

The NASPA Student Leadership Programs Knowledge Community Presents

Promising Partnerships: Implementing Student Leadership Competencies for Intentional Student Development



Presentation Team

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Good morning and Welcome!

- Name
- Position
- Institution
- What brought you here this morning?



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Leadership Competencies

Knowledge, values, abilities, and behaviors
that help an individual contribute to or successfully engage in a role or task



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Outcomes and Competencies

Learning Outcome

- What you want a student to DO after a learning experience

Competencies

- Help a student achieve the learning outcome



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Outcomes and Competencies

Learning Outcome

- Demonstrate effective time management

Competencies

- Evaluation
- Organization
- Plan
- Follow-Through



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Competencies Philosophy

What are we striving for in using a competency-based approach?

- Growth/development
- Proficiency/effectiveness
- Mastery



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Competency Model Use

Leadership competency models are used:

- Across sectors such as business, nonprofit, healthcare, education, military, law enforcement, library science, and hospitality
- By nearly 75 percent of businesses
- By many professional associations



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Critiques of Competencies

- Not situational
- Too many to master
- Not enough to cover the complexity of leadership
- Contradictions between competencies
- Deficit-model
- Leader-centric



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Assets of Competencies

- Common language
- Clarify expectations
- Design intentional training
- Tool for leadership development
- Behavioral benchmarking
- Increase leadership skills in an organization



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Competencies Study

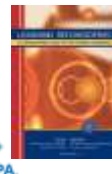
- Develop measurable **competencies** for student leadership development grounded in theory and research
- Develop **measurements** to assess student learning and development around leadership
- Link leadership **competencies to those expected in academic programs**



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Original SLC List



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Accrediting Agencies

| | |
|---|--|
| Aviation Accreditation Board International | American Optometric Association |
| The Association to Advance Collegiate Schools of Business | American Osteopathic Association |
| American Association of Family and Consumer Sciences | American Occupational Therapy Association |
| American Academy of Forensic Sciences | American Psychological Association |
| American Association of Health Education | American Podiatric Medical Association |
| National Association for Sport & Physical Education | American Psychiatric Association |
| American Association for Marriage and Family Therapy | American Physical Therapy Association |
| American Association of Nurse Practitioners | Accreditation Review Commission on Education for the Physician Assistant, Inc. |
| American Bar Association | American Speech-Language-Hearing Association |
| The American Board for Accreditation in Psychoanalysis, Inc. | American Society of Health-System Pharmacists |
| Applied Science, Computing, Engineering, and Technology | American Society of Landscape Architects |
| American Board of Professional Service Education Committee on Accreditation | Association of Technology, Management, and Applied Engineering |
| Accreditation Commission for Audiology Education | Association of Theological Schools |
| Accreditation Commission for Acupuncture and Oriental Medicine | American Veterinary Medical Association |
| Accreditation Council for Business Schools and Programs | Commission on Accreditation of Allied Health Education Programs |
| American Council for Construction Education | Commission on Accreditation of Athletic Training Education |
| Association for Childhood Education International | Council for Accreditation of Counseling and Related Educational Programs |
| Accrediting Council on Education in Journalism and Mass Communications | American Public Association Commission on Accreditation for Distance Education |
| American Library Association Education Foundation | Commission on Accreditation for Health Information and Information Management |
| Accreditation Commission for Military Education | Commission on Accreditation of Healthcare Management Education |
| Accreditation Council for Pharmacy Education | Commission on Collegiate Nursing Education |
| Association for Clinical Research Education | Commission on Collaborative Intersector Education |
| American Council on the Teaching of Foreign Languages | Commission on Collegiate Nursing Education |
| American Dental Association | Council for Exceptional Children |
| Association for Educational Communications and Technology | Council on Education for Public Health |
| American Library Association Committee on Accreditation | Council for Veterinary Degree Accreditation |
| American Association of School Librarians | Council on Nursing, Medical Education |
| Association for Middle Level Education | Commission on Optician Accreditation |



