

COMPETENCY & CATEGORY	FOUNDATIONAL	INTERMEDIATE	ADVANCED
PERSONAL & ETHICAL FOUNDATIONS			
Education/Development	<ul style="list-style-type: none"> Develop awareness and understanding of one's values and beliefs especially as related to professional codes of ethics and principles for personal wellness. 		
Application/Initiative	<ul style="list-style-type: none"> Take responsibility to broaden perspectives by participating in activities that challenge ones beliefs and utilize institutional and professional resources to assist with ethical issues. 	<ul style="list-style-type: none"> Articulate and implement a personal protocol for ethical decision-making. Identify and manage areas of incongruence between personal, institutional, and professional ethical standards. Develop and implement plans to manage competing priorities between one's professional and personal lives. 	<ul style="list-style-type: none"> Model for colleagues and others adherence to identified ethical guidelines and serve as a mediator to resolve disparities.
Leadership		<ul style="list-style-type: none"> Identify and address lapses in ethical behavior among self, colleagues, and students. 	<ul style="list-style-type: none"> Serve as model and mentor for others in their search for excellence, taking measures to encourage and inspire exceptional work in self and others.
VALUES, PHILOSOPHY, & HISTORY			
Education/Development	<ul style="list-style-type: none"> Develop an understanding of history, values, and philosophy of student affairs. 		
Application/Initiative	<ul style="list-style-type: none"> Learn and articulate the principles of professional practice. Explain how the values of the profession contribute to sustainable practices. 	<ul style="list-style-type: none"> 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. Acknowledge, critically question and bring together diverging philosophies of student affairs practice. 	<ul style="list-style-type: none"> Contribute to the research, scholarship and expansion of knowledge within the profession. Engage staff in critically examining history for contemporary meaning.
Leadership		<ul style="list-style-type: none"> Engage in service to the profession and to student affairs professional associations. 	<ul style="list-style-type: none"> Partner with faculty for teaching, research, and scholarship regarding the profession.
ASSESSMENT, EVALUATION, & RESEARCH			
Education/Development	<ul style="list-style-type: none"> Understand the design and use of assessment evaluation and research (AER). 		
Application/Initiative	<ul style="list-style-type: none"> 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. Design program and learning outcomes that are appropriately clear, specific, and measureable, that are informed by theoretical frameworks and that align with organizational outcomes, goals, and values. 	<ul style="list-style-type: none"> Design ongoing and periodic data collection efforts such that they are sustainable, rigorous, as unobtrusive as possible, and technologically current. Discern and discuss the appropriate design(s) to use in AER efforts based on critical questions, necessary data, and intended audience(s). Prioritize program and learning outcomes with organization goals and values. 	<ul style="list-style-type: none"> 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. Facilitate the prioritization of decisions and resources to implement those decisions that are informed by AER activities.
Leadership		<ul style="list-style-type: none"> 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 are valued, budgeted for, and fully embedded in day-to-day procedures. 	<ul style="list-style-type: none"> Lead the strategic use and prioritization of budgetary and personnel resources to support high-quality program evaluation, assessment, efforts, research, and planning.

COMPETENCY & CATEGORY	FOUNDATIONAL	INTERMEDIATE	ADVANCED
LAW, POLICY, & GOVERNANCE			
Application/ Initiative	<ul style="list-style-type: none"> Act in accordance with national, state/provincial, and local laws and with institutional policies regarding non-discrimination. Describe the governance systems at one's institution including the governance structures for faculty, student affairs professionals, staff and students. Understand how policy is developed and implemented in one's department and institution, as well as the local, state/province, and national levels of government. 	<ul style="list-style-type: none"> Explain parameters established by relevant external and internal governing systems as related to one's professional practice. Ensure departmental programs, services, and facilities are compliant with any applicable legal, compliance, environmental policies and/or mandates from governing bodies. 	<ul style="list-style-type: none"> 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. Critically examine policy compliance and development efforts related to programs, practices, and services to ensure that they are socially just, equitable and inclusive.
Leadership			<ul style="list-style-type: none"> Provide appropriate and ethical influence with the governing bodies to which one's institution reports. Challenge biased laws and policies and advocate for the design and advocate for their equitable use on campuses.
ORGANIZATIONAL & HUMAN RESOURCE			
Education/ Development	<ul style="list-style-type: none"> Begin to develop knowledge of 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. 		
Application/ Initiative	<ul style="list-style-type: none"> Demonstrate effective stewardship/use of resources (i.e., financial, human, material). Describe campus protocols for responding to significant incidents and campus crises. Design a professional development plan that assesses one's current strengths and weaknesses, and establishes action items for fostering an appropriate pace of growth. 	<ul style="list-style-type: none"> 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. Adapt to situation-appropriate communication strategies that effectively communicate with various groups. 	<ul style="list-style-type: none"> 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. 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.
Leadership		<ul style="list-style-type: none"> Advocate for advancement opportunities for staff. 	<ul style="list-style-type: none"> Implement strategies for motivating individuals and groups who are challenged with elements of campus life disengagement, apathy, or aspects of decline of morale. Effectively speak on behalf of institution with internal and external stakeholders (e.g., parents, prospective students, external organizations).
LEADERSHIP			
Education/ Development	<ul style="list-style-type: none"> Create awareness of one's strengths and challenges, as well as how one's values, beliefs, and perceptions can influence downward, upward, and across, regardless of positional authority. 	<ul style="list-style-type: none"> Develop one's leadership potential through: Comparing and contrasting leadership models in creating one's own leadership philosophy; Actively pursuing feedback from subordinates, peers, and supervisors; Reflecting on situations, interactions, and conversations to determine if methods of one's leadership philosophy are appropriate. 	
Application/ Initiative	<ul style="list-style-type: none"> Demonstrate critical thinking, as well as divergent thinking to provide strong decisions and viable solutions. 	<ul style="list-style-type: none"> Mentor others to meaningfully contribute in team and community building activities; Collaborate for student success across divisional units and across the institution. 	<ul style="list-style-type: none"> Establish systems/pipelines to provide opportunities for staff to engage in leadership development; create a culture that advocates the appropriate and effective use of feedback for improving individual leader and team performance.
Leadership		<ul style="list-style-type: none"> Advocate for changes that remove barriers to student and staff success, particularly underrepresented or marginalized groups. 	<ul style="list-style-type: none"> Develop and promote a shared vision and divisional strategies that drive short-term and long-term planning.

