part of the IFC Academy curriculum, email [edprograms@nicfraternity.org](mailto:edprograms@nicfraternity.org) to request permission for use.

**Facilitation Skills**

|  |  |
| --- | --- |
|  | **What is Facilitation?** |
|  | **Facilitation is:**   * Supporting the curriculum through discussion and activities. * Creating connections of shared information and experiences. * Helping Participants get good information and affirmation. * Providing focus and direction. * Appropriately challenging and questioning Participants.   **Facilitation is NOT:**   * “Doing” for the Participants. * Being an expert on all topics. * Allowing discussion to meander off-topic. * Defensive, argumentative or polarizing.   **Effective Facilitators should be:**   * Natural and genuine. * Interested in all Participants. * Engaged in a series of conversations with a variety of Participants. * Clear and non-judgmental in their communication. * Flexible and able to adapt to different situations. * Focused on the Participant’s experiences and struggles. * Developing appropriate relationships with Participants and Facilitators. |
|  | **Core Competencies** |
| **Communication** | **Facilitators will exhibit good communication skills by:**   * Expressing ideas clearly and accurately. * Being attentive and showing interest in the subject. * Thinking quickly on their feet and being prepared for difficult confrontations and conversations. * Showing a sense of humor. * Knowing when to steer conversations into a serious tone. |
| **Personal Interjection** | **Facilitators will regulate personal remarks to:**   * Calling the group’s attention to helpful statements. * Rephrasing Participant’s ideas/thoughts to clarify and reinforce. * Summarizing groups’ thoughts to bridge between topics. * Facilitators will avoid emphasizing personal opinions, agendas, etc. |
| **Group Participation** | **Facilitators will encourage group participation by:**   * Ensuring participation by each group member during Chapter Meetings. * Ensuring one individual does not dominate conversation. * Maintaining eye contact with group members and ensuring personal body language is welcoming to the group. * Being alert to the body language and clues from Participants. |
| **Group Atmosphere** | **Facilitators will attempt to create a welcoming and safe atmosphere within the group by:**   * Creating a climate of respect within the group, allowing Participants to discuss differences, without attacking individuals. * Showing interest in the opinions of all group members. * Ensuring there is no favoritism within the group. * Allowing Participants to share minority views comfortably. * Helping Participants view/discuss issues from many angles before reaching conclusions. |
| **Guiding Discussion** | **Facilitators will skillfully guide discussions by:**   * Providing “meat” for discussions, without dominating conversation. * Providing examples and ideas from personal experience to emphasize points. * Listening critically to discussions to identify confusion, unanswered questions, etc. * Directing discussions away from inappropriate topics/remarks and privately confronting individuals who make these comments. * Having Participants provide summaries of key points. |
| **Encourage**  **Growth** | **Facilitators will encourage students to expand personal perspective by:**   * Gently encouraging students to question the validity of their arguments or reasons. * Helping Participants examine their current realities outside the norm or against accepted standards. * Sharing experiences to help Participants identify new ways of doing things, confronting inappropriate traditions, etc. * Encouraging Participants to verbalize how their ideas/reasoning may have changed during the program. |

