

Proposal for the Consolidation of ACPA & NASPA

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Submitted by: ACPA and NASPA Consolidation Steering Team

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INTRODUCTION

ACPA and NASPA have long considered whether it would be advantageous to the profession of student affairs to join as one association. Conversations about consolidation can be traced back for 30 years. Over this 30-year span, there have been several formalized attempts to discuss consolidation but the process never moved beyond a committee or task force process. As the two comprehensive associations that serve the profession of student affairs, ACPA and NASPA are marked more by their similarities than by their differences. ACPA and NASPA share similar core values including, but not limited to: diversity, learning, integrity, collaboration, access, service, fellowship, the spirit of inquiry, education and development of the whole student, multicultural competence and human dignity, inclusiveness, free and open exchange of ideas, advancement and dissemination of knowledge, continuous professional development and personal growth, and outreach and advocacy.

The two associations also share strong commitments to providing current and comprehensive professional development for their members. Both associations involve themselves in higher education policy, including developing policy, commenting on policy, and advising on policy implementation. Both associations share similar missions including commitment to student learning and development. The associations are structured in closely similar ways; employ similar staffing structures; and support research, scholarship and publications to advance the profession. ACPA and NASPA strongly value their histories, legacies, and the many colleagues – including senior student affairs officers, faculty, mid-level practitioners, new professionals, graduate and undergraduate students, and corporate partners – who have proudly served the profession of student affairs since its founding. Many of these colleagues are members of both associations.

As discussions of consolidation have expanded over the past two years, a number of reasons have been advanced that have supported the consideration of consolidation. These reasons include the following:

1. Using the combined strengths of both associations to project a unified voice for policy, practice and advocacy;
2. Combining membership and resources for increased financial robustness and sustainability;
3. Enhancing professional development program offerings;
4. Reducing redundancies in administrative staffing and service areas;
5. Strengthening research, scholarship and publications;
6. Positioning the one association to better compete for private grant funding, federal funds, and corporate sponsorships;
7. Strengthening collaborative partnerships with other associations within higher education; and,

8. Eliminating the competition between the two associations which, at times, has undermined both associations.

Members of both the ACPA and NASPA boards have heard additional arguments in favor of consolidation. In addition, members of both associations have discussed arguments and disadvantages against consolidation. The full list of advantages and disadvantages are listed on the ACPA and NASPA websites at <http://www2.myacpa.org/au/governance/unification.php> and <http://www.naspa.org/unification/default.cfm>.

This report presents an overview of a proposed consolidated, comprehensive student affairs association (called “New Association” in this report). The purpose of this report is to provide the memberships of ACPA and NASPA with a rationale, and proposed, organization, professional development, and governance structure based upon which the members may consider the question of consolidation. An executive summary of the financial pro forma review detailing the costs and savings associated with consolidation can be found on the ACPA and NASPA websites, beginning October 15, 2010. Should the members of ACPA and NASPA ultimately vote for consolidation, a transition and implementation team will be created and empowered, in consultation with association members, to develop and lead a detailed implementation plan to phase in the consolidated structure over the next one to three years.

PROCESS FOR THE STUDY OF CONSOLIDATION

The 2007-2008 ACPA and NASPA Past Presidents co-chaired a *Joint Task Force on the Future of Student Affairs*, appointed by the 2008-2009 ACPA and NASPA Presidents. The Task Force began with the question of how best should the student affairs profession accommodate future societal changes affecting higher education. One of the most significant resulting recommendations from the Task Force study was that student affairs as a profession would best be served with one umbrella association. The Task Force recommended that the respective boards consider exploring consolidation (among other recommendations). At the same time, the 2009-2010 ACPA and NASPA Presidents ran for office with co- primary agendas of considering the study of consolidation. Both of their candidate statements and presidential addresses named the study process as one of their top priorities.

When the 2009-2010 Presidents assumed office, they engaged the boards in discussions about the possibility of studying consolidation and devoted significant time during the 2009 respective summer leadership meetings to discuss this topic. The boards agreed that the formal study of consolidation should ensue. A Consolidation Steering Team (CST), comprised of the current Presidents, Past Presidents, and Vice President/President-Elect, as well as the Executive Directors of ACPA and NASPA, were appointed to oversee the process.

The following individuals comprise the CST:

- Current Presidents of ACPA (Susan Salvador) and NASPA (Elizabeth Griego)

- Past Presidents of ACPA (Tom Jackson) and NASPA (Mike Segawa)
- Past Past Presidents of ACPA (Patty Perillo) and NASPA (Diana Doyle)
- Vice President/President-Elect of ACPA (Heidi Levine) and NASPA (Patricia Telles-Irvin)
- Executive Directors of ACPA (Greg Roberts) and NASPA (Gwen Dungy)

After the 2009 Summer Leadership Meetings of ACPA and NASPA, when the boards decided to formally study the process of consolidation, the CST developed a comprehensive study timeline and communication plan for the members of both associations. While the boards heard and recognized dissenting voices regarding consolidation, the feedback received from both ACPA and NASPA members was largely positive that consolidation could be in the best interest of both associations and might serve the profession well. A statement, *Guiding Principles and Values*, was developed by the CST to guide the study process for consolidation and is provided in Appendix A of this report.

The ACPA and NASPA boards passed resolutions in December 2009 commissioning eight subcommittees to formally work on the study of consolidation. Additionally, the ACPA Board passed a resolution that the matter of consolidation would be sent to their membership for a vote. The NASPA board's resolution stated that pending a full due diligence review of both associations and consideration of the recommendations of the subcommittees, the board would vote on whether to approve and recommend to its voting membership a resolution on consolidation.

The subcommittees commissioned by the ACPA and NASPA boards were charged with crafting recommendations for how eight specific aspects of a consolidated, comprehensive student affairs professional association could be structured and function. Each subcommittee was asked to consider a series of common questions including the identification of guiding values and principles, recommended relationships with sister associations, novel initiatives or approaches, and indicators of effectiveness. Membership of the subcommittees was comprised of eight current leaders, four from ACPA and four from NASPA. Each subcommittee was co-chaired by one ACPA and one NASPA leader, with a member of the CST serving as a liaison to each subcommittee to provide assistance, information and feedback as necessary.

Following is a list of the eight subcommittees, their co-chairs and CST liaisons. The full memberships of the eight subcommittees are found in Appendix B.