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Accrediting Agencies

| | |
|--|--|
| Council on Accreditation of Nurse Anesthesia Educational Programs | National Association for the Education of Young Children |
| National Recreation and Park Association Council on Accreditation of Parks, Recreation, Tourism, and Related Professions | National Association for Gifted Children |
| Commission on Accreditation for Respiratory Care | National Association of Schools of Arts and Design |
| Commission on Osteopathic College Accreditation | National Association of Schools of Dance |
| Commission on Massage Therapy Accreditation | National Association of Schools of Music |
| Council on Rehabilitation Education | National Association of School Psychologists |
| Council on Social Work Education | National Association of Schools of Public Affairs and Administration |
| National Environmental Health, Safety & Protection Accreditation Council | National Association of Schools of Public Health |
| Educational Leadership Consultant Council | National Association of Schools of Social Work |
| Global Accreditation Center | National Council for Accreditation of Counseling Education |
| International Assembly for Collegiate Business Education | National Council for Accreditation of Teacher Education |
| International Fine Service Accreditation Council Degree Assembly | National Council of Teachers of English |
| International Reading Association | National Council of Teachers of Mathematics |
| International Society for Technology in Education | National League for Nursing Accreditation Commission, Inc. |
| International Technology and Engineering Educators Association | National Science Teachers Association |
| Joint Review Committee on Education Programs in Radiologic Technology | Planning Accreditation Board |
| Joint Review Committee on Educational Programs in Nuclear Medicine Technology | Psychological Clinical Science Accreditation System |
| Joint Review Committee on Medical Education | Society of American Foresters |
| Nursery Education Accreditation Council | Teacher Education Accreditation Council, Inc. |
| National Accrediting Agency for Clinical Laboratory Sciences | Teachers of English to Speakers of Other Languages |
| North American Association for Environmental Education | |



Competency Research

97 accrediting organizations

Career/competency database



522 academic programs

Model map

17,577 learning outcomes

240 measurements



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Research Findings

41% of all organizations "leadership" appears

100% of all organizations had at least one SLC

30% of all organizations had at least half of their outcomes with an SLC

27% of all outcomes (17577) had at least one SLC



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Student Leadership Competencies



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Competency Dimensions

- **Knowledge (K):** Knowledge of or understanding of the value of a competency
- **Value (V):** Value placed on a competency
- **Ability (A) (Motivation or Skill):** Internal motivation to engage in a certain behavior or skill level to perform a certain behavior
- **Behavior (B):** Engagement in a certain behavior



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Why Leadership Competencies?

- Creates a systematic method for intentional leadership development
- Provides an institution-wide means to measure leadership development
- Aligns with accreditation expectations
- Supports what employers want/need
- Provides quantifiable evidence for funding
- Contributes to a leadership brand
- Grounded in research
- Can be versatile and customizable based on institution and department needs



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Using Competencies

1. Competency selection
2. Competency mapping
3. Curriculum (re) design
4. Resources and Tools
5. Assessment
6. Marketing
7. Best Practices



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Competency Selection

| Competency Selection | Institution |
|---|--|
| Select competencies based on an existing model or theoretical framework | UW Oshkosh-Social Change Model |
| Create own model or framework and select appropriate competencies | Vanderbilt-LEPS (internal model) |
| Select competencies with no model or theoretical framework | Fairfield University-26 competencies |
| Select competencies based on values/mission | Lafayette College-Characteristics of founder |
| Gap analysis and focus on what competencies you do well (map first) | Wright State University-OL program |



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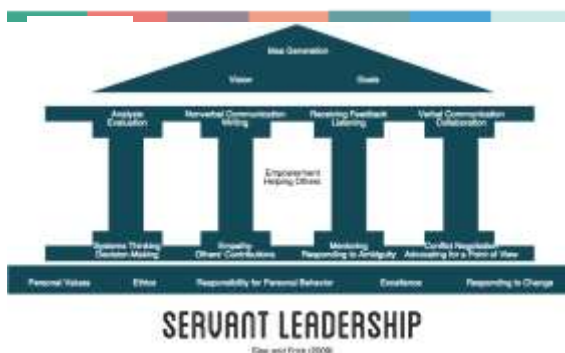


Database Frameworks



Other Frameworks







Competency Selection

- Select intended competencies for a program, event, role, or course.



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Competency Mapping

Create maps (use all 60 competencies or selected competencies)

- Courses
- Co-curricular experiences
- Positions/roles
- Living learning communities

Identify gaps

- What competencies are already integrated?
- What competencies are missing?



