

STUDENT AFFAIRS IN HIGHER EDUCATION



Colorado State University

PROFESSIONAL COMPETENCY AREAS

The Colorado State University Student Affairs and Higher Education (SAHE) program utilizes the ACPA and NASPA Professional Competency Areas for Student Affairs Educators (ACPA & NASPA 2015). There are 10 competency areas, each with three to seven strengths-based “dimensions” that are drawn from the competency description and encourage development in knowledge, skills, and dispositions for effective practice.

SAHE students demonstrate foundational competency (at a minimum) in each of the 10 competency areas through their portfolio, writing a specific autoethnographic reflection for each of the 10 competency areas. Additional caveats to addressing specific dimensions are noted.

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ADVISING AND SUPPORT

Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues (ACPA & NASPA, 2015).

DIMENSIONS OF ADVISING AND SUPPORT	EXAMPLE KNOWLEDGE, SKILLS AND DISPOSITION DEMONSTRATED (NOT EXHAUSTIVE LIST)
<p>INTERPERSONAL SKILLS Know theory and techniques for advising and supporting others from various cultures and identities. Ability to help others set goals and achieve them; to evaluate what students need to succeed. Dispositions to support others, foster trust, and respect the identities, views, and choices of others.</p>	<ul style="list-style-type: none"> • Foster trust through culturally inclusive listening skills (e.g., establishing rapport, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying). • Monitor one's use of nonverbal communication to support people from varying backgrounds in different situations. • Recognize the strengths and limitations of one's own worldview on communication with others. • Facilitate individual decision-making and goal-setting
<p>PROFESSIONAL DEVELOPMENT Know current laws, policies, and techniques for advising and helping. Ability to use technology to increase knowledge and skills; to advise and inform others. Dispositions to keep knowledge and skills current; to use creative thinking to facilitate others' learning.</p>	<ul style="list-style-type: none"> • Know and follow applicable laws, policies, and professional ethical guidelines relevant to advising and supporting students. • Maintain confidentiality within legal and licensing requirements, recognizing when safety outweighs confidentiality. • Seek opportunities to increase one's knowledge and helping skills for students with specific concerns and interface with specific populations. • Utilize virtual resources and technology to meet the advising and supporting needs of students. • Challenge and support students and colleagues.
<p>GROUP DYNAMICS Know theory and techniques for advising and supporting groups. Ability to help groups set and achieve goals and reflect on them; to address implicit conflicts and other obstacles to success. Dispositions to support groups and respect their views and choices.</p>	<ul style="list-style-type: none"> • Establish rapport with students, groups, colleagues, and others that acknowledges differences in lived experiences. • Facilitate reflection to make meaning from experiences with students, groups, and colleagues.
<p>PARTNERING WITH OTHERS Know how to connect with local and external resources; to design and promote programs. Ability to identify, assess, and promote referral services; mentor others; create interventions in response to student needs. Disposition to promote the growth and health of others.</p>	<ul style="list-style-type: none"> • Know and use referral sources and exhibit referral skills in seeking expert assistance.
<p>CONFLICT AND CRISIS SITUATIONS Know crisis intervention plans; various approaches to problem solving and mediation. Ability to advocate for others; to discern when conflicts are escalating. Dispositions to think creatively and critically; to respond with urgency in crisis; to care for people in need.</p>	<ul style="list-style-type: none"> • Facilitate problem-solving. • Identify when and with whom to implement appropriate crisis management and intervention responses.

ASSESSMENT, EVALUATION, AND RESEARCH

The Assessment, Evaluation, and Research competency area focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education (ACPA & NASPA, 2015).

