for ambiguity, flexibility, and openness to constructive feedback.

Scale. The scale has three levels: foundational; intermediate; and advanced. Each level is a column, beginning to the right of the Dimension column. The outcomes within each column describe increasingly complex levels of knowledge and skills in each dimension.

Precisely locating one's position on the scale is difficult since a variety of characteristics influence professional development (e.g., lived experience, position in the organization, formal education, association involvement, etc.). It is reasonable to infer that graduate students and novice professionals are learning to apply individual competencies at the foundational level, while senior-level professionals, who are presumably capable of synthesizing multiple competencies, would occupy advanced levels. Although the rubrics can help to assess the professional competency of individuals, they are not valid instruments for measuring growth or comparing the performance of others. Users must adapt the rubrics for their own goals and the context of their institution and job function.

Why Use Rubrics in Student Affairs?

Rubrics are a convenient way to convey expectations for performance and structure feedback in a uniform and concise way (Stevens & Levi, 2011). They offer a dependable set of criteria that help student affairs practitioners to identify areas for growth, create a personal development plan, clarify responsibilities and outcomes, and facilitate consensus among colleagues about what constitutes good practice. Educators can use them to create learning outcomes, design curriculum, or evaluate conference programs and session proposals.

How Can I Use These Rubrics?

Mastery of outcomes in each dimension can be tracked in many ways, including observations, pre- and post-tests, formal coursework, or case study analysis. Users can document achievement by creating a scale for individual competency outcomes (e.g., Strongly Agree to Strongly Disagree) or adding additional rows or columns to write in evidence of achievement.

Rubrics can be used in a variety of contexts including professional development, graduate preparation, employment and supervision, and professional associations. Some suggestions are provided below.

Graduate Program Coordinators

- Include the Rubrics along with the Competencies, as required texts for introductory courses. The Rubrics promote students' reflection and self-assessment by showing them how proficiency develops over time, across the multiple dimensions that comprise each competency. Early in the first semester, ask students to identify their level of mastery in each competency area. This also helps program coordinators to focus on the areas where students need the most attention. Repeat this assessment in a year, and share the results with faculty advisors to discuss during an annual progress meeting.

- Offer a workshop for field-based experience supervisors. Not all supervisors for field-based experiences have knowledge of the Rubrics (or the Competencies) so it might be helpful to host a session explaining the Rubrics to supervisors and how they might be incorporated into assignments of tasks and performance evaluations.

- Create and evaluate learning outcomes for field-based experiences using the Rubrics. The Rubrics are a consistent standard that helps students to articulate academic learning outcomes that are also tied to practical expectations of employers and the profession. Ask students to work with their internship supervisors to review the Rubrics and select three to five competencies that are relevant to their job responsibilities. Within each competency, the dimensions and their definitions offer concise statements of the knowledge, skills, and dispositions that form the basis of learning outcomes. The levels of mastery identify the student's existing level of proficiency and describe what is expected as mastery increases.

- Incorporate the Rubrics into mock interview days and cover letter/resume writing workshops. Employers are increasingly starting to ask students in job interviews to describe their skills and abilities in terms of the Competencies. As students prepare for graduation and employment, they can use the descriptions of each dimension in the rubrics as a guide for cover letters, resumes, and interview preparation. Have mock interviewers ask candidates questions specifically based on the knowledge, skills, and dispositions outlined in the Rubrics. For example:

  - How would you build an inclusive network of campus stakeholders dedicated to facilitating change?

  - Give us an example when you incorporated social media or digital communication in the design of a student learning experience.

  - Talk about a program you have either led or attended that addressed power, privilege & difference.

- Tie the Competencies/Rubrics into students' conference experiences. Before students attend conferences, discuss with them how the conference will help them to develop their mastery of the Competencies. Students can use the Rubrics as a framework when navigating a (sometimes overwhelming) conference schedule and it can make their participation much more intentional. When they return, have students articulate (either in discussion or written reflection) which sessions they attended and how it influenced the development of their knowledge, skills, and dispositions.