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Competency Map

1=introduction 2=moderate focus 3=substantial focus

| | Research | Research | Research | Research | Other | Other | Other | Other | Other | Other | Other | Other |
|---------|-----------|----------|----------|----------|-----------|-------|---------|----------|-----------|-------|---------|----------|
| | Knowledge | Value | Ability | Behavior | Knowledge | Value | Ability | Behavior | Knowledge | Value | Ability | Behavior |
| HED 201 | | | | | | | | | | | | |
| Courses | | | | | | | | | | | | |
| EDL 270 | | | | | | | | | | | | |
| Courses | | | | | | | | | | | | |
| EDL 271 | | | | | | | | | | | | |
| Courses | | | | | | | | | | | | |
| EDL 272 | | | | | | | | | | | | |
| Courses | | | | | | | | | | | | |
| EDL 280 | | | | | | | | | | | | |
| Courses | | | | | | | | | | | | |
| EDL 281 | | | | | | | | | | | | |
| Courses | | | | | | | | | | | | |
| EDL 282 | | | | | | | | | | | | |
| Courses | | | | | | | | | | | | |
| EDL 291 | | | | | | | | | | | | |
| Courses | | | | | | | | | | | | |
| EDL 293 | | | | | | | | | | | | |
| Courses | | | | | | | | | | | | |



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Student Leadership Competencies



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Curriculum (Re) Design

- Modify existing curriculum to focus on intended competencies.
- Develop new curriculum that "fills the gap."



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Map to Existing Curriculum

| TIME | TASKS | LOCATION | MAIN LOCATION | COMPETENCIES |
|-----------------|----------------------------|---------------|---------------|--|
| 8:00AM-8:30AM | Breakfast | Campus Dining | BCC CL | |
| 9:00AM-9:30AM | Engaging the Group | BCC Green | BCC CL | Group Development |
| 10:00AM-10:30AM | Facilitator: Tyler McQueen | | | |
| 11:00AM-1:00PM | MSL Panel Day | Clark House | BCC CL | Decision-making, Analyzing feedback, Analyzing, Conflict negotiation, Facilitation, Listening, Collaboration, Goals, Plans |
| | Facilitator: Nicole | | | |
| 1:00PM-2:00PM | CA Meet and Greet Lunch | BCC Mesa | | |



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Modify Curriculum



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Develop New Curriculum

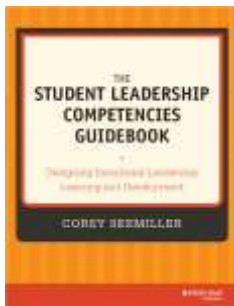
- Personal leadership program, EVOLVE
 - 8 weeks-1 competency per week
 - Cohort based



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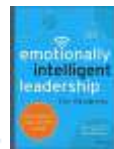
Curriculum



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Other Curricular Resources



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SLC Tools

- Workbook
- iOS App



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Workbook

Initial Ranking

Ranking of competencies by student

| Competency | Rank | Score |
|----------------------------|------|-------|
| 1. Self-awareness | 1 | 10 |
| 2. Self-management | 2 | 8 |
| 3. Social awareness | 3 | 7 |
| 4. Relationship management | 4 | 6 |
| 5. Responsible leadership | 5 | 5 |

Interim Competency

Ranking of competencies by student

| Competency | Rank | Score |
|----------------------------|------|-------|
| 1. Self-awareness | 1 | 10 |
| 2. Self-management | 2 | 8 |
| 3. Social awareness | 3 | 7 |
| 4. Relationship management | 4 | 6 |
| 5. Responsible leadership | 5 | 5 |

Final Ranking

Ranking of competencies by student

| Competency | Rank | Score |
|----------------------------|------|-------|
| 1. Self-awareness | 1 | 10 |
| 2. Self-management | 2 | 8 |
| 3. Social awareness | 3 | 7 |
| 4. Relationship management | 4 | 6 |
| 5. Responsible leadership | 5 | 5 |



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iOS App



Assessment

- Self-evaluation measurements
 - Post only
 - Post, then pre
- Measurements by dimension



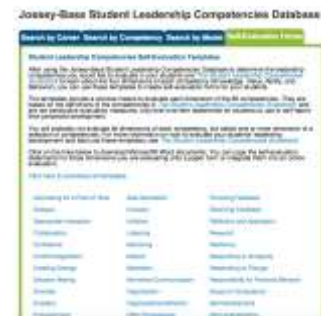
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Self-Evaluation Measurements



