Professional competencies for student affairs professionals

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In August 2015, the NASPA Board of Directors and the ACPA Board of Governors approved professional competencies for student teachers to assist in the development of a vocational development curriculum with targeted learning outcomes. It was an updated competency document first published by NASPA and ACPA in 2010 that identified a set of competencies students can use to assess areas of future growth and learning. Professional competencies are designed to identify broad professional knowledge, skills and, in some cases, relationships expected from student professionals. All students are expected to be able to meet the fundamental results of each area of expertise, regardless of how they entered the profession. An intermediate and advanced level of competency provides areas for further growth and development of professionals in this field. The ACPA and NASPA Professional Competence Task Force has also developed a paper column in addition to updating professional competencies. Student affairs professionals are encouraged to use competence in a way that That may include, but are not limited to: Developing a Personal Learning Plan and Development Development Plan for supervised or the entire Department of Student Development Describing a Position Based on Professional Competencies Using Professional Competencies Use Professional Competencies as a basis for annual assessments of student affairs awards for increased competence and/or excellence Professional competencies designed to determine broad professional knowledge, skills, and location expected from professionals in student affairs, regardless of their field of expertise or position. Initial competencies were established and approved by both councils in July 2010. In October 2014, the ACPA Board of Governors and the NASPA Board of Directors announced the creation of a joint Professional Competence Task Force. The task of the Task Force was to review, update and review ACPA/NASPA's professional competencies for student practitioners and to ensure that competencies are up to date with current scholarships and practices. It is particularly noteworthy that the Task Force has been tasked with reviewing the strands of technology, sustainability and globalism in order to determine whether these areas of practice require additional areas of competence or a review of existing ones. In April 2015, NASPA and ACPA provided members with feedback on the proposed changes. On this episode of Student Affairs Live, host Tony Doody talks with task force members John Hoffman (representing nasPA) and Patty Perillo (representing ACPA) about the process, proposed changes, feedback from members, and implications for the field. Contribute to conversation by emailing questions before the show, tony@higheredlive.com or tweeting during the show using #higheredlive hashtag. We will do our best to include questions from viewers (with appropriation) in a live conversation. Tony Doody has more than 25 years of hands-on and supervision in senior positions in higher education in facility management, new student orientation, recreation, parenting and family programs, leadership and training, marketing and communications, adult learning, and major events and programs. He is currently director of student centers at the University of Delaware. Over the past six years, Tony has hosted more than thirty universities and national conferences on innovation, digital leadership, technology, and non-traditional leadership. He received the Diamond Honoree Award from the ACPA Foundation, the highest award of the American College Staff Association, recognizing the transformative contribution to this field (2017) and received the NASPA 2017 Technology New Practices Award. In addition, Tony has worked for over 20 years as a consultant in executive coaching, leadership development, presentation skills, risk, innovation, social media, conflict resolution, and team cohesion. Past clients include JJ, Bristol-Myers Squibb, Vistakon, Navigant, Janssen Pharmaceuticals, United Way, Merrill Lynch, Tumi International, and Aventis Pharmaceuticals. Dr. Patricia A. Perillo is Vice President of Student Affairs and Associate Professor of Higher Education at Virginia Tech. It provides guidance and supervision to 24 departments and 3 administrative units in the Student Affairs Division. It oversees a budget of nearly $150 million, with about 3,400 employees, and is responsible for more than 30 percent of the campus's physical capital. Prior to joining Virginia Tech, Patty served as Assistant Dean of Students at Davidson College and Assistant Vice President of Student Affairs at the University of Maryland, Baltimore County (UMBC). Additional professional experience includes work at the University of Maryland, College Park; New York State University on the Plattsburgh and Albany campuses; and, University of Delaware. As a transformative leader in higher education for the past 25 years, Dr. Perillo has been actively involved in all aspects of college life and has had a privileged opportunity to lead and serve in all functional fields within the division of student affairs. She has also worked in academic affairs and is a champion of innovative collaboration between academic and student affairs. She received her doctorate from the University of Maryland, College Park and a master's and bachelor's degree from the University of Delaware. As a result of her relational, collaborative and inclusive leadership, Patty was elected president of ACPA-College Student Educators International. She has served the profession in other positions including: 2011 ACPA