

Advising and Helping

Description:

The Advising and Helping competency area addresses the knowledge, skills, and attitudes related to providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups.

One should be able to:

Basic	<ul style="list-style-type: none"> • Exhibit active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying). • Establish rapport with students, groups, colleagues, and others. • Facilitate reflection to make meaning from experience. • Understand and use appropriate nonverbal communication. • Strategically and simultaneously pursue multiple objectives in conversations with students. • Facilitate problem-solving. • Facilitate individual decision making and goal setting. • Challenge and encourage students and colleagues effectively. • Know and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance. • Identify when and with whom to implement appropriate crisis management and intervention responses. • Maintain an appropriate degree of confidentiality that follows applicable legal and licensing requirements, facilitates the development of trusting relationships, and recognizes when confidentiality should be broken to protect the student or others. • Recognize the strengths and limitations of one's own worldview on communication with others (e.g., how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds). • Actively seek out opportunities to expand one's own knowledge and skills in helping students with specific concerns (e.g., suicidal students) and as well as interfacing with specific populations within the college student environment (e.g., student veterans).
Intermediate	<ul style="list-style-type: none"> • Perceive and analyze unspoken dynamics in a group setting. • Facilitate or coach group decision making, goal setting, and process. • Conduct individual professional development needs assessment and group assessment of organizational needs. • Identify patterns of behavior that signal mental health concerns. • Manage conflict. • Mediate differences between or among individuals and groups. • Appropriately mentor students and staff. • Demonstrate culturally appropriate advising, helping, coaching, and counseling strategies. • Initiate crises intervention responses and processes. • Develop and implement successful prevention and outreach programs on

	<p>campus, including effective mental health publicity and marketing.</p> <ul style="list-style-type: none"> • Utilize technology (e.g., websites, social networking, video clips, podcasts) to address students' mental health issues. • Provide advocacy services to survivors of interpersonal violence. • Develop and distribute accurate and helpful mental health information for students, faculty, and staff. • Develop avenues for student involvement in mental health promotion and de-stigmatization of mental illness (e.g., creating student advisory councils, peer education programs, advising student mental health organizations). • Consult with mental health professionals as appropriate. • Engage in research and publication of mental health issues.
Advanced	<ul style="list-style-type: none"> • Provide effective counseling services to individuals and groups. • Assess responses to counseling interventions. • Provide and arrange for the necessary training and development for staff to enhance their advising and helping skills. • Exercise institutional crisis intervention skills, and coordinate crisis intervention and response processes. • Collaborate with other campus departments and organizations as well as surrounding community agencies and other institutions of higher education to address mental health concerns in a comprehensive, collaborative way. • Provide mental health consultation to faculty, staff, and campus behavioral assessment teams. • Provide effective posttraumatic response to campus events and situations, collaborating with other appropriate campus departments. • Develop liaisons with community mental health providers to ensure seamless and coordinated care (e.g., with hospitalizations, transfer of care).

Assessment, Evaluation, and Research	
Description: <p>The Assessment, Evaluation, and Research competency area (AER) focuses on the ability to use, design, conduct, and critique qualitative and quantitative AER analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus.</p>	
One should be able to:	
Basic	<ul style="list-style-type: none"> • Differentiate among assessment, program review, evaluation, planning, and research and the methodologies appropriate to each. • Effectively articulate, interpret, and use results of AER reports and studies, including professional literature. • Facilitate appropriate data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods. • Assess trustworthiness and other aspects of quality in <u>qualitative</u> studies and assess the transferability of these findings to current work settings. • Assess <u>quantitative</u> designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability. • Explain the necessity to follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment, evaluation, and other research activities. • Explain to students and colleagues the relationship of AER processes to learning outcomes and goals. • Identify the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to the organizational hierarchy. • Align program and learning outcomes with organization goals and values.
Intermediate	<ul style="list-style-type: none"> • Design ongoing and periodic data collection efforts such that they are sustainable, rigorous, as unobtrusive as possible, and technologically current. • Effectively manage, align, and guide implementation of results of AER reports and studies. • Contribute to the understanding of colleagues, faculty, and others in the institution of the relationship of departmental AER processes to learning outcomes and goals at the student, department, division, and institutional levels. • Discern and discuss the appropriate design(s) to use in AER efforts based on critical questions, necessary data, and intended audience(s). • Construct basic surveys and other instruments with consultation. • Use culturally relevant and culturally appropriate terminology and methods to conduct and report AER findings. • Create the climate at the department level that AER are central to the department's work and ensure that training and skill development in these areas is valued, budgeted for, and fully embedded in day-to-day procedures.

