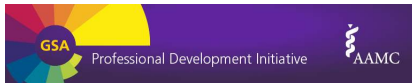MN Mobie Nwaokomah

GSA Professional Development Initiative (PDI) Performance Framework

*This document contains the **Common Area** and **Areas of Expertise** that define the GSA performance Framework. This framework in totality was developed and validated as part of the **GSA Professional Development Initiative**.*
*For further information on the Initiative and available support, go to www.aamc.org/gsapdi and/or send a message to GSApro-develop@aamc.org. Contact the Initiative sponsor for more immediate needs – **Geoffrey Young,***

AAMC Senior Director, GSA Student Affairs and Programs, *gyoung@aamc.org*.

COMMON AREAS

LEADERSHIP

ORGANIZATIONAL ACUMEN

RELATIONSHIPS

SERVICE

AREAS OF EXPERTISE

MEDICAL SCHOOL RECRUITMENT & ADMISSION

STUDENT RECORDS MANAGEMENT

STUDENT FINANCIAL ASSISTANCE

STUDENT WELLNESS & MENTAL HEALTH

STUDENT ACADEMIC PROGRESSION

STUDENT DIVERSITY & INCLUSION

STUDENT PROFESSIONAL & CAREER DEVELOPMENT

UNIT OPERATIONS MANAGEMENT

LEADERSHIP

MN Mobie Nwaokomah

Leaders position themselves and others to successfully maximize their potential and achieve targeted results while exhibiting the highest ethical and professional standards of performance. They sustain a supportive and inclusive climate, engaging others through role modeling, meaningful work, accountability, and targeted professional development.

CRITICAL BEHAVIORS SUMMARY

1

☐ Leaders act on and reinforce contributions that represent the highest standards of professionalism, mutual respect, and inclusion resulting in trusting, collaborative relationships, and exceptional results.

☐ Leaders challenge and encourage others to make positive contributions and maximize their potential by modeling a professional, values-driven approach and reinforcing a supportive environment that facilitates others to consistently contribute with passion, courage, and a collaborative mindset.

☐ Leaders engage in and enable formal and informal professional development activities that sustain targeted individual and team growth to build confidence, capability, and capacity required for performance excellence.

2

INTEGRITY & TRUST

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Make contributions with consistency between words and actions.

2. Take full responsibility for personal performance – words and actions.

3. Follow through on commitments on-time and with professionalism.

4. Accept and perform work in alignment within individual capabilities and capacity.

5. Interact with others in a genuine and honest manner.

6. Treat others with mutual respect.

1. Acknowledge and represent contributions accurately and honestly, for self and others.

2. Present information with objectivity, non-bias in a transparent and helpful manner.

3. Make choices consistently driven by values and a focus on doing what is right.

4. Hold self and others accountable to ethical and professional standards.

5. Seek and take advantage of opportunities to build credibility within the academic health center.

6. Represent the best interests of others, interacting with clear intention and professionalism.

7. Maintain confidences appropriately, encouraging others to do the same.

| BENCHMARK 1 BEHAVIORS | BENCHMARK 2 BEHAVIORS | BENCHMARK 3 BEHAVIORS |

1. Create and leverage opportunities to build bridges, address conflict, and enhance interpersonal interactions.

2. Maintain poise and composure in complex and high risk situations.

3. Set the bar and model appropriate standards of ethical and professional behavior.

4. Serve as expert/thought leader to increase presence and reputation of student affairs.

5. Build and maintain professional credibility across the academic health center and larger community.

INSPIRE AND INFLUENCE

BENCHMARK 1 BEHAVIORS	**BENCHMARK 2 BEHAVIORS**	**BENCHMARK 3 BEHAVIORS**

1. Display enthusiasm, commitment, and a sense of purpose in interactions.

2. Acknowledge contributions of others and help others feel valued and respected.

3. Move forward after setbacks or disappointments with confidence.

4. Work outside defined role to support the success of others.

1. Adapt leadership style and/or approach to achieve the best results, given the situation and people involved.

2. Trust own judgment and decisions.

3. Present positions and ideas in a compelling manner.

4. Bring a sense of calm and focus in ambiguous and high stress situations.

5. Convey an optimistic and supportive outlook.

6. Help others see possibilities and take initiative to make valuable contributions.

7. Engage others to take action without being autocratic.

1. Reinforce and model respect for diversity and the requirement of inclusion.

2. Build shared commitment and enthusiasm for a common purpose.

3. Encourage and persuade others to accept challenges and take calculated risks in support of priority initiatives.

4. Negotiate complex situations resulting in outcomes that are supported and align with priorities.

5. Balance when to lead and when to empower others to increase collaboration, results, and ownership.

PROFESSIONAL DEVELOPMENT

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Maintain technical expertise required to perform work responsibilities.

2. Initiate and engage in targeted development activities.

3. Seek feedback and advice openly to improve daily performance.

4. Advocate for opportunities to develop and demonstrate capabilities beyond current responsibilities.

5. Leverage formal performance management process to identify strengths and opportunities for growth.

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Seek out and embrace new and challenging situations.

2. Provide meaningful and timely feedback to support the achievement of development goals and performance of daily tasks.

3. Identify and enable formal/informal growth opportunities to advance self and others.

4. Recognize and encourage notable performance of others appropriately.

5. Leverage expertise and opportunities to help develop others.

6. Create and facilitate opportunities to share knowledge and make improvements.

1. Recognize, reward and communicate outstanding performance consistent with performance standards.

2. Provide guidance and support proactively to advance others in their careers.

3. Coach and mentor others (individuals and teams) on managing complex, high-risk situations.

4. Champion and approve sound investments in people, technology and processes to maintain a solid foundation for growth.

5. Set and reinforce expectations for continuous learning for self and others.

CONTINUE

ORGANIZATIONAL ACUMEN

MN Mobie Nwaokomah
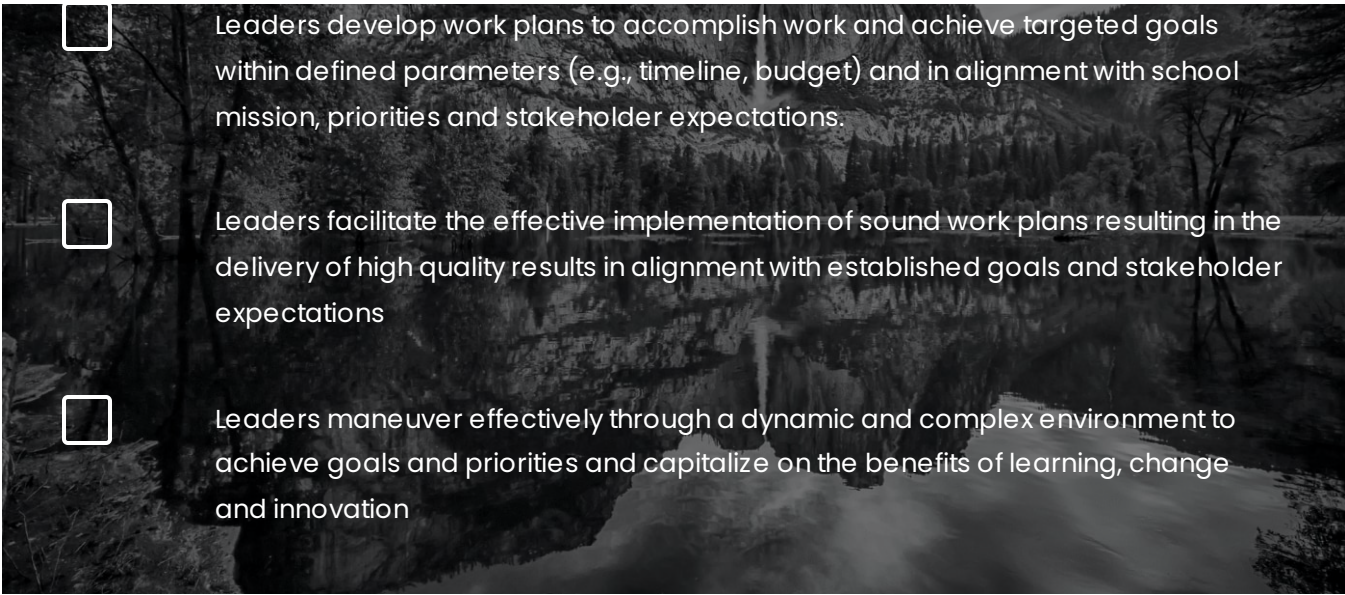
Leaders apply essential business practices to plan, manage and execute work priorities to navigate effectively in a dynamic environment. Contribute to the achievement of targeted, strategic results in compliance with relevant institutional and external requirements and standards.

CRITICAL BEHAVIORS SUMMARY

1

☐ Leaders establish, manage and implement policies, systems and processes to ensure compliance with relevant laws, standards, regulations and institutional requirements.

Leaders develop work plans to accomplish work and achieve targeted goals within defined parameters (e.g., timeline, budget) and in alignment with school mission, priorities and stakeholder expectations.

Leaders facilitate the effective implementation of sound work plans resulting in the delivery of high quality results in alignment with established goals and stakeholder expectations

Leaders maneuver effectively through a dynamic and complex environment to achieve goals and priorities and capitalize on the benefits of learning, change and innovation

2

POLICY, LAW AND GOVERNANCE

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Execute systems, policies, and processes in compliance with external and institutional standards/regulations core to business function (e.g., LCME, health systems policies, school-specific regulations, state and federal laws).

2. Ensure latest student affairs standards, policies and regulations are distributed to relevant stakeholders and represented consistently across all internal/external messaging (e.g., print, web).

3. Identify and gain approval of new and enhanced policies to improve work standards/approaches.

4. Implement safe and open mechanisms for students, staff, and faculty to raise concerns and report breaches.

5. Identify, elevate and/or appropriately channel breaches of policy, law, and governance.

1. Translate and implement systems, policies and processes that adhere to legal, regulatory and accreditation requirements.

2. Develop effective action plan when policy, legal, regulatory, and accreditation issues are raised.

3. Extrapolate established legal, regulatory, and accreditation guidance and procedure requirements to circumstances that require it.

4. Conduct regular reviews to ensure business compliance with relevant and current laws, regulations, and accreditation and institutional requirements.

5. Review and revise related policies routinely.

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Oversee compliance of policies and practices in alignment with relevant local, state, and federal law and institutional policies and procedures.

