Social Justice	
Description: Social justice is defined as both a process and a goal. The Social Justice competency area includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege and power. Student affairs professionals ~~can~~ may incorporate social justice 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.	
One should be able to:	
Basic	• Identify systems of socialization that influence one's multiple identities (e.g. age, (dis)ability, gender, language, nationality, race, religion, sex, sexual orientation, and socioeconomic class) and how they impact one's lived experiences. • Understand~~,~~ how one is affected by and participates in maintaining systems of oppression, privilege and power. [Personal Foundations] • Engage in critical reflection in order to identify one's own prejudices and biases. • Participate in activities that assess and complicate one's understanding of oppression, privilege and power. [Personal Foundations] • Integrate knowledge of social justice, oppression, privilege and power into one's practice. • Connect and build meaningful relationships with others while recognizing the multiple, intersecting identities people hold. [Communication] • Articulate a foundational understanding of social justice and the role of higher education in furthering its goals. [History Philosophy and Values] [Communication] • ~~Understand how~~Advocate on issues of social justice, oppression, privilege, and power that impact people based on local, national, and global interconnections.
Intermediate	• Design programs and events that promote social consciousness and challenge current institutional, national, global, and sociopolitical systems of oppression. • Effectively facilitate dialogues about issues of social justice, power, privilege and oppression in one's practice. [Leadership] [Communication] • Engage in hiring and promotion practices that are non-discriminatory and work towards building inclusive teams. [Human and Organizational Resources] • Identify systemic barriers to social justice; Assess department's role in addressing such barriers. • Advocate for the development of a more socially conscious department, institution and profession.

	• Provide opportunities ~~for others~~ to reflect and evaluate ~~their~~ on one's participation in systems of oppression, privilege and power without shaming others. [Leadership] • Provide opportunities for social justice-centered professional development. • Effectively address bias incidents impacting campus communities. [Communication] • Implement appropriate measures to assess the campus climate for students, staff and faculty.
Advanced	• Ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent the needs of all people. [LPG] • Assess the effectiveness of the institution in addressing issues of social justice, and addressing oppressive barriers that may exist. [AER] • Take responsibility for the institution's role in perpetuating discrimination or oppression. • Advocate for social justice values in institutional mission, goals, and programs. • Create ongoing strategic plans for the continued development of inclusive initiatives and practices throughout the institution. • Link individual and departmental performance indicators with demonstrated commitment to social justice. • Provide consultation to other units, divisions, or institutions on strategies to dismantle systems of oppression, privilege and power on campus. [Collaboration] • Foster and promote an institutional culture that supports the free and open exchange of ideas and beliefs, and where issues of oppression, privilege and power are identified and addressed. [Leadership] • Demonstrate institutional effectiveness in addressing critical incidents of discrimination that impact the institution. [Ethical Professional Practice] • Ensure campus resources are distributed equitably and adequately meet the needs of all campus communities. • ~~Implement appropriate measures to assess the campus climate for students, staff and faculty.~~

Expectations for Competency Area Review:
- Consult relevant literature and research in the competency area
- Use track changes in a digestible format – need to be ready for public consumption
- Develop a parking lot for big questions that the group needs to consider
- Individual and organizational lenses as well as dominant group narrative
- As you look at the competencies, make sure that we are also looking at collaboration/partnership, communication, globalism, sustainability (little t threads) [Highlighted in blue]

- Possible intersections – identify and mark intersections with other areas [Highlighted in green]

Notes:
1. Switched to social justice to be aligned with research and practice in this area in student development (e.g. Readings for Diversity and Social Justice is common text used in preparation programs for the field; Bell's definition of social justice is widely used in articles about social justice—"full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure" (Bell, 2013, p. 21)).
2. Equity, diversity and inclusion are encompassed in social justice definition.
3. Previous wording and labels were focused on "others" being different from the norm
4. Based beginning competencies on Cycle of Socialization and Cycle of Liberation by Bobbie Harro.
5. One needs to understand oppression, privilege, and power before one can understand social justice.
6. We want to make sure that we have given space for people to critically reflect on where they are and what they can do in their practice and have that be assessed and linked to their performance.
7. The advanced section includes more competencies to challenge individuals to address issues at a systemic level.