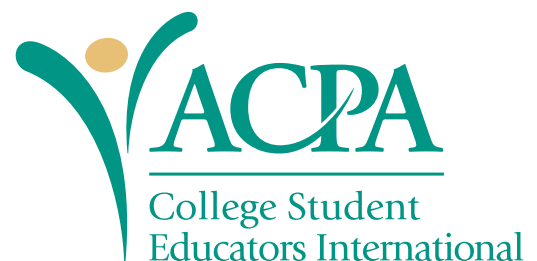# PROFESSIONAL COMPETENCY AREAS

FOR STUDENT AFFAIRS PRACTITIONERS

Rubrics for
Professional Development

Adapted from the ACPA/NASPA
Competences in Student Affairs document

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Advising and Helping Rubric

	Beginner	Intermediate	Advanced
Crisis Management	Knows when and with whom to intervene and implement crisis management protocols. Follows protocol, sometimes with assistance.	Is able to consistently follow crisis response protocol without assistance. Takes part in the decision to initiate crisis intervention responses.	Assesses crisis protocols to make adjustments. Coordinates institution-wide response process. Provides effective post-traumatic response. Participates in campus behavior assessment team (if applicable).
Helping skills	Demonstrates basic helping skills such as active listening, facilitating reflection and understanding nonverbal communication. Assists individuals with problem solving, decision-making and goal setting. Identified one's limitations and seeks out additional resources when needed. Recognizes one's own world-view but needs assistance in knowing how this applies in counseling situations.	Engages in intermediate helping skills such as knowing appropriate levels of challenge and support, perceiving unspoken dynamics in a group setting, identifying patterns of behavior and managing conflict and mediation. Assists both individuals and groups in problem solving, decision-making and goal setting. Assists others with identifying resources and providing professional development needs. Demonstrates culturally appropriate advising, helping, coaching, etc.	Designs and implements training strategies to teach others counseling skills. Designs and implements effective services for individuals and groups. Provides and arranges necessary development for staff to enhance their skills. Teaches others about culturally appropriate advising, helping, coaching, etc.
Resources and Advocacy	Awareness of advocacy efforts and knows where to locate accurate and helpful mental health information. Participates in efforts for student involvement in the promotion of program goals.	Facilitates advocacy efforts. Develops accurate and helpful mental health information. Advises or leads efforts for student involvement in the promotion of program goals.	Develops and implements advocacy efforts. Adds to/creates new helpful mental health information via research. Develops opportunities for student involvement in the promotion of program goals.
Collaborations	Builds rapport with students and colleagues.	Participates in collaboration of mentorship opportunities for students and /or colleagues.	Leads and/or creates collaboration of mentorship opportunities with campus and community

	Identifies and uses referral sources with some assistance.	Readily identifies referral sources and assists others in identifying.	organizations. Develops communications systems with referral sources to ensure seamless care when referring.
Ethics/Confidentiality	Maintains an appropriate degree of confidentiality and understands breaking confidentiality for appropriate reasons.	Accurately and consistently maintains confidentiality and can correctly assess situations to obtain appropriate assistance to effectively help a student.	Assists others in making decisions around ethical and confidentiality issues.

Assessment, Evaluation and Research (AER) Rubric

*NOTE: throughout this rubric AER is used to refer to Assessment, Evaluation and Research. Institutions and individuals are encouraged to choose the term that best fits their situation/focus.

	Beginner	Intermediate	Advanced
Define Terms and Concepts	Has trouble differentiating among assessment, program review, evaluation, planning and research in methodologies and approach	Utilizes the appropriate assessment, program review, evaluation, planning and research methodology/approach in data collection and review.	Teaches others the differences between assessment, program review, evaluation, planning and research.
Value	May see value in AER, but has difficulty translating into action through active participation, use and practice.	Actively participates in AER activities and effectively uses AER in daily practice.	Creates the climate at the unit level that AER is central to the unit's work and encourages others to use AER in daily practice through training and allocation of resources.
Define Purpose	May need assistance with creating clearly defined AER questions, program or learning outcomes and/or strategic priorities.	Connects outcomes and/or priorities to unit priorities, program/learning outcomes, and goals. Understands how these items connect to overarching institutional goals and values and can explain research question and purpose to others.	Creates a larger framework across the institution to connect AER of unit priorities, program/learning outcomes, and goals to institutional goals and values.
Design	Works under the guidance of others to choose methods based on the needs of the AER by taking into account factors such as the needs of qualitative v. quantitative studies and standards of rigor/trustworthiness.	Designs qualitative assessment protocols that takes into account proper sampling, analysis, audit trail, and peer de-briefing techniques with assistance. Designs quantitative assessment protocols that take into account proper sampling, statistical design, and factors that contribute to reliability/validity with assistance.	Teaches others how to design qualitative assessment protocols that take into account proper sampling, analysis, audit trail, and peer de-briefing techniques with assistance. Teachers others how to design quantitative assessment protocols that take into account proper sampling, statistical design, and factors that contribute to reliability/validity with assistance.

