

Student Affairs Onboarding Program Series

The Division of Student Affairs shall annually offer a ten-session onboarding series that is provided to the cohort of employees hired within that past year. Each of the ten sessions is linked to a professional competency including discussion on the expected basic, intermediate, and/or advanced levels relevant to our institutional expectations for knowledge, skills, or attitude. Each session also showcases and educates participants on a particular area/department within the division, improves intra-divisional communication, and boosts cross-functionality among members. After each session, assessment tools are used to track learning and effectiveness.

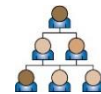
Sessions

Session 1: the participants are introduced to the Division of Student Affairs, the ACPA and NASPA Professional Competency Areas for Student Affairs Practitioners, the specific competency of Advising and Helping, and the onboarding series goals and expected learning outcomes.



Presenter	Location	Goals of Session
Vice President for Student Affairs Coordinator for Student Affairs, (Wellsville)	Wellsville Student Activities Center	Discussion of the series, awareness of Student Affairs, awareness of core competencies and parent document, begin participant self-evaluation of needs. The core competency Advising and Helping is both integrated into the division information and also discussed independently. A tour of the Wellsville facilities.

Session 2: the participants are introduced to University Police, and also the Human and Organizational Resources Competency.



Presenter	Location	Goals of Session
Chief of University Police	University Police Headquarters	Participants will understand the services of UPD, how to refer individuals to UPD, jurisdictional issues, emergency services, better understand the Clery Act, and criminological theories used by UPD to guide their work. A tour of University police station. Participants will understand expected skills

		and attitudes relating to the Human and Organizational Resources Competency. Discussion of the series, awareness of Student Affairs, awareness of core competencies and parent document, begin participant self-evaluation of needs. The core competency Advising and Helping is both integrated into the division information and also discussed independently. A tour of the Wellsville facilities.
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Session 3: the participants are introduced to Health and Wellness Services and the Personal Foundations Competency.



Presenter	Location	Goals of Session
Senior Director for Health and Wellness Services Staff	Health & Wellness Services, T.A. Parish Hall	Awareness of services, objectives, and practices of the Health and Wellness cluster including who to contact with questions, how to ably refer students for the common inquiries. Information on expected skills, knowledge and attitudes of the Personal Foundations Competency. A tour of Health and Wellness Services and introduction to staff.

Session 4: the participants are introduced to Student Engagement and the Leadership Competency.



Presenter	Location	Goals of Session
Senior Director for Student Engagement Staff	Student Leadership Center	Awareness of services, objectives, and practices of Student Engagement, including awareness of our Greek Life system. Participants will understand how to promote student engagement, help students understand how to access information on becoming involved, understand where the college's interface with students using social media or PioneerLink, etc. Participants will better understand the Leadership Competency. A tour of the Student Leadership Center.

Session 5: the participants are introduced to the Office of Equity, Inclusion, and Title IX.



Presenter	Location	Goals of Session
Coordinator for Equity, Inclusion, and Title IX	Student Leadership Center	Awareness of services, objectives, and practices, key initiatives, and unique advising strategies or challenges relating to under-represented populations. Specific information on the Equity, Inclusion, & Title IX competency.

Session 6: the participants are introduced to Civic Engagement, the Center for Civic Engagement, and competency information on the History, Philosophy, and Values Competency.



Presenter	Location	Goals of Session
Director of Civic Engagement	Student Leadership Center	Participants will understand the relationship between civic engagement and the college mission/vision, the activities coordinated by the office, and are able to refer students to opportunities for involvement in civic engagement activities happening on campus. Participants will discuss the expectations related to the History, Philosophy, and Values Competency.

Session 7: the participants are introduced to Residential Services including Residential Life and Housing. Participants are also introduced to the Assessment, Evaluation, and Research Competency.



