



## Voting Model Presentation

FACILITATOR'S GUIDE – UPDATED SEPTEMBER 2024

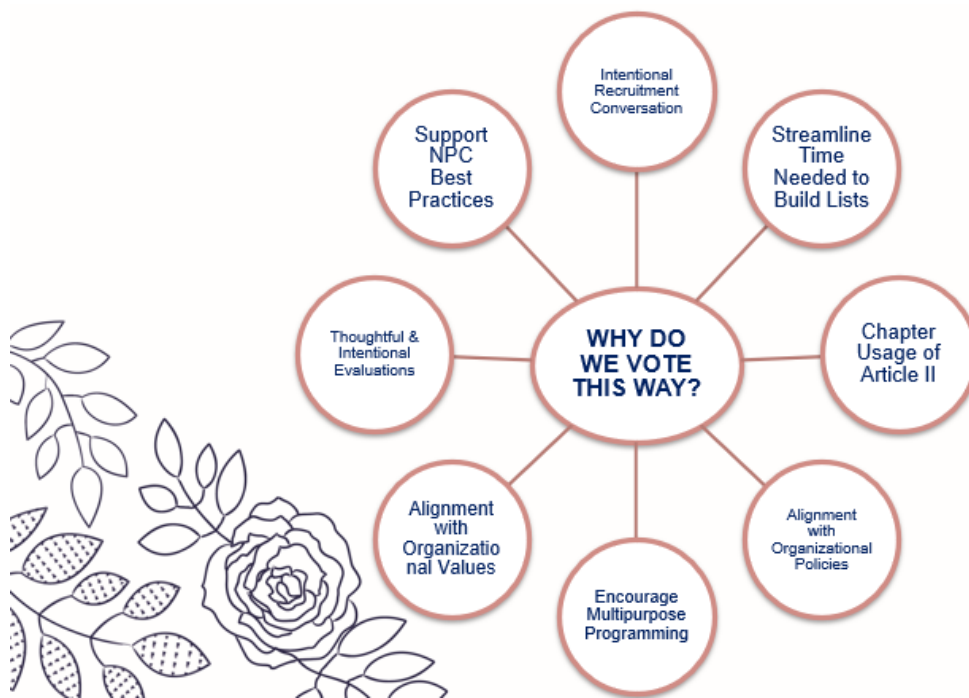


## Delta Gamma's Voting Model



A team comprised of EO staff, Delta Gamma volunteers, FSA and staff experts in the sorority and fraternity field developed Delta Gamma's Voting Model. With proven statistical success, our chapters utilize this voting model during recruitment.





**Facilitator Note:** Delta Gamma uses a membership selection process that allows for thorough and intentional evaluation of Potential New Members (PNM), which aligns their candidacy with organizational values. This voting model combines NPC best practices and aims to elevate thoughtful decision making. This not only streamlines the process for inviting PNMs back to additional rounds and to become new members but also more strongly correlates with recruitment conversations.

# Major Aspects in Voting Model



- 1-5 Likert Scale voting customized for EACH round
- Likert scale Preference voting
- Four components of Article II
- Anchor Score + Article II Assessment
- Additional Evaluations

**Likert Scale Voting:** This scale aligns with Article II and relies on the following criteria: friendship, educational and cultural interests, character and social responsibility. On preference, chapter members will be voting on the two following criteria: PNM wants Delta Gamma, I want the PNM to be a Delta Gamma. Chapter members only be vote on PNMs they spoke to on that round. Chapter members who previously knew members outside of recruitment should complete a Recommendation Form. All scores will be weighted to ensure each score is evaluated properly.

