Professional Competencies for
Leaders in Collegiate Recreation

In 2009, *The Validation of the Collegiate Recreational Sports Core Competencies Using Delphi Methodology* report confirmed eight competency areas for collegiate recreation professionals which became the NIRSA Core Competencies.

These competencies are used in the NIRSA Professional Registry Program which "provides a framework for lifelong competency based professional development and inspires purposeful acquisition of new skills." The competencies also provide guidance for educational program planning for the association. Examples have been developed to show how the competencies can be applied to daily practice at basic, intermediate, and advanced levels. Within each competency area, most of the subheadings come directly from the Validation Study. With the large number of new professionals in the collegiate recreation field, the examples of the levels will be a resource for self-appraisal and developmental mapping.

A competency is a measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully. Competencies specify what the person needs to do the job successfully. These measurable patterns allow a profession to make explicit the expectations of professional performance. The definition and explanation of competencies provides a shared language of what is entailed in being a professional in collegiate recreation.

Competencies are used for:

- guiding professional training and development, both for self and reports;
- assessing and selecting candidates for a job;
- assessing and managing employee performance; and
- organizational and position planning.

The basic, intermediate, and advanced levels are not tied to position titles. An individual will likely find themselves at different levels of development across the competency areas depending on his or her area of responsibility. There is no expectation that an individual will strive to become advanced in all competency areas. Work experience,

educational history, development opportunities, and interests all contribute to these differences. Using Research & Evaluation as an example, most practitioners in the profession should be able to achieve the basic level examples, while those with interests/ responsibilities in producing/teaching research and evaluation would need to achieve the advanced level.

As members at all career levels and areas across collegiate recreation pursue continuing education and professional involvement, this resource will enable greater intentionality in identifying competency areas where enhancement is needed or desired. Supervisors may also use this resource to assist in planning professional development for their staff, departments, or divisions.

The descriptions provided for each level of competency area are detailed enough to be useful in ongoing development, but broad enough to be useful across functional areas and to not become overwhelming. The examples are not intended to be exhaustive lists or checklists. They provide tangible examples of the application of the competencies in the profession.

Resources

http://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/. U.S. Office of Personnel Management – Assessment and Selection

http://www.nrc-cnrc.gc.ca/eng/careers/behavioural_competencies/management_conceptual.html. U.S. Office of Personnel Management - Proficiency Levels for Leadership Competencies

NASPA Professional Competencies

Faculty Toolkit for Service-Learning in Higher Education. Edited by Sarena D Seifer and Kara Connors, Community-Campus Partnerships for Health for Learn and Serve America's National Service-Learning Clearinghouse

SUNY Career Development Center – Global Competency

Bloom's Taxonomy

NIRSA Core Competencies

Programming

Program delivery to our communities is a core purpose for collegiate recreation professionals, and often appears in departmental and divisional missions. Although specific programs may vary from one institution to another, professionals need to be able to develop and administer high quality programs and to appropriately apply associated resources.

Philosophy & Theory

The Philosophy & Theory competency area involves knowledge and skills that connect the philosophy and theory to professional practice. Informing our practice through the use of existing frameworks and development of new frameworks provides the context for best practices. As we operate in a higher education environment, our work gives us the high-powered opportunity to apply the process of praxis.

Personal & Professional Qualities

The Personal & Professional Qualities competency area involves the knowledge, skills, and attitudes to inform individual conduct and apply these tools toward productive work and interaction; awareness of one's own areas of strengths and areas for development; be committed to lifelong learning; to assimilate integrity and ethics into all aspects of personal and professional self.

Legal Liabilities & Risk Management

With the inherent risk involved with collegiate recreation activities and the litigious nature of our society, collegiate recreation professionals must be able to identify and manage risks. With experience, professionals will need to be able to understand liability and manage risk at more sophisticated levels.

Human Resources Management

The Management Techniques competency area involves the knowledge, skills and abilities to be an effective supervisor/manager for human resources; to create a productive workplace with efficient policies and procedures and to train and develop staff.

Facility Management, Planning & Design

Facility Management in the field of campus recreation covers a broad scope of skill sets needed to successfully operate, maintain and plan new attractive, safe and fully operable built environments. Administration, facility operations, energy/utilities management, building design and construction are essential skills at every level of employment.

Business Management

Business Management in the field of campus recreation covers a broad scope of skill sets needed across disciplines within our field. Communicating, planning, marketing, managing resources, strategic relationship building, and utilizing appropriate technology are essential business management skills at every level of employment.

Research & Evaluation

Accountability in higher education is achieved through data-informed decisions and objective reporting of program outcomes. As a profession, collegiate recreation must continue generating research that increases knowledge that advances the profession. The general trend of increasing complexity of knowledge and skills in research and evaluation shows a progression from being able to participate, interpret, and apply findings to being able to conceive of and direct research, assessment, and evaluation processes. At the more complex level, one should be able to direct others in conducting research, assessment, and evaluation activities, participate in more sophisticated studies, conduct meta analyses of multiple data sets, and communicate results to garner program support and resources.

Programming

Rationale for Competency/Framing Language

Program delivery to our communities is a core purpose for collegiate recreation professionals, and often appears in departmental and divisional missions. Although specific programs may vary from one institution to another, professionals need to be able to develop and administer high quality programs and to appropriately apply associated resources.

For the levels below, collegiate recreation professionals should be able to:

Student Learning and Development

Basic

- Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development.

Intermediate

- Design programs, facilities, and services to promote student learning and development that are based on current research on student learning and development theories.

Advanced

- Develop staff members' competency in applying learning and development theory to practice.
- Create professional development opportunities utilizing various learning concepts.

Teaching and Training

Basic

- Integrate various learning theories and models into training and programming practices.

Intermediate

- Design opportunities for student training and program development that encourage continual learning and developmental growth.

Advanced

- Reinforce and assess inclusive and welcoming campus communities that promote deep learning and foster student success.
- Develop co-curricular opportunities.

Learning Outcomes

Basic

- Identify and construct learning outcomes for both daily practice as well as teaching and training activities (including student employee training).

Intermediate

- Teach, train, and practice in a way that utilizes the assessment of learning outcomes to inform future practice.

Advanced

- Elevate the learning orientation of collegiate recreation to the campus community.
- Seek out and develop collaborative relationships with various campus constituents to foster student-learning activities that support classroom learning.

Resources

Basic

- Identify and utilize available resources (including human, technology, facilities) for program delivery.

Intermediate

- Appraise potential new resources for program delivery by connecting with partners across campus.

Advanced

- Develop and pursue long term planning to create and attract new resources for program delivery.

Program Development

Basic

- Align programs with departmental/institutional goals, missions, and priorities.
- Be aware of resources required to create new programming activities
- Develop proposals for new program implementation.

Intermediate

- Compose new programs or aspects for existing programs to illustrate departmental/institutional goals in a different/non-traditional way.
- Encourage implementation of new and different programming to meet the changing needs of the community served and accomplish the departmental/institutional goals.
- Use intentional planning methods that include development of student learning outcomes.

Advanced

- Facilitate collaborative programming across campus departments, divisions, and the community as appropriate to further the mission of the institution.
- Foster new and different collaborative programming across campus that addresses institutional goals and mission.

Scheduling

Basic

- Create program schedule taking into consideration institutional holidays, special events, major academic priorities, and inclement weather.
- Create a schedule that incorporates an array of available formats.

Intermediate

- Assess and determine appropriate methods of scheduling program delivery.
- Teach and train staff to be proactive with schedule conflicts
- Adapt program scheduling to meet changing needs.

Advanced

- Identify non-traditional scheduling opportunities and create diversified options for participants.

