ACUHO-I
Core Competencies:
The Body of Knowledge for Campus Housing Professionals

edited by
Dr. Tony W. Cawthon,
Dr. Pamela J. Schreiber & Associates
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A body of knowledge. It sounds rather imposing and important, doesn’t it? After you have a chance to review this document, I’m sure you will agree with me that, yes, it is indeed important and a little imposing. However, the question remains: what is it, really?

Unfortunately, the answer to every question you may have about campus housing does not live in this document. Rather, the information on the following pages is a description of what campus housing professionals need to know or be able to do in various roles. It is not so prescriptive as to say how all these tasks are to be accomplished, rather that they are important to know.

Where this will prove its worth will happen as ACUHO-I members and staff continue to review this document and compare it to what the association offers as well as in professional development plans for staff. This process will identify areas that are well-served as well as those that may require additional resources. That knowledge will be used to develop solutions, set priorities, establish funding, and create programs that will move ACUHO-I forward in true service of the profession.

I don’t think I am overstating it when I say that this document will be ACUHO-I’s single largest influence for the foreseeable future. Yes, there will be surprises and outside influences that affect how we have to do business. What this document provides is an explanation of how campus housing professionals operate at their very core. As your professional association, it is our mission to provide the services, programs, and resources that inform that core and all the inter-related pieces.

What does this document say to me? It demonstrates that campus housing is a far more varied, complicated, and involved profession than most would know. There is no such thing as a “typical” campus housing job. Within our association membership there are experts in every aspect found within these pages.

Fortunately, my experiences also have shown me that if there is one common thread that links ACUHO-I members it is their unwavering commitment to providing an optimal student experience on their campuses. That means providing the students with what they want as well as what they need, and doing so in a way that supports the business and academic mission of their respective colleges and universities.

I’m incredibly proud of this work and continually inspired by our members. Thank you to everyone involved with this project and to all of you who are so dedicated to the profession and the students you serve.

Sincerely,

Sallie A. Traxler
ACUHO-I Executive Director
June, 2012
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THE ACUHO-I CORE COMPETENCIES

University housing is a complex function and successful management requires numerous skills, the combination of which depends upon the type and scope of the organization. As Harold Riker stated in his article, "College Housing as Learning Centers" (American College Personnel Association, 1965), the “two primary functions of college housing are first, to provide a satisfactory place for students to live, and second, to help students to learn and to grow, since this housing is part of an educational institution” (p. v).

In the last 50 years, campuses have experienced significant growth in the professionalization of housing operations. Evidence of this professionalization is found in the changing designs of physical facilities, introduction of standards and ethical practice for professional practice, application of theoretical constructs pertaining to student engagement and development, and increased legal guidelines and mandates.

As campus housing is such a complex organization, understanding what housing professionals need to know and do is useful in creating program and services that support effective professional development. This document is an effort by the Association of College and University Housing Officers International (ACUHO-I) to create a body of knowledge that addresses what housing professionals need to know and be able to do.

The ACUHO-I Core Competencies project was initiated in 2010 as a strategic initiative. The primary goal of determining the body of knowledge is to create a tool the association can use to strategically plan educational services. More specifically, by identifying the profession's body of knowledge, the association can identify current gaps in educational services and allocate resources to fill those gaps.

A task force was formed to establish the guiding principles, goals, and strategy for developing a body of knowledge. The task force members were a diverse group representing a variety of institutions and housing operations as well as representing all facets (e.g. experience levels, years of experiences, professional involvement), of the ACUHO-I membership. In addition, the task force engaged a national consultant in the area of knowledge enhancement to assist with this process. Under her direction, the task force was able to develop and outline a process to be used in the creation of the body of knowledge:

1. Literature Review
2. Creation of Expert Panel (Task Force)
3. Face-to-Face and Virtual Task Force Meetings
4. Focus Groups
5. Verification Survey

Additional details regarding the work of the task force can be found in Appendix A on page 43.
**What Is a Body of Knowledge?**

Mickie S. Rops, CAE, the consultant who worked with ACUHO-I on this project, defined a body of knowledge as how professional associations describe what their members need to know or be able to do. Other related terms also used include core competencies, knowledge standards, and performance tasks. Various professional organizations utilize such a body of knowledge to provide a conceptual framework around professional development activities, the foundation for the development of curriculum for credentialing, and/or identification of knowledge, skills, and abilities needed to be a successful professional. A body of knowledge can be broad or specific, inclusive or exclusive, current or future focused, single or multipurpose. Regardless of the approach used, a body of knowledge should be dynamic and should guide an association’s efforts to meet the needs of its members. In short, a body of knowledge offers a structure around which member professional development can be organized.

The work performed by professionals in the student housing arena is influenced by a number of variables; these variables include the size and scope of the housing operation, the program mission, financial structures, and organizational structures. As a consequence, the functions, roles and responsibilities of housing professionals at different institutions can and do vary dramatically. It should be noted that developing a useful body of knowledge that adequately represents this diversity is challenging!

The ACUHO-I Core Competencies acknowledges this diversity in functions, roles and responsibilities of housing professionals by including responsibilities held by housing officers, but not necessarily all or even most. With this approach, ACUHO-I can utilize the body of knowledge to ensure that the needs of a wide range of members are being addressed, doing so by choosing to develop educational services pertinent to many or to a smaller “specialty” group, depending on the anticipated outcome and impact of the service or program.

As the body of knowledge is designed to identify what housing professionals need to know and be able to do, there are several things it is not designed to do. The information in this document is not designed to function as a job description, evaluation tool, or a check list of competencies to be achieved. It is too broad in scope and does not address “how” or “how well” these competencies should be performed. As the association considers developing curriculum associated with the Core Competencies (i.e. a certificate course in conference services), the issues of “how” and “how well” would need to be addressed and expressed in the learning outcomes associated with the curriculum.

**Organizational Structure of the Body of Knowledge**

Numerous competencies models already exist to help housing professionals in planning their professional development (such as those used as part of the James C. Grimm National Housing Training Institute, those created by the Council for the Advancement of Standards in Higher Education, and the NASPA/ACPA Professional Competencies). Also, various professional organizations have organized their body of knowledge in varying formats. For example, The National Association of College Stores created a six category competency model with competencies identified at three levels; the Society of Actuaries developed a competency framework that identifies eight competency areas; and the Museum Store Association created forty-three skills within eight knowledge standards.

The ACUHO-I Core Competencies is presented using a number of knowledge domains, many of which are further delineated by subdomains. The twelve domains are: (a) Ancillary Partnerships, (b) Conference Services, (c) Crisis Management, (d) Dining, (e) Evaluation and Planning, (f) Facilities, (g) Fiscal Resources and Control, (h) Human Resources, (i) Information Technology, (j) Occupancy, (k) Residence Education, and (l) Student Behavior.
It is important to note that while these knowledge domains may align with different positions within the housing organization, they were not selected nor organized in an effort to represent the housing program organizationally. As already noted, housing operations vary in responsibilities and in the staffing arrangements used to accomplish those responsibilities. The purpose of the Core Competencies is to identify what housing professionals need to know and be able to do; these knowledge domains provide for a way to present this information in an understandable format.

Within each domain/subdomain, what housing professionals need to know and be able to do is presented according to three functional levels defined here:

- **Direct Service Function**: Providing support and/or service directly to college or university housing customers or to other housing personnel.
- **Management Function**: Overseeing the performance and/or operation of college or university housing activities and/or personnel.
- **Strategy and Policy Function**: Establishing and/or approving the plans for achieving the goals of the department or mission of the organization mission.

Competencies are listed first followed by the knowledge needed to carry out that activity. The “functional” approach (function, not person or position) allows for the body of knowledge to be used regardless of number of staff, institutional size, mission, or context. At some institutions, all three functions could be performed by a single staff member, or divided among several. For example, a resident director could perform a responsibility at each of the different levels depending upon the task at hand.

### Common Areas Incorporated into the Domains and Knowledge Needed Sections

The knowledge domains identified for this body of knowledge seek to identify what housing professionals need to know and be able to do. It is important to acknowledge that much of this work cannot be accomplished successfully without also possessing knowledge and skills in areas such as communication, leadership, ethics and law, diversity, and organizational development. This same philosophy and approach could be said for several other professional disciplines. Because these knowledge and skills were not unique to housing, they were not included as stand-alone domains.

Every attempt was made to embed them throughout all domains where appropriate. When appropriate to the knowledge domain, these foundational skills were noted, such as the legal issues surrounding housing assignments. However, a number of these foundational skills, such as oral and written communication, were not called out since it would have been necessary to list them under every domain/subdomain.

### Uses of and Intended Audience for Document

The primary purpose of the ACUHO-I Core Competencies is to assist the association in planning strategically the educational services it offers members. More specifically, by identifying the profession’s body of knowledge, the Association can identify gaps in educational services currently being offered and allocate resources to fill those gaps.

Efforts were made to ensure that the Body of Knowledge competencies are applicable to international colleagues who provide university housing services. With that said, ACUHO-I recognizes that
meeting the needs of these members through the development of new educational services requires careful consideration of the aspects of professional work made unique because of the cultural, historical, legal, and governmental influences.

The secondary purpose of this document is to assist campus housing professionals in furthering their development and professional education. Comments made earlier in this document cast a cautionary tone on using this body of knowledge as a performance evaluation tool; minimally, an assessment rubric would be required so as to establish what successful work looks like.

