Professional Competencies

A Report of the Steering Committee on Professional Competencies

July 2007

Patrick Love (plove@pace.edu), Chair
Stan Carpenter
Brian Haggerty
David Hoffman
Steve Janosik
Sara Klein
John Lowery
Helen Mamarchev
Alice Mitchell
Anna Ortiz
Tim Pierson
Raechele Pope
Larry Roper
Susan Salvador
Ronni Sanlo
Sarah Schoper
Steve Tyrell
Maureen Wilson

Accepted and approved by the ACPA Governing Board February 2008

A significant amount of research has identified core competencies for the various work done by student affairs professionals (Herdlein, 2004; Lovell & Kosten, 2000; Pope & Reynolds, 1997). In addition, the American College Personnel Association (ACPA) has recently commissioned a Task Force on Certification for student affairs professionals identifying competencies and knowledge sets to be used as a curriculum for all professionals. Out of that task force, this steering committee has been charged with the development of an agreed upon set of competency areas to serve as the foundation for student affairs professional development.

Why this, and why now?

As a profession, student affairs is again at a critical time in its history. A call to action in *Learning Reconsidered* (ACPA & National Association of Student Personnel Administrators [NASPA], 2004) to fundamentally refocus our work on student learning and outcomes, coupled with dramatic and on-going changes in student demographics and an increased emphasis on accountability, have all raised important questions about what it is that we as educators and professionals do with and for our students. Essentially, the time has come for us to seriously consider what are we as student affairs professionals supposed to know and do. To be successful, practitioners require a set of established skill sets to frame what we need to know, and in turn, goals to accomplish.

Throughout the history of American higher education, student affairs professionals have shaped and supported the goals of student learning. Originally called to aid in the holistic development of students (ACPA, 1937, 1942), student affairs is now defining learning and development as intertwined phenomena (ACPA & NASPA, 2004). Learning must be at the center of the student affairs profession. We as student affairs professionals require the consistent development of our own learning. Thus, what we learn and how we learn it becomes critical to developing our role as facilitators of the student learning and development process.

The approach that we take in the work we do has evolved. We have come full circle from an *in loco parentis* strategy to partnering with parents to shape our students' college experiences. Furthermore, the manner in which we communicate with students and other constituents, most notably through new technologies, requires an assessment of what we should know about emerging electronic modes of communication on a consistent basis.

The population of students enrolling in college has also evolved. More diverse students are coming to our campuses in comparison to those who have traditionally enrolled in institutions of higher education in previous decades. There is more religious, age, ability, experience, racial, ethnic, affectional, and socioeconomic diversity than ever before.

Finally, accrediting bodies are holding institutions more accountable. With the recent publication of the Spelling's Report (U. S. Department of Education, 2006) more pressure has been placed on these associations to prove that they are holding institutions of higher education to a high standard of accountability regarding student learning outcomes. Because of this call for assessment

of student learning, student affairs is taking a more participatory role in the accreditation process along with their institutional colleagues.

Student affairs' more participatory role in assessment can be seen with the publication of a plethora of assessment books (Clandinin & Connelly, 2000; Creswell, 2003; Guba & Lincoln, 1989; Miller, 2006; Schram, 2003; Shank, 2002; Upcraft & Schuh, 1996). The emphasis on the development of assessment skills within the field of student affairs eliminates the notion that the solution to accountability is simply hiring one student affairs professional to address assessment. Instead, we are now moving towards the expectation that each student affairs professional be able to develop and conduct his/her own assessment in his/her own daily practice. Developing this ability to incorporate continual assessment, and therefore to hold oneself accountable is what Love and Estanek (2004) label the "assessment mindset." This new mindset requires the identification of common knowledge that student affairs professionals hold themselves to possess as they move toward success.

To that end, there is a need for us to identify common knowledge necessary for success within the field (American College Personnel Association Taskforce on Certification, 2006; Janosik, 2002; Schoper, Stimpson, & Segar, 2006). While graduate preparation programs may have provided new professionals a comprehensive foundation for work in the field, many others find themselves in professional student affairs roles without having participated in a graduate preparation program within the field. Graduate preparation programs, however, cannot provide all of the knowledge and experiences needed for an entire career in student affairs. Ongoing and continued professional development is necessary and the identification of a common knowledge and skill base allows for the intentional shaping of one's professional development.