Promoting

Basic

- Use the target market's primary modes of communication (i.e. social media, emails, flyers) to promote programs.

Intermediate

- Create and expand non-traditional modes of communication by connecting with partners across campus.

Advanced

- Assess the effectiveness of the promotion systems being utilized by studying analytics.
- Research and apply cost-saving communication methods.

Delivery

Basic

- Conduct programming for participants that follow the standards of practice for the specific activity.
- Align programming with desired learning outcomes.

Intermediate

- Ensure continuous improvement in program delivery through application of changes introduced through the assessment process.
- Develop and modify programming to ensure that learning outcomes are being achieved at the desired level.

Advanced

- Serve on institutional planning groups to promote collaborative programming that addresses institutional goals/mission as well as appropriate interactions with the community.

Leadership

Basic

- Identify Basic teamwork fundamentals and teambuilding strategies in one's work setting and communities of practice.

Intermediate

- Create environments that encourage students to view themselves as having the potential to make meaningful contributions to their communities and to be engaged in their communities

Advanced

- Foster an institutional culture that supports the free and open exchange of ideas and beliefs, and where issues of power and privilege are identified and addressed.
- Promote, facilitate, and assess the effectiveness of collaborative initiatives and teambuilding efforts.

Sustainability

Basic

- Examine touch points of sustainability (social, economic and environmental) for the programming activity.

Intermediate

- Foster participation in sustainable practices in all areas where touch points to programming have been identified including social, environmental, and economic.

Advanced

- Participate in collaborative institutional initiatives that educate and promote sustainability.

Health and Wellbeing

Basic

- Articulate the contribution and connection of the program activity to overall health and wellbeing.

Intermediate

- Facilitate collaborative initiatives across the institution that connect various aspects of wellness and understand how healthy people and healthy communities are centered within sustainability.

Advanced

- Reinforce and promote the contribution that collegiate recreation makes to student, institutional employee, and community success through the adoption of healthy behaviors.

Equity, Diversity, and Inclusion

Basic

- Participate in activities that challenge one's beliefs.
- Design culturally relevant and inclusive programs, services, policies, and practices.
- Predict access needs for potential participants.

Intermediate

- Integrate cultural knowledge with specific and relevant cultural issues on campus.
- Identify and mitigate systemic barriers to equality and inclusiveness.
- Facilitate learning and practice of social justice concepts.
- Provide opportunities for diverse interactions with professionals in higher education who focus on equity, diversion, and inclusion work.
- Collaborate with others across campus to further equity, diversity, and inclusion.

Advanced

- Create ongoing strategic plans for the continued development of diversity initiatives and inclusive practices throughout the institution
- Ensure that competence in equity, diversity, and inclusion is fully integrated into departmental practices throughout the campus.
- Evaluate data on program participants in comparison to institutional data and apply strategies to attract and serve underrepresented groups.

Service

Basic

- Articulate the concept of service learning and identify opportunities for integrating service into the programming where appropriate.

Intermediate

- Implement service into appropriate program areas to teach and train students on the value and benefits of service to the community.

Advanced

- Assess the effectiveness and value of service initiatives and implement processes to expand or enhance initiatives at the institutional and community levels.

Global Perspective

Basic

- Develop one's own civic capacity (such as a sense of personal and social responsibility to understand the connection between a global perspective and how people relate to one another).

Intermediate

- Foster and implement programming that creates a sense of personal and social responsibility in others to develop students across multiple dimensions.

Advanced

- Analyze the interconnectedness of societies worldwide and how these global perspectives affect institutional learning and make connections to collegiate recreation.
- Apply the dimensions of personal and social responsibility

Philosophy & Theory

The Philosophy & Theory competency area involves knowledge and skills that connect the philosophy and theory to professional practice. Informing our practice through the use of existing frameworks and development of new frameworks provides the context for best practices. As we operate in a higher education environment, our work gives us the high-powered opportunity to apply the process of praxis.

For the levels below, collegiate recreation professionals should be able to:

Professionalism and Ethics

Basic

■ Demonstrate commitment to professionalism and ethical behavior in conducting research within collegiate recreation.

Intermediate

■ Teach staff and student employees the elements of professionalism and ethical behavior in conducting research within collegiate recreation.

Advanced

■ Assess departmental staff's praxis of professionalism and ethical behavior in conducting research within collegiate recreation.

Trends in Recreational Sports

Basic

■ Be aware of past and present trends that have influenced practices in university recreation.

Intermediate

■ Monitor emerging trends and issues that have the potential to influence practices in university recreation.

■ Plan and implement new programs and services to address emerging trends and issues at the institutional level.

Advanced

■ Evaluate emerging trends and execute implementation to ensure timely and relevant information and services to the institution.

■ Provide leadership to departmental, divisional or institutional colleagues by presenting information on emerging trends.

Student Affairs Issues and Theories

Basic

■ Identify issues and theories in the broader field of student affairs and be aware of their significance in collegiate recreation.

Intermediate

■ Facilitate discussion on issues and theories in the broader field of student affairs and make connections to their significance in collegiate recreation.

Advanced

■ Assess departmental staff's praxis on issues and theories in the broader field of student affairs and how they make connections to their significance in collegiate recreation.

Student Development Theory (Participants/Employees)

Basic

■ Demonstrate theories and frameworks which inform the work in collegiate recreation on the following topics s: Student development (employees/participants); engagement; participant based; Health &Wellness; Equity & Diversity; Leadership; Sustainability; Global Perspective and Service.

Intermediate

■ Apply theories and frameworks in university recreation on topics such as: Student development/ engagement (employees/participants); participant based; Health &Wellness; Equity & Diversity; Leadership; Sustainability; Global Perspective and Service.

■ Incorporate philosophies and theories from student affairs and university recreation into staff training and development at the student and professional staff levels.

■ Pursue continuing education to be attuned to new theories and practices that affect the delivery of programs and services at the department and institutional level.

Advanced

■ Develop and promote new frameworks in university recreation on topics such as: Student development/engagement (employees/ participants); participant based; Health &Wellness; Equity & Diversity; Leadership; Sustainability; Global Perspective and Service.

Standards of Practice

Basic

■ Be aware of existing standards including: CAS standards for Recreational Sports Programs; National Commission for Certifying Agencies; ASTM International and American College of Sports Medicine.

Intermediate

■ Evaluate the application of standards of practice in areas of responsibility.

■ Describe standards of practice in the field of collegiate recreation in areas such as professional competencies and NIRSA strategic value areas.

Advanced

■ Evaluate the application of standards of practice in the unit and how the unit interacts with other departments or divisions across campus.

Equity and Diversity

Basic

■ Examine issues of equity and diversity and be aware of their significance in collegiate recreation.

Intermediate

■ Teach staff and student employees about issues of equity and diversity and demonstrate their significance in collegiate recreation.

Advanced

■ Advocate the adoption of practices that support and enhance equity and diversity and promote their significance in collegiate recreation.

Participation-based Philosophical Perspectives

Basic

■ Articulate types of participant-based philosophies and the role that they play in daily practice in the field of collegiate recreation.

Intermediate

■ Integrate different types of participant-based philosophies into the daily practice in the field of collegiate recreation.

Advanced

■ Support and measure the integration of participant-based philosophies into the daily practice in the field of collegiate recreation.

CAS Standards for Recreational Sports Programs

Basic

■ Apply the CAS Standards for Recreational Sports Programs and how these standards are used.

Intermediate

■ Apply CAS Standards for Recreational Sports Programs and use Self-Assessment Guide to evaluate topic areas within the department or division of university recreation.

■ Consider application of CAS Standards specific to auxiliary services functional areas.