**Ideas for Dealing with Common Group Situations**

|  |  |
| --- | --- |
| **Managing Discussions** | * Make sure everyone understands the topic and there is agreement about the idea. * Use flip charts to manage discussion and topics. * Use the “parking lot” method to “park” thoughts or ideas which may be off topic. * Summarize discussion periodically. * Use different techniques to draw in under-participating students and control for over-participating students. * Make sure conversations are not constantly recycled. |
| **Managing Transitions** | * Ensure the first discussion has some sort of closure and the group is ready to move on. * Make segue clear by using links between topics. * Identify strategic moments in discussion to make transitions. |
| **Using Group’s Energy** | * Allow the group conversation to roll as long as it is productive. * Encourage physical activity to maintain energy. Get up and move between conversations. * Provide energizers for groups when they are tired, or uninvolved. * When conversations become animated and/or heated, don’t immediately diffuse them. Allow for some conflict to move the conversation forward. Step in when conversation is no longer constructive. * Listen for signs the group is ready to move to a new topic. |
| **Using Silence** | * Trust silence when it occurs. Often this is a signal learning is occurring and you’ve identified a difficult conversation. Give Participants time to form their thoughts. * Count to 10 before asking another question or filling the void. When the silence becomes uncomfortable to the group, someone usually steps in. Wait for it. |
| **Disruptive Group Members** | * Handling disruptive behaviors is often difficult. The key is to handle the disruption without hurting the individual and/or group. * Keep in mind—you are not alone and are bound to have allies in the group! Use these allies to bring the discussion back to a constructive place. * Private conversations outside of the group meeting might be necessary with the disruptive person. |
| **Dominating Conversation** | Some Participants might over-participate or dominate conversations. Use techniques to balance conversation or change how you ask questions to encourage others to participate as well. One-on-one conversations with dominant group members outside of the chapter space might be necessary. |
| **Negativity** | If a Participant is relentlessly negative and skeptical, use techniques to involve Participants in problem solving and identifying ways to be optimistic. Do not you not allow the group to succumb to the negativity. Give the complainer constructive feedback outside the group if the negativity impacts the group. |
| **Side Conversations** | Side conversations can negatively impact the group. Facilitators can use several techniques including eye contact with the smaller group, having the group move around to mix the group, involving the smaller group by asking them a direct question, and/or discussing the issue outside of the group during a break. |

