



CENTER FOR LEADERSHIP AND FRATERNITY & SORORITY LIFE

Student Fees Advisory Committee (SFAC)
Program Questionnaire for FY 2012-2013



- 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.

Center for Leadership and Fraternity & Sorority Life Mission:

The Center for Leadership and Fraternity & Sorority Life develops students into ethical and purpose-based leaders by providing meaningful learning and involvement experiences. Through leadership development programs, fraternities and sororities, and service opportunities, the Center guides students in development of the self-awareness and critical thinking necessary to enhance individual, organizational, and community growth. The Center values integrity, inclusivity, and collaboration as guiding principles for effective leadership.

2011 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 focusing on providing meaningful learning experiences within the three pillars of our office – leadership development, fraternity & sorority life, and service and citizenship. The office has completed its first full year in operation and is continuing to work at norming itself and its programs within the university landscape. The center is working hard to strategically grow the areas of leadership development and service while providing stronger and more intentional advising to our growing fraternity/sorority community.

The Center advises 44 fraternities and sororities housed under four governing councils, the Metropolitan Volunteer Program, growing leadership development programs, growing service-related programs, the fraternity/sorority residential experience in Bayou Oaks, and participates in a variety of University Centers, Student Affairs and University initiatives. This report will discuss our strategic goals for all areas including specific goals as an outcome of the Leadership Development Task Force, and new and evolving programs and initiatives in all areas. The center growth is supported by Base Augmentation requests for leadership development programs, Alternative Spring Break, and permanent funding for the Greek Housing Coordinator position.

The CLFSL is funded predominately by student fee dollars (our Greek Housing Coordinator is funded by American Campus Communities) and we seek to be careful 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.

- 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 on the next page.

Jason Bergeron
Associate Director,
Center for Leadership and
Fraternity & Sorority Life

Creates and implements a vision for
Fraternity and Sorority Life, Leadership, and
Service
Coordination of leadership development
programs
Budget Oversight

Cassandra Joseph
Activities Advisor II, Center for Leadership
and Fraternity & Sorority Life

Advises National Pan-Hellenic Council
Advises Multicultural Greek Council
Advises Order of Omega
Supervises Student Staff in CLFSL
Students (4)

VACANT
Activities Advisor I, Center for Leadership
and Fraternity & Sorority Life

Advises fraternity/sorority council
Advises Metropolitan Volunteer Program
Coordinates Alternative Spring Break programs
Coordinates all additional service initiatives

VACANT
Greek Housing Coordinator

Supervises the townhouse managers at
Bayou Oaks
Advises fraternity/sorority council
Liaison between the Greek organizations
American Campus Communities
Liaison between American Campus
Communities and UH

Courtney Reynolds
Instructional Assistant, Center for
Leadership and Fraternity and Sorority Life

Co-coordination of Leadership Programs

3. **List the objectives that you provided with your 2010-2011 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 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)

The staff has more clearly defined the Greek Housing Coordinator role as it has added advising responsibilities into the position description. The university is also exploring a different residential staffing model that would change the scope of the position. The instructional Assistant role was more clearly defined with the establishment of more leadership development programs within the center. The center has explored opportunities for practicum students and has offered those opportunities, but has not had a practicum student to date.

Status: Completed

- Create a mission and vision for the Center for Leadership and Fraternity & Sorority Life. (December 2010)

The office has created a mission statement that reflects the integrated nature of the three functional areas that fall within CLFSL. The office will be engaging in vision creation in the upcoming semester as it becomes fully staffed.

Status: In Progress

- Develop a basic strategic plan for Center for Leadership and Fraternity & Sorority Life. (May 2011)

The office has created a strategic plan for leadership development with the completion of the Leadership Development task Force Final Report. This report sets strategic goals for the area of leadership development up to the year 2014-2015. With the establishment of an office vision, the office will be engaging in more strategic planning for the other functional areas during the Spring 2012 semester.

Status: In Progress

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)

The Center for Leadership and Fraternity & Sorority Life is currently in the pilot phase of their new Fraternal Excellence Program (FEP). The FEP currently uses both qualitative and quantitative measures to measure a chapter's achievement in the following areas: Leadership Development, Intellectual Development, Service and Citizenship, Brotherhood & Sisterhood, and Ritual and Values. This program utilizes faculty and staff partners from across campus as evaluators in the hopes of gaining a more rich perspective as to how a chapter is mobilizing its mission and values. The program will go for a full implementation by Fall 2012.