	<ul style="list-style-type: none"> • Apply the concepts and procedures of <u>qualitative</u> research, evaluation, and assessment, including creating appropriate sampling designs and interview protocols with consultation, participating in analysis teams, contributing to audit trails, participating as peer de-briefer, and using other techniques to ensure the trustworthiness of qualitative designs. • Participate in design and analysis of <u>quantitative</u> AER studies, including understanding statistical reporting that may include complex statistical methods such as multivariate techniques; and articulating the limitations of findings imposed by the differences in practical and statistical significance, validity, and reliability. • Manage the implementation of institutional and professional standards for ethical AER activities. • Prioritize program and learning outcomes with organization goals and values.
Advanced	<ul style="list-style-type: none"> • Effectively lead the conceptualization and design of ongoing, systematic, high-quality, data-based strategies at the institutional, divisional, and/or unit-wide level to evaluate and assess learning, programs, services, and personnel. • Effectively use assessment and evaluation results in determining the institution's, the division's, or the unit's accomplishment of its missions and goals, reallocation of resources, and advocacy for more resources. • Lead a comprehensive communication process to the campus community of the relationship of institutional AER processes to learning outcomes and goals at the student, department, division, and institution level. • Lead the writing of assessment and evaluation reports and other research studies and activities that include translation of data analyses into goals and action. • Lead the strategic use and prioritization of budgetary and personnel resources to support high-quality program evaluation, assessment efforts, research, and planning. • Lead, supervise, and/or collaborate with others to design and analyze <u>qualitative</u> studies and evaluation, assessment, and other research activities, including assessing transferability and trustworthiness in a sophisticated way. • Lead, supervise, and/or collaborate with others to design and analyze <u>quantitative</u> studies, data collection schemes, and other AER activities, including writing and disseminating statistical reporting for audiences at varying levels of statistical expertise in a way that informs practice. • Create the expectation in the institution, division, or unit that AER is central to professional practice and ensure that training and skill development happens across the organization. • Ensure institutional, divisional, or unit compliance with professional standards concerning ethical AER activities. • Facilitate the prioritization of decisions and resources to implement those decisions that are informed by AER activities.

Equity, Diversity, and Inclusion

Description:

The Equity, Diversity, and Inclusion (EDI) competency area includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices.

One should be able to:

Basic	<ul style="list-style-type: none"> • Identify the contributions of similar and diverse people within and to the institutional environment. • Integrate cultural knowledge with specific and relevant diverse issues on campus. • Assess and address one's own awareness of EDI, and articulate one's own differences and similarities with others. • Demonstrate personal skills associated with EDI by participating in activities that challenge one's beliefs. • Facilitate dialogue effectively among disparate audiences. • Interact with diverse individuals and implement programs, services, and activities that reflect an understanding and appreciation of cultural and human differences. • Recognize the intersectionality of diverse identities possessed by an individual. • Recognize social systems and their influence on people of diverse backgrounds. • Articulate a foundational understanding of social justice and the role of higher education, the institution, the department, the unit, and the individual in furthering its goals. • Use appropriate technology to aid in identifying individuals with diverse backgrounds as well as assessing progress towards successful integration of these individuals into the campus environment. • Design culturally relevant and inclusive programs, services, policies, and practices. • Demonstrate fair treatment to all individuals and change aspects of the environment that do not promote fair treatment. • Analyze the interconnectedness of societies worldwide and how these global perspectives impact institutional learning.
Intermediate	<ul style="list-style-type: none"> • Engage in hiring and promotion practices that are fair, inclusive, proactive, and nondiscriminatory. • Integrate cultural knowledge with specific and relevant cultural issues on campus. • Develop effective multicultural training that expands the cultural knowledge of one's staff. • Identify systemic barriers to equality and inclusiveness, and then advocate for and implement means of dismantling them. • Apply advocacy skills to assist in the development of a more multiculturally sensitive institution and profession.

