



Center for Leadership and Fraternity & Sorority Life

Student Fees Advisory Committee (SFAC)
Program Questionnaire for FY 2011-12

Center for Leadership and Fraternity & Sorority Life

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- 1. Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms: your unit's mission, how you accomplish your unit's mission, and a justification of your unit's student fee allocation in terms of benefits for students.**

University Centers Mission:

In celebration of our diverse campus community, the University Centers enrich the campus life experience by providing quality programs, services and facilities focused on student involvement, student learning and student success.

2010 in Overview:

The Center for Leadership and Fraternity & Sorority Life (CLFSL), newly established in August 2010 as a part of the University Centers, has four full-time staff and one instructional assistant focused on providing meaningful learning experiences within the three pillars of our office – leadership development, fraternity & sorority life, and service and citizenship. Having grown out of the staff working with fraternity/sorority life, the CLFSL staff is working to further grow our fraternity/sorority programs while creating and growing leadership development and working in concert with the Metropolitan Volunteer Program to grow our service and citizenship programs.

The CLFSL staff advises: forty-one (41) fraternities and sororities housed within four governing councils; the Metropolitan Volunteer Program; growing leadership development programs; the fraternity/sorority residential experience in Bayou Oaks; and participates in a variety of University Centers, Division of Student Affairs and University initiatives. Throughout this report a commitment will be demonstrated to growing our leadership programs through the Leadership Development Task Force and includes base augmentation requests for 1) leadership development programs, and 2) a commitment to growing our service offerings through the funding of an Alternative Spring Break program.

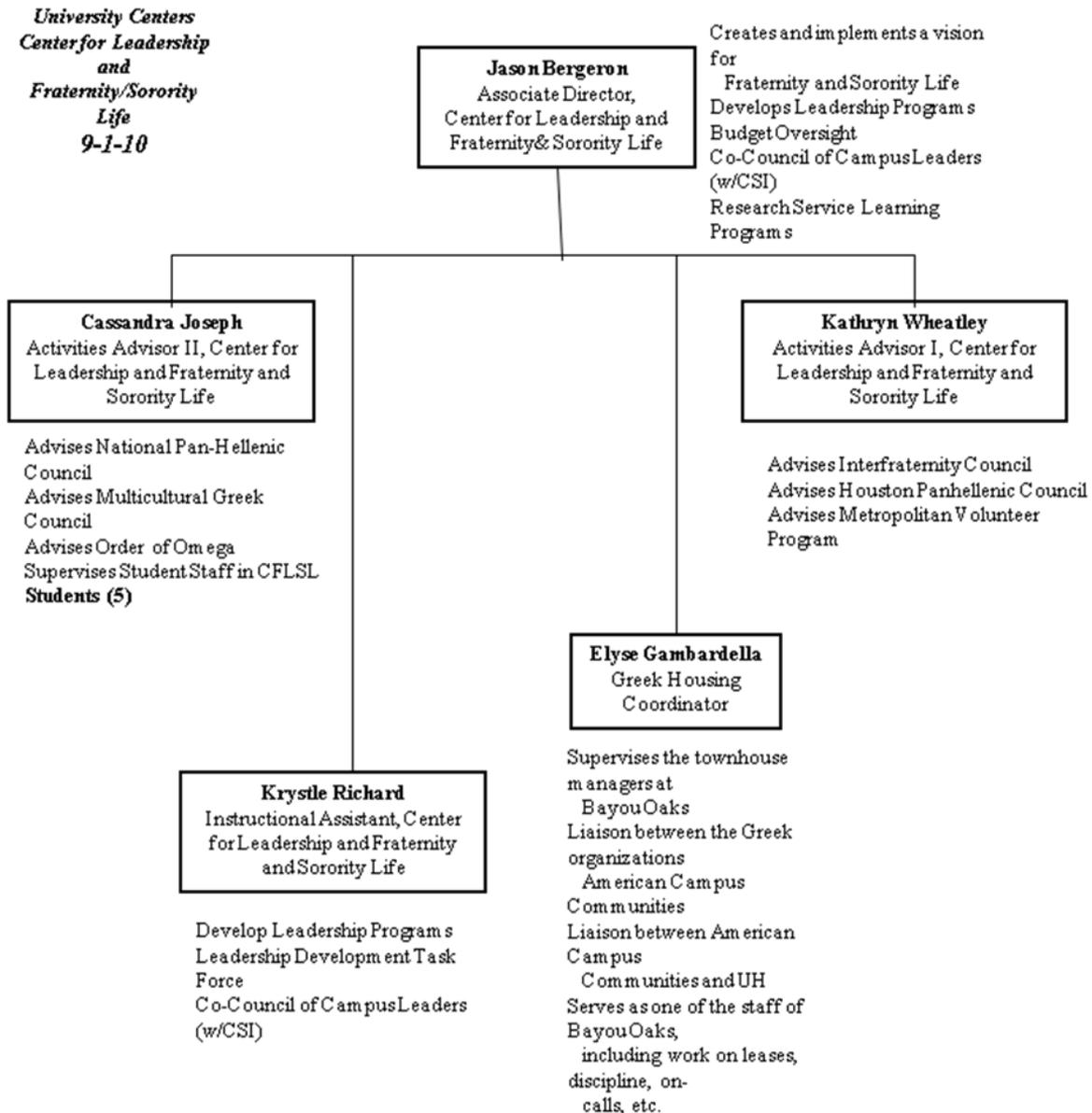
The CLFSL is 100% funded by student fees, and we seek to be responsible stewards of this funding and to provide the University of Houston with experiences that are proven to meet the educational mission of the university. Throughout the report, you will see data that supports learning within many of our programs that required significant financial support. The Center is conscious that learning is a core function of our work and we must do our best to demonstrate that learning is occurring within our programs.

