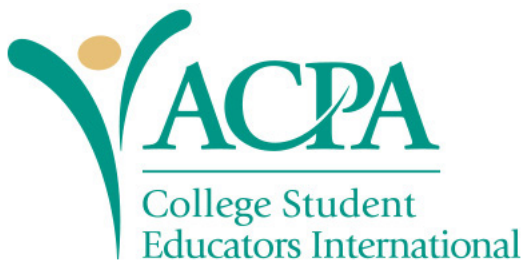


Professional Competency Areas for Student Affairs Educators



Professional Competencies Task Force

Dr. Berenecea Johnson Eanes (Co-chair)

Vice President for Student Affairs
California State University-Fullerton

Dr. Patricia A. Perillo (Co-chair)

Vice President for Student Affairs and
Assistant Professor of Higher Education
Virginia Tech

Dr. Tricia Fechter

Deputy Executive Director
ACPA-College Student Educators
International

Stephanie A. Gordon

Vice President for Professional Development
NASPA- Student Affairs Administrators in
Higher Education

Dr. Shaun Harper¹

Executive Director
University of Pennsylvania

Dr. Pamela Havice

Professor
Clemson University

Dr. John L. Hoffman

Chair, Department of Educational
Leadership
California State University, Fullerton

Dr. Quincy Martin, III

Associate Vice President, Student Affairs
Triton College

Dr. Laura Osteen

Director, Center for Leadership and Social
Change
Florida State University

Dr. Jason B. Pina

Vice President for Student Affairs
Bridgewater State University

Will Simpkins

Director, Center for Career & Professional
Development
CUNY John Jay College Criminal Justice

Vu T. Tran

Graduate Research Associate
Ohio State University-Columbus

Dr. Bridget Turner Kelly

Associate Professor
Loyola University-Chicago

Dr. Case Willoughby

Vice President for Student Services &
Enrollment Management
Butler County Community College

¹Dr. Harper had to withdraw from the task force after participating in preliminary meetings.

Table of Contents

Background Information and Changes	4
The Professional Competency Areas for Student Affairs Educators	7
Intersection of Competencies	9
Implications and Applications	10
Overview of the Competency Areas	12
Comprehensive Presentation of the Competency Areas	16
Personal and Ethical Foundations (PPF)	16
Values, Philosophy, and History (VPH)	18
Assessment, Evaluation, and Research (AER)	20
Law, Policy, and Governance (LPG)	22
Organizational and Human Resource (OHR)	24
Leadership (LEAD)	27
Social Justice and Inclusion (SJI)	30
Student Learning and Development (SLD)	32
Technology (TECH)	33
Advising and Supporting (A/S)	36
References	38

Background Information and Changes

In 2009, *ACPA—College Student Educators International and NASPA—Student Affairs Administrators in Higher Education* collaborated to establish a common set of professional competency areas for student affairs educators. The *Joint Task Force on Professional Competencies and Standards*, which consisted of representatives from both associations, analyzed 19 core documents produced by ACPA, NASPA, and the Council for the Advancement of Standards in Higher Education (CAS), and then proposed a framework that included 10 competency areas. The memberships of the two associations were invited to comment on preliminary drafts of the proposed document in spring 2010, and then the boards of ACPA and NASPA adopted the competency document in a joint meeting in July 2010. Among the recommendations included in the final document was a call for periodic review and updates to the professional competencies.

In August 2014, ACPA and NASPA formed the *Professional Competencies Task Force* to review the professional competencies and recommend changes as needed. Beginning in October 2014, we—the members of this task force—began to study the original document and to review scholarly works published over the previous 10 years that aimed to identify areas of professional competence in student affairs (Burkard, Cole, Ott, & Stoflet, 2005; Hickmott & Bresciani, 2010; Hoffman & Bresciani, 2012; Weiner, Bresciani, Oyler, & Felix, 2011). Central to this work was consideration of applications of the competencies to practice, professional development, and the preparation of new professionals through graduate study. Additionally, we considered recommendations from ACPA's Digital Task Force and a formal proposal from NASPA's Technology Knowledge Community (Valliere, Endersby, & Brinton, 2013) to add a competency addressing the use of technology in student affairs work.

Through several months of bi-weekly, web-based meetings and a single in-person meeting, we generated a preliminary draft of proposed changes. We presented these changes for consideration and feedback to ACPA and NASPA at their annual meetings in March 2015. Later in April 2015, we reached out to several specific constituency groups and utilized ACPA's and NASPA's websites and membership rosters

to distribute the proposed changes to the full membership of the two associations for review and feedback. We compiled and analyzed this feedback in May 2015, made final revisions to our proposed changes, and presented them to the boards of ACPA and NASPA for formal adoption in July 2015.

Summary of Changes

Whereas we made several significant changes, we intentionally preserved most of the work of the 2010 *Joint Task Force on Professional Competencies and Standards* in this document. We did not eliminate any of the original 10 competency areas, though we renamed two competency areas, introduced one new competency areas, and combined two areas. What follows is a summary of the most significant changes.

Social justice and inclusion. Our most substantial change was in relation to the *Equity, Diversity, and Inclusion* competency from the 2010 document, which we renamed *Social Justice and Inclusion*. When reviewing the literature, we found studies published since 2010 referred to similar knowledge and skill sets as “incorporating diversity into curricular and co-curricular experiences” (Weiner et al., 2011, p. 88), “diversity and social justice” (Hoffman & Bresciani, 2012, p. 31), or “dedication to social justice” (Hickmott & Bresciani, 2010, p. 10) and “understanding diversity” (p. 8). Each of these suggests a shift from awareness of diversity, as implicit in prior competency literature (e.g. Lovell & Kosten, 2000) to a more active orientation. In changing the name to ‘*Social Justice and Inclusion*,’ we aimed to align this competency with research, practice, and a commonly utilized definition of social justice as “a process and a goal” where the goal is “full and equal participation of all groups in a society that is mutually shaped to meet their needs” (Bell, 2013, p. 21). Though an important concept, diversity can imply a static, non-participatory orientation where the term diverse is associated with members of non-dominant groups. In contrast, we aimed to frame inclusiveness in a manner that does not norm dominant cultures but that recognizes all groups and populations are diverse as related to

all other groups and populations. Bell's (2013) definition of social justice further necessitates that social justice include "a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure" (p. 21). This definition subsumes the construct of equity as more than a goal, but a precondition of a larger good. In sum, our intent was to integrate the concepts of equity, diversity, and inclusion within the active framework of social justice.

Technology. In 2010, technology was included as a "thread" or "an essential element of each competency area" (ACPA & NASPA, 2010, p. 5). However, an unintended consequence was that technology was often omitted from practical applications of the competencies. Responding to similar observations, ACPA's Digital Task Force and NASPA's Technology Knowledge Community each submitted recommendations to add technology as a distinct competency area. We also observed that technology emerged as a distinct competency in three of the four empirical studies published within the past 10 years that have aimed to identify professional competencies (Burkard, et al., 2005; Hickmott & Bresciani, 2010; Hoffman & Bresciani, 2012). The only study that did not identify technology as a separate competency (Wiener et al., 2011) was based more narrowly on an analysis of professional association documents. Additionally, several recent professional works have noted the importance of integrating technology into the educational work of student affairs educators (e.g. Ahlquist, 2014; Brown, 2013; Junco, 2015; Sabado, 2015).

When gathering feedback on a proposed technology competency, two themes became apparent. First, in order for technology to be a student affairs competency area, we needed to keep its focus on applications to the holistic, developmental work of student affairs educators. Student learning and success spans environments that are both physical and virtual; thus, student affairs educators must proactively engage students within these settings. Second, common connotations of 'technology' construe it largely in terms of hardware, software, and other digital tools. Our focus is broader and inclusive of innovation, meaning that student affairs work is

dynamic and must use a variety of tools to engage students in learning.

Personal and ethical foundations.

The 2010 ACPA and NASPA Professional Competencies document included *Ethical Professional Practice and Personal Foundations* as separate competency areas. In our review of scholarly literature, personal foundations only emerged as a distinct competency area in Hickmott and Bresciani's (2010) analysis of graduate preparation program outcomes. Further, Sriram (2014) questioned the validity of *Personal Foundations* as its own competency area. Perhaps of greater importance to us was the conceptual convergence and apparent interdependence of these two areas. Believing that these two areas are stronger together, we combined them into a single competency area, *Personal and Ethical Foundations*.