Self-Evaluation Measurements



Self-Evaluation Measurements



Measurements By Dimension

- Knowledge Dimension: Quizzes/tests
- Value Dimension: Narratives/interviews
- Ability Dimension: Demonstrations (rubrics), inventory
- Behavior Dimension: Observations/360 degree feedback



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Competencies Chart

NACE
Learning and Reasoning
Analysis
Problem Solving

Interpersonal Interaction
Productive Relationships
Appropriate Interaction
Collaboration

Communication
Verbal Communication
Writing

Personal Behavior
Initiative
Follow-Through
Responding to Change
Excellence

| | |
|---|--|
| <p>Enacted Competencies High performance, low engagement</p> | <p>Not enacted Competencies Both performance and engagement</p> |
| <p>Emerging Competencies Low performance, low engagement</p> | <p>Enact Competencies Low performance, high engagement</p> |

Behavior Dimension

Observations/360 Degree Feedback

- What is measured: Proficiency/effectiveness
- Growth can be gradient.
- Measures the effectiveness of enacting a competency (post)
- Measures growth of effectiveness in enacting a competency (pre/post)

Example: Follow-Through

- Evaluate a student's performance and/or growth in a competency (360 degree feedback)

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360 Degree Feedback

Internship Supervisors: Intern Evaluation

This survey is an evaluation of the intern and will affect the student's overall leadership grade. Please fill out this survey and provide as much detail as possible.

Intern Evaluation

Assigned Internship Supervisor Name:

Assigned Intern Name:

Assigned Follow-Through Points:

Please provide a rating for each of the following competencies. Use the items provided for each competency as a guide. If the student is not a student, please provide a rating for each competency.

Please provide a rating for each of the following competencies. Use the items provided for each competency as a guide. If the student is not a student, please provide a rating for each competency.

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Professional Development Plan

- Students take inventory
- Students set competency development goals
- Students are provided with competency-based training and experiences
- Students are evaluated using competencies-360 degree

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Program Evaluation

- Aggregate self-evaluation data
- Aggregate any data collected (journals, rubrics, inventory pre and post, etc.)
- Benchmark between programs, courses, etc.

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Self-Evaluation Data

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Cultivate a Sense of Buy-In

- Offer a faculty/staff competency institute.
- Have champions set the tone.
- Weave competencies throughout the college experience for students.
- Make using competencies worth the while of faculty and staff.
- Have SLC liaisons from each department.



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Create a Recognizable Brand

- Brand yourself as a leadership university.
- Develop a marketing plan to showcase a consistent message of competencies.
- Put competency information and leadership opportunities on the website and create marketing materials.
- Have a leadership session and booth at Orientation and campus visit days.



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Work with Academic Advisors



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Partner with Employers

- Have employers identify leadership competencies for each posted position.
- Have internship supervisors evaluate interns on competency development and performance.
- Offer student employer training on using competencies.



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Recognize Leadership Achievements

- Offer leadership awards for students, staff, and faculty for each core competency.
- Give departmental award for competency growth.
- Have recognition levels or badges for completing certain workshops, courses, programs, etc. related to leadership competencies.



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Develop Resources

- Develop marketing materials.
- Create major/competency map web page.
- Make course searches available by competency.
- Develop a professional development plan.
- Showcase resume statements using SLCs.
- Make a searchable database for leadership opportunities by competency.



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SWOT Analysis

- In infusing competencies in your program, unit, department, division, or campus...
 - What are the strengths you have to be able to infuse a competency-based approach?
 - What are the weaknesses you have?
 - What are the opportunities you have?
 - What are the threats you have?



