



Advancing Campus Community

Education Plan 2020–22

Education Council

The Education Council is a volunteer group charged with ensuring the programs and services of the Association are meeting the educational needs of the college union and student activities profession. In addition, we compile content, develop and/or coordinate new content with the assistance of Association members, and are champions for continual learning for all members of ACUI.

History of the Core Competencies

The core competencies define the knowledge, skills, and abilities needed to be successful as a campus community builder and professional in this field. Education within the Association is offered to enhance members' competence as professionals and to help increase job performance and satisfaction. While the core competencies are designed for professional staff and graduate students, the knowledge and abilities needed in each skill set serve as transferable skills for undergraduate students and can serve as a strong foundation for a student's campus involvement.

The original core competencies (developed in 2005) and the coordinating skill sets (finalized in 2008) created the educational building blocks of our profession. In 2017, the Education Council set out to review and propose changes to the original core competencies to update language, review how the core competencies should be used and by whom, and ensure the alignment of the core competencies with the ever-evolving role of the college union. In addition to these changes, threads were identified to capture content areas that reside in and are critical to the successful practice of each competency.

The current core competencies, accepted formally by the ACUI Board of Trustees in July 2019, resulted from feedback and guidance by the ACUI Leadership Team; a significant review of student affairs, college union, and association management literature; focus groups and feedback solicitation virtually, at 2018 Regional Conferences, at the 2019 ACUI Annual Conference; significant input from ACUI communities of practice; and final review from the Education Council and various subject matter experts.

The Education Council is now developing a rotating process to review a few competencies every year.

Education Priorities

In 2016, the Education Council decided to develop the Educational Plan as a two-year plan in order to have a greater impact during the educational planning of conferences, Association educational programs (online and in-person), and the evaluation of these programs in a realistic and substantial way.

The two-year plan focuses on three core competencies to reach a broad membership's need for educational programming, as our professional responsibilities and educational opportunities are diverse.

The Education Council sets priorities for education through the Association to ensure that our members are receiving the quality of education and content most relevant to their needs. Typically, these priorities are based off data collected from the membership through prior conference evaluations, review of educational session proposals, and discussions

about programmatic needs and resources among the leadership and members of ACUI. However, in light of the development of the Assessment, Evaluation, and Research and Event Management competencies, the Education Council identified these as priorities. Based on the significant philosophical updates to the the Intercultural Proficiency competency which elevated it to the Social Justice competency, it was identified as the third priority.

The goal of the 2020–22 Education Plan is to increase the level of educational offerings across the Association, specifically focused around the core competencies of Assessment, Evaluation, & Research; Event Management; and Social Justice. This focus was determined by reviewing survey data collected from the membership. By helping to meet the expressed need of the membership, the Education Plan is directly in line with Strategic Guidepost 3: “Increase the value of engagement for members and volunteers.” The metrics embedded into the Education Plan are a commonsense way to make ACUI’s data gathering, analysis, and application more effective and efficient. Through this work, the Education Plan also directly supports Strategic Guidepost 2: “Leverage data to enhance education and delivery of services.”

Three Core Competency Priorities for 2020–22

Assessment, Evaluation, & Research

The ability to understand the language of assessment, evaluation, and research; collect and analyze different types of data; and communicate the results to drive decision making within the organization.

Skill Sets:

- Language of and Use of Assessment, Evaluation, and Research
- Application of Assessment, Evaluation, and Research Frameworks
- Data Collection and Use of Data
- Research Ethics

Event Management

The ability to successfully plan and execute high-quality programs with and for campus and external stakeholders.

Skill Sets:

- Programming and Event Planning
- Event Operations
- Risk Management

Social Justice

The ability to successfully seek understanding and respect for persons of all cultural, social, and ability identities; to create environments that foster inclusive participation of all groups and unconditional human worth; and to advocate for equity and social justice with and for all identities and communities through education, support, awareness, advocacy, and allocation of resources.

Skill Sets:

- Understanding of Self, Identity, and Culture
- Institutional Awareness and Communication
- Advocacy

Threads

Threads are components of the separate core competencies and are essential elements of each competency area. The Education Council determined there were four points of emphasis that ran through every competency: communication, technology, ethics, and equity. These threads emphasize these areas in all roles within the field.

- Communication: The ability to successfully exchange information through verbal and nonverbal symbols and behaviors
- Technology: The ability to understand the overall intent of and to choose from appropriate tools, equipment, and procedures for service delivery and problem solving
- Ethics: The ability to develop and maintain integrity
- Equity: The guarantee of fair treatment, access, opportunity, and advancement for all community members, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.

Use of the Education Plan

Document will be shared with:

- Board of Trustees
- Regional Directors*
- Research Program Team*
- Student Program Team*
- Annual Conference Planning Teams*
- Regional Conference Planning Teams
- Regional Educational Program Coordinators*
- Central Office Staff

**Draft to be shared with each of these teams for feedback/buy-in in advance of release/adoption.*

Outcomes

- ACUI members will increase their knowledge of the highlighted core competencies (learning outcome).
- ACUI will provide targeted programming designed to address the highlighted core competencies (program outcome).

Achievement Targets

- Annual Conferences will include at least 10% of workshops addressing each of the targeted core competencies.
- Regional Conferences will include at least 10% of workshops addressing each of the targeted core competencies.
- At least one plenary speaker at each conference (Annual and Regional) will speak to one of the targeted core competencies.
- At least five webinars focused on the targeted core competencies will be presented over a one-year period.
- At least one digital credential will be offered in a highlighted core competency each year.
- Identical questions highlighting core competency growth will be included on all surveys Association-wide.
- Student programs that utilize learning outcomes/curriculum will incorporate at least one of the highlighted core competencies in each program (as applicable).
- ACUI institutes will include at least one dedicated session connecting to at least one of the highlighted core competencies.
- At least one article in The Bulletin will be written about each of the targeted core competencies each year.

Data Collection and Review

- Review of conference session proposals (Annual and Regional) and selected topics, educational content and quality (based on evaluations)
- Review of conference/institute schedules and educational content
- Number and content of webinars presented
- Number and content of digital credentials offered
- Review of student program curricula/learning outcomes and educational content
- Review of completed surveys (reviewing questions and answers)

Annual Wrap-Up

- Survey data will be used to collect baseline number of reported competency growth.
- Focus groups will be conducted at end of plan year (2021 and 2022) to garner qualitative data from members about self-identified competency growth. ("What did you learn this year? What knowledge was gained in these three competency areas?")
- Report will be generated (along with suggested changes/tweaks) and discussed with the Education Council, followed by dissemination with other leadership component groups for feedback.