Kegan (1994) argued that the world demands that we as citizens must be able to think critically, interact responsibly with others, and have the ability to make responsible, complex decisions. These are not abilities we may inherently have, but rather abilities that we develop. Many have stated that such learning and development can and should be the business of institutions of higher education (ACPA, 1996; ACPA & NASPA, 1997; Baxter Magolda, 2003; King & Baxter Magolda, 1996). As professionals committed to lifelong learning, we must bear the same responsibility as our students to continuously develop in our own professional skill sets. It is our hope that this document will help to establish a recognized (and an ever-evolving) set of competency areas.

Assumptions Made

For appropriate application and understanding of the competencies presented, it is important to share the assumptions that were made during the creation of this document. They include:

- There is a finite number of areas of student affairs practice identified in this document, which encompass a large part of student affairs practice. Any such list of competencies is necessarily incomplete, and is context and time bound. We expect that this list will be revisited early and often.

- Professional development based upon these identified areas will be helpful to professionals, their institutions, and especially to students.

- Professional development is ongoing and is part of being a professional.

- Our profession has an obligation to help practitioners organize their professional development in this and similar ways.

- Graduate preparation programs can support the development of particular types and levels of skill and knowledge as outcomes associated with program completion.

- Student affairs as a profession has, and will likely to continue to, attracted those whose backgrounds do not include completion of formal study in the field.

How to Use this Document

This document can serve student affairs professionals, units, and divisions as a tool to map out professional development plans in the competency areas presented. Within these competency categories, skill sets are identified and are written as learning outcomes. The purpose of this document is for it to be used as a starting point for professional development planning. It is expected that supplemental materials will be necessary in order to develop professional development activities.

The format in which competency area are presented varies because there is no one way to present all competency areas in one fashion. For example, some competency areas are presented with examples of basic, intermediate and advanced skills, while others are illustrated with the description of areas that include knowledge, awareness and skills to highlight the depth within that competency area.

The learning outcomes presented by no means represent an exhaustive list. Practitioners should begin reviewing the learning outcomes listed within a competency area to identify topics where there is a lack of familiarity or experience. Merely having exposure to items listed within competency areas does not equate to having developed skills or abilities. A combination of awareness, knowledge, and skills at varying levels leads to true competency or proficiency. Furthermore, the listing of skills and learning outcomes is not meant to be utilized as a checklist, but as an instrument by which professionals at all levels can begin to examine their growth and development within each competency area. In this way this document is intended to help professionals, units, and divisions become intentional in their professional development activities.

The skills presented are for the broader student affairs profession. We acknowledge that each of the student affairs functional areas may require a specific or more advanced set of competencies. For example, references to advanced counseling skills for the general practitioner may not be appropriate for those who do not have primary counseling roles on the campus. Thus, what is advanced for one student affairs professional may be expected or basic for another and is relative to their particular role or specialization within the student affairs field.

Competency Areas

The competency areas (listed alphabetically) are:

- Advising and Helping•
- Assessment, Evaluation, and Research
- Ethics
- Leadership & Administration/Management
- Legal Foundations •
- Pluralism and Inclusion
- Student Learning and Development
- Teaching

Upon entering the field, professionals are expected to exhibit a set of basic skills and attributes while adopting a certain value set. The foundational skills upon which all student affairs professionals build include effective written and oral communication; technology skills; interpersonal skills; listening; and personal, time, and task management. Basic attributes include self-awareness, integrity, honesty, empathy, self-confidence, self-directedness, self-reflection, and insight. Expected values include emphasizing developmental interactions with students, committing to developing the whole student, respecting differences, and on-going learning. These skill areas, attributes, and values should be incorporated into professional development activities.

While the competencies described in this document are essential in every student affairs work environment, how they are applied and the dynamics of each will vary by institutional context. Some of these competencies differ not only among the types of institutions but also among the institutions within each of the institutional type categories. It is incumbent on the individual practitioner to acquire the knowledge and skills needed to effectively apply these competencies within their unique institutional setting.

What Comes Next?

It is hoped that this document will serve as the foundation upon which professional development activities can be shaped. Professional associations can use it to structure the activities they sponsor by utilizing the appropriate competency category to identity content areas for annual conferences, webinars, publications, workshops, on-line courses, etc.

