Student Developmental Core Competencies

Lehigh is an institution committed to producing students of the highest intellectual caliber and personal ability, in an environment that promotes and sustains opportunities for intentional learning. As noted in the National Panel Report *Greater Expectations: A New Vision for Learning as a Nation Goes to College*[1]*,* a critical role for Higher Education both today and in the future is to ensure that students coming to Lehigh participate in and receive an education of lasting value.

A critical aspect of such an environment is Lehigh's ability to expose students to core, fundamental competencies that transcend their experiences across their academic, co-curricular, social and personal development. As noted in *Greater Expectations,* and interwoven throughout Lehigh's mission and goals, our ability to fulfill this commitment will be greatly enhanced if we work together as a community where living and learning are not constrained by boundaries, but fully **integrated and coordinated** across all facets of campus life. Never more has this been the case for Lehigh, as we have embarked upon a number of initiatives that seek to build connections far and wide across the campus community, rooted in common experience. Examples include: integrated academic majors and programs (e.g. IBE, CSB, & Bioengineering); affiliated living options coupled with academic programs of study (e.g. Global Citizenship & South Mountain College); and ArtsLehigh, a program that strives to infuse broadened concepts of culture and creativity all throughout students' academic and co-curricular lives.

In line with these initiatives, the Division of Student Affairs is devoting great energy to cultivate a comprehensive core experience for all of our undergraduate students. Because of the essential need to create an optimal environment for students' success academically, residentially, and personally, it is crucial that our efforts be strategic. After careful review and consideration of national research including *Learning Reconsidered 2*[2] and the *Frameworks for Assessing Learning and Developmental Outcomes*[3], student development theories, institutional "best practice" models, internal data, and extensive discussions, what follows are three identified core areas in which we aim to facilitate student learning and personal development. Please refer to the Developmental Competencies Map that provides a more specific list of skills associated with each of the core areas.

As we move forward to build seamless transitional experiences across students' developmental years, our formal and informal efforts to do so will be best accomplished in an environment that intentionally and fluidly weaves such learning throughout the fabric of Lehigh.

Core Developmental Areas:

-*Intellectual Development*: Across the campus, we all have a part to play in students' academic development and we should be working together to help our students develop intellectual interests, gain foundational knowledge, acquire cognitive skills, adopt strategies of inquiry and disciplinary integration, develop communication skills, and adopt those intellectual values that promote an ongoing commitment to the discovery and the application of knowledge.

-*Individual Identity Development*: Every person at Lehigh plays a role in creating the conditions in which students explore and come to understand their personal values, beliefs, and sense of self. Our actions in classrooms, residences, offices, athletic fields, stages, and all other campus spaces should be purposively directed toward helping students in this endeavor.

-*Interpersonal Development, Equity, Community and Global Engagement*: A core part of our mission lies in helping students learn how to identify, understand and implement the skills they need to build relationships in life; to interact and collaborate with others who are different from them; to develop the ability to understand who they are in relationship to others; to learn when and how to lead others; to engage with society at the campus, community, and global levels; and to acquire the ability to evaluate the type and quality of their interactions with others.

[1] Published by the American Association of Colleges & Universities (AAC&U), Fall 2004.
[2] Published by ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, and NIRSA, 2006.
[3] Many statements and examples in this document are taken directly from *Frameworks for Assessing Learning and Development Outcomes* (Council for the Advancement of Standards in higher Education), 2006.