DIMENSIONS OF ASSESSMENT, EVALUATION, AND RESEARCH	EXAMPLE KNOWLEDGE, SKILLS AND DISPOSITION DEMONSTRATED (NOT EXHAUSTIVE LIST)
<p>TERMS AND CONCEPTS * Know and be able to describe terms, concepts, and strategies, associated with assessment, program review, evaluation, planning and research. Disposition to view AER as an essential element for improvement at the unit, division, institutional, and professional levels. *NOTE: Appropriate use of Terms and Concepts should be demonstrated throughout the AER reflection rather than being written to specifically.</p>	<ul style="list-style-type: none"> • Be able to differentiate between assessment, program review, evaluation, planning, and research.
<p>VALUES/ETHICS/POLITICS Know the value of assessment and the ethical principles associated with data collection, management, analysis, and reporting. Ability to use results towards continuous improvement; to follow institutional policies and procedures. Dispositions to navigate institutional politics effectively; to adhere to standards; and to sustain a culture of assessment.</p>	<ul style="list-style-type: none"> • Explain institutional and divisional AER procedures and policies with regard to ethical assessment, evaluation and other research activities. • Identify political and educational sensitivity of raw and partially processed data and AER results. • Handle data with appropriate confidentiality and deference to organizational hierarchies.
<p>AER DESIGN Know theoretical frameworks that align with organizational outcomes, goals, and values. Ability to create learner-centered outcomes that align with divisional and institutional priorities; to design and lead a process-oriented strategy to address the assessment's purpose or research questions. Disposition to think critically and systematically about questions and problems of practice.</p>	<ul style="list-style-type: none"> • Design program and learning outcomes that are clear, specific and measureable; informed by theoretical frameworks and aligned with organizational outcomes, goals, and values. • Utilize theoretical frameworks and organizational outcomes, goals, and values to design program and learning outcomes. • Explain to students and colleagues the relationship of AER processes to learning outcomes and goals.
<p>METHODOLOGY, DATA COLLECTION, AND DATA ANALYSIS Know strengths and limits of research methodologies. Ability to match methodology with purpose of assessment and guiding questions; to collect and analyze data. Dispositions to take a critical stance in collection and analysis of data; rigorous attention to detail; creative thinking.</p>	<ul style="list-style-type: none"> • Differentiate among methods for assessment, program review, evaluation, planning, and research. • Facilitate data collection for system/department-wide assessment and evaluation efforts using current technology and methods. • Assess trustworthiness, and/ or validity of studies of various methods and methodological designs. • Consider strengths and limitations of methodological approaches when applying findings to practice in diverse institutional settings and with diverse student populations.
<p>INTERPRETING, REPORTING, AND USING RESULTS Know how to interpret data in practical terms that are relevant to the institutional context. Ability to present results concisely in reports that are useful to a variety of audiences; to use findings to make informed decisions and to align resources. Dispositions to collaborate; to represent findings accurately and fairly; to share interpretations with stakeholders, including students.</p>	<ul style="list-style-type: none"> • Articulate, interpret, and apply results of AER reports and studies, including professional literature. • Ensure all communications of AER results are accurate, responsible, and effective.

LAW, POLICY, AND GOVERNANCE

The Law, Policy, and Governance competency area includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice. (ACPA & NASPA, 2015)

DIMENSIONS OF LAW, POLICY, AND GOVERNANCE	EXAMPLE KNOWLEDGE, SKILLS AND DISPOSITION DEMONSTRATED (NOT EXHAUSTIVE LIST)
<p>LAWS AND LEGAL SYSTEMS Know laws of country, state or province, and regulations that both influence and govern higher education. Ability to apply the law to policies and practices carried out by individuals working in higher education. Disposition to see the big picture and respond appropriately to regulations imposed by external influences.</p>	<ul style="list-style-type: none"> • Explain the difference between public, private, and for profit education with respect to the legal system. • Describe how country and state/provincial constitutions and laws influence the constituents within a college community and affect their professional practice. • Identify internal and external stakeholders, policymakers and special interest groups who influence higher education policy. • Act in accordance with country, state/provincial, and local laws with institutional policies regarding non- discrimination.
<p>GOVERNANCE Know the governance structure, policies, and legal resources at one's institution. Ability to describe and interpret the procedures and processes required to engage with the governance structure. Dispositions to work collaboratively; consult with stakeholders as appropriate; promote equality, and challenge injustice.</p>	<ul style="list-style-type: none"> • Describe the governance systems and structure at one's institution. • Know how and when to consult with one's immediate supervisor and institutional legal counsel regarding matters that may have legal ramifications. • Explain concepts of risk management, reasonable accommodation, and enact liability reduction strategies.
<p>ETHICAL AND INCLUSIVE APPLICATION OF POLICY Know how policy is developed and applied, including how policies may promote or discourage equitable practice. Ability to engage in difficult conversations about contested issues, gather input from diverse stakeholders, and formulate policy that appropriately represents stakeholders. Disposition to work within the system to propose and enact meaningful change where all voices are represented.</p>	<ul style="list-style-type: none"> • Describe how policy is developed and implemented in one's department and institution, as well as at all levels of external governance. • Demonstrate awareness of the inequitable and oppressive ways that laws and policies are enacted on vulnerable student populations in the institution and at all levels of government.
<p>CIVIC ENGAGEMENT Know how to engage with law, policy and governance outside of the University and apply it to University systems. Ability to remain current with changing policies and to connect the institution's constituents to the systems occurring outside the institution. Dispositions to become an active and engaged citizen; to abide by democratic processes and outcomes.</p>	<ul style="list-style-type: none"> • Encourage and advocate participation in electoral processes at all levels of government.