A more specific set of competencies may be appropriate for different functional areas within student affairs. Professional associations that serve the needs of individual functional areas can utilize this document to establish their own competency areas. ACPA's commissions can further develop certain competencies such as the Commission on Assessment for Student Development has done with their *ASK* document (ACPA, 2007) which provides targets for the skills of the assessment, evaluation, and research competency. *Learning Reconsidered* (ACPA, 2004) and *Learning Reconsidered 2* (ACPA, Association of College and University Housing Officers International,

Association of College Unions International, National Association for Campus Activities, National Academic Advising Association Administrators, NASPA, & National Intramural-Recreational Sports Association, 2006) serve as guiding structures for furthering the student development and learning competency. The structure of this document lends itself to using a website to link to additional information and each competency as well as links to resources and professional activities targeting the competencies.

The Competencies

Advising and Helping

Description
Skills related to providing support, direction, feedback, critique, and guidance to individuals and groups.

Basic
One must be able to:
- Exhibit active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, summarizing, questioning, encouraging, avoid interrupting, clarifying).
- Establish rapport with students, groups, colleagues, and others.
- Understand and use appropriate nonverbal communication.
- Strategically and simultaneously pursue multiple objectives in conversations with students.
- Facilitate problem-solving.
- Facilitate individual decision-making and goal-setting.
- Challenge students and colleagues effectively.
- Encourage students and colleagues effectively.
- Know and use referral sources (e.g., other offices, outside agencies, knowledge sources).

Intermediate
One must be able to:
- Perceive and analyze unspoken dynamics in a group setting.
- Facilitate group decision-making and goal-setting.
- Facilitate group process.
- Conduct individual and group assessment.
- Manage conflict.
- Appropriately mentor students and staff.

Advanced Skills
One must be able to:
- Know and apply counseling and career development theories in individual and group settings.
- Individually counsel.
- Conduct group counseling.

Assessment, Evaluation, Research

Description

The design and implementation of assessment, evaluation, and research methods focused on student learning and satisfaction, organizational issues and development, professional development and training, student development, and other emergent issues using both quantitative and qualitative techniques. This competency also includes the ability to conduct and critique analyses and designs at a level appropriate to one's experience, background, and job expectations.

Basic

One must be able to:
- Use professional literature to gain a better understanding of the effectiveness of programs and interventions used to address student concerns and advance student learning.
- Facilitate data collection for system/department-wide assessment and evaluation efforts.
- Make sense and meaning from data and that these "rules" or models must be followed in order for data to be useful.
- Conduct program evaluations for staff development efforts and programs offered by self, peers, and paraprofessional staff.
- Effectively interpret and use results of assessment, evaluation, and research reports and studies.
- Assess trustworthiness and other aspects of quality in <u>qualitative</u> studies and assess the transferability of these findings to current work settings.
- Understand <u>quantitative</u> designs and analysis techniques, including awareness of factors that might lead to measurement problems, such as those relating to validity and reliability.
- Understand the necessity to follow institutional and divisional policies with regard to ethical assessment, evaluation, and other research activities.

Intermediate

One must be able to:
- Discern the appropriate design(s) to use in program evaluation and student assessment efforts based on critical questions, necessary data, and intended audience.
- Construct basic surveys and other instruments with supervision.
- Ensure that results of assessment, evaluation, and other research efforts are evident in and central to departmental and unit activities.
- Communicate the critical nature of research and evaluation and the need to ensure attention to high quality design, data collection and analysis, whether the methods are quantitative or qualitative.
- Create the expectation in the department that assessment, evaluation, and research are central to our work and ensure that training/skill development happens.
- Understand <u>qualitative</u> research, evaluation, and assessment.
- Create appropriate sampling designs and interview protocols with supervision.
- Participate in analysis teams.
- Contribute to "audit trails," participate as "peer debriefer," and use other techniques to ensure the trustworthiness of qualitative designs.
- Assess reports and articles for quality.
- Participate in design and analysis of <u>quantitative</u> program evaluation, student assessment, and other research studies.

- Understand statistical reporting that may include complex statistical methods such as multivariate techniques.
- Access literature to understand any new techniques encountered.
- Understand and implement institutional and professional standards concerning ethical assessment evaluation, and other research activities.