On the other hand, individual housing professionals might use the information included here for purposes related to a current position, a future position, or for general professional development, selecting those domains and subdomains pertinent to the task at hand. For these purposes, approaching the ACUHO-I Core Competencies as a menu as opposed to a “one size fits all” model, may be more meaningful. With that said, users are cautioned about disregarding a domain or subdomain without critical consideration as to its potential usefulness in planning, organizational development, or developing learning experiences for one or many.

**Conclusion**

It is expected that this body of knowledge will be reviewed and updated as needed. It is intended to function as a dynamic document, one that changes as new competencies, skills, and knowledge emerge within the housing profession. The creation of such a document is actually only the first step for housing professionals, the profession and the association and additional work will be needed to further define the limitless uses of the document. In conjunction with the ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners, it is our hope that this document enhances the work of university housing within the higher education community and provides additional professional knowledge for practice.
ANCILLARY PARTNERSHIPS

Public/Private Partnerships (PPP)

Direct Service Function Competencies
- Serve on a management board and/or operating committee
- Explain this housing option to constituents and other staff
- Interpret, enforce and explain policies regarding eligibility, agreement/lease conditions, and student conduct

Knowledge Needed:
- Standard board procedures
- Policies associated with this housing option

Management Function Competencies
- Develop PPP contracts and agreements
- Develop management boards and/or operating committees
- Conduct period review of partnership arrangement and parameters
- Develop pertinent operating procedures

Knowledge Needed:
- All items under “Direct Service”
- Components of contracts and agreements
- Industry best practices associated with public/private student housing

Strategy and Policy Function Competencies
- Develop a campus philosophy on the use of a PPP
- Develop policies in conjunction with partners regarding eligibility, agreement/lease conditions, and student conduct

Knowledge Needed:
- All items under “Management”
- Relationship between campus and local community
- Institutional and governmental policies associated with entering into PPP

Direct Service Function Competencies
- Carry out the responsibilities outlined in contracts, memorandums of understanding, and agreements between the housing operation and specialized housing partners

Knowledge Needed:
- Housing needs of specialized housing partners
- Policies associated with housing needs of specialized partners

Management Function Competencies
- Develop contracts and memorandums of understanding/agreements

Knowledge Needed:
- All items under “Direct Service”
- Components of contracts and memorandums of understanding/agreements
- Industry best practices associated with specialized student housing

Strategy and Policy Function Competencies
- Develop the housing operation’s relationship with partners associated with specialized housing

Knowledge Needed:
- All items under “Management”
- Organizational structure of governing and/or coordinating entities, sponsors, and boards associated with specialized housing partners

Specialized Housing (i.e., Greek-Affiliated)

Direct Service Function Competencies

Management Function Competencies
- Develop contracts and memorandums of understanding/agreements

Knowledge Needed:
- All items under “Direct Service”
- Components of contracts and memorandums of understanding/agreements
- Industry best practices associated with specialized student housing

Strategy and Policy Function Competencies
- Develop the housing operation’s relationship with partners associated with specialized housing

Knowledge Needed:
- All items under “Management”
- Organizational structure of governing and/or coordinating entities, sponsors, and boards associated with specialized housing partners
CONFERENCE SERVICES

Sales

Direct Service Function Competencies
• Create conference services marketing materials
• Communicate with interested parties to promote services and provide information
• Refer conference client(s) to additional resources provided by internal and external partners

Management Function Competencies
• Identify target markets for conference guests
• Develop marketing and communications plans
• Identify and develop for delivery all available resources and services offered by department and institution

Knowledge Needed:
• Marketing strategies and techniques
• Institutional resources and services

Knowledge Needed:
• All items under “Direct Service”
• Policies and legal parameters regarding who can use conference services at the institution
• Writing a marketing and communications plan
• Departmental and institutional resources and services aimed at conference guests

Strategy and Policy Function Competencies
• Develop a business plan for conference services
• Establish goals for the conference operation
• Develop relationships with key campus partners associated with conference services
• Establish marketing and sales philosophy

Knowledge Needed:
• All items under “Management”
• Writing a business plan
• Institutional philosophy and goals pertaining to use of resources for conference-type activities
• Community private sector services and pricing

Contracting

Direct Service Function Competencies
• Interpret and communicate about contract terms and conditions with clients
• Negotiate contract terms when necessary
• Ensure completion of all contract documents

Management Function Competencies
• Establish contract template for conference services
• Resolve incidents of breach of contract

Knowledge Needed:
• All items under “Direct Service”
• Contract management
• Conflict resolution

Knowledge Needed:
• All items under “Management”
• Policies and legal parameters regarding who can enter into a conference services contract

Strategy and Policy Function Competencies
• Make exceptions and changes to contracts when necessary
• Execute all conference services contracts

Knowledge Needed:
• All items under “Management”
• Policies and legal parameters regarding who can enter into a conference services contract
Resource Allocation and Management

Direct Service Function Competencies

- Manage occupancy of bed spaces allocated to conference services
- Arrange for billing and collections
- Hire, train, supervise and schedule staff to provide services to conference guests
- Coordinate services with other units if necessary such as maintenance services

Knowledge Needed:

- Occupancy management strategies
- Billing and collections policies and procedures
- Recruitment and hiring policies and procedures
- Service delivery strategies
- Event planning
- Accessibility expectations/laws

Management Function Competencies

- Establish rates for conference services
- Determine the staffing plan required to meet conference services goals and signed contracts
- Identify all services to be provided conference guests
- Establish and manage operating budget for conference services

Knowledge Needed:

- All items under “Direct Service”
- Financial analysis including cost of conference services and staffing arrangements
- Budget development

Strategy and Policy Function Competencies

- Develop a business plan for conference services
- Establish financial goals for the conference operation
- Establish operational priorities pertaining to conference services in relation to other departmental functions/needs
- Allocate resources for conference services

Knowledge Needed:

- All items under “Management”
- Institutional and departmental goals and priorities
**Service Delivery**

**Direct Service Function Competencies**
- Enforce policies pertaining to services provided conference guests
- Prepare materials to be provided conference guests
- Communicate with conference guests and campus hosts regarding accommodations and other services
- Ensure all services stipulated in the contract are provided as described

**Knowledge Needed:**
- Policies and procedures associated with conference services

**Management Function Competencies**
- Establish procedures for service delivery to achieve service standards and goals
- Negotiate changes to service delivery when necessary or to accommodate guest expectations

**Knowledge Needed:**
- All items under "Direct Service"
- Departmental goals pertaining to conference services

**Strategy and Policy Function Competencies**
- Establish service standards and goals
- Establish policies pertaining to services provided conference guests
- Conduct cost/benefit analysis associated with services offered conference guests

**Knowledge Needed:**
- All items under "Management"
- Institutional policies and laws/legal requirements associated with conference services
CRISIS MANAGEMENT

Prevention

Direct Service Function Competencies
• Train and educate constituents on preventive techniques and strategies
• Conduct an audit to identify potential risks
• Report the potential risks
• Implement the system for identifying and responding to potential risks
• Inform constituents of expected behavior and actions during crises
• Identify, procure, and maintain equipment, supplies and other resources that may be needed during an incident
• Participate in meetings, planning sessions, and simulations aimed at preventing and preparing for problematic incidents

Knowledge Needed:
• Risks (environmental, human, facility)
• Risk-prevention related teams (behavioral, planning, assessment)
• Crisis communications plan components
• Applicable laws and policies
• Training options (e.g., table tops, drills, case study, etc.)

Management Function Competencies
• Identify crisis prevention training needs
• Develop crisis prevention training
• Manage the system for identifying and responding to potential risks
• Develop campus and interagency agreements and relationships
• Coordinate mutual agreements
• Continually update and practice plan and training associated with plan
• Implement communication plan with others in ways that adhere to laws and policies

Knowledge Needed:
• All items under “Direct Service”
• Crisis prevention training
• Behavioral consultation team composition and practices
• Threat assessment team composition and practices

Strategy and Policy Function Competencies
• Develop a system for determining potential risks and responding to those risks
• Align the system with campus governmental regulations and standards
• Develop a comprehensive crisis management plan
• Develop policies pertaining to a crisis management plan
• Develop a crisis communications plan
• Develop a facility assessment plan
• Develop an institutional behavioral consultation team
• Develop an institutional threat assessment team
• Develop a business resumption plan
• Establish a culture of collaboration free of politics and silos
• Provide basic legal expertise and apply to policy development

Knowledge Needed:
• All items under “Management”
• Industry best practices
• Crisis management planning
• Governmental and campus regulations, standards, culture and politics
• Legal applications
Intervention

Direct Service Function Competencies
- Train and educate all staff
- Implement the plan(s)
- Access and manage resources needed to carry out response/intervention
- Notify all stakeholders

Knowledge Needed:
- Training options (e.g., table tops, drills, case study, etc.)
- Institutional plans and protocols
- National Incident Management System certification (US institutions)

Management Function Competencies
- Develop campus and interagency agreements and relationships and initiate when necessary
- Coordinate the communications plan
- Develop intervention protocols
- Oversee the short- and long-term follow-up to an incident or intervention
- Ensure required documentation of incidents

Knowledge Needed:
- All items under “Direct Service”
- Industry best practices
- Legal applications

Strategy and Policy Function Competencies
- Develop an internal crisis communication plan and an external media plan
- Evaluate decisions associated with carrying out response plans in context of policy, protocol, institutional goals and values, and legal parameters
- Develop a comprehensive crisis intervention plan

Knowledge Needed:
- All items under “Management”
- Industry best practices
- Crisis matrix
- Crisis management cycle
- Lines of authority
- Emergency Operations Center organization and protocols
DINING SERVICES

