The New Cross-Functional CAS Framework for Advancing Health and Well-Being

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Participant Learning Outcomes

- Participants will be able to:
  - Describe the rationale behind creating cross-functional frameworks.
  - Describe key components of the new cross-functional framework and the framework for *Advancing Health and Well-Being*.
  - Articulate ways the new cross-functional framework for *Advancing Health and Well-Being* can be used.
What is your level of experience with CAS?

1. I am learning about CAS for the first time.
2. I have read or attended a presentation about CAS.
3. I have used the CAS Functional Area Standards and Guidelines in my work but have not conducted self-assessments.
4. I have conducted self-assessments in my work using CAS materials.
5. I am a CAS expert and have used CAS materials extensively.
Council for the Advancement of Standards in Higher Education (CAS) Overview

• Founded in 1979
• Consortium of 43 member organizations
• CAS Board of Directors comprised of representatives from member associations
• Consensus-oriented, collaborative approach
CAS Standards

• “Blue Book” of 45 Functional Area Standards
• Self-assessment guides (SAGs)
• Standards are designed to be achievable by any program or service, at any institution type or size
• Threshold, not aspirational; standards, not goals
• Guidelines are added to indicate what good practice beyond the threshold looks like
# Principles Underlying All CAS Standards

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<th>Advocating for Diverse, Equitable, and Inclusive Communities</th>
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General & Specialty Standards

General Standards
• Common across all functional areas
  • Programs and services must develop, disseminate, implement, and regularly review their mission.

Specialty Standards
• Address issues specific to the functional area
  • The primary mission of career services is to assist students and other designated clients through all phases of their career development.
Understanding Standards & Guidelines

Standards
- Indispensable requirements
  - Achievable by any & all programs of quality
  - Appear in **bold** type
  - Use **must** & **shall**

Guidelines
- Clarify & amplify Standards
  - Guide enhanced practice beyond essential function
  - Appear in light-faced type
  - Use verbs **should** & **may**
Self-Assessment Guides (SAG)

• Provides an effective workbook/format for evaluation, self-assessment, and institutional reviews.
• Translates standards into multiple criterion statements which can be measured.
• Clusters of criterion measures focus on subsections of the standards, allowing raters to express detailed and targeted judgments.
• Informs on program strengths and weaknesses.
• Leads to an action plan to enhance programs and services that benefit student learning and development.
Why a Cross-Functional Framework?

• Request for guidance to deal with issues that span multiple functional areas.
• Wanted frameworks that have common threads regardless of issue, similar to general standards.
• Wanted frameworks that looked and felt similar to functional area standards.
• Wanted resource that could address emerging issues in higher education.
Functional Area Standards v. Cross-Functional Framework

- **Functional Area Standards**
  - Applies to single functional area
  - Programs and services focused
  - Contextual Statement – Provides context to the nature, history, foundational principles, and current issues influencing the general and functional area standards
  - 12 parts consistent across all functional area

- **Cross-Functional Framework**
  - Applies to “campus” team comprised of people from different disciplines, fields or functional areas
  - Issue or topic focused
  - Contextual Statement – Provides context to the nature of the issue or topic and history; may include scholarship and research, evidence-based approaches, influences and models, professional standards – Includes context for Parts and/or Sub-Parts
  - 5 parts may be different across CFFs
## Functional Area Standards v. Cross-Functional Framework Standards

The cross-functional standards are organized in this document differently from traditional CAS standards for single functional areas. Below are the parts for each type of document.

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<th>Cross-Functional Framework Parts</th>
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Framework Authors

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Framework Components – Contextual Statement

• Framework is aimed at creating an environment that fosters health and well-being, so that students can flourish.

• Framework is not prescriptive, rather it outlines processes to build capacity within the institution for sustainable action.

• Emphasizes the need to identify the facilitating and inhibiting factors specific to the institution that influence health and well-being at all levels of the Social Ecological Model.

• Emphasizes the need to shift from a deficit-based approach to an asset-based approach.
Framework Components – Contextual Statement (2)

• Differentiates from a cross-functional "response" team as a cross-functional team guided by processes to advance health and well-being.