LEADERSHIP

The Leadership competency area addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members (ACPA & NASPA, 2015).

DIMENSIONS OF LEADERSHIP	EXAMPLE KNOWLEDGE, SKILLS AND DISPOSITION DEMONSTRATED (NOT EXHAUSTIVE LIST)
<p>FOUNDATIONAL AND THEORETICAL PRINCIPLES OF LEADERSHIP Knowledge of research, theory, and current practices that promote effective leadership. Ability to identify needs, consider and apply leadership theory and models in one's work. Disposition to view leadership broadly, as a complex response to addressing the needs of people and organizations.</p>	<ul style="list-style-type: none"> • Articulate the vision and mission of the primary work unit, division and institution. • Identify one's own strengths and challenges as a leader and seek opportunities to develop leadership skills. • Identify and understand individual- level constructs of "leader" and "leadership." • Explain values and processes that lead to organizational improvement. • Explain the advantages and disadvantages of different types of decision-making processes. • Identify institutional traditions, mores, and organizational structures and how they influence others to act in the organization.
<p>SELF-AWARENESS AND CONTINUAL REFLECTION * Know the experiences and theoretical perspective that inform one's leadership. Ability to engage in critical self-reflection and identify the relationship between beliefs and actions. Disposition to reflect on one's influence and to exhibit congruence between thoughts and leadership. * NOTE: Self-Awareness and Reflection are foundations of the SAHE program and are demonstrated throughout the portfolio process rather than written to specifically.</p>	<ul style="list-style-type: none"> • Describe how personal values, beliefs, histories, and views inform one's perception as an effective leader with and without authority. • Build mutually supportive relationships with colleagues and students across similarities and differences. • Use reflection to develop and incorporate one's authentic self into one's identity as a leader.
<p>TEAMWORK AND INTERPERSONAL SKILLS Know how to identify one's strengths and challenges as a leader and seek opportunities to develop skills. Ability to create, nurture, and advance an inclusive, cohesive team. Disposition to identify and develop skills of self and others.</p>	<ul style="list-style-type: none"> • Identify basic fundamentals of teamwork and teambuilding in one's work setting and communities of practice. • Describe and apply the basic principles of community building.
<p>CHANGE MANAGEMENT AND INNOVATION Know leadership theories and practices that can improve operations and campus cultures. Ability to assess the political, social, and cultural landscape of one's campus, the context of higher education, and society. Dispositions to consult stakeholders; to think strategically, critically, and creatively; to take action in the face of criticism; to exhibit confidence in the capacity of individuals to organize and take action.</p>	<ul style="list-style-type: none"> • Understand campus cultures and apply to one's work. • Use appropriate technology to support leadership processes. • Think critically, creatively, and imagine possibilities for solutions. • Identify and consult with key stakeholders and individuals with different perspectives to make informed decisions. • Articulate the logic and impact of decisions on groups of people, institutional structures and implications for practice. • Exhibit confidence in the capacity of individuals to organize and take action to transform their communities and world. • Within the scope of one's position and expertise, lead others to contribute toward the effectiveness and success of the organization.

ORGANIZATIONAL AND HUMAN RESOURCES

The Organizational and Human Resources competency area includes knowledge, skills, and dispositions used in the supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; 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, and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management, and sustainable resources (ACPA & NASPA, 2015).