Advanced

■ CAS Standards for Recreational Sports Programs

■ Assess the effectiveness of the CAS Standards in one's own institution.

■ Participate in the evaluation processes of other institutional departments or for other institutions using CAS Standards.

Health and Wellness Theories and Models

Basic

■ Be aware of models that represent concepts used in university recreation such as sustainability, wellness, social determinants of health, issues of equity and diversity, and other emerging concepts as they are presented to the profession.

Intermediate

■ Integrate models that represent concepts used in university recreation into practices in programs and facilities in areas such as sustainability, wellness and social determinants of health.

Advanced

■ Participate at the institutional level in the adoption of models or frameworks to inform practices.

Personal & Professional Qualities

Rationale for Competency/Framing Language

The Personal & Professional Qualities competency area involves the knowledge, skills, and attitudes to inform individual conduct and apply these tools toward productive work and interaction; awareness of one's own areas of strengths and areas for development; be committed to lifelong learning; to assimilate integrity and ethics into all aspects of personal and professional self.

Problem Solving

Basic

- Create and describe possibilities for solutions that do not currently exist or are not apparent.
- Identify causes of problems and recommend solutions.
- Develop guidelines to clarify complex and/or controversial processes.

Intermediate

- Collaborate through sharing data to inform key decisions in a transparent and accessible manner.
- Explain conflicting and/or incomplete information to develop solutions.
- Apply the appropriate methodology to discover or identify issues and resource concerns.

Advanced

- Reinforce the effectiveness and success of the organization or profession through leading, motivating, influencing, and inspiring.
- Combine information from internal and external sources to develop an action plan addressing major issues.
- Break down systemic barriers inhibiting the achievement of results through inclusive interactions.
- Develop organizational efficiency by formulating, planning, and implementing appropriate solutions to complex or unprecedented problems.

Prioritization

Basic

- Identify institutional traditions, mores and organizational structures and how they influence action.
- Develop and generate support for work group vision.
- Apply time management strategies in allocating resources to ensure that completion of responsibilities aligns with deadlines.

Intermediate

- Assess and organize a unit's resources in the support of unit, divisional, or institutional goals and objectives.
- Enumerate organizational strengths and develop plans to address areas needing improvement.

Advanced

- Develop and promote a shared vision that drives unit, divisional, and institutional short- and long-term planning and the ongoing organization of work.
- Integrate viewpoints from internal and external sources when developing a new organizational mission and vision.

Adaptability

Basic

- Demonstrate effectiveness when changes occur in policies, procedures, culture, situations, and work assignments.
- Integrate input from staff and stakeholders to adjust project plans.

Intermediate

- Support and seek opportunities for change that show the promise of improving established processes.
- Assess feedback for consideration while implementing change.

Advanced

- Anticipate change and make significant or long term adaptations in organization in response to the needs of the situation.
- Identify the contrast between macro-strategic issues and critical details.
- Evaluate alternatives, and respond quickly and effectively to unexpected and rapidly changing conditions.

Analytical Skills

Basic

- Combine common sense, past experience, and basic rules to identify key underlying issues.
- Reframe situations into parts and organize information in a concise manner.
- Collect appropriate information.
- Assess relevant facts and alternatives.
- Formulate logical conclusions or provide creative options.

Intermediate

- Recognize connections, patterns, or trends in the information that is available.
- Identify the potential impact that choices create.

Advanced

- Recognize and assess several likely causal factors or ways of interpreting available information.
- Simultaneously chart multiple complex issues and abstract relationships.
- Measure multiple perspectives when setting direction or reaching conclusions and thinking beyond the organization.

Networking

Basic

- Describe how networks in organizations play a role in how work gets done.
- Develop appropriate alliances with others as a means of efficiently and effectively completing work assignments.
- Establish and maintain professional contacts who may support work productivity by serving as resources.

Intermediate

- Recognize how the formation of alliances can either enhance or detract from one's professional credibility or the use of teams.
- Establish professional contacts as mentors and sponsors to contribute toward one's information sources and development.
- Formulate stronger professional relationships through experiential work together on committees, work teams and service projects.

Advanced

- Assess the level of complexity of the networks that are established and use this information to determine the strengths of these networks and how they may benefit or detract from the mission and goals of the institution, division, department, or association.
- Create forums for interaction and work products by leading colleagues on committees, work teams, and projects.

Health & Wellbeing

Basic

- Explain the relevance of health and Wellbeing to the field of collegiate recreation.
- Demonstrate a high level individual Wellbeing through making informed behavioral choices and conduct at the individual level.

Intermediate

- Develop and facilitate programs and learning outcomes focusing on the promotion of health and well being at the individual and community levels.
- Facilitate the connections between physical activity, physical health, mental health, and intellectual performance.

Advanced

- Promote the role of collegiate recreation in supporting the productivity and success of the institution and community through health and Wellbeing programming and initiatives.

Equity, Diversity & Inclusion

Basic

- Adhere to the EEO policies, goals, objectives, and philosophies of valuing diversity in performing everyday duties and responsibilities.
- Attend diversity programs to increase staff awareness.

Intermediate

- Recognize and utilize the skills of staff with diverse backgrounds to benefit the organization, clients, and coworkers.
- Address and correct the use of inappropriate language or actions which denigrate diversity.

Advanced

- Create a diverse and inclusive environment after a major reorganization which brings together different cultures, ideas, and experiences.
- Establish and develop a diverse staff with a variety of skills who function effectively to accomplish the mission of the organization.

Service

Basic

- Demonstrate awareness of the connections that service learning makes among social justice, multi-cultural competency and civic engagement.
- Explain the definition, theoretical basis and key components of service learning.
- Describe how service learning differs from other forms of experiential learning.
- Articulate outcomes and competencies for students engaged in service learning projects.

Intermediate

- Develop close mutual cooperation between parties having shared interests, responsibilities, privileges and power relationships with the community.
- Identify resources and partners within the academic institution that can facilitate
- the planning of a collaborative effort with community partners.
- Identify roles for students and community partners in service learning project development.
- Identify useful institutional and community resources necessary for developing and implementing service-learning projects.
- Create an evaluation plan for a service-learning project.
- Demonstrate effective strategies for developing and maintaining culturally competent approaches and practices throughout the development and implementation of a service-learning project.

Advanced

- Design and develop programs to address critical community requirements.
- Develop mutually beneficial relationships with community leaders and other
- stakeholders.
- Facilitate enduring engagement by creating a culture of service learning at the institution.
- Create a plan for service learning sustainability at the institutional and community levels.
- Identify meaningful roles for students, community partners and faculty who will contribute to sustaining and maintaining the service-learning project.
- Assess the level of cultural competency integration throughout the development.
- Establish a service-learning course at the community and campus levels.

Global Perspective

Basic

- Differentiate and respect other cultural perspectives and norms.
- Seek experiences in multi-cultural environments.
- Develop awareness of international differences.
- Prepare to communicate across cultural and linguistic boundaries.

Intermediate

- Facilitate interaction across global and international differences in areas such as language and communication; knowledge of traditional and popular culture; business and employment practices and by following the news in other countries.
- Connect study abroad programs by infusing recreational activities with cultural and educational opportunities.

Advanced

- Ensure that policies and procedures serve a diverse and multi-cultural base.
- Distinguish cultural differences and incorporate concepts into programming and/or facility design and operations to educate about the differences.

Legal Liability & Risk Management

Rationale for Competency/Framing Language

With the inherent risk involved with collegiate recreation activities and the litigious nature of our society, collegiate recreation professionals must be able to identify and manage risks. With experience, professionals will need to be able to understand liability and manage risk at more sophisticated levels.

Note: Risk management items relative to Human Resources are primarily addressed in the Human Resources Management competency area.