Data collection	With assistance can construct basic surveys, rubrics, and/or focus groups protocols to ensure they meet standards of rigor/trustworthiness. Is aware of AER methods beyond surveys, rubrics, and focus groups but is unfamiliar with and unable to determine appropriate use for them. Participates in data collection at the program/unit level. With assistance can identify and use appropriate technology to gather information.	Constructs surveys, rubrics, and focus group protocols that adhere to standards of rigor/trustworthiness without assistance. Seeks assistance in conducting AER projects that use methods beyond surveys, rubrics and focus groups appropriate for various situations. Facilitates data collection for unit-wide AER efforts and participates in divisional/institutional data collection. Uses technology to gather information effectively and efficiently.	Teachers others how to construct surveys, rubrics and focus group protocols that adhere to standards of rigor/trustworthiness. Collects data using multiple AER methods beyond surveys, rubrics and focus groups. Leads divisional efforts and facilitates data collection for institution-wide AER efforts. Teaches others uses of technology to effectively gather data.
Analysis	Conducts basic data analysis (i.e., using descriptive statistics or data coding) with some assistance.	Conducts basic data analysis, but needs assistance with more sophisticated analysis techniques (i.e., inferential statistics and data coding for multiple sources of data.)	Conducts basic and sophisticated data analysis and is capable of assisting others in analysis techniques.
Interpreting Results	Defines concepts of trustworthiness, reliability, and validity of AER.	Assesses trustworthiness, reliability and validity of AER in order to determine transferability of findings.	Teaches others to assess trustworthiness, reliability, and validity of AER in order to determine transferability of findings.
Reporting	Needs some assistance with writing and disseminating AER results to a specific audience. Has trouble translating writing results into actionable items for specific audiences.	Writes and disseminates AER results to a variety of audiences. Needs some assistance in translating data into action.	Leads the writing of AER reports using a variety of methods based on audience needs. Translates data reporting into action that can be used by various audiences.
	Needs assistance to articulate,	Articulates, interprets and	Teaches other how to articulate,

Use of Results	interpret, and appropriately use results of AER.	appropriately uses results of AER without assistance.	interpret and use AER results.
	Is able to take direction from others in order to implement changes based on AER results and findings.	Manages, aligns, and guides the implementation of change to unit priorities, mission/goals, outcomes, programs/policies and/or resource allocation based on the results of AER reports and studies.	Instills a culture of effective, sustainable management, alignment and guidance regarding the implementation of changes based on AER reports and studies.
Politics	Limited awareness that AER activities can be politically sensitive and needs assistance in identifying and addressing the political sensitivity of AER data and results.	Understands the political sensitivity of AER data and results and can identify approaches to address issues with appropriate confidentiality and with attention to the organizational structure/culture.	Manages the political sensitivity of AER data and results using proper channels and resources including releasing data to appropriate parties and including stakeholders in decisions about data distribution and use.
Creating Systems	May participate in data collection efforts but spends little time/resources in creating a sustainable system for ongoing AER.	Facilitates ongoing and periodic AER data collection efforts with attention to creating sustainable processes for data use and collection.	Leads the conceptualization and design of ongoing and sustainable AER data collection strategies.
Ethics	May understand the necessity of institutional and professional policies for ethical AER activities but needs assistance with following procedures.	Understands and follows institutional and professional procedures and policies with regard to AER activities for their own projects.	Ensures institutional, divisional or unit compliance with institutional policies and professional standards for ethical AER activities.

