



 **ASCA**
Association for Student Conduct Administration

Association for Student Conduct Administration

Knowledge & Skills

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ABOUT THIS PUBLICATION



PO Box 2237
College Station, TX 77841
979.589.4604 | asca@theasca.org
TheASCA.org

Project Lead

Christina Parle, Zeta
Beta Tau Fraternity, Inc.

Task Force & Authors

Alan Acosta,
Clark University

Reyna Anaya,
*Community College
of Aurora*

Patience Bryant,
San Jose State University

Kateeka Harris,
*Tarrant County
Community College*

Pamela Malyk,
University of Florida

Design & Production

Cristina Gonzalez, ASCA

Copy Editor

Christine Simone, ASCA

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About ASCA:

The mission statement of ASCA is to advance the student conduct profession.

The Association for Student Judicial Affairs (ASJA) began in 1986 with a small group of judicial officers who discussed a need for a professional organization related to their field. As the profession and its knowledge base continued to grow, so did the Association. Now, ASCA has a membership of more than 2,000 members in the United States, Canada, and internationally, representing more than 900 institutions of higher education. Membership is open to any person who has a legitimate interest in the mission, vision, core values, and activities of the Association.

ASCA Knowledge & Skills Authors

Christina Parle (she/they)

Christina Parle is the Director of Chapter Services and Conduct for Zeta Beta Tau Fraternity, Inc. (ZBT) where she writes curriculum, addresses alleged incidents of misconduct, and works directly to support chapters. Additionally, Christina is an equity, inclusion, and diversity speaker and consultant for her company, Social Responsibility Speaks. Her involvement with ASCA began as a 2016 presidential intern and has since included two terms on the Board of Directors, serving as the lead on the knowledge and skills project, and service as a faculty member for the 2020 Student Organization Conduct Institute. Prior to her work at ZBT, Christina served as the Assistant Director of Student Conduct and Community Standards at the University of Kansas (KU) where she served as the Student Housing liaison and then transitioned to a focus on student organization misconduct. Christina earned her bachelor's in criminal justice and political science at the University of Central Missouri and her master's in higher education at Penn State.

Dr. Alan Acosta (he/him)

Alan Acosta is a passionate higher education professional whose work focuses on supporting college students in their identity development and helping them to become ethical global leaders. He currently serves as Acting Senior Associate Dean of Students at Clark University, supervising the Office of Residential Life and Housing, student conduct, and supporting the university's diversity, equity, and inclusion initiatives. Prior to Clark, Alan spent almost 14 years at Florida State University in a variety of roles and managed numerous campus offices, including student conduct, housing, new student orientation, and accessibility services. Alan has been actively involved in ASCA and College Student Educators International (ACPA) for over 10 years. He has served each organization in numerous roles, including as Chair of ACPA's Commission for Student Conduct and Legal Issues, coordinator for ACPA's Voices of Inclusion medallions, co-chair of the ASCA case-study competition, and Educational Initiatives chair for ASCA's 2016 Annual Conference. He also is a member of NASPA and a past member of ACUHO-I. Alan believes in the power of education to uplift communities and change lives, which drives and centers the work he does.

Dra. Reyna M. Anaya (she/her)

Reyna Anaya is the dean of students at the Community College of Aurora (CCA) and is proud to serve and work at the most racially and ethnically diverse college in Colorado. Prior to her time at CCA, Reyna served as the assistant director of community standards and conflict resolution at the University of Northern Colorado from 2013 to 2018. As a conduct administrator, Reyna has served on the ASCA Board of Directors, served on the ASCA Diversity and Inclusion Task Force, and was selected as a 2018 faculty fellow and 2019 faculty member for the Donald D. Gehring Academy. Reyna received her doctorate in higher education and student affairs leadership in 2019 and Master of Arts in educational leadership and policy studies in 2009 from the University of Northern Colorado. Reyna also is a past attendee of the Social Justice Training Institute (2016) and a published scholar, with works focused on intersectionality in graduate school for graduate student mothers of color and self-care in higher education. Last and most importantly, Reyna is the mom of three to Aiyana, Mateo, and Antonio.

Dr. Patience D. Bryant (she/they)

Patience Bryant is the director for Black/African American Equity at San Jose State University. Prior, she served as the director for student conduct and ethical development at California State University, Long Beach, where she oversaw the creation and implementation of the university's first restorative justice program, WAVE (Welcoming Accountable Voices and Education), and served as the university's chief judicial officer. Dr. Bryant holds a doctorate in conflict analysis and resolution from Nova Southeastern University and previously worked at the University of Mississippi and Texas A&M University, Commerce, where she led the introduction of restorative justice to their traditional student conduct process. Dr. Bryant has been featured as a contributing author in multiple books including *Student Conduct Practice (2nd Ed)* and the ACUHO-I/ASCA collaborative book *Conduct and Community: Residence Life Practitioners Guide*, as well as has served as a track coordinator and faculty member for ASCA's Donald D. Gehring Academy. Dr. Bryant has been a member of the ASCA board of directors and will serve the association as president in 2022.

