

		<b>Knowledge, Skills and Dispositions (KSD)</b>		
<b>Competency Level</b>		<b>Foundational</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Competency</b>	<b>Dimensions</b>			
<b>Advising and Supporting</b> Overall Competency: <b>Intermediate</b>	Interpersonal Skills	*Foster trust through culturally inclusive listening skills (e.g., establishing rapport, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying). *Monitor one's use of nonverbal communication to support people from varying backgrounds in different situations. *Recognize the strengths and limitations of one's own worldview on communication with others.	*Strategically and simultaneously pursue multiple objectives in conversations with students. *Demonstrate culturally inclusive advising, supporting, coaching, and counseling strategies.	
	Professional Development	*Know and follow applicable laws, policies, and professional ethical guidelines relevant to advising and supporting students. *Maintain confidentiality within legal and licensing		

		<p>requirements, recognizing when safety outweighs confidentiality.</p> <ul style="list-style-type: none"> <li>*Seek opportunities to increase one's knowledge and helping skills for students with specific concerns and interface with specific populations.</li> <li>*Utilize virtual resources and technology to meet the advising and supporting needs of students.</li> <li>*Challenge and support students and colleagues.</li> </ul>		
	Group Dynamics	<ul style="list-style-type: none"> <li>*Establish rapport with students, groups, colleagues, and others that acknowledges differences in lived experiences.</li> <li>*Facilitate reflection to make meaning from experiences with students, groups, and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>*Recognize and analyze unspoken dynamics in a group setting.</li> <li>*Facilitate or coach group decision-making, goal-setting, and process.</li> </ul>	
	Partnering with Others	Know and use referral sources and exhibit referral skills in	Consult with mental health professionals as appropriate.	

		seeking expert assistance.		
	Conflict and Crisis Situations	*Facilitate problem-solving. *Identify when and with whom to implement appropriate crisis management and intervention responses.		
<p><b>Reflection:</b> Summer Orientation (Husky Pack) Leader My experience with the summer orientation team in the role of a Husky Pack Leader provided me with insights, skills and dispositions in this competency area. I coordinated tours and referred High School students that visited the campus for sleepovers to Residential Life office, Financial Aid and Husky Tech unit for student accounts setup. I also facilitated short activities as part of the orientation sessions for small groups of students in order to support their needs.</p>				
<b>Assessment, Evaluation, and Research</b> Overall Competency: <b>Foundational</b>	AER Design	*Explain to students and colleagues the relationship of AER processes to learning outcomes and goals.		
	Methodology, Data Collection, and Data Analysis	* Differentiate among methods for assessment, program review, evaluation, planning, and research.		
<p><b>Reflection:</b> NACA Employability Skills Survey As a staff at the Atwood Memorial Center, I participated in the NACA Employability Skills Survey which was administered by an Associate Director at the unit. A follow up one-on-one session to review skills gained and the relevance to professional development were conducted at the beginning of the semester to benchmark the progress for assessment at the end of semester.</p>				
<b>Law, Policy, and Governance</b> Overall Competency: <b>Foundational</b>	Laws and Legal Systems	* Explain the difference between public, private, and for-profit education		

		<p>with respect to the legal system.</p> <ul style="list-style-type: none"> <li>* Describe how country and state/provincial constitutions and laws influence the constituents within a college community and affect their professional practice.</li> <li>* Identify internal and external stakeholders, policymakers and special interest groups who influence higher education policy.</li> <li>* Act in accordance with country, state/provincial, and local laws with institutional policies regarding non-discrimination.</li> </ul>		
	<p>Governance</p>	<ul style="list-style-type: none"> <li>* Describe the governance systems and structure at one's institution.</li> <li>* Know how and when to consult with one's immediate supervisor and institutional legal counsel regarding matters that may have legal ramifications.</li> </ul>		

	Ethical and Inclusive Application of Policy	<ul style="list-style-type: none"> <li>* Describe how policy is developed and implemented in one's department and institution, as well as at all levels of external governance.</li> <li>* Demonstrate awareness of the inequitable and oppressive ways that laws and policies are enacted on vulnerable student populations in the institution and at all levels of government.</li> </ul>		
<p><b>Reflection:</b> Title IX and 1B.3  I learnt about the University's Student Code of Community Standards based on the 20 U.S.C. Section 1681, Federal Civil Rights Law (Title IX) and the Minnesota State 1B.3 legislation.</p>				
<b>Leadership</b> Overall Competency: <b>Intermediate</b>	Foundational and Theoretical Principles of Leadership	<ul style="list-style-type: none"> <li>*Articulate the vision and mission of the primary work unit, division and institution.</li> <li>* Identify one's own strengths and challenges as a leader and seek opportunities to develop leadership skills.</li> <li>*Identify and understand individual- level</li> </ul>	<ul style="list-style-type: none"> <li>*Identify potential obstacles or points of resistance when designing a change process.</li> </ul>	