**10 Keys to Succeeding as a Virtual Facilitator**

|  |  |
| --- | --- |
| **Be You** | * You can do this – it’s via a screen but you are still capable of educating online. * Take a breath and remind yourself of whatever skills you already bring to the table: compassion, a relationship with students, mastery of the content, a sense of humor, gravitas, fluidity, compelling stories. Maybe you happen to be the kind of person who really cares — or handles fear well — or is graceful under stress — or is human. Share that! * The group will still have tension, issues of social identity and rank, varied content knowledge, and different people’s motivations. Everything you know about how individuals learn still applies. Everything you know about the state of people in crisis is still true. |
| **Practice the Technology** | * This is key to success – once you master the content and practice the technology, it will feel seamless like the in-person experience. * Set up your video - be in a well-lit room with a professional background. * Make sure your sound is enabled: you want to be able to hear the participants them to hear you. |
| **Minimize multitasking** | * The temptation and likelihood of participants getting distracted or multitasking is significantly higher than when you are in-person. * This challenge should not be underestimated. It impacts every aspect of how we lead online.   + Set expectations before the session – this is written into the curriculum, but constant reminders will be needed throughout the program.   + Use the distraction – depending on the scenario, ask the participants to use their phones to engage |
| **Engage frequently and in varied ways** | * Make sure you don’t engage everyone the same way​. For example, don’t always ask yes/no chat questions. People will start to lose interest, especially those who don’t prefer that method. * Keep in mind the physical and mental challenges of being together live online. Do your best to use this time only for what is most important to do together live, like supporting each other, practicing skills, collaborating, making decisions, social motivation, etc. |
| **Manage Energy** | Read the room just as you would in an in-person experience – there are scheduled breaks but if the group needs a minute to regroup or take a break, do that. |
| **Honor People’s State** | Just like an in-person experience, every participant is going to bring their emotional state into the sessions. There may be more even emotions given the online experience. Acknowledge the emotions they have and consistently check in with your participants. |
| **Track Participation** | * A common challenge in leading online is that we end up in a one-way conversation. * We are talking at people, but don’t know whether they are learning, whether they agree or disagree, or even if they are still awake! Reading people online is more challenging than in person, but it is not impossible. * **Do not skip on the interactive components included to cover content or lecture.** |
| **Let People Know You “See” Them** | * The more you make it clear that you are reading the group in an ongoing way, the more that people will feel “seen.” The more seen people feel, the more they are likely to engage. * They are also more likely to send you clear nonverbal signals through their web camera when they get the signal that someone is looking back through their screen. Here are a few examples of what those signals might look like.   + “It looks like only about half the group has shared ideas in the chat box. If anyone is having trouble with the chat, let us know, or you can share out loud.”   + “I see [name] that you just came off mute. Is there something you’d like to add?”   + “I see a lot of people are saying ‘yes’ in the chat box, so yes, let’s shift to talking about the second topic.”   + “I see a lot of heads down on the web cameras, so I’m going to give you a little more time to journal.”   + “Everyone has shared except [name] and [name] who are on the phone. Would you like to share, too?”   + “It looks like [name] has stepped away, so we’ll come back to them when they’re back.”   + “Welcome [name], we’re just in the middle of sharing one thing we have done that’s fun today. [name], [name], and [name] haven’t gone yet.” |
| **Check on Participants That May Not Have Access** | * Lack of access can affect people’s confidence. As a result, folks’ confidence in navigating a novel online space may be challenging. The risk of shaming and exposing ignorance may be much higher. * People with less resource have less access to high end tech and a dedicated space to work from. Instead of working in front of a large computer with a headset, they might be perched on an outside stoop on their phone as traffic and neighbors pass by. * Some people may have inferior internet access. Without high-end high-speed internet, people’s connection may be spotty at best. * Here are some ideas to address these concerns:   + Don’t always pick the quickest response, instead of picking the first person to say, “I have an answer,” look for opportunities to support less-heard voices. Make a point of being invitational. * Make sure all people can participate fully. Try to always provide alternative options for participation. If people are calling in, give dedicated space for them to participate during activities and make sure the chat is read aloud. * Set people up for success. ​Another way to cause shame is using right/wrong questions and telling people they’re wrong in front of everyone. This can inflame shame. |
| **Release Yourself and Your Group of Perfection** | * We believe in high standards and excellence in performance. We applaud you if you’re the type of person shooting for perfection under all the challenges of this moment. But if you are, then you also need to be ready to aim high and miss. * There are things you can do to minimize a variety of problems, but the most important thing you can do is take a deep breath and prepare yourself to stay calm and do your best to support your group through whatever will inevitably come up. |

**Using the Facilitator Guide**

|  |  |
| --- | --- |
| **Setup** | * Instructions for set up of the room and materials will be listed here. |
| **Facilitator Set Up** | * Needs for the facilitator to have set up will be listed here. |
| **Program Supplies** | * Any supplies needed for the session will be listed here. |

|  |  |
| --- | --- |
| **Session Objectives** | * Every session will start with objectives that outline its goals * They will appear as bullets before the curriculum for each session * Refer to these bullets often during the session as a reminder of what is to be accomplished |

|  |  |
| --- | --- |
|  | **Section Title** |
| **xx/xx**  **xx:xx - xx:xx p.m.** | On the first line, the first number indicates amount of time it will take to complete each section. The second mark indicates the total time elapsed for the entire session. The second set of numbers indicates the exact times of day at which the section should begin and end. |
|  | Basic text is content to be shared with Participants. This information should be given in full and is best shared through paraphrasing and not reading word-for-word. |
|  | *Content in italics will be instructions for Facilitators.* |
|  | * Questions to be posed to the group will highlighted in grey.   *Note: If a question has already been answered at another time, you should not re-ask the question.* |
| A picture containing speaker, megaphone, electronics  Description automatically generated | **This symbol indicates information or instructions should be read, and the text will be bolded.** |
| flip chart | This symbol indicates material should be put on flip chart. |
| MCj04316210000[1] | This symbol indicates a video should be played. |
| **PPT** | This indicates a PowerPoint slide is to be shared. |
| **WB Page** | This refers to various WB style resources for participants should open.  *IFC Academy does not have a physical workbook, we will include the links to share with participants and the PDF versions to include in the links are not working.* |