	<ul style="list-style-type: none"> • Supervise, challenge, and educate other professionals around issues of diversity and inclusion. • Facilitate others' learning and practice of social justice concepts. • Provide opportunities for self-reflection and self-evaluation on issues of EDI. • Provide opportunities for diverse interactions with professionals in higher education who focus on this work.
Advanced	<ul style="list-style-type: none"> • Ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent people's diverse abilities, beliefs, and characteristics. • Assess the effectiveness of the institution in addressing issues associated with EDI and in overcoming any barriers that exist. • Ensure that elements of EDI are demonstrated throughout institutional mission, goals, and programs. • Create ongoing strategic plans for the continued development of diversity initiatives and inclusive practices throughout the institution and ensure that competence in these areas is fully integrated into departmental practices throughout the campus. • Provide consultation to other units, divisions, or institutions on strategies to increase support and opportunities for underrepresented groups. • Provide leadership in fostering an institutional culture that supports the free and open exchange of ideas and beliefs, and where issues of power and privilege are identified and addressed. • Demonstrate effectiveness in responding to acts of hatred or intolerance that impact the institution. • Ensure individuals throughout the institution are treated respectfully, justly, fairly, and impartially.

Ethical Professional Practice	
Description: <p>The Ethical Professional Practice competency area pertains to the knowledge, skills, and attitudes needed to understand and apply ethical standards to one's work. While ethics is an integral component of all the competency areas, this competency area focuses specifically on the integration of ethics into all aspects of self and professional practice.</p>	
One should be able to:	
Basic	<ul style="list-style-type: none"> • Articulate one's personal code of ethics for student affairs practice, which reflects the ethical statements of professional student affairs associations and their foundational ethical principles. • Describe the ethical statements and their foundational principles of any professional associations directly relevant to one's working context. • Explain how one's behavior embodies the ethical statements of the profession, particularly in relationships with students and colleagues, in the use of technology and sustainable practices, in professional settings and meetings, in global relationships, and while participating in job search processes. • Identify ethical issues in the course of one's job. • Utilize institutional and professional resources to assist with ethical issues (e.g., consultation with more experienced supervisors and/or colleagues, consultation with an association's Ethics Committee). • Assist students in ethical decision making and make referrals to more experienced professionals when appropriate. • Demonstrate an understanding of the role of beliefs and values in personal integrity and professional ethical practices. • Appropriately address institutional actions that are not consistent with ethical standards. • Demonstrate an ethical commitment to just and sustainable practices.
Intermediate	<ul style="list-style-type: none"> • Explain how one's professional practice also aligns with one's personal code of ethics and ethical statements of professional student affairs associations. • Identify and seek to resolve areas of incongruence between personal, institutional, and professional ethical standards. • Address and resolve lapses in ethical behavior among colleagues and students. • Recognize the legal influences on the ethical statements of different functional areas and professions within student affairs (e.g., medical professionals, counselors). • Identify and articulate the influence of various cultures in the interpretation of ethical standards. • Articulate and implement a personal protocol for ethical decision making.
Advanced	<ul style="list-style-type: none"> • Engage in effective consultation and provide advice regarding ethical issues with colleagues and students. • Ensure those working in the unit or division adhere to identified ethical guidelines and appropriately resolve disparities.

	<ul style="list-style-type: none"> • Actively engage in conversation with staff about the ethical statements of professional associations. • Actively support the ethical development of other professionals as well as developing and supporting an ethical organizational culture within the workplace.
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History, Philosophy, and Values

Description:

The History, Philosophy, and Values competency area involves knowledge, skills, and attitudes that connect the history, philosophy, and values of the profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research and practice will grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of our history, philosophy, and values.

