ACUI CORE COMPETENCIES RUBRIC

The ACUI core competencies allow those who work in the college union and student activities fields to better understand the foundation of knowledge and expertise required to be successful in these fields. The following rubrics adapt the core competencies to allow individuals to reflect on their skills and recognize opportunities for growth.

Each rubric corresponds to one of the ACUI core competencies and lists outcomes for the competency across four levels: basic, intermediate, advanced, and expert.

For each competency, those placing themselves in the basic level have a general level of knowledge related to the competency but possess a limited demonstrated level of skill and experience in relation to that competency. If an individual does not yet meet the benchmarks for the basic level of a competency, those can serve as goals for that individual to strive toward.

Individuals in the intermediate level have a more than a basic level of knowledge and can perform tasks related to that competency with supervision.

Individuals placing themselves in the advanced level can perform tasks related to the relevant competency without supervision and possess a wide breadth of knowledge related to the competency.

Those who identify with the expert level possess a comprehensive and authoritative level of knowledge related to the competency and can supervise and mentor others. Although the word "expert" is used for the final level, it is important to remember that the knowledge related to the competencies can change over time and individuals should continue to educate themselves on changing trends.

HOW TO USE

ACUI members may use the rubrics to determine their competency level for the ACUI competencies. The rubrics can be used as a full set or individually. To use the rubrics, an individual should set aside time to reflect on their knowledge and experiences related to a particular competency. If possible, they should consider gathering materials to use as evidence of their knowledge and experience related to a competency. While an individual may identify with concepts in several levels of a rubric, the level with which they most identify is the level they should select. For some competencies, movement through the rubric may not be a straight trajectory. Individuals may find that they move backward or forward within the rubric as they gain new knowledge.

After completing the rubric, individuals should create an action plan to develop the skills and knowledge necessary to move to the next level within that competency. They should consider ways to gain experience both through their job and through ACUI programs and volunteer position.

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Assessment, Evaluation, & Research

BASIC	INTERMEDIATE	ADVANCED	EXPERT
Possesses basic knowledge of assessment, evaluation, and research, focused on assessment tools and implementation and research methods. Can readily duplicate and implement previously employed assessments. Able to interpret and understand results to improve initiatives.	Demonstrates awareness that an ethical component of data analysis exists and a basic proficiency with the technology used to collect and analyze data. Understands implications of assessment, evaluation, and research on work cycle.	Demonstrates ability to create, employ, and analyze assessment and research as well as the knowledge and ability to communicate data in an ethical manner. Uses relevant theory to design assessment, evaluation, and research efforts.	Consistently employs and communicates data with integrity and in a socially just manner, especially while contributing to the scholarly community. Ability to communicate findings and value of data to a variety of audiences, incorporating language into institutional priorities and values.

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Event Management

BASIC	INTERMEDIATE	ADVANCED	EXPERT
Possesses a general knowledge of programming and event planning, event operations, and risk management, including working with vendors; venue scheduling and reservations; emergency response; and relevant laws, ordinances, and campus policies.	Can create balanced campus programming using event timelines, budgets, and objectives. Utilizes scheduling software to manage reservations and create diagrams. Mitigates risk through proactive emergency preparedness. Creates programs and opportunities for participants to expand their understanding of inclusion, oppression, privilege, and power.	Can generate an assessment plan and post-event follow up. Tactfully negotiates changes and vendor contracts. Navigates challenges with high-profile events. Assesses departmental/ organizational level effectiveness in removing barriers to addressing issues of equity specifically in events.	Enhances campus programming through creative use of audio-visual and technology equipment and environmentally responsible event designs. Fosters and maintains relationships across campus and with off-campus vendors and agencies. Creates and maintains policies to remove barriers for event planning for all members of the campus community.

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Facilities Management

BASIC	INTERMEDIATE	ADVANCED	EXPERT
Demonstrates basic understanding of facility operating systems and maintenance and the distinctions within facility management trades and building operating systems. Formulates and articulates routine emergency management protocols. Communicates facility management policies and procedures that create community.	Aware of the role of facilities management in context of the educational mission. Sensitive to legal requirements of accessibility and risk management. Understands budgeting and the management of staffing levels to maintain standards. Addresses bias incidents that affect community within the facility.	Able to use data and involve constituents in facility planning. Manages, develops, and implements preventative maintenance plans. Fosters and maintains positive tenant relationships. Familiar with renovation/construction terminology and planning. Advocates to address inequities in policy based on social justice principles.	Able to appreciate and articulate the value of the built environment to the educational mission of the institution. Creates and maintains facility management policies to support diverse campus populations. Employs qualitative and quantitative data in facility planning. Understands and applies theories on learning through the physical environment and building community and sense of belonging.