2. Define and prioritize implementation of policies, systems, and standards that optimize business results.

3. Develop safe and open mechanisms for students, staff, and faculty to raise concerns and report breaches.

4. Anticipate and mitigate relevant legal, regulatory, and accreditation issues critical to student and academic affairs.

5. Partner with appropriate entity (e.g., Legal) to seek guidance in development and/or implementation of new policies and procedures.

6. Ensure broad understanding and integration of relevant legal, regulatory, and accreditation standards across the academic medical center.

3

WORK PLANNING

| BENCHMARK 1 BEHAVIORS | BENCHMARK 2 BEHAVIORS | BENCHMARK 3 BEHAVIORS |

1. Approach work in an organized and efficient way, considering amount of effort, resource/support needs and coordination with others.

2. Define and gain input/approval of a comprehensive approach for accomplishing work as needed.

3. Clarify goals, expectations, and other necessary details when accepting work.

4. Prioritize work and identify and get support to procure necessary resources to accomplish goals.

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Create effective work plans and budgets that define scope of work accurately and align with related work and goals.

2. Ensure appropriate stakeholders are included in planning process.

3. Provide oversight to proactively build in work efficiencies and coordination of others.

4. Prioritize and delegate/assign work appropriately.

5. Show good judgment in making resource decisions required to achieve work goals.

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Assess plans to ensure they are clear, accessible, meet targeted outcomes, and support the department/school mission and student related priorities.

2. Lead others in planning work that is complex, highly visible and/or strategic.

3. Advocate for and gain necessary support/sponsorship to position the work of student affairs for success.

4. Ensure resources (internal and external to student affairs) are procured and allocated strategically and appropriately across all work planning efforts.

WORK EXECUTION

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Implement work with a focus on goals, expectations and high quality service.

2. Apply appropriate tools, technology, and approaches to produce work on time and achieve required results.

3. Take initiative to improve/streamline work approach.

4. Track and report work status accurately.

5. Acknowledge and manage challenges and adjust approach to keep work on track.

6. Coordinate with others effectively to accomplish work.

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Monitor work results against the plan, proactively resolving conflicts and escalated issues.

2. Maintain oversight, accountability and coordination of interdependent work.

3. Recommend and negotiate changes to work plans to keep work on track.

4. Engage key stakeholders periodically provide update, to gain input and garner support.

5. Encourage application of various relevant tools, technology and approaches to gain efficiency.

6. Maintain ongoing commitment and accountability to work goals and results.

7. Celebrate and learn from work milestone achievements.

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Support and lead cross-functional teams in the execution and delivery of results and services.

2. Address escalated conflicts and issues, negotiating and approving appropriate resolution.

3. Maintain ongoing communication with key stakeholders to maximize successful outcomes.

4. Integrate and maintain accountability of improved work standards/approaches.

5. Shift work resources, budget, and direction to rapidly and appropriately mitigate risk and maintain quality.

AGILITY

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Adapt to change, readily leveraging relationships and formal/informal channels of operation.

2. Consider various ways to accomplish a task and select best approach for the specific situation.

3. Anticipate potential challenges and opportunities and get input/support to minimize negative impact on work.

4. Leverage experience, skills, and support of others to accomplish work goals.
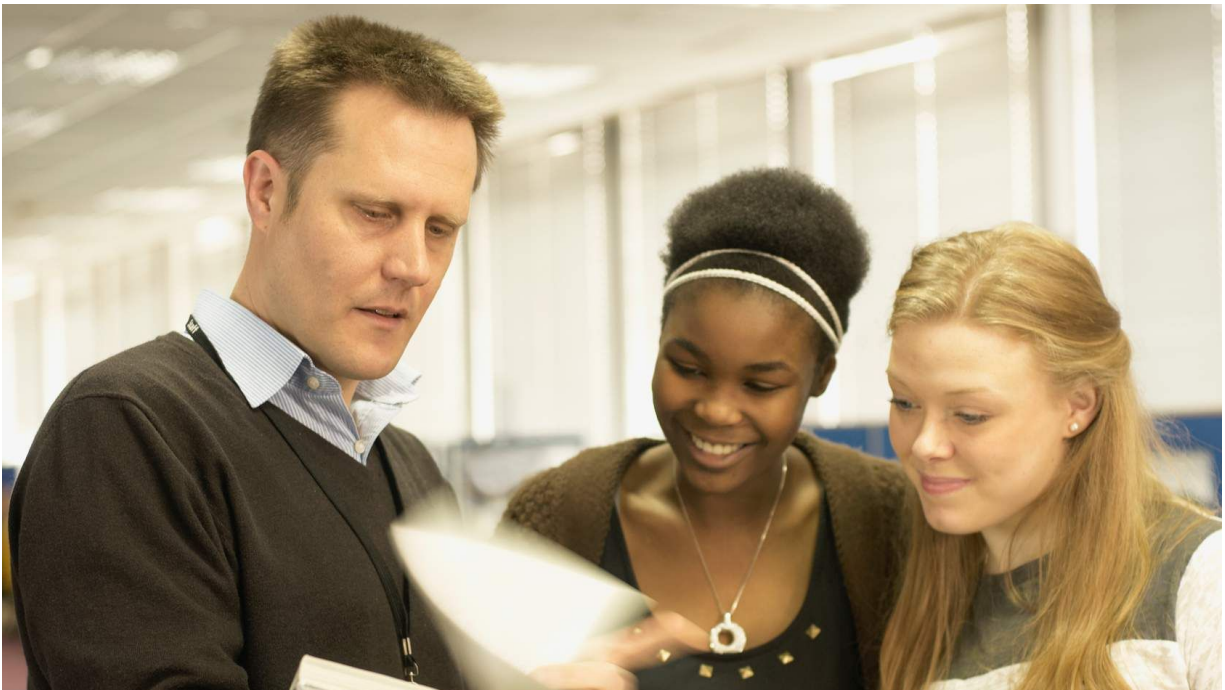

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Leverage expertise and historical knowledge of key policies, practices, and procedures to optimize work and accelerate change.

2. Develop and implement appropriate workarounds and contingency plans to accomplish work goals.

3. Facilitate change in ways that are sensitive to organizational culture and climate, minimize resistance and gain support.

4. Advise others on formal and informal channels to manage planned work and setbacks.

5. Maintain optimism, flexibility, and focus when things don't go as planned.

6. Recommend changes in current work processes to address evolving needs and increase effectiveness.

7. Communicate potential changes with staff to facilitate understanding, acceptance and a smooth transition into work.

1. Educate others on history and evolution of key policies, practices, and procedures to maneuver through organizational culture successfully.

2. Seek opportunities to capitalize on and leverage change within medical school to benefit faculty, staff, and students.

3. Communicate implications of change on strategic priorities, programs, and services.

4. Negotiate with stakeholders to sustain ongoing support of vital programs and services to the benefit of the learning environment.

5. Identify and implement necessary and proactive changes across student affairs, resulting in new work environments and processes.

CONTINUE

RELATIONSHIPS

MN Mobie Nwaokomah

Leaders cultivate and sustain mutually beneficial and collaborative alliances through effective communication practices. Engage self and others by understanding and capitalizing on personal strengths, perspectives, and preferences to promote inclusion and shared commitment for achieving desired results.

CRITICAL BEHAVIORS SUMMARY

1

Promote and facilitate efficiency, collaboration, and shared understanding through the development and appropriate delivery of articulate, targeted, and transparent formal and informal communication.

Apply observation and reflection to accurately understand self/others' feelings, motives, and reactions, adapting one's behaviors (words and actions) to build rapport and facilitate trusting relationships and effective collaborations.

2

COMMUNICATION

| **BENCHMARK 1 BEHAVIORS** | **BENCHMARK 2 BEHAVIORS** | **BENCHMARK 3 BEHAVIORS** |

1. Organize facts, ideas, and evidence logically, clearly and appropriately.

2. Summarize, simplify, and explain detailed and/or complex information so others can easily understand.

3. Develop and tailor messages in line with purpose and target audience, getting advisement as needed.

4. Select and apply standard tools and technology proficiently to produce effective communications.

5. Deliver messages and presentations in an objective, articulate and confident manner.

6. Apply specific active listening techniques (e.g., paraphrase, probe) to clarify, confirm, and enhance understanding across audiences.

7. Use language and appropriate non-verbal behavior to promote open communication and discussion.

| BENCHMARK 1 BEHAVIORS | BENCHMARK 2 BEHAVIORS | BENCHMARK 3 BEHAVIORS |

1. Analyze and synthesize information from multiple, conflicting sources into an articulate message.

2. Provide guidance and support to improve messages and delivery methods to enhance connection with audiences.

3. Anticipate and respond proactively and confidently to questions and potential reactions to messages.

4. Incorporate empathy and humor in ways that are congruent with messages and audience.

5. Inquire respectfully in order to understand or challenge the reasoning of others.

6. Develop and tailor critical and more complex messages and presentations for delivery across diverse audiences.

7. Communicate difficult and/or unwelcome messages to others promptly, clearly and honestly.

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Develop and deliver engaging messages to inform, persuade, and influence targeted audiences internal/external to the academic health center.

2. Identify and advise on broad-reaching, highly sensitive and high stake communications.

3. Adapt communication approach seamlessly in the moment to effectively engage in productive interactions with others.

4. Develop effective targeted communication strategies.

5. Capitalize on depth/breadth of perspective as an expert and leader to effectively contribute and engage others.

EMOTIONAL INTELLIGENCE

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Manage personal emotions and biases appropriately while interacting with others.

2. Share personal point of view and opinions openly and professionally.

3. Express a genuine interest in understanding and addressing others' perspectives, motivations and needs.

4. Show empathy for others' problems and concerns.

5. Build and maintain a network of trusting relationships with students and student affairs staff.

6. Maintain confidences and request others do the same as appropriate.

7. Work towards building consensus and achieving common goals.

8. Acknowledge and show tolerance for idiosyncrasies of self and others.

9. Show maturity and diplomacy in emotional situations.

BENCHMARK 1 BEHAVIORS	**BENCHMARK 2 BEHAVIORS**	**BENCHMARK 3 BEHAVIORS**

1. Foster an environment that consists of open dialogue, respect, and honest interaction.

2. Maintain steadiness and use emotion appropriately to engage and put others at ease.

3. Display poise, professionalism and perseverance in new and adverse conditions.

4. Represent the interests and perspectives of others while present and in their absence.

5. Build and leverage a network of trusting relationships across medical school.

6. Facilitate interactions with empathy and fairness to all involved.

7. Detect potentially problematic situations and take appropriate action to avoid/diffuse them proactively.

8. Use collaborative language to encourage healthy debate on contested issues and the open exchange of ideas.

9. Facilitate compromise and appropriate concessions while maintaining positive relationships and mutually beneficial results.