Equity, Diversity, and Inclusion (EDI) Rubric

	Beginner	Intermediate	Advanced
Identities	Unaware of own multiple identities or aware of only primary identities; does not understand secondary or invisible identities and application to self.	Awareness of and understands own multiple identities, but not the potential impact of identities in relationships with others.	Awareness of and understands own multiple identities and how they impact and relate to others.
Difference	Fails to recognize and value difference and does not seek out opportunities to interact with those different than self.	Aware and respectful of differences in others, and participates in opportunities engaging with others different from oneself.	Values learning about identities and characteristics outside of their own and actively seeks or creates opportunities for learning and diverse interactions.
Perspectives	Resistant to different views or opinions and may engage in debating points. Does not consider other views or opinions in decision-making. Needs assistance in assesses own awareness of equity, diversity, and inclusion.	Open to listening to differing views or opinions. Aware of other views or opinions, but maintains self- perspective when making decisions. Engages in opportunities to increase own capacity for equity, diversity, and inclusion.	Seeks to understand others before being understood. Considers multiple perspectives when making decisions. Provides opportunities and evaluates activities for self-reflection and self-evaluation on issues of equity, diversity, and inclusion.
Social Justice	Unaware of social justice as a concept or does not understand how to apply it to attitude or behavior.	Aware of social justice, but inconsistently demonstrates commitment in attitude or behavior.	Demonstrates a clear understanding and commitment to social justice through attitude and behavior.
Bias	Can appear biased or discriminatory when determining judgments or fault.	Consistently treats others without bias and applies understanding to using practices and policies.	Advocates for the creation or adoption of unbiased practices and policies; holds others accountable for treating others respectfully, justly, fairly, and impartially.
Skills	Limited knowledge of personal skills (e.g., communication, active listening, facilitation) that promote equity, diversity, and inclusion, and is unable to apply them to situations.	Applies personal skills to equity, diversity, and inclusion situations, but does so inconsistently or inappropriately at times.	Consistently applies and works to develop personal skills to appropriately contribute to diverse and inclusive situations.

Engagement/Action	Participates in activities and professional development experiences related to equity, diversity, and inclusion when invited/asked. Participates in activities (e.g., readings, programs) to gain cultural and global knowledge.	Intentionally participates in activities with diverse individuals. Facilitates activities and professional development experiences related to equity, diversity, and inclusion when asked. Assesses cultural and global knowledge through reflection and analysis.	Evaluates and coordinates activities and professional development experiences related to equity, diversity, and inclusion. Role models behavior and provides consultation to units for the promotion of diverse interactions and responding to challenges faced. Advances cultural and global knowledge by engaging and contributing to local initiatives and further research.
Structure/systems	Unaware of structures and systems (e.g., policies, practices) that impact equity, diversity, and inclusion.	Assesses structures and systems to identify both barriers and positive impacts on equality and inclusiveness and offers corrective steps.	Advocates to dismantle barriers to equity, diversity, and inclusion and contribute to positive impacts.

Ethical Decision Making and Legal Responsibility in Professional Practice Rubric

	Basic	Intermediate	Advanced
Personal Ethics	Demonstrates an understanding of the role of ethics, beliefs, and values in personal decision-making. Ability to explain how one's own behavior embodies ethical principles.	Embodies personal code of ethics within professional practice. Recognizes how others' behaviors embody ethical principles.	Implements a personal protocol for ethical decision-making. Actively engages in professional development about ethical and legal issues in the profession.
Knowledge of Ethics	General understanding of ethical principles of the profession.	Recognizes the legal and cultural influences of ethical principles of the profession.	Teaches others about legal and cultural factors in applying ethical principles of the profession.
Navigating Ethics	Identifies ethical and legal issues in the course of one's job. Identifies institutional and individual actions that may not be consistent with ethical principles.	Utilizes institutional resources to assist with ethical and legal issues. Addresses institutional and individual actions that may not be consistent with ethical principles and potentially unlawful.	Creates institutional resources to assist with ethical and legal issues. Ensures institutional and individual actions adhere to ethical principles and educates on legal implications.
Assisting Others with Ethics	Assists others with recognizing potential legal and ethical issues in their decision-making.	Assists others in addressing and resolving ethical issues in their decision-making and provides legal resources.	Engages with others regarding ethical and legal issues in their decision making and supports the ethical development of other professionals.

