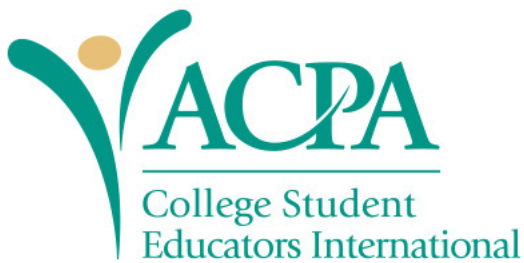


ACPA/NASPA Professional Competencies Rubrics



Professional Competencies Rubrics Task Force

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Introduction

The competency rubrics and their source document, Professional Competency Areas for Student Affairs Educators (ACPA & NASPA, 2015), reflect decades of scholarship devoted to identifying the knowledge, skills, and dispositions for effective practice. Researchers have studied student affairs competencies from multiple perspectives, including chief student affairs officers and graduate preparation faculty (Burkard et al., 2005; Estanek et al., 2011; Herdlein, 2004; Dickerson et al., 2011; Herdlein, et. al., 2011), new professionals and supervisors (Cuyjet, Longwell-Grice & Molina, 2009), diversity educators (King & Howard-Hamilton, 2003), and the content of job descriptions (Hoffman & Breciani, 2012). Analyzing the findings of these and other studies, Herdlein, Riefler, and Mrowka (2013) concluded that the prominent competency areas were, “multicultural/ diversity issues and student development theory, followed by administrative topics such as law, research and assessment, budget and finance, ethics, campus organization, and structure” (p. 266).

Informed by scholarship and motivated by the larger accountability movement in higher education, professional associations have made significant contributions to the establishment of professional standards. The current version of the professional competencies (ACPA & NASPA, 2015) and these rubrics can be traced to a report from a steering committee convened by ACPA (2007), which proposed eight competencies with outcomes distributed along basic, intermediate, and advanced levels. Two years later, a Joint Task Force on Professional Competencies and Standards was convened and proposed ten competencies (ACPA & NASPA, 2010). Shortly after this publication, a team was formed by ACPA (n.d.) to write rubrics that are the prototype for the current version.

As part of a regular review cycle, a new Joint Task Force on Professional Competencies (ACPA & NASPA, 2015) made a number of changes to the competencies, which are described in that publication. The rubrics in this document reflect the most recent revisions.

What are Competency Rubrics?

This document adapts the Professional Competency Areas for Student Affairs Educators (ACPA & NASPA, 2015) into rubrics. A rubric is a tool that professionals can use to assess their knowledge, skills, and dispositions across foundational, intermediate, and advanced levels of experience. Each rubric presents the definition of a single competency and distributes its outcomes in a table that lists multiple dimensions of the competency in rows and along a developmental scale in three columns.

Dimensions. The dimensions of each rubric are derived from the competency description and are listed along the left column. They are aspirational and strengths-based, encouraging developmental progression in the domains of knowledge, skills, and dispositions for effective practice, as determined by the literature and expert practitioners.

- Knowledge includes the evolving body of student development and learning theories, relevant laws, policies and ethical ideals, as well as management and leadership concepts that guide student affairs practice.
- Skills are actions, best practices, and knowledge-based expertise, such as goal setting, interpersonal communication, use of technology, and assessment.
- Dispositions are relatively stable patterns of behavior that are grounded in an educator’s values and motives, such as collaboration, critical thinking, tolerance

for ambiguity, flexibility, and openness to constructive feedback.

Scale. The scale has three levels: foundational; intermediate; and advanced. Each level is a column, beginning to the right of the Dimension column. The outcomes within each column describe increasingly complex levels of knowledge and skills in each dimension.

Precisely locating one's position on the scale is difficult since a variety of characteristics influence professional development (e.g., lived experience, position in the organization, formal education, association involvement, etc.). It is reasonable to infer that graduate students and novice professionals are learning to apply individual competencies at the foundational level, while senior-level professionals, who are presumably capable of synthesizing multiple competencies, would occupy advanced levels. Although the rubrics can help to assess the

How Can I Use These Rubrics?

Mastery of outcomes in each dimension can be tracked in many ways, including observations, pre- and post-tests, formal coursework, or case study analysis. Users can document achievement by creating a scale for individual competency outcomes (e.g., Strongly Agree to Strongly Disagree) or adding additional rows or columns to write in evidence of achievement.

Rubrics can be used in a variety of contexts including professional development, graduate preparation, employment and supervision, and professional associations. Some suggestions are provided below.

Graduate Program Coordinators

- Include the Rubrics along with the Competencies, as required texts for introductory courses. The Rubrics promote students' reflection and self-assessment by showing them how

professional competency of individuals, they are not valid instruments for measuring growth or comparing the performance of others. Users must adapt the rubrics for their own goals and the context of their institution and job function.

Why Use Rubrics in Student Affairs?

Rubrics are a convenient way to convey expectations for performance and structure feedback in a uniform and concise way (Stevens & Levi, 2011). They offer a dependable set of criteria that help student affairs practitioners to identify areas for growth, create a personal development plan, clarify responsibilities and outcomes, and facilitate consensus among colleagues about what constitutes good practice. Educators can use them to create learning outcomes, design curriculum, or evaluate conference programs and session proposals.

proficiency develops over time, across the multiple dimensions that comprise each competency. Early in the first semester, ask students to identify their level of mastery in each competency area. This also helps program coordinators to focus on the areas where students need the most attention. Repeat this assessment in a year, and share the results with faculty advisors to discuss during an annual progress meeting.

- Offer a workshop for field-based experience supervisors. Not all supervisors for field-based experiences have knowledge of the Rubrics (or the Competencies) so it might be helpful to host a session explaining the Rubrics to supervisors and how they might be incorporated into assignments of tasks and performance evaluations.

- Create and evaluate learning outcomes for field-based experiences using the Rubrics. The Rubrics are a consistent standard that helps students to articulate academic learning outcomes that are also tied to practical expectations of employers and the profession. Ask students to work with their internship supervisors to review the Rubrics and select three to five competencies that are relevant to their job responsibilities. Within each competency, the dimensions and their definitions offer concise statements of the knowledge, skills, and dispositions that form the basis of learning outcomes. The levels of mastery identify the student's existing level of proficiency and describe what is expected as mastery increases.
- Incorporate the Rubrics into mock interview days and cover letter/resume writing workshops. Employers are increasingly starting to ask students in job interviews to describe their skills and abilities in terms of the Competencies. As students prepare for graduation and employment, they can use the descriptions of each dimension in the rubrics as a guide for cover letters, resumes, and interview preparation. Have mock interviewers ask candidates questions specifically based on the knowledge, skills, and dispositions outlined in the Rubrics. For example:
 - How would you build an inclusive network of campus stakeholders dedicated to facilitating change?
 - Give us an example when you incorporated social media or digital communication in the design of a student learning experience.
 - Talk about a program you have either led or attended that addressed power, privilege & difference.
- Tie the Competencies/Rubrics into students' conference experiences. Before students attend conferences, discuss with them how the conference will help them to develop their mastery of the Competencies. Students can use the Rubrics as a framework when navigating a (sometimes overwhelming) conference schedule and it can make their participation much more intentional. When they return, have students articulate (either in discussion or written reflection) which sessions they attended and how it influenced the development of their knowledge, skills, and dispositions.
- Use the Rubrics in curriculum development and program assessment by evaluating the curriculum according to the knowledge, skills, and dispositions expected of practitioners in the field. While it is not possible for every single dimension to be incorporated into the curriculum, the Rubrics provide specific examples of learning goals and outcomes that can be used to evaluate and revise syllabi and for designing course assignments that lead to the mastery of competency across the curriculum. In collaboration with other program faculty, use the Rubrics at a meeting devoted to curriculum review or use them as an external standard to prepare for an accreditation report or visit.
- Distribute the Competencies/Rubrics during Prospective Student Interview Days. It is never too early to let students know that the Competencies exist and that they are a foundational element of your program and the field at large. Provide prospective students with a hand-out during a brief discussion. With more time, use the Rubrics to demonstrate the process of intentional student development, and allow some time to place themselves in the Competencies before they begin their graduate student careers.