Kateeka Harris (she/her)

Kateeka J. Harris currently serves as the Title IX Compliance Officer in the District Title IX Office at Tarrant County College in Fort Worth, Texas. Her previous higher education professional experiences includes serving as: Director of Student Conduct, Director of Multicultural Programs, and Assistant Director of Undergraduate Admissions. Before transitioning into higher education, Kateeka worked in the Juvenile Justice System at Mahoning County Juvenile Court in Youngstown, Ohio. She began her career in the Probation department then was promoted to County Intake Supervisor. It was during that time at the Juvenile Court that she implemented the county's first Victim Offender, Truancy, and Family mediation programs. Kateeka has over 20 years of experience establishing conduct programs, revising policy, establishing fair and impartial procedures, resolving conflict, and successfully building coalition among students, staff, faculty, and communities. Kateeka took her Bachelor of Science Degree in Criminal Justice from Youngstown State University in Youngstown, Ohio and her Master of Arts Degree in Student Personnel from Slippery Rock University of Pennsylvania (SRU). Kateeka is currently pursuing a doctorate degree in Educational Leadership at Texas Wesleyan University and anticipates graduation in late 2021.

Pamela Malyk (she/her)

Pam Malyk is the Assistant Dean of Students and Director of Student Conduct and Conflict Resolution (SCCR) at the University of Florida where her responsibilities include overseeing the student conduct and honor code processes and supervision of the SCCR team. In addition, Pam serves on the University's Behavior Consultation Team and Emergency Operation Team, and has responsibilities in crisis response, policy development, and training. She earned both her Master's degree and Bachelor's degree from the University of Connecticut, and is a current student in the Higher Education PhD program at the University of Florida. Pam has worked in higher education for 18 years in a number of roles related to student conduct and housing in the Northeast and Florida. Pam has previously served three terms on the ASCA board of directors as secretary, parliamentarian, and annual conference chair.

ASCA Knowledge and Skills Introduction

In Fall 2020, the Association for Student Conduct Administration (ASCA) developed and introduced its first-ever Knowledge and Skills matrix based specifically in the work of student conduct professionals. This document is intended to provide background, context, and detail information on the development process and the Knowledge and Skills therein.

Background Information

In Fall 2019, the ASCA Board of Directors, under the leadership of 2019-2020 President Seann Kalagher, identified membership-wide competencies as a gap area within ASCA and the field of student conduct. Many professional associations representing respective functional fields within the higher education profession as well as the profession as a whole, including, but not limited to, College Student Educators International (ACPA), Student Affairs Administrators in Higher Education (NASPA), ACUHO-I, NACA, NACADA, and NODA have specific, identified lists of competencies that pertain to the work professionals perform in those respective units. As a result, President Kalagher created a Presidential Task Force charged with developing the Knowledge Areas and Skills (herein referred to as “Areas”) of the student conduct profession to fill the void. These Areas are designed to inform the work of student conduct professionals and student conduct organizations specifically and are not intended to replace or supplant any other professional competency list, including, but not limited to, the ACPA/NASPA professional competencies or the Council for the Advancement of Standards in Higher Education.

Timeline

The Task Force was started and headed by ASCA Board member Christina Parle in Fall 2019. Throughout the remaining Fall 2019 term, in consultation with President Kalagher and President-Elect, Martha Compton, Parle identified and recruited several acknowledged leaders in the student conduct profession to volunteer their time to participate in the Presidential Task Force. By December 2019, the Task Force was identified and composed of six members: Alan Acosta, Reyna Anaya, Patience Bryant, Kateeka Harris, Pam Malyk, and Christina Parle.

The Task Force first met in January 2020 in Atlanta, Georgia. During this meeting, the Task Force identified its initial draft of the Knowledge and Skills, developed initial definitions, and created its first set of descriptions for several of these respective areas. The draft was then shared with the ASCA Board of Directors during the in-person Board of Directors meeting at the February 2020 Annual Conference in Washington, DC. At that time, the Board provided feedback and instructed the Presidential Task Force to proceed.

