



# ASSOCIATION OF FRATERNITY | SORORITY ADVISORS

## 2018 AFA Core Competency Assessment

Thank you for choosing to continue your professional development by completing the Association's Core Competency Assessment. It is the hope of the Association that this self-assessment will allow you to pinpoint your areas of growth and areas of proficiency in the field, allowing you to use the next academic year to facilitate learning and development for yourself and the communities you work with daily.

*Please click "Next" to review the Stages of Development.*

## 2018 AFA Core Competency Assessment

### Stages of Development

Each professional follows the learning curve through four stages including the unknown, discovery, practice, and proficiency. Progress through each competency is independent of other competencies meaning a professional could be "proficient" in one competency and "unknowing" in another.

#### 1. Unknown

Initially, professionals lack awareness of basic information, concepts, and skills needed for the job. They are unaware of most elements within the competency. They may instead rely on past personal experience(s) in other related areas and may overlook relevant information. They require exposure and introduction to basic knowledge and skills to continue learning.

#### 2. Discovery

During the discovery stage, professionals develop working knowledge of basic concepts as they become aware of new facts, concepts, and skills. They gain a knowledge of most elements within the competency and may need extra time, resources, or guidance to apply it in practice. They require conscious effort, study, and coaching to ensure accuracy and continued learning.

#### 3. Practice

In the practice stage, professionals deepen their knowledge of these areas and gain experience applying competencies to various situations and contexts. They have a working knowledge of most elements within the competency and may need extra time and effort to incorporate them into practice. They require practical experience with multiple scenarios and some conscious effort to continue learning.

#### 4. Proficiency

Professionals become proficient by accumulating extensive direct experience with a competency, articulating deep knowledge of details, intricacies, and interconnections, and demonstrating competency with little effort. They have extensive and nuanced knowledge of all elements within the competency, and they act accurately, appropriately, and quickly without conscious effort. They require synthesis of competencies across multiple areas and teaching others to continue learning.

*Please click "Next" to continue.*

## 2018 AFA Core Competency Assessment

Remember to be critical in your self-assessment, it is OK to identify as "Unknown" or "Discovery." There is no right path for the Core Competency alignment, and it is by being honest about our opportunities for growth that we will move forward in the profession.

The assessment should take about 15 minutes to complete. You will need to complete the assessment in one sitting, you are not able to save your responses and return at a later time to complete.

*Click "Next" to begin the survey.*

## 2018 AFA Core Competency Assessment

### Governance

Collegiate fraternal organizations are subject to various sources of authority, each with their own expectations. Fraternity/sorority professionals must accurately identify, interpret, navigate, and support compliance with these expectations.

Applying relevant federal laws

Including freedom of association, freedom of speech, free speech zones,

freedom of information, Title IX and single gender exceptions, intellectual property, copyright and trademark, student privacy, FERPA/HIPPA, taxation and finance (e.g., IRS 990, filing requirements for non-profit organizations, corporate structures for foundations and non-profits, etc.), Fair Labor Standards Act, Clery Act, anti-discrimination, disability, whistleblower, and current legislative topics such as REACH and CHIA.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

#### Applying relevant state laws

Including those regarding hazing, alcohol, marijuana, other controlled substances, financial standards, freedom of information, criminal statutes, and current topics.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

#### Applying relevant local laws and ordinances

Including those regarding alcohol, zoning, noise, campus and local law enforcement relationships, and current topics.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

#### Applying university/organization policy for individuals and organizations

Including student code of conduct, organization code of conduct, event planning guidelines, travel regulations, conduct violation procedures, liability waivers, risk management policies, insurance requirements, chapter performance expectations, position statements, financial management standards, and membership eligibility.

☐ 1 - Unknown ☐ 2 - Discovery ☐ 3 - Practice ☒ 4 - Proficiency

#### Applying stakeholder expectations

Including inter/national organizations, universities, inter/national umbrella associations, housing corporations, alumni associations, graduate/alumni chapters, local, regional, or national advisory groups, and professional associations.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

#### Navigating overlapping scopes of authority among multiple entities

Including awareness of each entity, ability to explain their scope of authority, and ability to navigate competing expectations.