The Spring 2010 semester was an exciting time for the CLFSL as the reorganization reflected a shifting focus towards student learning within the University Centers. This also presented interesting challenges in the establishment of a new office with new functional areas. Previous goals have been reviewed from when these functions were housed within in campus Activities, and new two-year goals reflecting the new focus of the Center's work have been outlined with a focus on growing programs and defining direction for the new office and the staff within it.

The CLFSL staff is excited for the ability to continue to grow and create programs that have a demonstrated impact on students and their ability to persist and find success at the University of Houston.

2. Provide an organization chart of your unit. Large units may need to have an overview chart and then more specific charts for each program. Where you have multiple staff in the same position (e.g. counselor, custodian, etc), note this on your chart. Student employees should be cited on the chart and identified as students.

The organizational chart for the Center for Leadership and Fraternity & Sorority Life can be found below.



3. **List the objectives that you provided with your 2009-2010 SFAC request. Please comment on your success in achieving these objectives. If an objective changed during the year, please note this and explain. Also, list any new objectives, the rationale for the addition, and comment on your success in achieving these objectives.**

The following goals were created by the Department of Campus Activities in late 2009. While the functional areas of the Center for Leadership and Fraternity & Sorority Life are no longer housed within Campus Activities (Center for Student Involvement), many of the goals were created to directly impact areas now housed under the CLFSL. The goals that most directly relate to leadership development, fraternity & sorority life, and service and citizenship are detailed below.

Goals: 2010-2015

Each goal is accompanied by a list of objectives. The objectives listed here are for the spring 2010 through spring 2011.

Goal 2: Identify, adopt, and implement best practices (UH Goal 1: National Competitiveness, UH Goal 2: Student Success – retention and satisfaction, UH Goal 5: National and Local Recognition)

d. Incorporate dialog into staff meetings regarding initiatives related to the fraternity/sorority movement

With the University Centers integration and the creation of the Center for Leadership and Fraternity and Sorority Life, the CLFSL staff has had the opportunity to focus more on staff development during staff meetings. We have moved to a model of having staff meetings every other week. In the interim weeks a staff member presents a topic of interest, a hot topic within the profession, an area where we are seeking knowledge, etc. to better understand all of the Center's areas of focus.

As a staff, we have discussed topics related to assessment of student learning within fraternity/sorority life, social networking as it affects the profession, models and theories of leadership development, models of achievement programs, and benchmarking tools within the profession. These conversations are ongoing and inform the work that we do within the field.

STATUS: In progress

e. Begin the formal strategic planning process within fraternity/sorority life.