The Task Force made preliminary plans to meet a second time in Long Beach, California in April 2020. Unfortunately, the COVID-19 global pandemic required the team to cancel the in-person meeting and, instead, the team met several times during the Summer 2020 term via Zoom to refine and complete their work. The Task Force continued to provide regular updates to the Board of Directors regarding the progress of the Task Force.

Once the Task Force had a final draft of the Knowledge Areas and definitions, the Skills and their specific definitions, as well as the defined phases language, the team sought out and identified several student conduct professionals from different geographical areas, institutional types, office structures, and social identities to participate in focus groups. These focus groups were created to ensure membership, external from Board members and representative of the entire membership, were engaged in the feedback gathering process. The Task Force facilitated three Zoom focus groups in July 2020 and used this information to make final revisions to the Areas. By Fall 2020, the Task Force finalized the Knowledge Areas and Skills, now known as the ASCA Knowledge & Skills, and presented them to the ASCA Board of Directors on November 19, 2020.

Development of the Areas

For this Presidential Task Force, the concept of competencies was intentionally referred to as “Knowledge Areas & Skills” so as not to imply learning in the profession stops. Additionally, the language “functional area” and “organization/organizational” were used intentionally to be inclusive of all professionals and all types of organizational structures in the field of student conduct.

The Task Force wrestled with many questions and considerations in the development of the Knowledge and Skills. First, the Task Force intentionally did not base the Knowledge and Skills on years of experience or job type, because one of the foundational core beliefs of the profession is every individual’s experience and professional journey that brought them to student conduct is unique and not dependent on years in the profession or title. It was also crucial different types of offices were considered, with additional consideration given to offices of one. The Task Force also worked to ensure the Knowledge Areas were inclusive of all institutional types, geographic locations, and Carnegie classifications.

The Task Force developed eight Knowledge Areas: Administration; Assessment; Education; Equity and Intentional Inclusion; Internal and External Partnerships; Investigation; Law & Policy; and Resolution Management. The Areas are further outlined in three phases: Foundational, Intermediate, and Advanced. Due to the uniqueness with which student conduct is addressed on respective campuses, these Areas are designed to be transferable regardless of if an individual’s job responsibilities are in student conduct directly, an area closely related, or oversight of the student conduct functional area is one aspect of several within their scope of responsibility. These Areas are situated within the context of the student conduct profession, and each individual constantly working towards equity and inclusion within individual institutional processes, the structures of the higher education profession broadly, and the global society as a whole.

The Areas are not designed to be static or linear. Each person brings their own attitudes and beliefs to the work of student conduct. As such, professionals and their perspectives grow with time and experience, and they will acquire the Knowledge Areas and Skills to move from one phase to another. As people continue on their professional journeys, individuals can simultaneously be at different phases in different Areas, can revisit phases within an Area at any time, or be in multiple phases within a single Area at once. Professionals are encouraged to use these Areas as a guide for their personal development and growth. Additionally, these Areas are intended for many different uses, including, but not limited to: creation of educational content; consideration by hiring managers; consideration

in professional development decisions; research and scholarship; consideration in developing collaborative partnerships; and communicating the value of student conduct work. In addition to the Knowledge Areas specifically, the Task Force also believes the following attributes, behaviors, and characteristics are needed for student conduct professionals: ethical decision making, navigating developmental conversations, managing healthy conflict and confrontation, active listening skills, authenticity, emotional intelligence, time management, flexibility, working collaboratively with others, de-escalation skills, critical thinking, communication, respect for confidentiality, and commitment to life-long learning.

With the creation of these Areas, ASCA aims to continue its contribution to the growth of every professional and its work as the leading voice of the student conduct profession in higher education.

ASCA Knowledge and Skills Phases

Foundational

To have an awareness, knowledge of, basic level of application, and ability to teach foundational knowledge and skills of the functional area. Demonstrates acknowledgement of systemic inequities within higher education and recognition of the need for continual critical self-reflection in order to mitigate power imbalances.

Intermediate

To have an awareness, knowledge, moderate level of application, and ability to teach foundational and intermediate knowledge and skills of the functional area, and develop content and practices. Engages in critical self-reflection and assessment of personal biases; identifies, communicates, and advocates for systemic change resulting in more inclusive policies and practices.

Advanced

To have an awareness, knowledge, high level of application, ability to teach foundational, intermediate, and advanced knowledge and skills of the functional area, contributing to the advancement of the functional area, and staying current on productive practices. Requires a commitment to assessment of personal biases, engagement in critical self-critique; identify, communicate, influence, and advocate for systemic change resulting in culturally relevant policies and practices, and pursues opportunities to create and participate in cultural awareness opportunities.

ASCA Knowledge Area Definitions

Administration

The Administration Knowledge Area encompasses the day-to-day management of a student conduct operation. This includes the oversight and application of duties related to the mission of the functional area including employees and operations management.