One should be able to:

Basic	<ul style="list-style-type: none"> • Describe the foundational philosophies, disciplines, and values on which the profession is built. • Articulate the historical contexts of institutional types and functional areas within higher education and student affairs. • Describe the various philosophies that define the profession. • Demonstrate responsible campus citizenship. • Demonstrate empathy and compassion for student needs. • Describe the roles of both faculty and student affairs educators in the academy. • Explain the importance of service to the academy and to student affairs professional associations. • Articulate the principles of professional practice. • Articulate the history of the inclusion and exclusion of people with a variety of identities in higher education. • Explain the role and responsibilities of the student affairs professional associations. • Explain the purpose and use of publications that incorporate the philosophy and values of the profession. • Explain the public role and societal benefits of student affairs and of higher education generally. • Articulate an understanding of the ongoing nature of history and one's role in shaping it. • Model the principles of the profession and communicate the expectation of the same from colleagues and supervisees. • Explain how the values of the profession contribute to sustainable practices.
Intermediate	<ul style="list-style-type: none"> • Explain how today's practice is informed by historical context. • Explore new philosophical contexts and approaches. • Participate in opportunities to identify and incorporate emerging values of the profession into one's professional practice. • Actively engage in service to the academy and to student affairs professional associations. • Articulate the similarities and differences of varying international student affairs philosophies. • Teach the principles of the profession to staff. • Explain to staff the public responsibilities of a student affairs professional and the resulting benefits to society.

	<ul style="list-style-type: none"> • Articulate how historical lessons will inform one's future practice. • Critically examine the history of the profession for contemporary meaning.
Advanced	<ul style="list-style-type: none"> • Participate in developing new philosophical approaches and responsive values of the profession. • Partner with faculty for teaching and research regarding the profession. • Expand personal and professional opportunities for civic and global engagement. • Actively engage in service and leadership in the academy and in student affairs professional associations. • Model, encourage, and promote community by reinforcing the long-standing values of the profession • Contribute to the research and scholarship of the profession. • Actively apply historical lessons to one's future practice. • Engage staff in critically examining history for contemporary meaning. • Demonstrate visionary and forward thinking in the work of the student affairs profession. • Identify other countries' history and development of student affairs practice.

Human and Organizational Resources	
Description: <p>The Human and Organizational Resources competency area includes knowledge, skills, and attitudes used in the selection, supervision, motivation, and formal evaluation of staff; conflict resolution; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management, and sustainable resources.</p>	
One should be able to:	
Basic	<ul style="list-style-type: none"> • Describe appropriate hiring techniques and institutional hiring policies, procedures, and processes. • Demonstrate familiarity in basic tenets of supervision and possible application of these supervision techniques. • Explain how job descriptions are designed and support overall staffing patterns in one's work setting. • Design a professional development plan in one's current professional position that assesses one's strengths and weaknesses in one's current position, and establishes action items for fostering an appropriate level of growth. • Explain the application of introductory motivational techniques with students, staff, and others. • Describe the basic premises that underlie conflict in organizational and student life and the constructs utilized for facilitating conflict resolution in these settings. • Effectively and appropriately use facilities management procedures as related to operating a facility or program in a facility. • Articulate basic accounting techniques for budgeting, monitoring, and processing expenditures. • Demonstrate effective stewardship and use of resources (i.e., financial, human, material) • Use technological resources with respect to maximizing the efficiency and effectiveness of one's work. • Describe environmentally sensitive issues and explain how one's work can incorporate elements of sustainability. • Develop and disseminate agendas for meetings. • Communicate with others using effective verbal and nonverbal strategies appropriate to the situation in both one-on-one and small group settings. • Recognize how networks in organizations play a role in how work gets done. • Understand the role alliances play in the completion of goals and work assignments. • Describe campus protocols for responding to significant incidents and campus crises. • Explain the basic tenets of personal or organizational risk and liability as they relate to one's work.
Intermediate	<ul style="list-style-type: none"> • Implement appropriate and effective recruitment strategies, interview