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SLC Resources

Competency Mapping

- Model maps-JB/SLC website
- Academic program database-JB
- Matrix-website

Curriculum/Learning Tools

- Book-Amazon
- Workbook-SLC website
- App-Apple store

Assessment Tools

- Self evaluations-JB
- Sample evaluations-SLC website
- Rubrics-see me
- Badges-see me
- Value reflections-see me
- SLC Inventory-website

www.studentleadershipcompetencies.com

Best Practices



Panels and Breakouts

- Selecting Competencies
- Creating Buy-In
- Implementation
- Incentive Programs
- Assessment
- Unique Campus Highlights



FIU Student Affairs
Center for Leadership and Service

Sabrina O'Keefe
Assistant
Director, BBC



THE UNIVERSITY OF IOWA

Kelley Ashby
Senior Director,
Academic & Leadership Programs

Paul Mintner
Coordinator,
Leadership & Service Programs



**WRIGHT STATE
UNIVERSITY**

Debbie Lamp
Associate Director, Student Activities

Selecting Competencies

Best Practices



Creating Buy-In

Best Practices



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Implementation

Best Practices



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Incentive Programs

Best Practices

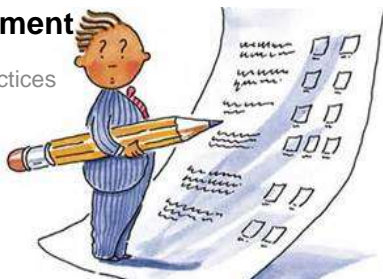


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Assessment

Best Practices



Unique Campus Highlights

Best Practices



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Want to hear more about a certain topic (or a new one)?

Best Practices Breakouts:

- Selecting Competencies
- Incentive Programs
- Creating Buy-In
- Assessment
- Implementation
- Unique Campus Highlights

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USING THE COMPETENCIES TO BUILD DEMOCRATIC PARTNERSHIPS WITH ACADEMIC AFFAIRS

Elizabeth Bapasola, Assistant Vice President for Student Affairs
The College of New Jersey



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“Get off the dance floor and onto the balcony”



“Leading with an Open Heart” in *Leader to Leader*, by Ronald Heifetz and Marty Linsky, 2002



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Dance Floor vs. Balcony

On the Dance Floor - Everyday interactions and day-to-day work we do.

On the Balcony - Taking a step back and critically evaluating these interactions and our work.



“Leading with an Open Heart” in *Leader to Leader*, by Ronald Heifetz and Marty Linsky, 2002



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What do you see from the balcony?

Campus Ethos:

“The fundamental character of a culture that underlies its beliefs and customs...[and that] captures[s] characteristics that seem to be important in campus activities and practice” (Kezar, 2007).

“Educators must tend to their institution’s ethos on an ongoing basis and constantly work to align policies and practices with it” (Kezar, 2007).



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QUESTION: WHAT’S YOUR CAMPUS ETHOS TOWARDS BUILDING PARTNERSHIPS BETWEEN ACADEMIC AFFAIRS AND STUDENT AFFAIRS?



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As able, please stand in the corner of the room to respond to a series of statements.

Choices are:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

*** Judge Free Zone***



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Academic and Student Affairs leaders encourage student affairs administrators and faculty to partner.

Choices are:
Strongly Agree
Agree
Disagree
Strongly Disagree



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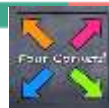


Academic and Student Affairs leaders reward student affairs administrators and faculty to partner (eg part of tenure/promotion guidelines, additional funding available, annual performance review metric, etc.)

Choices are:
Strongly Agree
Agree
Disagree
Strongly Disagree



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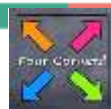


I personally know and interact with many of my colleagues in Academic Affairs (eg Provost, Vice Provosts, Deans, Assistant Deans, tenured faculty, adjunct faculty, etc.)

Choices are:
Strongly Agree
Agree
Disagree
Strongly Disagree



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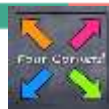


Many individuals in Academic Affairs attend and/or participate in campus events hosted by Student Affairs and/or student organizations.

Choices are:
Strongly Agree
Agree
Disagree
Strongly Disagree



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Many individuals in Student Affairs attend and/or participate in campus events hosted by Academic Affairs and/or teach for-credit courses.

Choices are:
Strongly Agree
Agree
Disagree
Strongly Disagree



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I feel that my colleagues in Student Affairs and Academic Affairs “speak the same language” and respect each others’ work and contribution to students’ holistic learning.

Choices are:
Strongly Agree
Agree
Disagree
Strongly Disagree



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Academic and Student Affairs Partnerships

“Partnership is not about developing a program together; partnership is exhibiting mutual understanding and together developing an ethos where people value integrative learning” (Arcelus, 2011).