		<p>constructs of “leader” and “leadership.”</p> <ul style="list-style-type: none"> <li>* Explain values and processes that lead to organizational improvement.</li> <li>* Explain the advantages and disadvantages of different types of decision-making processes.</li> <li>* Identify institutional traditions, mores, and organizational structures and how they influence others to act in the organization.</li> </ul>		
	Self-Awareness and Continual Reflection	<ul style="list-style-type: none"> <li>* Describe how personal values, beliefs, histories, and views inform one’s perception as an effective leader with and without authority.</li> <li>* Build mutually supportive relationships with colleagues and students across similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>* Recognize the interdependence of members within organizational units and throughout the institution.</li> <li>* Seek out training and feedback opportunities to enhance one’s leader and leadership knowledge and skill.</li> </ul>	
	Teamwork and Interpersonal Skills	<ul style="list-style-type: none"> <li>* Identify basic fundamentals of teamwork and</li> </ul>	<ul style="list-style-type: none"> <li>* Encourage colleagues and students to engage in</li> </ul>	

		<p>teambuilding in one's work setting and communities of practice.</p> <ul style="list-style-type: none"> <li>* Describe and apply the basic principles of community building.</li> </ul>	<p>team and community building activities.</p> <ul style="list-style-type: none"> <li>*Encourage others to view themselves as having potential to make meaningful contributions and engaged in their communities.</li> <li>* Give feedback to colleagues and students who seek to become more effective leaders</li> <li>*Recognize the interdependence of members within units and throughout the institution.</li> <li>* Inform other units about issues that may impact their work.</li> </ul>	
	<p>Change Management and Innovation</p>	<ul style="list-style-type: none"> <li>* Understand campus cultures and apply to one's work.</li> <li>*Use appropriate technology to support leadership processes.</li> <li>*Think critically, creatively, and imagine possibilities for solutions.</li> <li>*Articulate the logic and impact of decisions on groups of people,</li> </ul>	<ul style="list-style-type: none"> <li>* Advocate for change that would remove barriers to student and staff success.</li> <li>* Seek entrepreneurial and innovative perspectives when planning for change.</li> <li>* Ensure that decision-making processes include the perspectives of</li> </ul>	

		<p>institutional structures and implications for practice.</p> <ul style="list-style-type: none"> <li>* Exhibit confidence in the capacity of individuals to organize and take action to transform their communities and world.</li> </ul>	<p>various groups on campus, particularly those who are underrepresented or marginalized.</p> <ul style="list-style-type: none"> <li>* Lead others to contribute toward the effectiveness and success of the organization. - I</li> </ul>	
<p><b>Reflection:</b> Supervision of Building Assistants, Atwood Memorial Center</p> <p>As supervisor of the Building Assistants (BA) program, I was tasked with providing leadership guidance and support to student workers that are in the building assistant roles and interface with the General Maintenance Workers (GMW) to ensure that all set goals are met on a daily basis and the logistical needs of the teams are met for operational success.</p>				
<p><b>Organizational and Human Resources</b> Overall Competency: <b>Foundational</b></p>	<p>Assessment, Advocacy, and Networking</p>	<ul style="list-style-type: none"> <li>* Understand the roles partners, allies, and adversaries play in the completion of goals and work assignments.</li> <li>* Recognize how networks in organizations play a role in how work gets accomplished.</li> <li>* Adapt to situation-appropriate communication strategies that effectively communicate with various groups.</li> </ul>		
	<p>Skill Development</p>	<ul style="list-style-type: none"> <li>* Develop and utilize appropriate meeting materials.</li> </ul>		



		* Provide constructive feedback in a timely manner.		
	Hiring and Staffing	Describe ethical hiring techniques and institutional hiring policies, procedures, and processes that reflect a commitment to diversity and equity.		
	Supervision, Communication and Conflict Resolution	Communicate using effective verbal and non-verbal strategies appropriate to the situation in ways that person(s) with whom you are engaged prefer.		
	Crisis & Risk Management	*Describe and follow campus protocols for responding to critical incidents and campus crises. * Explain the basic tenets of personal or organizational risk and liability as they relate to one's work.		
	Resource Management, Stewardship, and Sustainability	*Describe environmentally sensitive issues and explain how one's work can incorporate elements of sustainability.		