BENCHMARK 1 BEHAVIORS　　　**BENCHMARK 2 BEHAVIORS**　　　**BENCHMARK 3 BEHAVIORS**

1. Balance advocacy and inquiry skills appropriately to understand position of others and communicate one's own.

2. Leverage perspectives and passion of others to position ideas and engage others in deep discussions to solve complex problems.

3. Make tough decisions with clear intention, considering but not easily swayed by criticism and undue influence.

4. Harness and diffuse the emotions of others to objectively and productively move forward.

5. Build and leverage a network of trusting relationships across the academic health center and broader community.

6. Enable meaningful alliances and engagement of others across academic health center and broader community.

CONTINUE

SERVICE

MN Mobie Nwaokomah

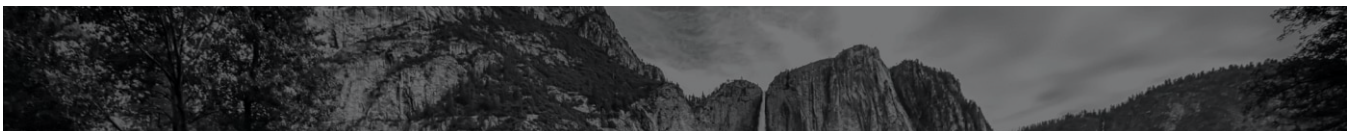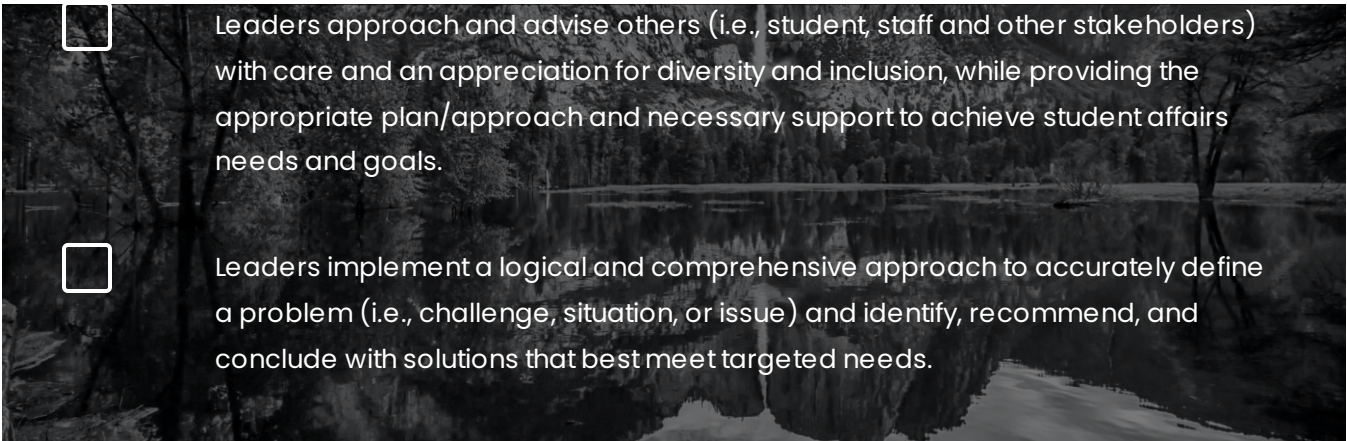
Leaders provide guidance and resources to enable effective support of students in their pursuit of a career in medicine. Promote and capitalize on the application of products/resources, services, and capabilities across the academic health center to increase the value and impact of student affairs and student success.

CRITICAL BEHAVIORS SUMMARY

1

☐ Leaders approach and advise others (i.e., student, staff and other stakeholders) with care and an appreciation for diversity and inclusion, while providing the appropriate plan/approach and necessary support to achieve student affairs needs and goals.

☐ Leaders implement a logical and comprehensive approach to accurately define a problem (i.e., challenge, situation, or issue) and identify, recommend, and conclude with solutions that best meet targeted needs.

2

SERVICE ORIENTATION

BENCHMARK 1 BEHAVIORS	**BENCHMARK 2 BEHAVIORS**	**BENCHMARK 3 BEHAVIORS**

1. Educate others clearly and accurately on student affairs mission, programs, and services.

2. Remain fluent in core student affairs-related topics (e.g., academic rules, financial aid).

3. Establish positive rapport with others by expressing a genuine interest in learning about their unique circumstances, needs and goals.

4. Provide others relevant resources and information to address their specific needs.

5. Explain and manage expectations for addressing specific needs and concerns.

6. Initiate appropriate follow up to ensure needs were met.

7. Maintain and share appropriate documentation and information within student affairs to support the ongoing needs of others.

1. Promote student affairs mission, programs, and services to respective internal/external stakeholders.

2. Build faculty awareness of and capabilities to manage student affairs issues.

3. Work with others to develop a clear, tailored plan to achieve specific goals and needs.

4. Monitor and follow up with others to confirm satisfaction with progress and identify/recommend additional support needs.

5. Work effectively within student affairs and across medical school resources and services to address the needs of others.

6. Serve others with compassion, while remaining objective and focused.

7. Monitor, promote, and ensure student affairs systems and processes are accessible, fair, and culturally sensitive.

BENCHMARK 1 BEHAVIORS	**BENCHMARK 2 BEHAVIORS**	**BENCHMARK 3 BEHAVIORS**

1. Integrate work of student affairs across the academic health center to advance educational excellence and school mission and goals.

2. Seek opportunities across the academic health center to enhance program and service effectiveness, promote a climate of inclusion, and improve medical school experience for all.

3. Establish and implement measures that define service standards.

4. Advise and support others in achieving more complex goals and needs.

5. Gather and analyze data to improve, advance, and identify new programs and services.

6. Implement and reinforce mechanisms to provide seamless service across student affairs and related functions.

PROBLEM SOLVING

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Engage in active listening and open dialog to accurately understand problem, issue, and/or situation.

2. Ask broad and deeper clarifying questions to collect relevant data.

3. Assess relevant data objectively to identify root causes.

4. Conduct a review of potential standard solutions to address problem and/or improve situation.

5. Build and communicate sound rationale for proposed solutions.

| BENCHMARK 1 BEHAVIORS | BENCHMARK 2 BEHAVIORS | BENCHMARK 3 BEHAVIORS |

1. Apply a more targeted series of probing, detailed questions to reveal and define hidden, more complex, higher risk problems, issues, and situations.

2. Conduct deeper data analysis to identify and resolve more complex problems, taking into consideration effort, feasibility and probability for success.

3. Review and synthesize data to understand patterns and underlying themes and impact on people, processes, technology, and goals/strategy.

BENCHMARK 1 BEHAVIORS	**BENCHMARK 2 BEHAVIORS**	**BENCHMARK 3 BEHAVIORS**

1. Facilitate collaborative communication to further understanding between parties in conflict and achieve appropriate resolution.

2. Engage key stakeholders in strategic discussions to resolve complex and broad-reaching problems.

3. Identify and create opportunities to communicate potential solutions, manage expectations and get buy-in.

4. Identify and develop mechanisms (e.g., job aids, forums) to communicate standards and/or recommended options for resolution of common and/or critical problems.

CONTINUE

MEDICAL SCHOOL RECRUITMENT & ADMISSION

MN Mobie Nwaokomah

Leaders develop and execute effective, data-driven pipeline programs and admission policies, processes, and practices to ensure a broadly diverse and well-rounded student body that advances the mission of the medical school.

CRITICAL BEHAVIORS SUMMARY

1

Leaders develop and execute outreach, recruitment, and admission programs, policies and processes in alignment with the school's mission, goals, diversity interests, and curriculum.

☐ Leaders research and assess the available population of potential medical school students and develop effective outreach and recruitment programs to attract and enroll a broadly diverse student body.

☐ Leaders develop and manage holistic and effective mission-based, data-driven, and evidence-based admission processes and practices.

☐ Leaders convey adverse decisions with empathy, respect, and in a way that preserves the integrity of the process and the institution.

☐ Leaders develop, track, and analyze student performance data to inform decision-making and improve outreach, recruitment, and admission programs and processes.

☐ Leaders liaise with internal and external stakeholders to communicate and advise on outcome data, plans, and other issues.

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Execute strategic, mission-driven outreach, recruitment, and admission policies, procedures and programs.

2. Communicate the relationship between school's mission and values, and the student characteristics the school is seeking to respective stakeholders.

3. Apply mechanisms to ensure admission decisions are grounded in the school's mission and diversity interests, and align with curricular goals and pedagogy.

4. Respond appropriately to inquiries in a manner consistent with communications and outreach plans.

5. Use established systems and tools proficiently to execute established admission policies and procedures.

6. Communicate all admission decisions in a tactful, clear, and timely manner.

7. Review and evaluate admission policies and procedures to ensure they are effective, cohesive, and produce intended outcomes.