“Institutions that can achieve a campuswide focus on learning are ones that do not minimize the academic mission of the institution, but surround it with a broader and reinforced educational mission” (Arcelus, 2011).



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The power of partnerships

Supporting a Campus Ethos of Student Affairs/Academic Affairs Partnerships

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Key Ways to Strengthen Your Campus Ethos

- **Create** Rewards/Recognition/Incentives
- **Build** Relationships
- **Invite** Participation
- **Speak** the Same Language
 - Student Leadership Competencies as the common language and starting point for partnerships



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Partnership Example: **REWARDS/INCENTIVES** Engagement Mini-Grant Program

- Reallocated dollars from Student Affairs
- Aimed to:
 - Foster collaborations between members of Academic Affairs (e.g. faculty members, academic departments, Schools) and Student Affairs.
 - Deepen student learning and students’ holistic development.
 - Build our college community.



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TCNJ's Selection Criteria for Mini-Grants

- May ask for up to \$2,500 (in FY16) and up to \$5,000 (in FY17).
- The project must clearly demonstrate **collaboration** between Student Affairs and Academic Affairs and be **co-written**.
- The project must **support the mission and/or core beliefs** of the College, with priority to the College's Signature Experiences.
- The budget should be planned as a **cost-effective use of grant funds** and other College resources and should not duplicate existing activities or programs.
- The project must be a **new initiative or an enhancement/expansion of an existing program or project**.




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Examples of Funded Partnerships in Fall 2015

- **Navigating the Non-profit Arena – Awarded \$1,900**
Career Center and the Center for Community Engaged Learning and Research
- **TCNJ Civility Week – Awarded \$2,500**
Office of Student Conduct and Dispute Resolutions and Counselor Education
- **Leadership for Sustainable Change Weekend Retreat – Awarded \$2,500**
Office of Leadership and School of Education Dean's Office



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Partnership Example: **BUILD RELATIONSHIPS** Student Affairs/Academic Affairs Networking Events




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Partnership Example: **INVITE PARTICIPATION** Interdisciplinary Seminar on “College and Change”

| Co-Instructors: | Students: |
|--|--|
| Tim Clydesdale, Professor of Sociology (Seminar Convener) | Alex Monday, Management |
| Liz Bapasola, Assistant Vice President for Student Affairs | Natasha Pineiros, Communication Studies |
| Karen Gordon, Assistant Professor of Education | Kenneth Rubin, History/Secondary Education Major |
| Dave Prensky, Associate Professor of Management | Jennifer Teets, Sociology Major |
| | Olivia White, Sociology Major |



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Partnership Example: **INVITE PARTICIPATION** Interdisciplinary Seminar on “College and Change”

Course Description:
This year's seminar includes faculty/student pairs from across Schools and Divisions at TCNJ.

Students and faculty engage with texts, films, and guest speakers that critique, offer context, or propose creativity about central issues in “college and change.”

Faculty/student pairs will also complete individual research projects and make a final presentation during the College's Celebration of Student Achievement in May 2016.



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Partnership Example: **INVITE PARTICIPATION** Senior Thesis to Create Program Assessment

- **Welcome Week Pre and Post Assessment Findings**
 - Created a Welcome Week Assessment in Summer 2015
 - Student Intern analyzed the findings using SPSS
 - I presented the statistically significant findings to 80 faculty and staff in September 2015
 - Faculty invited me to present the findings again at one of their “Learning Circle” meetings
- **Senior Thesis Develops**



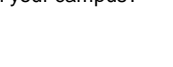
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Speak the Same Language

- Key to creating a campus ethos of democratic partnerships is to **speak the same language**
- **Discussion:**
 - How do you see the **Student Leadership Competencies** as a framework to create a shared language on your campus?



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To what degree do you think these tools will work on your campus?

- **Create** Rewards/Recognition/Incentives
- **Build** Relationships
- **Invite** Participation
- **Speak** the Same Language
 - Use the Student Leadership Competencies as the common language and starting point for partnerships

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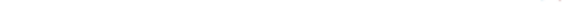



Next Steps – Action Planning

What are your goals/strategies to address the following areas?

- Selecting Competencies
- Creating Buy-In
- Implementation
- Incentive Programs
- Assessment


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Final Thoughts

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