1. *Functional Areas* (Co-Chairs: Sandra Emerick & Dave Zamojski ; CST Liaison: Susan Salvador)
2. *Geographic Organization* (Co-Chairs: Mela Dutka & Kari Ellingson; CST Liaison: Elizabeth Griego)
3. *Governance, Bylaws and Structure* (Co-Chairs and CST Liaisons: Mike Segawa & Tom Jackson)
4. *Membership Structure* (Co-Chairs: Kurt Keppler & Dwayne Todd; CST Liaison: Diana Doyle)

5. *Placement Services* (Co-Chairs: Tim Pierson & Christine Schneikart-Luebbe; CST Liaison: Tom Jackson)
6. *Professional Development & Conferences/Conventions* (Co-Chairs: Dennis Black & Kathleen Kerr; CST Liaison: Mike Segawa)
7. *Publications and Scholarship* (Co-Chairs: Larry Roper & Maureen Wilson; CST Liaison: Heidi Levine)
8. *Social Identities* (Co-Chairs: Paulette Dalpes & Keith Humphrey; CST Liaison: Patty Perillo)

Throughout this time the CST has met regularly. The leadership of each association has met with separate legal counsel, a financial audit of both associations has been conducted by an independent third-party auditor, association staffs have developed a financial pro forma, and the CST has consulted actively with an expert in the area of organizational consolidations.

Additionally, CST leaders recognized that a consolidated association would have impact on sister associations. As such, the CST asked each subcommittee to respond to the question, "In what ways does a consolidated association impact sister associations?" and the Executive Directors of both ACPA and NASPA were charged with having direct conversations with sister association leaders. While at the Student Affairs in Higher Education Consortium (SAHEC) and Council on Higher Education Management Association (CHEMA) meetings in May 2010 in St. Louis, the Executive Directors and association leaders did engage our sister associations about the prospect of consolidation. Below please find some direct quotes from sister association leaders:

- "A consolidated association would provide a more powerful student affairs voice in DC and the sister associations could join with the general association to form a consortium similar to the Washington Higher Education Secretariat. We could go to the Hill as one voice around common issues. Senior administrators would know a lot more about issues important to the disciplines or [specialty] areas."
- "What does consolidation [of ACPA and NASPA] mean for the professional [specialty] areas? How will the Commissions and Knowledge Communities play out? Why should the Knowledge Communities and Commissions duplicate the efforts of [specialty areas]?"
- "Would a consolidated association pull other types of associations to the consolidated group such as the financial aid and faculty groups such as AAC&U?"
- "We would like to see a reduction in the duplication of effort between the general association and the specialty groups. There is some fear of the specialty groups being taken over [by the larger general association]."
- "Specialty groups fear competition. We need an opportunity to brainstorm how we can all work together to strengthen all the associations. We need to see this as an opportunity."
- "We need purposeful connections."

- “Specialty groups could do a sampler of their work at the same place if the two groups were consolidated.”

The process for the study of consolidation is outlined in the following timeline:

February, 2010	<ul style="list-style-type: none"> • Subcommittees charged and populated
March, 2010	<ul style="list-style-type: none"> • Subcommittees met virtually prior to the NASPA Conference and in-person at the NASPA Conference and/or ACPA Convention
April, 2010	<ul style="list-style-type: none"> • Subcommittees met virtually to complete draft reports
May, 2010	<ul style="list-style-type: none"> • Subcommittee co-chairs submitted progress reports to CST liaisons • CST met virtually to discuss subcommittee reports and provide feedback via subcommittee liaisons • Executive Directors of ACPA and NASPA discussed consolidation with sister associations at SAHEC and CHEMA meetings
June, 2010	<ul style="list-style-type: none"> • Subcommittees met virtually to incorporate CST feedback into reports • Subcommittees submitted final reports to CST • CST met to discuss all reports, integrate recommendations and consequently make recommendations about governance, structures and bylaws for a new association
July, 2010	<ul style="list-style-type: none"> • Boards of ACPA and NASPA met jointly in Las Vegas to review the recommendations of the eight subcommittees
August, 2010	<ul style="list-style-type: none"> • Expanded governance subcommittee conferred and drafted a new governance structure proposal
September, 2010	<ul style="list-style-type: none"> • CST incorporated changes and finalized the proposal content
October, 2010	<ul style="list-style-type: none"> • <i>Proposal for the Consolidation of ACPA & NASPA</i> distributed to membership for study and comment • Executive summary of financial pro forma review posted on ACPA and NASPA websites • Extensive organized discussion with memberships of both associations via regional and state conferences, online and print forums, telephone and electronic town halls, etc., through March 2011
December, 2010	<ul style="list-style-type: none"> • NASPA board votes on forwarding the question of consolidation to membership for a vote
March 15-April 15, 2011	<ul style="list-style-type: none"> • ACPA and NASPA members vote on consolidation

CONCLUSIONS FROM THE JOINT MEETINGS OF THE ASSOCIATIONS, JULY 2010

During the joint meeting of the boards of both associations held in July, 2010 members of both boards discussed the recommendations brought forward by the eight subcommittees. The

subcommittee recommendations were considered by the boards while maintaining a keen awareness of the primary responsibilities of a non-profit governing board. In their review and integration of all subcommittee reports the boards also addressed areas of duplication, overlap and some areas of differences. This review was conducted under a set of formulated guiding principles for the structure of a new board which included the following:

- Setting strategic direction should be a fundamental role of the new board.
- The values identified by both associations must be clearly represented;
- The mission and purpose of the association must be clearly articulated and manifested in the work of the board;
- There must be organizational coherence within and between all levels of leadership;
- There must be the ability to develop the board while remaining nimble;
- The board size must be realistic due to fiscal and decision-making realities;
- The board must have a manageable set of workload responsibilities; and,
- There must be equitable access to board leadership.

While the boards approved the work of seven of the eight subcommittees at the joint meeting in Las Vegas, in the review of the proposed governance structure members believed the opportunity existed to create a more fiscally-minded and strategic governance structure that would operate more effectively as a large association Board of Directors. Board members from both ACPA and NASPA formed an expanded governance subcommittee to revise the proposed governance structure that is detailed in the “Governance” section of this report. Members of the expanded committee are listed in the governance subcommittee in Appendix B.

Following the July joint meeting, the NASPA Board of Directors voted and the ACPA Governing Board affirmed their commitment to move the process of consolidation forward with the goal that, pending incorporation of a revised governance model and satisfactory review of the completion of full legal and financial, third-party, due diligence reviews, the question of consolidation would be recommended to the membership of ACPA and NASPA for consideration and vote.