Advanced
One must be able to:
- Use assessment and evaluation results to assist in determining the unit's support to its missions/goals and as rationale for advocating for resources.
- Design and implement unit-wide, on-going, systematic, high quality program evaluation and assessment strategies that includes assessment of the program, services and personnel.
- Lead the writing of assessment and evaluation reports and other research studies and activities that include translation of data analyses into goals and action.
- Understand the strategic use of budgetary and personnel resources to support high quality program evaluation and assessment efforts.
- Provide/arrange for the necessary training for staff to participate in evaluation, assessment and other research activities.
- Lead the designing of <u>qualitative</u> studies and evaluation, assessment, and other research activities.
- Understand the need for and make shifts in the studies as necessary and dictated by the data.
- Discuss and assess transferability and trustworthiness in a sophisticated way, based on a mature understanding of contexts.
- Supervise and/or work with researchers to design and analyze <u>quantitative</u> studies, data collection schemes, and other assessment, evaluation, and research activities.
- Understand how to write and disseminate statistical reporting for audiences at varying levels of statistical expertise, and in a way that informs student affairs practice.
- Accurately assess surveys and other instruments for validity and reliability.
- Seamlessly weave together "mixed method" data management and collection activities and effectively manage the analysis of the resulting data.
- Create the expectation in the division that assessment, evaluation, and research are central to our work and ensure that training/skill development happens.
- Ensure that results of assessment, evaluation, and research efforts are evident in and central to divisional and institutional activities.
- Take the lead in ensuring divisional and institutional attention to and compliance with professional standards concerning ethical assessment evaluation, and other research activities.

Ethics

Description
        Understanding and applying ethical standards to one's work.

Basic
One must be able to:
- Understand the ethical statements of the two major national student affairs associations (ACPA & NASPA).

- Understand the ethical statements of any other professional association directly relevant to one's working context.
- Identify the major ethical principles that serve as the foundation of these statements.
- Act in accordance with the ethical statements of the profession.
- Recognize ethical issues in the course of one's job.
- Utilize institutional resources to assist with ethical issues.

Intermediate
One must be able to:
- Develop a personal code of ethics for student affairs practice which reflects the ethical statements of professional student affairs associations and the foundational ethic principles.
- Act in accordance with both personal code of ethics and ethical statements of professional student affairs associations and foundational ethical principles.
- Assist students in ethical decision-making.

Advanced
One must be able to:
- Provide leadership for divisions and departments which encourages ethical practice by all team members.
- Appropriately challenge institutional actions which are not consistent with ethical standards.
- Actively support the ethical development of new professionals.

Legal Foundations

Description
Understanding and applying knowledge of legal issues to one's work environment and relationships.

Basic
One must be able to:
- Understand the differences between public and private higher education with respect to the American legal system and what they may mean for students, faculty, and staff at both types of institutions.
- Understand how the United States Constitution influences the rights students, faculty, and staff have on public college campuses.
- Understand the legal theories connected with torts and negligence and how they affect professional practice.
- Understand the legal theories connected with contract law and how they affect professional practice.
- Identify and summarize landmark case law that speaks to civil rights, desegregation, and affirmative action in higher American education.
- Consult and know when to consult with campus legal counsel.

Intermediate
One must be able to:

- Act in accordance with the United States Constitution's limitations on the actions of public employees.
- Act in accordance with best practices to manage institutional and personal tort liability.
- Act in accordance with federal laws and institutional policies regarding non-discrimination.
- Identify emerging trends in the law and show how they affect current case precedent.

Advanced

One must be able to:
- Develop institutional policies and practices that reflect a full appreciation of the United States Constitution's limitations on public colleges and universities.
- Develop institutional policies and practices that effectively manage institutional and personal tort liability.
- Develop institutional policies and practices that reflect a clear understanding of contract law.
- Develop institutional policies and practices that reflect a clear understanding of civil rights, desegregation, and affirmative action in higher American education.
- Develop institutional polices and practices that reflect an understanding of emerging trends in student affairs law.

Leadership and Management/Administration

Student affairs work is conducted within the context of organizations. Working within organizations requires a myriad of overlapping and interrelated competencies, including the other competencies described in this document. This cluster describes organizational competencies related to leadership, management, and administration.