History, Philosophy, and Values Rubric

	Beginner	Intermediate	Advanced
Historical Foundations	Describes the 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). Articulates an understanding of the ongoing nature of history and one's role in shaping it.	Explains and examines how today's practice is informed by historical context. Articulates how historical lessons inform one's future practice.	Demonstrates visionary and forward thinking in the profession based on historical context and engage staff in doing likewise. Actively apply historical lessons to one's future practice.
Theoretical Foundations	Describes the foundational philosophies, disciplines, and values on which the profession is built. Describes the various philosophies that define the profession.	Teaches the principles of the profession to staff. Explores new philosophical contexts and approaches.	Contributes to the research and scholarship of the profession. Participates in developing new philosophical approaches and responsive values of the profession.
Societal/Cultural Context	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.	Explains to staff the public responsibilities of a student affairs professional and the resulting benefits to society. Identifies other countries' history and development of student affairs practice.	Models the responsibilities and principles of the profession and communicates the expectation of the same from colleagues and supervisees. Critically examine other countries' higher education traditions for transferrable ideas and practices.
Professional Service	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.	Actively engages in service to the academy and student affairs professional associations. Identifies and incorporates emerging values of the profession into one's professional practice. Purposefully integrates the use of professional publications into one's daily work.	Actively engages in leadership in the academy and student affairs professional associations. Models, encourages, and promotes community by reinforcing the long-standing values of the profession. Contributes to the professional scholarship.
Campus and Civic Engagement	Demonstrate responsible campus citizenship.	Actively participants/plans opportunities for campus/community citizenship and explores options for global engagement.	Expands personal and professional opportunities for civic and global engagement.

Human and Organizational Resources Rubric

	Beginner	Intermediate	Advanced
Utilizing Networks and Partnerships	Understands the role of collaboration in order to meet goals and participates in collaborations within unit. Understands the role of partnerships in accomplishing work on and off campus.	Develops opportunities to collaborate outside of unit. Recognizes effects of political/personal alliances in accomplishing work on and off campus.	Leads opportunities for collaboration across units/institution. Effectively navigates political alliances towards reaching outcomes both on and off campus.
Crisis Management	Recognizes situations in which campus protocols are to be implemented. Follows or attempts to follow campus protocol in specific situations. Possesses some understanding of protocol intricacies and details.	Consistently follows campus protocols and is able to explain interactions of crisis intervention systems to others. Offers suggestions on improvements to protocols when appropriate.	Assesses crisis response protocols to determine effectiveness and develops new crisis response protocols when needed. Trains others in crisis response protocols.
Risk Management	Awareness of key tenets and laws related to personal and organizational risk. Follows risk management protocols in most situations.	Consistently follows risk management protocols and is able to explain intricacies of risk management situations to others.	Assesses risk management protocols to determine effectiveness and develops new risk management protocols when needed. Trains others in risk management protocols.
Sustainability	Describes issues related to environment, social justice and sustainable economic development. Explains how one's work can incorporate elements of sustainability.	Seeks out educational opportunities to learn about issues of sustainability. Assists in designing unit operations to function in a sustainable manner.	Facilitates or creates educational opportunities for others to learn about issues of sustainability and facilitates institutional support for sustainability issues. Leads sustainability efforts across the organization.
Recruiting and Hiring Personnel	Awareness and understanding of institutions recruiting and hiring policies.	Complies with applicable recruiting and hiring policies and can appropriately describe process to	Ability to interpret applicable recruiting and hiring policies .

	Participates on search committees. Understands the need to develop a strong pool of candidates. Ability to develop a job description.	others. Facilitates search process. Utilizes marketing strategies to develop a strong pool of candidates. Explains how job descriptions are designed and support overall staffing patterns.	Ensures compliance with applicable policies. Leads search committee. Facilitates multiple search processes. Able to identify and recruit a strong pool of candidates, including candidates from underrepresented groups. Possesses the skills to negotiate with candidates during hiring process. Evaluates current job descriptions and re-organizes/restructures job descriptions in anticipation of future needs related to staffing.
Supervision and Evaluation	Awareness of institutional policies and practice related to employee evaluation and supervision. Articulates a general understanding of supervision philosophy and application of supervision techniques in practice. Explains strategies to motivate staff members and ability to apply some of these strategies.	Demonstrates an understanding of policies and practices related to employee evaluation and supervision. Demonstrates tenets of supervision and development of own supervision philosophy. Provides coaching and mentoring for other professionals. Applies strategies to motivate staff members effectively and fairly.	Possesses an ability to apply and interpret policies and practices related to employee evaluation and supervision. Supervises, coaches, and mentors other professionals on supervision philosophy and practice. Consults with employees in regard to job performance as appropriate. Implements strategies to motivate staff members effectively and fairly on a consistent basis.
Conflict Resolution	Possesses understanding of conflict resolution and strategies to resolve conflict.	Engages in resolving conflict and mediates as needed.	Ability to manage and conflict between multiple entities. Ability to mediate and bring