Graduate Students

- Structure programs and services of Graduate Student Organizations around the Competencies/Rubrics. Some examples include (1) creating intentional programming around the ten competency areas, (2) establishing officer positions that are directly connected with advancing a particular competency area, (3) guiding reflection and dialogue at networking events; and, (4) conducting needs assessment (and subsequent interventions/actions) to address any gaps in programming or organizational structure.
- Increase intentionality of internships/practicums. Much of the search for practicum and internship experiences tends to focus on functional area experience. Using the Competencies/Rubrics would provide graduate students a different lens to approach new campus opportunities (practicums, volunteer work, etc.) to further develop a candidate's experience and knowledge.
- Use the Rubrics/Competencies in praxis. Praxis is described as the constancy of action and reflection to improve or develop an individual, group, or system. Individual professionals can use Rubrics to develop plans and track professional growth from foundational through advanced levels of performance. The Rubrics can be a framework for guided personal reflection. For instance, one might self-score on a Rubric dimension and revisit the Rubric after intentional self-work is conducted to improve a dimension.

Supervisors and Hiring Managers

- Use the Rubrics/Competencies to identify desired knowledge, skills, and dispositions for position descriptions. The Competencies can provide guidance

when developing new job descriptions or reviewing current position descriptions. Defining competencies clearly creates consistency across position descriptions and conveys desired knowledge, skills, and dispositions in recruitment and marketing materials.

- Use the Rubrics during annual performance planning and review. Rubrics can be used to identify desired areas of growth related to the competencies and to set professional development goals. During the performance review process, learning outcomes related to competencies can be used to set targets for growth in knowledge, skill or disposition areas. Rubrics can also be used in mentoring and coaching relationships to help establish performance expectations through dialogue.
- Use the Rubrics to create a self-assessment tool for staff members to assess their own level of competence. Rubrics can be used to develop a tool for individuals to self-assess their level of knowledge and skill related to each competency. Results can be used to inform individual professional development or departmental team development, allowing for focus on strengths and areas of growth among team members. Results could also be used to determine divisional professional development initiatives.

Divisional Professional Development Coordinator

- Use the Rubrics to identify professional development needs of the division according to a short- or long-term plan, such as a theme or series for one or more years. Based on the topics, determine if institutional expertise is available or outside expertise is needed related to a particular competency.

- Use the Rubrics to develop curriculum or training related to a specific competency. The Rubrics can provide a framework for developing education outcomes for professional development and training for specific competencies. For example, someone coordinating an assessment training may use the rubrics to scaffold the training, by identifying topics to cover for participants at a foundational level. Participants could progress through a series of trainings toward an intermediate or advanced level.
- New or established divisional work teams can use Rubrics to evaluate their collective strengths and the competency areas in which they need to grow. Members of the team can individually respond to the Rubrics as a self-assessment to identify their own level of competency and then share with other team members to identify team strengths and areas for improvement. The process can also give the team leader valuable information.
- Use the Rubrics to provide a curriculum for on-boarding new employees. Various functional areas can use the Rubrics to on-board new employees in competencies related to that specific functional area. For example, a career services department may use the advising and supporting rubric to identify topics for on-boarding new advisors.
- In collaboration with other program faculty, use Rubrics at a meeting devoted to curriculum review or use them as an external standard to prepare for program review or an accreditation report or visit.
- Specifically reference the Rubrics/Competencies in all syllabi. With the Rubrics embedded in the course design, it is critical that students see these words on the syllabus so that they can make the connection between the course objectives and supporting their development to advance their skills within the Rubrics.
- Integrate the Rubrics/Competencies into culminating experiences. Whether you assign a thesis, capstone, portfolio or other culminating project, recommend that students use the Rubrics to reflect on their knowledge development.
- Rubrics could be used to guide promotion processes or the allocation of bonuses.

Professional Organizations

- Tie in conference themes to the Rubrics/Competencies in order to inspire attendees and focus them on the work of the profession. Conference session submissions should request that presenters link their content to a competency and to identify how their session supports participants' development. The web-based submission process should also be linked directly to the Rubrics.
- Develop an on-line system for self-assessment. Professional organizations might consider developing an on-line system for self-assessment using Rubrics tied to the professional Competencies. For example, ACUHO-I has a web-based system for supervisors and staff to document performance assessments and a professional development planning tool. ACUHO-I charges for this service.

Faculty

- Use the Rubrics in curriculum development according to the knowledge, skills, and dispositions expected of practitioners in the field. While it is not possible for every single dimension to be incorporated into the curriculum, the Rubrics provide specific examples of learning goals and outcomes to evaluate and revise syllabi and for designing course assignments that lead to the mastery of competency across the curriculum.

- Align board reports with the Rubrics/Competencies. Beyond asking committees and work groups to report on their activity, specifically ask contributors to report on how their activity is rooted in the Rubrics. This will reveal strengths and challenges in supporting the professional development and where more resources or attention are needed.
- Incorporate the Competencies/Rubrics into recruitment programs targeted at undergraduates who are interested in student affairs (e.g. - NASPA's NUFP). The Rubrics can be used to determine mentorship pairings and to track participants' development.
- Integrate the Rubrics/Competencies across all programs. Professional associations can connect their professional development opportunities, publishing opportunities, awards criteria, and all other initiatives back to dimensions within a Rubric.

Assumptions and Limitations

The revised student affairs competency areas (ACPA & NASPA, 2015) were created from the perspective of U.S. colleges and universities. We agree with the recommendation in the 2015 Professional Competency Areas for Student Affairs Educators that, “future reviews and revisions of the competency areas be conducted in a manner that does not norm the work of student affairs in the U.S., but considers student affairs work from an international perspective” (p. 6).

Competencies and their dimensions are manifest in different ways depending on the individual, job function, and institutional context. While Task Force members were mindful about including marginalized voices and perspectives, each individual, institution, and program using these rubrics must adapt them to their particular needs. As our profession evolves, the rubrics must be revised to incorporate changes and ensure they are inclusive and accessible.

These are model rubrics, part of a larger process of reflection and dialogue with others about competency development. The process of using rubrics is hands-on and frequently messy. Without care, users may favor technical aspects and miss deeper, more meaningful expressions of professional competency. Deficiencies may be overly emphasized if not considered in the context

of a professional's position and experience in the profession. Rubrics are no substitute for conversation and nuanced feedback.

The original outcomes published in the source document (ACPA & NASPA, 2015) did not always develop across all levels of mastery. For example, a foundational outcome might “disappear,” failing to continue across subsequent levels of mastery. Conversely, some outcomes “appeared” in the intermediate or advanced levels without an origin in the foundational level. Task Force members agreed that creating new outcomes to fill these gaps was beyond the scope of our project; thus, we acknowledge this limitation and recommend the next round of competency area review further address this limitation.

Although we wanted to be as specific and detailed as possible we were limited by space. Task Force members edited the original outcomes with this in mind. In rare instances, we adjusted the original level of mastery for outcomes based on discussion among Task Force members and feedback we received during the open review period in August 2016.

Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into

account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues (ACPA & NASPA, 2015).

	Foundational	Intermediate	Advanced
<p>Interpersonal Skills</p> <p><i>Know theory and techniques for advising and supporting others from various cultures and identities. Ability to help others set goals and achieve them; to evaluate what students need to succeed. Dispositions to support others, foster trust, and respect the identities, views, and choices of others.</i></p>	<ul style="list-style-type: none"> • Foster trust through culturally inclusive listening skills (e.g., establishing rapport, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying). • Monitor one’s use of nonverbal communication to support people from varying backgrounds in different situations. • Recognize the strengths and limitations of one’s own worldview on communication with others. • Facilitate individual decision-making and goal-setting. 	<ul style="list-style-type: none"> • Assess the developmental needs of students. • Strategically and simultaneously pursue multiple objectives in conversations with students. • Demonstrate culturally-inclusive advising, supporting, coaching, and counseling strategies. 	