8. Prepare, package, and publish relevant outcome data reports for internal and external audiences.

9. Recruit, select, onboard, train, and support a diverse admission committee.
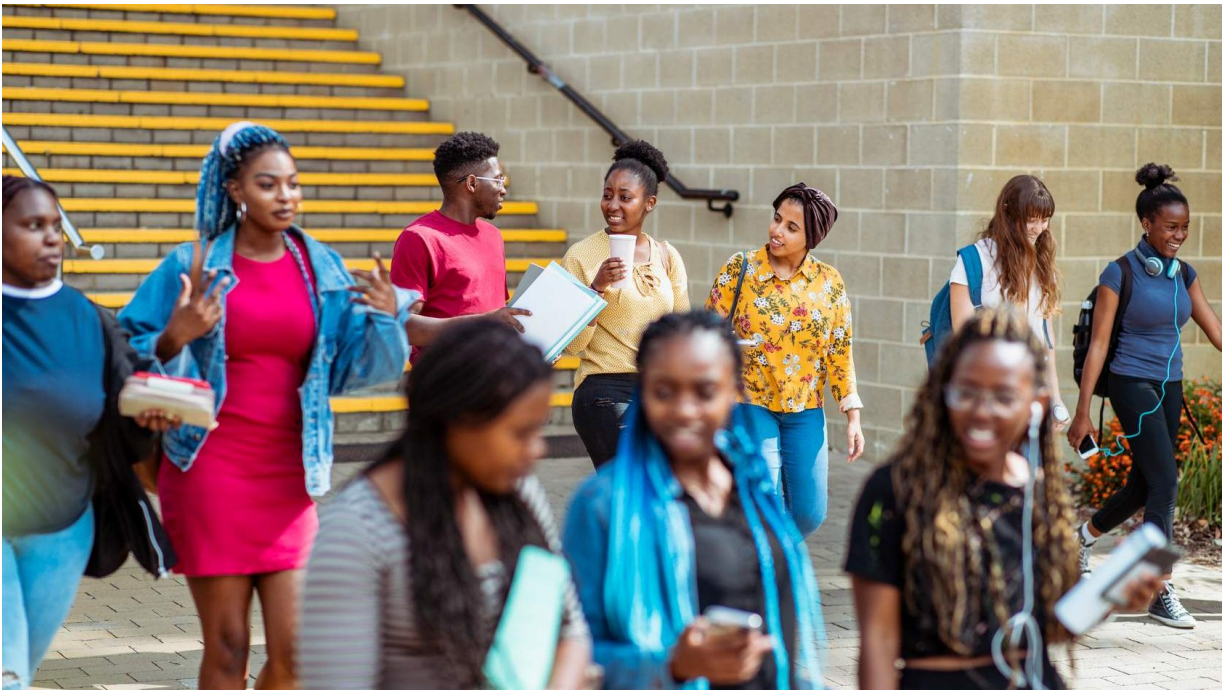
| BENCHMARK 1 BEHAVIORS | BENCHMARK 2 BEHAVIORS | BENCHMARK 3 BEHAVIORS |

1. Monitor recruitment, outreach and admission outcomes to ensure they meet mission-based goals and diversity interests, making adjustments accordingly.

2. Optimize the school's resources to recruit and admit a qualified and diverse student body.

3. Organize and implement targeted recruitment and outreach programs that support the school's mission, goals, and diversity interests.

4. Cultivate, engage and support invested stakeholders (e.g., faculty, staff, students, community members) in the recruitment, outreach, selection, and support of the student body.

5. Use evidence and data to strategically drive holistic admission policies and procedures.

6. Make difficult decisions and communicate outcomes to applicants with sensitivity.

7. Develop student narratives that convey the diverse experience, attributes, and academic qualifications represented in the student body to recruit and admit a diverse student body.

8. Evaluate medical school admission related policies and processes to ensure the school's mission, goals, diversity interests, and curriculum are aligned.

9. Work across student affairs functions to ensure support programs are in place for at-risk students who gain admission.

10. Develop, write, and prepare marketing materials in support of programs (e.g., brochures, view books, PowerPoint presentations, websites).

11. Develop budget, monitor expenditures, and determine necessary budget increases to enhance programming.

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Evaluate medical school admission related policies and processes to ensure the school's mission, goals, diversity interests, and curriculum are aligned with strategic goals and standards.

2. Apply available data to develop, resource, and promote a cohesive recruitment, outreach and admission strategy in concert with school's mission, goals, diversity interests, and curriculum.

3. Prepare effective proposals to advocate for additional funding.

4. Develop and execute a strategic communications plan that actively engages internal and external stakeholders in support of admitting and educating a diverse student body.

5. Gather and apply relevant information to identify continuous quality improvement.

6. Deliver adverse messages with sensitivity, supporting applicants in identifying areas of deficiency.

7. Recommend and counsel applicants with sensitivity to improve their applications.

8. Develop and maintain a systematic process to collect and analyze data to validate policies and procedures, engage key stakeholders, and drive decision-making.

9. Develop rapport with institutional leadership, providing ongoing advice on admission data, trends, problems, and plans.

10. Engage legal counsel, proactively seeking advice for admission program planning and as pertinent issues arise.

11. Ensure consistency of messaging across marketing materials and other key communications.

CONTINUE

STUDENT RECORDS MANAGEMENT

MN Mobie Nwaokomah

Leaders interpret, communicate, and act in accordance with the laws, regulations, and school standards for maintaining the academic records of students. Establish and oversee processes to ensure the ongoing integrity, security, and fulfillment of information needs.develop and execute effective, data-driven pipeline programs and admission policies, processes, and practices to ensure a broadly diverse and well-rounded student body that advances the mission of the medical school.

CRITICAL BEHAVIORS SUMMARY

- [ ] Leaders interpret and articulate legal requirements and academic rules and regulations for the retention, disposal, and archive, as well as provision of access to student records.

- [ ] Leaders ensure the accuracy and security of records and that confidentiality is maintained in accordance with institutional policies and legal requirements.

- [ ] Leaders monitor and address issues and concerns across the academic health center landscape that could potentially impact the student records function.

- [ ] Leaders communicate and collaborate with the registrar, academic community, and other stakeholders to ensure academic integrity is upheld in compliance with standards and legal requirements.

- [ ] Leaders maintain processes, plans, and oversight required to ensure the security of student records and continuity of operations for the student records function.

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Apply rules and regulations for the appropriate retention, disposal, and archive of student records.

2. Ensure student information is shared in compliance with federal (e.g. FERPA), state, LCME, and institutional guidelines.

3. Describe the transcript and credentialing process and grading procedures.

4. Stay abreast of legal issues and their implications for record keeping.

5. Identify potential emergency situations and likelihoods of disaster scenarios that may impact student records.

6. Process and maintain records of students (e.g., current, visiting, transfers) in an accurate and timely fashion.

7. Utilize technology databases (e.g., SRS, data warehousing) and other systems to collect, organize, and maintain accurate data, ensuring ready access and availability of data by authorized requestors.

BENCHMARK 1 BEHAVIORS   **BENCHMARK 2 BEHAVIORS**   **BENCHMARK 3 BEHAVIORS**

1. Interpret the rules and regulations for the retention, disposal, and archive of student records.

2. Produce and share reports on student information consistent with federal and institutional regulations and guidelines.

3. Educate those involved in the grading, transcript, and credentialing processes on regulations, requirements, and procedures.

4. Explain legal requirements for student record maintenance to other stakeholders across the academic health center.

5. Ensure requirements for current and visiting students are met, tracked, and recorded.

6. Maintain the integrity and access to student records by mitigating identified risks.

7. Identify errors in student record keeping, ensuring needed corrections are identified, made, and documented.

8. Resolve issues and errors with current and visiting student records to ensure that institutional standards are met for all transactions for current and visiting students.

9. Educate others across the learning community on the nuances and application of guidelines and regulations critical to record management (e.g., FERPA, Soloman Amendment, the Student Right to Know Act).

10. Anticipate needs for student information and use data mining techniques to generate standard reports and respond to ad hoc requests.

1. Work closely with student affairs officers, curriculum dean, and designated medical education researchers in conjunction with the Institutional Review Board to develop plans and policies that protect student privacy but permit educational program evaluation.

2. Display a consultative approach to address individual student situations working within the boundaries of academic rules and regulations.

3. Identify opportunities to highlight and communicate targeted student information and report results to enhance the educational experience.

4. Develop and manage processes to ensure accuracy and efficiency in the recording of grades, academic status changes, and the production of transcripts.

5. Analyze current practices, situations, and trends to identify and mitigate potential legal issues.

6. Develop, test, and establish a continuity of operations plan for uninterrupted management, maintenance and access of student records in preparation for potential disasters/emergencies.

7. Identify and mitigate any gaps in record keeping procedures to ensure timely and accurate updating and maintenance of student records.

8. Identify and resolve issues with processes for visiting students and transferring students to ensure record keeping meets standards of both the transferring and receiving institutions.

9. Translate federal (e.g., FERPA) and institutional regulations in response to specific situations posed.

10. Maintain an awareness of data needs across the medical education continuum and develop processes for collection of data and fulfillment of information needs.


CONTINUE

STUDENT FINANCIAL ASSISTANCE

MN Mobie Nwaokomah

Leaders provide medical students, applicants, and graduates with sufficient financial aid and effective debt management counseling, education, and resources. Establish mechanisms and recognize opportunities to enable students to minimize medical education debt.

CRITICAL BEHAVIORS SUMMARY

1

Leaders reference and apply various sources of financial aid regulations and funding for students, including scholarships, grants and loans.
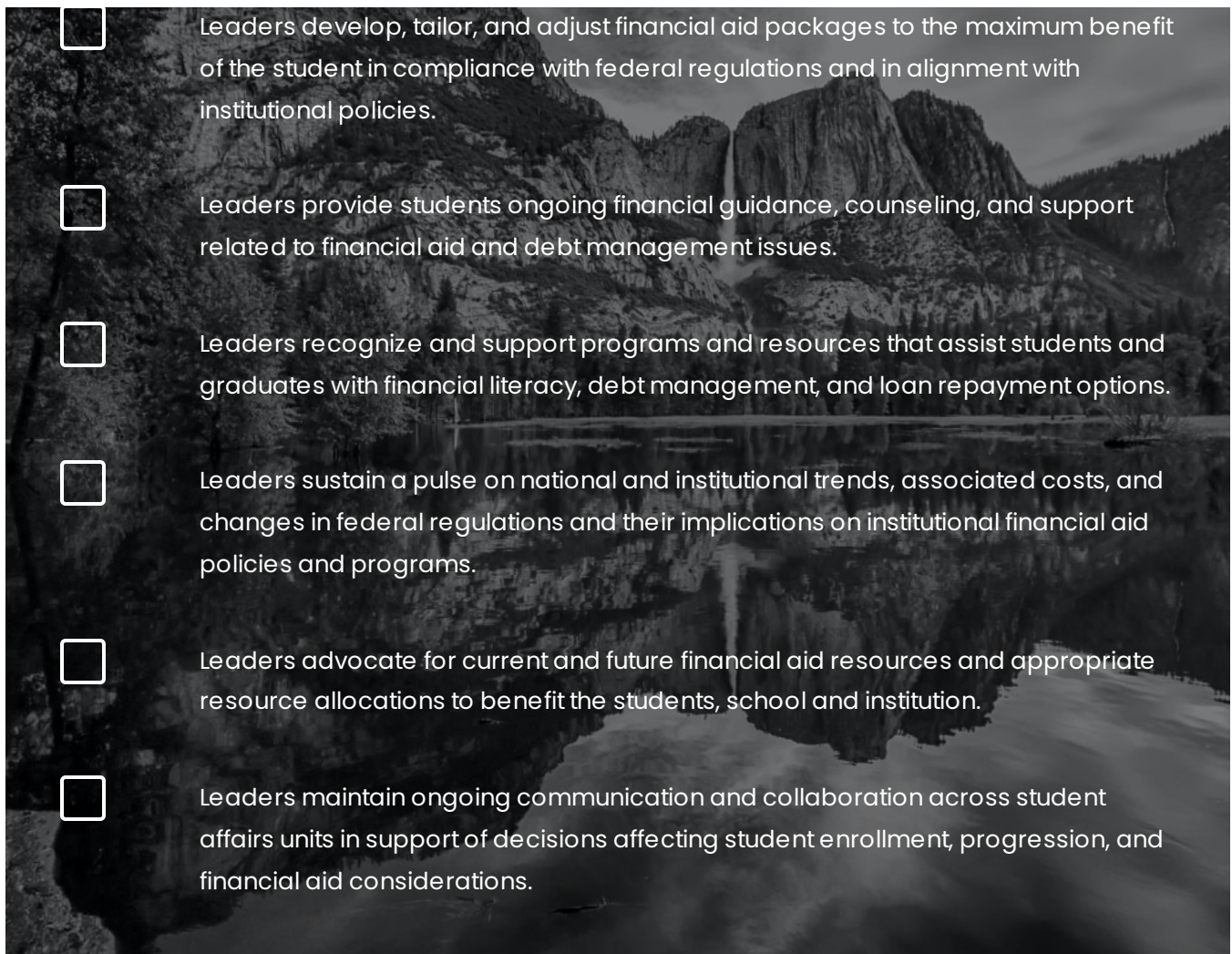
- [ ] Leaders develop, tailor, and adjust financial aid packages to the maximum benefit of the student in compliance with federal regulations and in alignment with institutional policies.