Assessment

The Assessment Knowledge Area involves the process of making data-informed decisions through the use of research, assessment, and strategic planning. The ability to design, conduct, evaluate, and apply appropriate methodologies and findings within student conduct are vital. This information is used to inform the effectiveness of operations and quality of services.

Case Resolution Management

The Case Resolution Management Knowledge Area engages student conduct professionals through the conduct process. It includes the execution and management of the resolution process from beginning to end.

Education

The Education Knowledge Area encompasses the multiple levels of communication needed to convey the student conduct process both within and outside of the organization. It includes the development, facilitation, and presentation of content related to the functional area for internal and external stakeholders. Education is for the purpose of serving students and advancing the field.

Equity & Intentional Inclusion

The Knowledge Area of Equity and Intentional Inclusion is the practice of promoting access and fair opportunities through the acknowledgement of privilege, awareness of power imbalance, and dismantlement of colonization and systemic oppression. It encompasses the work to address equity and intentional inclusion as an individual, as part of an organization, and the structural oppressive practices that exist.

Internal & External Partnership

The Internal and External Partnerships Knowledge Area is an essential component of student conduct administration in its relationship building through Internal and External Partnerships. It includes identifying, cultivating, and maintaining partnerships that allow for enhancement of student conduct program capacity and developmental opportunities.

Investigations

The Investigation Knowledge Area involves the specific skills needed to conduct prompt, fair, and equitable investigations. It includes the coordinated process of gathering, evaluating, and disseminating information pertaining to a report.

Law & Policy

The Law & Policy Knowledge Area focuses on basic understanding of the laws that govern and intersect with student conduct including historical foundations, compliance, and the application of future legislation. It includes the awareness, interpretation, and application of local, state, and federal laws and mandates, as well as organizational and system policies and procedures.

K&S Area 1: Administration

The Administration Knowledge Area encompasses the day-to-day management of a student conduct operation. This includes the oversight and application of duties related to the mission of the functional area including employees and operations management.

1.1: Operational Management

Foundational	Intermediate	Advanced
Performs the day-to-day tasks of the department and understands all functions within it.	Teaches others about the functions of the department and manages functions such as budget, scheduling, resource allocation, and human resource functions.	Makes big-picture decisions and proposals about department goals, budgets, functions, staffing model, resources, etc. Establishes departmental expectations regarding case resolution pathways, bias, conflicts of interest, and other intersections of equity and inclusion.

1.2: Supervision

Foundational	Intermediate	Advanced
Participates in recruitment and training of professional staff and graduate students. Performs supervision of student staff. Understands the basic principles of managing and developing others.	Responsible for recruitment of staff, graduate assistants, and student employees. Supervises graduate and professional staff members. Has knowledge and understanding of employee performance management and human capital development.	Creates and executes a staffing model for the department. Supervises staff members who supervise other professionals. Has experience and expertise in management, development, performance improvement, and non/renewal/termination processes of the organization. Responsible for the overall management and performance of the department.

K&S Area 1: Administration

1.3: Organizational Culture

Foundational	Intermediate	Advanced
Learns the basic dynamics and politics of the organization.	Understands and applies the dynamics, politics, relationships, and effects of personal and department decisions within the organization. Engages with those who have authority and positional power in the organization.	Has detailed knowledge and understanding of the people, politics, goals, and needs of the organization. Engages with others for the interest of the organization as well as the department. Strategic power mapping to understand internal and external influences at the institution.

1.4: Code Creation/Evaluation

Foundational	Intermediate	Advanced
Learns the process and timing for development/revision of a code. May provide feedback on enhancements to code/policy.	Directly participates in the feedback, development, wording, and evaluation of policy for creation/revision. Has a broader and more detailed understanding of the processes needed to change policy within the institution.	Has oversight for and/or direct involvement in the revision and development of policy. Responsible for identifying stakeholders, gaining feedback, and facilitating buy-in for stakeholders. Has detailed knowledge on language, requirements, and big-picture impact of policy on the organization. Will engage with high level decision makers in this process.

K&S Area 1: Administration

1.5: Crisis & Risk Management

Foundational	Intermediate	Advanced
Engages in crisis response in a direct response role. Documents, makes referrals, or seeks first responder assistance.	Engages in basic risk and needs assessments. Understands risk mitigation in individual crises as well as in events and programmatic functions/decisions.	Has experience and understanding of risk assessment principles, options for addressing and mitigating risk within the organization. Identifies risk in operations, decisions, events, and crisis, provides risk mitigation in the form of policy, structures, referral, and working with organizational counsel.