	Foundational	Intermediate	Advanced
<p>Professional Development <i>Know current laws, policies, and techniques for advising and helping. Ability to use technology to increase knowledge and skills; to advise and inform others. Dispositions to keep knowledge and skills current; to use creative thinking to facilitate others' learning.</i></p>	<ul style="list-style-type: none"> • Know and follow applicable laws, policies, and professional ethical guidelines relevant to advising and supporting students. • Maintain confidentiality within legal and licensing requirements, recognizing when safety outweighs confidentiality. • Seek opportunities to increase one's knowledge and helping skills for students with specific concerns and interface with specific populations. • Utilize virtual resources and technology to meet the advising and supporting needs of students. • Challenge and support students and colleagues. 	<ul style="list-style-type: none"> • Utilize communication and learning technology to address students' holistic wellness issues. • Develop and distribute accurate and helpful mental health information for students, faculty, and staff. • Provide training for staff to increase advising and helping skills. • Develop opportunities for student involvement in mental health promotion and de-stigmatization of mental illness. • Develop virtual programs and initiatives to meet the needs of students with limited access to services. 	<ul style="list-style-type: none"> • Engage in research and publication of holistic student wellness issues. • Assess responses to advising and supporting interventions, including traditional campus-based as well as virtual interventions.
<p>Group Dynamics <i>Know theory and techniques for advising and supporting groups. Ability to help groups set and achieve goals and reflect on them; to address implicit conflicts and other obstacles to success. Dispositions to support groups and respect their views and choices.</i></p>	<ul style="list-style-type: none"> • Establish rapport with students, groups, colleagues, and others that acknowledges differences in lived experiences. • Facilitate reflection to make meaning from experiences with students, groups, and colleagues. 	<ul style="list-style-type: none"> • Assess the organizational needs of student groups. • Recognize and analyze unspoken dynamics in a group setting. • Facilitate or coach group decision-making, goal-setting, and process. 	

	Foundational	Intermediate	Advanced
<p>Partnering with Others</p> <p><i>Know how to connect with local and external resources; to design and promote programs. Ability to identify, assess, and promote referral services; mentor others; create interventions in response to student needs. Disposition to promote the growth and health of others.</i></p>	<ul style="list-style-type: none"> • Know and use referral sources and exhibit referral skills in seeking expert assistance. 	<ul style="list-style-type: none"> • Consult with mental health professionals as appropriate. • Mentor students and staff. • Develop and implement successful prevention and outreach programs on campus, including effective mental health publicity and marketing. 	<ul style="list-style-type: none"> • Collaborate with campus departments and organizations, community agencies and other institutions to address students' wellness in a comprehensive, collaborative way. • Develop liaisons with community providers to ensure seamless and coordinated holistic care.
<p>Conflict and Crisis Situations</p> <p><i>Know crisis intervention plans; various approaches to problem solving and mediation. Ability to advocate for others; to discern when conflicts are escalating. Dispositions to think creatively and critically; to respond with urgency in crisis; to care for people in need.</i></p>	<ul style="list-style-type: none"> • Facilitate problem-solving. • Identify when and with whom to implement appropriate crisis management and intervention responses. 	<ul style="list-style-type: none"> • Manage interpersonal conflict between and among individuals and groups. • Mediate differences between and among individuals or groups. • Initiate and exercise appropriate institutional crisis intervention responses and processes. • Provide advocacy services to survivors of violence. • Identify patterns of behavior that may signal mental health or other wellness concerns. 	<ul style="list-style-type: none"> • Coordinate and lead response processes as they relate to crisis interventions. • Provide effective post-traumatic response to events/situations, collaborating with other appropriate campus departments. • Provide mental health consultation to faculty, staff, and campus behavioral assessment teams.

The Assessment, Evaluation, and Research competency area focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize

AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education (ACPA & NASPA, 2015).

	Foundational	Intermediate	Advanced
<p>Terms and Concepts</p> <p><i>Know and be able to describe terms, concepts, and strategies, associated with assessment, program review, evaluation, planning and research. Disposition to view AER as an essential element for improvement at the unit, division, institutional, and professional levels.</i></p>	<ul style="list-style-type: none"> • Be able to differentiate between assessment, program review, evaluation, planning, and research. 	<ul style="list-style-type: none"> • Use AER terminology consistently when participating with colleagues in assessment, program review, evaluation, planning, and research. 	<ul style="list-style-type: none"> • Lead and teach others assessment, program review, evaluation, planning, and research.
<p>Values/Ethics/Politics</p> <p><i>Know the value of assessment and the ethical principles associated with data collection, management, analysis, and reporting. Ability to use results towards continuous improvement; to follow institutional policies and procedures. Dispositions to navigate institutional politics effectively; to adhere to standards; and to sustain a culture of assessment.</i></p>	<ul style="list-style-type: none"> • Explain institutional and divisional AER procedures and policies with regard to ethical assessment, evaluation and other research activities. • Identify political and educational sensitivity of raw and partially processed data and AER results. • Handle data with appropriate confidentiality and deference to organizational hierarchies. 	<ul style="list-style-type: none"> • Contribute actively to the development of a culture of evidence at the department level by providing AER training, advocating for funding, and incorporating AER in practice. • Manage and/or adhere to the implementation of institutional and professional standards for ethical AER activities. • Use culturally relevant and appropriate terms and methods to conduct and report AER findings. 	<ul style="list-style-type: none"> • Create a culture of evidence in which AER is central to practice and that training happens across the organization. • Ensure institutional, divisional, or unit compliance with professional ethical standards concerning AER activities. • Anticipate and respond to challenges related to individual and institutional politics, competing constituencies and interests, and divergent values.

	Foundational	Intermediate	Advanced
<p>AER Design</p> <p><i>Know theoretical frameworks that align with organizational outcomes, goals, and values. Ability to create learner-centered outcomes that align with divisional and institutional priorities; to design and lead a process-oriented strategy to address the assessment's purpose or research questions. Disposition to think critically and systematically about questions and problems of practice.</i></p>	<ul style="list-style-type: none"> • Design program and learning outcomes that are clear, specific, and measurable; informed by theoretical frameworks and aligned with organizational outcomes, goals, and values. • Utilize theoretical frameworks and organizational outcomes, goals, and values to design program and learning outcomes. • Explain to students and colleagues the relationship of AER processes to learning outcomes and goals. 	<ul style="list-style-type: none"> • Prioritize program and learning outcomes with organization's goals and values. • Utilize student learning and development theories and scholarly research to inform content and design of learning outcomes and assessment tools. • Educate stakeholders about the relationship of departmental AER processes to learning outcomes and goals at the student, department, division, and institutional level. • Discern appropriate design(s) based on critical questions, available data, and intended audience(s). 	<ul style="list-style-type: none"> • Lead the conceptualization and design of ongoing, systematic, high-quality, data-based strategies at the institutional, divisional, and/or unit-wide level to evaluate and assess learning, programs, services, and personnel. • Use assessment and evaluation results in determining institutional, divisional or unit accomplishments toward mission/goals, re-allocation of resources, and advocacy for more resources. • Lead a comprehensive communication process to inform campus stakeholders about the relationship of AER processes to learning outcomes, and goals at the student, department, division, and institution level.

	Foundational	Intermediate	Advanced
<p>Methodology, Data Collection, and Data Analysis</p> <p><i>Know strengths and limits of research methodologies. Ability to match methodology with purpose of assessment and guiding questions; to collect and analyze data. Dispositions to take a critical stance in collection and analysis of data; rigorous attention to detail; creative thinking.</i></p>	<ul style="list-style-type: none"> • Differentiate among methods for assessment, program review, evaluation, planning, and research. • Facilitate data collection for system/department-wide assessment and evaluation efforts using current technology and methods. • Assess trustworthiness, and/or validity of studies of various methods and methodological designs. • Consider strengths and limitations of methodological approaches when applying findings to practice in diverse institutional settings and with diverse student populations. 	<ul style="list-style-type: none"> • Design data collection efforts that are ongoing, sustainable, rigorous, unobtrusive, and technologically current. • Demonstrate working knowledge of alternative methodological AER approaches and strategies for ensuring quality results. • Participate in the design of qualitative and quantitative AER projects, determining appropriate methods and analyses for each. • Articulate the limitations of findings imposed by differences in how quantitative and qualitative data are sampled, analyzed, and verified through validity, reliability, and/or trustworthiness techniques. 	<ul style="list-style-type: none"> • Design and integrate ongoing and periodic data collection efforts such that they are sustainable, rigorous, as unobtrusive as possible, and technologically current. • Lead, supervise, and/or collaborate with others to design and analyze assessment, program review, evaluation, and research activities that span multiple methodological approaches.