Advising and supporting. In changing the name of this competency area from *Advising and Helping* to *Advising and Supporting*, a primary objective was to use language that emphasizes the agency of college students in their development of self-authorship. The new name distances student affairs educators from roles that are directive or service-oriented in a narrow sense, and it underscores the importance of the relational and facilitative nature of student affairs advising work. We also intended to better distinguish the role of student affairs educators from those of counselors, psychologists, nurse practitioners, among others. We acknowledge this line is not easy to draw as many student affairs educators earn master's degrees in counseling or have titles that include the word "counselor." Yet, even in student affairs roles that require a degree in counseling (e.g. many community college educational counseling positions), individuals within those roles do not provide therapeutic or formal helping services. For this reason, we believe the new name better clarifies the competency as it applies "regardless of area of specialization or professional role within the field" (ACPA & NASPA, 2010, p. 3).

Language. We introduced three noteworthy changes in language related to the competency areas. In 2010, ACPA and NASPA referred to competencies as encompassing

“knowledge, skills, and in some cases, attitudes expected of student affairs professions” (p. 3). We chose to replace the term *attitudes* with *dispositions* because the latter term (a) is consistent with the language used in the education discipline and by multiple accrediting agencies, (b) is more consistent with the language used in recent empirical studies (e.g. Hickmott & Bresciani, 2010; Hoffman & Bresciani, 2012), and (c) is a broader and more inclusive term. Regarding this final point, NCATE (2008) referred to dispositions as encompassing “attitudes, values, and beliefs” (p. 80), and Thornton (2006) further defined dispositions as “habits of the minds. . . that filter one’s knowledge, skills, and beliefs and impact the action one takes in professional settings” (p. 62).

Second, the authors of the original ACPA and NASPA competency document introduced the concept of “threads” and defined them as components that are “woven into most of the competency areas” (ACPA & NASPA, 2010, p. 5). We extended this concept suggesting there is significant overlap of most of the competency areas that are also woven into other competency areas. For example, there are significant aspects of leadership embedded within each of the other nine competency areas. We elected to shift from the language of threads to intersections in order to stress the integrative character of all 10 competency areas as well as connections to multiple points of emphasis (formerly threads) that include globalism, sustainability, and collaboration. The addition of collaboration as a point of emphasis was informed by recent competency-related research (Cho & Sriram, in press; Sriram, 2014) and the prevalence of collaboration-related outcomes spanning the majority of the competency areas.

Lastly, when referring to the three levels within each competency area, we replaced the term *basic* with *foundational*. Our primary rationale was to emphasize the idea from the original document that “all student affairs professionals should be able to demonstrate their ability to meet the basic [foundational] list of outcomes under each competency area regardless of how they entered the profession” (ACPA & NASPA, 2010, p. 3). Additionally, we received feedback that the term “basic” carries connotations of being underdeveloped or lacking in sophistication.

The lists of foundational outcomes for each competency area represent reasonable expectations for professionals entering the field of student affairs and provide groundwork for future development to intermediate and advanced levels of proficiency. Conceptually, no matter the professional level of an individual, the foundational competency outcomes allow for a starting point within a competency area from which to build and progress in a particular area of student affairs.

Audience. The intended audience for this document reflects the voices that contributed to its content and development. These voices reflect the significant diversity of ACPA and NASPA in terms of age, gender identity and expression, ethnicity, sexual orientation, years of experience in the field, functional areas of expertise, institutional type (e.g. public, private, and faith-based; two-year and four-year), and geographic region. Additionally, the task force consisted of student affairs educators serving a range of students including those in noncredit courses, career and technical programs, and transfer programs as well as those pursuing associate, bachelor’s, and graduate degrees in various disciplines.

In 2010, ACPA and NASPA identified their primary audience as student affairs professionals in the United States while inviting international colleagues to apply the competencies as applicable. Though we largely continued with this approach, we recognize that it reflects a form of privilege held by U.S. institutions within a broader global context, and that failure to consider student affairs work from an international perspective is a liability that we can no longer afford. We aimed to broaden our audience as much as possible, while acknowledging that all the members of our task force are from the United States and work at U.S. colleges and universities. We recognize that this effort reflects the very orientation toward inclusivity that we intended to deconstruct in our revision of the social justice and inclusion competency area. We recommend 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.

Higher education is a dynamic enterprise facing unprecedented change. Among the associated opportunities are increased

demand for access to higher education, greater demographic diversity, technological innovations leading to new educational pedagogies and delivery systems, and a growing number of global interactions, exchanges, and educational experiences for students. Among the most significant challenges are the mounting costs of higher education, increased expectations by employers, and heightened calls for accountability from a range of constituencies. Within this context, there is a danger of exchanging holistic educational practices for narrowly crafted content outcomes in order to simplify metrics and minimally comply with regulations. Further, student affairs work, which is heavily dependent upon human resources, will remain a target for budget cuts aimed at reducing the cost of education. This document is intended to set out the scope and content of professional competencies required of student affairs educators in order for them to succeed within the current higher educational environment as well as projected future environments. The full range of these competencies is especially important as student affairs educators cannot afford to engage in advocacy efforts without an understanding of how students learn and develop or to demonstrate

business savvy while failing to understand the core educational values of the profession.

The 10 professional competency areas presented in this document lay out essential knowledge, skills, and dispositions expected of all student affairs educators, regardless of functional area or specialization within the field. Whereas effective student affairs practice requires proficiency in many areas such as critical thinking, creativity, and oral and written communication, the competency areas presented here are intended to define student affairs work and lay out directions for the future development of student affairs educators both individually and as a profession. For example, student affairs educators must be able to think critically in order to be successful, but the nature of their critical thinking skills are in effect the same as those required of faculty and other educators. In contrast, whereas both faculty and counselors (among others) engage in a range of advising and supporting activities, the nature of student affairs advising and supporting is distinct and that distinctiveness helps to define the nature of the student affairs profession. What follows is an elaboration on several important characteristics of the competency areas presented in this document.

The Professional Competency Areas for Student Affairs Educators

Higher education is a dynamic enterprise facing unprecedented change. Among the associated opportunities are increased demand for access to higher education, greater demographic diversity, technological innovations leading to new educational pedagogies and delivery systems, and a growing number of global interactions, exchanges, and educational experiences for students. Among the most significant challenges are the mounting costs of higher education, increased expectations by employers, and heightened calls for accountability from a range of constituencies. Within this context, there is a danger of exchanging holistic educational practices for narrowly crafted content outcomes in order to simplify metrics and minimally comply with regulations. Further, student affairs work, which is heavily dependent upon human resources, will remain a target

for budget cuts aimed at reducing the cost of education. This document is intended to set out the scope and content of professional competencies required of student affairs educators in order for them to succeed within the current higher educational environment as well as projected future environments. The full range of these competencies is especially important as student affairs educators cannot afford to engage in advocacy efforts without an understanding of how students learn and develop or to demonstrate business savvy while failing to understand the core educational values of the profession.

The 10 professional competency areas presented in this document lay out essential knowledge, skills, and dispositions expected of all student affairs educators, regardless of functional area or specialization within the field. Whereas effective student affairs practice requires

proficiency in many areas such as critical thinking, creativity, and oral and written communication, the competency areas presented here are intended to define students affairs work and lay out directions for the future development of student affairs educators both individually and as a profession. For example, student affairs educators must be able think critically in order to be successful, but the nature of their critical thinking skills are in effect the same as those required of faculty and other educators. In contrast, whereas both faculty and counselors (among others) engage in a range of advising and supporting activities, the nature of student affairs advising and supporting is distinct and that distinctiveness helps to define the nature of the student affairs profession. What follows is an elaboration on several important characteristics of the competency areas presented in this document.

Competency Levels and Professional Development

For each of the 10 competency areas, descriptions are provided along with a set of discrete outcome statements categorized as foundational, intermediate, or advanced. Assessing one's level of proficiency for a given competency area using these three levels is a complex process. To begin with, the outcome statements are intended to be representative of the scope of the competency area, but they are not exhaustive. Individuals who have met the full breadth of outcomes within a level for a given competency area should be reasonably confident that this demonstrates proficiency at that level. For each outcome, however, it is important to distinguish between meeting the outcome in a singular setting and mastering that outcome in multiple contexts and situations. Furthermore, it is likely that an individual may begin work on several intermediate or advanced-level outcomes before demonstrating full foundational-level proficiency for that competency area. For example, a student affairs educator may develop the capacity to "assess the effectiveness of the institution in removing barriers to addressing issues of social justice and inclusion" (an advanced-level social justice and inclusion outcome) especially as related to socioeconomic issues. This same educator may not yet fully "understand how one is affected by and participates in maintaining

systems of oppression, privilege, and power" (a foundational-level outcome) in terms of race or gender identity or sexual orientation and attraction. To further complicate the process of assessing one's proficiency within a competency area, one must recognize that most outcomes are dynamic and expected to evolve over time. Thus, ongoing professional development is necessary to maintain proficiency within a competency area as well as to advance within it.