DIMENSIONS OF ORGANIZATIONAL AND HUMAN RESOURCES	EXAMPLE KNOWLEDGE, SKILLS AND DISPOSITION DEMONSTRATED (NOT EXHAUSTIVE LIST)
<p>ASSESSMENT, ADVOCACY, AND NETWORKING Know institutional policy and goals; professional networks and their impact on goal achievement. Ability to communicate with various groups; motivate others; interview and select staff and assess professional performance. Dispositions to act with transparency; to cultivate appropriate alliances and collaborate with others.</p>	<ul style="list-style-type: none"> • Understand the roles partners, allies, and adversaries play in the completion of goals and work assignments. • Recognize how networks in organizations play a role in how work gets accomplished. • Adapt to situation-appropriate communication strategies that effectively communicate with various groups. • Explain ways to apply introductory motivational techniques with students, staff and others.
<p>SKILL DEVELOPMENT Know relevant professional development practices and motivation theories; identify areas for professional growth, create plans, and facilitate development in self and others. Know how to present relevant information in a clear, organized, and manner; convey essential information to appropriate audiences as intended. Dispositions to value continuous learning and growth; to motivate self and others to achieve organizational goals.</p>	<ul style="list-style-type: none"> • Design a professional development plan that assesses one's current strengths and weaknesses, and establishes action items for an appropriate pace of growth. • Develop and utilize appropriate meeting materials. • Provide constructive feedback in a timely manner. • Create and present materials for formal presentations in the work setting and for professional associations.
<p>HIRING AND STAFFING Know institutional policies and practices for fair and ethical recruitment and hiring; state/ province and federal laws regulating employment; best practices for staffing functional areas. Ability to design and evaluate staffing structures with attention to employee diversity and distribution of work; create or contribute accurate information for job descriptions. Dispositions to create and value a diverse workplace; to represent the institution, workplace, and position accurately.</p>	<ul style="list-style-type: none"> • Describe ethical hiring techniques and institutional hiring policies, procedures, and processes that reflect a commitment to diversity and equity. • Explain how job descriptions are designed and support overall staffing patterns in one's work setting.

**DIMENSIONS OF ORGANIZATIONAL AND HUMAN RESOURCES
 CONTINUE ON THE FOLLOWING PAGE**

DIMENSIONS OF ORGANIZATIONAL AND HUMAN RESOURCES, CONTINUED

<p>SUPERVISION, COMMUNICATION AND CONFLICT RESOLUTION Know scholarly literature and best practices related to supervision, conflict, and management. Ability to supervise others using a variety of techniques and communication styles; negotiate with others to resolve conflict; forecast needs of the organization. Dispositions to guide and critique the work of others; to accept conflict as normal; to engage in resolution strategies.</p>	<ul style="list-style-type: none"> • Demonstrate familiarity in basic tenets of supervision and possible application of these supervision techniques. • Describe the basic premises that underlie conflict in and the constructs utilized for facilitating conflict resolution. • Communicate using effective verbal and non-verbal strategies appropriate to the situation in ways that person(s) with whom you are engaged prefer.
<p>CRISIS & RISK MANAGEMENT Know campus risk management and campus emergency management policies in response to critical incidents. Ability to create, interpret, and enforce policies to minimize risk and liability. Disposition to respond with urgency in critical moments.</p>	<ul style="list-style-type: none"> • Describe and follow campus protocols for responding to critical incidents and campus crises. • Explain the basic tenets of personal or organizational risk and liability as they relate to one's work.
<p>RESOURCE MANAGEMENT, STEWARDSHIP, AND SUSTAINABILITY Know institutional procedures for budgeting and facilities use and policies related to sustainability. Ability to monitor revenue and expenditures and interpret financial reports; conduct fundraising initiatives; cross-divisional teams; assess risk and liability. Disposition to use resources ethically and conscientiously for long-term sustainability.</p>	<ul style="list-style-type: none"> • Demonstrate effective stewardship/use of resources (i.e., financial, human, material). • Describe environmentally sensitive issues and explain how one's work can incorporate elements of sustainability. • Articulate basic institutional accounting techniques for budgeting as well as monitoring and processing revenue and expenditures. • Use appropriate facilities management procedures to operate a facility or program in a facility. • Articulate basic concepts of facilities management and policies related to energy use and environmental sustainability. • Articulate how physical space impacts the institution's educational mission.
<p>TECHNOLOGY Know resources supported by the institution and their application to one's work. Ability to use technology, teach others, and assess the need to adopt new technologies. Dispositions to learn new technology; to value innovation and adopt technology that enhances one's work.</p>	<ul style="list-style-type: none"> • Use technological resources with respect to maximizing the efficiency and effectiveness of one's work.