Operations

Direct Service Function Competencies

• Describe meal plan requirements and options for residents
• Communicate about dining facilities available to resident students
• Describe protocol for exceptions to mandatory meal plan policies
• Convey options for residents with dietary restrictions
• Describe processes for students to designate meal plans
• Describe policies regarding the usage of meal plans
• Use meal plan software system as position responsibilities require

Knowledge Needed:

• Campus meal plan options
• Campus dining service venues
• Policies and protocol regarding meal plan usage and management
• Meal plan software system (when applicable)

Management Function Competencies

• Interpret meal plan policies
• Participate in rate setting for meal plans and food service products to meet financial goals
• Maintain functional relationships with dining services personnel that ensure adequate communication and successful goal attainment
• Create and interpret financial and other data reports regarding dining service operations
• Market dining services to increase utilization and satisfaction
• Serve as contract liaison when using a third party dining services provider as position responsibilities require
• Manage transitions between dining service personnel and/or third party providers
• Manage meal plan software system as position responsibilities require

Knowledge Needed:

• All items under “Direct Service”
• Financial accounting procedures
• Marketing strategies
• Third-party provider contractual commitments
• Goals of dining operation
• Management functions of meal plan software system

Strategy and Policy Function Competencies

• Describe current dining service trends on college campuses
• Design and lead a selection process when a third party dining services provider is used
• Create policies with respect to meal plans and dining operations
• Establish a vision and scope for dining services that is consistent with the mission and culture of the institution and housing operation
• Establish initiatives that support a sustainable and health-conscious operation
• Periodically evaluate the success of the operation in meeting established goals

Knowledge Needed:

• All items under “Management”
• Trends in college dining services
• Request for Proposal and procurement processes
• Best practices in sustainable food service operations
• Institutional goals and priorities with respect to food services
Assessment/Program Planning

**Direct Service Function Competencies**

- Implement assessment plans and methodology to assess the desired objective, learning outcomes and goals for the department
- Educate others on best practices in assessment
- Collect assessment data
- Analyze assessment data
- Develop reports on assessment findings
- Implement appropriate program evaluation and assessment procedures
- Explain the assessment process to students and other constituent groups
- Articulate institutional policy related to data collection
- Select the most appropriate assessment methodologies
- Communicate with colleagues to ensure comprehensive understanding of qualitative and quantitative assessments
- Evaluate assessment plans and projects
- Implement educational practices based on assessment data that foster student learning and student development
- Implement implications for practice and policy from assessment data findings
- Select the most appropriate program planning models
- Articulate the goals of all programs and services

**Management Function Competencies**

- Develop assessment plans and calendars to achieve the desired assessment objectives, learning outcomes and goals for the department
- Develop assessment project requirements and structure
- Identify individuals responsible for implementation of assessment plans
- Manage assessment plans at the individual, program divisional or institutional level
- Construct assessment instruments and evaluate appropriateness of other assessment instruments based on appropriateness for target audience
- Align departmental learning outcomes with institutional goals
- Benchmark assessment findings to national, regional, and university sources of assessment findings
- Interpret and apply institutional and professional standards for ethical practice in assessment activities
- Develop implications for action plans based on findings
- Interpret and apply institutional and professional standards for ethical practice in program evaluation
- Monitor activities of program personnel and students in carrying out learning outcomes

**Strategy and Policy Function Competencies**

- Develop purpose, expectations, desired objectives, student learning outcomes, and goals for assessment to align with department/institutional mission and priorities
- Approve assessment plans and all related action plans
- Allocate resources for assessment plans and projects
- Write and disseminate assessment findings to stakeholders
- Promote and reinforce an organizational culture of assessment
- Participate with institutional assessment efforts and ensure that department assessments are aligned
- Ensure assessment processes are aligned with strategic planning, budgeting process, and institutional goals, missions, values and directions
- Ensure compliance with institutional policy and professional standards
- Utilize assessment data to improve learning, services and program delivery and effectiveness
- Follow ethical practices and professionalism when interpreting, reporting and utilizing assessment results
- Articulate to others the role of assessment in strategic planning
• Set annual objectives and goals used for evaluation
• Conduct evaluations to determine the value of a program/service and to provide information which will facilitate program/service improvement

**Knowledge Needed:**
• Qualitative data collection and analysis methods
• Research methods and designs Assessment theory
• Survey design
• Theoretical perspectives of student learning, student development theory, organizational theory and leadership theory
• Assessment tools
• Institutional and departmental policies
• Assessing best practices
• Institutional and departmental learning outcomes
• Application of technology
• Program planning models and tools
• Differences between assessment, research, and program evaluation
• Formative, summative, and political evaluation
• Writing effective learning outcomes and goals
• Professional standards and codes of ethics, i.e. ACUHO-I Standards, CAS standards, etc
• Elements of assessment plans
• Elements of assessment project structure and requirements

• Modify plans for practice in a way that incorporates assessment findings

**Knowledge Needed:**
• All items under “Direct Service”
• Marketing strategies
• Elements of implication for practice plans
• Appropriate data collection techniques
• Creating and using rubrics for evaluation of assessment methods
• Statistical analysis (e.g. univariate and multivariate analysis)
• Purposes of assessment (e.g. summative/formative assessments)
• Role of Institutional Review Board

• Establish and communicate to stakeholder the decision making and change processes
• Establish the goals of all programs and services
• Articulate the relationship between policy and governance through planning
• Develop and implement a strategic plan that is consistent with institutional mission
• Determine the agenda and methodology for the departmental planning process
• Create a culture of change in the organization

**Knowledge Needed:**
• All items under “Management”
• Strategic planning
• Data driven decision making
• The steps of the strategic planning process
• Organizational theory
• Campus ecology and environmental theory
• Evaluation methods and tools
Research

**Direct Service Function Competencies**

- Use current research findings to inform day-to-day practice
- Ensure the appropriate use of research, assessment and program evaluation
- Articulate the results of research studies and assessment reports
- Ensure that all institutional policies related to data collection are followed

**Knowledge Needed:**

- Purposes of research, assessment and program evaluation
- Descriptive statistics
- Research methodology, sampling, and design
- Instrumentation and administration
- Current research and research findings that inform practice and policy

**Management Function Competencies**

- Use current research to guide the development of the organization’s practice
- Design effective research projects
- Apply the concepts of research in an ethical manner

**Knowledge Needed:**

- All items under “Direct Service”
- Benchmarking
- Inferential Statistics

**Strategy and Policy Function Competencies**

- Use current research to develop policy and strategy
- Provide resources to enhance department research efforts
- Coordinate and design research studies with collaborative partners
- Evaluate the effectiveness and soundness of existing research informing practice
- Ensure that all research practices are culturally sensitive and adhere to institutional and government mandates
- Establish a culture of research within the department

**Knowledge Needed:**

- All items under “Management”
Facilities Management

Facilities Assessment

Direct Service Function Competencies

- Complete assessment of facilities per assessment plan and document observations
- Provide report from assessment observations
- Complete an inventory of building demographics (i.e. valves, sinks, showers, mechanical units)

Knowledge Needed:

- Equipment and building life cycles
- Building and life safety codes
- Environmental laws and regulations
- Accessibility standards
- Sustainability goals
- Campus resources that provide facilities expertise

Management Function Competencies

- Develop an assessment plan based on departmental facility standards
- Manage assessment to ensure plan and standards are followed
- Evaluate assessment report and provide recommendations for repair and/or replacement actions

Knowledge Needed:

- All items under “Direct Service”
- Cost estimating
- Assessment process and purpose
- Institutional procurement rules for outsourcing facilities assessment activities
- Contract management

Strategy and Policy Function Competencies

- Establish goals and objectives for facility assessment: physical or functional condition
- Establish facility standards to guide replacement schedules and based on life cycles for equipment and facility components
- Develop relationships with appropriate campus colleagues and outside contractors as expert resources on facility assessment

Knowledge Needed:

- All items under “Management”
- Available capital resources
- Institutional expectations pertaining to facilities conditions

Master Planning

Direct Service Function Competencies

- Complete an analysis of the local off campus market and trends in housing development
- Complete an assessment of student satisfaction and desires to establish housing needs
- Modify multiple year pro forma/strategic budget to reflect recommendations
- Prepare a report of findings and recommendations

Management Function Competencies

- Identify the parameters for the creation of the housing master in accordance with institutional goals and within allocated resources
- Manage the development of the housing master plan
- Periodically review and update the master plan to reflect changes in assumptions, market trends, and goals

Strategy and Policy Function Competencies

- Develop goals regarding the quantity and type of housing desired to support the departmental and institutional missions
- Allocate departmental resources to support the development of an institutional housing master plan
- Facilitate the relationship between the institutional master plan and the housing master plan
Knowledge Needed:
• Construction costs for various type of housing and local construction climate
• Types of construction project delivery methods
• Facility assessment methods
• Capital project management
• Multiple year pro forma/strategic budgeting
• Current housing inventory mix, age, and condition
• Department and institutional housing goals
• On and off-campus housing occupancy trends
• Market analysis
• Survey analysis principles and techniques

Knowledge Needed:
• Communicate the plan to all constituents and update as needed
• All items under “Direct Service”
• Institutional procurement rules for outsourcing the development of the master plan
• Contract management

Knowledge Needed:
• Determine the method for developing the housing master plan
• Validate and present master plan for institutional and management board approval
• Develop recommendations for the renovation or replacement of the housing inventory

Knowledge Needed:
• All items under “Management”
• Local and national market of firms capable of conducting the master plan
• Institutional capability for conducting the master plan