Understanding the nature of the three levels of outcomes is vital to their application in practice. Foundational outcomes are intended to be precisely what their name implies—a requisite foundation upon which intermediate and advanced proficiencies in a competency area are built. Whereas it is reasonable to assume that some student affairs educators may enter the field prior to demonstrating foundational level proficiency in each of the 10 competency areas, mastering the foundational outcomes for all of the competency areas should be a professional development priority. Further, whereas some student affairs educators who are still developing foundational proficiency in a competency area may meet some intermediate or even advanced outcomes within that area, this should not be confused with intermediate or advanced-level capability. The outcomes should not be viewed as checklists, but as sets of indicators mapping development in and around each of the competency areas. Viewed this way, progressive development builds on the work of prior levels and moves from foundational knowledge to increased capacity for critique and synthesis, from introductory skills to application and leadership within larger venues and multiple arenas, and from attitudes to values and habits of the mind.

Competency development that draws on the three levels of outcomes introduces an important paradox. On the one hand, advancement from foundational to intermediate and then advanced proficiency within a competency area should not be equated with either years of experience or positional role or title. It is feasible that some entry-level student affairs educators may approach advanced proficiency in one or two competency areas relatively early in their careers, while some highly experienced senior-level administrators may have largely foundational proficiency in one or two competency areas. Advancement in rank is not a guarantee of higher-order proficiency. On the

other hand, some aspects of mastering outcomes are associated with human as well as professional development. Other aspects are difficult to learn without direct experience. In other words, some elements of the progression from foundational to

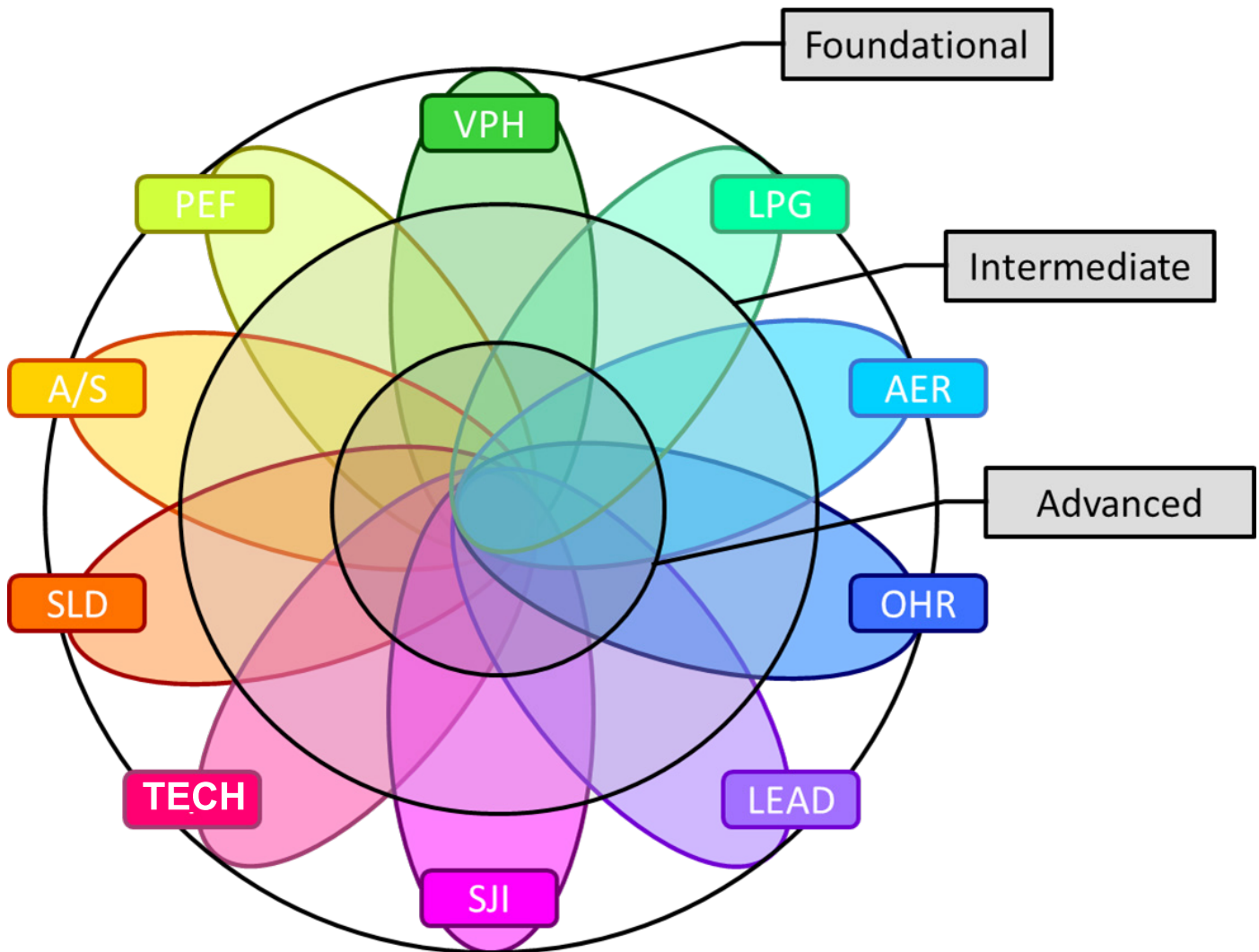
advanced proficiency require human development that is associated with age-dependent aspects of maturation, and some outcomes are difficult to master without certain experiences associated with positions of leadership and responsibility.

Intersection of Competencies

For each of the 10 competency areas, there is a distinct central idea that differentiates it from the other nine areas. That said, there is also significant overlap or intersection among the outcomes associated with the various competency areas. Though each outcome is aligned primarily with just one competency, well over half of the outcomes also intersect with other areas. This

suggests that professional development work in any one competency area is related to work in multiple other areas. Further, as one moves from foundational to advanced, each subsequent level includes an increased number of outcomes that intersect with other competency areas, reflecting higher order synthesis and complexity. (See Figure 1)

Figure 1. Visual Representation of the Intersection of the 10 Competency Areas



In addition to intersections with other competencies, most outcomes intersect, whether directly or indirectly, with three points of emphasis identified for the competencies: globalism, sustainability, and collaboration. None of these three points of emphasis stands on its own as a distinct competency area because development in these areas does not necessarily serve to define the distinctive nature of student affairs work. However, each of the points of emphasis does inform student affairs work in significant ways. Essentially, they contribute to a mindset or disposition that permeates each of the competency areas and informs various knowledge and skill outcomes. Higher education is becoming an increasingly global enterprise. Not only are a growing number of students from many countries engaging in study abroad experiences and completing degrees in international settings, recent growth in distance education provides access to global experiences for all students. The implications of this trend extend beyond the classroom and present noteworthy challenges and opportunities for student affairs work.

Environmental sustainability efforts are also changing student affairs. Many sustainability efforts begin as student-initiated activities, and all have implications for ongoing resource allocations. This is especially pertinent to student affairs given its vulnerability in periods of budget reallocations and cutbacks. Thus, student affairs educators must consider the sustainability of their practices both in terms of the impact on institutional resources and the environments in which students learn. Lastly, student affairs work is largely a collaborative endeavor. In the absence of student affairs educators, classroom learning suffers in substantial ways. However, in the absence of faculty and classroom learning, student affairs ceases to exist. For this reason, student affairs educators should serve as leaders in forging mutual partnerships with faculty to co-create seamless learning experiences for students. Further, among best practices of the student affairs profession are partnerships that engage communities and constituencies that extend beyond and blur campus boundaries.

Implications and Applications

Of central importance to any discussion of the competencies are implications for policy, practice, and the scholarship of student affairs. That being said, applications must be mindful of the unique missions, contexts, and needs of various colleges, universities, and professional associations. Thus, the work of applying the competencies in practice will likely consist more of varied best practices than of standardized approaches, and these practices will likely evolve over time reflecting the dynamic nature of the competencies. The following are examples of areas where the competencies may have particular utility to practice:

- Individual student affairs educators are encouraged to use the competency areas and their associated outcomes for self-assessing their current levels of proficiency and for setting goals and tracking professional development work toward the attainment of those goals.
- Working in partnership with human resource professionals, the competencies should aid student affairs administrators when creating job postings and position descriptions

as well as frameworks for performance evaluations. To ensure success and continuous improvement, divisions of student affairs should utilize the competencies when designing orientation and onboarding experiences for newly hired professionals and planning ongoing, cross-departmental professional development experiences. The competencies may also have utility when conducting divisional performance reviews or when justifying resources for ongoing talent development efforts.

- Graduate preparation programs at the certificate, master's, and doctoral level should utilize the competencies as a means of reviewing program- and course-level learning outcomes as well as setting expectations for cocurricular learning experiences. In particular, the lists of foundational outcomes should inform minimum expectations for master's level graduates. Faculty members may also wish to use the competencies to inform the content of research agendas as well as their ongoing professional development work.