PERSONAL AND ETHICAL FOUNDATIONS

The Personal and Ethical Foundations competency area involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection and self-authorship (ACPA & NASPA, 2015).

DIMENSIONS OF PERSONAL AND ETHICAL FOUNDATIONS	EXAMPLE KNOWLEDGE, SKILLS AND DISPOSITIONS DEMONSTRATED (NOT EXHAUSTIVE LIST)
<p>WELLNESS AND HEALTHY LIVING Know health-related facts and behaviors. Ability to assess the state of one's health and how to seek holistic wellness. Dispositions to be disciplined in pursuit of wellness lifestyle, to seek help, and to support others as needed.</p>	<ul style="list-style-type: none"> • Recognize and articulate healthy habits for better living. • Articulate wellness as comprised of emotional, physical, social, environmental, relational, spiritual, moral, and intellectual elements. • Identify positive and negative impacts on wellness and seek assistance from available resources.
<p>ETHICAL CODES AND PROFESSIONAL STANDARDS Know ethical codes and professional standards, how ethics intersects with legal obligations and cultural influences. Ability to articulate one's ethical code and protocol for decision making, hold others accountable, and consult with others about ethical practice. Dispositions to seek help, to accept ethical guidance, to support others' development, and to sustain an ethical workplace culture.</p>	<ul style="list-style-type: none"> • Describe ethical statements and principles of relevant professional associations. • Utilize/consult with resources to assist with ethical issues. • Articulate personal code of ethics informed by ethical codes. • Explain how one's behavior reflects ethics of profession and address lapses in one's behavior. • Identify ethical issues in the course of one's job. • Work with mentors to identify effective means of dissent or critique institutional actions.
<p>SELF-ASSESSMENT AND REFLECTION * Know personal beliefs, values, assumptions, biases. Ability to engage in rigorous and systematic self-reflection and share insights with others as appropriate. Dispositions to seek meaning in experience and to implement one's insights. <i>*NOTE: Self-Assessment and Reflection are foundations of the SAHE program and are demonstrated throughout the portfolio rather than written to specifically.</i></p>	<ul style="list-style-type: none"> • Recognize importance of reflection in personal, professional, and ethical development. • Broaden perspective by participating in activities that challenge one's beliefs. • Craft a realistic, summative self-appraisal with ongoing feedback. • Analyze personal experiences for deeper learning/growth and engage others in reflection. • Identify meaningfulness of personal beliefs and commitments.

SOCIAL JUSTICE AND INCLUSION

While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities (ACPA & NASPA, 2015).