☐ 1 - Unknown ☐ 2 - Discovery ☐ 3 - Practice ☒ 4 - Proficiency

#### Managing compliance

Including complying with all relevant expectations, understanding the role in enforcing stakeholders' expectations, aligning practices with expectations, and using accountability systems to address violations.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

## 2018 AFA Core Competency Assessment

### Fraternity/Sorority Systems

Collegiate fraternal organizations have many unique operating practices, and they operate across a variety of functional areas. Professionals must be familiar with, provide accurate advice about, and be able to navigate all relevant functional areas and operating practices.

#### Navigating fraternal community organization structures

Including knowledge and application of mission, purpose, values, ritual, history, operating philosophies, authority, and organization structures of each local, regional, and inter/national organization, each umbrella association (e.g., NALFO, NAPA, NIC, NMGC, NPC, NPHC, etc.), relevant professional associations (e.g., AFA, FEA, NASPA Knowledge Community, etc.), and regional conferences (e.g., AFLV, NGLA, NBGLC, NCGLC, SEIFC, CCWL, etc.)

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

#### Coordinating membership management processes

Including roster management, dues processing and financial management, academic reporting, chapter performance tracking, and reporting systems.

☐ 1 - Unknown ☐ 2 - Discovery ☐ 3 - Practice ☒ 4 - Proficiency

#### Facilitating joining processes

Including knowledge of and playing appropriate roles in Intake, NPC recruitment, and other recruitment systems, new member education, and non-pledging inductions systems.

☐ 1 - Unknown ☐ 2 - Discovery ☐ 3 - Practice ☒ 4 - Proficiency

#### Managing expansion and extension of new chapters

Including various methods of selection, relevant laws, organization/university expectations for new organizations, engaging alumni, staff, and other stakeholder support, and services and support for new organizations.

☐ 1 - Unknown ☐ 2 - Discovery ☐ 3 - Practice ☒ 4 - Proficiency

#### Closing and reorganizing chapters

Including legal rights and responsibilities of, and communications with each stakeholder including alumni, parents, other members, and inter/national and university staff.

☐ 1 - Unknown ☐ 2 - Discovery ☐ 3 - Practice ☒ 4 - Proficiency

#### Managing housing strategies and systems

Including a variety of structures for ownership, facility management, financial management, resident supervision, placement, resident contracts, security systems, types of space, options for underserved groups, and interactions with stakeholder groups such as university housing, housing corporations, and chapter leaders.

☐ 1 - Unknown ☒ 2 - Discovery ☐ 3 - Practice ☐ 4 - Proficiency

#### Applying good practice in relevant functional areas

Including media relations, service immersion and learning, neighborhood relations, insurance and risk management, marketing and communications, policy and law enforcement, student conduct and investigation procedures, crisis response, alumni engagement, volunteer management, development and fundraising, and financial systems including student fees.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

## 2018 AFA Core Competency Assessment

### Student Safety

Collegiate fraternal organizations present both challenges and opportunities to enhance student safety on campus. Fraternity/sorority professionals must be familiar with the nature of these issues, the campus partners who work to prevent them, and research-supported strategies for addressing them.

#### Describing student safety issues

Including describing individual, chapter, community, and national data related to alcohol, marijuana, prescription drug, and illegal drug misuse, hazing, vandalism, physical assault, sexual assault, sexual harassment, fire safety, mental health, and event management.

☐ 1 - Unknown ☒ 2 - Discovery ☐ 3 - Practice ☐ 4 - Proficiency

#### Examining student safety issues

Including using data, research, theory, and logic to identify multiple causes and contributions of problems in student safety, selecting initiatives targeted to specific student safety problems, articulating intended outcomes and impact of each initiative, addressing ineffective or unsupported approaches, and collaborating with health, wellness, alcohol prevention, and other relevant departments.