Presenter	Location	Goals of Session
Senior Director for Residential Services; Director of College Housing Staff	Residential Services, Mackenzie Complex	Participants will understand the Residential Services program including community development model, presence of living learning communities, roles of Residence Directors and Resident Assistants, and the student success nexus with the department. Plus more specific information on Assessment, Evaluation, and Research Competency. A tour of Residential Services office and central service areas.

Session 8: the participants are introduced to athletics and the Ethical and Professional Practice Competency.



Presenter	Location	Goals of Session
Director of Athletics Assistant Director of Athletics & Compliance Officer	Orvis Activities Center	Participants will understand the athletic program at Alfred State, concept of the Student Athlete and major compliance issues surrounding our membership with NCAA Division III, and understand campus sports and intramural offerings. Participants will also understand the Ethical and Professional Practice Competency.

Session 9: the participants are introduced to Judicial Affairs, Student Senate.



Presenter	Location	Goals of Session
Associate Dean for Judicial Affairs (and advisor to Student Senate)	Student Leadership Center	Participants will understand judicial affairs program, the administration and application of the Student Code of Conduct, and the campus relationship with the Student Senate. The participants will also better understand expected knowledge and attitudes relative to the Law, Policy, and Governance Competency.

Session 10: in this interactive closing session, the program closes the loop on a culminating look at Student Affairs,



Presenter	Location	Goals of Session
Vice President for Student Affairs Guest: external President (former VPSA and one of original authors of core competencies)	Small Event Space, Student Leadership Center	Discussion on student development and theory-to-practice implications across the division, introduces the Student Learning and Development competency. The final session with assess learning through the series, identify areas where continuing interest could be focused, and determine ways the series can be improved. Refreshments follow this final session.

Appendix A

ACPA/NASPA Core Competency Information



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. Exhibit active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying).

Alfred State Selected Expectations:

1. Establish rapport with students, groups, colleagues, and others.
2. Facilitate problem-solving.
3. Facilitate individual decision making and goal setting.
4. Challenge and encourage students and colleagues effectively.
5. Know and use referral sources (e.g., other offices, outside agencies)
6. Identify when and with whom to implement appropriate crisis management/intervention responses.
7. 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.
8. 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).
9. Perceive and analyze unspoken dynamics in a group setting.
10. Identify patterns of behavior that signal mental health concerns.
11. Manage conflict.
12. Mediate differences between or among individuals and groups.
13. Appropriately mentor students and staff.
14. Initiate crises intervention responses and processes.



Assessment, Evaluation, and Research

Description: 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.

Alfred State Selected Expectations:

1. Differentiate among assessment, program review, evaluation, planning, and research and the methodologies appropriate to each.
2. Facilitate appropriate data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods.
3. Assess trustworthiness and other aspects of quality in qualitative studies and assess the transferability of these findings to current work settings.
4. Assess quantitative designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability.
5. 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.
6. Explain to students and colleagues the relationship of AER processes to learning outcomes and goals.
7. Align program and learning outcomes with organization goals and values.
8. Construct basic surveys and other instruments with consultation.



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.

Alfred State Selected Expectations:

1. Identify the contributions of similar and diverse people within and to the institutional environment.

2. Assess and address one's own awareness of EDI, and articulate one's own differences and similarities with others.
3. Demonstrate personal skills associated with EDI by participating in activities that challenge one's beliefs.
4. Facilitate dialogue effectively among disparate audiences.
5. Interact with diverse individuals and implement programs, services, and activities that reflect an understanding and appreciation of cultural and human differences.
6. Recognize social systems and their influence on people of diverse backgrounds.
7. 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.
8. Demonstrate fair treatment to all individuals and change aspects of the environment that do not promote fair treatment.
9. Engage in hiring and promotion practices that are fair, inclusive, proactive, and nondiscriminatory.
10. Develop effective multicultural training that expands the cultural knowledge of one's staff.
11. Apply advocacy skills to assist in the development of a more multiculturally sensitive institution and profession.
12. Supervise, challenge, and educate other professionals around issues of diversity and inclusion.
13. Facilitate others' learning and practice of social justice concepts.