For the levels below, collegiate recreation professionals should be able to:

Risk Management

Basic

■ Perform and document facility and equipment safety inspections in the area of responsibility.

■ Articulate the commonly recognized duty of care (ordinary, reasonably prudent) for positions in area of responsibility.

■ Implement training for student employees to comply with departmental, institutional, state, and federal requirements.

■ Document that student personnel possess certifications and/or qualifications in accordance with the best practices for their job responsibilities, and have completed specific training and participated in drills to perform their expected job duties.

Intermediate

■ Develop written risk management policies and procedures for areas of responsibility.

■ Describe how to implement a program/facility audit and how to apply audit information to develop a risk management plan

■ Ensure that full time employees are provided with resources to comply with institutional, state, and federal requirements.

■ Articulate and document the certifications and/ or qualifications which "best practices" requires of the full-time employees for their position.

■ Implement and document that employees have completed any specific training needed to perform the duties of the job and comply with institutional, state, and federal requirements.

■ Analyze contracts for events and activities with off-site providers to ensure that there is appropriate management of risk.

■ Serve as a member of the department or division's risk management committee.

Advanced

■ Develop and implement a comprehensive department risk management plan.

■ Create a business continuity plan for the unit to ensure ongoing operations in the event of an emergency.

■ Chair the department or division risk management committee.

Crisis Management

Basic

■ Identify potential crisis situations and ensure that an appropriate emergency action plan (EAP) exists.

■ Recognize crisis situations and implement appropriate emergency action plans (EAPs) such as providing first aid, CPR, AED, crowd management and facility evacuation.

■ Document an incident or accident objectively and free of conjecture, and collect statements from those involved as well as any witnesses.

Intermediate

■ Assess low level crisis response and debrief with individuals or groups to improve emergency action plans.

■ Collaborate with other campus departments in assessing emergency action plans and debriefing to follow up after low level crisis (situations involving EMS, police).

■ Prepare and enhance skills through participation in crisis management training such as NIMS, crisis management workshops and sessions on campus or through professional education.

■ Establish emergency kits to be accessed in case of emergency to include such items as flashlights, batteries, weather radio, phone numbers and first aid supplies.

Advanced

■ Outline an appropriate response to the media when an incident occurs that could end up in litigation.

■ Integrate Campus Recreation into the University's overall risk management efforts through participating in institution-wide risk management planning and implementation – active shooter or emergency shelter.

■ Create and implement crisis scenario training in collaboration with appropriate internal and external stakeholders.

Sports Waivers and Consent

Basic

■ State whether or not waivers of liability are valid and enforceable in one's given jurisdiction.

■ Ensure and document that all participants have signed the appropriate waivers, informed consent, and/or assumption of risk documents.

Intermediate

■ Explain the purposes of and differences between the following forms: waiver, informed consent, and assumption of risk; and how such documents fit into responsible risk management.

■ Understand the legal language well enough to explain to a lay person what each element of a waiver and consent document mean.

Advanced

■ Assess unit compliance in the consistent use and retention of waivers, assumption of risk, or informed consent forms.

■ Collaborate with institution's legal counsel to draft a specific and legally defensible waiver, informed consent, or assumption of risk form for participants.

Legal Process

Basic

■ Explain the tort of negligence and how it impacts professional practice.

■ Explain the torts of assault and battery, and describe best practices for avoiding lawsuits.

■ Explain the concepts of "vicarious liability" (specifically including respondeat superior) and "product liability."

■ Explain to personnel that personal liability could attach to their tortious acts.

Intermediate

■ Implement and maintain systems within the institutional context for maintaining confidentiality of information requiring protection.

■ Explain basic "privacy" rights of the jurisdiction and how they relate to participants and members.

■ Explain the tort of defamation and describe best practices for avoiding lawsuits.

■ Explain the tort of false imprisonment and describe best practices for avoiding lawsuits.

Advanced

■ Assess training and documentation processes in concert with legal counsel and/ or the Risk Management Office at the departmental or divisional level to ensure compliance as new laws are implemented.

■ Work closely with institutional departments such as human resources and legal counsel and Risk Management on complex personnel matters such as firings, FMLA and implementation of practices to address new laws.

■ Identify resources needed to prepare for a legal defense against negligence (including legal counsel and financial).

■ Judge when it is appropriate to contact legal counsel to address situations.

Insurance Coverage and Plans

Basic

■ State the reasons and options for having personal liability insurance (professional liability insurance such as NASPA or for outside contractors such as fitness instructors).

■ Explain the concept of worker's compensation insurance as it relates to employees (student and full-time) in campus recreation and appropriately respond and document if an incident occurs.

Intermediate

■ Explain the rationale for requiring appropriate liability insurance for facility rentals to outside groups.

Advanced

■ Assess level of insurance coverage for facilities – fire, flood, wind storm – in conjunction with university legal counsel.

■ Establish with legal counsel insurance requirement levels for facility rentals by outside groups.

Human Resources Management

Rationale for Competency/Framing Language

The Management Techniques competency area involves the knowledge, skills and abilities to be an effective supervisor/manager for human resources; to create a productive workplace with efficient policies and procedures and to train and develop staff.

Notes: For the Basic level below, examples generally refer to supervision of student employees and graduate assistants. For the intermediate level and advanced levels, examples generally refer to supervision of full time staff members.

For the levels below, collegiate recreation professionals should be able to:

Ethical Behavior

Basic

■ Describe the foundational values on which the profession, department, and institution of employment is built.

■ Demonstrate an understanding of the role of beliefs and values in personal integrity and professional ethical practices.

■ Articulate one's personal code of ethics.

■ Articulate the NIRSA Professional Member Code of Ethics as well as that of other professional organizations and explain how these connect to one's personal code of ethics.

■ Identify ethical issues that may arise in the context of one's job.

■ Solve concerns with others in a confidential and respectful manner.

■ Support students in ethical decision making.

■ Defend against inappropriate personal requests for favors, political pressure, or promises of gain.

Intermediate

■ Articulate and implement a personal protocol for ethical decision making.

■ Create opportunities to identify and incorporate values of the institution and profession into practice.

■ Interpret concerns about values and take corrective action, as appropriate.

■ Model, encourage, and promote community by reinforcing the values of the profession and institution.

■ Identify and seek to resolve areas of incongruence between personal, institutional, and professional ethical standards.

■ Facilitate resolution of lapses in ethical behavior among colleagues and students.

■ Identify and articulate the influence of various cultures in the interpretation of ethical standards.

Advanced

■ Create a climate of openness and honesty that does not penalize responsible dissent.

■ Support ethical actions that may negatively impact self or stakeholders.

■ Engage in effective consultation and provide advice regarding ethical issues with colleagues and students.

■ Reinforce that those working in the unit adhere to identified ethical guidelines and department values, and appropriately resolve disparities.

■ Teach staff the ethical statements of the institution and association.

■ Support the ethical development of other professionals.

■ Develop and support an ethical organizational culture within the workplace.

Staff/Student Development

Basic

■ Conduct team building and student development training activities for student staff.

■ Articulate the benefits of participation in a mentoring relationship.

Intermediate

■ Create and conduct training and development events for full time staff members to enhance professional development and job performance.

■ Identify professional development opportunities and resources to facilitate development for full time staff members.

■ Participate in a relationship with a mentor and participate in a relationship as a mentor.

Advanced

■ Create and support development events for the department, division, or unit, such as staff retreats.

■ Represent the department, division, or unit at development events and engage in development activities.

■ Serve in a mentoring and/or sponsoring relationship.

Customer Service (Internal and External)

Basic

■ Demonstrate appropriate interpersonal interactions for situation: smile, eye contact, listening and timely response.