VISION STATEMENT FOR “NEW ASSOCIATION”

New Association will be the comprehensive, all-inclusive, career-spanning, international student affairs association for professionals and faculty in the country and internationally.

Through membership of 17,000 and growing, New Association will garner a stronger voice in and for higher education and the student affairs profession, as well as with external constituencies and organizations. New Association will enjoy significant financial strength and sustainability through its united status, providing new resources to fund scholarship, creativity, and innovation of practice. As the foremost student affairs association, it will be strongly positioned for private and federal grant funding and corporate sponsorships.

As New Association welcomes and engages all student affairs professionals, faculty and students, it will promote and enjoy an open exchange of ideas through inclusive participation of its members at all stages of their careers and in various professional specializations. New Association will draw on the knowledge, expertise, and experiences of seasoned professionals, serving as their networking venue for staying abreast of current trends and conversing with like colleagues on top-level issues. Further, as the entry point association for all new professionals, New Association also will focus strongly on mentoring and nurturing the future leaders of our profession, while gaining vibrancy and insight from the active participation of graduate and undergraduate students. New Association will make it a priority to forge strong partnerships with sister associations, and through these collaborations, will be uniquely situated to lead policy, practice, scholarship, and advocacy for student affairs in higher education.

New Association will lead in advancing whole person learning, particularly in areas such as ethical decision making, intercultural and multicultural competence, global knowledge, civic participation, leadership, and experiential learning. Building on the strong traditions, expertise, and experience of ACPA and NASPA, New Association will be known for its extensive and coordinated array of professional development opportunities for members. These opportunities will assist the membership in becoming effective leaders in student affairs by expanding their knowledge base through professional development and research and strengthening their expertise in various arenas. In doing so, members will contribute to the enhancement of relevant and effective services to students; partner with faculty to enhance learning and to develop evidence-based research; provide transformational experiences; and contribute to the success of future lifelong learners and problem solvers of the 21st century.

PROPOSED ASSOCIATION STRUCTURE

Membership

Membership in New Association will be open to all student affairs practitioners, higher education administrators, faculty, students and other professionals who support the mission of the association. All members may hold any office within the association for which they are qualified, and participate in associational work.

The categories of membership and associated member benefits and privileges are as follows:

- **Institutional Member and Delegate** – Any regionally accredited institution of higher education that offers a program of study applicable toward an associate’s degree or higher or an individual unit of a university or a state or principal system of higher education. The institutional member delegate shall be the Senior Student Affairs Officer or designee of the above-described institution. Each member institution is entitled to one Institutional Delegate. Delegate benefits include copy of all new publications (books, monographs, new journals, etc.); discounts on events and

publications; vote on all bylaw changes (by vote of all delegates, not just those in attendance at annual conference); vote on all associational elections and business; able to hold any office within association for which they are qualified; copy of standard printed periodicals.

- **Professional Member** – All higher education professionals and faculty. Benefits include discounts on events and publications; copy of standard printed periodicals; access to all online resources, including online periodicals, journals, monographs, etc.; vote on all associational elections and business; able to hold any office within association for which they are qualified.
- **Student Member** - All undergraduate and graduate students. Benefits include discounts on events and publications; access to all online resources, including online periodicals, journals, monographs, etc.; vote on all associational elections and business; able to hold any office within association for which they are qualified.
- **Affiliate Member** - Corporate partners and others who do not qualify for other membership types. Benefits include discounts on events and publications; copy of standard printed periodicals; access to all online resources, including online periodicals, journals, monographs, etc.; cannot vote on any associational business or hold elected office within association.
- **Transitional Member** - Those transitioning between student and professional roles or who are currently in-between professional positions; available for one year only. Benefits include discounts on events and publications; access to all online resources, including online periodicals, journals, monographs, etc.; vote on any associational business other than bylaw changes; able to hold any office within association for which they are qualified.
- **Emeritus Member** - Retirees who previously held another membership category. Benefits include discounts on events and publications; copy of standard printed periodicals; access to all online resources, including online periodicals, journals, monographs, etc; vote on any associational business other than bylaw changes, but cannot hold elected office within association.

Voter's Privileges: Institutional Delegates and Professional, Student, Transitional and Emeritus members of the association shall have the right to vote on all association business. Bylaw changes to the association carry particular importance and as such, there is a need to provide extra measures to ensure equity between institutions with varying numbers of associational members. Therefore, the following process will be utilized for voting on bylaw changes:

- There will be two separate votes: one by Professional and Student members and one by Institutional Delegates.

- In order for a bylaw change to take place, both votes must pass by a 2/3 majority of the Professional and Student members and a 2/3 majority of Institutional Delegates.
 - If the motion passes both the Professional and Student membership and the Institutional Delegates votes, then a bylaw change is approved.
 - If the motion does not pass both the Professional and Student membership and the Institutional Delegates vote, then a bylaw change is not approved.
 - If one body votes for and one body votes against the motion, a decision is rendered by a vote of the board, which must pass the motion by a 2/3 majority.

Geographic Organization: Districts

New Association will utilize a geographic organization scheme to foster member involvement and leadership, promote communication, build professional connections and community, and provide expanded and accessible professional development for its members. The principles that underlie the plan for geographic organization are to:

- Meet the needs and interest of members, the association and the profession – geographic groupings are essential to serve all three effectively.
- Ensure accessible pathways for involvement – geographic entities create natural, plentiful and easy-to-reach pathways for member involvement.
- Balance the distinctive needs of geographic entities with the needs of New Association - geographic entities support and respond to distinctive regional, state or (inter)national needs while at the same time establish common structures and bonds needed to forge a strong new association that speaks for the profession.
- Provide equitable resources necessary to ensure the effectiveness of each geographic entity – geographic entities will differ in size and composition and the resources they require to function effectively will differ as well.

In order to meet these goals, states and international entities will be organized within eight Districts (see Appendix C for District map. Districts will be formed based on the following:

1. Total distance, location and population density within the district;
2. Total membership within a district;
3. Commonalities shared within a district; and
4. History of existing relationships within a district.

The District model ensures that there are plentiful opportunities for member involvement, offers a personalized professional association experience, addresses geographically relevant needs and interests, and assures that cost effective professional development is readily accessible and leadership opportunities widely available.