Ethical Professional Practice

Description: 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.

Alfred State Selected Expectations:

1. 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.
2. Identify ethical issues in the course of one's job.

3. 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).
4. Assist students in ethical decision making and make referrals to more experienced professionals when appropriate.
5. Appropriately address institutional actions that are not consistent with ethical standards.
6. Demonstrate an ethical commitment to just and sustainable practices.
7. Address and resolve lapses in ethical behavior among colleagues and students.
8. Articulate and implement a personal protocol for ethical decision making.
9. Engage in effective consultation and provide advice regarding ethical issues with colleagues and students.
10. Ensure those working in the unit or division adhere to identified ethical guidelines and appropriately resolve disparities.



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.

Alfred State Selected Expectations:

1. Describe the foundational philosophies, disciplines, and values on which the profession is built.
2. Describe the various philosophies that define the profession.
3. Demonstrate responsible campus citizenship.
4. Demonstrate empathy and compassion for student needs.
5. Describe the roles of both faculty and student affairs educators in the academy.
6. Explain the importance of service to the academy and to student affairs professional associations.
7. Explain the role and responsibilities of the student affairs professional associations.
8. Explain the public role and societal benefits of student affairs and of higher education generally.

9. Model the principles of the profession and communicate the expectation of the same from colleagues and supervisees.
10. Actively engage in service to the academy and to student affairs professional associations.



Human and Organizational Resources

Description: 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.

Alfred State Selected Expectations:

1. Describe appropriate hiring techniques and institutional hiring policies, procedures, and processes.
2. Explain how job descriptions are designed and support overall staffing patterns in one's work setting.
3. 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.
4. Demonstrate effective stewardship and use of resources (i.e., financial, human, material)
5. Use technological resources with respect to maximizing the efficiency and effectiveness of one's work.
6. Describe environmentally sensitive issues and explain how one's work can incorporate elements of sustainability.
7. Develop and disseminate agendas for meetings.
8. Communicate with others using effective verbal and nonverbal strategies appropriate to the situation in both one-on-one and small group settings.
9. Describe campus protocols for responding to significant incidents and campus crises.
10. Apply a range of strategies available for motivating others.
11. Resolve conflict within the unit and between members of the unit and others.
12. Effectively develop and manage facilities, policies, procedures, processes, human resources, and materials.

13. Develop recruitment and hiring strategies that encourage individuals from underrepresented groups to apply for positions.
14. Effectively intervene with employees in regard to morale, behavioral expectations, and conflict and performance issues.
15. 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.



Law, Policy, and Governance

Description: 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.

Alfred State Selected Expectations:

1. 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.
2. Explain when to consult with one's immediate supervisor and campus legal counsel about those matters that may have legal ramifications.
3. Describe how policy is developed in one's department and institution, as well as the local, state/province, and federal levels of government.
4. Identify the internal and external special interest groups that influence policy makers at the department, institutional, local, state/province, and federal levels.
5. Describe the governance systems at one's institution, including the governance structures for faculty, staff, and students.
6. 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.
7. Identify emerging trends in the law and understand how they affect current case precedent.
8. Appropriately consult with students or represent the student voice in departmental, divisional, and institutional policy development efforts.
9. Use data appropriately to guide the analysis and creation of policy.
10. Explain the operating parameters established by the internal governance system of one's institution as it relates to one's professional practice.

11. Develop institutional policies and practices consistent with emerging trends in higher education law.
12. Participate effectively in the governance system of one's institution when appropriate.



Leadership

Description: 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.