	<p>protocols and decisions regarding selection of staff.</p> <ul style="list-style-type: none"> • Demonstrate applications of appropriate advanced techniques (i.e., coaching, performance accountability) for supervising unacceptable, marginal, and exceptional staff performance. • Identify the pros and cons of various staffing patterns, supporting job descriptions and work process configurations related to one's work setting. • Assist and/or direct individuals to develop professional development plans that are appropriate for individual growth while also serving the current and future needs of the unit where one is employed. • Apply a range of strategies available for motivating others. • Resolve conflict within the unit and between members of the unit and others. • Effectively develop and manage facilities, policies, procedures, processes, human resources, and materials. • Implement advanced accounting techniques that include forecasting, efficient use of fiscal resources, and interpretation of financial reports. • Identify and allocate the technological needs of the unit; maintain a level of technical knowledge that allows one to effectively use existing technologies as well as to incorporate new emerging technologies as they may benefit one's work. • Construct unit's operation to function in an environmentally aware fashion. • Describe how various fundraising strategies are facilitated by student affairs professionals. • Effectively manage and lead meetings through the use of agenda management strategies. • Communicate with others using effective verbal and nonverbal speaking strategies appropriate to the situation in one-on-one as well as small- and large-group settings. • Determine if the message (verbal and written) communicated is congruent with the desired outcome for the intended recipient or audience. • Create and present materials for formal presentations in the work setting and for professional associations. • Develop appropriate alliances with others as a means to efficiently and effectively complete work assignments; recognize how the formation of alliances can either enhance or detract from one's professional credibility or the use of teams. • Explain the interaction and integration of campus crisis intervention systems (National Incident Management System, behavioral intervention teams, critical incident response teams). • Engage in policy and procedure development, implementation, and decision making that minimize risk to self, students, other constituents, and the institution.
Advanced	<ul style="list-style-type: none"> • Develop recruitment and hiring strategies that encourage individuals from underrepresented groups to apply for positions. • Effectively intervene with employees in regard to morale, behavioral expectations, and conflict and performance issues. • Evaluate the effectiveness of current staffing patterns and supporting job descriptions in regard to a unit's ability to effectively meet institutional, divisional, and unit mission and goals.

	<ul style="list-style-type: none"> • Anticipate how future needs of students, the unit, or the division may impact staffing levels or structures and make proactive adjustments to meet those needs. • Develop or lead professional development initiatives that regularly assess the strength and weakness of professionals in the division and provide them with purposeful opportunities to advance their skills and knowledge. • Implement strategies for motivating individuals and groups that are challenged with elements of campus life disengagement, apathy, or aspects of decline of morale. • Manage conflict at a level of complexity where multiple entities are often at odds with each other and lead groups to effective and fair resolutions. • Assess facilities and resources (people, space, materials) in regard to institutional or divisional long-range planning and budget processes. • Develop long-range budgets that creatively and ethically apply fiscal resources to the needs and priorities of the unit, division, or organization. • Teach resource stewardship to others. • Discern the pace in which technological advances should appropriately be incorporated into organizational life (with students, staff, and other constituents). • Champion sustainability efforts within the unit and across the organization, and facilitate institutional support for broadening sustainability efforts. • Effectively implement fundraising initiatives that support divisional and institutional goals. • Align evidence-based decision-making strategies and planning with resource allocation and reallocation. • Assess the relationship between agenda management and the group dynamics that occur in meetings and how this relationship influences the realization of goals, the accomplishments of tasks, and any impacts on participants. • Effectively speak on behalf of the institution with internal and external constituents (i.e., parents, prospective students, external organizations). • Assess the level of complexity of networks established and use this information to determine the strengths of these networks and how these networks may benefit or detract from the mission and goals of the institution or the division. • Assess the costs and benefits of current established political alliances, in particular, their relationships to fostering collaboration and organizational transparency. • Participate in developing, implementing, and assessing the effectiveness of the campus crisis management program. • Effectively assess the level of individual and institutional risk and liability associated with programs and services offered; ensure that professionals are trained to deliver programs and services at the lowest level of risk possible.
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Law, Policy, and Governance	
Description: <p>The Law, Policy, and Governance competency area includes the knowledge, skills, and attitudes relating to policy development processes used in various contexts, the application of legal constructs, and the understanding of governance structures and their impact on one's professional practice.</p>	
One should be able to:	
Basic	<ul style="list-style-type: none"> • Explain the differences between public and private higher education with respect to the legal system and what they may mean for students, faculty, and staff at both types of institutions. • Describe the evolving legal theories that define the student–institution relationship and how they affect professional practice. • Describe how national constitutions and laws influence the rights that students, faculty, and staff have on public and private college campuses. • Explain the concepts of risk management and liability reduction strategies. • Explain when to consult with one's immediate supervisor and campus legal counsel about those matters that may have legal ramifications. • Act in accordance with federal and state/province laws and institutional policies regarding nondiscrimination. • Describe how policy is developed in one's department and institution, as well as the local, state/province, and federal levels of government. • Identify the major policy makers who influence one's professional practice at the institutional, local, state/province, and federal levels of government. • Identify the internal and external special interest groups that influence policy makers at the department, institutional, local, state/province, and federal levels. • Describe the public debates surrounding the major policy issues in higher education, including access, affordability, accountability, and quality. • Describe the governance systems at one's institution, including the governance structures for faculty, staff, and students. • Describe the system used to govern or coordinate one's state/province system of higher education, including community college, for-profit, and private higher education. • Describe the federal and state/province role in higher education.
Intermediate	<ul style="list-style-type: none"> • Explain the legal theories connected with torts and negligence and how they affect professional practice. • Explain the legal theories connected with contract law and how they affect professional practice. • Incorporate best practices of the profession when managing institutional and personal tort liability. • Identify emerging trends in the law and understand how they affect current case precedent. • Appropriately consult with students or represent the student voice in departmental, divisional, and institutional policy development efforts. • Use data appropriately to guide the analysis and creation of policy. • Implement policies developed by one's department and institution, as well

