

COMPETENCIES for DIVERSITY and INCLUSION





The National Association for Campus Activities (NACA) is the recognized leader in higher education providing knowledge, ideas and resources for campus life. We provide our members with programs and events focusing on student and professional leadership development, program planning, concert management, diversity and more. Our school and associate members also have access to one of the largest campus activities networking and talent buying resources in the country. With the assistance of Fluent, our exclusive marketing partner, NACA is able to provide members with additional resources, including internship, educational and networking opportunities.

NACA® Vision

The National Association for Campus Activities will be the recognized leader in higher education for providing the knowledge, ideas and resources to promote student learning through engagement in campus life.

NACA® Core Values

These core values are the fundamental beliefs that guide our behaviors and decision making process. As a recognized leader in higher education, we believe our professional values are vital to the advancement of the Association and the campus activities profession.

- **Stewardship**
Make fair and strategic decisions about the use of Association resources with a focus not just on the particular program, but for the long-term health of the Association.
- **Innovation**
Imagine and create new opportunities, improve experiences, and anticipate the needs of our members.
- **Communication**
Enhance relationships through the effective, efficient and timely exchange of information and ideas.
- **Respect**
Commit to see and celebrate the unique value in ourselves, others and the Association.
- **Learning**
Provide opportunities for the acquisition of knowledge, skills and competencies.
- **Inclusivity**
Create with intention, environments where all people can thrive and be successful.

Introduction

The National Association for Campus Activities (NACA) is the recognized leader in higher education providing knowledge, ideas and resources for campus life. We provide our members with programs and events focusing on student and professional leadership development, program planning, concert management, diversity and more. Our school and associate members also have access to one of the largest campus activities networking and talent buying resources in the country.

Core Value: Inclusivity

The NACA core values are the fundamental beliefs that guide the association's behaviors and decision making process. One of these core values is Inclusivity, by which NACA is committed to creating, with intention, an environment where all people can thrive and be successful.

Case for Diversity & Inclusion

Research shows that co-curricular involvement positively impacts student development and success (Astin, 1982) and that sense of belonging contributes to students' thriving (Strayhorn, 2012). Belonging also differs based on social identities, for example, race, class, gender, sexual orientation, ability, or national origin, or conditions they encounter on campus (Strayhorn, 2012). Therefore, to maximize student engagement in campus activities and to realize the values espoused in the NACA® Diversity Statement, our goal as an association should be to expose students and professional staff to competencies and strategies that encourage an awareness of and commitment to diversity and inclusion. Equipping members with these competencies and tools helps them to accomplish their personal and professional goals, which as a consequence has the potential to increase member engagement and promote increased membership. Further, greater knowledge and awareness about diversity and inclusion can lead to increased business opportunities for associate members who provide programs, products, and services in service of this goal.

Process

From December 2016 through April 2017, NACA's Diversity and Inclusion Task Force created a list of competencies related to the areas of diversity and inclusion. Throughout this five month process, the task force reviewed the ACPA/NASPA Professional Competency Areas for Student Affairs Educators (2015), the NODA Core Competencies (2016), and the NACA Competency Guide for College Student Leaders (2009) for competencies regarding diversity and inclusion. Upon reviewing and discussing these, the task force crafted competencies relevant to the campus activities field. Organized by the domain areas of knowledge/practice, culture, engagement/composition, and advocacy/social justice, the competencies were then labeled by learning levels of knowledge, comprehension, application, and analysis.

Intended Audience + Implementation

The NACA competencies are organized by domains of application (knowledge/practice, culture, engagement/composition, and advocacy/social justice) and have additional tags depicting learning level (knowledge, comprehension, application, and analysis). These domains and learning levels are not tied to specific jobs or NACA member types, but are meant to be applicable to a variety of audiences within the field of campus activities: school members at the undergraduate, graduate, faculty, and staff levels; associate members at the regional and national levels; volunteers; NACA Office staff; and non-members.

The ACPA/NASPA professional competencies offer a baseline of knowledge and skills for student affairs professionals, designed to “lay out essential knowledge, skills, and dispositions expected of all student affairs educators, regardless of functional area or specialized within the field” (2015, p. 7). The NACA competencies reflect further knowledge, skills, and abilities believed to be important for all individuals working within the field of campus activities, and can be utilized in their daily work (e.g., event planning, leadership programs, marketing and communications, hiring/recruitment/selection processes, etc.).