As the fraternity and sorority staff shifted to a new Center, the strategic planning has become more specific to the CLFSL. We have set new goals to focus on

strategic planning for the Center starting this fall. Our focus has shifted from only fraternity and sorority life to include leadership and service related issues.

STATUS: In progress

Goal 3: Establish transformative learning opportunities (UH Goal 2: Student Success-satisfaction, UH Goal 3: Community Involvement – Civic Engagement, Intellectual Development, Service to Community)

a. Assist students in the creation of shared values and a shared statement of purpose for the fraternity/sorority community at UH.

The Shared Purpose and Core Values of Fraternity and Sorority Life at the University of Houston were created by students within the fraternity/sorority community at the Greek Visions Institute educational program in January 2010. This document continues to be a guiding force within all discussions, programs, and initiatives sponsored by fraternity/sorority life. The shared purpose and values are listed below.

Statement of Purpose

The purpose of the University of Houston fraternity/sorority community is to establish a collaborative body that provides development and personal growth to our members and community-at-large. We are committed to establishing a lifetime bond of brotherhood and sisterhood in conjunction with a perpetual commitment to philanthropy and service. We will commit to creating balance as we strive for academic excellence and social responsibility.

Core Values

Collaboration
Personal Growth
Community Growth
Brotherhood and Sisterhood
Philanthropy and Service
Academic Excellence
Social Responsibility

STATUS: **Achieved**

b. Complete the learning outcomes development process for the fraternity/sorority experience.

Based on the aforementioned shared purpose and values, the staff within fraternity/sorority life outlined learning outcomes for the fraternity/sorority experience at UH. This assists the office in creating educationally-purposeful programs and initiatives for our students.

STATUS: **Achieved**

Goal 4: Develop and enhance cultural competencies (UH Goal 2: Student Success – retention/graduation, UH Goal 3: Community Advancement – Civic Engagement)

a. Identify and implement practices that promote increased interaction and dialog cross councils/cultural groups.

During the spring 2010 semester, council presidents met bi-weekly to discuss a week of educational activities called *Greek Week* slated for the 2010-2011 academic year. The council presidents felt that this would increase the interaction between the four councils by participating in various activities together. They participated in dialog were they were able to educate each other about the cultural difference between the four councils while planning the Greek Week activities. Students are still exploring dates to maximize the involvement of all councils and chapters.

In January 2010, we hosted the *Greek Vision Institute* for 39 of fraternity and sorority student leaders. The Institute provided our fraternity and sorority members with leadership development and ways to conduct cross council collaboration. The students were able to create a Statement of Purpose for the fraternity and sorority community by the end of their Institute experience.

STATUS: **In Progress**

b. Identify and implement a system that promotes council, chapter, and individual student development.

Fraternity and sorority life staff promoted student development for the council, chapter, and individual student leaders during the spring 2010 semester. The CLFSL staff has implemented student development through president one-on-one meetings where the staff discussed topics about values based leadership, risk management, social responsibility, and other topics with the presidents. The staff also provided educational opportunities during council officer meetings and general body meetings. The Fraternity and sorority life staff have continued to

host the bi-monthly President Roundtable discussions for all of the chapters from the four councils.

STATUS: In Progress

c. Explore strategies for team advising within councils.

The Fraternity and sorority life staff discussed opportunities to participate in team advising but did not implement team advising due to the changes within the office staffing and transition.

STATUS: Not Achieved

d. Identify opportunities for cross-training within fraternity/sorority life team.

With the transition into a new office and training for the new staff member, cross-training within the team will be implemented for the 2011-2012 goals.

STATUS: Not Achieved

Goal 5: Maintain effective and relevant communication (UH Goal 2: Student Satisfaction, retention)

a. Have staff discuss and review all council and mass-chapter communication with students.

In an effort to increase awareness within the fraternity/sorority life staff of communication going out to chapter and council leaders, it was determined that all mass-communication would be shared with all staff members. The staff has improved in ensuring that all significant communication out to students is reviewed by everyone in the office.

STATUS: Achieved and still in progress

b. Provide more readily accessible information about chapter and council leaders on fraternity/sorority life website.

Chapter and council information is now more readily-accessible on the Center for Leadership and Fraternity & Sorority Life website, including contact information for chapter leaders and links to council websites. Additionally, council and chapter leader information has been condensed into more easily distributable methods so that parties interested in contacting chapter and council leaders about opportunities can do so easily.