- Student affairs professional associations should utilize the competency areas as an educational framework for local, regional, international, and virtual conferences along with certificate offerings and member portfolios. Examples of such applications might include the content of conference themes, the review and selection of educational and research proposals, and the assessment and evaluation of educational sessions.
- Lastly, the competencies should prove valuable in supporting the work of all student affairs educators to promote and advocate for the profession. Among the examples of this are outreach, recruitment, and career development efforts aimed at individuals interested in careers in student affairs; educating institutional constituencies regarding the purpose and function of student affairs work; and advocacy for the importance of holistic student learning, development, and success within larger policy arenas.

Overview of the Competency Areas

Competency Area	Description	Professional Development
Personal and Ethical Foundations (PEF)	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.	Foundational outcomes emphasize awareness and understanding of one's values and beliefs, especially as related to professional codes of ethics and principles for personal wellness. Professional development to advanced-level proficiency involves higher order critique and self-awareness, applications to healthy living and professional practice, and modeling, mentoring, and facilitating the same among others.
Values, Philosophy, and History (VPH)	Involves knowledge, skills, and dispositions that connect the history, philosophy, and values 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.	Progression from foundational to advanced level proficiency for this competency area largely involves movement from basic understanding of VPH to a more critical understanding of VPH as applied in practice and then to the use and critical application of VPH in practice.
Assessment, Evaluation, and Research (AER)	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.	Professional growth in this competency area is broadly marked by shifts from understanding to application, and then from smaller scale applications focused on singular programs or studies to larger scale applications that cut across departments or divisions. Many advanced level outcomes involve the leadership of AER efforts.

Overview of the Competency Areas

Competency Area	Description	Professional Development
Law, Policy, and Governance (LPG)	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.	Progression from foundational to advanced level proficiency reflects shifts from understanding to critical applications enacted primarily at the departmental level to institutional level applications that are mindful of regional, national, and international contexts.
Organizational and Human Resources (OHR)	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.	In addition to the shift from understanding to application, professional development within this competency reflects shifts in the scale, scope, and interactivity of the human and organizational resources with which one works.
Leadership (LEAD)	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.	Professional growth within this competency area reflects shifts from knowledge to critical application and then to fostering the development of leadership within and among others.

Overview of the Competency Areas

Competency Area	Description	Professional Development
<p>Social Justice and Inclusion (SJI)</p>	<p>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.</p>	<p>Professional development within this competency areas assumed that student affairs educators need to understand oppression, privilege, and power before they can understand social justice. Intermediate and advanced level outcomes reflect social justice oriented applications in practice and then interconnections between leadership and advocacy.</p>
<p>Student Learning and Development (SLD)</p>	<p>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.</p>	<p>At the foundational level, SLD involves a critical understanding of learning and development theories and their use in constructing learning outcomes. Intermediate and advanced proficiency involves greater application in utilizing various forms of programs and applications within increasingly large and complex venues.</p>

Overview of the Competency Areas

Competency Area	Description	Professional Development
Technology (TECH)	<p>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 as a whole.</p>	<p>Professional growth in this competency area is marked by shifts from understanding to application as well as from application to facilitation and leadership. Intermediate and advanced level outcomes also involve a higher degree of innovativeness in the use of technology to engage students and others in learning processes.</p>
Advising and Supporting (A/S)	<p>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.</p>	<p>Progression from foundational to advanced level proficiency involves the development of higher order capacities for listening, addressing group dynamics, managing conflict and crisis situations, and partnering with other professionals, departments, and agencies.</p>

Comprehensive Presentation of the Competency Areas

This final section consists of comprehensive presentations of descriptions for each competency area followed by lists of outcomes for student affairs educators organized at the foundational, intermediate, and advanced level. The competencies are presented in a

manner that reflects both a theoretical alignment and observed intersections of competency outcomes. The sequence does not imply either the importance of the various competency areas or any form of an intended developmental progression.

Personal and Ethical Foundations (PPF)

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.

Foundational Outcomes

- Articulate key elements of one's set of personal beliefs and commitments (e.g., values, morals, goals, desires, self-definitions), as well as the source of each (e.g., self, peers, family, or one or more larger communities).
- Articulate one's personal code of ethics for student affairs practice, informed by the ethical statements of professional student affairs associations and their foundational ethical principles.
- Describe the ethical statements and their foundational principles of any professional associations directly relevant to one's working context.
- Identify ethical issues in the course of one's job.
- Explain how one's behavior reflects the ethical statements of the profession and address lapses in one's own ethical behavior.
- Appropriately question institutional actions which are not consistent with ethical standards.
- Utilize institutional and professional resources to assist with ethical issues (e.g., consultation with appropriate mentors, supervisors and/or colleagues, consultation with an association's ethics committee).
- Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity how they affect one's integrity and work with others.
- Take responsibility to broaden perspectives by participating in activities that challenge one's beliefs.
- Identify the challenges associated with balancing personal and professional responsibilities, and recognize the intersection of one's personal and professional life.
- Identify one's primary work responsibilities and, with appropriate, ongoing feedback, craft a realistic, summative self-appraisal of one's strengths and limitations.
- Articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, moral, and intellectual elements.
- Recognize and articulate healthy habits for better living.
- Identify positive and negative impacts on wellness and, as appropriate, seek assistance from available resources.
- Identify and describe personal and professional responsibilities inherent to excellence in practice.
- Recognize the importance of reflection in personal, professional, and ethical development.

Intermediate Outcomes

- Identify the present and future meaningfulness of key elements in one's set of personal beliefs and commitments.
- Articulate and implement a personal protocol for ethical decision-making.
- Explain how one's professional practice aligns with both one's personal code of ethics and ethical statements of professional student affairs associations.
- Identify and manage areas of incongruence between personal, institutional, and professional ethical standards.
- Distinguish the legal and moral influences on varying codes of ethics.
- Identify and articulate the influence of culture in the interpretation of ethical standards.
- Identify and address lapses in ethical behavior among self, colleagues, and students.
- Seek environments and collaborations that provide adequate challenge such that personal development is promoted, and provide sufficient support such that development is possible.
- Identify sources of dissonance and fulfillment in one's life and take appropriate steps in response.
- Develop and implement plans to manage competing priorities between one's professional and personal lives.
- Bolster one's resiliency, including participating in stress-management activities, engaging in personal or spiritual exploration, and building healthier relationships inside and outside of the workplace.
- Explain the process for executing responsibilities dutifully and deliberatively.
- Analyze the impact one's health and wellness has on others, as well as our collective roles in creating mutual, positive relationships.
- Define excellence for one's self and evaluate how one's sense of excellence impacts self and others.
- Analyze personal experiences for potential deeper learning and growth, and engage with others in reflective discussions.

Advanced Outcomes

- Evolve personal beliefs and commitments in a way that is true to one's internal voice while recognizing the contributions of important others (e.g., self, peers, family, or one or more larger communities).
- Engage in effective consultation and provide advice regarding ethical issues with colleagues and students.
- Model for colleagues and others adherence to identified ethical guidelines and serve as mediator to resolve disparities.
- Actively engage in dialogue with others concerning the ethical statements of professional associations.
- Actively support the ethical development of other professionals by developing and supporting an ethical organizational culture within the workplace.
- Serve as a role model for integrity through sharing personal experiences and nurturing others' competency in this area.
- Attend to areas of growth relating to one's anticipated career trajectory.
- Exercise mutuality within relationships and interconnectedness in work/life presence.
- Create and implement an individualized plan for healthy living.
- Demonstrate awareness of the wellness of others in the workplace, and seek to engage with colleagues in a way that supports such wellness.
- Serve as model and mentor for others in their search for excellence, taking measures to encourage and inspire exceptional work in self and others.
- Design naturally occurring reflection processes within one's everyday work.
- Transfer thoughtful reflection into positive future action.

Values, Philosophy, and History (VPH)

The *Values, Philosophy, and History* competency area involves knowledge, skills, and dispositions that connect the history, philosophy, and values 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.

Foundational Outcomes

- Describe the foundational philosophies, disciplines, and values of the profession.
- Articulate the historical contexts of institutional types and functional areas within higher education and student affairs.
- Describe the various research, philosophies, and scholars that defined the profession.
- Demonstrate responsible campus citizenship and participation in the campus community .
- Describe the roles of faculty, academic affairs, and student affairs educators in the institution.
- Explain the importance of service to the institution and to student affairs professional associations.
- Learn and articulate the principles of professional practice.
- Articulate the history of the inclusion and exclusion of people with a variety of identities in higher education.
- Explain the role and responsibilities of student affairs professional associations.
- Explain the purpose and use of publications that incorporate the philosophy and values of the profession.
- Explain the public role and societal benefits of students affairs in particular and of higher education in general.
- Articulate an understanding of the ongoing nature of the history of higher education and one's role in shaping it.
- Be able to model the principles of the profession and expect the same from colleagues and supervisees.
- Explain how the values of the profession contribute to sustainable practices.
- Articulate the changing nature of the global student affairs profession and communicate the need to provide a contextual understanding of higher education.