	Possesses basic conflict resolution skills (e.g., active listening, validating responses, restating, "I" statements).		resolution to all parties involved.
Resource Management	Possesses basic understanding of resource management that includes financial and human resources, as well as facilities and technology. Understands the use of data in resource allocation decisions. Understands the role facilities and technology plays in executing the mission of the division. Understands the importance of fundraising and grant writing.	Manages unit resources (financial and human resources, as well as facilities and technology). May manage some resource areas more effectively than others. Uses some data to make resource allocation decisions. Effectively manages facilities to execute the mission of the division. Ability to fundraise and write grants with assistance.	Manages resources (financial and human resources, as well as facilities and technology) effectively across units. Effectively and consistently manages all resource levels with effectiveness. Practices data-informed decision-making processes in resource allocation. Assesses facilities and technology in relation to long-range planning. Persuasive in request for resources and able to successfully implement fundraising and grant writing.

Law, Policy, and Governance Rubric			
	Basic	**Intermediate**	**Advanced**
Policy Development	Describe how policy is developed in one's department and institution Awareness of federal/state/province laws that effect policy development. Identify the major policy makers/special interest groups who influence one's professional practice at the institution.	Assist with developing unit, division or institutional policy that are consistent with federal/state/province laws. Develop relationships with major policy makers/special interest groups who influence one's professional practice at the institution.	Develop institutional policies and practices that are consistent with federal/state/province laws. Create collaborations between and among major policy makers/special interest groups who influence one's professional practice at the institution.
Policy – External	Explain the difference between public/private higher education with respect to the legal system. Identify the major policy makers/special interest groups who influence one's professional practice at the local and/or state/province and national levels.	Identify how the difference between public/private higher education with respect to the legal system affects the faculty, students, staff at one's institution. Begin to develop relationships with major policy makers/special interest groups who influence one's professional practice at the local, state/province and national levels.	Teach others about the difference between public/private higher education with respect to the legal system. Collaborate with major policy makers/special interest groups to influence one's professional practice at the local, state and/or national level.
Legal Theories	Identify national constitutions and laws that influence the rights that students, faculty, and staff have on public and private college campuses.	Describe how national constitutions and laws that influence the rights that students, faculty, and staff have on public and private college campuses.	Explain national constitutions and laws that influence the rights that students, faculty, and staff have on public and private college campuses to others.
Trends in legal issues	Identify the public debates surrounding the major legal issues in higher education. Identify emerging trends in the law.	Participate in public debates surrounding the major legal issues in higher education. Identify emerging trends in the law and understand how they affect current case precedent as well as practices on campus.	Creates a forum for other to discuss/debate major legal issues in higher education. Seek out opportunities to explore in depth emerging trends in the law and how they affect current case precedent as well as practices on campus.

Risk Management/Liability	Explain the concepts of risk management and steps to take to reduce liability. Consults with immediate supervisor about matters that may have legal ramifications. With assistance from immediate supervisor, consults with campus legal counsel about matters that may have legal ramifications.	Manage processes/events that reduce risk and institutional and personal tort liability. Consults with immediate supervisor and campus legal counsel about matters that may have legal ramifications.	Develop institutional policies that reduce risk and effectively manage institutional and personal tort liability. Assists others in knowing when to consult with immediate supervisor and campus legal counsel about matters that may have legal ramifications.
Governance Systems	Describe the governance system, including the governance structures for faculty, staff and students. Describe the system used to govern or coordinate one's institution (internal systems as well as external governing bodies).	Participates in the governance system at one's institution when required. Explains the parameters established by external governing bodies to which one's institution reports as it relates to one's professional practice.	Participates effectively in the governance system of one's institution. Participates in advocating for higher education issues with external governing bodies when appropriate.