STATUS: Achieved

Goal 6: Provide comprehensive staff development (UH Goal 1: National Competitiveness, UH Goal 5: National and Local Recognition, UH Goal 6: Resource Competitiveness)

a. Identify ways to better support summer staff development.

During the summer of 2010, professional staff members identified opportunities for growth and development. Kathryn Wheatley attended the Interfraternity Institute (IFI) in Bloomington, IN. The institute challenges participants to engage in an elevated level of dialogue surrounding fraternity and sorority topics. Kathryn also facilitated at the University of Houston's LEADERSHAPE, a 6 day institute that challenges participants to develop a vision, reflect upon personal values, and explore the concept of creating change. Jason Bergeron served as a program coordinator for LEADERSHAPE. Over the summer Jason also facilitated at the Undergraduate Interfraternity Institute (UIFI). UIFI, a 5 day institute, promotes dialogue amongst student participants and challenges students to explore and define personal leadership, values congruence, and aims to build skills to create change in fraternal chapters and communities.

STATUS: Achieved

b. Implement a schedule of site visits to other campuses.

The Center for Leadership and Fraternity and Sorority Life was unable to visit other campuses during the summer of 2010. The office focused on the search for a new Greek Housing Coordinator as well as the transition from Campus Activities to a new office. The busy summer schedule was not conducive to scheduling visits to other campuses. The office is currently exploring the possibility of future campus visits.

STATUS: Not achieved, continued

Additional Objectives

The following initiatives were not part of our original goals as a functional area, but became important during the academic year.

1. Hiring of new staff

Two new staff were hired to complete the fraternity/sorority life team/CLFSL team. Elyse Gambardella was hired as the new Greek Housing Coordinator and Krystle Richard was hired as our new Instructional Assistant for Leadership.

Elyse is focused on working closely with the townhomes in Bayou oaks to provide an environment conducive to academic achievement and social responsibility. She comes to the University of Houston from Miami University where she was completing her Master's in College Student Personnel and working in housing and fraternity/sorority life.

Krystle is focused on working with the Associate Director to create a comprehensive leadership development program for the UH student community. She comes to the University of Houston from Kansas State University where she received her undergraduate degree and worked full-time for two years in the Admissions department.

Additionally, due to the reorganization and the establishment of a new center, additional student staff was hired to staff the Center for Leadership and Fraternity & Sorority Life.

2. Addition of educational programs

While a retooling of the Greek Leadership Retreat was planned, two additional educational programs that required financial backing were initiated. Kim Novak, campus safety and risk management specialist, visited campus to work with our professional staff in the University Centers and Student Affairs and our fraternity/sorority members on creating a culture of social responsibility with campus communities. Additionally, financial resources from the fraternity/sorority budget were used to fund the Multicultural Greek Council Leadership Academy, a morning and afternoon leadership experience for council and chapter leaders within the Multicultural Greek Council.

3. LeaderShape

While not part of the original goals for Campus Activities, LeaderShape became an important partnership for the Department of Campus Activities and became an impact learning experience for our students. The LeaderShape Institute occurred on May 17-22, 2010 at Camp Holy Wild in New Caney, TX. This experience included 39 student participants, 4 small group facilitators, 2 lead facilitators, 2 staff program coordinators, and 1 student on-site coordinator.

4. Leadership Development and Service

With the creation of the new Center, the CLFSL staff was excited to undertake the creation of comprehensive leadership development and service programs. Currently, the focus is on creation of a leadership development program with the guidance of the Leadership Development Task Force. The center is also putting a secondary focus on service initiatives and working with the Metropolitan Volunteer Program to promote their mission of providing meaningful service opportunities for students.

- 4. Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned objectives and their importance as compared to other objectives that you might pursue. Where data exist, discuss the number of persons served by each of your programs and the satisfaction level of those served. Please provide the method for collecting these data.**

Many of the programs and initiatives that are housed within the areas of leadership development and fraternity/sorority life are educational in nature. Therefore, it is important that the focus of how we identify success is through learning. For many of our programs, pre-and-post tests are used to identify changes in knowledge, skills, or beliefs as a result of attendance at a program. The staff working in fraternity/sorority life and leadership development used this method on three separate occasions to demonstrate learning for the following programs: the 2010 Greek Visions Institute, LeaderShape, and the 2010 Multicultural Greek Council Leadership Academy.