- Use the Rubrics in curriculum development and program assessment by evaluating the curriculum according to the knowledge, skills, and dispositions expected of practitioners in the field. While it is not possible for every single dimension to be incorporated into the curriculum, the Rubrics provide specific examples of learning goals and outcomes that can be used to evaluate and revise syllabi and for designing course assignments that lead to the mastery of competency across the curriculum. In collaboration with other program faculty, use the Rubrics at a meeting devoted to curriculum review or use them as an external standard to prepare for an accreditation report or visit.

- Distribute the Competencies/Rubrics during Prospective Student Interview Days. It is never too early to let students know that the Competencies exist and that they are a foundational element of your program and the field at large. Provide prospective students with a hand-out during a brief discussion. With more time, use the Rubrics to demonstrate the process of intentional student development, and allow some time to place themselves in the Competencies before they begin their graduate student careers.

Graduate Students

- Structure programs and services of Graduate Student Organizations around the Competencies/Rubrics. Some examples include (1) creating intentional programming around the ten competency areas, (2) establishing officer positions that are directly connected with advancing a particular competency area, (3) guiding reflection and dialogue at networking events; and, (4) conducting needs assessment (and subsequent interventions/actions) to address any gaps in programming or organizational structure.

- Increase intentionality of internships/ practicums. Much of the search for practicum and internship experiences tends to focus on functional area experience. Using the Competencies/ Rubrics would provide graduate students a different lens to approach new campus opportunities (practicums, volunteer work, etc.) to further develop a candidate's experience and knowledge.

- Use the Rubrics/Competencies in praxis. Praxis is described as the constancy of action and reflection to improve or develop an individual, group, or system. Individual professionals can use Rubrics to develop plans and track professional growth from foundational through advanced levels of performance. The Rubrics can be a framework for guided personal reflection. For instance, one might self-score on a Rubric dimension and revisit the Rubric after intentional self-work is conducted to improve a dimension.

Supervisors and Hiring Managers

- Use the Rubrics/Competencies to identify desired knowledge, skills, and dispositions for position descriptions. The Competencies can provide guidance when developing new job descriptions or reviewing current position descriptions. Defining competencies clearly creates consistency across position descriptions and conveys desired knowledge, skills, and dispositions in recruitment and marketing materials.

- Use the Rubrics during annual performance planning and review. Rubrics can be used to identify desired areas of growth related to the competencies and to set professional development goals. During the performance review process, learning outcomes related to competencies can be used to set targets for growth in knowledge, skill or disposition areas. Rubrics can also be used in mentoring and coaching relationships to help establish performance expectations through dialogue.

- Use the Rubrics to create a self-assessment tool for staff members to assess their own level of competence. Rubrics can be used to develop a tool for individuals to self-assess their level of knowledge and skill related to each competency. Results can be used to inform individual professional development or departmental team development, allowing for focus on strengths and areas of growth among team members. Results could also be used to determine divisional professional development initiatives.

Divisional Professional Development Coordinator

- Use the Rubrics to identify professional development needs of the division according to a short- or long-term plan, such as a theme or series for one or more years. Based on the topics, determine if institutional expertise is available or outside expertise is needed related to a particular competency.

- Use the Rubrics to develop curriculum or training related to a specific competency. The Rubrics can provide a framework for developing education outcomes for professional development and training for specific competencies. For example, someone coordinating an assessment training may use the rubrics to scaffold the training, by identifying topics to cover for participants at a foundational level. Participants could progress through a series of trainings toward an intermediate or advanced level.

- New or established divisional work teams can use Rubrics to evaluate their collective strengths and the competency areas in which they need to grow. Members of the team can individually respond to the Rubrics as a self-assessment to identify their own level of competency and then share with other team members to identify team strengths and areas for improvement. The process can also give the team leader valuable information.

- Use the Rubrics to provide a curriculum for on-boarding new employees. Various functional areas can use the Rubrics to on-board new employees in competencies related to that specific functional area. For example, a career services department may use the advising and supporting rubric to identify topics for on-boarding new advisors.