- [ ] Leaders provide students ongoing financial guidance, counseling, and support related to financial aid and debt management issues.

- [ ] Leaders recognize and support programs and resources that assist students and graduates with financial literacy, debt management, and loan repayment options.

- [ ] Leaders sustain a pulse on national and institutional trends, associated costs, and changes in federal regulations and their implications on institutional financial aid policies and programs.

- [ ] Leaders advocate for current and future financial aid resources and appropriate resource allocations to benefit the students, school and institution.

- [ ] Leaders maintain ongoing communication and collaboration across student affairs units in support of decisions affecting student enrollment, progression, and financial aid considerations.

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Articulate the cost of attendance, tuition, and fee structure and the elements of the financial aid package.

2. Provide support to the packaging and loan certification process in accordance with current federal regulations and institutional policies.

3. Educate students on the availability of programs and resources to assist them with financial aid, debt management, and financial literacy practices.

4. Collaborate with students to accurately identify financial concerns, escalating concerns as needed.

5. Share information with units across student affairs regarding student issues that arise.

6. Advise students on how to navigate financial aid systems during the application process and throughout medical school.

BENCHMARK 1 BEHAVIORS	**BENCHMARK 2 BEHAVIORS**	**BENCHMARK 3 BEHAVIORS**

1. Determine financial aid eligibility in accordance with current federal regulations and institutional guidelines.

2. Identify and communicate changes in financial aid regulations and their implications for students.

3. Help students interpret and apply financial aid regulations, procedures, and resources.

4. Prepare financial aid package based on individual student eligibility and needs.

5. Communicate with and counsel individual students regarding their financial aid eligibility and award letter.

6. Make recommendations to students based on available sources of financial aid and individual situations.

7. Guide students in making sound financial decisions in support of personal and professional goals.

8. Collaborate across student affairs to proactively identify and gain support in mitigating student financial distress

| BENCHMARK 1 BEHAVIORS | BENCHMARK 2 BEHAVIORS | BENCHMARK 3 BEHAVIORS |

1. Oversee the day-to-day operations of the financial aid office.

2. Manage and provide oversight and reconciliation with regard to awarding institutional scholarship/grant/loan funds.

3. Advise senior administration on the impact of institutional and national trends on cost of attendance and student debt in comparison to institutional peers.

4. Analyze financial data in the context of the annual tuition rate to set cost of attendance, project demand for future financial aid and ensure institutional resources to meet student needs.

5. Analyze data and interact with outside agencies to provide required reporting for purposes of securing federal funds and ensuring compliance with federal regulations.

6. Communicate the impact of the institution's satisfactory academic progress policy and enrollment status on students' ability to qualify for federal financial aid.

7. Assess and adjust financial aid packages to further the goals of the institution (e.g., recruitment, diversity interests).

8. Recommend and implement institutional policies in response to changing federal regulations.

9. Work collaboratively across the medical school or academic health center (e.g., student affairs, alumni and development offices) to demonstrate financial need of medical students and develop innovative programs to secure new financial resources for students.

10. Identify students who are likely to have financial issues/concerns and ensure early intervention or appropriate escalation.

11. Counsel students experiencing extreme financial issues/distress and determine the best course of action.

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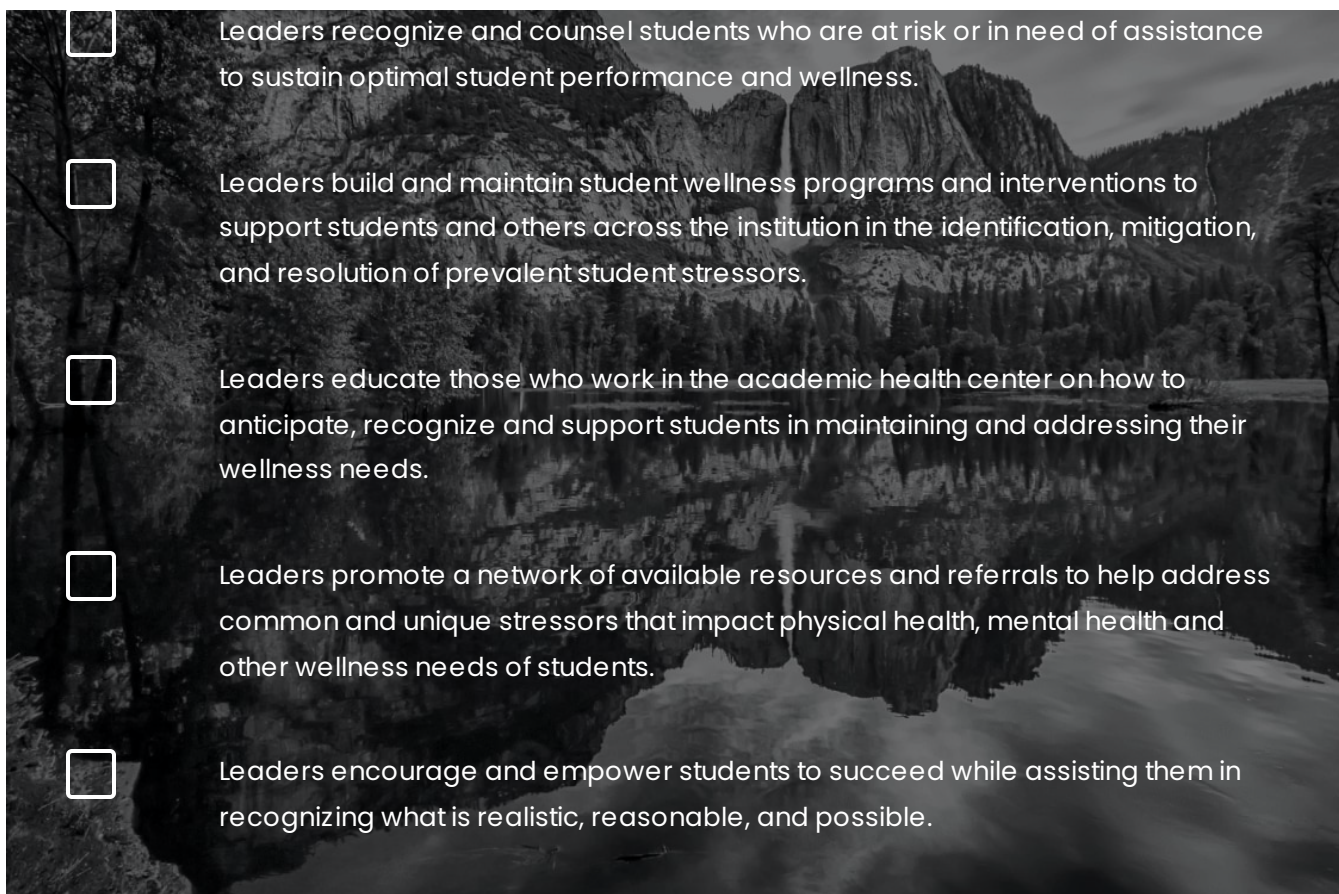
STUDENT WELLNESS & MENTAL HEALTH

MN Mobie Nwaokomah

Leaders build, promote, and manage programs, policies and interventions to enable student wellness and mental health. Collaborate across the academic health center and broader community to recognize and counsel students as necessary to sustain optimal health, wellness, and performance.

CRITICAL BEHAVIORS SUMMARY

1

Leaders sustain an environment of trust, respect, and confidentiality where all students feel comfortable accessing services without stigma or fear of reprisal.

☐ Leaders recognize and counsel students who are at risk or in need of assistance to sustain optimal student performance and wellness.

☐ Leaders build and maintain student wellness programs and interventions to support students and others across the institution in the identification, mitigation, and resolution of prevalent student stressors.

☐ Leaders educate those who work in the academic health center on how to anticipate, recognize and support students in maintaining and addressing their wellness needs.

☐ Leaders promote a network of available resources and referrals to help address common and unique stressors that impact physical health, mental health and other wellness needs of students.

☐ Leaders encourage and empower students to succeed while assisting them in recognizing what is realistic, reasonable, and possible.

BENCHMARK 1 BEHAVIORS   **BENCHMARK 2 BEHAVIORS**   **BENCHMARK 3 BEHAVIORS**

1. Maintain an approachable demeanor and promote an open door policy, setting aside distractions while interacting with students.

2. Provide students available information, resources and referrals to help meet their specific needs.

3. Identify and respond appropriately to student requests, needs and issues, maintaining confidentiality.

4. Identify academic performance and behavioral patterns that may indicate physical health, mental health or concerns that negatively impact student wellness.

5. Educate others in the learning environment on how to proactively recognize students in distress.

6. Help students resolve and mitigate distress by normalizing reactions to stressors, focusing on how to best meet their needs.