		*Articulate how physical space impacts the institution's educational mission.		
	Technology	Use technological resources with respect to maximizing the efficiency and effectiveness of one's work.		
<p><b>Reflection:</b> Graduate Assistant – Operations at Atwood Memorial Center  I was involved in the recruitment of student workers into the role of Building Assistant positions which were designed to provide students with an opportunity to develop professional capacity and relevant skills required for managing the student space on campus.  In this capacity, I had the privilege to advocate for ethical hiring techniques and institutional hiring policies, procedures, and processes that reflect a commitment to diversity and equity.</p>				
<b>Personal and Ethical Foundations</b> Overall Competency: <b>Intermediate</b>	Wellness and Healthy Living	*Recognize and articulate healthy habits for better living. * Articulate wellness as comprised of emotional, physical, social, environmental, relational, spiritual, moral, and intellectual elements. *Identify positive and negative impacts on wellness and seek assistance from available resources.	* Create and implement a plan for healthy living. *Build resiliency, manage stress, spiritual activities, and relationships in and out of work. * Recognize impact of personal wellness on others and duty to create mutual, positive relationships. *Share resources and support strategies with others.	* Be aware of others' wellness and support their efforts to be well. * Explicitly promote self-care and personal wellness as part of the culture of one's area of responsibility.
	Ethical Codes and Professional Standards	*Describe ethical statements and principles of relevant	* Implement personal protocol for ethical decision-making.	* Consult with colleagues and students; provide ethical guidance.

		<p>professional associations.</p> <ul style="list-style-type: none"> <li>* Utilize/consult with resources to assist with ethical issues.</li> <li>* Articulate personal code of ethics informed by ethical codes.</li> <li>* Explain how one's behavior reflects ethics of profession and address lapses in one's behavior.</li> <li>* Identify ethical issues in the course of one's job.</li> <li>* Work with mentors to identify effective means of dissent or critique institutional actions.</li> </ul>	<ul style="list-style-type: none"> <li>* Explain alignment of practice, personal ethics, and ethical statements.</li> <li>* Articulate cultural influences on interpretation of ethical standards.</li> </ul>	<ul style="list-style-type: none"> <li>* Dialogue with others concerning the ethical statements of professional associations.</li> </ul>
	<p>Self-Assessment and Reflection</p>	<ul style="list-style-type: none"> <li>* Recognize importance of reflection in personal, professional, and ethical development.</li> <li>* Broaden perspective by participating in activities that challenge one's beliefs.</li> <li>* Craft a realistic, summative self-appraisal with ongoing feedback.</li> </ul>	<ul style="list-style-type: none"> <li>* Analyze personal experiences for deeper learning/growth and engage others in reflection.</li> <li>* Identify meaningfulness of personal beliefs and commitments.</li> </ul>	<ul style="list-style-type: none"> <li>* Integrate reflection into positive action.</li> </ul>

**Reflection:** Think2Perform Value Card

As a value based individual and using the Think2Perform exercise to elucidate my beliefs and alignments with ethical premise, I was able to articulate my top values with acumen into a clear-cut perspective for professional guidance comprising of emotional, physical, social, environmental, relational, spiritual, moral, and intellectual elements.

<p><b>Social Justice and Inclusion</b> Overall Competency: <b>Intermediate</b></p>	<p>Understanding of Self and Navigating Systems of Power</p>	<ul style="list-style-type: none"><li>*Able to articulate one's identities and intersectionality.</li><li>* Identify systems of socialization that influence one's multiple identities and sociopolitical perspectives and how they impact one's lived experiences.</li><li>* Articulate a foundational understanding of social justice and inclusion within the context of higher education.</li></ul>	<ul style="list-style-type: none"><li>* Identify systemic barriers to social justice and inclusion.</li><li>* Assess one's own department's role in addressing such barriers.</li></ul>	
	<p>Critical Assessment and Self- Directed Learning</p>	<ul style="list-style-type: none"><li>*Utilize critical reflection in order to identify one's own prejudices and biases.</li><li>* Participate in activities that assess and complicate one's understanding of inclusion, oppression, privilege, and power.</li></ul>	<ul style="list-style-type: none"><li>* Evaluate one's participation in systems of oppression, privilege, and power without shaming others.</li><li>* Provide opportunities for inclusive and social justice educational professional development.</li></ul>	
	<p>Engaging in Socially- Just Practice</p>	<ul style="list-style-type: none"><li>* Integrate knowledge of social justice,</li></ul>	<ul style="list-style-type: none"><li>*Facilitate dialogue about issues of social</li></ul>	