	Foundational	Intermediate	Advanced
<p>Interpreting, Reporting, and Using Results</p> <p><i>Know how to interpret data in practical terms that are relevant to the institutional context. Ability to present results concisely in reports that are useful to a variety of audiences; to use findings to make informed decisions and to align resources.</i></p> <p><i>Dispositions to collaborate; to represent findings accurately and fairly; to share interpretations with stakeholders, including students.</i></p>	<ul style="list-style-type: none"> • Articulate, interpret, and apply results of AER reports and studies, including professional literature. • Ensure all communications of AER results are accurate, responsible, and effective. 	<ul style="list-style-type: none"> • Effectively manage, align, and guide the utilization of AER reports and studies. • Communicate and display data in a manner that is accurate, transparent about the strengths, limitations, and context of the data; and sensitive to political coalitions and realities associated with data as a scarce resource. • Effectively use assessment and evaluation results in determining the institution's, the division's, or the unit's accomplishment of its missions/goals, re-allocation of resources, and advocacy for more resources. 	<ul style="list-style-type: none"> • Lead the design and writing of varied and diverse communications of assessment, program review, evaluation, and other research activities that include translation of data analyses into goals and action. • Write and disseminate results in a manner that critically considers the strengths and limitations of implications for practice, policy, theory, and/or future study in a sophisticated way. • Integrate the strategic use and prioritization of budgetary and personnel resources to support high-quality program evaluation, assessment efforts, research, and planning. • Facilitate the prioritization of decisions and resources to implement those decisions that are informed by AER activities.

The Law, Policy, and Governance competency area includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal

constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice. (ACPA & NASPA, 2015)

	Foundational	Intermediate	Advanced
<p>Laws and Legal Systems</p> <p><i>Know laws of country, state or province, and regulations that both influence and govern higher education. Ability to apply the law to policies and practices carried out by individuals working in higher education. Disposition to see the big picture and respond appropriately to regulations imposed by external influences.</i></p>	<ul style="list-style-type: none"> • Explain the difference between public, private, and for profit education with respect to the legal system. • Describe how country and state/provincial constitutions and laws influence the constituents within a college community and affect their professional practice. • Identify internal and external stakeholders, policymakers and special interest groups who influence higher education policy. • Act in accordance with country, state/provincial, and local laws with institutional policies regarding non-discrimination. 	<ul style="list-style-type: none"> • Identify and explain emerging law and policy trends. • Explain legal theories related to tort liability, negligence, the exercise and limits of free speech, discrimination, and contract law and how these theories affect professional practice. 	<ul style="list-style-type: none"> • Develop policies and practices consistent with laws related to institutional and personal tort liability; contracts; the exercise and limits of free speech by faculty, student affairs professionals, and students; and civil rights, desegregation, and affirmative action.
<p>Governance</p> <p><i>Know the governance structure, policies, and legal resources at one's institution. Ability to describe and interpret the procedures and processes required to engage with the governance structure.</i></p> <p><i>Dispositions to work collaboratively; consult with stakeholders as appropriate; promote equality, and challenge injustice.</i></p>	<ul style="list-style-type: none"> • Describe the governance systems and structure at one's institution. • Know how and when to consult with one's immediate supervisor and institutional legal counsel regarding matters that may have legal ramifications. • Explain concepts of risk management, reasonable accommodation, and enact liability reduction strategies. 	<ul style="list-style-type: none"> • Explain parameters established by governing systems as related to one's professional practice. 	<ul style="list-style-type: none"> • Participate effectively in the governance system of one's institution when appropriate.

	Foundational	Intermediate	Advanced
<p>Ethical and Inclusive Application of Policy</p> <p><i>Know how policy is developed and applied, including how policies may promote or discourage equitable practice. Ability to engage in difficult conversations about contested issues, gather input from diverse stakeholders, and formulate policy that appropriately represents stakeholders. Disposition to work within the system to propose and enact meaningful change where all voices are represented.</i></p>	<ul style="list-style-type: none"> Describe how policy is developed and implemented in one's department and institution, as well as at all levels of external governance. Demonstrate awareness of the inequitable and oppressive ways that laws and policies are enacted on vulnerable student populations in the institution and at all levels of government. 	<ul style="list-style-type: none"> Implement policies developed by one's department and institution, as well as by the local, state/provincial, and country levels of government. Critically examine laws and policies to ensure their equitable and fair use on campus. Appropriately consult with students and/or represent the student voice in departmental, divisional, and institutional policy development efforts. Use data appropriately to guide the analysis and creation of programs, policy, and procedures that meet the legal, compliance and policy mandates for the institution. 	<ul style="list-style-type: none"> Provide appropriate and ethical influence with the governing bodies to which one's institution reports. Challenge biased laws and policies and advocate for the design of equitable practices. Critically examine policy compliance and development efforts related to programs, practices, and services to ensure that they promote social justice, equality and inclusivity.
<p>Civic Engagement</p> <p><i>Know how to engage with law, policy and governance outside of the University and apply it to University systems. Ability to remain current with changing policies and to connect the institution's constituents to the systems occurring outside the institution. Dispositions to become an active and engaged citizen; to abide by democratic processes and outcomes.</i></p>	<ul style="list-style-type: none"> Encourage and advocate participation in electoral processes at all levels of government. 	<ul style="list-style-type: none"> Implement best practices of the profession to advance one's institution with respect to access, affordability, accountability, and quality. Incorporate best practices of the profession when managing institutional and personal tort liability. 	<ul style="list-style-type: none"> Influence legislation and rule making at all levels of government when appropriate. Encourage professional associations to review pending higher education legislation and provide data-based support for a position.

The Leadership competency area addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to

envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members (ACPA & NASPA, 2015).

	Foundational	Intermediate	Advanced
<p>Foundational and Theoretical Principles of Leadership</p> <p><i>Knowledge of research, theory, and current practices that promote effective leadership. Ability to identify needs, consider and apply leadership theory and models in one’s work.</i></p> <p><i>Disposition to view leadership broadly, as a complex response to addressing the needs of people and organizations.</i></p>	<ul style="list-style-type: none"> • Articulate the vision and mission of the primary work unit, division and institution. • Identify one’s own strengths and challenges as a leader and seek opportunities to develop leadership skills. • Identify and understand individual- level constructs of “leader” and “leadership.” • Explain values and processes that lead to organizational improvement. • Explain the advantages and disadvantages of different types of decision-making processes. • Identify institutional traditions, mores, and organizational structures and how they influence others to act in the organization. 	<ul style="list-style-type: none"> • Identify and understand systemic and organizational constructs of “leader” and “leadership.” • Compare and contrast appropriate leadership models to create organizational improvement. • Identify potential obstacles or points of resistance when designing a change process. 	<ul style="list-style-type: none"> • Seek out and develop new and emerging constructs of “leader” and “leadership.”

