

## ACPA/NASPA Professional Competency Areas for Student Affairs Self-Assessment











Competency Title	Competency Definition	Self Assessment	Action Plan
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As an entry level position in student affairs, the Resident Director role provides a natural place for the Professional Competencies to be utilized as a foundational resource for professional development, planning and training. The RD program at The College at Brockport, State University of New York is guided by these competencies, starting with RD training through bi-weekly professional development programs for RDs. This helps our team develop key competencies to aid in their success in their current role and future roles in higher education. A full description of the Professional Competency Resource is available here: [https://www.naspa.org/images/uploads/main/Professional\\_Competencies.pdf](https://www.naspa.org/images/uploads/main/Professional_Competencies.pdf)

This document includes the Resident Director Professional Competency Self-Assessment. It is a rubric tool where each competency is outlined, along with varying levels of development, aligned with the competencies (Basic, Intermediate, Advanced). This tool guides pre-semester training and on-going group and individual professional development including action planning. RD training is structured so that every session is aligned with a professional competency area, providing a well-rounded, intentional training. The self-assessment is revisited during supervision meetings (at minimum twice a year) and completed each year.

Specifically, the direct supervisor(s) receive the self-assessment, and plan individual development opportunities for growth in areas with lower scores. Formal opportunities for development might include conference attendance, access to publications or useful resources, online courses, etc, while informal opportunities might include meeting with other staff members or colleagues that offer knowledge and expertise in that competency area. Staff that exhibit strength in certain competency areas are tapped to provide training for others, creating a shared sense of team growth. Essentially, the tool is used for individual development as well as to plan the ongoing professional development opportunities of the staff, which occur at minimum every other week for 2 hours. For example, two years ago, the majority of staff members report lower understanding of Assessment, Evaluation and Research, so we provided a departmental professional development workshop related to this competency and its application to residence life. In addition to departmental offerings, we invited resident directors to divisional assessment workshops and regional conferences. An example of an individual level use of this document would be if a staff members self-assessment indicated lower scores in Equity, Diversity and Inclusion, we've sent staff members to diversity retreats, lectures and provided articles/books for their review as an ongoing, collective effort to advance their development in this specific competency area.

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Advising and Helping	Ability to provide <b>counseling and advising</b> support, direction, feedback, critique, referral, and guidance to individuals and groups.	 1-Basic  2-Intermediate  3-Advanced	
Assessment, Evaluation, and Research	Ability to use, design, conduct, and critique qualitative and quantitative analyses. (eg. <b>Program Assessment</b> )	 1-Basic  2-Intermediate  3-Advanced	
Equity, Diversity, and Inclusion	Ability to create learning environments that are enriched with <b>diverse</b> views and people, creating an institutional ethos that accepts and celebrates differences among people helping to free them of any misconceptions and prejudices.	 1-Basic  2-Intermediate  3-Advanced	
Ethical Professional Practice	Ability to understand and apply <b>ethical standards</b> to one's work.	 1-Basic  2-Intermediate  3-Advanced	
History, Philosophy, and Values	Ability to connect the history, philosophy, and values of the profession to one's current <b>professional practice</b> .	 1-Basic  2-Intermediate  3-Advanced	
Human and Organizational Resources	Ability to select, <b>supervise</b> , motivate, and formally evaluate staff, manage conflict, navigate through politics of organizational discourse.	 1-Basic  2-Intermediate  3-Advanced	
	Ability to effectively apply strategies and techniques associated with financial resources, facilities management, fundraising, technology use, <b>crisis management</b> , risk management, and sustainable resources.	 1-Basic  2-Intermediate  3-Advanced	

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Law, Policy, and Governance	Ability to apply <b>policy development</b> processes in various contexts and understand political/governance structures and their impact on one's <b>professional practice</b> .	<ul style="list-style-type: none"> <li>🍏 1-Basic</li> <li>🍏 2-Intermediate</li> <li>🍏 3-Advanced</li> </ul>	
Leadership	Ability to <b>envision, plan, effect change</b> in organizations, and respond to internal and external constituencies and issues.	<ul style="list-style-type: none"> <li>🍏 1-Basic</li> <li>🍏 2-Intermediate</li> <li>🍏 3-Advanced</li> </ul>	
Personal Foundations	<p>Ability to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual <b>wellness</b>.</p> <p>Ability to be self-directed and <b>self-reflective</b>; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one's own areas of strength and growth; have a passion for work; and remain curious.</p>	<ul style="list-style-type: none"> <li>🍏 1-Basic</li> <li>🍏 2-Intermediate</li> <li>🍏 3-Advanced</li> </ul> <ul style="list-style-type: none"> <li>🍏 1-Basic</li> <li>🍏 2-Intermediate</li> <li>🍏 3-Advanced</li> </ul>	
Student Learning and Development	Ability to apply <b>theory</b> to improve and inform student affairs practice, as well as understanding teaching and training theory and practice.	<ul style="list-style-type: none"> <li>🍏 1-Basic</li> <li>🍏 2-Intermediate</li> <li>🍏 3-Advanced</li> </ul>	

Name: \_\_\_\_\_

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Self-Assessment**

**Reflection on Professional Competency Development Needs:**

**Areas of Increased Competency:**

**Action Plan Related to Development:**

**Additional Comments:**