Chairman; THE ACPA Consolidation Committee and the National Association of Student Administrators (NASPA); ACPA/NASPA Professional Competence Task Force and ACPA Foundation. She has received numerous awards and awards, including: Esther Lloyd Jones ACPA Professional Service Award; Премия ACPA Diamond Honoree Award; and induction into Phi Kappa Phi and Omikron Delta Kappa. In his spare time, Dr. Perillo enjoys spending time with his wonderful family and close community of friends, as well as engaging in art, sports, outdoor activities, prayer and reflection, music, reading and entertainment. Dr. John L. Hoffman is an associate professor of educational leadership at the University of California, Fullerton, where he is also Director of the Doctor's Leadership Program for Education and Chair of the Department of Educational Leadership. Prior to joining the faculty, John worked for 10 years in administrative positions in academic and student affairs, seven of which were dean of students. He has experience in developing theoretically sound programs that enhance the success and retention of students of color; Early activities related to student health and achievement; and assess the teaching of students in the cocurriculum. His research interests focus on evaluation and accountability, professional competence in student affairs and senior education management, as well as professional development and mentoring. John received professional awards from the Western Association for College and University Housing Officers (WACUHO) for his diversity and leadership work as dean of students and from the National Association of Student Staff Administrators (NASPA) for his professional mentoring efforts. John holds a doctorate in politics and higher education management from the University of Minnesota. John is the husband of Dr. Joy Hoffman, who also works in student affairs, and he does his best to stay active with his local church and community. He enjoys spending his free time with family and friends, listening to music or working on home improvement projects. Go to Navigating ACPA Co-Chair Patricia A. Perillo, Ph.D. Vice President for Student Affairs and Associate Professor of Higher Education Dr. Jason B. Pina Vice President of Student Affairs at Bridgewater State University will be Simpkins Director, Center for Career and Professional Development CUNY John Jay College of Criminal Justice Dr. Sean Harper Executive Director of the University of Pennsylvania Dr. Case Willoughby Vice President of Student Services Butler County Community College Dr. Pamela Havis Professor of Clemson University Dr. John L. Hoffman Associate Professor, Education Leadership Department, Department of Education Leadership of california State University, Fullerton Dr. Triton Triton and the Social Change of Florida State University Wu T. Tran Graduate Research Fellow at Ohio State University-Columbus August 25, 2015 Dear Colleagues, As the new school year begins, we are pleased to share the culmination of the work of the ACPA/NASPA Professional Competence Task Force. We are very grateful for the work of the Task Force and for the feedback received from thousands of members of both associations. The Task Force shared the recommended changes in professional competencies, including a combination of two competencies (ethics and personal foundations), the addition of one competency (technology) and a name change for multiple competencies. On August 7, 2015, the ACPA-College Student Educators International Board of Governors and the NASPA Board of Directors, the Higher Education Student Administrators, jointly confirmed the Task Force's work and approved new professional competencies for student teachers. Professional competencies for student teachers can now be obtained electronically. We hope you will find them useful as you complete the autumn courses and plan for professional and team development this year. Sincerely, Gavin Henning President, ACPA-College Student Educators International Associate Professor of Higher Education, Director of Higher Education and Doctoral Degree Education Programs of New England College Frank Lamas Chairman Of the Board, NASPA-Student Affairs Administrators in Higher Education Vice President for Student Affairs and Enrollment Management of California State University, Fresno August 2010 Dear Colleagues: In 2009, ACPA and NASPA created a Joint Task Force on Professional Competence and Skills. The Task Force completed its work and both governing bodies of the association adopted and approved the document on 24 July 2010. This set of professional areas of expertise is designed to determine broad professional knowledge, skills, and for some competencies, a relationship expected from students professionals working in the U.S., regardless of their field of expertise or positional role in the field. All student professionals should be able to demonstrate their ability to meet the basic list of results in each area of competence, regardless of how they entered the profession. The document is thus intended to inform the development of professional development opportunities for student professionals by providing results that can be incorporated into the development of specific curricula and training opportunities. In addition, if student professionals want to grow in a particular area of expertise, they can study the expected learning and skills at an intermediate and advanced level. This examination allows individual practitioners this document to guide their own choices about the professional development opportunities it offers. Download the ACPA/NASPA ACPA/NASPA The Areas of Competence document. Marili Bresciani Dwayne Todd Co-Chair, Co-Chair, NASPA, ACPA