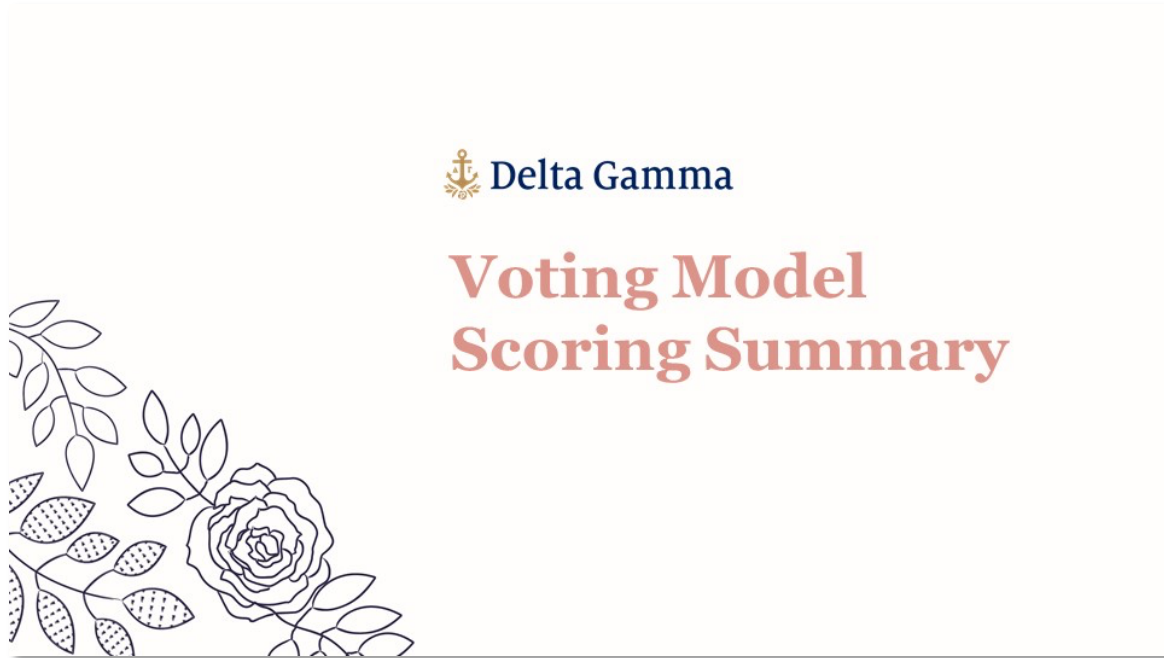
## **Anchor Score + Article II:**

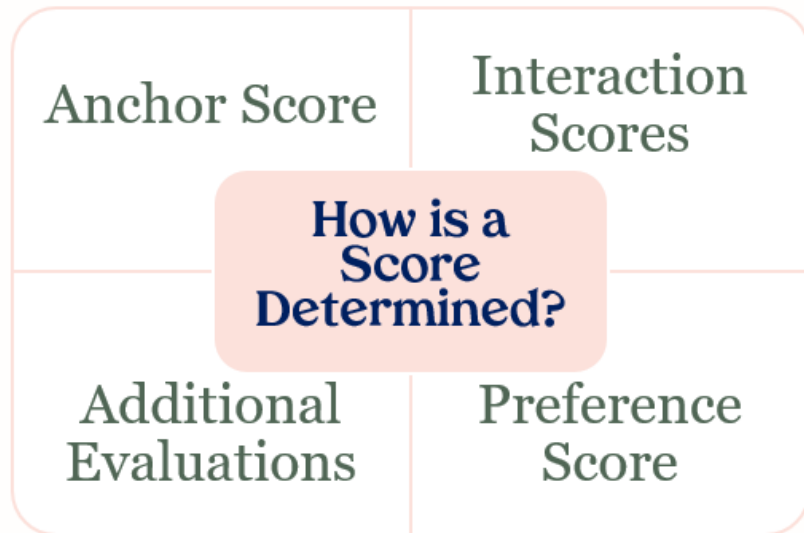
Incorporating a baseline score/pre-score, called the Anchor Score, will also be in a 1-5 Likert scale. This allows our chapter to make more educated invite decisions. This score is called the Anchor Score.

**Additional Evaluations:** If EVC determines that the chapter will be participating what was previously known as Membership Selection, now called Additional Evaluations, the chapter will allow three members to speak on behalf of the PNM for 30-45 seconds. By moving away from “just adjectives”, we can share additional information about the PNM like her why that is more easily told with more background than the adjectives were providing.



At that point, ALL initiated members will be asked to vote on a 1-3-5. The chapter should only use this Additional Evaluation model in the event that the release figure line is drawn through a group of women with the same score or a PNM has no votes.





There are four types of votes or scores that PNM's can receive under the voting model. The next few slides will review each score in detail, when/how it is used and how it contributes to the overall evaluation of a PNM.