Intermediate Outcomes

- Through critical examination, explain how today's practice is informed by historical context.
- Explore new philosophical contexts and approaches.
- Participate in opportunities to identify and incorporate emerging values of the profession into one's professional practice.
- Engage in service to the profession and to student affairs professional associations.
- Articulate the similarities and differences of varying and emerging global student affairs philosophies.
- Teach the principles of the student affairs profession to staff while incorporating the equity, diversity, and inclusion of varying identities and global perspectives.
- Be able to explain to staff the public responsibilities of a student affairs professional and the resulting benefits to society.
- Identify enduring questions, issues, and trends from the history of higher education and discuss their relevance to current and emergent professional practice.
- Acknowledge, critically question, and bring together diverging philosophies of student affairs practice.

Advanced Outcomes

- Participate in developing new philosophical approaches and responsive values of the profession.
- Partner with faculty for teaching, research, and scholarship regarding the profession.
- Expand personal and professional opportunities for civic and global engagement.
- Actively engage and lead in service and leadership within the profession and in student affairs professional associations.
- Model, encourage, and promote community by reinforcing the long-standing values of the profession.
- Contribute to the research, scholarship, and expansion of knowledge within the profession.
- Draw upon one's knowledge of history to inform analysis of trends in order to anticipate and plan for the future.
- Engage staff in critically examining history for contemporary meaning.
- Demonstrate visionary- and forward-thinking in the work of the student affairs profession.
- Identify other countries' history and development of student affairs practice.

Assessment, Evaluation, and Research (AER)

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.

Foundational Outcomes

- Differentiate among assessment, program review, evaluation, planning, and research as well as the methods appropriate to each.
- Select AER methods, methodologies, designs, and tools that fit with research and evaluation questions and with assessment and review purposes.
- Facilitate appropriate data collection for system/department-wide assessment and evaluation efforts using current technology and methods.
- Effectively articulate, interpret, and apply results of AER reports and studies, including professional literature.
- Assess the legitimacy, trustworthiness, and/or validity of studies of various methods and methodological designs (e.g. qualitative vs. quantitative, theoretical perspective, epistemological approach).
- Consider rudimentary strengths and limitations of various methodological AER approaches in the application of findings to practice in diverse institutional settings and with diverse student populations.
- Explain the necessity to follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment, evaluation, and other research activities.
- Ensure all communications of AER results are accurate, responsible, and effective.
- Identify the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to organizational hierarchies.

- Design program and learning outcomes that are appropriately clear, specific, and measurable, that are informed by theoretical frameworks and that align with organizational outcomes, goals, and values.
- Explain to students and colleagues the relationship of AER processes to learning outcomes and goals.

Intermediate Outcomes

- Design ongoing and periodic data collection efforts such that they are sustainable, rigorous, as unobtrusive as possible, and technologically current.
- Effectively manage, align, and guide the utilization of AER reports and studies.
- Educate stakeholders in the institution about the relationship of departmental AER processes to learning outcomes and goals at the student, department, division, and institutional level.
- Discern and discuss the appropriate design(s) to use in AER efforts based on critical questions, necessary data, and intended audience(s).
- Use culturally relevant and culturally appropriate terminology and methods to conduct and report AER findings.
- Actively contribute to the development of a culture of evidence at the department level wherein assessment, program review, evaluation, and research are central to the department's work and ensure that training and skill development in these areas is valued, budgeted for, and fully embedded in day-to-day procedures.
- Apply the concepts and procedures of qualitative research, evaluation, and assessment including creating appropriate sampling designs and interview protocols with consultation, participating in analysis teams, contributing to audit trails, participating in peer debrief, and using other techniques to ensure trustworthiness of qualitative designs.
- Participate in the design and analysis

Intermediate Outcomes (cont.)

of quantitative AER studies including understanding statistical reporting that may include complex statistical methods such as multivariate techniques, and articulating the limitations of findings imposed by the differences in practical and statistical significance, validity, and reliability.

- Demonstrate a working knowledge of additional methodological approaches to AER (e.g. mixed methods, historical or literary analysis, or comparative study) including elements of design, data collection, analysis, and reporting as well as strategies for ensuring the quality.
- Communicate and display data through a variety of means (publications, reports, presentations, social media, etc.) in a manner that is accurate; transparent regarding the strengths, limitations, and context of the data; and sensitive to political coalitions and realities associated with data as a scarce resource.
- Manage and/or adhere to the implementation of institutional and professional standards for ethical AER activities.
- Utilize formal student learning and development theories as well as scholarly literature to inform the content and design of individual and program level outcomes as well as assessment tools such as rubrics.
- Prioritize program and learning outcomes with organization goals and values.

Advanced Outcomes

- Effectively 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.
- 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.
- Lead a comprehensive communication process to the campus community of the relationship of institutional AER processes to

learning outcomes and goals at the student, department, division, and institution level.

- Lead the design and writing of varied and diverse communications (e.g. reports, publications, presentations, social media, etc.) of assessment, program review, evaluation, and other research activities that include translation of data analyses into goals and action.
- Lead the strategic use and prioritization of budgetary and personnel resources to support high-quality program evaluation, assessment efforts, research, and planning.
- Lead, supervise, and/or collaborate with others to design and analyze assessment, program review, evaluation, and research activities that span multiple methodological approaches (qualitative, quantitative, and mixed methods, among others) including writing and disseminating 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.
- Anticipate and proactively address challenges related to individual and institutional politics, competing constituencies and interests, and divergent values especially as related to communications, reporting, and utilization of data to inform practice. Create a culture of evidence in which the institution, division, or unit expects AER to be central to professional practice and ensures that training/skill development happens across the organization.
- Ensure institutional, divisional, or unit compliance with professional standards concerning ethical AER activities.
- Facilitate the prioritization of decisions and resources to implement those decisions that are informed by AER activities.

Law, Policy, and Governance (LPG)

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.

Foundational Outcomes

- Describe the systems used to govern public, private, and for-profit institutions of all types (two-year, four-year, graduate, professional, vocational, etc.) in one's state/province and nation.
- Explain the differences between public, private, and for-profit higher education with respect to the legal system and what they may mean for respective students, faculty, and student affairs professionals.
- Describe how national and state/provincial constitutions and laws influence the rights of students, faculty, and staff on all types of college campuses.
- Describe evolving laws, policies, and judicial rulings that influence the student-institutional relationship and how they affect professional practice.
- Act in accordance with national, state/provincial, and local laws and with institutional policies regarding non-discrimination.
- Identify major internal and external stakeholders, policymakers, and special interest groups who influence policy at the national, state/provincial, local, and institutional levels.
- Describe the governance systems at one's institution including the governance structures for faculty, student affairs professionals, staff, and students.
- Describe how policy is developed and implemented in one's department and institution, as well as the local, state/province, and national levels of government.
- Know when and how 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 .
- Demonstrate awareness of inequitable and oppressive ways that laws and policies are enacted on vulnerable student populations at national, state/provincial, local, and institutional levels.
- Describe the student conduct process at the institutional level and demonstrate concern for the legal, social, moral, educational, and ethical expectations of the community.
- Encourage and advocate participation in national, state/provincial, local, and institutional electoral processes as applicable.

Intermediate Outcomes

- Identify emerging law and policy trends and discuss how they affect current case precedent.
- Explain parameters established by relevant external and internal governing systems as related to one's professional practice.
- 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.
- Implement policies developed by one's department and institution, as well as the local, state/provincial, and national levels of government.
- Critically examine laws and policies to ensure their equitable and fair use on campus.
- 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.
- Appropriately consult with students and/or represent the student voice in departmental, divisional, and institutional policy development efforts.
- Develop, implement, and assess the rules, procedures, and standards for student conduct processes and ensure that policies and procedures meet the legal, compliance, and policy mandates for the institution.
- Ensure departmental programs, services, and facilities are compliant with any applicable legal, compliance, environmental policies and/or mandates from governing bodies.
- Use data appropriately to guide the analysis and creation of policy.

Advanced Outcomes

- Develop institutional policies and practices consistent with national, state/province, and local 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.
- 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 and advocate for their equitable use on campuses.
- Participate effectively in the governance system of one's institution when appropriate.
- Influence policy making at the local, state/province and federal levels of government when appropriate.
- Critically examine policy compliance and development efforts related to programs, practices, and services to ensure that they are socially justice, equitable, and inclusive.

