

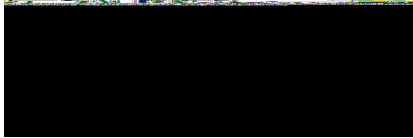
Association for Student Conduct Administration

Knowledge & Skills

TABLE OF CONTENTS

About	3
Meet the Authors	4
Knowledge & Skills Introduction	6
Knowledge & Skills Phases	9
Knowledge Area Definitions	10
Administration	11
Operational Management	
Supervision	
169JEM Organizational Interpretation	
Code Creation/Evaluation	
Code & Risk Management	
Communicating Value	
Technology	
Equity & Intentional Inclusion	
Assessment	15
Strategic Management	
Creation & Administration of Assessment	
Breakdown Data & Critically Analyze	
Data Interpretation & Program Advocacy	
Equity & Intentional Inclusion	
Case Resolution	18
Record Management	
Policy Antional Inclusion	

ABOUT THIS PUBLICATION



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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) who discussed a need for a professional organization 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, represent

ASCA Knowledge & Skills Authors

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restorative justice program, WAVE (Welcoming Accountable Voices and Education), and served as

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)* *Conduct and Community: Residence Life Practitioners Guide*, as well as has served as a track coordinator

ASCA board of directors and will serve the association as president in 2022.

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ASCA Knowledge and Skills Introduction

In Fall 2020, the Association for Student Conduct Administration (ASCA) developed and introduced its process and the Knowledge and Skills therein.

Background Information

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), 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 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. profession to volunteer their time to participate in the Presidential Task Force. By December 2019, the Kateeka Harris, Pam Malyk, and Christina Parle.

set of descriptions for several of these respective areas. The draft was then shared with the ASCA Board 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. their work. The Task Force continued to provide regular updates to the Board of Directors regarding the progress of the Task Force.

structures, and social identities to participate in focus groups. These focus groups were created to engaged in the feedback gathering process. The Task Force facilitated three Zoom focus groups in 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 language “functional area” and “organization/organizational” were used intentionally to be inclusive

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

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 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 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 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 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

The Administration Knowledge Area oversees and manages 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 use of research, assessment, and strategic planning. The ability to design, conduct, evaluate, and apply appropriate assessment tools and methods 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 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 purposes of serving students and advancing the

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

Internal & External Partnership

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 process of gathering, evaluating, and disseminating information pertaining to a report.

Law & Policy

The Law & Policy Knowledge Area involves a 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

1.3: Organizational Culture

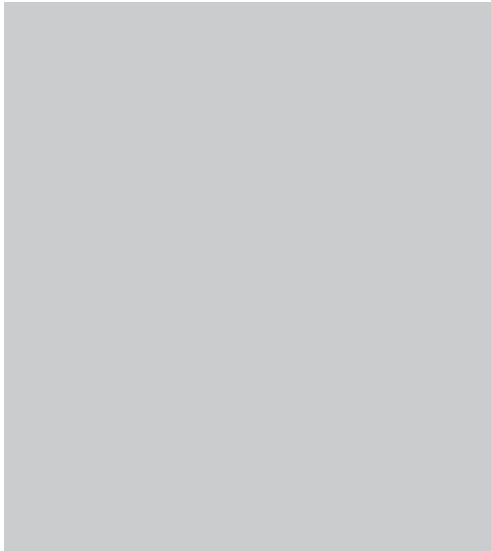
Foundational	Intermediate	Advanced
Learns the basic dynamics and politics of the organization.	Understands and applies the dynamics, politics, relationships, and effects of personal and department decisions within the organization. Engages with those who have authority and positional power in the organization.	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

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 Has detailed knowledge on language, requirements, and the organization. Will engage with high level decision makers in this process.

Foundational

Engages in crisis response in a direct response role. Documents, makes referrals, assistance.



Advanced

understanding of risk assessment principles, options for addressing and mitigating risk within the organization.

decisions, events, and crisis, provides risk mitigation in the form of policy, structures, referral, and working with organizational counsel.