• Acknowledges that changing the campus culture requires the collaboration of multiple stakeholders.

• Recommends strategically assembling functional areas and facilitating institutional efforts based on universal, selective, and indicated levels of prevention.

• Recognizes the importance of being intentional about community readiness to engage in this work.
Relationship between Cross-Functional Frameworks and Functional Area Standards

• CFF do not replace the functional area standards.
• CFF describe how many functional areas can work together toward a common goal.
• CFF are not part of the “Blue Book.”
Part 1: Charge and Operating Principles

- Guided by a clearly articulated charge and mission.
- Led by a clearly appointed leader(s).
- Accountable to an identifiable person or department.
- Engaging those of sufficient authority to make decisions and about recommendations.
- Guided by a comprehensive strategic plan for building healthy campus communities.
- Actively engaging a broad range of campus and community members.
Part 1: Charge & Operating Principles

1.1 Charge, Mission
Cross-Functional teams must include a clearly articulated mission, scope and authority outlining purpose and charge.

Cross-Functional processes must be consistent with the mission and values of the institution of higher education and with the missions of the constituent programs.

Cross-Functional teams working toward advancing health and well-being must espouse a mission to support student success, well-being and safety through the implementation of interventions that reduce personal, institutional, and community health risks.

Cross-Functional teams should be guided by a charge from the President or, minimally, a senior administrator with significant authority at the institution.

Cross-Functional teams working to advance health and well-being should incorporate formalized, codified entities that are institutionalized so that they may clearly plan for sustainability and long-term efforts.

Cross-Functional teams should have an organizational identity (e.g., a name, be listed on formal documents such as memos; a webpage).
Part 2: Team Organization and Leadership

• Knowledgeable and diverse representatives of the institution and community.

• Led by a clearly appointed leader.

• Distinct from response teams (e.g., behavioral intervention teams) and task-limited teams (e.g., biennial review teams).

• Resourced to operate effectively.

• Clear about the roles and responsibilities of all team members and how work will be distributed within the team.

• Well-oriented to the framework(s) being applied to the process of advancing health and well-being.
Part 3: Strategy, Approach, and Processes

• Cross-functional teams as strategic planners.

• Systems-level agents of change that consider the interrelationships between all levels of the Social Ecological Model.

• Valuing evidence-based and theory-informed practice.

• Using participatory approaches to engage stakeholders, especially historically underrepresented populations.

When advancing health and well-being within the institutional community, it is not uncommon for Cross-Functional teams (and functional areas) to immediately focus on tactics and canvas the Internet, research literature, and various listservs in search of programs that other campuses are currently implementing to advance health and well-being. However, by foregoing strategic planning and moving too quickly to apply a tactical approach, teams often overlook the importance of the Cross-Functional process.

3.1 Relevant Contexts

Cross-Functional teams must consider the broader institutional environment and its processes before implementing programs and strategies.

The broader campus environment may even include those processes that either facilitate or impede the ability to successfully advance health and well-being. These critical Cross-Functional processes may even include but are not limited to:

- mapping of community strengths relevant to health and well-being
- organization and utilization of key data sources for existing initiatives designed to advance health and well-being
- identification of programming mandates, strategic planning and goal setting efforts relevant to advancing health and well-being
- professional development resources and opportunities for those engaged in the work of advancing health and well-being Cross-Functional teams
Part 4: Internal and External Communications

• Cross-functional teams as messengers who establish:
  – common nomenclature
  – understanding of key terms
  – approaches to advancing health and well-being.

• Facilitators of a communication plan that address the varying needs of audiences.
Part 4. Internal & External Communication

Communication, as a singular strategy, can increase or reinforce knowledge and awareness; influence perceptions and beliefs regarding community norms; prompt action; demonstrate specific skills; show the benefit of behavior change; advocate for change; and increase demand or support for services and resources.

4.1 Communication Plan

Cross-Functional teams must develop communication plans and use targeted, creative communication strategies to advance health and well-being.