■ Show employees and customers empathy, respect and consideration.

■ Develop guides and user manuals to assist customers in understanding programs, facilities and services.

■ Design products and services that comply with customer needs.

■ Reframe procedures based on customer feedback, as appropriate.

■ Makes oneself available to the customer to address issues, as appropriate.

■ Serves internal and external customers with equally high standards.

■ Considers the impact of decisions made on customers.

■ Articulate characteristics of customers served by the unit.

■ Apply the departmental service ethic to area of responsibility.

■ Articulate the departmental service ethic in behavioral terms so that student employees can demonstrate the philosophy through actions.

Intermediate

■ Use departmental service ethic to evaluate products and services and make improvements

■ Develop customer satisfaction surveys, analyze results, and make necessary improvements.

■ Create protocols for responses to customer service related matters.

■ Anticipate growing customer needs and expectations to continuously improve service.

■ Create work group consisting of stakeholders and neutral parties to develop solutions to customer service barriers and make recommendations for overcoming customer service barriers.

■ Ensure that responses to customers are delivered using multiple platforms (personal contact, phone, online, etc.).

Advanced

■ Develop innovative customer service initiative which significantly improves quality and enhances customer satisfaction.

■ Administer organization-wide customer service initiative to raise employee skill levels to improve customer service.

■ Establish and promote a climate of openness and approachability when resolving highly sensitive and complex issues.

■ Develop departmental or divisional customer service ethic

Staff Selection and Training

Basic

■ Develop postings and recruit for student staff positions.

■ Conduct interviews and justify hiring decisions for student staff positions.

■ Provide job training(s) to student staff positions that is appropriate for the position.

■ Serve on search committees to interview candidates.

Intermediate

■ Chair search committees to interview candidates.

■ Develop job descriptions and interview questions for full time staff positions.

■ Develop postings and recruit for full time staff positions.

■ Perform reference checks.

■ Determine hiring decisions (following AA/EEO guidelines) and institutional procedures.

Advanced

■ Assess the effectiveness of the unit's full time staff training and development as it serves the institution, and oversee the implementation of changes to remain compliant and relevant.

Personnel/Human Resources Management

Basic

■ Articulate and follow university and departmental human resource policies and procedures.

■ Provide coaching to individual student staff members who may need improvement to meet expectations.

■ Create behavior contracts for those who need improvement.

■ Administer scheduling of student staff.

■ Judge through observation and document individual and team performance.

■ Conduct a performance evaluation for student staff.

Intermediate

■ Formulate and communicate job performance standards and expectations.

■ Arrange work distribution and schedules for full time employees within the organizational structure and suggest changes to organizational structure, if needed.

■ Create effective letters of recommendation.

■ Apply best practices and compliance in carrying out policies and procedures relative to human resource management (discipline, leave, evaluation).

Advanced

■ Intervene with employees in regards to morale, behavioral expectations, and conflict and performance issues.

■ Evaluate the effectiveness of current staffing patterns and supporting job descriptions in regard to a unit's ability to effectively meet institutional, divisional, and unit mission and goals.

■ Develop a succession management plan and prepare staff for future roles.

Organizational Development

Basic

■ Describe the unit's organizational structure and lines of reporting.

Intermediate

■ Assess organizational structure and distribution of responsibilities within unit and recommend changes to improve efficiency.

■ Compare different organizational structures and how they impact function.

Advanced

■ Collaborate with human resource personnel and administration to design and implement staff organizational structures and reorganize as appropriate.

■ Compare data across organizations (such as salary surveys) to assess organization status.

Conflict Resolution

Basic

■ Provide accurate information such as policies and procedures to prevent conflict or concern.

■ Recognize conflict and take steps to address issues by meeting with the involved parties.

■ Participate in and provide conflict resolution training for individuals interacting directly with participants.

■ Take action to address behavior issues to ensure that employees treat each other with respect.

■ Demonstrate awareness of emotional intelligence.

Intermediate

■ Develop and implement changes to ensure that the work environment is fair and equitable based on employee and participant concerns.

■ Manage conflict among team members by utilizing mediation techniques or ensuring that employees receive mediation to resolve issues affecting the workgroup.

■ Involve appropriate resource areas to address conflicts that may violate laws or codes to ensure compliance.

■ Report escalating or unusual behavioral conflicts to appropriate departments to ensure the safety of individuals and the institution.

■ Clarify and confirm issues to avoid misunderstandings

■ Apply emotional intelligence appropriately

Advanced

■ Mitigate staff concerns regarding agency-wide issues by investigating allegations and taking appropriate action.

■ Lead managers through consensus process, as appropriate, on agency's response to controversial issues.

■ Resolve conflicts arising at the agency level due to competing objectives, limited resources, or differing perspectives.

Motivation

Basic

■ Establish goals for individuals and team(s); communicate performance expectations and give direction.

■ Explain the application of introductory motivational techniques with students.

■ Identify training and development opportunities to develop skills for self and others.

Intermediate

■ Apply appropriate techniques for supervising unacceptable, marginal, acceptable, and exceptional staff performance.

■ Facilitate establishment of individual development plans with direct reports or other developing staff members and provide on-going feedback.

■ Coach staff on career development.

■ Determine motivational needs and apply appropriate strategies for each member of the team.

Advanced

■ Teach and share motivational resources to internal and external constituents of the unit.

Technology Applications

Basic

■ Demonstrate proficiency with commonly used software such as word processing, spreadsheets, social media, web based-software, project management software, presentation software, calendaring software, and create account settings.

■ Assemble major computer components including connecting towers, monitors, keyboards and projectors.

■ Construct appropriate file management for efficiency and compliance – creating different types of files, downloading files from the internet, creating folders, copying files and attaching and emailing files.

■ Describe compliance relative to copyrights, plagiarism, citations and references.

■ Compare information technology systems to meet specific program needs.

■ Adapt processes to keep pace with new technological developments.

Intermediate

■ Perform virus scans and defragmenting.

■ Be open to exploring unfamiliar technology and take risks to try new techniques.

■ Trouble shoot or problem solve when technology doesn't work properly.

■ Create blogs, wikis, YouTube channels and web sites.

■ Install and perform updates of software and applications.

■ Resolve technical issues promptly by determining and correcting problems.

■ Apply technical knowledge of IT system to ensure access to, and security of, the system.

Advanced

■ Use expert knowledge in subject matter area to develop new approaches to resolve technical problems.

■ Provide technical expertise in the design and implementation of agency-wide projects.

■ Prioritize and approve agency investment in information technology (IT) applications and systems.

■ Identify IT system shortcomings, research options, and advocate a redesign and restructure of the process to implement new system.

■ Reform infrastructure and develop innovative IT business systems by leveraging expert IT knowledge and sharing information with staff.

Governance Structures

Basic

■ Articulate the lines of authority within the department, division, and institution.

■ Define the proper use of authority as well any limitations.

■ Describe the organizational chart of the unit and chain of reporting in the institution.

Intermediate

■ Articulate the governance structure of the unit and institution and how that ensures the delivery of services.

■ Describe the governance structure of professional organizations (specifically NIRSA) and how the governance structure serves the mission.

Advanced

■ Identify and explain to staff, unit and institutional procedures for due process.

Group Facilitation

Basic

■ Articulate goals, learning outcomes, and sequence of activities to meet goals for team building activities.

■ Devise and implement team building exercises to improve dynamics among student employees.

■ Assess the effectiveness of team building activities.

■ Describe issues requiring resolution to team members.

■ Facilitate skill and ability sharing within work group to foster completion of challenging tasks.

■ Apply teaching/informing/presenting to small and medium groups.