Faculty

- Use the Rubrics in curriculum development according to the knowledge, skills, and dispositions expected of practitioners in the field. While it is not possible for every single dimension to be incorporated into the curriculum, the Rubrics provide specific examples of learning goals and outcomes to evaluate and revise syllabi and for designing course assignments that lead to the mastery of competency across the curriculum.

- In collaboration with other program faculty, use Rubrics at a meeting devoted to curriculum review or use them as an external standard to prepare for program review or an accreditation report or visit.

- Specifically reference the Rubrics/Competencies in all syllabi. With the Rubrics embedded in the course design, it is critical that students see these words on the syllabus so that they can make the connection between the course objectives and supporting their development to advance their skills within the Rubrics.

- Integrate the Rubrics/Competencies into culminating experiences. Whether you assign a thesis, capstone, portfolio or other culminating project, recommend that students use the Rubrics to reflect on their knowledge development.

- Rubrics could be used to guide promotion processes or the allocation of bonuses.

Professional Organziations

- Tie in conference themes to the Rubrics/Competencies in order to inspire attendees and focus them on the work of the profession. Conference session submissions should request that presenters link their content to a competency and to identify how their session supports participants' development. The web-based submission process should also be linked directly to the Rubrics.

- Develop an an on-line system for self-assessment. Professional organizations might consider developing an on-line system for self-assessment using Rubrics tied to the professional Competencies. For example, ACUHO-I has a web-based system for supervisors and staff to document performance assessments and a professional development planning tool. ACUHO-I charges for this service.

- Align board reports with the Rubrics/Competencies. Beyond asking committees and work groups to report on their activity, specifically ask contributors to report on how their activity is rooted in the Rubrics. This will reveal strengths and challenges in supporting the professional development and where more resources or attention are needed.

- Incorporate the Competencies/Rubrics into recruitment programs targeted at undergraduates who are interested in student affairs (e.g. - NASPA's NUFP). The Rubrics can be used to determine mentorship pairings and to track participants' development.

- Integrate the Rubrics/Competencies across all programs. Professional associations can connect their professional development opportunities, publishing opportunities, awards criteria, and all other initiatives back to dimensions within a Rubric.

Assumptions and Limitations

The revised student affairs competency areas (ACPA & NASPA, 2015) were created from the perspective of U.S. colleges and universities. We agree with the recommendation in the 2015 Professional Competency Areas for Student Affairs Educators that, "future reviews and revisions of the competency areas be conducted in a manner that does not norm the work of student affairs in the U.S., but considers student affairs work from an international perspective" (p. 6).

Competencies and their dimensions are manifest in different ways depending on the individual, job function, and institutional context. While Task Force members were mindful about including marginalized voices and perspectives, each individual, institution, and program using these rubrics must adapt them to their particular needs. As our profession evolves, the rubrics must be revised to incorporate changes and ensure they are inclusive and accessible.

These are model rubrics, part of a larger process of reflection and dialogue with others about competency development. The process of using rubrics is hands-on and frequently messy. Without care, users may favor technical aspects and miss deeper, more meaningful expressions of professional competency. Deficiencies may be overly emphasized if not considered in the context of a professional's position and experience in the profession. Rubrics are no substitute for conversation and nuanced feedback.

The original outcomes published in the source document (ACPA & NASPA, 2015) did not always develop across all levels of mastery. For example, a foundational outcome might "disappear," failing to continue across subsequent levels of mastery. Conversely, some outcomes "appeared" in the intermediate or advanced levels without an origin in the foundational level. Task Force members agreed that creating new outcomes to fill these gaps was beyond the scope of our project; thus, we acknowledge this limitation and recommend the next round of competency area review further address this limitation.

Although we wanted to be as specific and detailed as possible we were limited by space. Task Force members edited the original outcomes with this in mind. In rare instances, we adjusted the original level of mastery for outcomes based on discussion among Task Force members and feedback we received during the open review period in August 2016.