Communication plan and strategies should address

- regular communication with the institution’s President and senior administrators to provide updates and ensure that health and well-being are core values of the institution
- communication within a team to achieve the level of collaboration and inclusion necessary to support and sustain team efficiency and excellence
- communication between a team and members of the campus community

Cross-Functional processes must

- include community education about using a public health approach to improving student health
- support others in strengthening their health and well-being promotion efforts
- mobilize others to advance health and well-being

In order to have productive discussion and enact meaningful change, Cross-Functional teams must establish common nomenclature.
Part 5: Assessment

- Guided by an assessment plan to understand and monitor changes in the health and well-being of the institution, including high-risk behaviors.

- Repositories for population indicators, performance measures, and institutional outcomes related to advancing health and well-being.

- Intentional about assessing internal effectiveness and including continuous quality improvement, quality assurance, and process improvement activities.
Part 5: Assessment

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Part 5: Assessment

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Part 5: Excerpt

Part 5. Assessment

5.1 Assessment Plan

Cross-Functional teams must be guided by a coordinated plan outlining and directing the assessment of the health and well-being of the institution, including high-risk behaviors.

Cross-Functional teams must outline an assessment plan for:

- identifying and using standardized data (i.e., indicators, measures, outcomes) in a consistent manner and with agreed upon definitions to report and monitor health and well-being and high-risk behaviors over time
- setting measurable goals and targets, and identifying benchmark sources
- linking health and well-being goals to student success outcomes, including student learning outcomes, as defined by the institution
- conducting needs assessment of the predisposing, reinforcing, and enabling factors that contribute to high-risk behaviors and health and well-being
- collecting quantitative and qualitative data (using existing data sources and creating new ones as needed)
- analyzing and interpreting the data
- using data to inform continuous quality improvement and other decisions
- disseminating findings to key stakeholders and audiences outside the institution as appropriate

Cross-Functional assessment processes must include the assessment of institutional readiness to advance health and well-being.

Cross-Functional teams must specify the necessary human, fiscal, political, technological resources necessary to carry out the assessment plan.

Cross-Functional teams must require all relevant functional areas to collect information using aggregate standardized data to foster accountability and communication.
Self-Assessment Guide for CFF for AHWB

1. Compile documentary evidence.
   – A list of suggested evidence and documentation is provided at the beginning of each Part of the SAG.

2. Use the rating scale provided in each Part’s subsection to evaluate the extent to which current practice meets the standards, guidelines, and enhanced practices.

3. Write the Basis for Rating statement to explain and support the ratings.
   – Identify and describe any exemplary or noteworthy practices as they relate to the subsection.

4. Complete Summary Questions to consider the functioning and effectiveness of the team.

   – Develop an action plan and ensure that the findings of the self-study are used for improvement and enhancement of the work of the Cross-Functional team.
Applying the Cross Functional Framework

• Do you have a cross functional team related to health and well-being on your campus?

• What benefits do you see in this framework:
  – For those who are considering establishing a team?
  – For those who have a newly formed team?
  – For those who have a team that has been in existence for several years?
  – For those who aren’t sure about establishing a team?

• Next steps
Ordering the Framework

• CAS Store: [https://www.cas.edu/store_home.asp](https://www.cas.edu/store_home.asp)
• Framework only = $45
• Framework + Self-Assessment Guide bundle = $75
• Available as PDFs
• Will NOT be part of the new edition of the blue book of functional area standards due out March 2019
For More Information

- Visit www.cas.edu
- CAS Professional Standards for Higher Education (9th edition)
- Self-Assessment Guides
  - Available through CAS website
  - Available through Campus Labs Program Review
- Using the CAS Professional Standards: Diverse Examples of Practice (2017)
- CAS Statements (available on website)
  - Characteristics of Individual Excellence
  - CAS Statement of Shared Ethical Principles
- CAS Resource Center at http://www.cas.edu/resources.asp
- Frameworks for Assessing Learning and Developmental Outcomes (FALDOS) (2006)
Questions, Answers, Feedback

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