	<p>as the local, state/province, and federal levels of government.</p> <ul style="list-style-type: none"> • Implement best practices of the profession to advance one's institution with respect to access, affordability, accountability, and quality. • Explain the operating parameters established by the internal governance system of one's institution as it relates to one's professional practice. • Explain the parameters established by the external governing bodies to which one's institution reports as it relates to one's professional practice.
Advanced	<ul style="list-style-type: none"> • Develop institutional policies and practices that are consistent with federal and state/province law. • Develop institutional policies and practices that effectively manage institutional and personal tort liability. • Develop institutional policies and practices consistent with contract law. • Develop institutional policies and practices consistent with civil rights, desegregation, and affirmative action law. • Develop institutional policies and practices consistent with emerging trends in higher education law. • Develop policies in one's department and institution; and influence policy making at the local, state/province, and federal levels of government when appropriate. • Ensure departmental programs and facilities are compliant with any applicable environmental policies or mandates from governing bodies. • Participate effectively in the governance system of one's institution when appropriate. • Provide appropriate and ethical influence with the governing bodies to which one's institution reports.

Leadership	
Description: <p>The Leadership competency area addresses the knowledge, skills, and attitudes required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues.</p>	
One should be able to:	
Basic	<ul style="list-style-type: none"> • Describe how one's personal values, beliefs, histories, and perspectives inform one's view of oneself as an effective leader. • Identify one's strengths and weaknesses as a leader and seek opportunities to develop one's leadership skills. • Identify various constructs of leadership and leadership styles that include but are not limited to symbolic, expert, relational, and inspirational. • Identify basic fundamentals of teamwork and teambuilding in one's work setting and communities of practice. • Describe and apply the basic principles of community building. • Use technology to support the leadership process (e.g., seeking feedback, sharing decisions, posting data that support decisions, using group-support website tools). • Understand campus cultures (e.g., academic cultures, student cultures) and collaborative relationships, applying that understanding to one's work. • Articulate the vision and mission of the primary work unit, the division, and the institution. • Explain the values and processes that lead to organizational improvement. • Identify institutional traditions, mores, and organizational structures (e.g., hierarchy, networks, governing groups, nature of power, policies, goals, agendas and resource allocation processes) and how they influence others to act in the organization. • Explain the advantages and disadvantages of different types of decision-making processes (e.g., consensus, majority vote, and decision by authority). • Think critically and creatively, and imagine possibilities for solutions that do not currently exist or are not apparent. • Identify and then effectively consult with key stakeholders and those with diverse perspectives to make informed decisions. • Explain the impact of decisions on diverse groups of people, other units, and sustainable practices. • Articulate the logic used in making decisions to all interested parties. • Exhibit informed confidence in the capacity of ordinary people to pull together and take practical action to transform their communities and world. • Identify and introduce conversations on potential issues and developing trends into appropriate venues such as staff meetings.
Intermediate	<ul style="list-style-type: none"> • Compare, critique, and apply appropriate leadership models to various situations in organizational life.