Intermediate

■ Synthesize complex information gathered from a variety of external sources and disseminate it to staff.

■ Motivate department-wide team by assigning work based on team member skill level and area of interest.

Advanced

■ Examine and utilize best practices such as staff retreats to build an organizational infrastructure.

■ Develop programs taking into account multiple, diverse views and needs of other agencies or external organizations.

■ Inspire interagency team to accomplish long-term strategic goals.

■ Lead team from various organizational units to create new systems or processes.

■ Involve entire team in decision-making process when developing mission and goals for the department/division.

■ Create senior-level teams to design and implement requirements for new systems and procedures.

Facility Management, Planning & Design

Rationale for Competency/Framing Language

Facility Management in the field of campus recreation covers a broad scope of skill sets needed to successfully operate, maintain and plan new attractive, safe and fully operable built environments. Administration, facility operations, energy/utilities management, building design and construction are essential skills at every level of employment.

For the levels below, collegiate recreation professionals should be able to:

Policies and Procedures

Basic

■ Describe and enforce departmental and institutional policies and procedures specific to facilities and explain the rationale behind the policies and procedures.

■ Compare and contrast policies and procedures with those at other institutions or other areas across campus.

■ Identify appropriate locations to post policies and procedures for participants and for enforcement by staff members.

Intermediate

■ Develop policies and procedures for facility use that comply with applicable laws and rules and maximize safe and equitable use by participants and groups.

■ Negotiate with other campus entities in developing policies and procedures to advocate for campus recreation use of facility space.

Advanced

■ Assess effectiveness of institutional policies and procedures.

Event Management

Basic

■ Collaborate with event hosts in advanced planning for events to allow adequate time to attend to details with venue and associated equipment.

■ Formulate points to execute events to include set up, staffing, participant and spectator management, associated equipment and take down.

■ Apply software to communicate event specifics to involved entities for scheduling, instructions, staffing, equipment and diagrams.

Intermediate

■ Create and collaborate with other campus agencies to deliver large events to the campus and greater community.

■ Represent the department, division and institution in planning and executing large events.

■ Assess quality and service executed at events and formulate corrective action.

Advanced

■ Work with appropriate campus offices to negotiate and secure revenue generating facility rentals and events.

Facility Operations and Management

Basic

■ Articulate the role that facilities serve in the department's and institution's missions.

■ Explain current practices and data used in delivering facility maintenance services including transportation; grounds care, turf management, housekeeping/custodial services, environmental services, furniture fixtures, and equipment care.

■ Facilitate execution of daily operations such as opening/closing buildings and rooms, setting up areas with equipment appropriate for activities, facility maintenance and housekeeping.

■ Ensure that preventative maintenance work on major facility systems is being performed (according to departmental PM schedule) and documented.

■ Perform and document regular facility assessments, ensuring ADA and fire code compliance.

■ Describe and comply with university vehicle policies and procedures.

■ Comply with institutional collective bargaining practices and agreements as they relate to facilities management and associated trades

■ Develop facility and event schedules using facility scheduling software (campus and/or departmental applications).

■ Collect and maintain facility records, including information on the type of activities that each space can accommodate and daily use statistics.

■ Manage facility energy and utilities systems in compliance with institutional policies related to energy usage and conservation.

■ Plan and implement departmental recycling program and other environmentally friendly efforts in compliance with state and local recycling laws/ordinances and university policies such as lighting management, cleaning supplies and water use management.

Intermediate

■ Utilize computerized maintenance and energy management systems.

■ Evaluate facility related technologies as they are developed and made available.

■ Manage contracts and personnel as they relate to collective bargaining.

■ Serve as the liaison with campus facility services.

■ Plan and perform both long- and short-term facilities assessments.

■ Develop and implement preventative maintenance schedule(s) for major facility systems.

■ Describe processes of heating and cooling control systems and software.

■ Assess monthly utility usage reports and adjust systems to reduce usage.

■ Explain procedures and entities involved in space allocation for campus grounds, facilities, and rooms.

Advanced

■ Formulate and execute facility unit budget.

■ Research emerging trends in products and processes that promote environmental sustainability and stewardship and incorporate them into departmental plans/budgets.

■ Assess space usage and plan based on assessment data.

■ Judge the effectiveness of a preventative maintenance plan.

Facility Life Cycling (Maintenance, Renewal, Enhancement)

Basic

■ Articulate the concept of facility life cycling including maintenance, renewal, and enhancement.

■ Identify the life cycle status of facility and equipment elements in areas of responsibility.

Intermediate

■ Construct facility life cycling in long range planning documents.

■ Develop proposals for major maintenance and enhancement projects.

Advanced

■ Collaborate with institutional administration on securing financing for facility projects.

■ Execute projects to secure financing for facilities, such as the referendum process or collaboration with development to secure donors.

Equipment and Supplies

Basic

- Demonstrate knowledge of current products and technology for floor coverings, wall coverings, fitness equipment, furniture, and other fixed assets.

- Update equipment inventory records (within campus and/or departmental systems).

- Perform and document regular equipment assessments.

- Compare equipment and supply inventory lists to stock and resolve discrepancies.

- Enumerate steps in the process to remove from service, repair, and/or replace equipment.

- Illustrate processes for inventorying, distributing, replacing supplies that are needed to support facilities and programs.

Intermediate

- Ensure that supplies and chemicals used in departmental custodial and maintenance activities are selected for minimal environmental impact, then stored and used in compliance with federal, state and local laws.

- Work with departmental and campus staff to manage complex institutional vendor and procurement processes (e.g., request for proposal, leasing agreements).

- Formulate plans and proposals for major equipment purchases.

Advanced

- Create and execute life cycle deferred maintenance and capital replacement plans/ budgets.

Facility Planning and Design

Basic

- Demonstrate knowledge of departmental and institutional master plans.

- Articulate basic concepts and terminology of renovation/construction.

- Describe how standards for facilities determined by governing bodies influence facility planning and design to meet the needs of the intended users.

Intermediate

- Facility Planning and Design

- Demonstrate knowledge of local, state, and federal building codes/regulations including safety and security protocols.

- Articulate understanding of the dynamics of campus environments and how the physical and constructed components relate to the campus climate and culture.

- Research changing trends in construction and renovation design to more effectively accommodate the needs of specific cultural groups, including, but not limited to cultural needs, stakeholders of various ability levels, transitioning and transgendered patrons, etc.

- Describe how universal design impacts service and programming for participants.

Advanced

- Oversee facility maintenance and construction projects, including managing third-party contractors.

- Describe Leadership in Energy and Environmental Design (LEED) criteria and green design, recycling, and composting programs.

- Advocate for and participate in the design of new facilities.

- Work in conjunction with the campus planners to ensure protection and allocation of appropriate spaces for indoor and outdoor collegiate recreation for present and future use.

- Work with appropriate departmental, campus staff, and architects or contractors to develop facility program documents.

- Participate in evaluating bid responses for facility construction projects.

- Describe the construction delivery method determined for project(s) (what is allowable at the institution) and how it impacts the workflow for the project.

- Advocate for universal and inclusive design to best serve all of the potential participants.

Vendors

Basic

■ Comply with institutional procurement procedures in approaching vendors.

■ Collect information on vendors and their products through campus, community and industry channels.

Intermediate

■ Interact with vendors to determine best value products and services to fulfil the institution's needs.

■ Collaborate with appropriate institutional entities to secure vendors for major equipment and supply purchases.

Advanced

■ Compare and contrast vendor proposals for major facility and equipment projects, including architects and contractors.

■ Collaborate with appropriate institutional and system offices in the selection process of vendors for large scale projects.