The NACA competencies are not meant to be a checklist of professional attributes, but rather a guide to use in developing one's professional and personal growth. NACA encourages individuals to challenge themselves to be honest in their self-reflection regarding the knowledge, skills, and abilities they need to obtain, and to seek opportunities to learn and advance themselves within a particular domain or competency.

Diversity and Inclusion Taskforce

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COMPETENCIES

NACA shall achieve the core value of Inclusivity through competencies of knowledge and practice, culture, engagement and composition, and advocacy and social justice.

Knowledge and Practice

General Knowledge

- Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, lived experiences, and biases, and identify how they affect one's integrity and work with others in the organization. (Comprehension)
- Describe the various groups within the organization and their experiences of inclusion and exclusion. (Knowledge)
- Recognize that individuals have multiple and intersecting identities, differing lived experiences, and varying perspectives and are not solely defined by any one of these. (Comprehension)
- Understand how one is/others are affected by and participate(s) in maintaining systems of oppression, privilege and power within the organization. (Comprehension)
- Demonstrate awareness of inequitable and oppressive ways that laws and policies are enacted on vulnerable populations. (Comprehension)

Practice

- Design experiences that engage people from a wide variety of backgrounds and perspectives. (Application)
- Design cultural programming that is authentic and multi-dimensional, encourages meaningful engagement and dialogue, and shows genuine appreciation for the culture. (Application)
- Integrate knowledge of social justice, inclusion, oppression, privilege, and power into one's practice. (Application)
- Ensure that individuals in the organization have opportunities to engage in a variety of activities, including and beyond those associated with their identities. (Application)
- Regularly seek and provide educational opportunities related to diversity and inclusion. (Application)
- Seek and provide diversity and inclusion resources that are relevant, timely, and accessible. (Application)

Culture

Identity

- Examine whether the organization's image, environment and practice are aligned with values of diversity and inclusion. (Analysis)

Image/Marketing/Branding

- Articulate the importance of developing marketing materials for meetings, events, and position announcements that are accessible to people from a wide variety of backgrounds. (Comprehension)
- Recognize the ways in which marketing can explicitly or subtly create perceptions that certain groups are not welcome. (Comprehension)
- Explain the ways in which marketing can perpetuate stereotypes. (Comprehension)

Environment

- Create environments that encourage people from a wide variety of backgrounds and perspectives to connect, engage and make meaningful contributions. (Application)
- Recognize the ways in which behaviors can explicitly or subtly create perceptions that certain groups are not welcome. (Comprehension)
- Recognize the ways in which physical spaces can explicitly or subtly create perceptions that certain groups are not welcome. (Comprehension)

Engagement and Composition

Data Gathering

- Articulate the importance of regularly collecting data to determine who is and who is not actively engaged in the programs, events, meetings, and leadership of the organization. (Comprehension)
- Articulate the importance of regularly collecting feedback from a wide variety of individuals inside and outside the organization to determine their interests, perceptions, concerns, and needs. (Comprehension)
- Incorporate various methods for collecting and reporting data. (Application)

Recruitment and Retention

- Articulate the value of diversity and inclusion to the organization. (Comprehension)
- Develop strategies for recruiting and actively engaging individuals from under-represented groups in the programs, events, meetings, and leadership of the organization. (Application)

Advocacy and Social Justice

Support for marginalized populations and education/awareness for non-marginalized populations

- Advocate for diversity and inclusion in campus activities. (Application)
- Manage interpersonal conflict between/among individuals and groups within the organization. (Application)
- Develop affirming groups/spaces for individuals from marginalized populations and their allies. (Application)

Policy and Procedure Development

- Engage in selection, hiring and promotion practices that are non-discriminatory and work toward building inclusive teams. (Application)
- Ensure diversity and inclusion in the decision-making groups and processes. (Application)

Strategic Collaborations

- Partner with internal and external groups to support diversity and inclusion efforts. (Application)

References

ACPA: College Student Educators International & NASPA—Student Affairs Administrators in Higher Education (2015). *ACPA/NASPA professional competency areas for student affairs practitioners*. Washington, D.C.: Authors

Astin, A.W. (1982). *Minorities in American higher education*. San Francisco: Jossey-Bass.

National Association for Campus Activities (2009). *NACA competency guide for college student leaders*. Columbia, SC: Author.

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