	Foundational	Intermediate	Advanced
<p>Self-Awareness and Continual Reflection</p> <p><i>Know the experiences and theoretical perspective that inform one's leadership. Ability to engage in critical self-reflection and identify the relationship between beliefs and actions. Disposition to reflect on one's influence and to exhibit congruence between thoughts and leadership.</i></p>	<ul style="list-style-type: none"> Describe how personal values, beliefs, histories, and views inform one's perception as an effective leader with and without authority. Build mutually supportive relationships with colleagues and students across similarities and differences. 	<ul style="list-style-type: none"> Use reflection to develop and incorporate one's authentic self into one's identity as a leader. Recognize the interdependence of members within organizational units and throughout the institution. Seek out training and feedback opportunities to enhance one's leader and leadership knowledge and skill. 	<ul style="list-style-type: none"> Display congruence between one's identity as a leader and one's professional actions. Facilitate reflective learning and relationship building across campus, community, and the profession.
<p>Teamwork and Interpersonal Skills</p> <p><i>Know how to identify one's strengths and challenges as a leader and seek opportunities to develop skills. Ability to create, nurture, and advance an inclusive, cohesive team. Disposition to identify and develop skills of self and others.</i></p>	<ul style="list-style-type: none"> Identify basic fundamentals of teamwork and teambuilding in one's work setting and communities of practice. Describe and apply the basic principles of community building. 	<ul style="list-style-type: none"> Encourage colleagues and students to engage in team and community building activities. Encourage others to view themselves as having potential to make meaningful contributions and engaged in their communities. Give feedback to colleagues and students who seek to become more effective leaders Serve as a mentor or role model for others. Recognize the interdependence of members within units and throughout the institution. Facilitate consensus processes where wide support is needed. Inform other units about issues that may impact their work. 	<ul style="list-style-type: none"> Establish systems and teams that promote leadership development and mentoring. Create a culture of feedback to improve individual and team leadership.

	Foundational	Intermediate	Advanced
<p>Change Management and Innovation</p> <p><i>Know leadership theories and practices that can improve operations and campus cultures. Ability to assess the political, social, and cultural landscape of one’s campus, the context of higher education, and society. Dispositions to consult stakeholders; to think strategically, critically, and creatively; to take action in the face of criticism; to exhibit confidence in the capacity of individuals to organize and take action.</i></p>	<ul style="list-style-type: none"> • Understand campus cultures and apply to one’s work. • Use appropriate technology to support leadership processes. • Think critically, creatively, and imagine possibilities for solutions. • Identify and consult with key stakeholders and individuals with differing perspectives to make informed decisions. • Articulate the logic and impact of decisions on groups of people, institutional structures and implications for practice. • Exhibit confidence in the capacity of individuals to organize and take action to transform their communities and world. • Within the scope of one’s position and expertise, lead others to contribute toward the effectiveness and success of the organization. 	<ul style="list-style-type: none"> • Advocate for change that would remove barriers to student and staff success. • Share data used to inform key decisions in transparent and accessible ways while using appropriate technology. • Seek entrepreneurial and innovative perspectives when planning for change. • Ensure that decision-making processes include the perspectives of various groups on campus, particularly those who are underrepresented or marginalized. • Convene appropriate personnel to identify and act on solutions to potential issues. • Willingly engage in campus governance in a manner that exemplifies responsible campus citizenship. • Lead others to contribute toward the effectiveness and success of the organization. 	<ul style="list-style-type: none"> • Promote a shared vision that drives unit, divisional, and institutional short- term and long-term planning and the ongoing organizing of work. • Implement divisional strategies that account for ongoing changes in cultural, political, and global spheres and address technology and sustainability issues. • Promote, facilitate, and assess the effectiveness of collaborative efforts, using technology as appropriate.

Organizational and Human Resources

The Organizational and Human Resources competency area includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection,

supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management, and sustainable resources (ACPA & NASPA, 2015).

	Foundational	Intermediate	Advanced
<p>Assessment, Advocacy, and Networking</p> <p><i>Know institutional policy and goals; professional networks and their impact on goal achievement. Ability to communicate with various groups; motivate others; interview and select staff and assess professional performance. Dispositions to act with transparency; to cultivate appropriate alliances and collaborate with others.</i></p>	<ul style="list-style-type: none"> • Understand the roles partners, allies, and adversaries play in the completion of goals and work assignments. • Recognize how networks in organizations play a role in how work gets accomplished. • Adapt to situation-appropriate communication strategies that effectively communicate with various groups. • Explain ways to apply introductory motivational techniques with students, staff and others. 	<ul style="list-style-type: none"> • Develop appropriate alliances with others to efficiently and effectively complete work assignments • Recognize how alliances can either enhance or detract from one’s professional credibility. • Implement strategies, interview protocols and decisions regarding staff selection that adhere to institutional policy and meets organizational goals. • Apply a range of strategies available for motivating others. 	<ul style="list-style-type: none"> • Assess complexity of established networks to determine how they benefit or detract from mission and goals of the organization. • Assess costs and benefits of established political alliances, their transparency and level of collaboration. • Develop or lead initiatives that regularly assess the strength and weakness of professionals and provide them with opportunities to advance their skills and knowledge. • Advocate for the advancement of others.

	Foundational	Intermediate	Advanced
<p>Skill Development</p> <p><i>Know relevant professional development practices and motivation theories; identify areas for professional growth, create plans, and facilitate development in self and others. Know how to present relevant information in a clear, organized, and manner; convey essential information to appropriate audiences as intended.</i></p> <p><i>Dispositions to value continuous learning and growth; to motivate self and others to achieve organizational goals.</i></p>	<ul style="list-style-type: none"> • Design a professional development plan that assesses one’s current strengths and weaknesses, and establishes action items for an appropriate pace of growth. • Develop and utilize appropriate meeting materials. • Provide constructive feedback in a timely manner. 	<ul style="list-style-type: none"> • Assist and/or direct individuals to create professional development plans appropriate for individual growth while serving the current and future needs of the unit. • Create and present materials for formal presentations in the work setting and for professional associations. 	<ul style="list-style-type: none"> • Implement strategies for motivating individuals and groups who are challenged with elements of campus life disengagement, apathy, or aspects of decline of morale. • Implement strategies to motivate individuals and groups who are apathetic or disengaged with campus life. • Effectively speak on behalf of the institution with internal and external stakeholders (e.g., parents, prospective students, external organizations).
<p>Hiring and Staffing</p> <p><i>Know institutional policies and practices for fair and ethical recruitment and hiring; state/province and federal laws regulating employment; best practices for staffing functional areas. Ability to design and evaluate staffing structures with attention to employee diversity and distribution of work; create or contribute accurate information for job descriptions.</i></p> <p><i>Dispositions to create and value a diverse workplace; to represent the institution, workplace, and position accurately.</i></p>	<ul style="list-style-type: none"> • Describe ethical hiring techniques and institutional hiring policies, procedures, and processes that reflect a commitment to diversity and equity. • Explain how job descriptions are designed and support overall staffing patterns in one’s work setting. 	<ul style="list-style-type: none"> • Identify the pros and cons of various staffing patterns, supporting job descriptions, and work process configurations related to one’s work setting. • Develop recruitment and hiring strategies that increase individuals from under-represented groups to apply for positions. • Advocate for equitable hiring practices. 	<ul style="list-style-type: none"> • Evaluate 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. • Ensure diversity and equity as core values for all levels of employment and across the divisions in the unit or organization.

	Foundational	Intermediate	Advanced
<p>Supervision, Communication and Conflict Resolution</p> <p><i>Know scholarly literature and best practices related to supervision, conflict, and management. Ability to supervise others using a variety of techniques and communication styles; negotiate with others to resolve conflict; forecast needs of the organization. Dispositions to guide and critique the work of others; to accept conflict as normal; to engage in resolution strategies.</i></p>	<ul style="list-style-type: none"> • Demonstrate familiarity in basic tenets of supervision and possible application of these supervision techniques. • Describe the basic premises that underlie conflict in and the constructs utilized for facilitating conflict resolution. • Communicate using effective verbal and non-verbal strategies appropriate to the situation in ways that person(s) with whom you are engaged prefer. 	<ul style="list-style-type: none"> • Use appropriate techniques for supervising a range of staff performance levels (e.g. coaching, performance accountability). • Effectively resolve conflict within the unit and among unit members and others in a timely manner. • Effectively manage and lead meetings through the use of agenda management strategies. • Determine if verbal and written messages are congruent with desired outcomes and intended recipients or audiences. 	<ul style="list-style-type: none"> • Anticipate how future needs of students, the unit, or the division may affect staffing levels or structures and make proactive adjustments to meet those needs. • Effectively intervene with employees in regard to morale, behavioral expectations, conflict, and performance issues. • Manage or facilitate complex conflicts in which multiple entities disagree, leading them to effective and fair resolutions. • Assess the relationship among agenda management, group dynamics in meetings and the realization of tasks and goals and impacts on participants.
<p>Crisis & Risk Management</p> <p><i>Know campus risk management and campus emergency management policies in response to critical incidents. Ability to create, interpret, and enforce policies to minimize risk and liability. Disposition to respond with urgency in critical moments.</i></p>	<ul style="list-style-type: none"> • Describe and follow campus protocols for responding to critical incidents and campus crises. • Explain the basic tenets of personal or organizational risk and liability as they relate to one's work. 	<ul style="list-style-type: none"> • Explain campus crisis intervention systems and support structures. • Engage in development of policy, procedure, and decision-making minimizing risk to self, students, constituents, and institution. 	<ul style="list-style-type: none"> • Participate in developing, implementing, and assessing the effectiveness of the campus crisis management program. • Ensure others are trained to deliver programs and services at the lowest level of risk possible.