1.6: Communicating Value

Foundational	Intermediate	Advanced
Participates in day-to-day interaction with students and stakeholders through individual interactions and presentations.	Engages with one-on-one advocacy, presentations, and reporting with stakeholders, providing connection to functions and goals of organizational partners and students.	Provides information and context of the overall mission and function of the organization in relation to student and stakeholder goals and organizational mission. This occurs through one-on-one advocacy, data reporting, and presentations.

K&S Area 1: Administration

1.7: Technology

Foundational	Intermediate	Advanced
Demonstrates awareness of available technology platforms and use of institutional technology resources.	Continues learning and using technology resources to further the goals of the program and provide additional access.	Advocates for the use of additional and effective technologies to meet programmatic goals and provide accessible processes.

1.8: Equity & Intentional Inclusion

Foundational	Intermediate	Advanced
Applies basic social justice principles to individual interactions and case management.	Uses equity and inclusion as a framework to inform departmental processes and propose policy changes. Leads with authentic empathy.	Leads initiatives to change inequitable policies and develop relationships with organizational stakeholders who can partner in advocating for systemic change. Leads with a cultural humility framework.

K&S Area 2: Assessment

The Assessment Knowledge Area involves the process of making data-informed decisions through the use of research, assessment and strategic planning. The ability to design, conduct, evaluate, and apply appropriate methodologies and findings within student conduct is vital. This information is used to inform the effectiveness of operations and quality of services.

2.1: Strategic Planning

Foundational	Intermediate	Advanced
Participates in short-term goal setting and operational planning.	Understands multiple levels of a strategic planning, participates in all aspects of it, and may lead specific parts of the planning process. Can take long-term goals and operationalize them into short-term operational objectives.	Leads strategic planning and understands how to tie departmental strategic plans to the mission of an organization as well as overall organization/system plans. Teaches and guides others in developing strategic goals, objectives, and operational plans. Understands and provides an overall vision for the department to work from in strategic planning from a long-term perspective.

K&S Area 2: Assessment

2.2: Creation & Administration of Assessment

Foundational	Intermediate	Advanced
<p>Understands the various forms and methods of assessment, including formative and summative assessment. Implements pre-designed assessments and is able to create basic survey-based assessment. Has developing knowledge of other forms of assessment.</p>	<p>Can identify which type and methodology of assessment will yield the desired data for the content, program, or service being assessed. Has knowledge of question development and language use.</p>	<p>Creates and implements an assessment plan with the needs and timing of the assessed population in mind. Teaches others how to perform or use assessments, as well as provides advanced knowledge on the multiple modalities available for assessing. Applies most effective assessment methods for the data being collected and arranges and facilitates focus groups.</p>

2.3: Breakdown Data & Critically Analyze

Foundational	Intermediate	Advanced
<p>Collects data and understands the importance of disaggregating data.</p>	<p>Asks critical questions and critically examines data to identify equity gaps.</p>	<p>Develop assessments that critically examine data and identify equity gaps. Takes steps to repair inequitable outcomes in processes, enacts procedural changes, and advocates for policy shifts.</p>

K&S Area 2: Assessment

2.4: Data Interpretation & Program Advocacy

Foundational	Intermediate	Advanced
Can run reports and use present data as needed. Can interpret data to provide context for program functions and use.	Can run multi-year or more complex data analysis to identify area for growth or concern in populations served or services. Uses data to advocate for the needs of the department or program.	Can interpret data to provide both high-level and detailed information to stakeholders and organizational administration. Uses data to advocate for the financial and partnership needs of the department. Can use data to identify programmatic enhancement and strategic goals.

2.5: Equity & Intentional Inclusion

Foundational	Intermediate	Advanced
Understands the importance of collecting various demographic information on all parties involved in conduct processes.	Analyzes disaggregated conduct data by various demographic groups and identifies patterns in incident reports, responsible findings, reporting parties, etc.	Incorporates disaggregated conduct data into strategic planning, staff performance, organizational training, and student prevention education/orientation. Assesses students' experience with office and staff.

K&S Area 3: Case Resolution Management

The Case Resolution Management Knowledge Area engages student conduct professionals through the conduct process. It includes the execution and management of the resolution process from beginning to end.

3.1: Record Management

Foundational	Intermediate	Advanced
Learns campus data management system and organizational/federal expectations around record keeping. Creates and maintains conduct records and makes appropriate case notes.	Creates and maintains conduct records; makes appropriate case notes. Ensures supporting information and documents are maintained within records managed in the department.	Audits records maintained within the department to ensure proper record keeping is occurring by staff. Sets policy, procedures, and expectations for record keeping, retention, and destruction for the organization that is compliant with applicable laws and regulation.