7. Recognize the need to assume various support roles (e.g., coach, advisor, listener, facilitator) when interacting with students, faculty, and staff and adapt approach accordingly.

8. Model effective wellness behaviors.

| BENCHMARK 1 BEHAVIORS | BENCHMARK 2 BEHAVIORS | BENCHMARK 3 BEHAVIORS |

1. Interact with and engage students proactively to build trusting relationships.

2. Create opportunities to educate and equip students with resources to address common wellness and mental health issues.

3. Assess student situations and provide effective guidance in alignment with established protocols.

4. Educate and develop faculty and staff awareness and capability to recognize and help address/support student wellness needs, appropriately maintaining confidentiality and making notifications.

5. Be attuned and appropriately respond to common and distinct cues associated with unique stressors of student populations (e.g., first generation college, non-traditional, LGBT).

6. Move between various support roles seamlessly in interactions with student, faculty, and staff.

7. Establish and maintain a network of collegial relationships across the academic health center and broader community to enable student wellness.

8. Maintain appropriate boundaries between student affairs role and clinician/provider role in all interactions with and about students.

9. Help others identify and practice effective wellness strategies and behaviors to successfully perform professional and personal responsibilities.

1. Promote, influence, and encourage others to maintain a student-focused orientation in their approach to work.

2. Build a solid reputation as a trusted advocate for students across the academic health center and larger community.

3. Take early action to enable and maintain student wellness across and specific to student populations, engaging the support of faculty, staff, and family.

4. Develop and implement institutional recommended policies and protocols to address and mitigate stressors impacting student health and wellness, including but not limited to when and how to make appropriate referrals and maintaining confidentiality.

5. Develop and implement strategies for sustaining student wellness in anticipation of medical school milestones and stressors.

6. Collaborate with others to collect and conduct an in-depth analysis of data trends necessary to build out and align wellness programs and interventions.

7. Capitalize on internal and external inquires and opportunities to reinforce and build deeper capacity for addressing student wellness.

8. Anticipate and lead efforts to work across departments to minimize systematic conflicts that negatively impact student wellness.

9. Network and collaborate with strategic alliances across the academic health center and broader community to benefit student wellness.

10. Navigate and leverage networks to facilitate connections between students and appropriate resources to address student needs.

11. Champion others to take personal actions to support their welfare and the wellness of those around them.

CONTINUE

STUDENT ACADEMIC PROGRESSION

MN Mobie Nwaokomah

Leaders build, promote, and leverage resources, policies, programs, and interventions to enable successful academic progression for all students. Collaborate across the academic health center and broader community to help students proactively address and mitigate risks and issues necessary to optimize their educational experience and growth.

CRITICAL BEHAVIORS SUMMARY

1
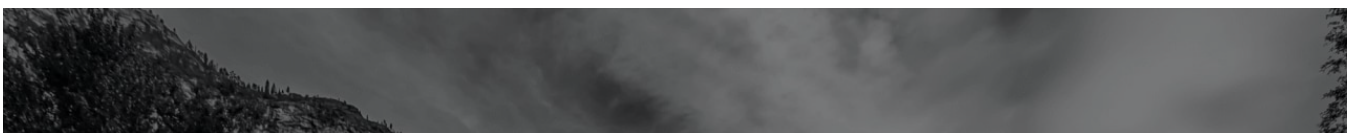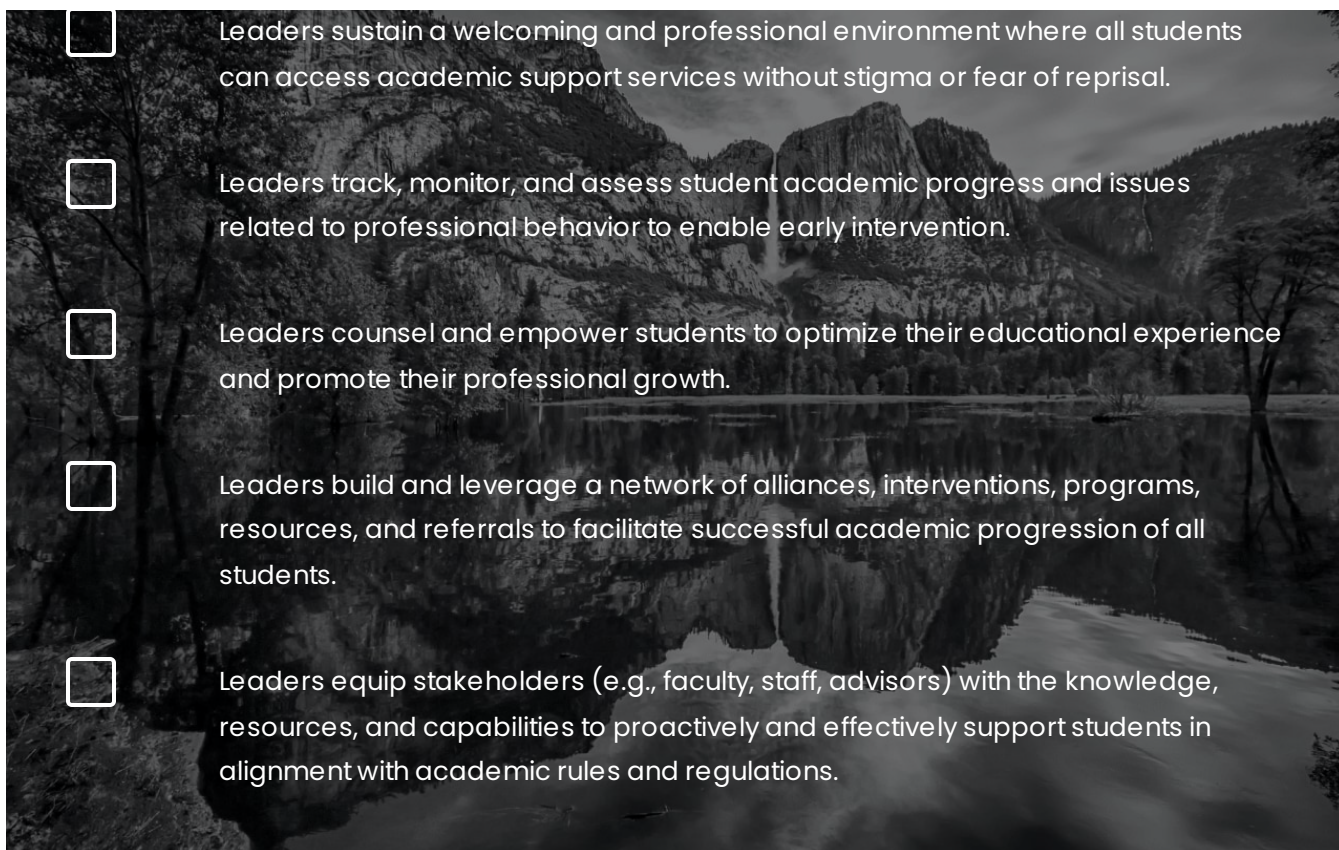
☐ Leaders sustain a welcoming and professional environment where all students can access academic support services without stigma or fear of reprisal.

☐ Leaders track, monitor, and assess student academic progress and issues related to professional behavior to enable early intervention.

☐ Leaders counsel and empower students to optimize their educational experience and promote their professional growth.

☐ Leaders build and leverage a network of alliances, interventions, programs, resources, and referrals to facilitate successful academic progression of all students.

☐ Leaders equip stakeholders (e.g., faculty, staff, advisors) with the knowledge, resources, and capabilities to proactively and effectively support students in alignment with academic rules and regulations.

BENCHMARK 1 BEHAVIORS   **BENCHMARK 2 BEHAVIORS**   **BENCHMARK 3 BEHAVIORS**

1. Maintain an approachable demeanor and promote an open door policy.

2. Articulate the degree requirements, curriculum structure, sequence, grading methods, assessment, and remediation processes.

3. Describe and provide students with appropriate resources to assist them with academic and professional issues.

4. Maintain accurate student progress data records in compliance with relevant rules and regulations.

5. Communicate academic progression policies and procedures to stakeholders.

6. Build faculty and staff awareness of the early warning signs associated with student academic issues.

7. Leverage support services provided across the institution to effectively assist students.

8. Network and maintain relationships with existing mentors and advisors to support their efforts in meeting student needs.

9. Conduct conversations on sensitive and/or difficult academic progress-related issues with confidentiality, empathy and respect.

| BENCHMARK 1 BEHAVIORS | BENCHMARK 2 BEHAVIORS | BENCHMARK 3 BEHAVIORS |

1. Capitalize on available programs and resources to empower students in resolving academic and professional issues.

2. Review and analyze student progress situation and relevant data to identify and address issues.

3. Serve as a liaison between students and academic review committees, basic science, and clinical course directors and/or advisors.

4. Apply a variety of methods and create opportunities to ensure all stakeholders remain well-versed on academic rules and regulations.

5. Make effective referrals across student affairs and the institution to support student academic progress.

6. Develop collaborative relationships with faculty, staff and alumni to advise and mentor students.

7. Educate and develop faculty and staff awareness and capability to facilitate early recognition and intervention for academic achievement issues.

BENCHMARK 1 BEHAVIORS   BENCHMARK 2 BEHAVIORS   BENCHMARK 3 BEHAVIORS

1. Create and reinforce an environment of trust, respect, and confidentiality where all students feel comfortable accessing services without stigma or fear of reprisal.

2. Apply metrics, trends, and student perspectives to identify causes of academic issues and develop effective academic enhancement plans and inform decision-making.

3. Conduct ongoing review of student progress and proactively engage student in addressing both existing and anticipated problems.

4. Interpret and apply rules and regulations in the context of individual student situations to counsel student on implications and options for resolution.

5. Partner with faculty, staff, and academic review committees to identify and mitigate potential academic issues across the student body.

6. Integrate the assistance provided by various institution resources to provide holistic support to students.

7. Identify and advocate for development and funding required for new student support initiatives to address gaps in current services.

8. Network with faculty, staff, alumni, and community members strategically to develop relationships and enhance the cadre of qualified and diverse advisors and mentors.

9. Collaborate with the academic review committee to proactively anticipate and develop resources and programs to address student academic issues.

10. Communicate and explain the impact of promotions committee decisions on student progress.

CONTINUE

STUDENT DIVERSITY & INCLUSION

MN Mobie Nwaokomah

Leaders position diversity as a key driver of educational excellence, a diverse physician workforce, and ultimately equitable health care for all. Advocate for and foster an inclusive, engaging environment to optimize student performance and experience.