		<p>inclusion, oppression, privilege, and power into one's practice.</p> <p>* Connect and build meaningful relationships with others while recognizing their multiple, intersecting identities, perspectives, and developmental differences.</p> <p>* Advocate on issues of social justice, oppression, privilege, and power that impact people based on local, country, and global interconnections.</p>	<p>justice, inclusion, power, privilege, and oppression in one's practice.</p> <p>* Address bias incidents affecting campus communities.</p>	
	Organizational Systemic Advocacy	<p>*Understand how one is affected by and participates in maintaining systems of oppression, privilege, and power.</p>	<p>*Advocate for the development of a more inclusive and socially conscious department, institution, and profession.</p>	
<p><b>Reflection: Positionality Map</b></p> <p>The positionality Map class experience provided an in-depth reflection on the socialization process that has influenced different aspects of my identities and affected my lived experiences.</p> <p>The activity provided me with pertinent tools and clearer perspectives to identify systemic barriers to social justice and inclusion, how these barriers are reified by the sociopolitical process. I gained a concise foundational understanding of social justice and inclusion within the context of higher education and how to navigate for liberatory outcomes.</p>				
<b>Student Learning and Development</b>	Understanding Theory	*Articulate theories and models that	*Describe major categories of student	

<p>Overall Competency: <b>Intermediate</b></p>		<p>describe the development of college students and the conditions and practices that facilitate holistic development. *Articulate one's own developmental journey in relation to formal theories. *Identify one's own informal theories of student development and how they are informed by formal theories. * Identify the dominant perspectives as well as strengths and limitations in applying theories and models to varying student demographic groups.</p>	<p>development theories and the conditions that facilitate learning. *Recognize how identity influences student development. * Identify how one's own informal learning can inform one's practice and teaching. * Recognize the different applications and limitations in working with varying student groups.</p>	
	<p>Design and Application</p>	<p>* Construct learning outcomes for daily practice, teaching, and training activities. * Design programs based on current research and theories of student learning and development.</p>	<p>*Construct effective programs, lesson plans, and syllabi. *Utilize theory-to-practice models to inform individual or unit practice. * Justify creation of programs and services using learning theory.</p>	

			* Identify and take advantage of opportunities for curriculum and program development.	
	Assessment and Integration	<ul style="list-style-type: none"> <li>* Able to describe an assessment and evaluative process.</li> <li>* Assess learning outcomes from programs and services and use theory to guide and improve practice.</li> </ul>	* Critique the dominant group perspective present in some models and theories of student learning and modify for use in practice.	
<p><b>Reflection:</b> Theory to Praxis on Interconnectivity  The theory to praxis facilitation provided a clearer understanding of the need to practice an ethic of interrelatedness (to start with self before we can practice interconnectivity effectively) as a student affair professional.  Through the application of compassionate caution during engagements and facilitation, I am able to examine points of difference as an ethical and pedagogical imperative to construct sustainable learning outcomes.</p>				
<b>Technology</b> Overall Competency: <b>Intermediate</b>	Technical Tools and Software	<ul style="list-style-type: none"> <li>* Remain current on adoption patterns of new technologies and be able to articulate the purpose and functionality of those technologies.</li> <li>* Demonstrate adaptability in the face of fast-paced technological change.</li> <li>* Troubleshoot basic software, hardware, and connectivity problems and refer more complex</li> </ul>	<ul style="list-style-type: none"> <li>* Anticipate potential problems with software, hardware, and connectivity and identify multiple strategies to troubleshoot these problems.</li> <li>* Incorporate commonly utilized technological tools and platforms into one's work.</li> </ul>	