3.2: Policy Application

Foundational	Intermediate	Advanced
Learns institutional policies and applies alleged violations to minor cases.	Understands and teaches others to apply policies to incidents as appropriate. Applies policies to complex cases.	Critically applies policy to complex cases. Reviews and determines departmental philosophy, procedures, and standards related to interpretation and application of policy.

K&S Area 3: Case Resolution Management

3.3: Outcomes

Foundational	Intermediate	Advanced
Learns institutional outcomes available and assigns outcomes to minor cases.	Assigns and engages in the design of creative educational outcomes.	Assigns, creates, and assesses for case outcome consistency and accomplishment of learning objectives.

3.4: Case Resolution Pathways

Foundational	Intermediate	Advanced
Learns case resolution pathways and facilitates select pathways.	Facilitates multiple or all case resolution pathways. Gains knowledge on case resolution pathways not available within the organization, but used in the field of student conduct.	Establishes case resolution pathways available in the organization. Facilitates, assesses, and trains on resolution pathways.

3.5: Case Load Management

Foundational	Intermediate	Advanced
Manages individual caseload within designated timelines.	Manages individual caseload, monitors caseload of department, and assigns cases to others.	May manage a small individual caseload. Resolves appeals. Reviews the overall caseload of the organization, the division of responsibilities, and timeliness of resolution. Identifies and leads resolution of barriers in the processes.

K&S Area 3: Case Resolution Management

3.6: Communication Skills

Foundational	Intermediate	Advanced
Explains processes clearly; sends accurate and timely communications from office templates.	Communicates with students, advisors, faculty, campus partners, and stakeholders regarding process, timelines, and resolution pathways. Provides clear, calm, and accurate information. Can perform basic de-escalation as needed.	Sets communication expectations for the department. Performs high level communication with stakeholders, administration in the organization. May also be responsible for communicating final outcomes decisions on conduct board meetings and appeals. Can perform de-escalation as needed.

3.7: Equity & Intentional Inclusion

Foundational	Intermediate	Advanced
Has an understanding of equity and its application to resolution management (i.e. equitable outcomes are not always consistent outcomes for everyone).	Provides equity lens to identify the appropriate resolution pathway and its benefits to achieving an equitable outcome for all parties involved. Uses social justice frameworks to facilitate unbiased case resolution pathways.	Reviews resolution pathway data through various data points (i.e. race, gender, age, student status) and identifies patterns of behavior to improve equity and inclusion practices in resolution pathway assignment and facilitation. Identifies and changes unjust or unethical policies that may be rooted in oppression or bias.

K&S Area 4: Education

The Education Knowledge Area encompasses the multiple levels of communication needed to convey the student conduct process both within and outside of the organization. It includes the development, facilitation, and presentation of content related to the functional area for internal and external stakeholders. Education is for the purpose of serving students and advancing the field.

4.1: Curriculum Development

Foundational	Intermediate	Advanced
Reviews, facilitates, and updates existing educational content as needed.	Creates new programs and learning objectives that meet educational goals. Facilitates educational content for both internal and external stakeholders.	Identifies and creates departmental needs and goals. Reviews and facilitates educational curriculum and identifies gap areas in educational content. Partners with campus stakeholders in content development.

4.2: Capacity Building

Foundational	Intermediate	Advanced
Facilitates and/or presents information related to student conduct to students.	Compiles content related to the work of staff for presentation to both internal and external stakeholders.	Utilizes content and data related to the work of staff to tell the story of their office and build support.

K&S Area 4: Education

4.3: Communication Skills

Foundational	Intermediate	Advanced
Effectively conveys information regarding student conduct and healthy behavior to students. This includes rapport-building and an understanding of verbal and non-verbal cues.	Effectively conveys information regarding student conduct and healthy behavior to students, families, and campus partners.	Effectively conveys information regarding student conduct, healthy behaviors, and the importance of the work to students, families, campus partners, and leadership, as well as external partners (e.g. police).

4.4: Equity & Intentional Inclusion

Foundational	Intermediate	Advanced
Has an understanding of accessibility needs in the space (microphone), as well as how to deliver content for different types of learning styles.	Practices inclusive language in content development, as well as incorporates information related to marginalized communities as needed. Able to effectively include accessibility needs when creating content (e.g. closed captions, transcripts, etc.).	Anticipates the needs of the office's audiences and stakeholders. Dismantles barriers present in the educational process.