Business Management

Rationale for Competency/Framing Language

Business Management in the field of campus recreation covers a broad scope of skill sets needed across disciplines within our field. Communicating, planning, marketing, managing resources, strategic relationship building, and utilizing appropriate technology are essential business management skills at every level of employment.

Note: The framework for Sustainable Communities is the Valuing Sustainability in Collegiate Recreation developed by the Sustainability Commission.

For the levels below, collegiate recreation professionals should be able to:

Verbal/Written Communication

Basic

- Demonstrate active listening (including behaviors addressing multi-cultural awareness and emotional intelligence).
- Apply appropriate verbal communication skills in actively engaging with colleagues and customers.
- Formulate professional, effective correspondence (including email).

Intermediate

- Write and present clear, concise documents such as funding proposals, budget narratives, and requests for policy exceptions.
- Present clear, concise and well-organized verbal proposals ("elevator pitches")
- Resolve conflicts with colleagues and constituents.
- Solicit and assess feedback from team members in the creation of new agency initiatives and services.
- Lead and/or facilitate effective meetings.
- Use social media appropriately and support its use to achieve program/departmental goals.

Advanced

- Create and deliver presentations with significant scope and/or impact (including effective use of appropriate and contemporary software).
- Write appropriate responses (politically aware, tactful and with legal consideration) to upper administration queries.
- Plan, prepare, practice and deliver public speeches.
- Negotiate complex agreements.

Establish Partnerships

Basic

- Identify and build relationships with key personnel in departmental business units, such as purchasing, business contracts, receiving, accounting and information systems/computer support.
- Distinguish basic needs and requirements within your department for contracts and/or memorandums of understanding with internal and external customers.

Intermediate

- Identify and build relationships with key personnel beyond departmental units, such as purchasing, business contracts, receiving, accounting, information systems/computer support, risk management, records management, travel, student affairs, athletics and academics.
- Support cross-unit collaborations within the department.
- Connect with diverse constituent groups, especially underserved populations.
- Negotiate and secure contracts and/or memorandums of understanding with internal and external customers.

Advanced

- Identify, create and build relationships with strategic partners on and off campus (such as Office of General Counsel, Office of Student and Employee Health and Campus Planning, Convention and Visitor's Bureau, nearby institutions, community groups).
- Formulate contracts and/or memorandums of understanding with internal and external customers, consulting Office of General Counsel as necessary, such as independent group exercise providers, massage services, custodial, food service agencies and other 3rd party providers.

Administrative/Executive Leadership Development

Basic

■ Articulate major concepts of Social Change Model of leadership development.

■ Develop and pursue a personal leadership development plan, using on-campus and off-campus resources.

■ Collaborate with coworkers and student to coordinate a project.

■ Describe how one's personal values, beliefs, histories, and perspectives inform one's view of oneself as an effective leader.

■ Persuade students to take on leadership roles.

Intermediate

■ Actively participate on cross-campus committees.

■ Display and model effective leadership practices, including sharing the commitment to action and ethical engagement and citizenship from the Social Change Model.

■ Utilize Strength Industry resources and tools to help staff identify and build on strengths.

■ Research and share media materials on contemporary issues to inform and enhance the organization's delivery of best practices.

■ Create programs and services that support the alignment of student development and leadership development.

■ Provide educational opportunities for professionals and students to develop leadership capacity.

■ Persuade professional staff members to take on leadership roles.

Advanced

■ Develop and implement staff leadership development and succession plan for unit.

■ Organize and lead cross-divisional work group in developing creative solutions to address problems.

■ Demonstrate persistence when providing rationale to staff during times of significant organizational change.

■ Assess leadership develoment of professional, part-time and student staff.

Strategic Planning and Analysis

Basic

■ Articulate departmental and campus issues and their potential effects on one's unit/program.

■ Examine the unit's existing strategic plan.

■ Evaluate innovative ideas generated by others.

Intermediate

■ Articulate institutional

■ Articulate strategic planning concepts (Vision, Mission, Values and Strategy) and tools such as SWOT (strengths, weaknesses, threats, opportunities) analysis or the Balanced Scorecard.

■ Analyze and map key unit/program processes. Identify ways to streamline and improve efficiency.

■ Evaluate software as it relates to unit/departmental business rules, practices and processes.

■ Identify key performance indicators and metrics for unit, including system(s) to collect supporting data.

■ Create a strategic plan and budget for unit that aligns strategies and initiatives with departmental and campus goals and mission. Be attuned to the campus and higher education climate to anticipate needs for strategic planning.

Advanced

■ Articulate higher education trends and issues and their potential effects on collegiate recreation.

■ Monitor strategic plan, actual performance versus planned, and update plan as needed.

■ Create business case and financial model for major initiatives.

Policy Development and Implementation

Basic

■ Articulate basic business concepts and relevant institutional policies to communicate with departmental and campus colleagues and constituents.

■ Enumerate and comply with university policies regarding business procedures/cash handling/ deposits/student payroll/fund transfers.

■ Identify campus and departmental organizational structures and the level of authority delegated to leadership roles in key business units including knowing where to get necessary approvals and exceptions to policies.

Intermediate

■ Train staff in relevant departmental and university policies.

■ Evaluate impact of proposed new policies and provide feedback.

Advanced

■ Propose new unit/departmental policies: identify and consult with appropriate offices, draft new policy and gain necessary approval(s) for implementation.

■ Serve as a resource and participate on institutional policy development groups.

Public Relations and Marketing

Basic

■ Articulate institutional/departmental policies and procedures for marketing and communication.

■ Utilize departmental marketing/public relations resources, various social media channels, email, print, and video.

Intermediate

■ Utilize campus marketing/public relations resources, range of available marketing channels: various social media channels, email, print, and video.

■ Plan for strategic use of departmental or divisional social media sites for impactful target marketing.

■ Respond appropriately to press/media queries.

■ Collaborate in the promotion of campus-wide and non-campus events.

Advanced

■ Work with marketing and public relations professional/firms to promote highly visible departmental/institutional projects and events.

■ Serve as departmental spokesperson as appropriate.

Budgeting and Resource Acquisition

Basic

■ Define the basic budgeting concepts and how they affect your decision making in area of responsibility.

■ Describe the basic concepts of fund accounting and the campus chart of accounts.

■ Identify unit sources of funds: recurring versus one-time, soft versus hard monies and restricted versus unrestricted.

■ List unit expenses including: operating versus capital and recurring versus one-time.

■ Read unit/departmental financial reports.

Intermediate

■ Describe zero-based, incremental and other budget methodologies.

■ Create a unit budget using revenues and expense forecasts.

■ Complete a revenue/resource acquisition proposal (such as a grant, contract or memorandum of understanding).

■ Articulate major players, processes and political factors that are involved in fund raising/soliciting donors.

■ Develop familiarity with fundraising and grant-writing processes.

Advanced

■ Create, monitor, and review departmental budgets to ensure departmental operations and adherence to mission.

■ Research new revenue generating opportunities: assess market demand, cost/benefit and potential risks.

■ Implement new revenue generating program/ event.

■ Create/activate fund raising campaign(s).

■ Articulate major players, processes and political factors involved in pursuing additional funding from student referenda and the central campus.

Debt Management, Financing, Building Reserves, Revenue Generation and Development

Basic

■ Define the concepts of debt management, financing, building reserves, revenue generation and development.

■ Identify where these concepts (debt management, financing, building reserves, revenue generation and development) are applied in the unit.

Intermediate

■ Assess financial reports of departmental capital expenditures and reserves.

■ Chart, implement, and update the unit's deferred maintenance plan.

■ Propose creative ideas for revenue streams applicable to the department mission.

■ Determine break-even enrollment in fee-based programming.

