

## Knowledge Areas

|                                       | Why this knowledge area?  | Year 1   | Year 2  | Year 3   |
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| Mental Health                         | <p>My desire to learn more about working with students struggling with their mental health comes from both personal and professional reasons. I have a close family member, a current college student, who struggles with severe depression, and often discusses how the college environment helps/hinders his coping mechanisms. I am interested in working with high achieving students, and often, mental health issues present themselves within this population. Additionally, I want to be educated on the resources available to students and staff struggling with mental health so I am able to advocate for their well-being.</p> | <ul style="list-style-type: none"> <li>• Learn about the resources available to students on campus, specifically if there is a counseling center and what services they offer</li> <li>• Read <i>College of the Overwhelmed: The Campus Mental Health Crisis and What to Do About It</i> by Richard Kadison</li> </ul> | <ul style="list-style-type: none"> <li>• Work with the counseling center on my campus to build a strong relationship with the functional area I work in (e.g. inviting them to do presentations for a student group I advise).</li> <li>• Get involved with the Jed Foundation, an organization with the mission to promote emotional health and prevent suicide among college and university students</li> </ul> | <ul style="list-style-type: none"> <li>• Take a masters level course on mental health in college students if offered by the university</li> <li>• Attend NASPA's Mental Health Conference</li> </ul>                     |
| Staff Selection, Hiring, and Training | <p>Whether I work in student activities, orientation/first-year programs, or university advancement, I will likely be working with a student organization or staff and be responsible for their development in the position. I will need to understand hiring practices in my department, and how to cater training to different learning styles. I would also like to learn these things to utilize in future positions in which I am responsible for hiring and training professional staff members.</p>  | <ul style="list-style-type: none"> <li>• Attend conference sessions pertaining to best practices in this area</li> <li>• Observe and learn the current selection, hiring, and training processes for my department and what I am responsible for in my current position</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Attend a session offered by the university (likely Human Resources) on Title IX, affirmative action, etc. and learn how it impacts hiring decisions in my department</li> <li>• Revise existing training manuals in my office to better meet our learning outcomes</li> </ul>  | <ul style="list-style-type: none"> <li>• Present at a conference within my functional area on the current selection, hiring, and training process I use in my current role for students I supervise or advise</li> </ul> |

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| <p>Conflict Mediation</p>                     | <p>I believe this knowledge area is crucial for my ability to work with students, colleagues, and superiors. I have not had many opportunities to learn about conflict mediation, especially the theoretical concepts. If I advance to a mid-level or upper-administrative position in the field, as I hope to one day, I need to be able to understand organizational conflict and utilize my skills to assist with conflict mediation among my colleagues.</p>   | <ul style="list-style-type: none"> <li>• Learn what resources are available to students on campus in need of outside conflict resolution. Is it part of the student conduct office? Is there a student organization that offers conflict mediation for students?</li> <li>• Review my interpersonal communication course material to refresh my knowledge on my own conflict style</li> </ul> | <ul style="list-style-type: none"> <li>• Read <i>The Mediator's Handbook</i> by Jennifer E. Beer and Caroline C. Packard</li> <li>• Watch at least one webinar on managing organizational conflict in the workplace</li> </ul>      | <ul style="list-style-type: none"> <li>• Offer to mediate a conflict between two staff members in my department</li> <li>• Attend division meetings and meetings with upper level administrators to observe the top-down impact of institutional conflict</li> </ul>                                |
| <p>Admissions &amp; Enrollment Management</p> | <p>I have had some exposure to Admissions &amp; Enrollment Management because of my practicum at Heidelberg University. I am seeking a deeper understanding of this area because of the functional areas I am mainly job searching in (FYE, orientation, and alumni) and enrollment management has a significant impact on all of these areas. Admissions &amp; Enrollment is constantly changing, and it is a hot topic right now in Higher Education. I want to understand the metrics associated with this area, and the current changes happening that will impact the other functional areas of higher education.</p> | <ul style="list-style-type: none"> <li>• Meet with professionals working in Admissions &amp; Enrollment Management to discuss their role and the relationship our departments have with one another</li> <li>• Volunteer at open houses, and other admissions events</li> </ul>   | <ul style="list-style-type: none"> <li>• Watch at least one AACRAO (American Association of Collegiate Registrars and Admissions Officers) webinar discussing the enrollment management and student affairs relationship</li> </ul> | <ul style="list-style-type: none"> <li>• Assuming my department has a role in various admissions events (preview days, open houses, etc.) I will offer to take the lead to coordinate those activities for the office. This will allow me to work directly with admissions professionals</li> </ul> |