☐ 1 - Unknown ☒ 2 - Discovery ☐ 3 - Practice ☐ 4 - Proficiency

#### Employing research-supported approaches to facilitate student safety

Including familiarity with relevant higher education publications on student safety issues (e.g., the CollegeAIM Matrix, the NIAAA report, etc.) and developing and aligning initiatives with research and theory on multiple approaches to student safety such as risk reduction, risk prevention, health promotion, health education, peer education, environmental management, liability management, crisis response, incident response and treatment, early intervention teams, and brief motivational interviewing.

☐ 1 - Unknown ☒ 2 - Discovery ☐ 3 - Practice ☐ 4 - Proficiency

#### Managing crisis response procedures

Including leading procedures for early intervention, media response, internal communications, victim support, investigation, and conduct, collaborating with relevant stakeholders including law enforcement, conduct, counseling, diversity and inclusion, and public relations staff, and responding to incidents such as fires, sexual assaults, physical assaults, student arrests, student death, bias incidents, free speech issues, protests, and natural disasters.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

#### Managing institutional/organizational liability

Including communication systems and regular interaction with law enforcement, legal counsel, risk management, public relations, Title IX, and diversity and inclusion staff.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

## 2018 AFA Core Competency Assessment

### Student Learning

College students make significant gains in learning and development in college, and fraternity/sorority membership influences their outcomes. Fraternity/sorority professionals must be able to explain and apply theory, research, and good practice in student learning and development to their advising, training, and educational efforts.

#### Applying research and theory on student learning and development

Including knowledge and use of research and theory in adult learning, student development, leadership development, identity development, training and development, and trends in student identity and characteristics.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

#### Designing and developing learning experiences

Including conducting needs assessments, managing instructional design processes, writing learning outcomes, developing logic models, selecting effective learning experiences, writing lesson plans, creating support materials, and assessing and evaluating educational initiatives.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

#### Delivering learning through various methods

Including facilitation, advising, coaching, mentoring, feedback, and presenting.

☐ 1 - Unknown ☐ 2 - Discovery ☐ 3 - Practice ☒ 4 - Proficiency

#### Appropriate use of various strategies to facilitate learning

Including experiential learning, social learning, e-learning, academic courses, conferences, institutes, retreats, and microlearning and just-in-time systems.

☐ 1 - Unknown ☐ 2 - Discovery ☐ 3 - Practice ☒ 4 - Proficiency

## 2018 AFA Core Competency Assessment

### Program Administration

Fraternity/sorority professionals are responsible for contributing to the core functions of an organizational unit. They must be capable of identifying, managing, planning, and executing the basic duties of a departmental program.

#### Managing financial systems

**Including creating program and department budgets, running accounting processes, identifying new funding sources, reporting financial performance, and allocating funds appropriately.**

☐ 1 - Unknown ☐ 2 - Discovery ☐ 3 - Practice ☒ 4 - Proficiency

#### **Managing personnel**

**Including engaging and supporting volunteers, collaborating with human resources staff, developing staffing plans, running meetings, using Robert's Rules of Order, and recruiting, selecting, hiring, compensating, training, supervising, and firing employees including student, graduate, paraprofessional, support, and professional staff.**

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

#### **Managing information systems**

**Including maintaining data storage systems, collecting, securing, analyzing, reporting, and complying with legal requirements in sharing information such as membership rosters, stakeholder contracts, conduct records, organization records, and performance in academics, participation, involvement, retention, and student safety.**

☐ 1 - Unknown ☐ 2 - Discovery ☐ 3 - Practice ☒ 4 - Proficiency

#### **Developing and managing operational systems**

**Including knowledge and application of project management principles, organizing personnel, planning and directing work for the fraternal community, planning programs, allocating resources, monitoring and reporting progress, identifying and filling resource gaps, identifying and addressing inefficiencies, anticipating workflow, communicating with stakeholders, and establishing operational protocols.**

☐ 1 - Unknown ☐ 2 - Discovery ☐ 3 - Practice ☒ 4 - Proficiency

#### **Maintaining accountability to ethical and operational guidelines**

**Including learning and remaining current on all guidelines adopted by the university/organization and professional associations including AFA's Code of Ethics, avoiding ethically questionable situations, and confronting or reporting violations of ethical or operational guidelines.**

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

## **2018 AFA Core Competency Assessment**

### **Navigating Complexity**

Supporting collegiate fraternal organizations involves working with complex issues that have multiple causes and contributors with no perfect or obvious solutions. Fraternity/sorority professionals must be able to acknowledge, navigate, make quality decisions, and lead through these complex issues.