Leadership Rubric

	Beginner	Intermediate	Advanced
Development of Others	Recognizes other people's leadership styles, but struggles to provide appropriate, timely and constructive feedback on other's leadership skills. Identifies barriers to student and staff success.	Recognizes other people's leadership styles and provides appropriate, timely and constructive feedback to colleagues and students on their leadership skills and styles. Advocates for change that would remove barriers to student and staff success.	Establishes systems to provide continued leadership development opportunities for colleagues and students. Creates organizational systems that are designed to anticipate and counteract barriers to student and staff success.
Building Teams	Identifies the basic fundamentals of teamwork and teambuilding.	Promotes and facilitates collaborative initiatives and team–building efforts. Recognizes the interdependence of members within organizations.	Assesses and improves the effectiveness of collaborative initiatives and team–building efforts.
Mentoring	Identifies the important elements of a mentor/mentee relationship.	Serves as a mentor to students and other professionals.	Establishes and sustains systems of mentoring to ensure students and professionals receive the support needed.
Community Building	Describes the basic principles of community building. Understands that community building goes beyond institution.	Creates environments that encourages others' to make meaningful contributions to their communities and institution.	Leads and enables others to contribute toward the effectiveness and success of their communities and institution.
Planning	Recognizes potential issues and developing trends within primary work unit. Identifies how a unit's resource allocation can effect achievement of unit, divisional, or institutional goals and objectives.	Participates in the planning process for primary work unit and recognizes the need for innovative change. Plans and organizes a unit's resources in the support of unit, divisional, or institutional goals and objectives.	Leads planning processes across multiple work units and/or the institution and seeks out innovative solutions. Creates organizational systems that consistently connect resource allocation to unit, divisional, or institutional goals and objectives.
Decision–Making	Awareness of the effect decisions have on diverse groups of people, other entities and sustainable practices. Explains the advantages and	Includes diverse groups and other perspectives in the decision–making process. Utilizes the most appropriate decision–	Reconciles diverse viewpoints before making decisions. Brings personnel with different decision-making styles together to identify and act

	disadvantages of different types of decision-making processes. Articulates how decisions are made, but does not necessarily base decisions on data or facts and/or is not transparent about sharing data.	making style given the situation. Shares data used to inform key decisions in transparent and accessible ways.	on solutions to issues. Creates a culture that advocates the appropriate and effective use of feedback systems.
Personal Development	Identifies personal values, beliefs, personal histories and perspectives that influence leadership identity. Describes one's strengths and weaknesses as a leader.	Articulates how one's personal values, beliefs, histories and perspectives influence their approach as a leader. Actively reflects upon ones strengths and weaknesses as a leader.	Displays congruence between personal values, beliefs, histories and perspectives in one's leadership and encourages other to act in ways that are congruent with their own values, beliefs, histories and perspectives. Seeks out opportunities to develop ones strengths and weaknesses as a leader.
Articulation of Leadership Philosophy	Understands various constructs of leadership and leadership styles but fails to apply different leadership models in situations.	Thinks critically and applies various leadership models to diverse situations.	Articulates one's own leadership philosophy or style based on various leadership models.
Institutional Knowledge	Identifies elements of campus culture. Articulates mission/vision of primary work unit.	Participates in activities that positively contribute to campus culture. Implements strategies to meet mission/vision of primary work unit.	Plans or leads important elements that positively add to the campus culture. Develops or promotes a shared mission/vision that drives the primary work unit.
Organizational Change	Describes and participates in the process of organizational change. Understands the organizational structure of the institution.	Leads organizational change processes within their primary work unit. Develops collaborative relationships between various parts of the organizational structure to promote institutional mission or change efforts.	Leads organizational change efforts with multiple units or the institution. Organizes collaborative relationships in order to further institutional mission or change efforts.