	<ul style="list-style-type: none"> • Recognize the interdependence of members within organizational units. • Plan and organize a unit's resources in the support of unit, divisional, or institutional goals and objectives. • Identify potential obstacles or points of resistance when designing a change process. • Advocate for change within the division that would remove barriers to student and staff success. • Facilitate consensus processes where wide support is needed. • Intentionally include diverse others and their perspectives to inform decision making and reconcile diverse viewpoints. • Share data used to inform key decisions in transparent and accessible ways using appropriate technology. • Seek entrepreneurial perspectives when planning for change. • Give appropriate feedback to colleagues and students on skills they may seek to become more effective leaders. • Serve as a mentor for students, new professionals, or those new to the organizational unit. • Create environments that encourage students to view themselves as having the potential to make meaningful contributions to their communities and be civically engaged in their communities (residence hall, campus, local, state, or national). • Willingly engage in campus governance in a manner that exemplifies responsible campus citizenry.
Advanced	<ul style="list-style-type: none"> • Lead, motivate, influence, inspire, and enable others to contribute toward the effectiveness and success of the organization. • Display authenticity and congruence between one's true self and one's positional roles. • Promote, facilitate, and assess the effectiveness of collaborative initiatives and team-building efforts, using technology as appropriate to support such work. • Develop and promote a shared vision that drives unit, divisional, and institutional short- and long-term planning and the ongoing organizing of work. • Facilitate ongoing development, implementation and assessment of goal attainment at the unit and/or institutional level that is congruent with institutional mission and strategic plans. • Implement divisional strategies that account for ongoing changes in the cultural landscape, political landscape, global perspectives, and sustainability issues. • Take responsibility for unit and divisional decisions. • Establish systems to provide leadership opportunities for employees in such entities as committees, task forces, internships, and cross-functional roles. • Create a culture that advocates the appropriate and effective use of feedback systems (e.g., 360 feedback processes) for improving individual leadership and team performance. • Establish and sustain systems of mentoring to ensure students and professionals receive the support needed. • Convene appropriate personnel to identify and act on solutions to potential

	<p>issues.</p> <ul style="list-style-type: none"> • Inform other units about issues that may impact their work.
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Personal Foundations

Description:

The Personal Foundations competency area involves the knowledge, skills, and attitudes to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one's own areas of strength and growth; have a passion for work; and remain curious.

One should be able to:

Basic	<ul style="list-style-type: none"> • Identify key elements of one's set of personal beliefs and commitments (e.g., values, morals, goals, desires, self-definitions), as well as the source of each (e.g., self, peers, family, or one or more larger communities). • Identify one's primary work responsibilities and, with appropriate ongoing feedback, craft a realistic, summative self-appraisal of one's strengths and limitations. • Describe the importance of one's professional and personal life to self, and recognize the intersection of each. • Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity as it impacts one's work with others; and take responsibility to develop personal cultural skills by participating in activities that challenge one's beliefs. • Recognize and articulate healthy habits for better living. • Articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, and intellectual elements. • Identify and describe personal and professional responsibilities inherent to excellence. • Articulate meaningful goals for one's work. • Identify positive and negative impacts on psychological wellness and, as appropriate, seek assistance from available resources. • Recognize the importance of reflection in personal and professional development.
Intermediate	<ul style="list-style-type: none"> • Identify the present and future utility of key elements in one's set of personal beliefs and commitments. • Recognize needs and opportunities for continued growth. • Identify sources of dissonance and fulfillment in one's life and take appropriate steps in response. • Recognize the impact between one's professional and personal life, and develop plans to manage any related concerns. • Articulate an understanding of others' attitudes, values, beliefs, assumptions, biases, and identity as they impact one's work. • Identify and employ resources to improve one's own wellness. • Analyze the impact one's health and wellness has on others, as well as their respective roles in creating mutual, positive relationships. • Explain the process for executing responsibilities dutifully and thoughtfully.