Given the complexity of this competency, this section has been organized into Resource Management, Human Resources, Organizational Development, and Social Responsibility/Civic Engagement. The first three subcompetencies are structured to provide a sample of a basic skill ("From"), an intermediate skill ("Through"), and an advanced skill ("To"). The last subcompetency (Social Responsibility/Civic Engagement) is sorted into basic, intermediate, and advanced levels.

Resource Management

	From	Through	To
Facilities management	Basic ability to effectively and appropriately utilize facilities management procedures as related to operating a facility or program in a facility.	Effective development and management of facilities, policies, procedures, processes, human resources and materials.	Ability to assess facilities resources (people, space, materials) in regard to institutional or divisional long range planning and budget processes.

Fiscal management	Basic accounting techniques for budgeting, monitoring and processing expenditures. Appropriate use of fiscal resources assigned to area.	Advanced accounting techniques that include forecasting, efficient use of fiscal resources, and interpretation of financial reports.	Ability to develop long range budgets that creatively and ethically apply fiscal resources to the needs and priorities of the unit/ division or organizational level.
Technology management	Ability to utilize technological resources in respect to maximizing the efficiency and effectiveness of one's work.	Demonstrated ability to identify and allocate technological needs of unit. Maintain a level of technical knowledge that allows one to use skills acquired and to identify new technological advances appropriate to the nature of work in the unit.	Demonstrated ability to discern the pace in which technological advances should appropriately be incorporated into organizational life (with students, staff and other constituents).
"Green" management	Gain a basic understanding of best practices regarding environmentally sensitive issues and how one's work occurs around efforts of sustainability.	Demonstrated ability to construct unit's operation to function in an environmentally aware fashion.	Champion sustainability efforts within unit and across the organization; facilitate institutional support for broadening sustainability efforts.

Human Resources

	From	Through	To
Conflict management	Develop an understanding of the basic premises that underlies conflict in organizational and student life and the constructs utilized for facilitating conflict resolution in these settings.	Demonstrated ability to resolve conflict in the unit or with those constituents that members of the unit interacts with (including students).	Demonstrated ability to manage conflict at a level of complexity where often multiple entities are at odds by leading groups to an effective and fair resolution.
Team-building	Become familiar with the basic fundamentals of teamwork and team-building in one's work setting.	Apply techniques of team-building to foster team identity in the completion of work at various levels of the unit and division.	Promote teamwork and facilitate team-building across units and foster a positive work climate.
Motivation	Basic understanding and application of	Demonstrated understanding and successful application of a	Demonstrated ability to implement strategies for

	introductory motivational techniques with students, staff and others.	range of avenues available for motivating others.	motivating individuals and groups that are challenged with elements of campus life disengagement, apathy and/or aspects of decline of morale.
Supervision	Demonstrated familiarity in basic tenets of supervision and possible application of these supervision techniques.	Demonstrated applications of appropriate advanced techniques for supervising poor performance, marginal performance and exceptional staff.	Demonstrated ability to effectively intervene with employees (whether individual or groups) in regard to performance issues, morale, behavior expectations, and conflict.
Hiring	Develop a basic understanding of appropriate hiring techniques and familiarity with institutional hiring policy, procedures and processes.	Demonstrated ability to implement appropriate and effective recruitment strategies, interview protocols and decisions regarding selection of staff .	Demonstrated ability to develop hiring strategies that encourages individuals from under-represented groups to apply for positions.

Organizational Development

	From	Through	To
Planning & organizing	Develop fundamental skills and knowledge base in planning and organizing one's work in the context of institutional priorities and individual performance objectives.	Demonstrated ability to effectively plan and organize unit's resources in the support of unit's, division and/or institutional goals and objectives.	Development and promotion of a shared vision that drives unit and institutional short term and long term planning and the ongoing organizing of work.
Cultural landscape	Develop an understanding of institutional traditions, mores, and organizational structures (hierarchy, networks, governance groups).	Demonstrated ability to assess strengths and weaknesses in the cultural landscape and understand how the landscape influences campus decision-making, change and institutional planning, goal setting and organizational improvement.	Ability to carefully assess on-going shifts in the cultural landscape as it affects the work of student affairs and how these shifts lead to developing and implementing organizational strategies that reflect one's understanding of the impact of these strategies on the landscape.
Political landscape	Develop an understanding of the factors that influence others to act in the organization; factors	Demonstrated ability to fully participate in the process of influencing others to act in a manner that facilitates the goals of the unit and/or the	Demonstrated understanding of the ambiguities inherent in the political processes that facilitates both work and