Student Learning and Development

	Beginner	Intermediate	Advanced
Theory Knowledge	Identify and define types of theories (e.g., psychosocial, cognitive, etc.). Articulate theories and models that describe the development of college students.	Articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence college student development.	Explain student learning and development theory to diverse audiences. Contribute to the development of theory.
Theory Critique	Identify limitations in existing theories and models. Identify limitations in applying existing theories and models to different demographic groups	Discuss the strengths and limitations of existing theories in depth.	Analyze and critique prevailing theories.
Theory to Practice	Articulate one's own developmental journey. Identify one's own informal theories of student development and learning. Explore how these "theories-in-use" can be informed by formal theories to enhance work with students.	Use current research to design programs/courses and services to promote student learning and development. Apply theory-to-practice models to inform individual or unit practices.	Use theory to inform divisional and institutional policy and practice. Use theory to enhance the understanding of student affairs work among internal and external audiences.
Teaching and Learning	Articulate ways in which various learning theories and models can inform training and teaching practices. Identify and construct learning outcomes for daily practice as well as teaching and training activities. Facilitate the assessment of teaching, learning.	Use learning theory and models to create learning opportunities. Justify the value of using learning theory. Construct effective lesson plans and syllabi for teaching and training that align with intended learning outcomes. Design appropriate assessment methods to assess teaching and learning. Use	Teach others to apply learning theory and models to create learning opportunities. Implement professional development opportunities using different learning concepts. Evaluate and assess the

		assessment results to inform teaching, training, and practice.	effectiveness of learning and teaching opportunities at the division level.
Learning and Development Environments	Articulate the conditions and practices that facilitate holistic development.	Assist in the development of programs and services, and environments that facilitate holistic development.	Develop programs and services that facilitate holistic development and inclusive campus communities.

Personal Foundations Rubric

	Basic	Intermediate	Advanced
Personal Beliefs/Commitments	Identifies own personal beliefs and commitments (e.g., values, morals, goals, desires, self-definitions) without recognition of the influence of others (e.g., self, peers, family, or one or more larger communities).	Acts solely upon one's personal beliefs and commitments with some recognition of the influence of others (e.g., self, peers, family, or one or more larger communities).	Refashions personal beliefs and commitments in a way that is true to one's own self while integrating the contributions of others (e.g., self, peers, family, or one or more larger communities).
Work Responsibilities/Strengths/Areas for Improvement	Identifies one's primary work responsibilities and, with appropriate ongoing feedback, crafts a realistic, self-appraisal of one's strengths and limitations.	Applies appraisal of strengths and weakness in order to recognize needs and opportunities for continued growth in primary work function.	Plans opportunities for continued growth beyond primary job function based on future career goals and encourages others in professional development opportunities.
Professional/Personal Life Balance	Describes the importance of one's professional and personal life, and recognizes the intersection of each.	Identifies sources of dissonance and fulfillment in one's life and takes appropriate steps in response to situation.	Proactively seeks environments and collaborations that fulfill one's personal and professional life, and provides support for others to do the same.
Understand Beliefs, Attitudes, and Values of Self and Others	Articulates awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity. Takes personal responsibility to develop cultural skills. Knows how attitudes, values, beliefs, assumptions, biases and identifies affect one's work with others.	Articulates an understanding of others' attitudes, values, beliefs, assumptions, biases and uses to adapt or strengthen one's own beliefs. Participates in activities that challenge beliefs of self and others. Reflects on one's attitudes, values, beliefs, assumptions, biases in order to adapt to work well with others.	Serves as a role model and mentor by sharing personal experiences and nurturing others' competency in this area. Creates and/or facilitates activities that challenge beliefs of self and others. Leads others in reflecting upon their attitudes, values, beliefs, assumptions, biases in order to work well with others.
Wellness	Articulates an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, and intellectual elements. Identifies positive and negative effects of wellness and, as	Bolster one's wellness, including participating in stress-management activities, engaging in personal or spiritual exploration, and building healthier relationships in and out of the workplace.	Demonstrates awareness of the wellness of others in the workplace, and seeks to engage with colleagues in a way that supports their wellness goals.

	appropriate, seeks assistance from available resources.		
Goal Setting	Sets meaningful goals for one's work.	Evaluates progress towards goals and adapts actions accordingly.	Encourages and inspires others in setting and meeting goals.
Reflection	Engages in reflection of personal and professional development with little consideration of other's perspectives.	Analyzes personal experiences for potential deeper learning and growth, and engages with others in reflective discussions.	Transfers thoughtful reflection into positive future action and encourages others to participate in reflective discussions within the work place.