#### **Embracing complexity**

**Including seeing the big picture, recognizing multiple influences and their interdependencies, accepting conflicting information, avoiding over-simplifying situations, and acknowledging the limits of one's knowledge and abilities.**

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

#### **Thinking critically about situations**

**Including avoiding personal bias, collecting multiple perspectives, searching for conflicting evidence, considering multiple and counterintuitive strategies, consulting research, theory, and good practice, identifying sources of leverage, evaluating intended and unintended consequences, and realistically anticipating long-term impact of decisions.**

☐ 1 - Unknown ☐ 2 - Discovery ☐ 3 - Practice ☒ 4 - Proficiency

#### **Making decisions in complex situations**

**Including determining priorities for decision-making, identifying sources of leverage, implementing others' ideas, eliminating low-impact options, eliminating one's own ideas, recognizing the limits of one's influence, overcoming analysis paralysis, establishing support, acting with incomplete information, and relying on collaboration and interdependencies.**

☐ 1 - Unknown ☐ 2 - Discovery ☐ 3 - Practice ☒ 4 - Proficiency

## 2018 AFA Core Competency Assessment

### Operating Strategically

There is no shortage of work to be done in supporting collegiate fraternal organizations, and not all work is equal in importance or urgency. Fraternity/sorority professionals must be able to coordinate multiple competing priorities, consider long-term implications of their work, use limited resources intentionally, and organize work in a way that produces the best results.

### Monitoring and adapting to trends

Including searching for and identifying trends in the fraternal community, in higher education, in the university/organization, and among college students, anticipating how trends will impact the university/organization, and aligning plans and work to adapt to trends.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

### Defining priorities for allocating resources

Including researching and identifying university/organization needs, articulating strategic objectives, developing principles to guide decisions and resource allocations, eliminating unnecessary services despite their popularity, and limiting time and energy on low-impact work.

☐ 1 - Unknown ☐ 2 - Discovery ☐ 3 - Practice ☒ 4 - Proficiency

### Implementing long-term plans

Including developing strategic objectives, using principles to guide initiatives, monitoring performance and progress, aligning support and resources, aligning daily activities around operational strategy, limiting time on urgent and less important work, celebrating milestones, and adjusting plans as needed.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

## 2018 AFA Core Competency Assessment

### Driving Results

Universities and fraternal organizations are being called to demonstrate measurable progress in the many issues they face. Fraternity/Sorority professionals must be able to deliver on institutional/organizational outcomes and demonstrate effective use of institutional/organizational resources.

### Assessing and reporting outcomes

Including defining learning and impact outcomes for every activity, developing data collection instruments (e.g., surveys, polls, journals, monitoring online and office traffic, time tracking, etc.), gathering data, analyzing and interpreting data, compiling assessment reports, incorporating results into communication systems, and using data to improve work.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

### Organizing work around institutional/organizational priorities

Including being able to articulate institutional/organizational priorities, aligning programs with institutional/organizational outcomes, discontinuing activities that do not support institutional/organizational priorities, managing across tasks all levels of importance and urgency, and avoiding taking on responsibilities that belong to students.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

### Prioritizing high impact initiatives

Including discontinuing low-impact services, selecting services and initiatives based on research and evidence of effectiveness, using environmental management approaches, and prioritizing initiatives that influence all students continuously over one-time efforts with a subset of students.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

## 2018 AFA Core Competency Assessment

## Collaborating with Stakeholders

Fraternities and sororities are supported by a network of stakeholders who each have their own authority, perspective, priorities, and interest in the community. Professionals who work with these organizations must take personal responsibility for working collaboratively with each stakeholder group in order to capitalize on shared interests and navigate conflicting priorities.