## Competency Areas

|                                      | Why this competency?   | Year 1  | Year 2  | Year 3  |
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| Assessment, Evaluation, and Research | <p>Metrics are becoming more crucial in our field as we are challenged to prove the “worth” of student affairs. I need to understand the difference between assessment, evaluation, and research, and how to utilize each to share the work of my department, colleagues, and students with others. Due to my job search taking place both in university advancement and student affairs, I must understand how to cater assessment, evaluation, and research to the different needs of those areas.</p> | <ul style="list-style-type: none"> <li>• Familiarize myself with whatever online assessment, evaluation, or research software the department uses</li> <li>• Review existing institutional assessment, evaluation, and research and look for ways to implement the findings in my work</li> </ul> | <ul style="list-style-type: none"> <li>• Design and conduct at least 2 different assessments/evaluations in a year</li> <li>• If the institution I work for is a member, I would like to watch at least 3 webinars a year by the Association for the Assessment of Learning in Higher Education conference</li> </ul> | <ul style="list-style-type: none"> <li>• Assist in the compilation of a departmental report illustrating key points of our assessment, evaluation, and/or research</li> </ul>                           |
| Human and Organizational Resources   | <p>As a new professional, I think development in this area is important because it involves the skill of reading between the lines and adapting your work style to best fit the needs of the institution and department. I am job searching in alumni affairs, as well as student affairs, and it is important for me recognize the difference in human and organizational resources in those two different divisions.</p>   | <ul style="list-style-type: none"> <li>• Revise my existing supervising plan to fit the students I work with</li> <li>• Learn departmental protocol, specifically budget and facilities management</li> </ul>   | <ul style="list-style-type: none"> <li>• Guide students in the creation their own professional development plans</li> <li>• Attend the “State of the University” or equivalent address by the President to gauge priorities of the institution on an organizational level</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Engage in policy and procedure development for my department</li> <li>• Serve as a member on a search committee for a position within my department</li> </ul> |
| Law, Policy, and Governance          | <p>This is the competency area in which I am least developed. It is important for me to learn more about this area because no matter what functional area I end up working in, I need to understand the impact policy makers</p>   | <ul style="list-style-type: none"> <li>• Read at least one article per month in the Chronicle of Higher Education, Inside Higher Ed, etc. about policy, law, and</li> </ul>   | <ul style="list-style-type: none"> <li>• Understand the implications of working at a public vs. private institution: learning about the state higher education system, board</li> </ul>   | <ul style="list-style-type: none"> <li>• Take a masters or doctoral level course in higher education law and/or policy</li> <li>• Attend an open board</li> </ul>                                       |

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|            | (internal and external to the university) have on my work as a student affairs professional. If I end up pursuing a career in university advancement, understanding how the university complies with law and policy is crucial.   | <p>governance</p> <ul style="list-style-type: none"> <li>• Be able to articulate the major issues and debates happening in higher education</li> </ul>  | <p>of trustees, policy makers, etc.</p> <ul style="list-style-type: none"> <li>• Learn more about the Association for Student Conduct Administration and how institutions incorporate law, governance, and policy into student sanctioning</li> </ul>  | <p>of trustees meeting, or a similar governing body's meeting to gauge institutional priorities</p>   |
| Leadership | I want to understand my strengths and weaknesses as a leader, and utilize my resources to make informed decisions. I would like to be able to articulate the mission of vision of my department, and critically think about ways to positively impact the students and staff I work with, no matter what functional area I work in. Further growth in my Leadership skills will allow me to continue helping students, and become a good supervisor and leader when the opportunity arises. | <ul style="list-style-type: none"> <li>• Articulate how I utilize my leadership style to further the mission of the institution/department</li> <li>• Attend professional development sessions offered by my department or institution specifically focused on leadership</li> <li>• Read <i>Servant Leadership for Higher Education: Principles and Practice</i> by Daniel W. Wheeler</li> </ul> | <ul style="list-style-type: none"> <li>• Facilitate at LeaderShape, Institute, Undergraduate Interfraternity Institute (UIFI), or another national leadership conference for undergraduate students</li> <li>• Seek out a leadership role within at least one national organization (ACPA/NASPA or the national organization for the functional area I am working in)</li> </ul> | <ul style="list-style-type: none"> <li>• Become certified in Strengths Quest, True Colors, Myers-Briggs Type Indicator, or another type of widely utilized leadership inventory</li> <li>• Join a committee on campus tasked with implementing some sort of institutional change</li> </ul> |