K&S Area 5: Equity & Intentional Inclusion

The Equity and Intentional Inclusion Knowledge Area is the practice of promoting access and fair opportunities through the acknowledgement of privilege, awareness of power imbalance, and dismantlement of colonization and systemic oppression. It encompasses the work to address equity and intentional inclusion as an individual, as part of an organization, and the structural oppressive practices that exist.

5.1: Individual Awareness & Action

Foundational	Intermediate	Advanced
<p>Recognizes awareness of own biases and is open to cultural learning, critical self-reflection, and self-critique. Has an awareness of existence and impact of systems of oppression. Demonstrates awareness and application of equitable and intentionally inclusive practices (e.g. closed captions, interpreters, screen readers, microphones, different learning aids, set up of room, access to technology, etc.)</p>	<p>Acknowledges the correlation between one's own lived experiences, biases, and privilege. Demonstrates a commitment to individual life-long learning and continuously engages in critical self-reflection and self-critique. Participates in activities and actions that dismantle systems of oppression.</p>	<p>Has substantive knowledge regarding social justice issues, owns their privilege, persistently practices Cultural Humility, and imbues social justice principles in personal and professional endeavors. Leads and organizes activities and actions that dismantle systems of oppression.</p>

K&S Area 5: Equity & Intentional Inclusion

5.2: Action

Foundational	Intermediate	Advanced
<p>Able to identify inequitable organizational practices that perpetuate exclusionary practices. Shows awareness and application of equitable and intentionally inclusive practices (e.g. closed captions, interpreters, screen readers, microphones, different learning aids, set up of room, access to technology, etc.)</p>	<p>Vigorously inspects colonial organizational policies and procedural practices that contribute to inequity and limit access. Values the inclusion of all identities and advocates for dismantling systemic oppression.</p>	<p>Persistently evaluates organizational policies, practices, and procedures that reinforce historical colonial constructs. Enthusiastically advocates for intentional inclusion and social justice while guiding organizational transformation.</p>

5.3: Structural Impact

Foundational	Intermediate	Advanced
<p>Has awareness of the connection between the historical colonialist foundations of the student conduct profession and the lasting impact within higher education. Demonstrates awareness and application of equitable and intentionally inclusive practices (e.g. closed captions, interpreters, screen readers, microphones, different learning aids, set up of room, access to technology, etc.)</p>	<p>Distinguishes the ways in which systemic oppression is infused within the framework of higher education systems. Actively employs social justice principles needed to reform structural inequity.</p>	<p>Engages in activism on behalf of the institution to dismantle systemic oppression.</p>

K&S Area 6: Internal & External Partnerships

The Internal and External Partnerships Knowledge Area is an essential component of student conduct administration in its relationship building through Internal and External Partnerships. It includes identifying, cultivating, and maintaining partnerships that allow for enhancement of student conduct program capacity and developmental opportunities.

6.1: Relationship Building (Identifying Who & Why)

Foundational	Intermediate	Advanced
Exhibits an ability to build upon, maintain, and nurture already established relationships on and off campus.	Exhibits an ability to build upon, maintain, and nurture already established relationships and identify and establish potential new relationships on and off campus.	Exhibits an ability to build upon, maintain, and nurture already established relationships and identify and establish potential new relationships on and off campus while looking for ways to create new relationships.

6.2: Collaboration & Execution

Foundational	Intermediate	Advanced
Establishes, maintains, and works effectively with a diverse population of faculty, staff, and others through various avenues.	Establishes, maintains, and works effectively with a diverse population of faculty, staff, and others through various avenues. Inspires a shared vision for the program. Assists in building and implementing multimedia tools to educate the campus community on variety of issues and student behavioral issues.	Establishes, maintains, and works effectively with a diverse population of faculty, staff, and others. Informs, develops training, and educates the campus community on student conduct issues and related policies. Cultivates a shared vision that is mission driven. Develops and coordinates innovative programs to address community standards and promote ethical decision making.

K&S Area 6: Internal & External Partnerships

6.3: Equity & Intentional Inclusion

Foundational	Intermediate	Advanced
<p>Consistently observes identities of involved parties assessing inclusiveness and effectiveness of internal and external partnerships.</p>	<p>Consistently observes identities of involved parties, assessing inclusiveness and effectiveness of internal and external partnerships. Develops and expands partnerships needed to support equitable policies, processes, practices, resources, opportunities, and services.</p>	<p>Consistently observes identities of involved parties, assessing inclusiveness and effectiveness of internal and external partnerships. Develops and expands partnerships needed to support equitable policies, processes, practices, resources, opportunities, and services.</p>

K&S Area 7: Investigations

The Investigation Knowledge Area involves the specific skills needed to conduct prompt, fair, and equitable investigations. It includes the coordinated process of gathering, evaluating, and disseminating information pertaining to a report.