A close up of a sign

Description automatically generated

**Finance Officer: Mechanics of Collecting and Spending**

**30 minutes**

|  |  |
| --- | --- |
| **Setup** | * PowerPoint slides |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * Finances basics worksheet |

|  |  |
| --- | --- |
| **Session Objectives** | * Outline the responsibilities of the officer role * Identify the Rules for IFC Finance |

|  |  |
| --- | --- |
| **5/5** | **Welcome and Introductions** |
|  | *Keep the title slide displayed until you start facilitating, then pull it down.*  *Facilitators introduce themselves and welcome Participants in a genuine, upbeat and positive way.*  *Have your camera on and microphone unmuted.* |
|  | In the chat, have each participant introduce themselves.   * Name * Campus * Affiliation |
| **20/25** | **IFC Finance Basics** |
|  | There is a worksheet on the IFC Academy webpage.  <https://tinyurl.com/AcademyFinanceBasics>  We’ll kick it off with the four Rules for IFC Finance.   1. Make Money 2. Make Money Matter 3. Strength through Saving and Separation 4. Integrity Above All Else   *Each bullet will appear one by one as you advance the slide.*  You can’t do much without money. Do not be ashamed of your revenue.   * What’s the difference between a for-profit corporation and a non-profit?   *[Be prepared for incorrect answers like “non-profits don’t make money.” Non-profit organizations can make a profit, but the profit is intended to be invested in the work of the organization in some way.]*  *Let’s look at a few examples.*   * How about the NCAA? Does their organization and its beneficiaries make money? * How about the Red Cross? Does their organization and its beneficiaries make money?   Non-profits status is about how you use your money more than anything. They are not owned privately or publicly so “profits” don’t belong to anyone other than the organization.  Know that it’s okay for a not-for-profit entity like an IFC to make money for itself. The most effective non-profits are incredibly good at making money.  **In the chat, answer this question: “*Our IFC charges per chapter, per member, both, I don’t know.”***  **Make Money Matter**  **In the chat, write:**   * What’s the most important things your IFC spends money on? * What’s the thing your IFC spends money on that seems most inane?   How you spend your money is a direct reflection of what matters to you. This is true of people and organizations. Everyone has base expenses (for individuals: rent, food, etc. or for IFCs: NIC fees, checks, etc.).  But what you spend the rest of the money on matters. Think of a friend who travels a lot or a friend who owns every movie known to man or a friend who spends every dollar he has on beer and risks not being able to pay rent. What you spend your money on says something about you and what you value.  **Now, in the chat, I want you to share:**   * What are some very positive things an IFC spends money on that accurately reflects what we are about?   *[Recruitment, Leadership Development, New Member Training, Philanthropy, Advocacy]*  **Strength Through Saving and Separation**  Save money and don’t give yourself permission to spend it. You never know what opportunities will rise in the future.  Set aside a portion of your budget. We will review this later but make an expense category for savings. Don’t keep the money in the same account. Put it somewhere else and make it slightly harder to spend. A non-profit should have 50-75% of its annual budget in a reserve or “rainy day fund.” Once you get there, don’t stop saving. Start another fund for capital expenses like outfitting an IFC office or building an endowment to send students to attend a conference.  **By a show of hands, whose IFC has a savings built?**  For those that do not, your first step in this role is to work with your advisor to build a savings for the IFC.  **Integrity Above All Else**  This one is the key. Never do anything even remotely suspicious. You must have AND be perceived as having the highest level of integrity.  **In the chat, describe:**   * How do you show integrity in IFC?   *[transparency, goals, documentation, history, knowledge]*   * Why is this important for the IFC? * What happens if you do not demonstrate integrity?   So, how do we use these rules?   * + Income: Does it reflect our community?   + Expenses: Does it accomplish a stated goal?   + Savings: Does it make us stronger?   + Integrity: Is it honest? Does it look honest? |
| **5/30** | **Wrap Up** |
|  | Before dismissing you to the next session, let’s recap this session:   * The people in this space are your resources and allies, IFC Academy is a great place to get to know those in similar roles from other campuses. * The mechanics of collecting and spending are critical to the financial success of the IFC. |