At the inception of New Association, international members, outside of North/Central America, will affiliate with a District according to regional groupings. These regions are Africa (affiliates

with Southeast District), Asia (affiliates with Northwest District) , Europe (affiliates with Northeast District), Caribbean (affiliates with Southeast District), Middle East (affiliates with Mid Atlantic District), North America/Central America, Oceania (affiliates with Western District), and South America (affiliates with Southwest District). The international colleagues will be full members of the Districts. It is anticipated that New Association will intentionally grow its international membership far beyond current numbers of international members in ACPA and NASPA. Once an international region has 500 members, that region will be given the option of petitioning for District status with the associated rights, responsibilities and funding.

Each District's leader will serve a two-year term. The leaders from the eight Districts will comprise the District Council (see section on Governance). This Council will meet twice yearly, at the annual, national meeting and at one additional point in the year. Each District will be led by an elected governing body with a common composition (although additions to a District's governing body may be possible). State associations will be formed under the governance of the District and in accordance with policies and guidelines established by New Association's governing body. All states and international associations must be legally constituted within New Association in order to be considered a part of the association and eligible for funding and other services.

Functional Areas: Communities of Practice

To reflect the needs of members according to their professional responsibilities and interests, New Association will include 28 Communities of Practice. Through their activities, the Communities of Practice will support New Association by: 1) building community and creating a sense of place for association members; 2) engaging the membership; 3) ensuring voice within the association; 4) building the association; 5) building the profession; and 6) advancing the creation and dissemination of knowledge.

Based on a systematic review of currently existing ACPA Commissions and Standing Committees, NASPA Divisions and Knowledge Communities, the CAS Standards, and services and programs that support student success, the following are identified as initial Communities of Practice:

- Academic Support Services
- Alcohol and other Drug Education and Violence Programs
- Advancement and Development
- Assessment and Evaluation
- Athletics and Recreation
- Auxiliary Services
- Career Development
- Commuter and Off-Campus Services
- Conduct and Legal Issues
- Counseling and Psychological Services
- Disability Services

- Enrollment Management
- External Relations and Fund Raising
- Fraternities and Sororities
- Graduate Preparation Programs
- Graduate and Professional Student Affairs
- Health and Wellness
- International Education
- Leadership Development
- Multicultural Affairs
- Orientation/First Year Experience and Parent and Family Programs
- Parent, Family, and External Relations
- Residential Life and Housing
- Spirituality and Religion
- Student Activities and Student Unions
- Student Engagement and Community-Based Learning
- Sustainability Programs
- Veterans Services

While Communities of Practice will serve the association through membership engagement, knowledge creation and dissemination, and serving as a bridge to sister associations, we will create Networks and Task Teams, which span the functional areas in student affairs, allow for improved representation and collaboration, and enhance the association's effectiveness.

Networks

A Network is defined as a professional role- or institutional type-based identification that is given intentional opportunities to network, gain support, and jointly respond to the unique needs of that professional or institutional identity. Networks serve as a mechanism to more easily help members connect and exchange ideas with others who share aspects of their professional identities (e.g., campus role, institutional type), and also provide a mechanism through which members can provide input to the association about issues impacting their professional role or campus environment. The following Networks are identified at the inception of New Association, and additional Networks may be identified over time.

- **Professional Identity Networks**
 - Corporate Partners
 - Faculty
 - Graduate Students and New Professionals
 - Mid-Level Professionals
 - Senior Student Affairs Officers
 - Undergraduate Students

- **Institutional Identity Networks**

- Community Colleges
- Faith-Based Institutions
- Hispanic Serving Institutions
- Historically Black Colleges and Universities
- Large Institutions
- Small Colleges and Universities
- Tribal Colleges and Universities
- Women's Colleges

Social Identity Groups

The work of Tatum (2007) guided consideration of the role of Social Identity Groups within New Association and provided a foundation to focus recognition on the groups that have had a form of oppression associated with it: racism, sexism, religious oppression, heterosexism, classism, ageism, and ableism. Individuals have multiple identities and the recognition of social identity groups in the association needs to support an individual's need to recognize all, parts and/or an intersection of their identity(ies) while also supporting groups that may form to work across social identity groups. The concept of Social Identity Groups is grounded in the idea that these groups are socially constructed, contextual, fluid, dynamic and evolving in the historical, political, and social systems from which they emerge. Some Social Identity Groups that exist today were not in the social consciousness five or ten or 20 years ago, and we propose that this will be the case in the future. Recognition of social identity groups will evolve organically over time and that governance structures should be fluid enough to allow for easy creation and disestablishment of social identity groups.

Social Identity Groups will play key roles in New Association that focus efforts on providing support for the benefit of the association and its members, students on our campuses, and student affairs and higher education. Seven key roles will be served by formally recognized Social Identity Groups:

- Education
- Advocacy
- Accountability
- Knowledge generation and dissemination
- Research
- Mentoring
- Networking

Initially, Social Identity Groups should be organized around how they are currently and commonly defined, recognizing that this organization does present limitations and may change over time. SIGs will represent groups within and across this general categorization:

- Race or ethnicity;
- Gender;
- Religion;
- Sexual orientation;
- Socioeconomic status;
- Age; and,
- Ability.

Publications and Scholarship

New Association will offer opportunities to deepen and broaden relationships and partnerships with the broader higher education community and with those associations that construct and pursue research agendas to which the student affairs profession can contribute and that will enrich the thinking and scholarship of student affairs. A single student affairs association may bring a level of focus and depth that has not been possible by having student affairs faculty, researchers, and scholars divided between two student affairs organizations.

While the current publications produced by ACPA and NASPA are generally strong, there will be a need for alignment and focus in New Association while maintaining strengths embodied in some of our current publications.

Following are recommendations for publications and advancing a scholarship agenda in New Association:

- Maintain the *Journal of College Student Development*, *Journal of Student Affairs Research and Practice*, and *Journal of College and Character*, including their present publication and dissemination formats. Review the current NASPA *Journal About Women in Higher Education* to determine its viability as a stand-alone publication and the appropriate means through which the needs of its target audience should be met.
- Publish one magazine to focus on practical issues in student learning, leadership, campus life, and other issues important to practitioners.
- Establish editorial boards to review and select content for all association journals and magazines.
- Publish one, electronic member newsletter focused on association news and events, information from association leaders, and timely professional information.
- Continue to have an avenue to publish books and print special publications (e.g., SLI, PGPSA).
- Maintain a program to support and develop scholarship, research, and new knowledge for the field (based on the existing Senior Scholars and Faculty Fellows programs). Develop venues and programs to nurture the development of new and promising scholarly work.

- Involve faculty representation on conference and annual meeting planning teams to help ensure that educational sessions and other conference programs have a strong academic foundation and are likely to lead to intellectual engagement for participants.