Multicultural Greek Council Leadership Academy

The Multicultural Greek Council hosted its first Leadership Academy in July 2010. We had a national facilitator lead the attendees through a series of exercises to assist the student leaders in creating a mission and vision and defining their purpose and direction as an organization. We had approximately 42 student leaders from the 16 chapters from the Multicultural Greek Council attend. We utilized a qualitative and quantitative pre and post-test to gather the data.

The pre-test covered questions that addressed the information the students were looking to gain from their experience at the Leadership Academy. Though the qualitative & quantitative information, we identified that students were interested in learning about some of the following based off of the pre-test data: leadership skills, issues facing the council, council unification, effective communication, the direction of the council, and other information.

The post-test provided information about what the students felt were some of the most important things they learned during the Leadership Academy. Though qualitative & quantitative information, we identified that students learned the following based off of the post-test data: ways to be an effective leader, qualities of an effective leader, what a mission and vision statement are and how to create them, communication as a council member, what their values are and what their values represent, the importance of unification and working together for a common goal, if they work together as a council they can reach their goals, and others.

Pre/post test data from the MGC Leadership Academy can be seen on page 16 of the report.

LeaderShape®

In cooperation with the Bauer College of Business, the Department of Campus Activities hosted UH's first session of the LeaderShape Institute. The LeaderShape Institute is a six-day educational institute focusing on developing students' ability to "lead with integrity". Throughout the institute, participants engage in self-discovery, learn how they interact in groups, and learn about their responsibility to society as undergraduate leaders. LeaderShape has been recognized as an "exemplary program" by the WK Kellogg Foundation, and remains the signature leadership development institute for college-age students.

A pre-test/post-test was used for LeaderShape as well. Students identified extremely high increases (increases 3-fold plus in “strongly agree”) in areas such as ability to take risks, ability to take action towards a vision, and willingness to be vulnerable. Additional high gains (increases 2-fold plus in “strongly agree”) included participants’ ability to manage and resolve conflicts, create and implement change, effectively communicate verbally, articulate ethics and values, and actively seek out feedback and guidance.

Pre/post test data from LeaderShape® can be seen on pages 17-18 of the report.

2010 Greek Visions Institute

The Greek Visions institute was a retooling of the Greek Leadership Retreat and remains the flagship educational program for the UH fraternity/sorority community. The Greek Visions Institute is a two-day educational program held at a camp off-site so that students can focus their attention on building relationships with one another and absorbing the curriculum. For this program, we typically bring professionals from outside the university to spend time with our Greek leaders. At the Greek Visions Institute, chapters engage in conversations about the importance of values integration for the success of our fraternities and sororities, and engage in action planning for their chapters. For the 2010 Greek Visions Institute, 39 fraternity/sorority leaders identified a shared purpose and values for our community that guides allocation of time, energy, and financial resources within fraternity/sorority life.

Students completed a pre-test and post-test that chronicles their learning throughout the institute. Students identified significant gains (1 point or more) in their ability to identify the issues facing the UH fraternity/sorority community and their ability to articulate the shared values of our community. Additional significant gains (.75 – 1) were in students abilities to confront chapter members incongruent behaviors, articulate a working definition of leadership, and consider the larger fraternity/sorority community when making decisions.

Pre/post test data from the 2010 Greek Visions Institute can be seen on page 19 of the report.

5. **Please discuss any budget changes from your last (FY2011) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections. In addition, if your unit concluded FY2010 with a Ledger 3 Fund Equity balance, please describe the conditions which caused the fund balance.**

The Center for Leadership and Fraternity & Sorority Life was not a stand alone Center during the previous SFAC process for FY2010, therefore there was no Ledger 3 Fund Equity balance. The FY 2011 funding being utilized by CLFSL were funds identified with the Campus Activities budget for FY2011 for the personnel/benefits, office supplies and equipment, and the programming dollars associated with fraternity and sorority life and leadership programs. (see the CLFSL budget spreadsheet).

6. Please list your 2011-2012 objectives in priority order. Larger units may wish to group your response by subprogram. Under each objective, state the specific programs, activities, and/or services that you plan to implement to meet your objectives.