DIMENSIONS OF SOCIAL JUSTICE AND INCLUSION	EXAMPLE KNOWLEDGE, SKILLS & DISPOSITION DEMONSTRATED (NOT EXHAUSTIVE LIST)
<p>UNDERSTANDING OF SELF AND NAVIGATING SYSTEMS OF POWER Knowledge of concepts of power and privilege in relation to identities, intersectionality and equity. Ability to operationalize methods to respond to social dynamics in an equitable manner. Dispositions to be flexible in practice, to account for differences, and advocate for more equitable practice.</p>	<ul style="list-style-type: none"> • Able to articulate one’s identities and intersectionality. • Identify systems of socialization that influence one’s multiple identities and sociopolitical perspectives and how they impact one’s lived experiences. • Articulate a foundational understanding of social justice and inclusion within the context of higher education.
<p>CRITICAL ASSESSMENT AND SELF-DIRECTED LEARNING Knowledge of how to conduct a critical assessment of the micro and macro contributors to institutional inequities. Ability to practice continual self-reflection and consistently seek out opportunities for continued learning. Dispositions to foster a culture of reflection; to seek out and include the perspectives of marginalized groups.</p>	<ul style="list-style-type: none"> • Utilize critical reflection in order to identify one’s own prejudices and biases. • Participate in activities that assess and complicate one’s understanding of inclusion, oppression, privilege, and power.
<p>ENGAGING IN SOCIALLY-JUST PRACTICE Knowledge of behaviors and practices that promote inclusion. Ability to incorporate knowledge of inequities, social justice frameworks, and social trends through daily interactions, behaviors, and work products. Disposition to dismantle bias, engage in consciousness raising and lead by example in a way that allows for learning and progress.</p>	<ul style="list-style-type: none"> • Integrate knowledge of social justice, inclusion, oppression, privilege, and power into one’s practice. • Connect and build meaningful relationships with others while recognizing their multiple, intersecting identities, perspectives, and developmental differences. • Advocate on issues of social justice, oppression, privilege, and power that impact people based on local, country, and global interconnections.
<p>ORGANIZATIONAL SYSTEMIC ADVOCACY Knowledge of the manifestation of institutional oppression and strategies to create equity. Ability to build an active network of campus stakeholders dedicated to facilitating change. Disposition toward institutional and personal accountability, while empowering others to do the same.</p>	<ul style="list-style-type: none"> • Understand how one is affected by and participates in maintaining systems of oppression, privilege, and power

STUDENT LEARNING AND DEVELOPMENT

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

DIMENSIONS OF STUDENT LEARNING AND DEVELOPMENT	EXAMPLE KNOWLEDGE, SKILLS & DISPOSITION DEMONSTRATED (NOT EXHAUSTIVE LIST)
<p>UNDERSTANDING THEORY Know student development theories and models that facilitate holistic development. Ability to articulate how theoretical constructs influence development; recognize how one's own development can bias one's perspective. Disposition to think abstractly about lived experience; to reflect on one's identity, learning, and practice.</p>	<ul style="list-style-type: none"> • Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development. • Articulate one's own developmental journey in relation to formal theories. • Identify one's own informal theories of student development and how they are informed by formal theories. • Identify the dominant perspectives as well as strengths and limitations in applying theories and models to varying student demographic groups. • Recognize how identity influences student development. • Identify how one's own informal learning can inform one's practice and teaching. • Recognize the different applications and limitations in working with varying student groups.
<p>DESIGN AND APPLICATION Know theory-to-practice models and implementation steps. Ability to utilize learning goals to create intentional learning strategies and opportunities. Disposition to be intentional in using theory in the design and implementation of learning opportunities.</p>	<ul style="list-style-type: none"> • Construct learning outcomes for daily practice, teaching, and training activities. • Design programs based on current research and theories of student learning and development.
<p>ASSESSMENT AND INTEGRATION Know appropriate steps to evaluate and assess the effectiveness of learning and teaching. Ability to articulate, analyze and apply theory to improve practice at individual, divisional and institutional levels. Dispositions for social justice; to improve practice, guided by theory.</p>	<ul style="list-style-type: none"> • Able to describe an assessment and evaluative process. • Able to build an assessment cycle to measure learning, teaching and training. • Assess teaching and learning, and incorporate results into future practice. • Assess learning outcomes from programs and services and use theory to guide and improve practice.

TECHNOLOGY

The Technology competency area focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities (ACPA & NASPA, 2015).