General and Preventative Maintenance

Direct Service Function Competencies
• Ensure work meets standards and applicable codes and guidelines
• Review work requests, assign priority, allocate resources, and schedule in accordance to established priorities/standards
• Monitor completion of work to insure standards are met and adjust scheduling to account for variances
• Identify equipment, tools, materials, and vehicles necessary to support work standards and budget
• Educate and work with students on basic facilities concerns

Management Function Competencies
• Hire staff to accomplish work to established standards
• Design a preventive maintenance program based on manufacturer’s recommendations, allocated resources, and departmental standards
• Prepare recommendations for annual budget and monitor expenses to insure compliance or adjust for variances
• Identify resources for specialized facilities needs/requirements
• Provide training program for building maintenance staff

Strategy and Policy Function Competencies
• Establish standards/metrics by which facilities will be maintained
• Allocate resources to support standards
• Identify a maintenance management system to collect, manage, and monitor requirements
Knowledge Needed:

- Equipment and building life cycles
- Building and life safety codes
- Cleaning methodology and chemical systems
- Environmental laws and regulations
- Inventory and material management
- Accessibility standards
- Sustainability goals
- New product development

Capital Project Management

Direct Service Function Competencies

- Prepare plans and project specifications for solicitation of bids or services
- Provide oversight of projects to insure delivery per plans and specifications
- Participate in the acceptance and/or commissioning of new systems and facilities
- Coordinate project activities with other departments or agencies
- Maintain departmental records, operations manuals, and as-built drawings for all facilities and equipment procurements

Knowledge Needed:

- Cost estimating
- Plans, drawings, and specification preparation
- Project management

Management Function Competencies

- Review plans and project specifications
- Participate in the selection/recommendation for award of projects
- Develop and maintain the hazardous material management plan and records of all hazardous material testing and abatement

Knowledge Needed:

- All items under “Direct Service”
- Industry and institutional construction standards

Strategy and Policy Function Competencies

- Develop standards for renewal and replacement of facilities and components reflecting institutional priorities, policies, and governmental law
- Allocate resources to support standards
- Develop a long term plan for replacement and renewal based on the facility assessment, master plan, and other facility needs
- Make adjustments to project when necessary to achieve standards and goals

Knowledge Needed:

- All items under “Management”
- Industry and institutional standards

Knowledge Needed:

- All items under “Management”
- Industry and institutional standards
• Various methods of contract/project delivery
• Procurement policies and procedures
• Equipment and building life cycles
• Building and life safety codes
• Environmental laws and regulations
• Institutional and departmental accessibility goals and standards
• Institutional and departmental sustainability goals and mandates

Sustainability

Direct Service Function Competencies
• Collect data to measure progress towards departmental goals
• Provide educational programs for residents and staff to establish sustainable behavioral patterns
• Develop and institute processes for facilities maintenance and operation that incorporate sustainable materials and systems
• Develop and institute processes for the recycling, reuse, or regeneration of materials, facilities, and equipment

Knowledge Needed:
• Environmental laws and regulations
• Sustainability practices and measures
• Assessment principles

Management Function Competencies
• Develop a sustainability plan based on departmental goals and standards
• Manage the program to ensure goals and standards are met
• Assess progress towards goals and provide recommendations for modifications

Knowledge Needed:
• All items under “Direct Service”
• Governmental guidelines and mandates pertaining to sustainability
• Established certification guidelines, mandates and practices

Strategy and Policy Function Competencies
• Develop goals to support departmental/institutional standards pertaining to sustainability
• Allocate resources to support goals

Knowledge Needed:
• All items under “Management”
Inventory Control and Materials Handling

**Direct Service Function Competencies**
- Review requirements, assign priority, allocate resources, and procure items in accordance to established priorities/standards
- Monitor issue and receipt activities to establish procurement standards that meet inventory requirements for items

**Knowledge Needed:**
- Procurements procedures and policies
- Charts of accounts
- Inventory and material handling standards
- Warehouse/supply management procedures
- Departmental and institutional policies and standards
- Governmental laws and regulations pertaining to environmental and safety

**Management Function Competencies**
- Based on standards and goals, create an inventory system and materials handling program
- Acquire the necessary resources (staff, facility(s), equipment, supplies) to meet inventory and materials handling goals
- Review physical counts and analyze variances to make inventory or procedure adjustments
- Prepare recommendations for annual budget and monitor expenses to insure compliance or adjust for variances

**Knowledge Needed:**
- All items under “Direct Service”
- Audit procedures and standards
- Variance analysis and inventory management principles
- Stocking procedures

**Strategy and Policy Function Competencies**
- Develop departmental goals for inventory control and material handling
- Create policies for inventory control and material handling standards
- Allocate resources to support goals and standards
- Select a management system for accountability of items, allocation of costs, and procurement of inventory and materials per requirements based on goals and standards
- Establish relationships with key institutional partners that facilitate collaboration in product selection, use policies and procurement

**Knowledge Needed:**
- All items under “Management”
FISCAL RESOURCES AND CONTROL

Budget Development and Reporting

Direct Service Function Competencies

- Create a budget for approval that accurately forecasts revenue and expenses within established guidelines to fund the annual operation of the department
- Comply with institutional and governmental guidelines in the development of a budget process
- Monitor and report budget to actual variances in periodic reports to track trends
- Implement the rate setting process
- Train staff on the budget process to ensure all revenues and expenses are captured in accordance with the department budget
- Develop a multiple year pro forma/strategic budget plan for the department's short and long-term plans

Knowledge Needed:

- Inflationary trends
- Basic accounting and budgeting principles
- Sources for information on expense estimates/trends
- Occupancy forecasting
- Occupancy management analysis/trend interpretation
- Institutional fiscal structures, policies, mandates, and administration standards
- Institutional chart of accounts
- Training/facilitation methods

Management Function Competencies

- Identify training requirements for staff to insure budget guidelines are understood and followed
- Provide training to satisfy department budget training requirements for budget preparation
- Obtain and analyze data associated with market and student demand conditions to inform rate setting and revenue/expense projections
- Develop/select operating reports for use by staff
- Develop/select a budgeting tool and process (spreadsheet, table, etc.) for use by staff to collect and report their individual fiscal projections
- Develop the process associated with rate setting including identifying the constituents, timeline, required approvals, and communications
- Conduct analysis of budget variances and make necessary adjustments during the budget development process

Knowledge Needed:

- All items under “Direct Service”
- Institutional and government policies and standards

Strategy and Policy Function Competencies

- Establish relationships with financial administration to ensure understanding of institutional fiscal policies, budget preparation process, and reporting expectations
- Review department mission, goals, and plans to establish budget priorities
- Develop policies for sub-unit budget development to ensure all department fiscal requirements are adequately captured
- Define a framework and structure for staff to input, monitor, and manage the budget to orchestrate effective collection of fiscal needs
- Develop budget guidelines to include revenue forecasts, expense allocations, required level of reserve, allocation of administrative overhead, debt service and other necessary costs
- Identify assumptions for a multiple year pro forma/strategic budget plan to provide financial foundation of department's short and long-term plans
- Establish guiding principles associated with the rate setting and approval process

Knowledge Needed:

- All items under “Management”
- Internal and external factors such as pending legislation, economic trends, and global activities
Accounting and Accounts

**Direct Service Function Competencies**

- Ensure that accounts payable are processed in accordance with policy
- Ensure reconciliation of transactions to the accounting system
- Access monthly operating statements or other reports as needed that address expenses and revenues to budget and indicate trends and variances from current and previous years
- Adjust budget to reflect programmatic needs based on variances in expenses or revenues
- Train and educate staff on accounting system/tools and reconciliation procedures

**Knowledge Needed:**
- Basic accounting
- Institutional fiscal structures, policies, mandates, and administration standards
- Spreadsheets and other accounting tools
- Institutional chart of accounts
- Training methods

**Management Function Competencies**

- Review budget reports to identify trends and any associated variances
- Adjust programmatic needs based on expenditure trends
- Identify internal controls for the department according to established policies and procedures
- Provide accounting/reconciliation training program for staff
- Ensure that audit activities are conducted according to policy
- Ensure that all business policies and procedures are being followed
- Ensure signature guidelines/parameters are being followed
- Initiate the business restoration and continuity plan when necessary

**Knowledge Needed:**
- All items under “Direct Service”
- Basic analytical tools, i.e. spreadsheets, data bases, benchmarking, etc.
- Institutional audit requirements and expectations
- Basic audit principles and generally accepted accounting principles (GAAP)

**Strategy and Policy Function Competencies**

- Evaluate programs to ensure effective use of fiscal resources and congruence with mission, goals, and plans
- Develop the business manual for departmental policies and processes
- Develop policies pertaining to billing, collections, and non-payment
- Develop a business restoration and continuity plan for accounts payable and other financial processes

**Knowledge Needed:**
- All items under “Management”
- Business restoration and continuity planning
Purchasing/Contracts/Outsourcing

Direct Service Function Competencies
• Prepare specifications and contracting documents for the department to procure services, supplies, and equipment
• Train staff regarding purchasing guidelines and procedures to ensure compliance and to effectively process procurements
• Review, recommend, process, and approve procurement actions ensuring completeness, compliance, and accuracy
• Monitor individual procurement card accounts for the department to ensure institutional standards are met

Knowledge Needed:
• Contract standards and administrative requirements
• Procurement guidelines and policies
• Institutional chart of accounts
• Specification writing
• Training methods