# ANCHOR SCORE

## Anchor Score

**Anchor Scores provide us the opportunity to pre-score PNM's based their PNM profile that they created.**

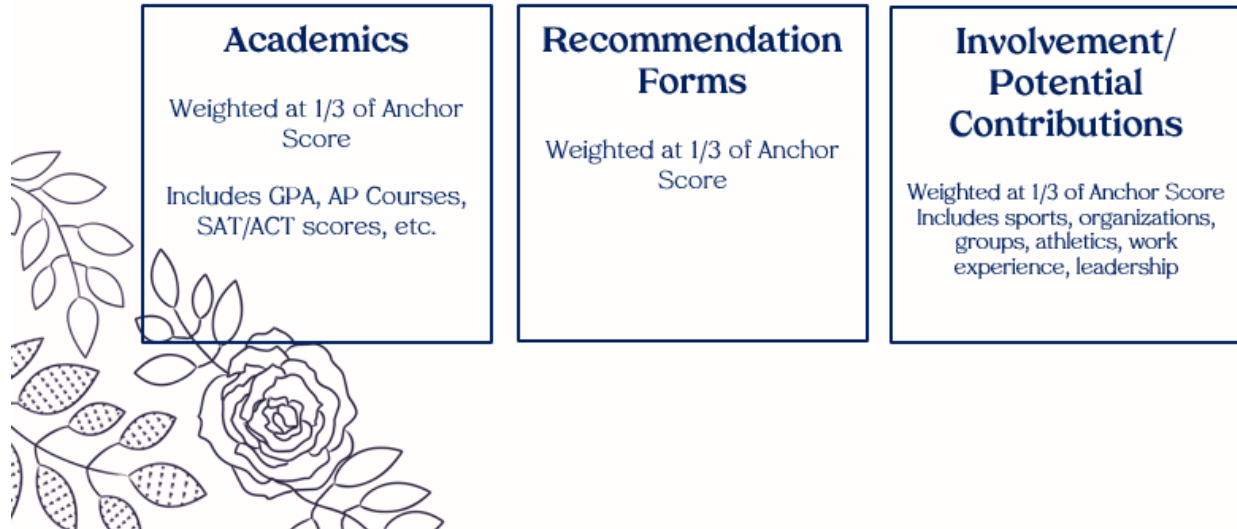
- Allows chapters to establish objective scores for each PNM to ensure every PNM is evaluated consistently. This assists EVC to eliminate any bias in our pre-score evaluation.
- Helps ensure no key information is missed in decision making given the short amount of time to get to know a PNM, especially during initial rounds.



**Anchor Scores** provide us the opportunity to pre-score PNM's based their PNM profile that they created. Anchor Scores allow chapters to establish objective scores for each PNM to ensure every PNM is evaluated consistently. This assists EVC to eliminate any bias in our pre-score evaluation. Additionally, it helps ensure no key information is missed in decision making given the short amount of time to get to know a PNM, especially during initial rounds.




## Anchor Score Voting Criteria



**The Anchor Score Voting Criteria:** The components used in Anchor Scores are academics, recommendations, and involvement. Each are weighted equally. As a chapter and EVC, we will determine the aspects that would lead to a specific score. In the next slide, we'll discuss what those might look like. Then, EVC will score each PNM prior to recruitment on these aspects.

**Facilitator Note:** *If your chapter has reservation about using the Recommendation Forms criteria, please connect with your RCRS/CRC/NCRC.*

## Anchor Score Likert Scale

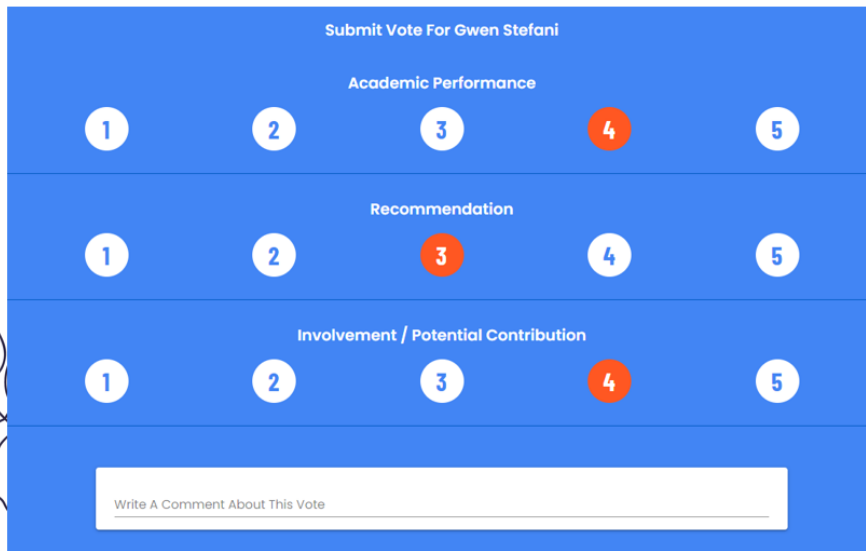



Academics	Recommendation Form	Involvement/Potential Contribution
1 - PNM is below BLSR requirement and/or demonstrates low academic performance	1- Negative recommendation form/do not pledge form	1 - no involvement
3 - Demonstrates average academic performance	3- No recommendation form	2 - limited or sporadic involvement
5 - Demonstrates exceptional academic performance	5- Positive recommendation form	3 - variety of involvement but no leadership
		4 - involvement with leadership but less depth of involvement
		5 - continued meaningful involvement with leadership and/or variety

**Facilitator Note:** EVC will determine the Anchor Score for each PNM. Chapter members can help by making sure they fill out THOROUGH recommendation forms for any PNMs they already know. The Anchor Score is also just one component of the overall score, so if a PNM is unknown, she still has a great chance through the recruitment process of joining Delta Gamma.