	Foundational	Intermediate	Advanced
<p>Resource Management, Stewardship, and Sustainability</p> <p><i>Know institutional procedures for budgeting and facilities use and policies related to sustainability. Ability to monitor revenue and expenditures and interpret financial reports; conduct fundraising initiatives; cross-divisional teams; assess risk and liability.</i></p> <p><i>Disposition to use resources ethically and conscientiously for long-term sustainability.</i></p>	<ul style="list-style-type: none"> • Demonstrate effective stewardship/use of resources (i.e., financial, human, material). • Describe environmentally sensitive issues and explain how one’s work can incorporate elements of sustainability. • Articulate basic institutional accounting techniques for budgeting as well as monitoring and processing revenue and expenditures. • Use appropriate facilities management procedures to operate a facility or program in a facility. • Articulate basic concepts of facilities management and policies related to energy use and environmental sustainability. • Articulate how physical space impacts the institution’s educational mission. 	<ul style="list-style-type: none"> • Construct unit’s operation to function in a sustainable fashion. • Implement advanced accounting techniques. • Assess the use of spaces to guide space-planning processes. • Implement and coordinate sustainability efforts in a range of types of spaces. • Effectively implement fundraising initiatives that support divisional and institutional goals. 	<ul style="list-style-type: none"> • Champion sustainability efforts within unit and across the organization. • Teach resource stewardship to others. • Effectively assess risk and liability, financial and otherwise, associated with programs and services offered. • Develop long-range budgets that creatively and ethically allocate resources to the needs and priorities of the organization. • Lead master planning efforts of cross-divisional teams engaged in the design, construction, and management of campus spaces.
<p>Technology</p> <p><i>Know resources supported by the institution and their application to one’s work. Ability to use technology, teach others, and assess the need to adopt new technologies. Dispositions to learn new technology; to value innovation and adopt technology that enhances one’s work.</i></p>	<ul style="list-style-type: none"> • Use technological resources with respect to maximizing the efficiency and effectiveness of one’s work. 	<ul style="list-style-type: none"> • Identify and allocate the technological needs of the unit. • Maintain a level of technical knowledge that allows one to effectively use existing technologies and incorporate emerging technologies as they may benefit one’s work. 	<ul style="list-style-type: none"> • Discern the pace in which technological advances should appropriately be incorporated into organizational life (with students, staff, and other constituents).

The Personal and Ethical Foundations competency area involves the knowledge, skills, and dispositions to develop and maintain integrity in one’s life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one’s own wellness and growth. Personal

and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship (ACPA & NASPA, 2015).

	Foundational	Intermediate	Advanced
<p>Wellness and Healthy Living</p> <p><i>Know health-related facts and behaviors. Ability to assess the state of one’s health and how to seek holistic wellness. Dispositions to be disciplined in pursuit of wellness lifestyle, to seek help, and to support others as needed.</i></p>	<ul style="list-style-type: none"> Recognize and articulate healthy habits for better living. Articulate wellness as comprised of emotional, physical, social, environmental, relational, spiritual, moral, and intellectual elements. Identify positive and negative impacts on wellness and seek assistance from available resources. 	<ul style="list-style-type: none"> Create and implement a plan for healthy living. Build resiliency, manage stress, spiritual activities, and relationships in and out of work. Recognize impact of personal wellness on others and duty to create mutual, positive relationships. Share resources and support strategies with others. 	<ul style="list-style-type: none"> Be aware of others’ wellness and support their efforts to be well. Explicitly promote self-care and personal wellness as part of the culture of one’s area of responsibility.
<p>Ethical Codes and Professional Standards</p> <p><i>Know ethical codes and professional standards, how ethics intersects with legal obligations and cultural influences. Ability to articulate one’s ethical code and protocol for decision making, hold others accountable, and consult with others about ethical practice. Dispositions to seek help, to accept ethical guidance, to support others’ development, and to sustain an ethical workplace culture.</i></p>	<ul style="list-style-type: none"> Describe ethical statements and principles of relevant professional associations. Utilize/consult with resources to assist with ethical issues. Articulate personal code of ethics informed by ethical codes. Explain how one’s behavior reflects ethics of profession and address lapses in one’s behavior. Identify ethical issues in the course of one’s job. Work with mentors to identify effective means of dissent or critique institutional actions. 	<ul style="list-style-type: none"> Distinguish legal and moral influences on codes of ethics. Implement personal protocol for ethical decision-making. Explain alignment of practice, personal ethics, and ethical statements. Articulate cultural influences on interpretation of ethical standards. 	<ul style="list-style-type: none"> Model adherence to ethical guidelines and mediate disparities. Consult with colleagues and students; provide ethical guidance. Develop and support an ethical workplace culture. Dialogue with others concerning the ethical statements of professional associations.

	Foundational	Intermediate	Advanced
<p>Self-Assessment and Reflection</p> <p><i>Know personal beliefs, values, assumptions, biases. Ability to engage in rigorous and systematic self-reflection and share insights with others as appropriate. Dispositions to seek meaning in experience and to implement one's insights.</i></p>	<ul style="list-style-type: none"> • Recognize importance of reflection in personal, professional, and ethical development. • Broaden perspective by participating in activities that challenge one's beliefs. • Craft a realistic, summative self-appraisal with ongoing feedback. 	<ul style="list-style-type: none"> • Analyze personal experiences for deeper learning/growth and engage others in reflection. • Identify meaningfulness of personal beliefs and commitments. 	<ul style="list-style-type: none"> • Build regular reflection into one's daily work schedule. • Integrate reflection into positive action.

While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs

educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities (ACPA & NASPA, 2015).

	Foundational	Intermediate	Advanced
<p>Understanding of Self and Navigating Systems of Power</p> <p><i>Knowledge of concepts of power and privilege in relation to identities, intersectionality and equity. Ability to operationalize methods to respond to social dynamics in an equitable manner. Dispositions to be flexible in practice, to account for differences, and advocate for more equitable practice.</i></p>	<ul style="list-style-type: none"> • Able to articulate one’s identities and intersectionality. • Identify systems of socialization that influence one’s multiple identities and sociopolitical perspectives and how they impact one’s lived experiences. • Articulate a foundational understanding of social justice and inclusion within the context of higher education. 	<ul style="list-style-type: none"> • Identify systemic barriers to social justice and inclusion. • Assess one’s own department’s role in addressing such barriers. 	<ul style="list-style-type: none"> • Ensure campus resources are distributed equitably and adequately meet the needs of all campus communities. • Provide consultation to other units, divisions, or institutions on strategies to dismantle systems of oppression, privilege, and power on campus.
<p>Critical Assessment and Self-Directed Learning</p> <p><i>Knowledge of how to conduct a critical assessment of the micro and macro contributors to institutional inequities. Ability to practice continual self-reflection and consistently seek out opportunities for continued learning. Dispositions to foster a culture of reflection; to seek out and include the perspectives of marginalized groups.</i></p>	<ul style="list-style-type: none"> • Utilize critical reflection in order to identify one’s own prejudices and biases. • Participate in activities that assess and complicate one’s understanding of inclusion, oppression, privilege, and power. 	<ul style="list-style-type: none"> • Evaluate one’s participation in systems of oppression, privilege, and power without shaming others. • Provide opportunities for inclusive and social justice educational professional development. • Implement measures to assess the campus climate for students, staff, and faculty. 	<ul style="list-style-type: none"> • Assess institutional effectiveness in removing barriers to addressing issues of social justice and inclusion. • Link individual and departmental performance indicators with demonstrated commitment to social justice and inclusion.