Conferences and Professional Development

New Association's professional development and related activities will be innovative, high quality, provide opportunities for mentoring, address the need for leadership development at all skill and professional levels, and be both affordable and accessible to membership. Professional development activities will serve to enhance both the development of the individual and the profession by reflecting forward thinking; opportunities for meaningful dialogue; and respect for the traditions, culture, and history of the profession.

Core to the association will be the continued practice of allowing volunteers, in partnership with significant full-time support from association staff, to contribute to the design and implementation of professional development opportunities. Professional development opportunities will be designed to allow members to achieve identified competencies while also responding to emerging issues and current trends. Moreover, opportunities will be intentionally designed to facilitate knowledge generation, sharing of research, and opportunities to transform and inform public policy.

Recommendations regarding conferences and professional development for New Association are as follows:

- Hold one annual international meeting in order to provide opportunities for the full membership to come together for keynote speakers, networking, mentoring and fostering the continued development of the profession. The annual meeting should be hosted in cities/locations appropriately sized and equipped to effectively accommodate a large number of people and programs.
- Offer program/professional tracking (e.g., tracks by functional areas or professional level) at the international annual meeting to make program and logistics more efficient and effective for members.
- Focus the international annual meeting on those elements best done (or only possible) at the national level and reduce, eliminate, or move other elements elsewhere, such as to the geographic district area meetings.
- Develop strong District meetings to address professional development needs and competency areas, with national themes, inputs and support at that level.
- Create an intentional, top quality, and unparalleled professional development plan designed around professional competency areas and emerging issues.
- Collaborate with other related professional associations to create intentional and clearly articulated professional development offerings for the whole student affairs profession.
- Offer professional developmental tracks that target professionals at all levels (e.g., senior student affairs officers, faculty, new professionals, etc.), and incorporate a range

of delivery options, beginning at the campus and local area, continuing at the District geographic level, and then culminating at the international level.

- Better coordinate professional development opportunities for members and institutions, including connections between theory and practice/faculty and practitioners.

Placement Services

The role and purpose of placement services in New Association will be to provide comprehensive career services programs that serve all members at all levels of the profession. The association must design and deliver career services and broker opportunities for employers and candidates to connect ensuring the desired growth of the profession.

Six critical focus areas (goals) have been identified as areas needing development and support:

1. Offer a wide variety of career services, networking, employment programs/services and career development programs year round in different formats and locations.
2. Offer targeted career services across all functional areas in student affairs and for members at all experience levels.
3. Partner with all interested sister professional associations in the development and delivery of career services.
4. Utilize the most current and relevant technological applications to manage, educate and market career services to our profession.
5. Identify, collect and use effective metrics to measure member satisfaction and success with career services.
6. Commit adequate association-level staff and funds to manage career services for the membership and to ensure a fair and equitable education and recruitment process for all candidate and employer members.

Search Firms and Job Boards

The opportunity to partner with New Association should be open to all interested search firms, since they can be a valuable partner offering both candidates and employers additional resources. Additionally, a year round, 24/7 job board for employing institutions and candidates will be available on-line for members to browse, post and apply for vacancies.

Face-to-Face Placement, Technology, and Web Services

New Association will be a leader in developing and offering cutting-edge technological applications designed to enhance all career services. While technology will be a vital tool in the delivery of career services, the opportunity to meet face to face is highly valued and will always remain on the menu of options. Strategies/models that should be incorporated into

a placement service to best serve the members include the following:

- Year-round career services opportunities offered in a variety of ways/prices, including 1) on-site, in person interview opportunities following the annual spring meeting; 2) exploring a stand-alone summer career services event to accommodate the “second wave” of hiring that typically occurs; 3) offering employers and candidates a discount on the annual meeting/placement registration fee if they attend both the meeting and career services interviewing; 4) the facilitation of distance interviewing using existing free services (SKYPE, etc.); 5) on-line job board with jobs searchable by candidates and candidates searchable by employers; and 6) an association webpage dedicated to the delivery of Career Services on-line.
- Year round educational career development resources, including 1) educational career development resources for candidates on-line, at the annual meeting, and through regional meetings; 2) educational recruiting and hiring resources for employers on-line, at (inter)national and through regional meetings; and 3) an on-line mentoring database accessible by candidates searching for a mentor and professionals willing to serve as a mentor.
- Access to key professional associations and social networks enabling New Association to 1) establish professional relationships with other associations in student affairs to share professional content knowledge and vacancy information; 2) utilize key constituency groups within the association (e.g., Communities of Practice) to extend the networking potential within the association; and 3) provide an on-line presence through social media sites (e.g., Facebook and Linked-In) targeting sub-populations within the profession.
- Access to career development/recruitment services/products at a discounted rate including access to executive search firms at discounted rates for member schools and access to career products at a discounted rate for member schools (Symplicity, Interfolio, StrengthsQuest, CareerSearch, Skills One, etc.).
- Better association-level knowledge and management of Career Services for its members, including the financial support to provide appropriate central-office staffing to coordinate the services and volunteers, as well as providing the services; and 2) a commitment to consistent evaluation of employer and candidate feedback and continuous improvement driven by data; and 3) a commitment to offering state of the art technological services in support of career services delivery.

Governance

In approaching the process of creating a governance structure for a consolidated student affairs association, it was essential that the governance structure address the need to sustain, promote and advance the association and the student affairs profession. In order for New Association's governance structure to function effectively, it is important that the appropriate roles be represented in that body and that those involved in governance efforts have a clear understanding of the roles and responsibilities one assumes as a member of the governance body of the preeminent international student affairs association.

The next 10 pages in the governance section of the proposal are detailed and dense, as they represent some of the newest, most differentiated, and most innovative aspects of the proposed "New Association", necessitating more description and explanation.

Governance, Leadership, and Programmatic Management of New Association

It is essential to distinguish among the important influencing activities that happen within and on behalf of the association – leadership activities, programming activities, administrative and governance activities. Leadership bodies will be constituted at all levels of New Association (e.g., within Communities of Practice, Social Identity Groups, in Geographic Districts and in various task groups). The work of leadership bodies will be far-reaching and can include dimensions such as advocacy, policy, association practices and other roles to influence the direction and functioning of New Association and its many entities. Leadership bodies will be the groups that provide impetus and direction for association programming.