## Example: Anchor Score



Submit Vote For Gwen Stefani				
Academic Performance				
1	2	3	4	5
Recommendation				
1	2	3	4	5
Involvement / Potential Contribution				
1	2	3	4	5
<input type="text" value="Write A Comment About This Vote"/>				

**Voting Explanation:** Gwen has a 3.5 GPA from a competitive high school with many AP classes on her transcript. She shows involvement on her resume – several semesters working with hurricane relief and plays softball. She doesn't have any recommendation forms. She earns a 4 for both academic performance and involvement/potential contribution but only a 3 for recommendations.

# INTERACTION SCORE

## Interaction Score

**Interaction Scores are the scores based on the four components of Article II given by chapter members during rounds prior to Preference.**

- Scoring during these rounds of recruitment structured to align with recruitment conversations and Article II.
- Women are evaluated on a 1-5 Likert scale. Each round builds upon the number of Article II categories the chapter will be scoring on.
- Women should only be voting on PNMs they talked to that specific round.
- Women should NOT be voting on PNMs they talked to during previous rounds or knew prior to recruitment



### **Categories Include:**

Friendship  
Educational & Cultural Interests  
Social Responsibility  
Character

**Interaction Score:** The interaction scores are tied directly to the four components of Article II – some are evaluated once and some are evaluated more than once. It is CRUCIAL that your chapter focuses on Article II during recruitment preparation to ensure that members are asking questions that get to the HOW and WHY of our values. Additionally, interaction scores are completed in MyVote by chapter members who actually spoke to a PNM during that Round. The Anchor Score and Additional Evaluation portions of the score are open to all, so please remember the Interaction Score is based on the conversation during the round ONLY.



## Interaction Score Format: 3-Round Campus

### Round 1:

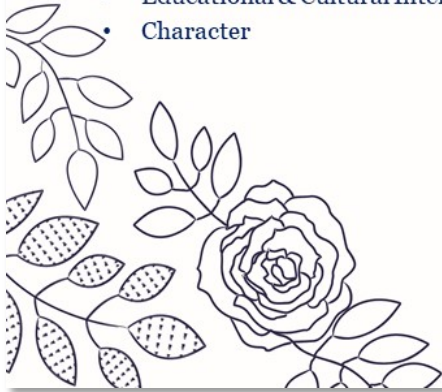
- Friendship
- Educational & Cultural Interests
- Character

### Round 2:

- Friendship
- Educational & Cultural Interests
- Character
- Social Responsibility

### Preference:

- Does the PNM want Delta Gamma?
- Does Delta Gamma want this PNM?



**Facilitator Note: ONLY use this slide if your campus uses a 3-round format. If you use a 4-round format, delete this slide.**

As recruitment progresses conversations should become deeper and shift from just getting to know the PNM to helping determine if the PNM wants to be a Delta Gamma and if she would be a good fit for your specific chapter.

In Round 1 you will get to know the PNM and likely discuss her reasons for coming to college, her plans for her time at the university, and overall interest in/reasons for getting involved. Because of the focus on these topics, you will generally learn more about her educational and cultural interest and gain insight into her character. The friendship criteria simply focus on her connection to you as you talked to her and how well we believe she would connect with the chapter as a whole.

In Round 2 you will continue to use the same categories from the previous round, but also add a focus on social responsibility. This category naturally fits well with a philanthropy rounds or sisterhood rounds with deeper conversations asking the PNM to talk about topics deeper than just herself.



## Interaction Score Format: 4-Round Campus

### Round 1:

- Friendship
- Educational & Cultural Interests

### Round 2:

- Friendship
- Educational & Cultural Interests
- Character

### Round 3:

- Friendship
- Educational & Cultural Interests
- Character
- Social Responsibility

### Preference:

- Does the PNM want Delta Gamma?
- Does Delta Gamma want this PNM?

**Facilitator Note: ONLY use this slide if your campus uses a 4-round format. If you use a 3-round format, delete this slide.**

As recruitment progresses conversations should become deeper and shift from just getting to know the PNM to helping determine if the PNM wants to be a Delta Gamma, and if she would be a good fit for your specific chapter.

**In Round 1** you will get to know the PNM and likely discuss her reasons for coming to college, her plans for her time at the university, and overall interest in/ reasons for getting involved. This will give you insight into how she aligns with our values of educational and cultural interests. The friendship criteria simply focuses on her connection to you as you talked to her and how well we believe she would connect with the chapter as a whole.