Organizational and Human Resources (OHR)

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.

Foundational Outcomes

- Demonstrate effective stewardship/use of resources (i.e., financial, human, material)
- Describe campus protocols for responding to significant incidents and campus crises.
- Describe environmentally sensitive issues and explain how one's work can incorporate elements of sustainability.
- Use technological resources with respect to maximizing the efficiency and effectiveness of one's work.
- Describe ethical hiring techniques and institutional hiring policies, procedures, and processes.
- Demonstrate familiarity in basic tenets of supervision and possible application of these supervision techniques.
- Explain how job descriptions are designed and support overall staffing patterns in one's work setting.
- Design a professional development plan that assesses one's current strengths and weaknesses, and establishes action items for fostering an appropriate pace of growth.
- Explain the application of introductory motivational techniques with students, staff, and others.
- Describe the basic premises that underlie conflict in and the constructs utilized for facilitating conflict resolution.
- Develop and utilize appropriate meeting materials (e.g. facilitation skills, agenda, notes/minutes).
- Communicate with others using effective verbal and non-verbal strategies appropriate to the situation in ways that the person(s) with whom you are engaged prefers.
- Recognize how networks in organizations play a role in how work gets accomplished.
- Understand the relational roles partners, allies, and adversaries play in the completion of goals and work assignments.
- Explain the basic tenets of personal or organizational risk and liability as they relate to one's work.
- Provide constructive feedback in a timely manner.
- Advocate for equitable hiring practices.
- Articulate basic institutional accounting techniques for budgeting as well as monitoring and processing revenue and expenditures.
- Effectively and appropriately use facilities management procedures as related to operating a facility or program in a facility.
- Demonstrate an understanding of how physical space impacts the institution's educational mission.
- Understand the basic concepts of facilities management and institutional policies related to energy usage and environmental sustainability.

Intermediate Outcomes

- Effectively develop and manage human resources, facilities, policies, procedures, processes, and materials.
- Construct unit's operation to function in a sustainable fashion.
- Explain the interaction and integration of campus crisis intervention systems (e.g. National Incident Management System, behavioral intervention teams, critical incident response teams).
- Engage in policy and procedure development, implementation and decision-making that minimize risk to self, students, other constituents, and the institution.
- Identify and allocate the technological needs of the unit; maintain a level of technical knowledge that allows one to effectively use existing technologies as well as to incorporate new emerging technologies as they may benefit one's work.
- Implement strategies, interview protocols and decisions regarding staff selection that adheres to institutional policy and meets organizational goals.
- Develop recruitment and hiring strategies that increase individuals from under-represented groups to apply for positions.
- Demonstrate applications of appropriate techniques (e.g. coaching, performance accountability) for supervising a range of staff performance levels.
- Identify the pros and cons of various staffing patterns, supporting job descriptions and work process configurations related to one's work setting.
- Assist and/or direct individuals to create professional development plans that are appropriate for individual growth while also serving the current and future needs of the unit where they are employed.
- Apply a range of strategies available for motivating others.
- 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.
- Adapt to situation-appropriate communication strategies that effectively communicate with various groups.
- Communicate with others using effective verbal and non-verbal strategies appropriate to the situation.
- Determine if messages (verbal and written) communicated are congruent with the desired outcome with the intended recipient or audience.
- Create and present materials for formal presentations in the work setting and for professional associations.
- Develop appropriate alliances with others as a means to efficiently and effectively complete work assignments; recognize how the formation of alliances can either enhance or detract from one's professional credibility or the use of teams.
- Advocate for advancement opportunities for staff.
- Implement advanced accounting techniques that include forecasting, efficient use of fiscal resources, and interpretation of financial reports.
- Describe how various fundraising strategies should be facilitated by student affairs professionals.
- Assess the usage of various spaces to guide space-planning processes.
- Advocate for the needs of diverse populations through and regarding space management.
- Implement and coordinate sustainability efforts in a range of types of spaces.

Organizational and Human Resources (OHR) (cont.)

Advanced Outcomes

- Assess resources (e.g. people, space, financial, materials) in regard to institutional or divisional long-range planning and budget processes.
- Teach resource stewardship to others.
- Champion sustainability efforts within unit and across the organization, and facilitate institutional support for broadening sustainability efforts.
- Participate in developing, implementing, and assessing the effectiveness of the campus crisis management program.
- Effectively assess the level of individual and institutional risk and liability associated with programs and services offered; ensure that professionals are trained to deliver programs and services at the lowest level of risk possible.
- Ensure multiple identities are represented on every level of staff at the institution, especially those who are marginalized or underrepresented.
- Effectively intervene with employees in regard to morale, behavioral expectations, conflict, and performance issues.
- Evaluate the effectiveness of current staffing patterns and supporting job descriptions in regard to a unit's ability to effectively meet institutional, divisional, and unit mission and goals.
- 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.
- Develop or lead professional development initiatives that regularly assess the strength and weakness of professionals and provide them with purposeful opportunities to advance their skills and knowledge.
- Implement strategies for motivating individuals and groups who are challenged with elements of campus life disengagement, apathy, or aspects of decline of morale.
- Manage and facilitate conflict at a level of complexity where multiple entities are often in disagreement with each other and lead groups to effective and fair resolutions.
- Discern the pace in which technological advances should appropriately be incorporated into organizational life (with students, staff and other constituents).
- Assess the relationship between agenda management and the group dynamics that occur in meetings and how this relationship influences the realization of goals, the accomplishments of tasks, and any impacts on participants.
- Effectively speak on behalf of the institution with internal and external stakeholders (e.g., parents, prospective students, external organizations).
- Assess the level of complexity of networks established and use this information to determine the strengths of these networks and how these networks may benefit or detract from the mission and goals of the institution or the division.
- Assess the costs and benefits of current established political alliances, in particular, their relationships to fostering collaboration and organizational transparency.
- Develop long-range budgets that creatively and ethically apply fiscal resources to the needs and priorities of the unit, division, or organization.
- Effectively implement fundraising initiatives that support divisional and institutional goals.
- Align evidence-based decision making strategies and planning with resource allocation and re-allocation.
- Lead cross-divisional teams engaged in facilities master planning processes spanning design, construction, and management of various types of spaces.

Leadership (LEAD)

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. This section is organized by the leadership learning concepts of Education, construct knowledge and articulation; Training, skill identification and enhancement; Development, personal reflection and growth; and Engagement, active participation and application.

Foundational Outcomes

Education.

- Articulate the vision and mission of the primary work unit, the division, and the institution.
- Identify and understand individual-level constructs of “leader” and “leadership.”
- Explain the values and processes that lead to organizational improvement.
- Explain the advantages and disadvantages of different types of decision-making processes (e.g. consensus, majority vote, and decision by authority).
- Identify institutional traditions, mores, and organizational structures (e.g., hierarchy, networks, governing groups, technological resources, nature of power, policies, goals, agendas and resource allocation processes) and how they influence others to act in the organization.

Training.

- Identify one’s own strengths and challenges as a leader and seek opportunities to develop leadership skills.

- 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.

Development.

- Describe how one’s personal values, beliefs, histories, and perspectives inform one’s view of oneself as an effective leader with and without roles of authority.
- Build mutually supportive relationships with colleagues and students across similarities and differences

Engagement.

- Understand campus cultures (e.g. academic, student, professorial, administrative) and apply that understanding to one’s work.
- Use appropriate technology to support leadership processes (e.g. seeking input or feedback, sharing decisions, posting data that supports decisions, use group support website tools).
- Think critically, creatively, and imagine possibilities for solutions that do not currently exist or are not apparent.
- 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 (e.g. divisions, departments), and implications for practice.
- Exhibit informed 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.

Leadership (LEAD) (cont.)

Intermediate Outcomes

Education.

- 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.

Training.

- Seek out training and feedback opportunities to enhance one’s leader and leadership knowledge and skill.
- Encourage colleagues and students to engage in team and community building activities.
- Create environments that encourage others to view themselves as having the potential to make meaningful contributions to their communities and be civically engaged in their communities.
- Give appropriate feedback to colleagues and students on skills they may seek to become more effective leaders.
- Serve as a mentor or role model for others.

Development.

- Use reflection to constantly evolve 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.

Engagement.

- 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.
- Facilitate consensus processes where wide support is needed.
- Ensure that decision making processes include the perspectives of various groups on campus, particularly those who are underrepresented or marginalized, or who may experience an unintended negative consequence of the proposed change.
- Convene appropriate personnel to identify and act on solutions to potential issues.
- Inform other units about issues that may impact/influence their work.
- Willingly engage in campus governance in a manner that exemplifies responsible campus citizenry.
- Within one’s department and areas of interest, lead others to contribute toward the effectiveness and success of the organization.