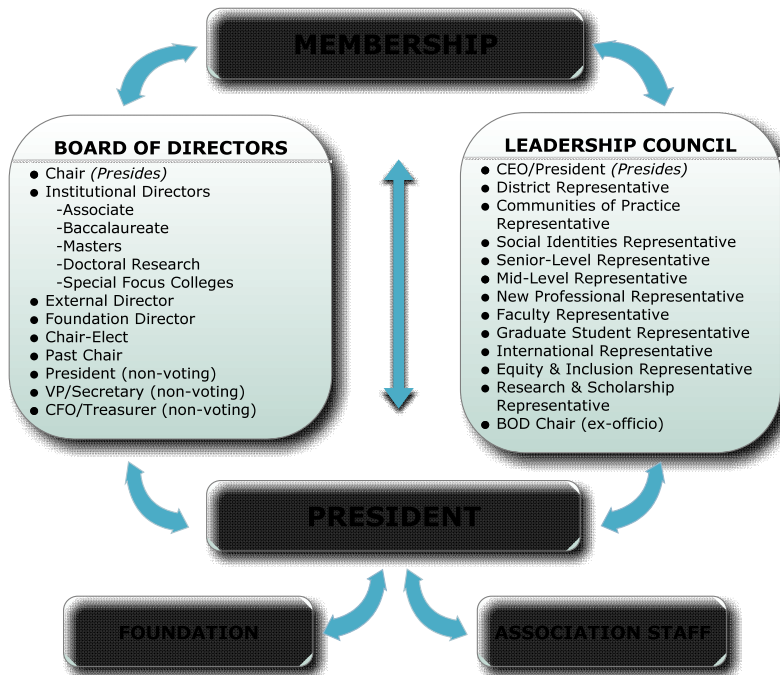
Administrative activities will also occur throughout the association. Administrative efforts will include such activities as assessing outcomes, developing reports, submitting necessary documentation, and other tasks necessary to ensure the effective operation of the association. Governance activities have inward and outward dimensions. The association's governance body at once has the responsibility to ensure the internal integrity of New Association (e.g., fiscal soundness, legal compliance, administrative effectiveness), as well as its external visibility, engagement and influence (e.g., engagement with other higher education associations, development of meaningful partnerships, involvement in legislative and public policy domains).

Issues that arise in other leadership and administrative contexts within the association that have major policy implications may be reviewed by the governance body. However, implementation of association policy and practice issues is the responsibility of the association staff. There should be leadership and advocacy bodies that function and advance the work of the profession apart from the governance body. The leadership and governance structures should be designed to allow interaction among leadership, administrative and governance bodies as necessary. The primary role of the governance body is the strategic positioning and advancement of the student affairs profession within the landscape of higher education.

The primary functions and responsibilities of a Board of Directors include, but are not limited to, the following:

- Ensure that the mission and purposes of the association are carried out.
- Set the strategic direction for the organization, i.e., what success will look like in programs, services, public policy, image and identity, membership, finances, structure, governance, and operations.
- Establish and oversee all policy.
- Carry out fiscal requirements of a professional association's board, including, but not limited to: approving an annual budget, ensuring annual tax filings, receiving the annual audit from an independent auditor, resourcing annual and long range goals, and ensuring transparency by providing accurate information to members and the public.
- Hire, support, and annually evaluate the President.
- Approve quality standards.
- Protect the respective roles of the board and staff.
- Serve as internal and external ambassadors for the association.
- Cultivate partnerships with sister associations
- Serve as "keepers" of the values of the association.
- Ensure effective planning.
- Monitor and strengthen programs and services.
- Build a competent board.
- Ensure legal and ethical integrity.
- Direct the business of the association during the period between annual meetings.
- Approve contractual relationships and develop standards for staff review of contracts and copyright arrangements.
- Maintain and publish an accurate record of the proceedings of the annual business meeting.
- Prepare proposed changes to the Articles of Incorporation, Bylaws, dues structure, and the rationale for such changes.

GOVERNANCE DIAGRAM (10-7-2010)



President

The President serves as the Chief Executive Officer (CEO) for the association. This full-time, paid position oversees the daily operations of the association, including the international office located in Washington, D.C., supervises office staff, and manages the association budget. The President serves as a non-voting member of the Board of Directors, an ex-officio non-voting member of the Foundation, and presides over the Leadership Council. The President is accountable to the Board through contractual employment agreements.

The President will possess the necessary expertise, skills, education, and professional experience to fulfill the following roles and responsibilities:

1. Ensure implementation of current mission and goals,
2. Provide leadership and service to the association's members,
3. Officiate at the annual meeting and the annual business meeting,
4. Preside over the Leadership Council,
5. Serve as an ex-officio non-voting member of the Foundation board,
6. Serve as an ex-officio member of all committees, and
7. Represent the association with external and internal constituencies.

The key duties and responsibilities on which the President will be evaluated include the following:

- Successful implementation of the strategic direction established by the board;
- Working effectively to position the association and the field of student affairs for increased visibility and influence by collaborating with other organizations and agencies;
- Effectively serving as ambassador, spokesperson, and liaison for and within the association, nationally, and internationally;
- Exercising appropriate oversight of the fiscal affairs of the organization;
- Building and maintaining an outstanding staff and international office operation; and
- Working effectively with board leadership.

Board of Directors

The Board of Directors will be a small, streamlined, high-functioning Board that will address the strategic, fiscal, advancement, and legal needs of the association. Member roles are to serve as critical thinkers about the future of the profession, the association, and the constituencies served across the entire spectrum of the profession. Consisting of thirteen (13) positions generally based on and representing basic Carnegie classifications for institutions, the following positions, term limits, and suggestions for election are recommended:

1. Chair (Elected-Volunteer) – The term of Chair is three years: the first as Vice Chair, the second as Chair, and the third as Past Chair.
2. Vice Chair (Elected-Volunteer) – The term of Vice Chair is three years: the first as Vice Chair, the second as Chair, and the third as Past Chair.
3. Past Chair (Elected-Volunteer) – The term of Past Chair is three years: the first as Vice Chair, the second as Chair, and the third as Past Chair.
4. Institutional Director-Associate and Community Colleges (Elected-Volunteer) – The term of Institutional Director-Associate is three years: the first as director-elect, and the second and third year as director.
5. Institutional Director-Baccalaureate (Elected-Volunteer) – The term of Institutional Director- Baccalaureate is three years: the first as director-elect, and the second and third year as director.
6. Institutional Director-Masters (Elected-Volunteer) – The term of Institutional Director-Masters is three years: the first as director-elect, and the second and third year as director.
7. Institutional Director-Doctoral Research (Elected-Volunteer) – The term of Institutional Director- Doctoral Research is three years: the first as director-elect, and the second and third year as director.