CRITICAL BEHAVIORS SUMMARY

1

Leaders foster and advocate an inclusive learning environment that engages diversity to strengthen and maintain a positive educational experience for all students.
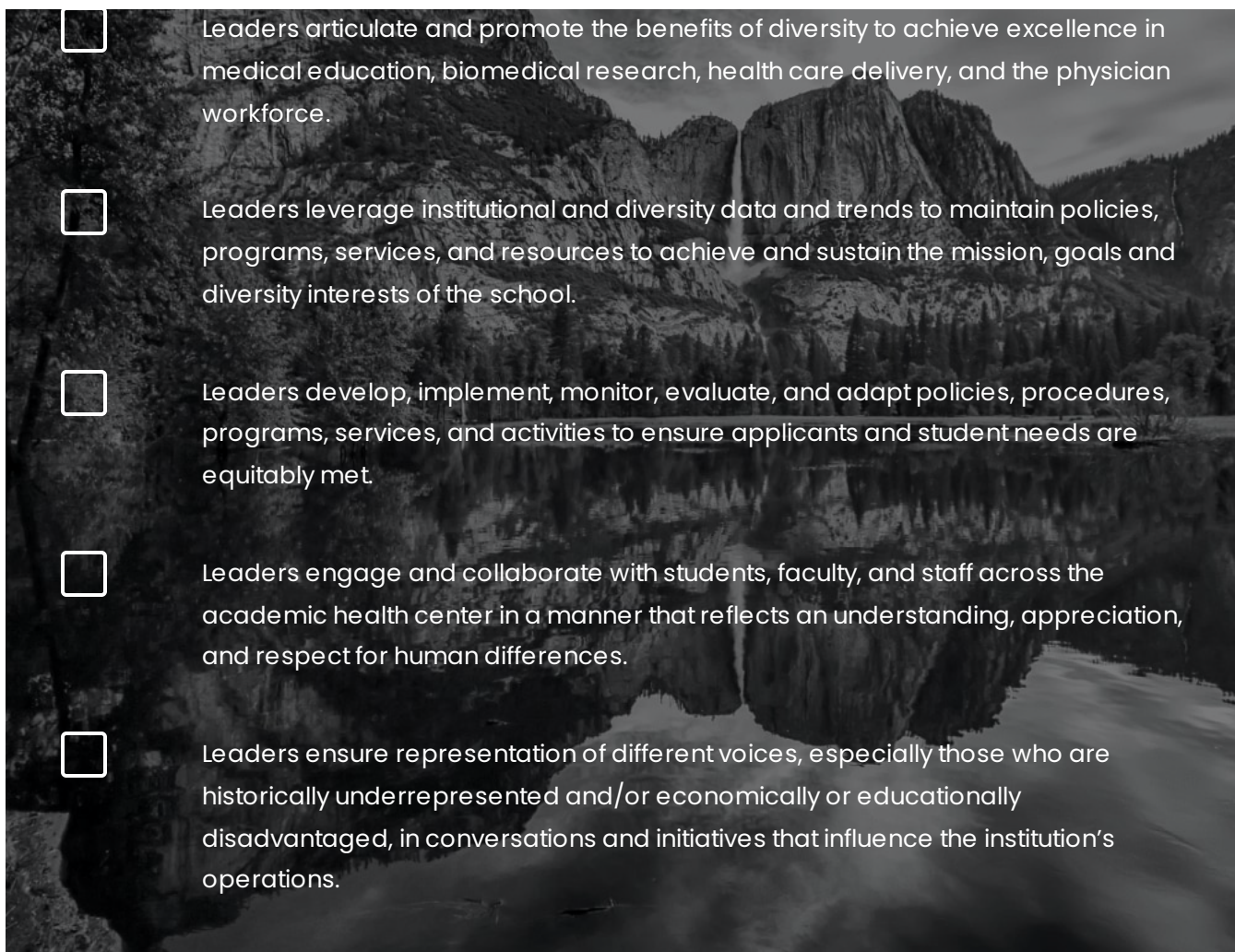
☐ Leaders articulate and promote the benefits of diversity to achieve excellence in medical education, biomedical research, health care delivery, and the physician workforce.

☐ Leaders leverage institutional and diversity data and trends to maintain policies, programs, services, and resources to achieve and sustain the mission, goals and diversity interests of the school.

☐ Leaders develop, implement, monitor, evaluate, and adapt policies, procedures, programs, services, and activities to ensure applicants and student needs are equitably met.

☐ Leaders engage and collaborate with students, faculty, and staff across the academic health center in a manner that reflects an understanding, appreciation, and respect for human differences.

☐ Leaders ensure representation of different voices, especially those who are historically underrepresented and/or economically or educationally disadvantaged, in conversations and initiatives that influence the institution's operations.

BENCHMARK 1 BEHAVIORS	**BENCHMARK 2 BEHAVIORS**	**BENCHMARK 3 BEHAVIORS**

1. Define the role of the office of diversity and inclusion and promote related services and support available to students, faculty, and staff.

2. Foster a welcoming and inclusive environment for all.

3. Communicate available programs, services and other resources to meet the diverse needs of all applicants and students.

4. Articulate the case for diversity in the medical school environment, linking the importance of diversity and inclusion to the school's mission, goals, and diversity interests.

5. Apply current legal and educational policies and practices and their implications to meet the school's mission, goals, and specific diversity interests.

6. Recognize the disproportionate impact certain policies, procedures, and practices may have on different applicant and student populations.

7. Engage students, faculty, and staff to identify potential champions in support of diversity and inclusion efforts.

8. Provide a range of formal and informal activities and programs that build capacity in others to increase their awareness of diversity, power, privilege, and the practice of inclusion.

1. Establish and maintain networks that enable collaboration and the ability to effectively meet the diverse needs of all students.

2. Develop programs and activities that affirm student identity, build community, and cultivate leadership, enabling all students to effectively work across communities.

3. Provide outreach to students promoting available programs, services, and other resources to meet the diverse needs of all applicants and students.

4. Interpret and apply educationally sound and legally viable policies, programs, and services in support of the school's mission, goals, and diversity interests.

5. Serve as a trusted resource and advocate for students who may be mistreated, marginalized or otherwise discriminated against.

6. Collect, analyze and apply data to guide the development and improvement of policies, programs, services, and other resources, and to demonstrate unintended consequences.

7. Collaborate with colleagues and leaders across the institution to develop and implement recommendations that address issues negatively impacting the student experience and enhance the experience for all.

8. Apply data and feedback to identify instances of diversity, power, and privilege in the school environment and make recommendations to increase awareness and practices of inclusion.

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	**BENCHMARK 3 BEHAVIORS**

1. Build coalitions strategically across the academic medical center and broader community to advance the school's mission, goals, and diversity interests.

2. Promote diversity as a means to generate innovations in medical education, health care, and research, resulting in an enhanced medical school experience, increased educational excellence, strengthened physician workforce, and enhanced patient care.

3. Develop mission-driven and data-informed policies, programs, and services in support of the school's mission, goals and diversity interests.

4. Analyze and apply institutional data and diversity trends with respect to the school's mission and goals to identify areas of strength or improvement.

5. Advise senior leaders on the implications of diversity trends and institutional data and recommended investments to programs, services, and resources necessary to meet student and school goals.

6. Anticipate, identify, and challenge policies, practices and issues that are inequitable or unfair and recommend solutions.

7. Establish and maintain a systematic process for collecting and analyzing near-, mid-, and long-term outcome data to show the benefits of recruiting, admitting, and educating a diverse student body.

8. Establish mechanisms and/or processes that communicate the formal and informal experience of all medical students.

9. Assess progress regarding diversity awareness and practices of inclusion across the academic health center against institutional benchmarks.

10. Engage in scholarly activities that expand capacity for diversity and inclusion and share best practices to advance medical education and health care for all.

CONTINUE

STUDENT PROFESSIONAL & CAREER DEVELOPMENT

MN   Mobie Nwaokomah

Leaders empower and guide students in setting and advancing their achievement of effective, individual-driven career and professional goals. Provide students resources and a supportive community of advisors, mentors, and staff to promote their development and transition from medical school to residency training.

CRITICAL BEHAVIORS SUMMARY

1

☐ Leaders promote, empower and guide students to make informed, data-driven, and proactive decisions critical to achieving their professional and career goals.
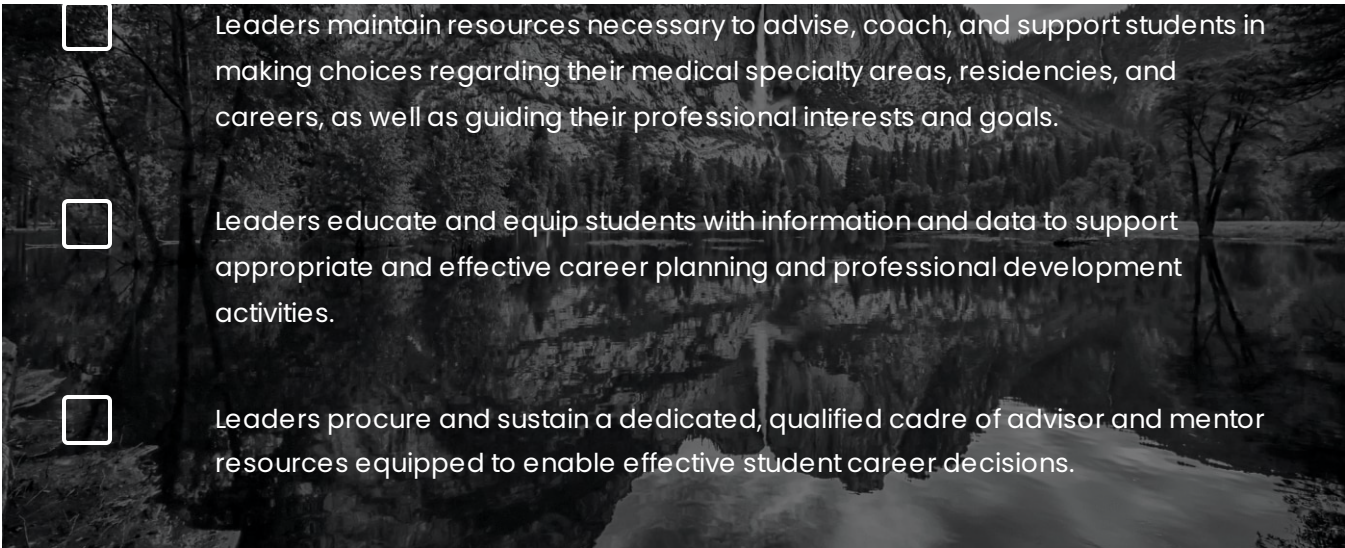
☐ Leaders maintain resources necessary to advise, coach, and support students in making choices regarding their medical specialty areas, residencies, and careers, as well as guiding their professional interests and goals.