	include policies, hierarchy, networks, governance, goals, agendas and resource allocation processes.	organization. The process of influence includes the ability to actively participate in informal and formal networks that influence the work of organizational life.	organizational improvement; and thus apply this knowledge in the on-going competition of acquiring resources for the unit/division/campus.
Types of leadership	Acquire a basic understanding of various constructs of leadership and leadership styles that include but not limited to symbolic, expert, relational, and inspirational.	Demonstrated ability to compare and contrast various leadership theories and research and able to determine how to best apply appropriate models to various situations in organizational life	Demonstrated ability to lead, motivate, influence, inspire, and enable others to contribute toward the effectiveness and success of the organization.
Change	Acquire basic understanding and application of implementing change in organization (e.g., policy approval processes, role of campus decision-makers in the change process).	Demonstrated understanding of affecting change which thus leads to actions that advances the department and/or institutional goals and objectives.	Demonstrated understanding of how to identify key stakeholders, how to facilitate collaborative processes, and how to garner decision-maker support (internal/external) that effects significant and/or complex change on campus.
Goal Setting	Know and articulate the process necessary for identifying individual and organizational goals.	Demonstrated ability to successfully identify and implement unit goals and objectives (action plans) that supports aspects of the overall mission and vision of the institution.	Demonstrated ability to facilitate on-going development, implementation and assessment of goal attainment at the unit and/or institutional level that is congruent with institutional mission and strategic plans.
Organizational Improvement	Develop a basic understanding of the values and processes that leads to organizational improvement.	Demonstrated ability to facilitate continuous improvement strategies and techniques that leads to improvement at the unit level.	Demonstrated ability to lead organizational improvement across units and divisions of the organization.

Social Responsibility/Civic Engagement

Description

Basic
One must be aware and have knowledge of:
- Major public policy issues, debates and decisions at the national, state and local levels (e.g., national security, immigration, environmental protection, health care).

- Philosophical, political, demographic, economic, and social justice issues relating to higher education at the national, state, and local levels.
- Major campus policy and strategy issues, debates and decisions (to the extent that information about them is available).

One must be able to:
- Make and model active, effective contributions to the well-being of communities (campus, local, professional, state and/or national), including contributions beyond the requirements of one's job description.
- Exhibit informed confidence in the capacity of ordinary people to pull together and take practical action to transform their communities and world.

Intermediate
One must be aware or have knowledge of:
- The various ways of encouraging students' civic engagement, including the strengths and limitations of these methods.

One must be able to:
- Recognize systemic barriers to student development on a particular campus.
- Create environments that encourage students to view themselves as having the potential to make meaningful contributions to their communities (residence hall, campus, local, state and/or national).
- Design and implement programs that promote students' civic engagement, both as citizens of the campus community and as members of communities beyond the campus.
- Envision, plan, organize, and help to drive and learn from social/institutional change initiatives aimed at improving culture, policies and/or practices on campus.

Advanced
One must be able to:
- Envision, plan, organize, drive, and learn from social/institutional change initiatives aimed at improving culture, policies and/or practices in communities beyond the campus.

Pluralism and Inclusion

Description
Higher education in general and student affairs specifically require increasing levels of multicultural competence. On a pluralistic campus, all views are valued. To develop institutions that are both pluralistic and multiculturally competent, there must be an understanding of diverse groups coupled with civic engagement and social responsibility, as well as an understanding of the importance of culture.

Basic
One must be aware and understand:
- The impact of attitudes, values, beliefs, assumptions, biases, identity, heritage, and life experiences on our work.

- Knowledge about culturally related terms and concepts such as identity, acculturation, and world view, and how they may influence our work and experiences with individuals who may be culturally different from ourselves.