DIMENSIONS OF TECHNOLOGY	EXAMPLE KNOWLEDGE, SKILLS & DISPOSITION DEMONSTRATED (NOT EXHAUSTIVE LIST)
<p>TECHNICAL TOOLS AND SOFTWARE Know new technologies and current usage patterns. Demonstrate ability to incorporate current technological tools into your work. Disposition to demonstrate adaptability in the face of fast-paced technological change.</p>	<ul style="list-style-type: none"> • Remain current on adoption patterns of new technologies and be able to articulate the purpose and functionality of those technologies. • Demonstrate adaptability in the face of fast-paced technological change.
<p>DATA USE AND COMPLIANCE Know compliance laws and policies related to technology. Demonstrate ability to use and secure electronic data according to legal and ethical standards, utilize inclusive practices when developing online tools and be able to analyze accuracy and quality of data. Dispositions to value data accuracy and promote a culture around technology that fosters the legal and ethical use of data as well as an overall sense of accessibility and inclusiveness.</p>	<ul style="list-style-type: none"> • Assess the accuracy and quality of information gathered via technology. • Accurately cite electronic sources of information respecting copyright law and fair use. • Model and promote the legal, ethical, and transparent collection, use, and securing of electronic data. • Ensure compliance with accessible technology laws and policies. • Model and promote equitable and inclusive practices by ensuring all participants • in educational endeavors can access and utilize the necessary tools for success.
<p>DIGITAL IDENTITY AND CITIZENSHIP Know one's own digital identity and know how to access digital learning communities in which professionals learn and network. Demonstrate the ability to teach others about responsible engagement in digital communities, and both utilize and constructively contribute to local, country and global digital learning communities. Disposition to be aware of one's digital reputation and influence in digital communities and networks.</p>	<ul style="list-style-type: none"> • Demonstrate awareness of one's digital identity and engage students in learning activities related to responsible digital communications and virtual community engagement. • Engage in personal and professional digital learning communities and personal learning networks at the local, country, and/or global level.
<p>ONLINE LEARNING ENVIRONMENTS Know research and trend data related to use of technological tools. Demonstrate ability to appropriately integrate digital communications into one's work and be able to design and implement co-curricular learning experiences in both online and hybrid formats. Dispositions to be a consumer of new information and to collaborate when designing new tools and programs.</p>	<ul style="list-style-type: none"> • Utilize research, trend data, and environmental scanning to assess technological needs and readiness of students, colleagues and other stakeholders. • Utilize social media and other digital communication and collaboration tools to engage students in programs and activities. • Design, implement, and assess technologically-rich learning experiences that model effective use of visual and interactive media.

VALUES, PHILOSOPHY AND HISTORY

This competency involves knowledge, skills, and dispositions that connect the values, philosophy, and history of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values (ACPA & NASPA, 2015).

DIMENSIONS OF VALUES, PHILOSOPHY AND HISTORY	EXAMPLE KNOWLEDGE, SKILLS & DISPOSITION DEMONSTRATED (NOT EXHAUSTIVE LIST)
<p>HISTORICAL FOUNDATIONS Know historical roots of student affairs profession. Ability to compare/ contrast current issues with historical trends and integrate into one's practice. Disposition to appreciate and build on historical context.</p>	<ul style="list-style-type: none"> • Ability to synthesize the profession's history. • Identifies historical context of the profession from various perspectives (i.e., role of student affairs within the academy, inclusion and exclusion of diverse peoples, institutional types).
<p>THEORETICAL FOUNDATIONS Know foundational philosophies, models, and theories related to the profession. Apply scholarship in professional contexts to enhance practice. Dispositions to theorize practice; to advance new scholarship to the profession.</p>	<ul style="list-style-type: none"> • Describe the foundational philosophies, disciplines, and values of the profession. • Supports various philosophies that define the profession.
<p>SOCIETAL/CULTURAL CONTEXT Know contributions made by the profession to higher education communities and beyond. Ability to critique contemporary social and cultural issues and situate them into practice. Disposition to appreciate global perspectives in higher education.</p>	<ul style="list-style-type: none"> • Explains the public role and societal benefits of student affairs and of higher education generally. • Articulates the similarities and differences of varying international student affairs philosophies.
<p>PROFESSIONAL SERVICE Know the value that student affairs and the higher education community assign to service. Ability to contribute positively to the profession. Dispositions to actively share lessons learned through service to professional associations and publications.</p>	<ul style="list-style-type: none"> • Explains the role of the academy and student affairs professional associations and the importance of service to those organizations. • Articulates the principles of professional practice • Explains the purpose and use of professional publications that incorporate the philosophy and values of the profession.
<p>CAMPUS AND CIVIC ENGAGEMENT Know the importance of campus and civic engagement play in fostering civic responsibility. Ability to create intentional global engagement and citizenship development opportunities. Disposition to assume the responsibilities of a global citizen.</p>	<ul style="list-style-type: none"> • Able to role model the principles from the profession to colleagues across campus. • Demonstrate responsible campus citizenship.