	<ul style="list-style-type: none"> • Define excellence for one's self and evaluate how one's sense of excellence impacts self and others. • Bolster one's psychological resiliency, including participating in stress-management activities, engaging in personal or spiritual exploration, and building healthier relationships in and out of the workplace. • Analyze personal experiences for potential deeper learning and growth, and engage with others in reflective discussions.
Advanced	<ul style="list-style-type: none"> • Refashion personal beliefs and commitments in a way that is true to one's own self while recognizing the contributions of important others (e.g., self, peers, family, or one or more larger communities). • Attend not only to immediate areas of growth, but also those areas relating to one's anticipated career trajectory. • Seek environments and collaborations that provide adequate challenge such that personal development is promoted, and provide sufficient support such that development is possible. • Mediate incongruencies between one's professional life and one's personal life. • Serve as a role model and mentor by sharing personal experiences and nurturing others' competency in this area, and assist colleagues in achieving work-life balance. • Create and implement an individualized plan for healthy living. • Exercise mutuality within relationships. • Critique others' sense of excellence, taking measures to encourage and inspire exceptional work in self and others. • Construct plans and systems to ensure excellence in self and others. • Demonstrate awareness of the psychological wellness of others in the workplace, and seek to engage with colleagues in a way that supports such wellness. • Transfer thoughtful reflection into positive future action. • Design naturally occurring reflection processes within one's everyday work.

Student Learning and Development	
Description: <p>The Student Learning and Development competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice.</p>	
One should be able to:	
Basic	<ul style="list-style-type: none"> • Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development. • Articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years. • Identify and define types of theories (e.g., learning, psychosocial and identity development, cognitive-structural, typological, and environmental). • Identify the limitations in applying existing theories and models to varying student demographic groups. • Articulate one's own developmental journey and identify one's own informal theories of student development and learning (also called "theories-in-use") and how they can be informed by formal theories to enhance work with students. • Generate ways in which various learning theories and models can inform training and teaching practice. • Identify and construct learning outcomes for both daily practice as well as teaching and training activities. • Assess teaching, learning, and training and incorporate the results into practice.
Intermediate	<ul style="list-style-type: none"> • Design programs and services to promote student learning and development that are based on current research on student learning and development theories. • Utilize theory-to-practice models to inform individual or unit practice. • Justify using learning theory to create learning opportunities. • Identify and take advantage of opportunities for curriculum and program development and construct, where appropriate, in order to encourage continual learning and developmental growth. • Construct effective lesson plans and syllabi. • Create and assess learning outcomes to evaluate progress toward fulfilling the mission of the department, the division, and the institution. • Teach, train, and practice in such a way that utilizes the assessment of learning outcomes to inform future practice.
Advanced	<ul style="list-style-type: none"> • Utilize theory to inform divisional and institutional policy and practice. • Explain theory to diverse audiences (e.g., colleagues, faculty, students, parents, policy makers) and use it effectively to enhance understanding of the work of student affairs.

	<ul style="list-style-type: none"> • Analyze and critique prevailing theory. • Contribute to the development of theories. • Identify staff members' level of competency regarding the ability to apply learning and development theory to practice, and create professional development opportunities utilizing various learning concepts. • Evaluate and assess the effectiveness of learning and teaching opportunities at the division level, communicate its effectiveness to the larger campus community, and explain opportunities for collaboration and integrated learning opportunities. • Build and support inclusive and welcoming campus communities that promote deep learning and foster student success. • Communicate the learning orientation of student affairs to the campus community.
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