Management Function Competencies
• Ensure the department is in compliance with purchasing guidelines and policies
• Provide the training program for staff on purchasing guidelines and procedures
• Manage approvals and signature authority to insure institutional requirements are met
• Monitor recurring contracts for compliance with contract terms and initiate action when necessary
• Monitor procurement activities to ensure quality of supplies and services
• Evaluate and prioritize department needs based on resources allocated and available
• Initiate the business restoration and continuity plan when necessary
• Develop partnerships to ensure procurement process is effective
• Manage risk and liabilities associated with contracting

Knowledge Needed:
• All items under “Direct Service”
• Forecasting requirements
• Institutional fiscal structures, policies, and procurement standards
• Contract management
• Risk management

Strategy and Policy Function Competencies
• Establish departmental standards for evaluation of different procurement instruments for supplies, services, and equipment
• Establish levels of approvals for requests or recommend award of procurement activities
• Develop a business restoration and continuity plan for procurement services

Knowledge Needed:
• All items under “Management”
• Business restoration and continuity planning
**HUMAN RESOURCES**

**Recruitment/Selection**

**Direct Service Function Competencies**

- Place job announcements in advertising venues to recruit appropriate professionals
- Administer the application process and applicant information in conjunction with institutional regulations and procedures
- Communicate with and manage each applicant's status within the search process
- Outline and execute the schedule for the recruitment, review, and selection of applicants
- Conduct referencing and background checks on applicants as required by institutional hiring protocols

**Management Function Competencies**

- Write job descriptions concurrent with the needs of the department and in conjunction with the recruitment requirements of the institution
- Adhere to the institutional approval process associated with the search
- Collaborate and communicate with related institutional offices or bodies that are involved in search and hiring processes
- Convene, charge, and manage the search committee to clarify their role and competencies in the review and selection process
- Design the search/recruitment process to seek, interview, assess, and evaluate applicants
- Design, present, and negotiate an offer to the final candidate
- Ensure the interview, selection, vetting, and offer process conform to governmental and institutional guidelines

**Strategy and Policy Function Competencies**

- Examine and implement staffing structures and organizational plans to meet department and institutional mission and goals
- Determine and assess staffing needs and organizational structures specific to the department/division
- Determine the level of expertise, skills, and experiences required for specific staff positions
- Ensure recruitment practices are consistent with legal requirements and institutional guidelines
- Form a search/selection committee that can represent the department/division to applicants and that will meet institutional hiring goals
- Ensure departmental practices follow all governmental and institutional legal practices associated with recruitment, and reference and background checks
- Identify and articulate goals associated with recruiting a pool of candidates that reflect racial, ethnic, and cultural diversity

**Knowledge Needed:**

- Appropriate professional job announcement venues
- Ability to market open and newly created positions
- Ability to use applicant management/tracking system
- Governmental and institutional human resources laws and policies
- Interviewing techniques
- The regulations governing reference and background checks

**Knowledge Needed:**

- All items under "Direct Service"
- Departmental and institutional mission and goals
- Various search process models
Human Resources - Recruitment/Selection

Orientation/Training

Direct Service Function Competencies
- Coordinate training dates for new employees
- Explain and interpret job descriptions for new employees
- Provide information for new employees about policies/procedures and campus culture
- Direct ongoing training sessions, in topical areas, for professional development of staff
- Explain hiring and evaluation procedures; inform staff about compensation packages
- Explain departmental and institutional policies, processes, and expectations
- Distribute the institution's human resources instructional manuals to new employees and ensure employees understand human resources policies

Knowledge Needed:
- Department culture, organizational mission and assigned responsibilities

Management Function Competencies
- Explain chain of command of the department and that of the institution to all employees
- Develop and deliver training seminars for staff consistent with training agenda and desired learning outcomes
- Explain the ethical standards for housing professionals as described by ACUHO-I to all staff/employees
- Collaborate with, and design training and orientation to include key divisions/areas within the institution
- Assess the degree to which training learning outcomes are achieved

Knowledge Needed:
- All items under “Management”

Strategy and Policy Function Competencies
- Establish a broad training agenda and learning outcomes consistent with job descriptions and expectations of staff
- Examine and update orientation and training policies and procedures to ensure compliance with governmental and institutional standards
- Recommend policy changes to appropriate personnel
- Collaborate with institutional human resources in ensuring training and orientation meet institutional priorities

Knowledge Needed:
- All items under “Management”
- Process for interpretation and implementation of policies and procedures
- Negotiation process
- Institutional models for training and orientation
Supervision

Direct Service Function Competencies

- Provide job supervision to paraprofessional, professional, tradesman, union and/or other administrative or contract staff
- Supervise staff in the context of the department culture and the contractual and stated goals for the position
- Communicate performance standards to supervisee
- Perform supervisory responsibilities in a manner consistent with departmental, institutional, and legal expectations

Knowledge Needed:

- Institutional regulations governing students as employees
- Supervisory standards for staff under union and trade contracts, if applicable
- Departmental policies and procedures relating to supervision of a wide classification and diversity of staff

Management Function Competencies

- Ensure supervisory functions are performed properly
- Serve as the ombudsperson and/or arbiter for supervisory issues
- Provide professional development in the arena of supervision for all supervisory staff
- Ensure supervisors are properly trained and supported for their roles and responsibilities

Knowledge Needed:

- All items under “Direct Service”
- Departmental and institutional resources available for issues regarding inappropriate or poor supervision
- Negotiation process
- Training/facilitation methods

Strategy and Policy Function Competencies

- Establish departmental policies and protocol pertaining to supervision functions
- Ensure departmental supervisory practices are consistent with institutional practices and culture
- Support the professional development of all staff in creating and sustaining healthy and effective supervisor/supervisee relationships
- Ensure supervisory functions are performed in a manner that furthers departmental and institutional goals

Knowledge Needed:

- All items under “Management”
- Establishing, interpreting, and implementing policies and procedures with regard to developing strong departmental supervisors

- Learning styles
- Assessment methods
Human Resources - Supervision

Performance Appraisal

Direct Service Function Competencies

- Communicate with appropriate colleagues to ensure full understanding of all job expectations and responsibilities assigned by supervisors and the institution
- Evaluate self performance in light of expectations and assigned responsibilities
- Participate in all formal and informal performance appraisal processes coordinated by supervisor or institution
- Identify and leverage one’s strengths to maximize success in one’s current and future roles
- Identify and address any gaps in skills or knowledge needed to successfully meet one’s job expectations and responsibilities
- Seek out and participate in activities designed to address areas where one’s performance can be strengthened

Management Function Competencies

- Communicate performance standards to supervisees
- Using formal and informal processes, evaluate supervisees’ work performance to ensure job expectations are met
- Provide ongoing constructive feedback to supervisees that serves to build confidence and inform an improved practice
- Assist supervisees in identifying and utilizing their strengths in their current role
- Assist supervisees in identifying and addressing gaps in skills or knowledge needed to successfully meet their job expectations and responsibilities
- Inform appropriate individuals and properly document concerns about supervisees’ job performance in accordance with institutional and departmental expectations

Strategy and Policy Function Competencies

- Personnel risks associated with supervision of staff at all levels and associated risk management strategies
- Impact of policies and practices on healthy and effective supervisor/supervisee relationships

Cultural and generational factors that impact the employee/supervisor relationships

Human resources policies and procedures pertaining to supervision of staff

Best practices in supervising individuals to achieve desired work performance outcomes

Motivation and coaching skills

Cultural and generational factors that impact the employee/supervisor relationships

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Cultural and generational factors that impact the employee/supervisor relationships

Human resources policies and procedures pertaining to supervision of staff

Best practices in supervising individuals to achieve desired work performance outcomes

Motivation and coaching skills
Human Resources - Performance Appraisal

• Complete and properly document any performance improvement requirements or requests indicated by supervisors or institution
• Communicate successes, challenges, and concerns that impact one's job performance with appropriate supervisors and institutional representatives
• Describe resources and protocol available to those who wish to challenge a performance review process or outcome
• Identify goals for development and strategies for achieving goals

Knowledge Needed:
• Written and unwritten job expectations of direct and indirect supervisors
• Job appraisal processes of department and institution
• Awareness of one's own strengths and areas for improvement
• Professional development opportunities/resources

• Recognize and reward excellent performance from supervisees
• Maintain appropriate confidentiality regarding performance evaluation results
• Consult with appropriate colleagues when a supervisee's performance is leading toward corrective action, demotion, or termination
• Communicate any established protocol to supervisees who wish to challenge a performance review process or outcome
• Make recommendations for salary/wage changes based on performance evaluations

Knowledge Needed:
• All items under “Direct Service”
• Performance standards of various departmental positions
• Supervisory coaching skills
• Corrective action process
• Process for salary/wage adjustments
• Various methods to motivate, reward, and correct performance of supervisees

• Ensure any departmental protocol for challenging a performance appraisal process or outcome is consistent with institutional protocol or policies

Knowledge Needed:
• All items under “Management”
• Institutional policies and processes regarding performance appraisals
• Formal job responsibilities of each role in department
Collective Bargaining/Grievance

**Direct Service Function Competencies**
- Document the different unions representing departmental staff members and the general work tasks covered by each union agreement
- Describe the basic union guidelines for job functions
- Recognize violations of the union agreement by either institutional representatives or union employees

**Knowledge Needed:**
- Staff positions represented by the union
- Job functions covered by represented employees
- Strategies for completing specific tasks not covered by a union employee’s contract