**In Round 2** you will continue to use the same categories from the previous round, but also add a focus on character. The more you talk with the PNM the more likely she is to open up and you will be able to gain deeper insight into her character, while also learning more about her educational and cultural interests and continuing to look for a connection between her and the chapter.

**In Round 3** we vote on all four of our values outlined in Article II. You should consider the same things we did in rounds 1 and 2, but this time as your

conversations get deeper in philanthropy or sisterhood rounds, we are pushing the conversations to go outside of just the PNM. We want to see how she views herself in the bigger picture with the added category of social responsibility.

**Note:** if your chapter has a philanthropy day and that day is earlier than Round 3, then speak with your RCRS/CRC. You can evaluate PNM social responsibility during Philanthropy round and adjust the categories as listed above. If you've made that decision with your RCRS/CRC, adjust the slide to reflect the night you are actually starting to discuss social responsibility.



# INTERACTION SCORE: FRIENDSHIP

## Interaction Score: Friendship

1

Did not see and cannot see PNM connecting with chapter members

3

Did not connect but could see PNM connecting with another sister

5

Strong connection with PNM

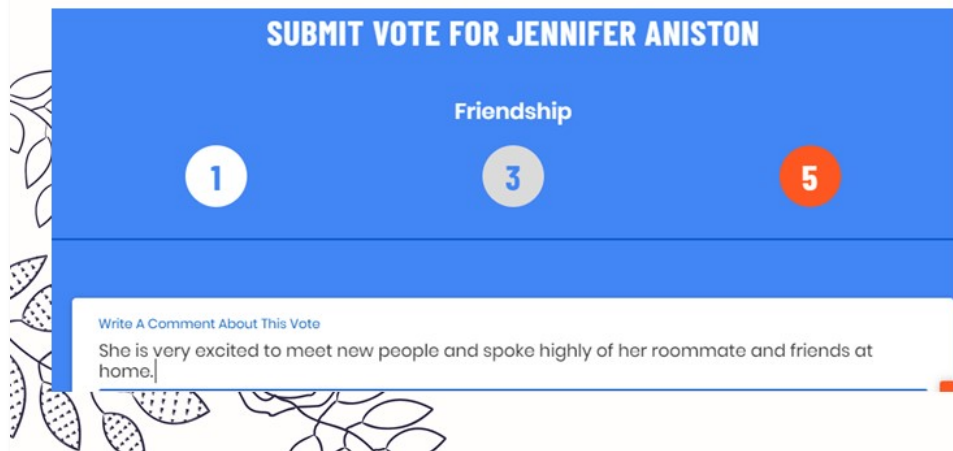
**Friendship:** This category asks the simple questions “Does this PNM connect with our chapter?” Based on your conversations either you will connect with her, you’ll think she could connect with another member or you will not see her connecting with the chapter. Remember, try to give the PNM the benefit of the doubt by thinking about potential chapter members she might connect with even if you do not connect right away. Then using the matching feature in MyVote to recommend that that member talk to her in the next round.



## Example: Friendship Interaction Score

Member Comment: "I really liked Jennifer, she is excited to meet new people in her classes and try out new things. She talked highly of her roommate and friends at home."

Member Vote: 5



The image shows a voting interface for Jennifer Aniston's Friendship score. It features a blue header with the text "SUBMIT VOTE FOR JENNIFER ANISTON". Below the header, there are three circular buttons labeled 1, 3, and 5. The button labeled 5 is highlighted in red, indicating it is the selected vote. Below the buttons, there is a text input field with the placeholder text "Write A Comment About This Vote". The input field contains the text "She is very excited to meet new people and spoke highly of her roommate and friends at home." The interface is decorated with a pattern of stylized leaves on the left side.

**Voting Explanation:** We see in the comments here this member connected with Jennifer. She had a positive conversation and experience with her, so she voted a 5.

# INTERACTION SCORE: EDUCATIONAL & CULTURAL INTERESTS

## Interaction Score: Educational & Cultural Interests



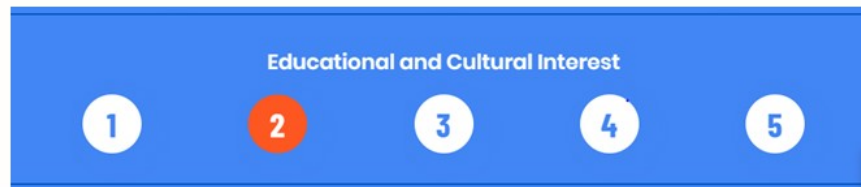
**Educational & Cultural Interests:** When thinking about this Round, remember to think beyond a GPA or major. The Anchor Score has captured the PNM's GPA, test scores, and advanced coursework. This interaction score really needs to capture a PNM's passion for pursuing her intellectual journey, engaging in experiences that expand her world view, and passion for education as the core of her college experience.