**Explaining the role, purpose, perspectives, priorities, relationships, and interests of stakeholders**

**Including fraternity/sorority members, fraternity/sorority leaders, alumni, alumni associations, advisory boards, housing corporations, campus partners in various departments (e.g., residence life, law enforcement, risk management, conduct, admissions, orientation, activities, leadership programs, service, institutional research, media relations, academic success, etc.), headquarters staff, inter/national volunteers, volunteer advisors, vendors, umbrella associations, professional associations, etc.**

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

**Cultivating and maintaining relationships with stakeholders**

**Including initiating direct personal relationships, communicating and sharing information frequently, and creating opportunities to engage each stakeholder in our work.**

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

**Forming partnerships with stakeholder groups**

**Including identifying shared goals and priorities across departments and stakeholders, merging duplicate services, reconciling conflicting practices, enlisting participation in relevant projects, and developing joint initiatives across departments.**

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

**Navigating conflict**

**Including seeking to understand and maintaining professionalism when others choose not to collaborate, advocating for the unique needs of each stakeholder, recognizing and addressing sources of conflict, and leaning into interpersonal conflict when necessary.**

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

**Working with each stakeholder**

**Including listening, negotiating, navigating political influences, influencing others, developing teams, monitoring and managing emotions, developing rapport, resolving conflict, correcting mistakes, and responding to concerns.**

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

## 2018 AFA Core Competency Assessment

### Working Across Differences

Collegiate fraternal organizations influence a diverse population of students and are supported by various stakeholders with contrasting viewpoints. Fraternity/sorority professionals must be able to engage productively with those who have differing experiences and views to create environments where people are valued, respected, treated with dignity, and given the opportunity to participate fully in the community.

**Embracing our differences**

**Including acknowledging, learning about, and interacting with people from all cultures, ability statuses, ages, gender identities and expressions, sexual orientations, religions, ethnicities, political ideologies, immigration statuses, socio-economic statuses, and the intersectionality of multiple identities, recognizing one's own bias and privilege, learning to understand the rich history and dynamics of various types of collegiate fraternal organizations, and engaging in opportunities which enhance cultural competence.**

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

**Facilitating interactions across differences**

**Including knowing the dynamics of cross cultural and inclusion-related conflicts, building trust among group members, promoting cooperation and collaboration, accepting and navigating conflict between differing viewpoints with civility, applying listening and inquiry skills, and developing behaviors,**

attitudes, and policies that align to enable members to work effectively across differences.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

**Advocating for inclusive policies, practices, and learning environments**

Including adapting practices to accommodate differences, removing barriers to participation, actively engaging and giving voice to diverse perspectives, explaining the impact and relevance of policy and procedural decisions on different groups, and providing equitable advisement of organizations and councils.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

## 2018 AFA Core Competency Assessment

### Driving Vision and Purpose

Facilitating continuous improvement in fraternity/sorority life requires interpersonal skills to align stakeholders around shared aspirations for the future. Fraternity/sorority professionals must be able to dream, create, articulate, design, and champion a vision and milestones for fraternal organizations that support their mission and values.

**Generating support for vision and purpose**

Including articulating vision and purpose, aligning staff and stakeholders around common aspirations, motivating others to work towards vision and purpose, identifying shared goals and objectives, and maintaining an executive presence to champion vision and purpose.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

**Facilitating continuous improvement**

Including identifying goals and milestones, using change management and continuous improvement strategies, being resourceful when options are limited, identifying opportunities to make progress, and communicating and celebrating progress.

☐ 1 - Unknown ☐ 2 - Discovery ☒ 3 - Practice ☐ 4 - Proficiency

**Connecting work to fraternal purpose**

Including articulating the purpose of fraternal organizations, sharing personal commitment to the purpose of fraternal organizations, explaining how work contributes to the purpose, mission, and values of fraternal organizations, and guiding others in explaining the connection between their work and the purpose of the organization.

☐ 1 - Unknown ☐ 2 - Discovery ☐ 3 - Practice ☒ 4 - Proficiency

## 2018 AFA Core Competency Assessment

**This concludes the Core Competencies Assessment survey.**

***Please click "Submit" to view the results.***