A close up of a sign

Description automatically generated

**Finance Officer: Budgeting and Prioritizing**

**35 minutes**

|  |  |
| --- | --- |
| **Setup** | * PowerPoint slides |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Supplies** | * Budget policies worksheet |

|  |  |
| --- | --- |
| **Session Objectives** | * Define the importance of budgeting * List the three components of a budget * Determine budget policies on participants’ campuses * Describe participants’ IFC priorities and highest spending areas * Illustrate gaps in participants’ IFC priorities and spending |

|  |  |
| --- | --- |
| **5/5** | **The Importance of Budgeting** |
|  | *Keep the title slide displayed until you start facilitating, then pull it down.*  To discuss budgeting, we have to begin with why we have a budget.  **In the chat,**   * Why do you believe we have a budget? * What is the purpose of having a budget for the IFC?   We have budgets to:   1. Create a record of past revenue and expenses to be used in future planning. 2. Aid in current decision making.   A budget should consist of the following components:   * + Revenue: Projecting income is one-half of the budget   + Expenses: Creating a spending plan is the second half   + Actual: Tracking actual revenue and expenses is critical to budgeting. Accurate tracking provides a decision-making guide during the current term and aids in providing historical reference for future terms. |
| **15/20** | **Budget Policies** |
| **\** | Before we begin discussing your own budgets, let’s make certain that we have established budget policies.  *There is a resource on the IFC Academy webpage.*  [*https://tinyurl.com/IFCBudgetPolicies*](https://tinyurl.com/IFCBudgetPolicies)  **Spend a few minutes on your own circling the responses to each question or filling in answers that apply to your IFC.**  *Questions include:*   * *Who builds the budget?* * *What time period will the budget cover?* * *Who will review/approve the budget?* * *When is the budget completed?* * *When is the budget communicated?* * *How is the budget communicated?* * *Other budget policies:* * *What feedback do you receive?* * *What discounts are offered?* * *What are the due dates for dues?* * *Are payment plans offered?* * *What is the penalty or late payment?*   *Ask participants if anyone answered “I don’t know” to any of the questions they were asked to answer.*  *Acknowledge that it’s okay to not know and that some individuals may have had a poor transition experience. However, it’s important to utilize as many resources as possible to find the answers moving forward.*  Most groups have these polices established and they are passed down via word of mouth.   * What is the benefit to having these decisions in writing?   **Now take a few minutes alone to develop 2-3 things that you can action on to improve your IFC Finances.**  *When they finish, have them share out.* |
| **15/35** | **The Budget** |
|  | An annual budget should be developed after all member fraternities have agreed upon the programs for the year.  There is a resource on the IFC Academy webpage:  <https://tinyurl.com/IFCBudgetPriorities>   * The budget should align with the goals and master plan for the term. Budgeting is a critical element of officer transition and preparation for a new year. * A calendar of events and programs for the fiscal year will allow the IFC to forecast the financial needs of the organization for the upcoming year. * A review of the income and expenses from the previous year will give an accurate overview of where money has been collected and spent in the past and can help inform future expenditure. * Adjustments to income and expenses will have to be made when considering the current budget if events or services are added, changed, or deleted from the calendar. * The budget should be developed by the IFC Executive Board or an appointed finance committee with input from all officers, committees, and chapters. * The budget should be formally approved by the IFC Representatives at an IFC delegation before being put to use.   **Financial Expenditures**  The most professional and accountable way to improve IFC financial requests is in accordance with the IFC budget**.**   * Create or Utilize a Budget Request Form   + The creation of a budget request form would be helpful for the treasurer to know what money is going to be spent on.   + The NIC has a sample one on their website * Charge Accounts   + All charge accounts should be limited and monitored. The IFC Finance officer should review the charge accounts and the charging procedure with each vendor individually. * Signatures   + ***No single IFC Executive Board officer should have the power to disburse funds from the IFC account.***   + Two signatures are recommended on all IFC checks and other disbursements to ensure the financial stability and integrity of the IFC. * Checks/Debit Cards   + Using a check card can increase convenience but also requires **clear and consistent oversight** to maintain the security of IFC’s accounts.   + There should only be **one card** that remains in your possession.   **Funding Requests**  With increased high-quality IFC services and events, additional money will be needed. In addition to or in place of a dues increase, the IFC may want to consider making a funding request to acquire additional money.  This can be done through requesting the use of student activity fees or also approaching the Student Government Association. You should contact your local Student Government Association (SGA) for information on the funding request procedure.  In preparing for funding requests, the IFC or fraternity community should be willing to supplement or match needed funds. The following should then be considered:   * All-Campus event sponsored by the fraternity community * Leadership activities, speakers, or forums * All fraternity/sorority activities or internal fraternity activities     Keep in mind that when requesting for money, a good justification will be needed. Events that are more inclusive to the entire campus community are more likely to be accepted than those that are exclusive to the fraternity and sorority community, but that does not mean you should not try!  **Filing Taxes**  As recognized student organizations, most IFCs are not obligated to file tax forms and should follow all financial procedures related to registered student organizations.  IFCs who need to investigate their tax status related to filing federal, state, and local taxes are those hiring employees outside the scope of the campus payroll structure and those raising more than 20% of their annual budget from external fundraising activities. In both of these cases, federal and state payroll tax forms and **the federal Form 990 may need to be completed.** |

