

## **Competency Reflection Introduction**

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In 2010, the Student Affairs Administrators in Higher Education (NASPA) and American College Personnel Association (ACPA) organizations created the Joint Task Force on Professional Competencies and Standards (ACPA & NASPA, 2015). Over several years of collaboration and revision, this task force created the 10 Professional Competency Areas for Student Affairs Educators. These competency areas include Personal and Ethical Foundations (PPF), Values, Philosophy, and History (VPH), Assessment, Evaluation, and Research (AER), Law, Policy, and Governance (LPG), Organizational and Human Resource (OHR), Leadership (LEAD), Social Justice and Inclusion (SJI), Student Learning and Development (SLD), Technology (TECH), and Advising and Supporting (A/S) (ACPA & NASPA, 2015).

The release of competency areas for student affairs educators helped many student affairs practitioners and scholars begin to define the aspects of the profession that are vital. Additionally, the collection of competency areas creates a basis for the profession to grapple with the everchanging landscape of higher education. During times of crisis, like the Covid-19 pandemic, practitioners and administrators have been faced with difficult decisions around support services and staffing. When looking for candidates, hiring managers are able to score applicants using the competencies to determine if they are a good fit for the position and functional area.

Another important aspect of the Professional Competency Areas for Student Affairs Educators is the enclosure of social justice and inclusion principles. By revising the competencies between 2010 and 2015, NASPA and ACPA shifted the focus from the awareness of diversity to the active orientation of social justice (NASPA & ACPA, 2015). For many decades, scholars have noted that institutions must do more than merely recruit students from

underrepresented backgrounds. The Social Justice and Inclusion (SJI) competency ensures that student affairs professionals are actively working towards justice and inclusion for all students and salient identities (NASPA & ACPA, 2015).

Overall, the Professional Competency Areas for Student Affairs Educators have helped inform the profession and have allowed new professionals to create a basis for continued learning and growth.

## References

American College Personnel Association & Student Affairs Administrators in Higher Education

(2015). Professional Competency Areas for Student Affairs Educators.

[https://www.naspa.org/images/uploads/main/ACPA\\_NASPA\\_Professional\\_Compencies\\_FINAL.pdf](https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Compencies_FINAL.pdf)