8. Institutional Director-Special Focus (Elected-Volunteer) –The term of Institutional Director- Special Focus is three years: the first as director-elect, and the second and third year as director. Special Focus Institutions include Tribal Colleges, Hispanic Serving Institutions, Women’s Colleges, and Historically Black Colleges and Universities.
9. External Director (Appointed-Volunteer) – The External Director represents board perspective from outside the profession of student affairs. This person will likely come from within the academy as a provost, faculty member, or retired president, but may also be an outside partner whose “outside insider” perspective is anticipated to advance the association in significant ways. The Executive Director is appointed by the President and approved by the Board of Directors. The External Director may serve one or more one-year terms.
10. Chair of the Foundation Board – The Chair of the Foundation Board shall serve as a voting member of the Board of Directors for a two-year term.
11. President (Appointed-Paid) – The President would be hired and is accountable to the Board of Directors. The President serves as a non-voting member of the Board of Directors.
12. Vice President of the Association (Appointed-Paid) – The Vice President would serve as the board secretary, be selected by the President, and serve as a non-voting member of the Board of Directors.
13. CFO/Treasurer (Appointed-Paid) – The CFO would serve as the board treasurer, be selected by the President, and serve as a non-voting member of the Board of Directors.

All board members shall be members of the association. Those Board Members titled institutional directors shall be elected by vote from members who work in institutions within each respective Carnegie classification. Director-Elect positions are non-voting invited members of the board. Initial board positions and staggered rotation would be determined by the transition committee convened to oversee the implementation of New Association.

Qualifications for the Board of Directors Chair

The Chair will lead the board and possess the following expertise, skills, education, and professional experience:

1. Must have at least ten years of service in the profession;
2. Must have at least five years of membership in ACPA, NASPA and/or New Association;
3. Must have significant or advanced administrative leadership and/or faculty experience;
4. Must have served on an ACPA, NASPA or New Association board or in a significant leadership role in ACPA, NASPA and/or New Association; and,
5. Must demonstrate effectiveness in the components of the Chair’s job description.

The Chair shall perform such duties which include, but are not limited to: presiding at all regular and special meetings of the board and working effectively with the President. The Chair would be slated via the Board Nominations and Elections Committee and then voted into office by a member vote.

Meetings of the Board of Directors

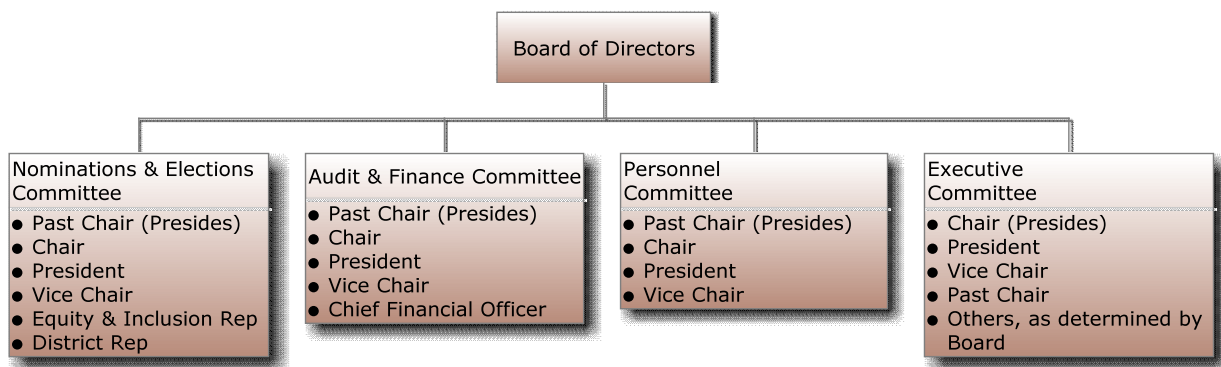
The board would meet face-to-face at the following times:

- Annual Meeting;
- Summer Leadership Meeting;
- Fall/Winter Meeting; and,
- Other communication mechanisms and frequency to be determined by the board.

Committees of the Board of Directors

The following are the initial recommended committees of the board, populated primarily by board and Leadership Council members. All committees report to the board.

Committees of the Board of Directors



1. Nominations and Elections Committee – The committee is chaired by the Past Chair and includes the Chair, President, Vice Chair, Equity and Inclusion Representative, and District Representative. The Nominations and Elections committee ensures a diverse slate of candidates are presented for all elected and appointed positions, as well as directly slates Board of Director positions.
2. Audit and Finance Committee – The committee is chaired by Past Chair and includes the Chair, President, Vice Chair, and Chief Financial Officer. The committee reviews the

financial integrity of the association and makes recommendations to the board regarding the association's annual budget and investments.

3. Personnel Committee – The committee is chaired by Past Chair and includes the Chair, President, and Vice Chair. The committee collects input from the Board of Directors and Leadership Council in conducting the regular performance review for the President/CEO.
4. Executive Committee – The committee is chaired by Chair and includes the President, Vice Chair, Past Chair and other members, as voted by the board. The committee provides strategic planning and assessment, as well as other functions as determined by the board.

Leadership Council

The Leadership Council exists to primarily address the programmatic management and collaborative needs of the association and to determine educational strategies for New Association. Consisting of twelve volunteer positions (plus the President), the following positions, term limits, and suggestions for election are recommended:

1. President (Appointed-Paid) – The President presides over the Leadership Council and serves as a member of the Board of Directors.
2. District Representative (Elected by the District Chairs) – The District Representative serves as a representative to the Leadership Council, as chair for the District Advisory Council, and as District Chair for their respective area. The District Representative serves one-year on the Leadership Council.
3. Communities of Practice Representative (Elected by the Communities of Practice Chairs) – The Communities of Practice Representative serves as a representative to the Leadership Council, as chair for the Communities of Practice Advisory Council, and as Communities of Practice Chair for their respective area. The Communities of Practice Representative serves one-year on the Leadership Council.
4. Social Identities Representative (Elected by the Social Identities Chairs) – The Social Identities Representative serves as a representative to the Leadership Council, as chair for the Social Identities Advisory Council, and as Social Identities Chair for their respective area. The Social Identities Representative serves one-year on the Leadership Council.
5. Senior-Level Representative (Elected by the membership of the association) – The Senior-Level representative serves as a representative to the Leadership Council and on the Scott Academy board, as chair for the Institutional Type Advisory Council, and as a liaison to the Manicur Symposium. The Senior-Level representative serves a two-year term on the Leadership Council; the first year as representative-elect and the second year as representative.