A close up of a sign

Description automatically generated

**Officer Track: Your Role and the IFC SOP**

**20 minutes**

|  |  |
| --- | --- |
| **Setup** | * None |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * The IFC SOP |

|  |  |
| --- | --- |
| **Session Objectives** | * Apply the IFC SOP to their officer roles * Describe the importance of the IFC SOP * Develop a strategy for incorporating the IFC SOP into their operations |

|  |  |
| --- | --- |
| **20/20** | **The IFC SOP** |
|  | In the last general session, we talked about the IFC Standard Operating Procedures, or the IFC SOP.  The mission of an Interfraternity Council (IFC) is to foster a healthy and vibrant fraternity community. The IFC Standard Operating Procedures (SOP) provide structure and support—a baseline for policies and practices—for IFCs to operate in accordance with NIC Standards, endorsed by all inter/national member fraternities of the NIC.  There is a resource on the IFC Academy webpage:  <https://tinyurl.com/IFCSOPfinance>  Implementing the Standard Operating Procedures will help an IFC anticipate and address critical operational needs, while serving its member chapters and advocating for the fraternity experience.   * Prior to IFC Academy, were you familiar with the IFC SOP? * If so, do you know if your IFC is fully aligned?   This session is about understanding the components and how you can support the IFC SOP in your role.  The Finance officer’s role is critical in the overall success of the IFC, especially when it comes to the IFC SOP. Under finances,   1. In alignment with [NIC Standards](https://nicfraternity.org/nic-standards/), the IFC must pay annual dues and fees to the NIC, due September 30 of each year. This mirrors the dues programs of other councils, funds NIC support and resources for the IFC, and creates a connection to the broader fraternity community. 2. Dues are invoiced by the NIC and calculated using set [rates](https://nicfraternity.org/campus-support/) or NIC member chapters and non-NIC member chapters. This is a cost-sharing measure, since NIC inter/national organizations subsidize industry-wide support and advocacy efforts at a far greater per-chapter rate. The IFC may purchase a [Campus Support Package](https://nicfraternity.org/campus-support/), which includes IFC dues and provides additional support resources and educational opportunities for the council and fraternity/sorority community. 3. The IFC will adopt an [annual budget](https://nicfraternity.org/wp-content/uploads/2020/01/IFC-Budget-Program.xlsx). 4. The IFC will file an annual [IRS Form 990.](https://www.irs.gov/charities-non-profits/form-990-series-which-forms-do-exempt-organizations-file-filing-phase-in)  * Why is the IFC SOP important? * How is it helpful? * Why should you be aligned?   In the council breakout you just came from, you discussed where your council is currently related to the IFC SOP.   * What areas is your council most successful in? * What areas are you in need of support? * What needs to be done to be fully aligned? |
|  | The IFC SOP is flexible to meet the needs of each council, regardless of how many chapters you have on campus. It is a baseline for successful operations within the IFC. |