	Foundational	Intermediate	Advanced
<p>Engaging in Socially- Just Practice</p> <p><i>Knowledge of behaviors and practices that promote inclusion. Ability to incorporate knowledge of inequities, social justice frameworks, and social trends through daily interactions, behaviors, and work products. Disposition to dismantle bias, engage in consciousness raising and lead by example in a way that allows for learning and progress.</i></p>	<ul style="list-style-type: none"> • Integrate knowledge of social justice, inclusion, oppression, privilege, and power into one’s practice. • Connect and build meaningful relationships with others while recognizing their multiple, intersecting identities, perspectives, and developmental differences. • Advocate on issues of social justice, oppression, privilege, and power that impact people based on local, country, and global interconnections. 	<ul style="list-style-type: none"> • Facilitate dialogue about issues of social justice, inclusion, power, privilege, and oppression in one’s practice. • Design programs and events that are inclusive, promote social consciousness and challenge current institutional, country, global, and sociopolitical systems of oppression. • Address bias incidents affecting campus communities. 	<ul style="list-style-type: none"> • Advocate for social justice values in institutional mission, goals, and programs. • Foster and promote an institutional culture that supports the free and open expression of ideas, identities, and beliefs, and where individuals have the capacity to negotiate different standpoints. • Advocate on issues of social justice, oppression, privilege, and power that affect people based on local, country, and global interconnections.
<p>Organizational Systemic Advocacy</p> <p><i>Knowledge of the manifestation of institutional oppression and strategies to create equity. Ability to build an active network of campus stakeholders dedicated to facilitating change. Disposition toward institutional and personal accountability, while empowering others to do the same.</i></p>	<ul style="list-style-type: none"> • Understand how one is affected by and participates in maintaining systems of oppression, privilege, and power. 	<ul style="list-style-type: none"> • Engage in hiring and promotion practices that are non- discriminatory and work toward building inclusive teams. • Advocate for the development of a more inclusive and socially conscious department, institution, and profession. 	<ul style="list-style-type: none"> • Ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent the needs of all people. • Demonstrate institutional effectiveness in addressing critical incidents of discrimination that impact the institution. • Take responsibility for the institution’s role in perpetuating discrimination or oppression. • Create ongoing strategic plans for the continued development of inclusive initiatives and practices throughout the institution.

The Student Learning and Development competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice (ACPA & NASPA, 2015).

	Foundational	Intermediate	Advanced
<p>Understanding Theory</p> <p><i>Know student development theories and models that facilitate holistic development. Ability to articulate how theoretical constructs influence development; recognize how one's own development can bias one's perspective. Disposition to think abstractly about lived experience; to reflect on one's identity, learning, and practice.</i></p>	<ul style="list-style-type: none"> • Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development. • Articulate one's own developmental journey in relation to formal theories. • Identify one's own informal theories of student development and how they are informed by formal theories. • Identify the dominant perspectives as well as strengths and limitations in applying theories and models to varying student demographic groups. 	<ul style="list-style-type: none"> • Describe major categories of student development theories and the conditions that facilitate learning. • Recognize how identity influences student development. • Identify how one's own informal learning can inform one's practice and teaching. • Recognize the different applications and limitations in working with varying student groups. 	<ul style="list-style-type: none"> • Identify the strengths and limitations applying existing theories and models to varying student groups. • Translate theories to diverse audiences and use it to stimulate understanding of the work of student affairs.

	Foundational	Intermediate	Advanced
<p>Design and Application</p> <p><i>Know theory-to-practice models and implementation steps. Ability to utilize learning goals to create intentional learning strategies and opportunities. Disposition to be intentional in using theory in the design and implementation of learning opportunities.</i></p>	<ul style="list-style-type: none"> • Construct learning outcomes for daily practice, teaching, and training activities. • Design programs based on current research and theories of student learning and development. 	<ul style="list-style-type: none"> • Create and assess learning outcomes to evaluate progress toward fulfilling the mission of the department, the division, and the institution. • Construct effective programs, lesson plans, and syllabi. • Utilize theory-to-practice models to inform individual or unit practice. • Justify creation of programs and services using learning theory. • Identify and take advantage of opportunities for curriculum and program development. 	<ul style="list-style-type: none"> • Able to identify self-competency level, and to seek opportunity to increase one's competency. • Utilize theory to inform divisional and institutional policy and practice. • Analyze and critique prevailing theory for improved unit, division or campus practice. • Develop strategies to build and support an inclusive and just teaching and learning environment. • Contribute to the development of theories.
<p>Assessment and Integration</p> <p><i>Know appropriate steps to evaluate and assess the effectiveness of learning and teaching. Ability to articulate, analyze and apply theory to improve practice at individual, divisional and institutional levels. Dispositions for social justice; to improve practice, guided by theory.</i></p>	<ul style="list-style-type: none"> • Able to describe an assessment and evaluative process. • Able to build an assessment cycle to measure learning, teaching and training. • Assess teaching and learning, and incorporate results into future practice. • Assess learning outcomes from programs and services and use theory to guide and improve practice. 	<ul style="list-style-type: none"> • Critique the dominant group perspective present in some models and theories of student learning and modify for use in practice. • Teach, train, and practice using assessment of learning outcomes to inform future practice. 	<ul style="list-style-type: none"> • Evaluate and assess the effectiveness of learning and teaching opportunities at the divisional level. • Communicate the effectiveness of student learning assessment to foster partnerships around integrated learning. • Create meaningful professional development opportunities to increase work team's competency level. • Provide alternative models to explore student learning and development from an inclusive paradigm. • Build and sustain inclusive, socially-just, and welcoming campus environments that promote student learning and success.

The Technology competency area focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included

within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities (ACPA & NASPA, 2015).

	Foundational	Intermediate	Advanced
<p>Technical Tools and Software <i>Know new technologies and current usage patterns. Demonstrate ability to incorporate current technological tools into work, and be able to anticipate and troubleshoot software, hardware and connectivity problems as appropriate. Disposition to demonstrate adaptability in the face of fast-paced technological change.</i></p>	<ul style="list-style-type: none"> • Remain current on adoption patterns of new technologies and be able to articulate the purpose and functionality of those technologies. • Demonstrate adaptability in the face of fast-paced technological change. • Troubleshoot basic software, hardware, and connectivity problems and refer more complex problems to an appropriate information technology administrator. 	<ul style="list-style-type: none"> • Anticipate potential problems with software, hardware, and connectivity and identify multiple strategies to troubleshoot these problems. • Incorporate commonly utilized technological tools and platforms into one's work. 	<ul style="list-style-type: none"> • Anticipate technological change and allocate resources to adapt to said changes. • Provide leadership for the proactive creation, use, and empirical evaluation of technological tools and digital spaces for students. • Develop contingency plans for the continual operation of basic college and university functions in the event of technological failures.