Advanced Outcomes

Education.

- Seek out and develop new and emerging constructs of “leader” and “leadership.”

Training.

- Establish systems to provide opportunities for staff to engage in leadership development such as committees, task forces, internships, and cross-functional teams.
- Create a culture that advocates the appropriate and effective use of feedback systems (e.g., 360 feedback processes) for improving individual leader and team leadership performance.
- Establish and sustain systems of mentoring to ensure individuals receive the training and support needed.

Development.

- 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.

Engagement.

- Develop and 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 the cultural landscape, political landscape, global perspectives, technology, and sustainability issues.
- Promote, facilitate, and assess the effectiveness of collaborative initiatives and team building efforts, using technology as appropriate to support such work.
- Embrace responsibility for unit and divisional decisions.

Social Justice and Inclusion (SJI)

For the purpose of the *Social Justice and Inclusion* competency area, social justice is defined as both a process and a goal that includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address 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.

Foundational Outcomes

- Identify systems of socialization that influence one's multiple identities and sociopolitical perspectives and how they impact one's lived experiences.
- Understand how one is affected by and participates in maintaining systems of oppression, privilege, and power.
- Engage in 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.
- Integrate knowledge of social justice, inclusion, oppression, privilege, and power into one's practice.
- Connect and build meaningful relationships with others while recognizing the multiple, intersecting identities, perspectives, and developmental differences people hold.
- Articulate a foundational understanding of social justice and inclusion within the context of higher education.
- Advocate on issues of social justice, oppression, privilege, and power that impact people based on local, national, and global interconnections.

Intermediate Outcomes

- Design programs and events that are inclusive, promote social consciousness and challenge current institutional, national, global, and sociopolitical systems of oppression.
- Effectively facilitate dialogue about issues of social justice, inclusion, power, privilege, and oppression in one's practice.
- Engage in hiring and promotion practices that are non-discriminatory and work toward building inclusive teams.
- Identify systemic barriers to social justice and inclusion and assess one's own department's role in addressing such barriers.
- Advocate for the development of a more inclusive and socially conscious department, institution, and profession.
- Provide opportunities to reflect and evaluate on one's participation in systems of oppression, privilege, and power without shaming others.
- Provide opportunities for inclusive and social justice educational professional development.
- Effectively address bias incidents impacting campus communities.
- Implement appropriate measures to assess the campus climate for students, staff, and faculty.

Advanced Outcomes

- Ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent the needs of all people.
- Assess the effectiveness of the institution in removing barriers to addressing issues of social justice and inclusion.
- Take responsibility for the institution's role in perpetuating discrimination or oppression.
- Advocate for social justice values in institutional mission, goals, and programs.
- Create ongoing strategic plans for the continued development of inclusive initiatives and practices throughout the institution.
- Link individual and departmental performance indicators with demonstrated commitment to social justice and inclusion.
- Provide consultation to other units, divisions, or institutions on strategies to dismantle systems of oppression, privilege, and power on campus.
- 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.
- Demonstrate institutional effectiveness in addressing critical incidents of discrimination that impact the institution.
- Ensure campus resources are distributed equitably and adequately meet the needs of all campus communities.

Student Learning and Development (SLD)

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.

Foundational Outcomes

- Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development (e.g. learning, psychosocial and identity development, cognitive-structural, typological, environmental, and moral).
- Articulate how race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, dis/ability, and religious belief can influence development during the college years.
- Identify the strengths and limitations in applying existing theories and models to varying student demographic groups.
- Articulate one's own developmental journey in relation to formal theories.
- Identify one's own informal theories of student development ('theories in use') and how they can be informed by formal theories to enhance work with students.
- Identify dominant perspectives present in some models of student learning and development.
- Construct learning outcomes for both daily practice as well as teaching and training activities.
- Assess teaching, learning, and training and incorporate the results into practice.
- Assess learning outcomes from programs and services and use theory to improve practice.

Intermediate Outcomes

- Design programs and services to promote student learning and development that are based on current research on student learning and development theories.
- Utilize theory-to-practice models to inform individual or unit practice.
- Justify using learning theory to create learning opportunities.

- Identify and take advantage of opportunities for curriculum and program development to encourage continual learning and developmental growth.
- Construct effective programs, lesson plans, and syllabi.
- Create and assess learning outcomes to evaluate progress toward fulfilling the mission of the department, the division, and the institution.
- Teach, train, and practice in such a way that utilizes the assessment of learning outcomes to inform future practice.
- Critique the dominant group perspective present in some models of student learning and development and modify for use in practice.

Advanced Outcomes

- Utilize theory to inform divisional and institutional policy and practice.
- Translate theory to diverse audiences (e.g., colleagues, faculty, students, parents, policy-makers) and use it effectively to enhance understanding of the work of student affairs.
- Analyze and critique prevailing theory for improved unit, division, or campus practice.
- Contribute to the development of theories.
- Identify staff members' level of competency regarding the ability to apply learning and development theory to practice, and create professional development opportunities utilizing various learning concepts.
- Evaluate and assess the effectiveness of learning and teaching opportunities at the divisional level and communicate their effectiveness to the larger campus community as well as explain opportunities for collaboration and integrated learning opportunities.
- Build and support inclusive, socially-just, and welcoming campus communities that promote deep learning and foster student success.
- Communicate the learning orientation of student affairs to the campus community.
- Provide alternative models that explore student learning and development from an inclusive paradigm.

Technology (TECH)

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.

Foundational Outcomes

- Demonstrate adaptability in the face of fast-paced technological change.
- Remain current on student and educator adoption patterns of new technologies and familiarize oneself with the purpose and functionality of those technologies.
- Troubleshoot basic software, hardware, and connectivity problems and refer more complex problems to an appropriate information technology administrator.
- Draw upon research, trend data, and environmental scanning to assess the technological readiness and needs of students, colleagues, and other educational stakeholders when infusing technology into educational programs and interventions.
- Critically assess the accuracy and quality of information gathered via technology and 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.
- Demonstrate awareness of one's digital identity and engage students in learning activities related to responsible digital communications and virtual community engagement as related to their digital reputation and identity.
- Model and promote equitable and inclusive practices by ensuring all participants in educational endeavors can access and utilize the necessary tools for success.
- Appropriately utilize social media and other digital communication and collaboration tools to market and promote advising, programming, and other learning-focused interventions and to engage students in these activities.
- Engage in personal and professional digital learning communities and personal learning networks at the local, national, and/or global level.
- Design, implement, and assess technologically-rich learning experiences for students and other stakeholders that model effective use of visual and interactive media.
- Ensure that one's educational work with and service to students is inclusive of students participating in online and hybrid format courses and programs.
- Incorporate commonly utilized technological tools and platforms including social media and other digital communication and collaboration tools into one's work.

Technology (TECH) (cont.)

Intermediate Outcomes

- Model and promote adaptability among students, colleagues, and educational stakeholders in the face of fast-paced technological change and demonstrate openness to the introduction of new digital tools by others.
- Anticipate potential problems with software, hardware, and connectivity and prepare multiple strategies to troubleshoot these problems and/or prepare alternative means of achieving learning and productivity outcomes.
- Facilitate educational interventions that are based upon research, trend data, and needs assessments of participants and that increase the technological competencies and digital literacy of those participants.
- Utilize multiple strategies for accessing and assessing information, critically considering the sources of information as well as the purposes or agendas that led to the dissemination of the data as presented.
- Teach and facilitate the legal and ethical use of digital information in a manner that complies with law and policy and that addresses the larger values and principles underlying these laws and policies.
- Draw upon universal design principles to model and promote compliance with accessibility laws and policies among students, colleagues, and educational partners.
- Proactively cultivate a digital identity, presence, and reputation for one's self and by students that models appropriate online behavior and positive engagement with others in virtual communities.
- Demonstrate a willingness and capacity to generate, critically examine, and change technology-related policies and practices that privilege one group of students or educational stakeholders over another.
- Design and assess outcomes that utilize social media and other digital communication and collaboration tools for promoting learning-focused interventions and engaging students in these activities.
- Utilize local, national, and global digital professional learning communities and personal learning networks to enhance intra- and inter-institutional collaboration and ongoing professional development in educational, customer service, marketing, and community engagement efforts that reflect the mission and values of the organization.
- Generate a wide and varied array of digital strategies for enhancing educational interventions with multimedia, interactive tools, and creativity-enhancing technologies.
- Initiate the development of holistic educational interventions designed for students participating in courses and other educational experiences delivered via hybrid and online formats.