A close up of a sign

Description automatically generated

**Officer Track: Processing and Creating Change**

**20 minutes**

|  |  |
| --- | --- |
| **Setup** | * None |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * None |

|  |  |
| --- | --- |
| **Session Objectives** | * Process initial reactions and emotions to the Love, Mom and Dad session * Create a sense of urgency for change within their community * Recognize the IFC and their individual roles in creating that change |

|  |  |
| --- | --- |
| **20/20** | **Debrief Parents’ Session** |
|  | *Facilitator note: Use your best judgement to debrief their emotions and reactions. Some may have seen this, or a similar presentation, and for some this may be new.*  There is a resource on the IFC Academy webpage:  <https://tinyurl.com/LMDfinance>  Sample processing questions:   * What are your reactions to the parent’s presentation? * Why is this important to discuss at IFC Academy? * How does this apply to your role on the IFC? * How can you re-create this sense of urgency when you return to campus to drive change? |

A close up of a sign

Description automatically generated

**Officer Track: Q&A and Goal Setting**

**20 minutes**

|  |  |
| --- | --- |
| **Setup** | * None |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * Goal setting worksheet |

|  |  |
| --- | --- |
| **Session Objectives** | * Explore topics of interest to participants related to their roles * Create goals for their officer term |

|  |  |
| --- | --- |
| **10/10** | **Open Forum/Pressing Issues** |
|  | We’re going to spend time discussing concepts of interest to you. This is the time to bring up burning questions about other campus’s experiences, to share ideas you have for your own campus, and to support others in your role.    Provide time for participants to share ideas with one another in small groups, bringing them together in the end to share highlights of what was discussed.   * What general questions do you have about your officer role?     *Provide time for general questions and answers with the whole group.* |
| **10/20** | **Goal Setting** |
|  | We’re nearing the end of our officer track. We’re nearing the end of our officer track. Later, you’ll discuss specific issues and set goals as a team. At this time, we’ll think about goals you have for your own officer role.  **In the chat, answer the question “Why is the IFC Finance officer role important to you, your chapters, your council, and your community?”**    Now, we’ll take time to identify how we’re able to make the best version of the IFC Finance officer role a reality.    *There is a worksheet on the IFC Academy webpage.*  <https://tinyurl.com/GoalsFINANCE>  **In the left column, identify three tangible desires you have for your IFC Finance officer role on your campus based on the “best of the IFC Finance officer role” that you identified previously.**  **In the right column, turn each desire into a goal. This goal should be written as an affirmative statement as though you’re looking back on what happened in the future. For example, the desire “IFC members feel their opinions have been heard” becomes the goal “The IFC Finance officer attended one chapter meeting for each IFC chapter per term to hear feedback and discuss what IFC is doing.”**  *Provide time for officers to do so. When participants have finished, ask them to share their answers with the group.* |
|  | *Conclude the session with a thank you or quick charge to the officers. Be genuine and authentic to your style as you wrap up.* |