One must be able to:
- Take responsibility to expand cultural knowledge especially as it relates to specific and relevant cultural issues on campuses.
- Assess and address our own multicultural awareness.
- Deconstruct assumptions and core beliefs and understand how they can affect one's work.
- Take responsibility to develop personal cultural skills by participating in activities that challenge one's beliefs.
- Facilitate intergroup dialogues.

Intermediate

One must be aware of and understand:
- Attitudes, values, beliefs, assumptions, biases, and identity of others.
- How cultural issues affect relationships.
- How personal culture, heritage, and life experiences influence worldviews and perceptions of others.
- Other cultural groups regarding their history, current needs, strengths, and resources, especially those groups which have been historically underserved and under-represented in higher education.
- Dynamics of privilege and oppression and its impact on our institutions.
- How race, culture, class, religion, gender identity, sexual orientation, and other social identifications influence attitudes, behaviors, and expectations of others, including how they may respond to various interventions.

One must be able to:
- Expand cultural knowledge especially as it relates to specific and relevant cultural issues on campuses.
- Provide effective multicultural training that expands the cultural knowledge of one's staffs.
- Design culturally relevant, inclusive programs, policies, and practices.
- Apply advocacy skills to assist in the development of a more multiculturally sensitive institution and profession.
- Supervise, challenge, and educate other professionals around multicultural issues.
- Create multicultural strategic plans to ensure that multicultural competence is fully integrated into departments and across campus.
- Be a role model by visibly addressing and incorporating opportunities for self-evaluation on multicultural issues.
- Create intentional educational, social, and cultural opportunities for staff to learn about others.
- Provide effective supervision and training that encourages and allows for self exploration.
- Provide opportunities for diverse interactions with professionals in higher education who focus on this work.

Advanced

One must be aware and have knowledge of:
- One's abilities and limitations in addressing cultural issues.
- How core assumptions within the field are culturally influenced (e.g., value of individuation across different cultural groups).

One must be able to:
- Take responsibility to expand cultural knowledge especially as it relates to specific and relevant cultural issues on campuses.
- Provide effective supervision and training that encourages and allows for both continued self exploration as well as cultural and institutional learning.
- Assess the effectiveness of the institution to address multicultural issues.
- Conduct and assess climate surveys among all populations within student affairs.
- Develop and implement an ongoing strategic plan for the development of multicultural competence.
- Develop cultural skills by participating in activities that challenge one's comfort level with diverse cultures.
- Apply advocacy skills to assist in the development of a more multiculturally sensitive institution and profession.
- Be an ally for all populations on campus.

Student Learning and Development

Description

Knowledge and understanding of concepts and principles of student development theory and ability to apply theory to improve and inform student affairs practice.

Basic

One must be aware and have knowledge of:
- How differences of race, ethnicity, nationality, class, gender, age, sexual orientation, disability, and religious belief can influence development during the college years.
- One's own development and informal theories of student development and how they can be informed by formal theories to enhance work with students.
- Various learning theories and models.

One must be able to:
- Identify and define types of theories (e.g., learning, psychosocial and identity development, cognitive-structural, typological, and environmental).

Intermediate

One must be aware and have knowledge of:

- Theories and models that describe the development of college students and the conditions and mechanisms that facilitate multiple aspects of development.

One must be able to:

- Utilize theory-to-practice models.
- Keep up-to-date with current research on student development theory and programs and services designed to promote it.
- Comprehend learning theory to the point where it becomes a part of one's daily practice.
- Justify using learning theory to create learning opportunities.

Advanced

One must be able to:

- Utilize theory to inform policy and practice in student affairs.
- Explain theory to diverse audiences (e.g., colleagues, students) and use it effectively to enhance understanding of the work of student affairs.
- Contribute to development of theories.

Teaching

Description

Knowledge and understanding of concepts and principles of teaching, learning, and training theory and how to apply these theories to improve student affairs practice and education.

Basic

- Identify ways in which the learning environment can be more inclusive in terms of structure and style.
- Generate ways in which various learning theories and models can inform daily practice.
- Identify and construct learning outcomes.
- Shape the environment to meet the learning outcomes.
- Assess teaching, learning, and training and incorporate the results into practice.

Intermediate

- Identify opportunities for curriculum and program development and construct such curricula and programs.
- Construct quality lesson plans and syllabi.
- Create curriculum that encourages continual learning and developmental growth.
- Design and run teaching practice in such a way that assessment of learning outcomes continually informs the development of new learning outcomes.
- Create learning outcomes that build toward reaching the mission of the department, division, and the institution.
- Assess learning outcomes to evaluate progress toward the mission of the department, division, and the institution.