■ Determine viability and feasibility of programs and services to the overall plan of department.

Advanced

■ Create proposals for capital expenditures and major purchases as well as major programming decisions with significant funding implications.

■ Implement capital improvement plans, deferred maintenance plans and information systems for financial management.

Sustainable Communities

Basic

■ Provide a basic definition of sustainability

■ Articulate the concepts of the multi-faceted model of sustainability (i.e., environmental, economic, social).

■ Describe the importance of sustainability in collegiate recreation, and programs in place at the institution.

■ Demonstrate sustainability practices at the individual level.

Intermediate

■ Integrate sustainable practices into program and service delivery.

■ Apply sustainable practices at the organizational level.

■ Devise and implement uses of resources (human, financial, physical) to follow sustainable practices.

■ Demonstrate a commitment to sustainability through programmatic and learning outcomes.

■ Facilitate growth of applied sustainable practices in the immediate and greater communities.

■ Adopt sustainability-supportive language.

Advanced

■ Evaluate and implement major energy-saving projects such as solar panel installations, including third-party joint ventures.

■ Advocate, influence, and motivate the furtherance of sustainable communities through education and applied best practices.

■ Incorporate "valuing sustainability" into the organizational culture.

■ Assess and analyze the organization's and/or community's level of commitment to sustainable communities.

■ Create, implement, and advocate effective strategies for the advancement of sustainable communities.

■ Serve as a catalyst for the adoption and growth of sustainable practices by the immediate and greater communities.

Research & Evaluation

Rationale for Competency/Framing Language

Accountability in higher education is achieved through data-informed decisions and objective reporting of program outcomes. As a profession, collegiate recreation must continue generating research that increases knowledge that advances the profession. The general trend of increasing complexity of knowledge and skills in research and evaluation shows a progression from being able to participate, interpret, and apply findings to being able to conceive of and direct research, assessment, and evaluation processes. At the more complex level, one should be able to direct others in conducting research, assessment, and evaluation activities, participate in more sophisticated studies, conduct meta analyses of multiple data sets, and communicate results to garner program support and resources.

For the levels below, collegiate recreation professionals should be able to:

Program Assessment

Basic	Intermediate	Advanced
■ Articulate program assessment requirements including needs assessment and satisfaction studies.	■ Model a culture of evidence within one's department by demonstrating and promoting data informed decision-making.	■ Manage multiple assessment, research, and evaluation projects within one's department.
■ Create basic design of assessment methods to gather data to understand program effectiveness.	■ Collaborate with others on research or assessment projects for mutual benefit.	■ Direct the assessment, research, and evaluation activities of colleagues.
■ Gather and interpret studies conducted by others to inform practice of program assessment.	■ Advocate for resources to support assessment, evaluation, and research activity.	■ Leverage resources for departmental programs, facilities, and services based on data that supports need.
	■ Articulate how data has informed program, facility, and service development.	

Benchmarking/Best Practices

Basic	Intermediate	Advanced
■ Articulate the use of benchmarking/best practices studies in improving practice.	■ Seek benchmarking data for program evaluation and improvement.	■ Communicate one's department's position within the profession based on benchmarking/best practices data.
■ Locate and interpret readily available benchmarking/best practice data sets available within the profession, in other segments of the recreation industry, and in applicable areas of higher education.	■ Design benchmarking/best practices studies to provide data for internal use and other collegiate recreation professionals.	■ Provide constructive feedback to colleagues on program area, facilities, and or services based on available benchmarking/best practices data.
■ Participate actively in benchmarking/best practice studies conducted by colleagues both inside one's institution, across the profession in other segments of the recreation industry, and in applicable areas of higher education.	■ Evaluate benchmarking data to assure appropriate application	■ Direct staff in the creation of benchmarking/best practices processes.

Applied Recreational Sports Research

Basic

- Be a discerning consumer of available research articles, reports and data, i.e. understanding the appropriateness of sampling techniques, statistical or interpretive procedures, and the claims made regarding findings.

- Be aware of the publication outlets of applicable research to one's professional area of expertise.

- Incorporate current findings from research studies in collegiate recreation, in other segments of the recreation industry, and in applicable areas of higher education to enhance practice.

Intermediate

- Advocate for resources to be dedicated to research that supports the goals and objectives of the profession.

- Apply the concepts of quantitative and qualitative research in the creation of research studies that increase the professional literature in collegiate recreation and higher education.

- Incorporate findings from existing literature into the advancement of collegiate recreation programs, facilities and services.

Advanced

- Conceptualize research studies that will increase understanding of collegiate recreation and its benefits.

- Direct colleagues in the creation of research projects.

- Conduct meta-analyses of current studies for a synthesized understanding of larger research questions.

- Administer an awarded grant including reporting, compliance, and dissemination of outcomes.

Assessment/Evaluations

Basic

- Interpret results of assessment, evaluation, or research reports accurately and articulate the implications for practice.

- Construct basic surveys and other quantitative instruments with consultation as needed from those with more advanced research and evaluation knowledge.

- Design basic qualitative data collection methods such as focus groups, journaling and interviews with consultation as needed from those with more advanced research and evaluation knowledge.

Intermediate

- Design relatively complex assessment, evaluation, and research activities from conception through data analysis and ultimately reporting of findings.

- Apply appropriate data analysis techniques for quantitative and qualitative studies.

- Apply mixed methods approaches to more complex assessment, evaluation, and research activities.

- Create longer-term plans for assessment that inform strategic planning.

- Collaborate with colleagues outside of department on research or assessment projects that benefit all of the departments involved.

Advanced

- Provide leadership to departmental staff in the design of assessment, evaluation, and research projects.

- Advocate the ongoing professional development of colleagues to develop assessment/evaluation techniques.

- Connect staff needing assistance with assessment/evaluation techniques with more skilled staff in department, across campus, or within the profession.

Data Analysis

Basic

- Articulate the differences between quantitative and qualitative methods and the data that are appropriate for each research tradition.

- Perform basic quantitative data analysis using simple statistical analysis.

- Interpret basic qualitative data.

Intermediate

- Manage data sets and incorporate a variety of data analysis procedures to understand these data sets.

- Conduct relatively sophisticated analyses of quantitative data using statistical software.

- Interpret qualitative data at a more complex level – complexity being data from a variety of sources (interviews, focus groups, open-ended questions on surveys and social media) and level of systematic analysis resulting in a coherent story that the data tell

Advanced

- Understand a wide variety of statistical and interpretive approaches to data analysis and explain appropriate application to colleagues.

Dissemination of Results

Basic

■ Articulate the importance of using data to inform decisions and program design.

■ Compile basic findings of assessment, evaluation, and research studies in a clear fashion.

■ Interpret findings and articulate connections to improving practice.

■ Use findings from assessment, evaluation, and/or research studies in requests for resources.

Intermediate

■ Demonstrate program decisions based on assessment, evaluation, or research results.

■ Create a culture of evidence by sharing findings with department staff.

■ Publish and/or present findings.

Advanced

■ Ensure that decision makers and holders of resources are aware of project results to position department positively.

■ Encourage staff to publish/present findings from assessment, evaluation, and research activities.

Organization

Basic

■ Differentiate among assessment, evaluation and research – including which data gathering/analysis techniques are appropriate for each.

■ Participate as a member of assessment, evaluation, or research teams under guidance from more experienced professionals.

Intermediate

■ Explain to colleagues the power of the various forms of assessment, evaluation, and research and how use of findings informs decision making for programs, facilities and services.

■ Coordinate activities of an assessment, evaluation, or research team from conception through the dissemination of results.

Advanced

■ Manage research or assessment project teams across departments with results benefitting all of the departments involved.