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Fiscal Management

BASIC	INTERMEDIATE	ADVANCED	EXPERT
Possesses a general knowledge of accounting principles, budget approaches, revenue sources and expenses, and strategic plans and how they affect budget development. Understands and communicates financial reports.	Creates and implements departmental budgets. Makes mid-year adjustments as required. Negotiates contracts and participates in the auditing process. Demonstrates awareness of financial policies, procedures, and processes that reflect a commitment to equity.	Prioritizes needs and initiatives in the budget development process. Works creatively to identify and implement revenue streams. Advocates for equitable financial practices within organization.	Utilizes fundraising and grant proposals to increase revenue. Formulates and executes capital replacement budgets. Involves multiple stakeholders in the budget development process. Evaluates and ensures diversity and equity are tenets of all financial practices.

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Human Resources

BASIC	INTERMEDIATE	ADVANCED	EXPERT
Possesses a general knowledge of group development stages; laws, ordinances, and institutional policies that affect employment and hiring; and training, theories, and programs. Can deliver training.	Provides timely and effective feedback. Develops training programs and on-boarding processes. Leads ethical hiring searches. Ensures privacy and confidentiality. Communicates effectively with a diverse employee population.	Navigates collective bargaining agreements. Develops and implements recognition and reward programs. Tailors supervision style to meet needs of staff. Creates and institutes fair and inclusive hiring practices.	Creates and implements equitable accountability systems. Develops human resources policies. Intentionally develops organization culture. Leads departmental change. Mediates complex conflicts with multiple parties, guiding them to effective and equitable resolutions.

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Marketing

BASIC	INTERMEDIATE	ADVANCED	EXPERT
Has general knowledge of marketing principles and marketing technology. Recites mission statements. Identifies target audiences for messaging. Uses social media platforms.	Creates ethical marketing and messaging that is accurate, non-deceptive, and socially responsible and is in alignment with departmental vision and goals. Understands marketing strategies, including the importance of language and tonality and marketing data collection and analysis. Communicates mission statements. Understands relationship to revenue streams.	Applies mission statements in marketing. Develops messaging and brand platforms. Connects assessment efforts to marketing. Applies inclusive excellence strategies.	Anticipates and evaluates the impact of product/service/program. Effectively leads/manages a multi-platform marketing effort. Understands marketing as a tool to advance equity.

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Organizational Leadership

BASIC	INTERMEDIATE	ADVANCED	EXPERT
Understands self-assessment, group dynamics, and communication styles. Uses basic decision-making models and contributes productively in groups.	Displays awareness of institutional politics, conflict causes and solutions, as well as motivation and empowerment techniques. Leads small teams and develops campus partnerships through effective collaboration. Uses feedback to improve personal performance.	Knowledge of local/state/national climate and its impact on the department, institution, and higher education. Leads larger teams applying leadership, motivation, and empowerment techniques.	Mentors staff, students, and colleagues. Leads with personal values while protecting all identities and viewpoints. Leads large, layered teams while effectively managing conflict and resource negotiation.

Planning

BASIC	INTERMEDIATE	ADVANCED	EXPERT
Understands departmental vision, mission, values and basic emergency planning. Able to order priorities and set realistic, personal goals.	Understands basics of strategic planning, change, transition, project management, and how the department fits in larger institutional contexts. Manages small projects, and leads students through succession planning.	Completes and implements reports on strategic and succession planning. Creates and provides training and workshops on goal setting and emergency procedures. Is a good steward of resources and personnel in projects.	Able to use all resources of department to create, monitor, and change plans and goals to meet departmental and broader institutional priorities. Determines need and implements departmental change and transition.

Social Justice

BASIC	INTERMEDIATE	ADVANCED	EXPERT
Understands the history of underrepresented, marginalized identities and privilege in higher education. Engages in campus partnerships. Knowledge of various communication styles. Provides basic support for social justice efforts.	Understands campus climate and its impact on identities. Develops effective partnerships to advance social justice. Reflects on personal biases. Incorporates equity and inclusion in campus processes.	Understands institutional oppressions and strategies to create equity. Provides and champions diverse environments that support multiple and intersecting identities. Modifies communication style to meet people where they are on their social justice journey. Actively seeks/ creates dialogue around social justice issues.	Evaluates, assesses, and enacts change in social justice initiatives surrounding the student and employee experience and in the allocation of departmental resources. Works to identify and eradicate policies, practices, and cultures that contribute to personal or structural inequities.

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Student Learning

BASIC	INTERMEDIATE	ADVANCED	EXPERT
Knowledge of student development and experiential theories; higher education history; learning outcomes; student learning pedagogy; and student training techniques. Effectively communicates with students.	Articulates personal understanding of the student experience using student development theories. Uses theories to develop student learning. Incorporates measurable outcomes into student learning.	Adapts advising techniques to meet the needs of individuals. Identifies appropriate challenges to incite student growth. Creates assessments to chart student learning.	Uses assessment data to advocate for expanded student learning and development resources. Adapts advising techniques and identifies appropriate challenges for groups of students.