**Management Function Competencies**
- Describe the union contracts and their scope of work to facilitate the directing of union staff work and of non-union staff supervising union staff
- Explain the chain of communication and command that is required under the union contract to all non-union staff to identify and resolve potential contract/work issues
- Collaborate with the union steward/representative to resolve issues that arise within the scope of work as outlined in the union contract
- Explain and implement the grievance process as outlined in each union contract to manage grievances and resolve issues that are raised by union staff

**Knowledge Needed:**
- All items under “Direct Service”
- Labor contracts as they pertain to union workers
- Process for resolving issues of scope of work covered by the union contract
- Each union’s grievance process and how it is implemented

**Strategy and Policy Function Competencies**
- Collaborate in the collective bargaining process for each union and participate in the negotiation of the union contracts
- Ensure departmental collective bargaining contracts are consistent with those across the institution
- Ensure correct categorization of departmental positions within established guidelines for union and non-union responsibilities
- Explain the process by which staff are allowed to discuss, develop, and join or form a union

**Knowledge Needed:**
- All items under “Management”
- The institution’s approach to the collective bargaining process
- The union’s philosophy in the collective bargaining process
- How specific positions are designated union position versus those designated as exempt
- Negotiation skills
INFORMATION TECHNOLOGY

Security

Direct Service Function Competencies
• Provide training and information to constituents on how/why to protect data
• Implement the security solutions
• Conduct an audit to identify potential risks

Knowledge Needed:
• Risks of security
• Training in security solutions
• Networking protocols
• Current, emerging, and legacy technologies
• Industry best practices in data management protocols and security
• Threat assessment for data management systems

Management Function Competencies
• Identify the training needed for users to protect data
• Research and evaluate security solutions

Knowledge Needed:
• All items under “Direct Service”
• Security solutions

Strategy and Policy Function Competencies
• Develop a security policy
• Develop policies regarding the appropriate use of IT resources in a business environment

Knowledge Needed:
• All items under “Management”
• Institutional policies regarding acceptable use of IT resources

Network and Systems Administration

Direct Service Function Competencies
• Ensure reliable access to Intra and Inter networks
• Ensure reliable systems (i.e. email, file)
• Provide reliable backup and restore systems
• Implement training and education to employees on IT Systems
• Alert employees of network and system outages and changes

Management Function Competencies
• Monitor network and systems
• Troubleshoot network and system issues
• Develop relationships with external entities
• Ensure a suitable (physical) environment for network and system equipment
• Develop annual budgets for hardware and software
• Identify training needs for employees on new IT systems

Strategy and Policy Function Competencies
• Develop Business Resumption Plan (BRP)
• Develop a Continuity of Operations Plan (COOP)
• Develop hardware replacement policy
• Develop software replacement policy
• Establish Service Level Agreements (SLAs) for network and systems administration
Information Technology - Network and Systems Administration

- Provide secure storage of sensitive data
- Provide network services (DNS, DHCP)
- Provide training for IT staff on current and new technologies
- Inventory hardware and software

Knowledge Needed:
- Networking protocols
- Operating systems
- Database systems
- Current, emerging, and legacy technologies
- Troubleshooting techniques

Computer Support

Direct Service Function Competencies
- Provide training and education for constituents on hardware, software, and systems to maximize efficiencies
- Deploy new hardware
- Deploy new software and updates/upgrades
- Troubleshoot issues expressed by constituents
- Inventory software and hardware

Management Function Competencies
- Develop inventory process
- Ensure licensing is up to date
- Oversee inventory control
- Research and evaluate hardware
- Research and evaluate software
- Develop relationships with internal/external constituents
- Coordinate projects associated with new hardware, software, upgrades, etc.
- Develop budget to support information technology plans

Strategy and Policy Function Competencies
- Develop and implement IT change management plan
- Establish software and hardware upgrade policy
- Establish service level agreements (SLAs) for computer support

Knowledge Needed:
- All items under “Direct Service”
- Project management
- Network and system monitoring systems
- Budget development process
- Industry best practices for servers and systems
- UPS, electrical and AC environments for network and systems
- Industry best practices in network design

Knowledge Needed:
- All items under “Management”
- High Performing and High Available systems
- Network and systems crisis recovery
- Maintenance agreements
- Change management
- Network, system and data security
Knowledge Needed:
- Types of training
- Troubleshooting techniques
- Customer service

Knowledge Needed:
- All items under “Direct Service”
- Current, emerging, and legacy technologies
- Project management
- Budget development process

Knowledge Needed:
- All items under “Management”
- Industry best practices in computer support

Applications Selection

Direct Service Function Competencies
- Gather requirements from constituents
- Manage budget associated with application projects
- Serve as liaison between constituents and developers/external providers

Knowledge Needed:
- Strategies for identifying application requirements
- Project management

Management Function Competencies
- Coordinate projects associated with new applications
- Identify internal/external stakeholders
- Research and evaluate off-the-shelf solutions
- Develop relationships with external providers
- Develop budget needed for project implementation
- Ensure procurement and licensing protocols are followed

Knowledge Needed:
- All items under “Direct Service”
- Industry best practices associated with evaluating and selecting information technology applications
- External system dependencies
- Compatibility and integration with existing systems
- Budget development process
- Software/API licensing
- Procurement process

Strategy and Policy Function Competencies
- Establish/select a development methodology policy
- Adopt a documentation policy
- Identify programming standards (formatting, design, etc.)
- Establish plan for valuating, accepting, and rejecting projects
- Develop a comprehensive testing plan

Knowledge Needed:
- All items under “Management”
- Institutional standards and policies related to information technology applications
- Current, emerging, and legacy technology
OCCUPANCY

Contracts/Lease Agreements

Direct Service Function Competencies

- Investigate and review requests for exceptions to the contract or lease agreement
- Explain contract or lease agreement to constituents, specifically students and parents
- Create content and design marketing materials and communications pertaining to housing accommodations and the leasing/contracting process
- Disseminate marketing materials and communications regarding the contracting/leasing process
- Implement the contracting process/room sign up

Knowledge Needed:
- Departmental policies and procedures
- University non-discrimination policies
- Characteristics and potential needs of special populations
- Marketing strategies and techniques

Management Function Competencies

- Write a contract or lease agreement
- Update contract or lease agreement when needed to accommodate changing conditions
- Develop process for contract signing/distribution to students
- Develop a marketing and communications plan pertaining to housing accommodations and the leasing/contracting process
- Ensure contract or lease agreement is consistent with institutional practices and legal requirements

Knowledge Needed:
- All items under “Direct Service”
- Institutional policies and procedures
- Legal requirements for contracts/lease agreements
- Relevant laws, policies, and guidelines

Strategy and Policy Function Competencies

- Establish rules, requirements regarding eligibility and granting requests
- Develop policy to ensure contract or lease agreement is consistent with institutional practices and legal requirements
- Develop partnerships with appropriate institutional staff for when additional expertise is needed
- Establish parameters and principles pertaining to marketing housing accommodations
- Process requests for exceptions to the contract or lease agreement
- Evaluate how local, regional, and national policies and mandates impact housing contracts/lease agreements

Knowledge Needed:
- All items under “Management”
- Institutional philosophy on the role and purpose of on-campus housing
Application/Assignments Process

Direct Service Function Competencies

• Make assignments and manage occupancy according to established parameters
• Provide roommate matching tools/assistance to students
• Create rosters and other reports
• Interpret and apply policies related to assignments
• Implement communications plan for the assignments process
• Explain the assignment process to constituents, specifically students, faculty, staff, and parents
• Design and execute processes associated with checking into and out of assigned space
• Apply ethical practices in the assignment process

Knowledge Needed:
• Departmental policies
• Data management technology
• Ethical standards
• Characteristics and potential needs of special populations

Management Function Competencies

• Develop timelines, schedules, and deadlines for the assignment process
• Incorporate facilities issues and community designations when making assignments
• Establish process for roommate matching based on established criteria
• Create and manage the business process for completing assignments
• Complete an evaluation/assessment of the assignment process
• Create a communications plan regarding the assignment process

Knowledge Needed:
• All items under “Direct Service”
• Departmental priorities and goals
• Institutional priorities and goals
• Business processes related to occupancy management
• Basic assessment strategies

Strategy and Policy Function Competencies

• Create policies by which assignments are made
• Establish assignments policies and procedures that incorporate related legal requirements
• Establish occupancy goals/targets
• Develop a strategy for allocating beds in support of specific strategic objectives such as living-learning communities

Knowledge Needed:
• All items under “Management”
• Legal requirements/parameters for assigning beds
Forecasting/Trending

Direct Service Function Competencies
- Exchange information with other campus units whose work impacts occupancy
- Collect data pertaining to occupancy/institutional enrollment goals and forecasting trends
- Conduct market studies/analysis

Knowledge Needed:
- Sources for market trend information
- Data collection methodologies
- Conducting market analysis

Management Function Competencies
- Create and disseminate reports pertaining to long and short term occupancy forecasts
- Interpret/apply university policies/practices for enrollment management
- Employ strategies for making mid-course adjustments to impact occupancy

Knowledge Needed:
- All items under “Direct Service”
- Research methodologies and protocols
- Forecasting

Strategy and Policy Function Competencies
- Interpret and apply data pertaining to occupancy to decision making
- Establish bed allocation to various groups/populations
- Create long and short term occupancy forecasts using historical, existing, and future data for both on and off-campus
- Develop partnerships with other institutional personnel for access to information and collaborating on plans
- Develop program-appropriate strategies for making mid-course adjustments to impact occupancy

Knowledge Needed:
- All items under “Management”
- Demographic statistics and trends
- Institutional priorities and goals
- Enrollment management strategies
**RESIDENT EDUCATIONAL SERVICES**