- Create learning environments that challenge and support those within it.

Advanced
- Identify staff's level of competency regarding learning concepts, and create professional development opportunities utilizing various learning concepts
.
- Articulate to the campus community the role of student affairs in the learning environment.
- Evaluate and assess learning and teaching opportunities at the division level.
- Build and support inclusive and welcoming communities that foster a high level of learning.
- Communicate the learning orientation of student affairs to the campus community.

References:

American College Personnel Association. ASK standards <u>A</u>ssessment <u>S</u>kills and <u>K</u>nowledge content standards for student affairs practitioners and scholars. Retrieved March 12, 2008, from http://members.myacpa.org/Scripts/4Disapi.dll/4DCGI/store/item.html?Action=StoreItem&Item=506

American College Personnel Association. *Student Personnel Point of View (1937).* Retrieved May 28, 2007, from http://www.myacpa.org/pub/documents/1937.pdf

American College Personnel Association. *Student Personnel Point of View (1949).* Retrieved May 28, 2007, from http://www.myacpa.org/pub/documents/1949.pdf

American College Personnel Association. (1996). *The Student Learning Imperative.* Washington, DC: authors.

American College Personnel Association & National Association of Student Personnel Administrators. (2004). *Learning reconsidered.* Washington, D.C.: authors.

American College Personnel Association and National Association of Student Personnel Administrators. (1997). *Principles of Good Practice.* Washington, DC: authors.

American College Personnel Association, Association of College and University Housing Officers International, Association of College Unions International, National Association for Campus Activities, National Academic Advising Association Administrators, National Association of Student Personnel Administrators, & National Intramural-Recreational Sports Association. (2006). *Learning reconsidered two: A practical guide to implementing a campus-wide focus on the student experience.* Washington, D.C.: authors.

Baxter Magolda, M. B. (2003). Identity and learning: Student affairs' role in transforming higher education. *Journal of College Student Development, 44,* (1), 231-247.

Clandinin, D. J., & Connelly, M. (2000). *Narrative inquiry: Experience and story in qualitative research.* San Francisco: Jossey-Bass.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Guba, E. G., & Lincoln, Y. S. (1989). *Fourth Generation Evaluation.* Thousand Oaks, CA: Sage.

Herdlein III, R. J. (2004). Survey of chief student affairs officers regarding relevance of graduate preparation of new professionals. *NASPA Journal, 42,* (1), 51-71.

Janosik, S. M. (2002, March). *The development and implementation of a national registry for student affairs administrators.* Washington, DC: NASPA.

Kegan, R. (1994). *In over our heads: The mental demands of modern life.* Cambridge, MA: Harvard University Press.

King, P. M., & Baxter Magolda, M. B. (1996). A developmental perspective on learning. *Journal of College Student Development, 37,* (2), 163-173.

Love, P., & Estanek, S. (2004). *Rethinking student affairs practice.* San Francisco: Jossey-Bass.

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), 353-369.

Miller, B. A. (2006). *Assessing organizational performance in higher education.* San Francisco: Jossey-Bass.

Pope, R. L., & Reynolds, A. L. (1997). The student affairs core competencies: Integrating multicultural awareness, knowledge, and skills. *Journal of College Student Development, 38,* 266-277.

Schoper, S. E., Stimpson, R., & Segar, T. C. (January 29, 2006). *ACPA Certification Taskforce Synthesis: A Professional Development Curriculum.* Unpublished internal report.

Schram, T. H. (2003). *Conceptualizing qualitative inquiry: Mindwork for fieldwork in education and social sciences.* Upper Saddle River, NJ: Merrill Prentice Hall.

Shank, G. D. (2002). *Qualitative research: A personal skills approach.* Upper Saddle, NJ: Merrill-Prentice Hall.

Upcraft, M. L, & Schuh, J. H. (1996). *Assessment in student affairs: A guide for practitioners.* San Francisco: Jossey-Bass.

U. S. Department of Education. (2006). *A test of leadership: Charting the future of U.S. higher education.* Washington, D.C.: author.