Advanced Outcomes

- Anticipate technological change and allocate personal, departmental, and/or institutional resources to foster in others dispositions of adaptability, flexibility, and openness to technological innovation.
- Provide leadership for the proactive creation, use, and empirical evaluation of technological tools and digital spaces for students including those drawing on social media and other digital communication and collaboration tools.
- Develop contingency plans for the continual operation of basic college and university functions in the event of software, hardware, or connectivity failures as a result of routine issues or in response to crises and emergencies.
- Contribute to the generation of research, trend analyses, and needs assessments related to digital technologies that inform efforts to meet the technological needs of students, colleagues, and educational stakeholders.
- Support, promote, and/or lead efforts to create a culture in which information is both valued and systematically scrutinized prior to its use to inform educational practice.
- Provide leadership that demands digital information and technologies be used in a manner that is ethical and in full compliance with national and state/province laws as well as with institutional policies.
- Lead and demonstrate a commitment to universal design principles in technological implementations that ensures the frictionless use and application of technology by all.
- Provide leadership and ongoing training to colleagues and students for the cultivation of a genuine digital identity, presence, and reputation that models appropriate online behavior and enables open access and engagement with virtual communities as appropriate.
- Engage in systematic practices aimed at ensuring students and professionals across all demographics have access to technological resources and are educated in their intelligent use and implementation for solving problems and enhancing learning.
- Provide leadership for the seamless integration of social media and other digital communications with broader educational, customer service, marketing, and community engagement efforts that communicate and develop dialogue and community around shared common institutional values.
- Contribute to, partner with, and/or provide leadership for local, state/provincial, national, and global digital professional learning communities and personal learning networks in promoting the use of technology for educational purposes.
- Provide training and instruction for the use, adoption, and evaluation of digital strategies for enhancing educational interventions with multimedia, interactive tools, and creativity-enhancing technologies by students, colleagues, and other educational stakeholders.
- Collaborate with and support faculty by developing holistic educational and co-curricular opportunities for students in online and hybrid programs promoting the relevance and vision of what student affairs practice in new educational delivery formats.
- Provide leadership in the development of new means of leveraging technology for assessing, certifying, and credentialing the holistic learning and development of students through co-curricular learning endeavors.

Advising and Supporting (A/S)

The *Advising and Supporting* competency area 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.

Foundational Outcomes

- Exhibit culturally inclusive active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying).
- Establish rapport with students, groups, colleagues, and others that acknowledges differences in lived experiences.
- Recognize the strengths and limitations of one's own worldview on communication with others (e.g., how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds, etc.).
- Facilitate reflection to make meaning from experiences with students, groups, colleagues, and others.
- Conscientiously use appropriate nonverbal communication.
- Facilitate problem-solving.
- Facilitate individual decision-making and goal-setting.
- Appropriately challenge and support students and colleagues.
- Know and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance.
- Identify when and with whom to implement appropriate crisis management and intervention responses.
- Maintain an appropriate degree of confidentiality that follows applicable legal and licensing requirements, facilitates the development of trusting relationships, and recognizes when confidentiality should be broken to protect the student or others.
- Seek opportunities to expand one's own knowledge and skills in helping students with specific concerns (e.g., relationship issues, navigating systems of oppression, or suicidality) as well as interfacing with specific populations within the college student environment (e.g., student veterans, low-income students, etc.).
- Utilize virtual resources and technology to meet the advising and supporting needs of students.
- Know and follow applicable laws, policies, and professional ethical guidelines relevant to advising and supporting students' development.

Intermediate Outcomes

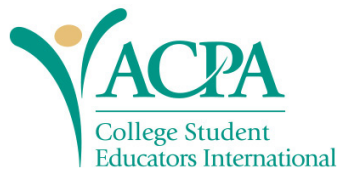
- Perceive and analyze unspoken dynamics in a group setting.
- Facilitate or coach group decision-making, goal-setting, and process.
- Assess the developmental needs of students and organizational needs of student groups.
- Strategically and simultaneously pursue multiple objectives in conversations with students.
- Identify patterns of behavior that may signal mental health or other wellness concerns.
- Manage interpersonal conflict between/among individuals and groups.
- Mediate differences between/among individuals or groups.
- Mentor students and staff.
- Demonstrate culturally-inclusive advising, supporting, coaching, and counseling strategies.
- Initiate and exercise appropriate institutional crisis intervention responses and processes.
- Develop and implement successful prevention/outreach programs on campus, including effective mental health publicity/marketing.
- Utilize communication and learning technology (e.g., websites, social networking, video clips, podcasts) to address students' holistic wellness issues.
- Provide advocacy services to survivors of violence.
- Develop and distribute accurate and helpful mental health information for students, faculty, and staff.
- Develop avenues for student involvement in mental health promotion and de-stigmatization of mental illness (e.g., creating student advisory councils, peer education programs, advising student mental health organizations).
- Consult with mental health professionals as appropriate.
- Provide and arrange for the necessary training and development for staff to enhance their advising and helping skills.
- Develop virtual programs and initiatives to meet the needs of students with limited access to campus services (i.e. commuter, graduate, evening, distance, online, among others).

Advanced Outcomes

- 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.
- Coordinate and lead response processes as they relate to crisis interventions.
- Collaborate with other campus departments and organizations as well as surrounding community agencies and other institutions of higher education to address students' holistic wellness needs in a comprehensive, collaborative way.
- Provide mental health consultation to faculty, staff, and campus behavioral assessment teams.
- Provide effective post-traumatic response to campus events/situations, collaborating with other appropriate campus departments.
- Develop liaisons with community providers and support systems to ensure seamless and coordinated holistic care (e.g., with hospitalizations, transfer of care, public benefits, support groups, family/parent/guardians, etc.).

References

- ACPA: College Student Educators International & NASPA – Student Affairs Administrators in Higher Education (2010). *ACPA/NASPA professional competency areas for student affairs practitioners*. Washington, DC: Authors.
- Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2007). *Teaching for diversity and social justice* (2nd ed.). New York, NY: Routledge.
- Ahlquist, J. (2014). Trending now: Digital leadership education using social media and the social change model. *Journal of Leadership Studies*, 8(2), 57-60.
- Bell, L. A. (2013). Theoretical foundations. In M. Adams, W. Blumenfeld, C. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed.; pp. 21-25). New York, NY: Routledge.
- Brown, P. G. (2013, September/October). Re-envisioning student learning in a digital age. *About Campus* 4(18), 30-32. doi: 10.1002/abc.21129
- Cho, A. R., & Sriram, R. (in press). Student affairs collaborating with academic affairs: Perceptions of individual competency and institutional culture. *College Student Affairs Journal*.
- Hickmott, J., & Bresciani, M. J. (2010). *Examining learning outcomes in student personnel preparation programs*. Unpublished manuscript, Department of Postsecondary Educational Leadership, San Diego State University, San Diego, CA.
- Hoffman, J.L., & Bresciani, M.J. (2012). Identifying what student affairs professionals value: An analysis of professional competencies listed in job descriptions. *Research and Practice in Assessment*, 7(1), 26-40.
- International Society for Technology in Education. (2009). *ISTE standards: Administrators*. Arlington, VA: Author.
- Junco, R. (2015). Engaging students through new and emerging media. *Leadership Exchange*, 12(4), 10-13.
- Lovell, C.D., & Kosten, L.A. (2000). Skills, knowledge, and personal traits necessary for success as a student affairs administrator: A meta-analysis of thirty years of research. *NASPA Journal*, 37(4), 553-572.
- National Council for the Accreditation of Teacher Education (NCATE). (2008, February). *Professional standards for the accreditation of teacher preparation institutions*. Washington, DC: Author. Retrieved from <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
- Sabado, J. (2015). The CSAO as information technology manager: Channeling the power of information technology. *Leadership Exchange*, 12(4), 23-25.
- Sriram, R. (2014). The development, validity, and reliability of a psychometric instrument measuring competencies in student affairs. *Journal of Student Affairs Research and Practice*, 51(4), 349-363.
- Thornton, H. (2006). Dispositions in action: Do dispositions make a difference in practice? *Teacher Education Quarterly*, 33(2), 53-68.
- Valliere, K., Endersby, L., & Brinton, M. (2013, October). *Technology reconsidered: A case for including technology as a professional competency*. Report of the NASPA Technology Knowledge Community. Washington, DC: NASPA.
- Weiner, L., Bresciani, M. J., Oyler, J., & Felix, E. (2011). Developing and implementing learning goals for student affairs practitioners. *Journal of Student Affairs*, 20, 86-93.



**ACPA—College Student
Educators International**

One Dupont Circle, NW Suite 300
Washington, DC, 20036
Phone: 202-835-2272
Email: info@acpa.nche.edu
www.myacpa.org

**NASPA—Student Affairs
Administrators in Higher Education**

111 K Street NE, 10th Floor
Washington, D.C. 20002
Phone: 202-265-7500
Email: office@naspa.org
www.naspa.org