COMPETENCY & CATEGORY	FOUNDATIONAL	INTERMEDIATE	ADVANCED
STUDENT LEARNING & DEVELOPMENT			
Education/ Development	<ul style="list-style-type: none"> Identify formal theories and models that influence the diversity of all students and ways one's own informal theories of student development can be influenced by formal theories and models. 		
Application/ Initiative	<ul style="list-style-type: none"> Construct metrics and learning outcomes for both daily practice, as well as services, programs, and events. Assess the effectiveness of learning outcomes through metrics including the utilization of resources to achieve outcomes and inquire to see if improvement is possible. 	<ul style="list-style-type: none"> Design programs and services to promote student learning and development that are based on current research on student learning and development theories. Utilize learning outcomes to evaluate progress toward fulfilling the mission of the department and the division. 	
Leadership			<ul style="list-style-type: none"> Assess the effectiveness of learning and teaching opportunities at the divisional level; communicate their effectiveness to the larger campus community; explain opportunities for collaboration and integrated learning opportunities. Identify staff members' level of competency regarding the ability to apply learning and development theory to practice; create professional development opportunities utilizing various learning concepts.
TECHNOLOGY			
Education/ Development	<ul style="list-style-type: none"> Remain current on new technology and familiarize oneself with the purpose and functionality of those technologies. Model, promote, and ensure compliance with laws and university policies related to transparent collection, use, and securing of electronic data. 	<ul style="list-style-type: none"> Utilize digital professional learning communities and personal learning networks to enhance ongoing professional development. 	
Application/ Initiative	<ul style="list-style-type: none"> Appropriately utilize social media, visual and interactive media, and other digital communication tools to collaborate with and engage students. Model awareness of one's digital identity and teach students responsible digital communication and virtual engagement skills. 	<ul style="list-style-type: none"> Model and promote adaptability as technology changes; Anticipate potential problems. Model and promote compliance with accessibility laws. 	<ul style="list-style-type: none"> Anticipate technological change and allocate personnel, departmental and institutional resources to foster adaptability, flexibility and openness to technological innovation. Develop contingency plans for the continual operation of basic institution functions in the event of software hardware, or connectivity failures as a result of routine issues, crises and emergencies.
Leadership		<ul style="list-style-type: none"> Critically examine, and change technology-related policies and practices that privilege one group of students or educational stakeholders over another. 	<ul style="list-style-type: none"> 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.
ADVISING & SUPPORTING			
Education/ Development	<ul style="list-style-type: none"> Establish rapport with students, groups, colleagues, and others. Foster trust through culturally inclusive listening skills, i.e. perception checking, encouraging, clarifying, etc. Develop an appropriate degree of confidentiality that follows applicable legal and licensing requirements; Recognize when confidentiality should be broken to protect the student and others. 		
Application/ Initiative	<ul style="list-style-type: none"> Facilitate reflection, problem-solving, decision-making, and goal-setting. 	<ul style="list-style-type: none"> Develop and implement successful prevention/outreach programs on campus, including effective mental health publicity/marketing. Provide advocacy services to survivors of violence. Assess the developmental needs of students and the organizational needs of student groups. 	<ul style="list-style-type: none"> Demonstrate culturally-inclusive advising, supporting, coaching, and counseling strategies.
Leadership		<ul style="list-style-type: none"> Diffuse interpersonal conflict between/among individuals and groups. Perceive and analyze unspoken dynamics in a group's setting. Identify patterns of behavior that may signal mental health and other wellness concerns; consult with mental health professionals as appropriate. 	<ul style="list-style-type: none"> Engage in research and publication of holistic student well being issues. (As appropriate.) Collaborate with other campus departments and organizations, surrounding community agencies and other institutions of higher education to address students holistic wellness needs in a comprehensive, collaborative way.