	Foundational	Intermediate	Advanced
<p>Data Use and Compliance</p> <p><i>Know compliance laws and policies related to technology. Demonstrate ability to use and secure electronic data according to legal and ethical standards, utilize inclusive practices when developing online tools and be able to analyze accuracy and quality of data. Dispositions to value data accuracy and promote a culture around technology that fosters the legal and ethical use of data as well as an overall sense of accessibility and inclusiveness.</i></p>	<ul style="list-style-type: none"> • Assess the accuracy and quality of information gathered via technology. • Accurately cite electronic sources of information respecting copyright law and fair use. • Model and promote the legal, ethical, and transparent collection, use, and securing of electronic data. • Ensure compliance with accessible technology laws and policies. • Model and promote equitable and inclusive practices by ensuring all participants in educational endeavors can access and utilize the necessary tools for success. 	<ul style="list-style-type: none"> • Utilize multiple strategies for accessing and assessing information. • Teach and facilitate the legal and ethical use of digital information. • Utilize universal design principles to model and promote compliance with accessibility laws and policies. • Demonstrate a willingness and capacity to critically examine and change technology-related policies and practices that privilege one group over another. 	<ul style="list-style-type: none"> • Support, promote, and/or lead efforts to create a culture in which information is both valued and systematically scrutinized prior to its use. • Provide leadership that demands digital information and technologies be used in a manner that is ethical and in full compliance with country and state/province laws as well as with institutional policies. • Lead and demonstrate a commitment to universal design principles in technological implementations. • Utilize systematic practices aimed at ensuring equal access to technological resources and provide education for responsible use and implementation.
<p>Digital Identity and Citizenship</p> <p><i>Know one's own digital identity and know how to access digital learning communities in which professionals learn and network. Demonstrate the ability to teach others about responsible engagement in digital communities, and both utilize and constructively contribute to local, country and global digital learning communities. Disposition to be aware of one's digital reputation and influence in digital communities and networks.</i></p>	<ul style="list-style-type: none"> • Demonstrate awareness of one's digital identity and engage students in learning activities related to responsible digital communications and virtual community engagement. • Engage in personal and professional digital learning communities and personal learning networks at the local, country, and/or global level. 	<ul style="list-style-type: none"> • Proactively cultivate a digital identity presence and reputation that models appropriate online behavior and constructive engagement with others in virtual communities. • Utilize local, country, and global digital professional learning communities and personal learning networks to enhance intra- and inter-institutional collaboration and ongoing professional development. 	<ul style="list-style-type: none"> • Provide leadership and ongoing training to colleagues and students for the cultivation of an authentic digital identity, presence, and reputation that models appropriate online behavior and enables open access. • Contribute to, partner with, and/or provide leadership for local, state/provincial, country, and global digital professional learning communities and personal learning networks to promote the use of technology for educational purposes.

	Foundational	Intermediate	Advanced
<p>Online Learning Environments</p> <p><i>Know research and trend data related to use of technological tools.</i></p> <p><i>Demonstrate ability to appropriately integrate digital communications into one's work and be able to design and implement co-curricular learning experiences in both online and hybrid formats. Dispositions to be a consumer of new information and to collaborate when designing new tools and programs.</i></p>	<ul style="list-style-type: none"> Utilize research, trend data, and environmental scanning to assess technological needs and readiness of students, colleagues and other stakeholders. Utilize social media and other digital communication and collaboration tools to engage students in programs and activities. Design, implement, and assess technologically-rich learning experiences that model effective use of visual and interactive media. Demonstrate how one's work with and service to students is inclusive of students participating in online and hybrid courses and programs. 	<ul style="list-style-type: none"> Increase the technological competencies and digital literacy of participants via facilitating educational interventions based on research, trend data, and needs assessments. Promote learning-focused interventions and student engagement via the design and assessment of outcomes that utilize social media and other digital communication and collaboration tools. Utilize a variety of digital strategies for enhancing educational interventions with multimedia, interactive tools, and creativity—enhancing technologies. Collaborate with and support faculty in the development of holistic educational interventions for students participating in online and hybrid courses and programs. 	<ul style="list-style-type: none"> Contribute to research, trend analyses, and needs assessments related to digital technologies. Provide leadership for integrating social media and other digital communications with broader educational, customer service, marketing, and community engagement efforts in order to communicate shared common institutional values. Provide training and instruction for the use, adoption, and evaluation of digital strategies for enhancing educational interventions. Lead efforts to develop holistic educational and co-curricular opportunities, and support services, for students participating in online and hybrid programs. Provide leadership in the development of new technology for assessing, documenting, and supporting the holistic learning and development of students' co-curricular learning endeavors.

This competency involves knowledge, skills, and dispositions that connect the values, philosophy, and history of the student affairs profession to one’s current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change

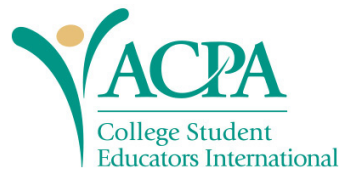
and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession’s history, philosophy, and values (ACPA & NASPA, 2015).

	Foundational	Intermediate	Advanced
<p>Historical Foundations <i>Know historical roots of student affairs profession. Ability to compare/contrast current issues with historical trends and integrate into one’s practice. Disposition to appreciate and build on historical context.</i></p>	<ul style="list-style-type: none"> Ability to synthesize the profession’s history. Identifies historical context of the profession from various perspectives (i.e., role of student affairs within the academy, inclusion and exclusion of diverse peoples, institutional types). 	<ul style="list-style-type: none"> Explains and examines how today’s practice is informed by historical context. State an understanding of the ongoing nature of history. 	<ul style="list-style-type: none"> Demonstrates visionary and forward thinking in the profession based on historical context and others in doing likewise Translate historical lessons to one’s future practice.
<p>Theoretical Foundations <i>Know foundational philosophies, models, and theories related to the profession. Apply scholarship in professional contexts to enhance practice. Dispositions to theorize practice; to advance new scholarship to the profession.</i></p>	<ul style="list-style-type: none"> Describe the foundational philosophies, disciplines, and values of the profession. Supports various philosophies that define the profession. 	<ul style="list-style-type: none"> Teaches the principles of the profession to staff. Explores new philosophical contexts and approaches by critically questioning and bringing together diverging philosophies. 	<ul style="list-style-type: none"> Contributes to the research and scholarship and expansion of the profession. Develops new philosophical approaches and responsive values of the profession.
<p>Societal/Cultural Context <i>Know contributions made by the profession to higher education communities and beyond. Ability to critique contemporary social and cultural issues and situate them into practice. Disposition to appreciate global perspectives in higher education.</i></p>	<ul style="list-style-type: none"> Explains the public role and societal benefits of student affairs and of higher education generally. Articulates the similarities and differences of varying international student affairs philosophies. 	<ul style="list-style-type: none"> Describes to staff the public responsibilities of a student affairs professional and the resulting benefits to society. Recognizes globalization of student affairs practice. 	<ul style="list-style-type: none"> Engage staff in critically examining history for contemporary meaning and promote the value of the profession. Critically examine other countries’ higher education traditions for transferrable ideas and practices.

	Foundational	Intermediate	Advanced
<p>Professional Service</p> <p><i>Know the value that student affairs and the higher education community assign to service. Ability to contribute positively to the profession.</i></p> <p><i>Dispositions to actively share lessons learned through service to professional associations and publications.</i></p>	<ul style="list-style-type: none"> Explains the role of the academy and student affairs professional associations and the importance of service to those organizations. Articulates the principles of professional practice Explains the purpose and use of professional publications that incorporate the philosophy and values of the profession. 	<ul style="list-style-type: none"> Actively engages in service to the academy and student affairs professional associations Identifies and incorporates emerging values of the profession into one's professional practice Purposefully integrates the use of professional publications into one's daily work. 	<ul style="list-style-type: none"> Actively engages in leadership in the academy and student affairs professional associations Models, encourages, and promotes community by reinforcing the long-standing values of the profession. Models the responsibilities and principles of the profession and communicates the expectation of the same from colleagues and supervisees.
<p>Campus and Civic Engagement</p> <p><i>Know the importance of campus and civic engagement play in fostering civic responsibility. Ability to create intentional global engagement and citizenship development opportunities. Disposition to assume the responsibilities of a global citizen.</i></p>	<ul style="list-style-type: none"> Able to role model the principles from the profession to colleagues across campus. Demonstrate responsible campus citizenship. 	<ul style="list-style-type: none"> Actively contributes to opportunities for campus and community citizenship. Explores options for global engagement. 	<ul style="list-style-type: none"> Able to role model personal and professional opportunities of civic engagement. Structure personnel to intentionally desire learning environments where global engagement is valued.

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