		problems to an appropriate information technology administrator.		
	Data Use and Compliance	<ul style="list-style-type: none"> <li>* Assess the accuracy and quality of information gathered via technology.</li> <li>*Accurately cite electronic sources of information respecting copyright law and fair use.</li> <li>*Model and promote the legal, ethical, and transparent collection, use, and securing of electronic data.</li> <li>* Ensure compliance with accessible technology laws and policies.</li> <li>*Model and promote equitable and inclusive practices by ensuring all participants in educational endeavors can access and utilize the necessary tools for success.</li> </ul>	<ul style="list-style-type: none"> <li>*Utilize multiple strategies for accessing and assessing information.</li> <li>*Utilize universal design principles to model and promote compliance with accessibility laws and policies.</li> <li>*Demonstrate a willingness and capacity to critically examine and change technology related policies and practices that privilege one group over another.</li> </ul>	
	Digital Identity and Citizenship	<ul style="list-style-type: none"> <li>* Demonstrate awareness of one's digital identity and engage students in</li> </ul>	<ul style="list-style-type: none"> <li>* Proactively cultivate a digital identity presence and reputation that models</li> </ul>	



		<p>learning activities related to responsible digital communications and virtual community engagement.</p> <p>*Engage in personal and professional digital learning communities and personal learning networks at the local, country, and/or global level.</p>	<p>appropriate online behavior and constructive engagement with others in virtual communities.</p> <p>* Utilize local, country, and global digital professional learning communities and personal learning networks to enhance intra- and interinstitutional collaboration and ongoing professional development.</p>	
	Online Learning Environments	<p>*Utilize social media and other digital communication and collaboration tools to engage students in programs and activities.</p> <p>* Design, implement, and assess technologically-rich learning experiences that model effective use of visual and interactive media.</p> <p>* Demonstrate how one's work with and service to students is inclusive of students participating in online</p>	<p>* Promote learning-focused interventions and student engagement via the design and assessment of outcomes that utilize social media and other digital communication and collaboration tools.</p> <p>* Utilize a variety of digital strategies for enhancing educational interventions with multimedia, interactive tools, and</p>	

		and hybrid courses and programs.	creativity—enhancing technologies.	
<p><b>Reflection:</b> Accruent EMS Workplace Management Software/Teams/Zoom/D2L  As a steward of government data, including private information about students, employees, corporate clients, and others, my use of the Event Management Systems to support logistical operations at Atwood is premised on handling this proprietary information in a responsible manner that requires careful attention, due diligence, and ongoing respect for the proper balance between privacy and public accountability.  The use of the D2L, Microsoft Teams and Zoom platforms to engage in personal and professional digital learning communities became an integral aspect of my skill development for effective outcomes.</p>				
<b>Values, Philosophy, and History</b> Overall Competency: <b>Intermediate</b>	Historical Foundations	<ul style="list-style-type: none"> <li>* Ability to synthesize the profession’s history.</li> <li>* Identifies historical context of the profession from various perspectives (i.e., role of student affairs within the academy, inclusion and exclusion of diverse peoples, institutional types).</li> </ul>	<ul style="list-style-type: none"> <li>* Explains and examines how today’s practice is informed by historical context.</li> <li>* State an understanding of the ongoing nature of history.</li> </ul>	
	Theoretical Foundations	<ul style="list-style-type: none"> <li>* Describe the foundational philosophies, disciplines, and values of the profession.</li> <li>* Supports various philosophies that define the profession.</li> </ul>		
	Societal/Cultural Context	<ul style="list-style-type: none"> <li>* Explains the public role and societal benefits of student affairs and of higher education generally.</li> </ul>	<ul style="list-style-type: none"> <li>* Describes to staff the public responsibilities of a student affairs professional and the</li> </ul>	

		* Articulates the similarities and differences of varying international student affairs philosophies.	resulting benefits to society. * Recognizes globalization of student affairs practice.	
	Professional Service	* Explains the role of the academy and student affairs professional associations and the importance of service to those organizations. * Articulates the principles of professional practice.	* Actively engages in service to the academy and student affairs professional associations. * Identifies and incorporates emerging values of the profession into one's professional practice. * Purposefully integrates the use of professional publications into one's daily work.	
	Campus and Civic Engagement	* Able to role model the principles from the profession to colleagues across campus. * Demonstrate responsible campus citizenship.	* Actively contributes to opportunities for campus and community citizenship. * Explores options for global engagement.	

**Reflection:** Josselson's Theory of Women Development

The discussion and presentation of the Josselson's Theory of Women Development provided me with the opportunity to synthesize the profession's history, identify the historical context of the profession from the theorist perspectives.

A privilege to interview Dr. Josselson along with my group members provided additional insights into the foundational philosophies, disciplines, and values of the profession ensuing in exclusionary dimensions of these student development theories and how it informs the practice at this present time.