## Example: Educational & Cultural Interests Interaction Score

Member Comment: "She only wants to join a sorority for the social events. Asked a lot about which fraternities we hang out with. She was very nice though; she should talk to Ashley. We didn't talk much about educational and cultural interests"

Member Vote: 2

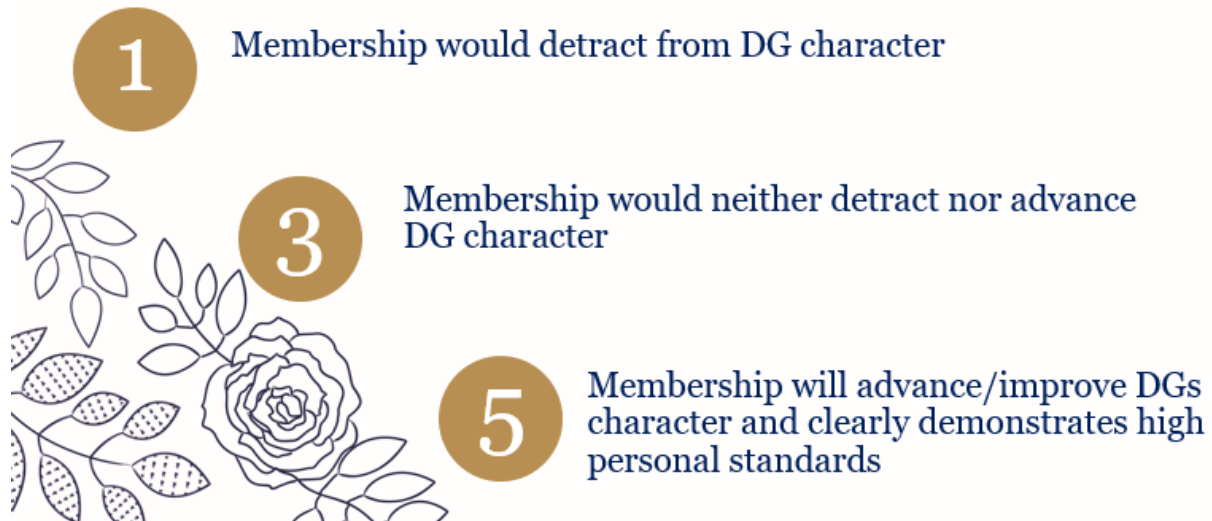


**Voting Explanation:** We see in this member's comments that the conversations did not really focus on educational or cultural interests, but the member noted that she may connect with another member in the chapter, and stated that she didn't talk in depth about educational or cultural interests. In this case it's not a clear 1 or clear 3 because they didn't necessarily talk specifically about her goals or plans but we are leaning toward the idea that this may not be the PNM's main focus entering college. This is a case where she falls in between so you could give her a 2.



# INTERACTION SCORE: CHARACTER

## Interaction Score: Character

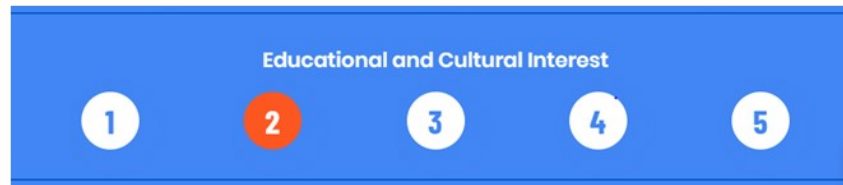


**Character:** When thinking about character we want to remember this is WHO the PNM is not what she does. This is demonstrated by vulnerability, respect for self and others, personal interests and priorities that would advance DG.

## Example: Character Interaction Score

Member Comment: "She only wants to join a sorority for the social events. Asked a lot about which fraternities we hang out with. She was very nice though, she should talk to Ashley. We didn't talk much about educational and cultural interests"

Member Vote: 2



**Voting Explanation:** Again, she would fall into a 2 for this category. Based on the conversations, she has demonstrated that her priorities are questionable, but we cannot say without a doubt that having her would detract from Delta Gamma's character so we land on a 2 for this PNM in the Character category.



## INTERACTION SCORE: SOCIAL RESPONSIBILITY

**Interaction Score: Social Responsibility**

**2** I believe she will not be socially responsible

**4** I believe she will be socially responsible

A decorative line-art illustration of a rose and its leaves, positioned in the bottom-left corner of the form area.

**Social Responsibility:** Now, this category is a little bit different in that there are only two options. In the short conversations that you have with PNMs you will likely get a sense of their social awareness and whether they are concerned about the bigger picture outside of themselves. While some of this may overlap with Educational & Cultural Interests and Character, we felt it was important to touch on all aspects of Article II and at least get a sense of each woman's sense of Social Responsibility. Remember, if you are unsure of which one to choose, give the woman the benefit of the doubt but be sure to write as detailed comments as possible to help EVC as they compare PNMs across this category.