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.

Foundational

Understands the various forms and methods of assessment, including formative and summative assessment.

assessments and is able to

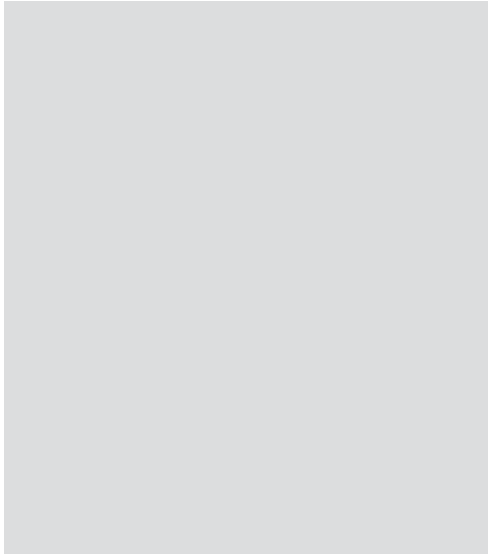
assessment. Has developing knowledge of other forms of assessment.

Intermediate

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.

Foundational

Can run reports and use present data as needed. Can interpret data to provide



2.5: Equity & Intentional Inclusion

Foundational

Understands the importance of collecting various demographic information on all parties involved in conduct processes.

Intermediate

Analyzes disaggregated conduct data by various demographic groups and reporting parties, etc.

Advanced

Incorporates disaggregated conduct data into strategic planning, staff performance, organizational training, and student prevention education/orientation. Assesses students' staff.

Foundational

Learns campus data management system and organizational/federal

keeping. Creates and maintains conduct records and makes appropriate case notes.

Intermediate

Creates and maintains conduct case notes. Ensures supporting information and documents are maintained within records managed in the department.

Advanced

Audits records maintained within the department to ensure proper record keeping is occurring by staff. Sets policy,

Foundational

Learns case resolution pathways and facilitates select pathways.

Intermediate

Facilitates multiple or all case knowledge on case resolution pathways not available within the organization, but used in

Advanced

Establishes case resolution pathways available in the

K&S Area 3: Case Resolution Management

3.6: Communication Skills

Foundational	Intermediate	Advanced
sends accurate and timely templates.	Communicates with students, advisors, faculty, campus partners, and stakeholders regarding process, timelines, and resolution pathways. Provides clear, calm, and accurate information. Can needed.	Sets communication department. Performs high level communication with stakeholders, administration in the organization. May also be responsible for communicating conduct board meetings and 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 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, patterns of behavior to improve equity and inclusion practices in resolution pathway assignment and facilitation. or unethical policies that may be rooted in oppression or bias.

K&S Area 4: Education

4.3: Communication Skills

Foundational	Intermediate	Advanced
Effectively conveys information regarding student conduct and healthy behavior to students. and an understanding of	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 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 stakeholders. Dismantles barriers present in the educational process.

K&S Area 5: Equity & Intentional Inclusion

K&S Area 5: Equity & Intentional Inclusion

5.2: Action

Foundational	Intermediate	Advanced
<p>Able to identify inequitable organizational practices that 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

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
build upon, maintain, and nurture already established relationships on and off campus.	maintain, and nurture already established relationships and identify and establish potential new relationships on and off campus.	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 7: Investigations

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.

Foundational

gathered information. Works with others to perform basic credibility assessment of the party or parties providing information. Review /P Lang (enUS)/MCID 1217 BDC BT/30.922 0.33ther009800600003dg inqOu assam i

K&S Area 8: Law & Policy

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 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 information related to many of the foundational cases of the student conduct profession.	Has substantive knowledge of 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 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 student conduct profession. Synthesizes this information into the work of the organization and applies organization.

Foundational

Has an awareness and recognition of the connection between laws and legislation and social justice issues in the student conduct profession.

Intermediate

Recognizes the ways institutional policies are intentionally or unintentionally

ASCA members and student conduct professionals.

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