### Personal Development

#### Direct Service Function Competencies
- Create environments and programs which support student development
- Create environments and programs which support student leadership
- Promote the value of personal and professional development to constituents (including but not limited to: communication, leadership, ethics, diversity and globalization)
- Promote the importance of personal safety to constituents
- Promote the values of student leadership to constituents
- Market the value of living on campus in terms of personal development to constituents

#### Management Function Competencies
- Develop positional responsibilities which oversee goals of personal development for constituents
- Develop and provide fiscal support for personal development programs and services
- Train staff on how to create and promote activities which support student development
- Assess effectiveness of personal development programs
- Develop course syllabi
- Administer course work examinations/presentations to meet criteria of the class
- Create campus wide Living/Learning Committee to examine course work and review evaluations/feedback from participants
- Select appropriate resources and personnel for class instruction
- Incorporate community service component into the class instruction in order to enhance the understanding of contributions toward the living/learning philosophy
- Collaborate with campus colleagues and law enforcement with programs and activities which promote personal safety

#### Strategy and Policy Function Competencies
- Define overall goals of personal development for constituents
- Identify sources of funding to support personal development programs and resources
- Implement effective policies utilized from best practices of successful housing programs
- Examine comparative institutions (i.e., Carnegie Comparisons) to obtain recommendations to establish, market and retain living/learning communities to students seeking specialized housing
- Review student satisfaction comments as they relate to university housing
- Research classroom design and implementation of academic courses
- Engage appropriate design and/or building construction professionals for new classroom space.
Knowledge Needed:
- Departmental philosophy on learning and development of constituents
- Departmental philosophy on student leadership
- Campus resources

Knowledge Needed:
- All items under “Direct Service”
- Training/facilitation methods
- Assessment methodologies
- Student development theories and models including those pertaining to underrepresented groups
- Understanding of current events and trends

Knowledge Needed:
- All items under “Management”
- Human resources policies and procedures
- Institutional building/renovation policies and procedures

Community Development

Direct Service Function Competencies
- Create environments for constituents which support community development goals
- Promote the value of community development to constituents
- Develop and implement programs for constituents which support educational goals
- Provide a variety of small and large group social, educational, leadership and involvement activities
- Create environments which support student leadership and employment opportunities
- Promote the values of social justice to constituents

Management Function Competencies
- Develop positional responsibilities which oversee goals of programming and community development
- Train staff on how to create and promote activities that enhance the residence community
- Assess effectiveness of community development programs
- Train staff on social justice principles

Strategy and Policy Function Competencies
- Define overall goals of community development
- Oversee and assess the philosophy, means and rational for campus and residential programming
- Design or redesign community spaces for maximum impact
Knowledge Needed:

- Departmental philosophy on community living and student engagement
- Benefits of community development
- Role of community development in student learning
- Campus culture pertaining to community development
- Basic tenets of counseling, advising and community development

Academic Initiatives

Direct Service Function Competencies

- Identify and promote living/learning programs to constituents
- Identify and promote academic courses
- Post job opportunities to recruit faculty and staff that fit the living/learning programs involvement philosophy
- Recruit staff (RAs, peer academic tutors, academic advisors, etc.) to be assigned to the living/learning communities
- Market living/learning communities to students seeking specialized housing
- Identify faculty members to teach living/learning of First Year Experience courses

Knowledge Needed:

- All items under “Direct Service”
- Student development theories and models including those pertaining to underrepresented groups
- Social justice theories and models
- Assessment methodologies
- Training/facilitation methods

Management Function Competencies

- Develop learning outcomes for residential learning communities
- Develop program goals for residential learning communities
- Develop and provide fiscal support for academic programs and services
- Train staff on residential learning community programs and services
- Train staff on how to enhance the academic environment in the residence hall communities
- Assess the effectiveness of residential learning communities
- Develop academic courses to support residential learning communities

Strategy and Policy Function Competencies

- Develop academic partnerships to support academic initiative programmatic goals
- Identify for renovation and/or enhancement space in residence facilities to support living/learning programs goals and services
- Identify external sources of funding to support departmental academic initiatives
- Gain academic departmental approval for course development that will support the academic mission of the university
- Collaborate with Registrar to secure proper recording of grades to fulfill academic course credit criteria

Knowledge Needed:

- All items under “Management”
- Current research and trends impacting community development
- Institutional building/renovation policies and procedures

Knowledge Needed:

- All items under “Direct Service”
- Student development theories and models including those pertaining to underrepresented groups
- Social justice theories and models
- Assessment methodologies
- Training/facilitation methods

Knowledge Needed:

- All items under “Management”
- Current research and trends impacting community development
- Institutional building/renovation policies and procedures
Resident Educational Services - Academic Initiatives

- Educate housing staff on living/learning theories and best practices of the professional as it relates to living/learning communities
- Collaborate with designated faculty members to design course syllabi
- Review evaluation from students as it pertains to the course work and implement recommendations for the next incoming class
- Maintain updated information on academic initiatives on departmental website for prospective and current residents

Knowledge Needed:
- Departmental philosophy on student learning and engagement
- Student residential living/learning theories
- Student residential living/learning best practices
- Hiring practices and procedures to recruit faculty members
- Marketing and public relations strategies
- Advising and supervision

Knowledge Needed:
- All items under “Direct Service”
- Student development theories and models including those pertaining to underrepresented groups
- Budget development
- Housing processes
- Training/facilitation methods
- Curriculum development process
- Assessment methods

Knowledge Needed:
- All items under “Management”
- Departmental resource allocation priorities
- Institutional rules, policies, procedures
- Barriers and language differences between student affairs and academic affairs cultures in the academic initiatives process
Advising

Direct Service Function Competencies

• Market and promote the value of student leadership, student groups and student organizations to constituents
• Create residential environments which support opportunities for student groups and organizations to be influential in representing constituents
• Recruit student leaders to represent constituents to departmental and campus leadership
• Promote best practices and models for successful residential student groups and student organizations

Knowledge Needed:
• Departmental philosophy on advising student groups and student organizations
• Marketing and public relations strategies
• Student group and student organization advising best practices and models
• Student learning theories and models including those pertaining to underrepresented groups

Management Function Competencies

• Collaborate with student affairs and campus departments to provide opportunities for student groups and organizations to be influential in representing constituents
• Develop and provide fiscal support for residential student groups and student organizations
• Train staff on advising best practices and models
• Support residential student groups and student organizations in meeting organizational goals

Knowledge Needed:
• All items under “Direct Service”
• Current research and trends impacting student groups and student organizations
• Assessment methods
• Budget development

Strategy and Policy Function Competencies

• Develop partnerships with campus partners to support shared goals for advising student groups and student organizations
• Collaborate with residential student groups and student organizations to assess needs of constituents
• Identify for renovation and/or enhancement space in residence facilities to support programmatic goals of residential student groups and student organizations
• Identify external sources of funding to support the programming efforts of residential student groups and student organizations

Knowledge Needed:
• All items under “Management”
• Departmental resource allocation priorities
• Institutional risk management policies and procedures
• Institutional building/renovation policies and procedures
STUDENT BEHAVIOR

Student Conduct

Direct Service Function Competencies

• Identify potential violations of codes, policies, and regulations
• Document potential violations
• Educate constituents on behavioral codes, policies, and regulations
• Explain student conduct processes to constituents
• Administer student conduct hearings, when appropriate
• Apply appropriate sanctions to those found in violation
• Administer processes in a way that preserves individual dignity, protects individual and community rights, and fosters learning and development
• Uphold governmental requirements and institutional policies regarding student conduct records protected by laws/regulations regarding access to information
• Communicate outcome of student conduct process as may be required by institutional practices or legal requirements
• Provide opportunities for student leadership and representation in student conduct processes when appropriate

Management Function Competencies

• Develop protocol for managing student conduct processes within the department that are consistent with institutional practices and legal requirements
• Ensure student conduct processes abide by established protocol
• Communicate with experts outside of residence life office when appropriate
• Provide reports as required by departmental practice or when requested by others
• Recognize when a conduct case should be referred to another professional outside of department
• Assess effectiveness of student conduct processes and policies within department
• Train staff on policies, regulations, and protocol related to student conduct administration
• Create sanctions that are consistent with all laws and eviction policies
• Educate student leader representatives on student conduct processes, departmental policies, ethical decision making, legal issues, diversity and cross cultural communication approaches
• Establish responsibilities of each staff role in enforcement and reporting

Strategy and Policy Function Competencies

• Formulate codes, policies, and regulations to ensure a safe and effective living and learning environment for occupants
• Determine when codes, policies, and regulations should be developed or changed to address emerging issues
• Ensure codes, policies, and regulations are consistent with institutional practices and legal requirements
• Develop partnerships with offices/agencies outside of department when additional expertise is needed
• Provide continued professional development with respect to awareness and education of best practices and legal requirements in the administration of student conduct processes
• Ensure records retention and mandates reporting processes are in place and effective
• Develop marketing plan to communicate behavioral expectations, policies, codes and regulations via departmental website and social media platforms
• Develop appropriate appeals/grievance process
Knowledge Needed:
• Departmental procedures for documenting constituent behavior or events
• Departmental community standards
• Institutional code of conduct, policies and regulations
• Restorative justice/other methods of resolution
• Student development theory
• Sanctioning practices and options appropriate for various violations
• Cultural constructs around authority and dispute resolution

Knowledge Needed:
• All items under “Direct Service”
• Departmental policies and regulations
• Governmental laws impacting residential community standards
• Industry best practices for addressing student behavior of concern
• Industry best practices for educating constituents on ethical decision making, legal issues, diversity and cross cultural communication approaches
• Current trends and research in student behavior