The staff in the Center for Leadership and Fraternity & Sorority Life recently established a series of overarching two-year goals, beginning during the Fall 2010 semester and all with a scheduled completion of the end of FY2012. Within each of these goals are housed smaller goals. These goals represent the overall advancement of the three pillars of our Center – Leadership Development, Fraternity & Sorority Life, and Service and Citizenship.

Goal 1:

Examine and define the vision and direction for the Center for Leadership and Fraternity & Sorority Life.

- Clarify staff responsibilities and develop strategies to more clearly define the Greek Housing Coordinator and Instructional Assistant roles. Explore options for practicum and/or Vista opportunities. (August 2011)
- Create a mission and vision for the Center for Leadership and Fraternity & Sorority Life. (December 2010)
- Develop a basic strategic plan for Center for Leadership and Fraternity & Sorority Life. (May 2011)

Goal 2:

Promote problem solving and critical thinking through meaningful leadership development experiences.

- Examine the current 5-Star accreditation program and incorporate avenues that promote reflective thinking and values integration. (December 2011)
- Provide opportunities for educational conferences and other developmental initiatives. (August 2012)
- Incorporate educational opportunities during governing body meetings. (Fall 2010)
- Implement council focused new member orientation programs. (Fall 2011)
- Establish a student organization focused on guiding leadership development efforts within the CLFSL. (December 2011)
- Implement fraternity/sorority housing risk management and social responsibility curriculum for students living in Bayou Oaks. (August 2012)
- Develop a comprehensive leadership development program targeted to all UH students. (August 2012)

Goal 3:

Establish a service learning initiative. (August 2012)

- Collaborate with the Metropolitan Volunteer Program to create weekly volunteer opportunities. (Fall 2011).
- Create an Alternative Spring Break program. (March 2011)
- Establish a student organization for Alternative Break. (December 2011)
- Provide training for student leaders for Alternative Break. (Spring 2012)

7. What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g. grants, donations, etc.)?

The Center for Leadership and Fraternity & Sorority Life receives funding for the Greek Housing Coordinator from American Campus Communities (detailed on the Other section in the Student Service Fee request). This includes cost for salary and benefits for the staff member in the position. American Campus Communities is billed for the position based on time worked and salary earned.

There is funding available for service-learning and volunteer projects. We are currently researching options for grants for professors who may want to participate in service-learning as well as funding for possible VISTAs. We are also looking into grant writing. These projects are still in the research phase and there will be more information during the next fiscal year.