## Example: Social Responsibility Interaction Score

Member Comment: "Meghan was awesome, she is very kind. She is very passionate about her major and service trips. She wants to get involved with student government."

Member Vote: 4



**Voting Explanation:** This one is very straight forward. The member commented that she is passionate about service trips, so she obviously has a sense of social responsibility and sees outside of just herself.



# ADDITIONAL EVALUATIONS

## Additional Evaluations

**Additional Evaluations are a chance for chapter members can verbalize their perspective without being limited to just adjectives.**

- Adjectives are still useful and can be used to tell what is ok to say in front of the chapter and what it is not.
- Use adjectives to share the PNMs why, not just the what. For example, the adjective philanthropic can help launch us in to her passion for why she chooses to volunteer for that organization.
- Concerns about a PNM that would have been shared with EVC in the past due to their confidential or sensitive nature, should still be shared ONLY with EVC.

### **Tips for Additional Evaluations:**

Center and talk about your experience with the PNM, not what you heard or what someone told you.

This is an opportunity for a member who knew her from before and didn't speak to her today/vote on her to share information.

**Additional Evaluations:** Additional Evaluations can be held after each round and any PNMs up for discussion are at the discretion of EVC. This allows chapter members to speak up to 30-45 seconds per chapter member and eliminates the need to follow a pro-con-con-pro. This is also a great opportunity for chapter members who know a PNM from before recruitment to speak about her if they were not able to talk to her during the round. ALL chapter members are able to speak during Additional Evaluations which really allows for a diversity of experience with PNMs.



## Additional Evaluations Process

1. EVC determines additional evaluations are needed

2. EVC sets up *additional evaluations* round in MyVote

3. EVC brings first PNM profile forward to the chapter

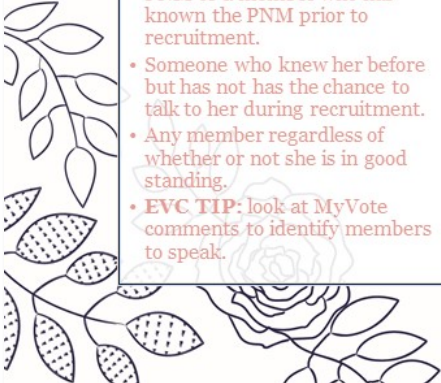
4. Up to three members speak on the PNMs behalf, 30-45 seconds each

5. All chapter members are asked to vote on a 1-3-5 scale

6. EVC brings next profile forward

**Facilitator Note:** This is the process for Additional Evaluations. EVC will take care of Steps 1-3 and then the chapter engages on Steps 4-5 through speaking about PNMs and voting. As a reminder, ALL chapter members are able to speak about a PNM during Additional Evaluations and ALL initiated members should vote during Additional Evaluations. Steps 4-6 repeat for as many PNMs as EVC decides need to be discussed.

## Additional Evaluations Step 4: Speaking Up About a PNM



Who can speak?	What should they say?	What shouldn't they say?
<ul style="list-style-type: none"> <li>• Anyone who has spoken to the PNM or a member who has known the PNM prior to recruitment.</li> <li>• Someone who knew her before but has not has the chance to talk to her during recruitment.</li> <li>• Any member regardless of whether or not she is in good standing.</li> <li>• <b>EVC TIP:</b> look at MyVote comments to identify members to speak.</li> </ul>	<ul style="list-style-type: none"> <li>• The member should speak about her own experience with the PNM prior to or during recruitment.</li> <li>• Adjectives are a good place to start, but this should dive deeper. Think <i>how do I know this</i> or <i>what did she say that tells me this?</i></li> <li>• Keep it to firsthand experiences <b>ONLY</b></li> <li>• Make sure to keep it to 30-45 seconds</li> </ul>	<ul style="list-style-type: none"> <li>• This is not the place to discuss what someone heard about her or a non-member's interaction with the PNM. Focus on first-hand interactions with the PNM that speak to the values of Delta Gamma.</li> <li>• We also do not want to spend time talking about how "cute" or "nice" or "wonderful" the PNM is. Give specifics of <b>WHY</b> she would be an asset to the chapter.</li> </ul>

**Facilitator Notes:** While the Additional Evaluations model opens the format for discussion, it is important to remember that there are still some things that should only be shared with EVC. Information of a confidential or sensitive nature or information that comes from a third-party should only be shared with EVC. The Additional Evaluations time should focus on members' first-hand experiences with PNMs, whether during or prior to recruitment, and should expand on HOW or WHY you know something about a PNM.