☐ Leaders educate and equip students with information and data to support appropriate and effective career planning and professional development activities.

☐ Leaders procure and sustain a dedicated, qualified cadre of advisor and mentor resources equipped to enable effective student career decisions.

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Refer students to relevant career planning information and resources.

2. Provide general career advice common across students, drawing upon personal knowledge, experience, and basic career development theory.

3. Provide a candidate pool of potential faculty advisors or mentors that represent a broad range of specialties.

4. Develop and maintain relationships with pre-existing faculty and staff advisors and mentors.

5. Emphasize to students the importance of developing and projecting a positive and professional presence.

6. Explain the Match process, process nuances and various residency application-related programs accurately to students, faculty, and staff.

7. Equip students with information on trends in the residency match process and in response to student-specific requests (e.g., medical specialty areas, general residency program requirements, career options).

8. Assist students with timelines and key activities in accordance with residency application deadlines, policies and procedures.

9. Provide students with resources to create their application materials (e.g., personal statements, CV).

BENCHMARK 1 BEHAVIORS	**BENCHMARK 2 BEHAVIORS**	**BENCHMARK 3 BEHAVIORS**

1. Present information to students accurately and proactively to assist in decision making on medical specialty areas, residencies, and career options.

2. Facilitate students' use of career planning resources to assist in creating individual career plans.

3. Assist students with identifying their interests, values, preferred styles, and skills through a process of introspection and self-reflection.

4. Provide students with information on the full range of career options, considering their interests and where they are in the medical education continuum.

5. Coordinate faculty and staff capability in the areas of career planning, advising, mentoring, and building professionalism.

6. Cultivate and deepen alliances across the academic health center and broader community to facilitate student and professional career development.

7. Advise students on opportunities to increase and build professional presence and credibility.

8. Utilize outcome and competitiveness data from prior Match programs to guide student career path selection.

9. Coach students on specific opportunities to improve their application materials and residency interview skills.

1. Create institutional level data and resources to support and guide student specialty and residency choices.

2. Assess and incorporate students' values, preferences and their medical school experience to help students evaluate potential career options.

3. Assess and monitor development plans and apply data trends and decision-making principles to assist students in career decision making and problem solving efforts.

4. Utilize data and other factors (e.g., cultural nuances, individual goals, political landscape of the residency process and specialty) to guide, coach and advise student career path selection, including non-traditional career paths.

5. Integrate AAMC Careers in Medicine and other external resources (e.g., FRIEDA) into career conversations.

6. Cultivate and maintain a cohesive culture and ongoing training for a diverse cadre of faculty, staff and advisors.

7. Counsel students on student-specific situations that could jeopardize or impact the achievement of their professional and career goals.

8. Encourage students to consider institutional and national trends to facilitate thoughtful, realistic decisions on career options and develop a plan to create the strongest application portfolio.

9. Counsel students on medical specialty areas, nuances in competing for residencies and career options to help students realistically align personal circumstances with career goals.

10. Support and advise unmatched students in revising short and long term career goals.

11. Collaborate with students on a broad spectrum of activities to facilitate the achievement of their residency goals (e.g., help write personal statements, develop a CV commensurate with career interests/experience, assist with selection of appropriate writers for letters of recommendation and completion of residency applications, prepare for interviews).

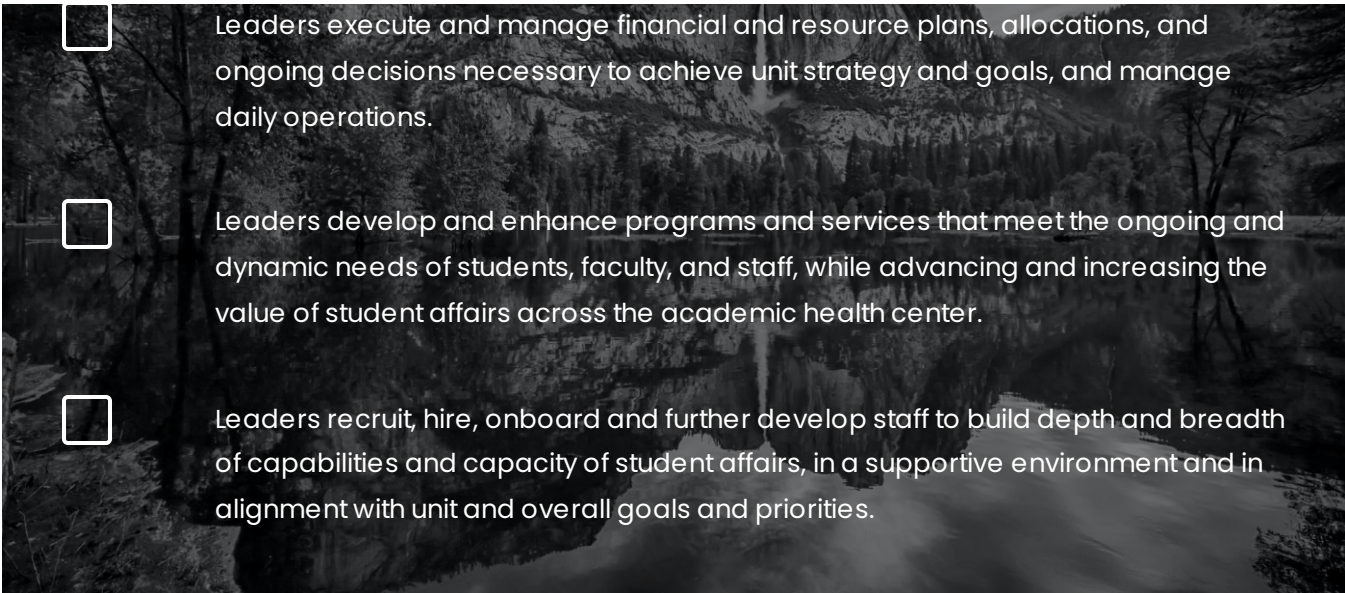**CONTINUE**

UNIT OPERATIONS MANAGEMENT

MN Mobie Nwaokomah

Leaders establish, execute, and allocate resources necessary to support strategic and programmatic goals and priorities and overall direction of student affairs. Lead efforts to maintain ongoing alignment of services and programs with the dynamic needs of students and the mission of the school.

CRITICAL BEHAVIORS SUMMARY

1

☐ Leaders develop, articulate, implement, and evaluate comprehensive, integrated strategic and programmatic plans in support of school mission and goals, and the direction of student affairs.

☐ Leaders execute and manage financial and resource plans, allocations, and ongoing decisions necessary to achieve unit strategy and goals, and manage daily operations.

☐ Leaders develop and enhance programs and services that meet the ongoing and dynamic needs of students, faculty, and staff, while advancing and increasing the value of student affairs across the academic health center.

☐ Leaders recruit, hire, onboard and further develop staff to build depth and breadth of capabilities and capacity of student affairs, in a supportive environment and in alignment with unit and overall goals and priorities.

BENCHMARK 1 BEHAVIORS	BENCHMARK 2 BEHAVIORS	BENCHMARK 3 BEHAVIORS

1. Select and prioritize work directly in support of strategic and programmatic goals and priorities.

2. Act in accordance with established institution and unit policies and procedures.

3. Manage financial and other resources efficiently and effectively.

4. Reinforce a collegial and supportive team environment in support of students, faculty, and staff.

5. Identify and recommend enhancements to programs and services, within scope of responsibility.

6. Utilize the formal performance management process to accurately and equitably recognize staff accomplishments and address performance issues.

1. Ensure institution and unit policies and procedures are understood and followed.

2. Articulate the programmatic needs of the student body in support of the school's efforts to procure needed financial resources (e.g., endowments, scholarships).

3. Encourage others to consider unit strategy and priorities when making decisions regarding their assigned areas of responsibility.

4. Facilitate an appropriate balance between advancing priorities and meeting the demands of daily operations.

5. Monitor unit budget, escalating concerns and recommendations required for corrective action.

6. Conduct ongoing assessment of programs and services to ensure viability and impact and alignment with strategic and programmatic goals and priorities.

7. Procure and reallocate resources required to develop and implement new or improved programs and services.

8. Monitor and maintain accountability for gathering program evaluation and student outcome data.

9. Conduct periodic review and analysis of data to guide decision making regarding policies, procedures, programs, and services.

10. Leverage performance management process to increase capability and opportunity to contribute to professional development and unit goals.

11. Lead and support the recruitment, placement and onboarding of staff.

12. Seek to build and sustain positive and collaborative collegial relationships in direct support of unit operations.

| **BENCHMARK 1 BEHAVIORS** | **BENCHMARK 2 BEHAVIORS** | **BENCHMARK 3 BEHAVIORS** |

1. Develop and implement unit strategic plan in alignment with larger strategy and overall direction of student affairs.

2. Translate and communicate strategic plan and desired outcomes into priorities and daily operations.

3. Advocate and work strategically across the academic health center and community to seek resources to support programmatic and student needs.

4. Define and implement unit policies, procedures, and behavioral standards and mechanisms to maintain staff accountability.

5. Develop, monitor and maintain accurate data-driven operating and capital budgets, in alignment with allocations.

6. Implement mechanisms to evaluate student needs, student satisfaction, and the overall quality of programs and services.

7. Use data and trend analysis to advocate for resources and influence funding decisions for new and existing programs and services.

8. Negotiate and procure financial and other resources required to execute unit strategic and programmatic plans.

9. Prioritize, develop, and integrate concurrent work plans for special projects to increase collaboration and streamline activities and resource needs.

10. Network broadly to stay abreast of issues that potentially impact student affairs and related functions.

11. Act in alignment with relevant labor laws and institutional policies, engaging Human Resources and Legal counsel appropriately.

12. Attract and procure staff and resources in alignment with unit strategy and budget.

13. Build depth and breadth of required unit capability through targeted professional development and cross-training of staff.

14. Cultivate a positive and collaborative climate and culture across student affairs, the academic health center, broader community, and professional networks.

CONTINUE