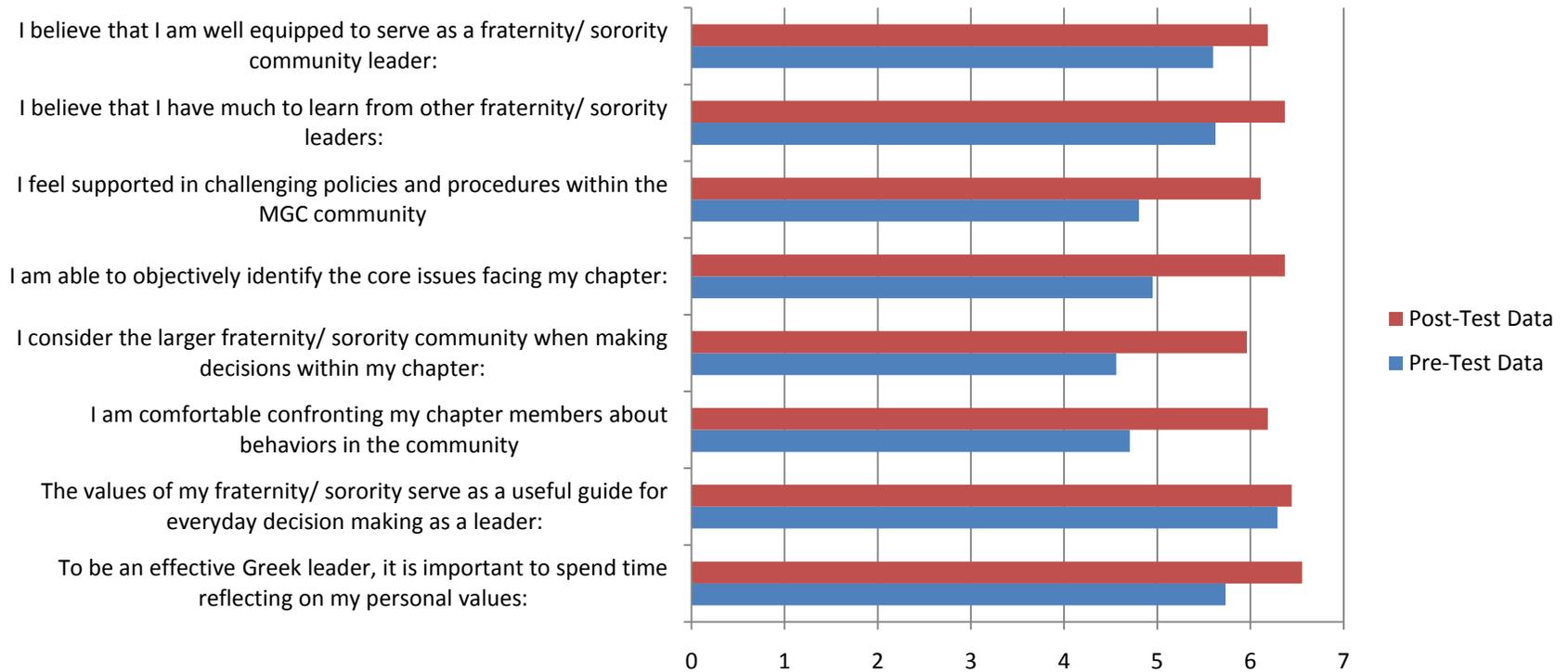
8. Please describe any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.

While all of the groups that the CLFSL advises are all student organizations, the Center for Student Involvement supports these groups as well through the organization registration process. Carrel space and office space is also available for these groups as well.

The staff within the CLFSL is currently still participating in the on-call rotation schedule for Event Registration with the Center for Student Involvement. This is due to a decrease in available staff within the Center for Student Involvement. As vacant positions are filled, the Center for Student involvement will be the primary home for the Event Registration process.

2010 MGC Leadership Academy Pre/Post Test Data

0=Disagree -->7=Agree



LeaderShape 2010 Pre/Post Survey Results

Participant Survey	Pre-Session (No. of students strongly agree)	Post-Session (No. of students strongly agree)
1. I have confidence in my ability to take risks.	6	19
2. I have confidence in my ability to manage and resolve conflicts.	8	20
3. I have confidence in my ability to identify my own strengths and weaknesses.	13	25
4. I have confidence in my ability to develop relationships with others who are different from me.	17	24
5. I have confidence in my ability to create and implement changes in my organization or community.	10	20
6. I have confidence in my ability to commit to and act consistently with my core ethical and personal values.	19	27
7. I have confidence in my ability to recognize when my behavior is not in congruence with my values.	13	28
8. I have confidence in my ability to successfully delegate tasks and responsibilities.	15	20
9. I have confidence in my ability to effectively communicate verbally with my peers.	11	24
10. I have confidence in my ability to effectively communicate non-verbally with my peers.	11	18
11. I have confidence in my ability to create a vision or ideal future for my community or organization.	10	23
12. I have confidence in my ability to articulate the action steps necessary to implement my vision.	6	18
13. I have confidence in my ability to produce extraordinary results.	15	28

Bauer Business Student Activities



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14. I have confidence in my overall capacity to be a successful leader.	15	28
15. I can clearly articulate my ethics and values to others.	12	25
16. Leadership can be assessed by looking at the positions an individual holds.	14	8
17. My ability to develop relationships with people different from me is fundamentally important to my leadership.	20	31
18. I actively seek out people for feedback or guidance.	10	21
19. I view conflict in groups as something to be avoided.	Disagree 13	Disagree 9
20. I have a sense of purpose as a leader.	17	27
21. People are either leaders or followers.	Disagree 4	Disagree 14
22. I have a skill to be successful in group or teams.	17	23
23. A willingness to be vulnerable is an important part of being a leader.	8	25



2010 Greek Visions Institute Pre/Post Test Data

0=Disagree --> 7=Agree