Alfred State Selected Expectations:

1. Describe how one's personal values, beliefs, histories, and perspectives inform one's view of oneself as an effective leader.
2. Identify one's strengths and weaknesses as a leader and seek opportunities to develop one's leadership skills.
3. Identify various constructs of leadership and leadership styles that include but are not limited to symbolic, expert, relational, and inspirational.
4. Identify basic fundamentals of teamwork and teambuilding in one's work setting and communities of practice.
5. Describe and apply the basic principles of community building.
6. Use technology to support the leadership process (e.g., seeking feedback, sharing decisions, posting data that support decisions, using group-support website tools).
7. Understand campus cultures (e.g., academic cultures, student cultures) and collaborative relationships, applying that understanding to one's work.
8. 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.
9. 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.
10. Identify and then effectively consult with key stakeholders and those with diverse perspectives to make informed decisions.
11. Identify and introduce conversations on potential issues and developing trends into appropriate venues such as staff meetings.
12. Identify potential obstacles or points of resistance when designing a change process.

13. Advocate for change within the division that would remove barriers to student and staff success.
14. Facilitate consensus processes where wide support is needed.
15. Intentionally include diverse others and their perspectives to inform decision making and reconcile diverse viewpoints.
16. Share data used to inform key decisions in transparent and accessible ways using appropriate technology.
17. Seek entrepreneurial perspectives when planning for change.
18. Give appropriate feedback to colleagues and students on skills they may seek to become more effective leaders.
19. Serve as a mentor for students, new professionals, or those new to the organizational unit.
20. 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).
21. Develop and promote a shared vision that drives unit, divisional, and institutional short- and long-term planning and the ongoing organizing of work.
22. Take responsibility for unit and divisional decisions.
23. Establish systems to provide leadership opportunities for employees in such entities as committees, task forces, internships, and cross-functional roles.
24. 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.



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.

Alfred State Selected Expectations:

1. 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).

2. Identify one's primary work responsibilities and, with appropriate ongoing feedback, craft a realistic, summative self-appraisal of one's strengths and limitations.
3. Describe the importance of one's professional and personal life to self, and recognize the intersection of each.
4. Recognize and articulate healthy habits for better living.
5. Articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, and intellectual elements.
6. Identify and describe personal and professional responsibilities inherent to excellence.
7. Articulate meaningful goals for one's work.
8. Identify positive and negative impacts on psychological wellness and, as appropriate, seek assistance from available resources.
9. Recognize the importance of reflection in personal and professional development.
10. Identify the present and future utility of key elements in one's set of personal beliefs and commitments.
11. Identify sources of dissonance and fulfillment in one's life and take appropriate steps in develop plans to manage any related concerns.
12. Identify and employ resources to improve one's own wellness.
13. Analyze the impact one's health and wellness has on others, as well as their respective roles in creating mutual, positive relationships.
14. Explain the process for executing responsibilities dutifully and thoughtfully.
15. Define excellence for one's self and evaluate how one's sense of excellence impacts self and others.
16. 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.
17. Analyze personal experiences for potential deeper learning and growth, and engage with others in reflective discussions
18. Mediate incongruencies between one's professional life and one's personal life.
19. 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.
20. Create and implement an individualized plan for healthy living.



Student Learning and Development

Description: 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.

Alfred State Selected Expectations:

1. Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development.
2. 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.
3. Identify and define types of theories (e.g., learning, psychosocial and identity development, cognitive-structural, typological, and environmental).
4. Identify the limitations in applying existing theories and models to varying student demographic groups.
5. 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.
6. Generate ways in which various learning theories and models can inform training and teaching practice.
7. Identify and construct learning outcomes for both daily practice as well as teaching and training activities.
8. Assess teaching, learning, and training and incorporate the results into practice.
9. Design programs and services to promote student learning and development that are based on current research on student learning and development theories.
10. Utilize theory-to-practice models to inform individual or unit practice.
11. Create and assess learning outcomes to evaluate progress toward fulfilling the mission of the department, the division, and the institution.
12. Utilize theory to inform divisional and institutional policy and practice.
13. 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.
14. Communicate the learning orientation of student affairs to the campus community.

References

American College Personnel Association & National Association of Student Personnel Administrators. (2010). *ACPA/ NASPA professional competency areas for student affairs practitioners*. Washington, DC: Authors.