Status: Completed

- Provide opportunities for educational conferences and other developmental initiatives. (August 2012)

This goal saw the creation of new educational programs within the center. The Cougar Leadership Institute (CLI) completed its first session for 36 students in February 2011. The center continued to facilitate its second session of the Fraternity & Sorority Visions Institute for 62 fraternity & sorority members in January 2011. The center will host its second session of CLI in November 2011 and is looking forward at additional educational programs for the Spring 2012 semester.

Status: Completed & In Progress

- Incorporate educational opportunities during governing body meetings. (Fall 2010)

The staff incorporated more educational programs into council general body meetings this year and is looking at how to continue to do so. Topic areas include case study work for risk management and social responsibility, strengths development, and problem-solving strategies.

Status: Completed and In Progress

- Implement council focused new member orientation programs. (Fall 2011)

The staff is committed to new member education within fraternities and sororities. The CLFSL staff is looking into different models of supporting new member education and emerging leader education on a community-wide level and focusing more advanced leadership development programming within specific council communities. Specifically, the Center will be retooling its Fraternity & Sorority Visions Institute to focus on new and emerging leader education within fraternities and sororities and is looking into specific council-based leadership development programs designed to focus the conversation within the specific community, including e-board officers and chapter presidents.

Status: Changed and In Progress

- Establish a student organization focused on guiding leadership development efforts within the CLFSL. (December 2011)

The staff has not yet achieved this goal, but is on track to achieve this goal with an amended completion date of May 2012.

Status: Altered Deadline

- Implement fraternity/sorority housing risk management and social responsibility curriculum for students living in Bayou Oaks. (August 2012)

The staff created its first educational program focused on social event management in Bayou Oaks, entitled “I Know How to Party”. The program explored high-risk situations that could occur during social events and participated in an interactive program about how to promote socially responsible behaviors during social events. The staff looks to create more original programming to assist students in creating safe and healthy social events. This program was provided for every chapter that currently resides in Bayou Oaks during the Fall 2011 semester.

Status: In Progress

- Develop a comprehensive leadership development program targeted to all UH students. (August 2012)

The Leadership Development Task Force completed their final report with recommendations that include the creation and implementation of a comprehensive leadership development program focused on three leadership levels. The timeline associated with this initiative includes a full implementation by the Fall of 2013.

Status: Updated and In Progress

Goal 3:

Establish a service learning initiative. (August 2012)

- Collaborate with the Metropolitan Volunteer Program to create weekly volunteer opportunities. (Fall 2011).

The Metropolitan Volunteer Program has renewed its focus on providing more regularly scheduled service and volunteer activities that allow students to become more plugged in immediately to service initiatives. The CLFSL staff is continuing to work to have weekly volunteer opportunities by the end of the Fall semester.

Status: In Progress

- Create an Alternative Spring Break program. (May 2011)

While the timeline of this goal has been updated, the center will sponsor its first Alternative Spring Break experiences to Atlanta, GA and New Orleans, LA in Spring 2012. Atlanta, GA attendees will be working with the Medici Project focusing on poverty issues through hunger and homelessness and childhood education, and the New Orleans, LA participants will be working with Community Collaborations focusing on childhood education. The staff is currently working with students to identify site leaders and to recruit participants for the trips.

Status: Updated and In Progress

- Establish a student organization for Alternative Break. (December 2011)

As the timeline for the center’s initial ASB trips was changed, the timeline associated with this goal has also changed. The center will explore the formation of a student organization focused on promoting and planning Alternative Spring Break trips in the Fall 2012 semester.

Status: Updated

- Provide training for student leaders for Alternative Break. (Spring 2012)
In partnership with Sam Houston State University, the Center for Leadership and Fraternity & Sorority Life hosted a Site Leader Training sponsored and facilitated by BreakAway Ministries, Inc., a national organization created to promote the Alternative Break experience through promotion, education, and relationships. 8 students and staff from the University of Houston were represented at this training.

Status: Completed

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 Instructional Assistant

Courtney Reynolds joined the staff as the new Instructional Assistant for Leadership Development programs.

2. Leadership Development Task Force

While not part of the original goals, the Leadership Development Task Force helped to define our direction in regards to leadership development programming for the next four years. The Leadership Development Task Force was a special committee of 17 faculty, staff, and students who provided an appropriate framework for leadership education and identified strategic goals to be completed for leadership education. The task force’s strategic goals were supported by the information gathering in the following areas:

- Leadership Foundation
- Benchmarking

- Actualization
- Assessment

The task force set short-term, mid-term, and long-term goals for leadership development. An Executive Summary of the Leadership Development Task Force final report can be found in Appendix A of the report.