7.1: Gathering Information

Foundational	Intermediate	Advanced
Can perform initial inquiry into reported behaviors in individual, group, and organization student cases. Establishes timelines during inquiry and follows up with leadership.	Can perform inquiry into reported behaviors in individual, group, and organization student cases. Oversees established timelines during inquiry and follows up with leadership.	Can perform advanced inquiry into reported behaviors in individual student cases. Oversees established timelines during inquiry. Consults with legal counsel and senior additional stakeholders.

7.2: Evaluating Information

Foundational	Intermediate	Advanced
Exercises critical thinking and explores discrepancies with gathered information. Works with others to perform basic credibility assessment of the party or parties providing information. Reviews documentary information with a critical lens and tests the voracity of the information.	Exercises critical thinking and explores discrepancies with gathered information. Performs basic credibility assessment of the party or parties providing information. Reviews documentary information with a critical lens and tests the voracity of the information. May also consult with legal counsel and represent the office as appropriate.	Exercises critical thinking and explores discrepancies with gathered information. Performs basic credibility assessment of the party or parties providing information. Reviews documentary information with a critical lens and tests the voracity of the information. Works with impacted parties, monitors staff timelines and information, and consults with legal counsel on cases as needed. Uses independent judgement with little supervision.

K&S Area 7: Investigations

7.3: Disseminating Information

Foundational	Intermediate	Advanced
May provide written summary of information gathered and create documentation of the process used and information gathered. Shares gathered information with appropriate parties in formats approved by the institution.	May provide written summary of information gathered and create documentation of the process used and information gathered. Shares gathered information with appropriate parties in formats approved by the organization. May represent the department as necessary to share information.	May provide written summary of information gathered and create documentation of the process used and information gathered. Shares gathered information with appropriate parties in formats approved by the organization. Provides updates and outcomes for campus partners, legal counsel, and senior leadership as appropriate.

7.4: Equity & Intentional Inclusion

Foundational	Intermediate	Advanced
Understands cultural implications that may create barriers and applies inclusive practices throughout the process. Is aware of one's own implicit bias.	Identifies cultural implications that may create barriers and applies inclusive practices throughout the process, institutional policies, and outcomes. Takes steps to mitigate the effects of one's own implicit bias in investigations.	Mitigates cultural implications that may create barriers and apply and lead inclusive practices throughout processes, institutional policies, and outcomes in addition to hiring practices and trainings. Teaches others methods to identify and mitigate the effects of implicit bias in investigations, as well as how to apply inclusive practices.

K&S Area 8: Law & Policy

The Law & Policy Knowledge Area focuses on basic understanding of the laws that govern and intersect with student conduct including historical foundations, compliance, and the application of future legislation. It includes the awareness, interpretation, and application of local, state, and federal laws and mandates, as well as organizational and system policies and procedures.

8.1: Historical Foundations

Foundational	Intermediate	Advanced
Understands the basic historical foundations of the student conduct profession. Is aware of a minimal amount of case law related to the establishment of the field of student conduct.	Has moderate knowledge of the historical foundation of the student conduct profession as well as a working knowledge of the many changes to the field over time. Also knows information related to many of the foundational cases of the student conduct profession.	Has substantive knowledge and can explain to others the foundational elements of the student conduct profession, including the systems of oppression from which many student conduct systems were modeled. Also knows and can teach landmark case law and its importance to the student conduct profession.

8.2: Compliance/Application

Foundational	Intermediate	Advanced
Understands there is law and legislation at a federal and state level that affects and informs the student conduct profession and can give minimal information regarding landmark or significant federal or state laws.	Understands and applies federal and state laws, legislation, and policies that shape and affect the student conduct profession.	Understands and helps others learn about historical, recent, and relevant laws, legislation, policies, and regulations influencing the student conduct profession. Synthesizes this information into the work of the organization and applies this at a macro-level for the organization.

K&S Area 8: Law & Policy

8.3: Equity & Intentional Inclusion

Foundational	Intermediate	Advanced
<p>Has an awareness and recognition of the connection between laws and legislation and social justice issues in the student conduct profession.</p>	<p>Recognizes the ways institutional policies are intentionally or unintentionally in conflict with social justice issues and finds ways of incorporating inclusion-focused methods into practice.</p>	<p>Engages in advocacy on behalf of the organization to decision makers to align policies with social justice principles. Actively teaches the interconnection of systems of oppression and student conduct systems to others.</p>

The ASCA Knowledge & Skills were created for ASCA purposes and for the use of ASCA members and student conduct professionals.

PO Box 2237
College Station, TX 77841
TheASCA.org