Knowledge Needed:
• All items under “Management”
• Institutional code of conduct, policies, and regulations
• Legal requirements for student conduct processes
• External resources pertinent to student conduct
• Fair housing laws and evictions

Conflict Resolution

Direct Service Function Competencies
• Describe to constituents various approaches to conflict resolution
• Mediate or facilitate conversations between conflicting parties in a way that preserves individual dignity, protects individual and community rights, and fosters learning and development
• Document outcome of conflict resolution effort as may be required by institutional practices or legal requirements
• Educate on sources, strategies and resolution options for those who are in conflict

Management Function Competencies
• Develop protocol for managing conflict resolution processes within the department that are consistent with institutional practices and legal requirements
• Ensure conflict resolution efforts abide by established protocol
• Determine when conflict resolution approaches should be used instead of traditional student conduct processes
• Communicate with experts outside of department when appropriate

Strategy and Policy Function Competencies
• Ensure conflict resolution practices are consistent with institutional practices and legal requirements
• Develop partnerships with offices/agencies outside of department when additional expertise is needed
• Provide continued professional development with respect to awareness and education in conflict resolution practices
• Engage in mediations and facilitations to stay current in skill development
• Educate constituents on effective cross cultural communication approaches
• Communicate expected standards of behavior for those engaged in dispute resolution

**Knowledge Needed:**
- Conflict resolution methods and approaches
- Facilitation and mediation processes
- Cross-cultural communication approaches
- Cultural constructs around authority and dispute resolution

• Provide reports as required by departmental practices or when requested by others
• Assess effectiveness of conflict resolution processes and policies within department
• Train staff on conflict resolution approaches and protocol

**Knowledge Needed:**
- All items under “Direct Service”
- Institutional and legal requirements pertaining to conflict resolution practices
- Assessment methods
- Industry best practices for conflict resolution
- Current trends and research in conflict resolution
- Industry best practices for cross cultural communication approaches

**Knowledge Needed:**
- All items under “Management”
- External resources pertinent to student conduct resolution
- Institutional code of conduct, policies, and regulations
- Legal requirements for conflict resolution processes
- Unique characteristics of specialized populations that may impact resolution efforts
In fall 2010, a task force was formed to establish the guiding principles, goals, and strategy for developing a body of knowledge and determining core competencies for the association. Co-chaired by Dr. Tony W. Cawthon, professor of student affairs at Clemson University (Clemson, South Carolina) and Dr. Pam J. Schreiber, director of Housing & Food Services at the University of Washington (Seattle, Washington), the task force included:

- Tarome Alford, Director of Housing & Residence Life, Springfield College (Springfield, Massachusetts)
- John Buck, Assoc. Dean of Student & Director of Housing & Residence Life, Webster University (St. Louis, Missouri)
- Connie Carson, Vice President for Student Life, Furman University (Greenville, South Carolina)
- Lisa Diekow, Director for Residence Life & Education, University of Florida (Gainsville, Florida)
- Norb Dunkel, Assistant Vice President & Director of Housing & Residence Education, University of Florida (Gainsville, Florida)
- Josh Goldman, Senior Director, ACUHO-I (Columbus, Ohio)
- Ellen Heffernan, Partner, The Spelman & Johnson Group (Easthampton, Massachusetts)
- Mickie Rops, President/Owner, Mickie Rops Consulting Inc. (Indianapolis, Indiana)
- Dwayne Todd, Vice President & Dean of Students, Columbus College of Art and Design (Columbus, Ohio)
- Steve Waller, Director, Department of Residential Life, Louisiana State University (Baton Rouge, Louisiana)

In the first meeting and under the guidance of a consultant, the task force was charged with the development and identification of the field’s body of knowledge. In short, the task force was asked to develop a compendium of what a professional must know and do to accomplish work in university housing. In addition, members were provided with background information on a body of knowledge, its purpose, and example formats used by other professional groups. By the conclusion of this meeting, the task force had identified the guiding principles, possible challenges and how to address them, and a strategy for moving the project forward.

In March 2011, a second meeting of the task force was held. At this meeting, the group explored and discussed various models and terminology and agreed on a framework to use in presenting the body of knowledge along with a draft list of categories (or domains) that represent the areas of responsibility within the field of student housing. Some knowledge domains were further delineated by subdomains but only when necessary; the task force was discouraged by the consultant from creating multiple levels within the body of knowledge so as to avoid creating task lists rather than identifying competencies. Terms such as competencies, outcomes, core values and standards of practice were discussed and despite the risk of confusion with existing competency models, the decision was made to use the term “competency” in describing what housing professionals need to be able to do. The group learned how to write competencies associated with a domain/subdomain and concluded the meeting by dividing into smaller work teams with the responsibility of drafting one or more domain competencies.
Competencies were written using a framework designed around function; the three functions used in the framework are:

- **Direct Service Function**: Providing support and/or service directly to college or university housing customers or to other housing personnel.
- **Management Function**: Overseeing the performance and/or operation of college or university housing activities and/or personnel.
- **Strategy and Policy Function**: Establishing and/or approving the plans for achieving the goals of the department or mission of the organization.

Using the framework designed around function was at first challenging for the task force members but ultimately helped to avoid structuring the body of knowledge according to job positions, something that could limit the utility of the document. The “functional” approach (function, not person or position) allows for the body of knowledge to be used regardless of number and type of staff, institutional size, or context. At some institutions, all three functions could be performed by a single staff member, or divided among several. For example, a resident director could perform a responsibility at each of the different levels depending upon the task being performed.

Given the diversity of work performed by individuals in student housing operations, the task force was also challenged in identifying knowledge domains and competencies that focus on what a housing professional needs to know and be able to do but not, for example, what the human resources specialist might know and do within a housing organization or institution.

Some domains identified (i.e., communications and marketing) by the task force that were later embedded within other domains as appropriate. Finally, the task force also identified several categories of “universal skills” such as oral and written communication skills that could appear as knowledge needed for every domain/subdomain. The task force opted not to list these types of skills but rather acknowledge these as fundamentally necessary for a professional in any arena.

After these initial meetings, for the next several months, task force members, working in small groups, identified competencies for each domain/subdomains as well as the knowledge needed to successfully perform that work. Following several revisions, the task force identified several of the key domains to be tested with constituent focus groups.

To continue this process the co-chairs scheduled four focus groups that were conducted at the 2011 ACUHO-I Annual Conference & Exposition with the intent being for members to provide feedback on the larger domains. Focus groups allowed for association members to engage in meaningful dialogue about the body of knowledge and allowed the task force to test the ideas generated for each domain and the subsequent subdomains. To ease logistics some of the domains were combined for the focus group.

As such, four focus groups on the following were held:

- **Group #1**: Resident Education Services; Student Behavior; Crisis Management
- **Group #2**: Facilities
- **Group #3**: Occupancy; Fiscal Resources and Control
- **Group #4**: Assessment/Research

In conducting these focus groups, approximately 30 invitations were sent to conference attendees for each focus group. Focus group participants were selected to receive an invitation based on their primary job function as noted in the ACUHO-I
membership database. Focus group participation ranged from approximately 10 to approximately 21 individuals. Participants were provided background information on the purpose and intended use of a body of knowledge and were asked to comment on the format and overall structure. They were also asked to comment on the content within each domain/subdomain. The discussions were audio-taped and data were also captured through a note-taking process.

The feedback from the focus groups proved invaluable in further clarifying the domains and subdomains; however, feedback obtained at these meetings also suggested that additional refinement was needed. Several key comments and questions posed in the focus groups also helped to further define and clarify some challenging issues related to content, specifically, how to represent the wide range of responsibilities managed by student housing professionals considering the diversity in housing programs and institutions. In consultation with task force members, the co-chairs formed a five-person team to continue the refinement process. As such the co-chairs and three task force members engaged in refining the domains/subdomains and supporting information.

Once the domains were finalized, association members were asked to complete a validation survey. In February 2012, 1,998 email invitations with a link to an online survey were sent to a random sample of ACUHO-I members. There were 43 undeliverable messages leaving a viable sample of 1,955. Following reminder emails, 263 responses were received, a response rate of 13%. A follow-up survey was sent in March to the 263 respondents to gather data for two additional domains not included in the original survey.

In addition to demographic information, the survey asked about relevance of each subdomain to the work of the respondents. If the respondent indicated that the subdomain was in fact relevant to their work, they were asked to rate the level of importance of each competency within that subdomain as critically important, important, somewhat important, or not at all important.

Finally, respondents were asked whether the competencies listed for the subdomain completely, adequately, or inadequately covered that area of responsibility and were given an opportunity to add comments regarding what, in their opinions, was missing or not clearly stated. Of the 38 subdomains, 21 were considered by respondents to be completely or adequately covered by the competencies listed. The remaining subdomains were rated as listed below:

<table>
<thead>
<tr>
<th>Number of subdomains</th>
<th>% of respondents who said the competencies completely or adequately covered area</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>99%</td>
</tr>
<tr>
<td>4</td>
<td>98%</td>
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<tr>
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<tr>
<td>4</td>
<td>95%</td>
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<tr>
<td>2</td>
<td>94%</td>
</tr>
<tr>
<td>1</td>
<td>86%</td>
</tr>
</tbody>
</table>

These data, combined with the submitted comments, were considered in the development of the final draft of the ACUHO-I Core Competencies was submitted for approval by the ACUHO-I Executive Board. The survey results will continue to be useful to the association as new educational opportunities are developed.