## Additional Evaluations Step 4 Example

“I have known this PNM since my sophomore year of high school. We were on the cheer squad together, and she was an extremely hard worker. She showed up to everything on time and was always the last one to leave. When we spoke today, she talked about wanting to find a place on campus where she can continue to be involved and continue to make connections with people. She wants to contribute to something outside of herself, and that is why she came through recruitment. She said she could see herself connecting with the women in our chapter.”



**Facilitator Note:** This is an example of a quick, short and direct Additional Evaluation. It references both prior and current experience with the PNM and HOW this PNM would function in the chapter.



## Score: Additional Evaluations

1

She should be low on our Bid List

3

Unsure or "I am more passionate about other PNMs"

5

I want her to be a Delta Gamma. She needs to be on the top of our Bid List.

### Reminders

- ALL chapter members should be voting during Additional Evaluations regardless of whether they met her so it is VERY important that discussion is helpful, informative, and relevant to voting.
- This is NOT a time for group think. Make sure the chapter is voting on the QUALITY of what they heard, not WHO they heard it from.

**Facilitator Note:** After the end of discussion, members will vote on a 1-3-5 Likert Scale. ALL chapter members should be voting regardless of whether they met the PNM which places a great deal of importance on the quality of the discussion and diversity of members who are sharing.

## Preference Score

**Preference Scores** are one of the bigger changes for our chapter members, as now **ONLY** the chapter members who talked to her during preference will be scoring the preference categories.

- Each PNM will get 2 scores during preference round, both on a 5-point scale.
- As EVC creates the bid list, they will be looking at and including **ALL** of the scoring throughout the week in feeding into the PNM's final score, not just the Preference Score.



**Facilitator Note:** Preference Score is essentially another Interaction Score, but it focuses on the conversation during Preference on two spectrums: does the PNM want to join Delta Gamma and do we want this PNM as part of our new member class. Intentional matching during Preference will strengthen this vote immensely, as will intentional conversation about her decision-making process.



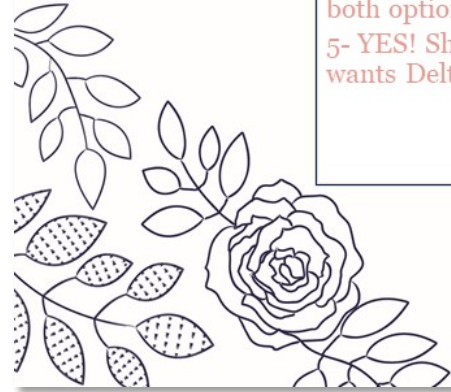
## Score: Preference Round

### Does the PNM want to be a Delta Gamma?

- 1- No. She wants another chapter.
- 3- Unsure or weighing both options.
- 5- YES! She definitely wants Delta Gamma.

### How much do we want her to be a Delta Gamma?

- 1- She should be low on the Bid List.
- 3- Unsure or "I am more passionate about other PNMS."
- 5- She should ABSOLUTELY be a Delta Gamma!



**Facilitator Note:** Chapter members will vote on women they actually talk to during Preference on these two scales.





## Voting Model Review



**Facilitator Note:** At this point, please review the four “types” of scores with your chapter making sure that they understand each one, how it is different from the previous voting model and what their role in that vote is.



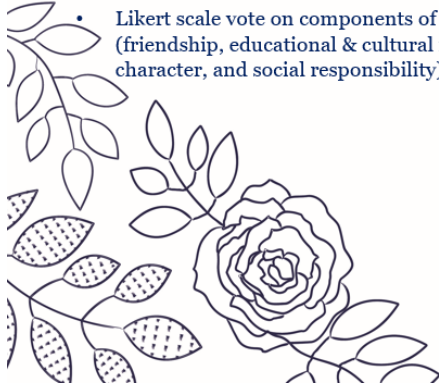
# Putting It All Together

## **Anchor Score:**

- Evaluates academics, recommendations, and involvement/potential contributions
- Completed prior to recruitment by EVC

## **Interaction Scores:**

- Completed each round by members who met the PNM during that round
- Likert scale vote on components of Article II (friendship, educational & cultural interests, character, and social responsibility)



## **Additional Evaluations:**

- Facilitated by EVC following each round (as needed)
- All members can speak about PNM and all members can vote on PNMs

## **Preference Scores:**

- Completed by member(s) who spoke to the PNM at preference
- Likert scale of how much PNM wants DG and how much DG wants PNM

**Facilitator Note:** Make sure chapter members understand which scores they need to complete for each round and review the Likert Scales as needed.





**Questions?**  
**Contact your**  
**RCRS/CRC/NCRC**



End of presentation.