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 for 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. With the addition of leadership development and service programs to our office, CLFSL has identified the measures it will be using to determine program effectiveness for the 2011-2012 academic year and beyond.

Cougar Leadership Institute

The Cougar Leadership Institute is a 3-day educational institute focused on increasing students' personal capacity to lead as an individual and within student organizations. The CLFSL staff partnered with other campus professionals to create a facilitator team that would facilitate the curriculum to the 36 student attendees. The learning objectives of the institute are listed below:

1. Participants will define leadership within the context of positive, transformative change.
2. Participants will identify and examine core personal values that guide the process of transformative leadership.
3. Participants will analyze individual leadership values in the context of group roles within organizations.
4. Participants will investigate the role of ethical decision-making in promoting authentic leadership.
5. Participants will articulate a personal philosophy of leadership based upon previously-identified leadership values.

Participants completed pre-and-post tests at the beginning and the closing of the institute. On a 7-point scale (7 = Strongly Agree, 1 = Strongly Disagree), students responded to a series of questions about their knowledge, attitudes, and skills related to leadership. Data that demonstrates increases in the aforementioned outcomes can be found below.

1. Participants will define leadership within the context of positive, transformative change.

Statement	Pre-Test Average	Post-Test Average	Change
I am able to articulate a working definition of the term "leadership"	5.886	6.667	0.781
I understand how to manage multiple change initiatives within organizations I am a part of.	5.706	6.625	0.919

2. Participants will identify and examine core personal values that guide the process of transformative leadership.

Statement	Pre-Test Average	Post-Test Average	Change
To be an effective leader, it is important to me to spend time reflecting on my personal values.	6.057	6.818	0.761
Personal emotions play a significant role in the way I lead others.	4.571	5.606	1.035

3. Participants will analyze individual leadership values in the context of group roles within organizations.

Statement	Pre-Test Average	Post-Test Average	Change
To be an effective leader, it is important to me to spend time reflecting on my personal values.	6.057	6.818	0.761
I am aware of how others view my leadership style.	5.086	6.364	1.278
Personal emotions play a significant role in the way I lead others.	4.571	5.606	1.035
I consider the larger UH community when making decisions as an individual or within my organization.	5.324	6.212	0.889
I believe that I have much to learn from other leaders.	6.429	6.879	0.450

4. Participants will investigate the role of ethical decision-making in promoting authentic leadership.

Statement	Pre-Test Average	Post-Test Average	Change
I consider the larger UH community when making decisions as an individual or within my organization.	5.324	6.212	0.889
I am confident in my ability to make decisions in situations where there is no clear "right" answer.	5.943	6.364	0.421
I am comfortable confronting others who engage in unethical leadership behaviors.	5.600	6.344	0.744
I understand how to manage multiple change initiatives within organizations I am a part of.	5.706	6.625	0.919

5. Participants will articulate a personal philosophy of leadership based upon previously-identified leadership values.

Statement	Pre-Test Average	Post-Test Average	Change
I am able to articulate a working definition of the term "leadership"	5.886	6.667	0.781
To be an effective leader, it is important to me to spend time reflecting on my personal values.	6.057	6.818	0.761
I am aware of how others view my leadership style.	5.086	6.364	1.278
Personal emotions play a significant role in the way I lead others.	4.571	5.606	1.035
I consider the larger UH community when making decisions as an individual or within my organization.	5.324	6.212	0.889
I am comfortable confronting others who engage in unethical leadership behaviors.	5.600	6.344	0.744
I believe that I have much to learn from other leaders.	6.429	6.879	0.450
I believe that I am well-equipped to serve as a UH student leader.	6.000	6.576	0.576

Fraternity & Sorority Visions Institute

The Center held its second Fraternity & Sorority Visions Institute in January 2011. Pre and post-test data can be found in the 2010 institute that demonstrates the learning that occurs during the institute. Participant data showed an increase from 39 students to 62 students from the 2010 to 2011 institutes, respectively.

Upcoming Assessment Initiatives

As CLFSL adds more educational programs and initiatives to its library, it will use the following metrics to demonstrate strategic relevance to the university.

- Fraternal Excellence Program (FEP) – The Fraternal Excellence Program will be the standard the CLFSL uses to determine achievement within the fraternity & sorority community. CLFSL will use data collected in the five (5) assessment areas as a benchmark for achievement within the fraternity & sorority community.
- Fraternity & Sorority Experience Survey (FSES) – The CLFSL will create a schedule in which they administer the Fraternity & Sorority Experience Survey, starting in Spring 2012. The FSES will provide statistical data regarding demographic information, learning

data, behavioral data, and student satisfaction data for our fraternity & sorority community.

- University Centers Learning Outcomes – As the University Centers finalizes its learning outcomes, the CLFSL will develop metrics to use that demonstrate achievement of those outcomes. This metric data will be used to demonstrate achievement or non-achievement of UC outcomes and drive strategic planning efforts for the center.
- Participation Data – The CLFSL will keep data about numbers of students who participate in CLFSL programs and will look to increase the number of students who participate in its programs.
- Leadership Benchmarking – The CLFSL will work with Campus Labs to identify leadership benchmarking surveys that will provide insight as to how the leadership capacities of our students compare to benchmark universities.

5. Please discuss any budget changes experienced since your last (FY2012) 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 FY2011 with a Ledger 3 Fund Equity balance, please describe the conditions which caused the fund balance.

Overall income and expenditure of changed by **\$6,540** as explained below. These changes had no adverse impact on the ability of the Center for Leadership and Fraternity & Sorority Life to fulfill its mission to students.

A. Income

Overall income increased from the amount on the SFAC request form by a total of \$6540 as follows:

Decrease in based augmentation request 0 \$6,450 requested for alternative	
<u>Breakout program and related administrative charges</u>	<u>(\$6,450)</u>
	(\$6,450)

B. Expenses

Overall expenses decrease from the amount on the SFAC request form by a total of \$6,450 as follows.

Decrease in Administrative Charges	(\$1,073)
Decrease in Telephone Expenses	(\$1,000)
Increase in Printing	\$ 500
Decrease in Supplies	(\$1,000)
Decrease in Travel Other	\$ 1,000
Increase in Leadership program	\$ 543
Decrease in Alternative Break-out Program	(\$2,000)
<u>Decrease in Speakers Expenses</u>	<u>(1,000)</u>
	(\$6,450)

The Center for Leadership and Fraternity & Sorority Life concluded FY2011 with a Ledger 3 Fund Equity balance of \$7,861.

6. **Please list your 2012-2013 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 Center for Leadership and Fraternity & Sorority Life have identified the following goals to be actualized by the end of FY2013.

Goal 1:

Create a fully formed vision, strategic plan, and assessment plan for the Center for Leadership and Fraternity & Sorority Life.

- Establish an office/center vision to drive strategic planning efforts. (May 2012)
- Define specific goals, objectives, and action items in the form of a CLFSL strategic plan. (December 2012)
- Develop a comprehensive assessment plan using survey instruments, metrics and rubrics that support achievement of each University Centers learning outcome. (December 2012)

Goal 2:

Fully actualize all short-term and mid-term goals as outlined in the Leadership Development Task Force.

Short-Term Goals - The following strategic goals are expected to be actualized within the 2011-2012 academic year.

- Transition the Leadership Development Task Force to a Leadership Development Advisory Board.
- Create and implement a comprehensive program targeted for emerging leaders.
- Provide at least one significant leadership experience per semester.
- Engage university partners in the establishment of a common leadership framework at the University of Houston.

Mid-Term Goals - The following strategic goals are expected to be actualized within the 2012-2013 academic year.

- Establishment of a Peer Leadership Council Student Organization.
- Creation of a residential living-learning experience focused on leadership.
- Secure permanent funding for leadership programs.
- Identify a series of programs designed to support diversity education as a function of leadership.

Goal 3:

Grow the culture of civic responsibility on campus.

- Sponsor at least four (4) Alternative Spring Break trips in the Spring 2013 semester (May 2013)
- Partner with Metropolitan Volunteer program to create a campus-wide campaign promoting active citizenship. (May 2013)
- Establish a student organization that will direct and guide Alternative Break efforts. (December 2012)

Goal 4:

Provide support for planning for the UC Transformation Project and begin Phase 1.

- Coordinate relocation of services during the UC Transformation Project (May 2012)
- Develop partnerships to provide alternative meeting locations for registered student organizations (May 2012)
- Assist in the development and implementation a proactive marketing and communications plan to engage the UH community with updates about the UC Transformation Project, as well as providing weekly updates related to service/office/support impacts (May 2013)

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 currently 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. CLFSL is requesting SFAC to fund this position moving forward.

There is funding available for leadership, 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. The VISTA program is funded by AmeriCorps and places young college graduates with colleges and universities in order to build programs focused on civic and community engagement. Campus can apply for funding for VISTA positions through AmeriCorps. 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.

Fraternities and sororities are also classified as student organizations. Therefore, they are also supported by the Center for Student Involvement through their student organization services. Additionally, CLFSL provides support for leadership development for student organization leaders.