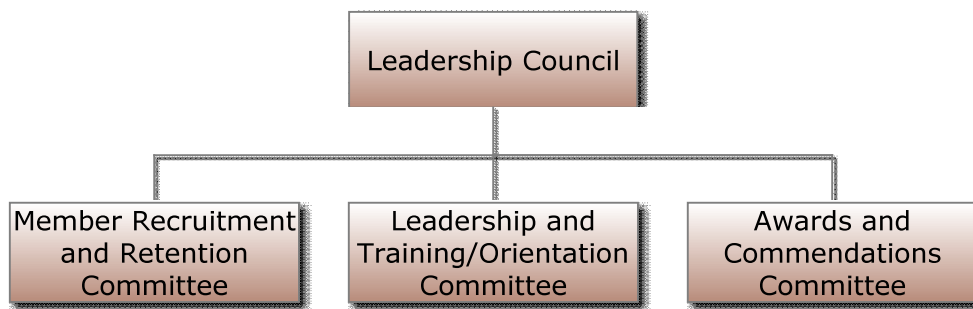
6. Mid-Level Representative (Elected by the membership of the association) – The mid-level representative serves a two-year term on the Leadership Council and as a liaison to the Donna M. Bourassa Mid-Level Institute; the first year as representative-elect and the second year as representative.
7. New Professional Representative (Elected by the membership of the association) – The new professional representative serves a two-year term on the Leadership Council and as a liaison for NUFP; the first year as representative-elect and the second year as representative.
8. Faculty Representative (Elected by the membership of the association) – The faculty representative serves as both a representative to the Leadership Council and as chair for the Higher Education/Student Learning Advisory Council. The faculty representative serves a two-year term on the Leadership Council; the first year as representative-elect and the second year as representative.
9. Graduate Student Representative (Elected by the membership of the association) – The graduate student representative serves a two-year term on the Leadership Council and as a liaison to Next Generation; the first year as representative-elect and the second year as representative.
10. International Representative (Elected by the international membership of the association) – The international representative serves as both a representative to the Leadership Council, as chair for the International Advisory Council, and appoints the chair for the International Symposium. The international representative serves a two-year term on the Leadership Council; the first year as representative-elect and the second year as representative.
11. Equity and Inclusion Representative (Appointed by the President and approved by the Board of Directors) – The equity and inclusion representative serves a three-year term on the Leadership Council; the first year as representative-elect and two years in the position.
12. Research and Scholarship Representative (Appointed by the President and approved by the Board of Directors) – The research and scholarship representative serves as both a representative to the Leadership Council and as chair for the Publications and Scholarship Advisory Council. The research and scholarship representative serves a three-year term on the Leadership Council; the first year as representative-elect and two years in the position.
13. Board of Directors Chair (Elected) -- The Board of Directors Chair serves as an ex-officio non-voting member of the Leadership Council.

All members of the Leadership Council shall be members of the association. “Representative-Elect” positions are non-voting invited members of the Leadership Council. The Leadership Council would meet face-to-face at the annual meeting and the summer leadership meeting.

Committees of the Leadership Council

Committees of the Leadership Council would exist to provide inclusive leadership in the management of the association. Committees may be added annually at the discretion of the Leadership Council, upon approval by the Board of Directors. The initial recommended committees are as follows:

Committees of the Leadership Council



Member Recruitment and Retention – The committee is coordinated by association staff and chaired by the Mid-Level Representative and includes the Equity and Inclusion Representative, Communities of Practice Representative, and a Career-level (Senior, Entry, Graduate Student, or Faculty) Representative. Additional members (non-Leadership Council) may be added at the discretion of the Leadership Council.

Leadership and Training/Orientation -- The committee is coordinated by association staff and chaired by the Equity and Inclusion Representative and includes at least three leadership council representatives. Additional members (non-Leadership Council) may be added at the discretion of the Leadership Council.

Awards and Commendations Committee – The committee is coordinated by association staff and is chaired by the District Representative and includes the New Professional Representative, Mid-Level Representative, and the District Representative. Additional members (non-Leadership Council) may be added at the discretion of the Leadership Council. Awards and commendations require approval of the Board of Directors through the Leadership Council.

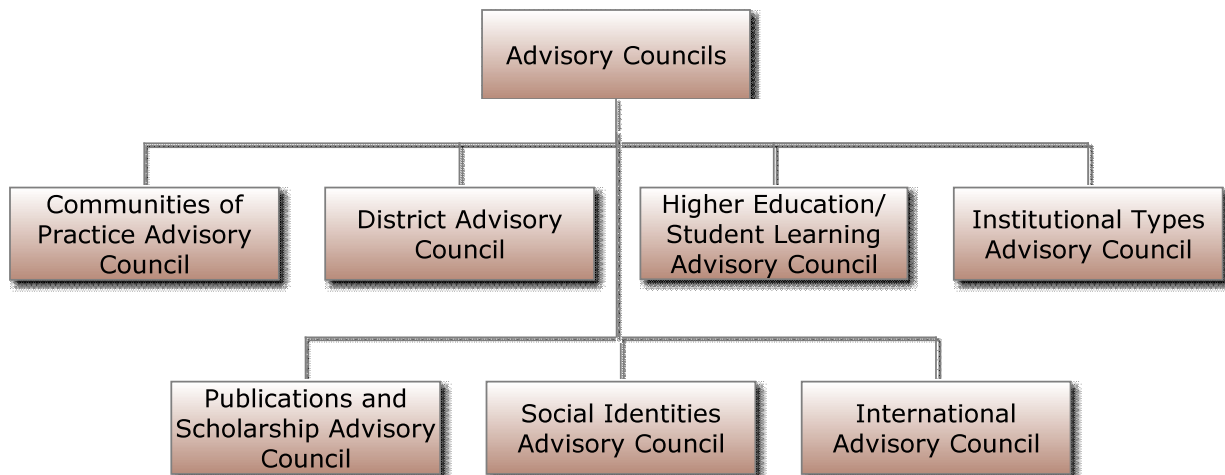
Association Advisory Councils

Association Advisory Councils (AACs) serve to provide insight into association activities and programmatic policy. The following guidelines will serve the Advisory Councils:

1. Councils will be convened by the respective Leadership Council chair;
2. Councils allow for greater inclusivity of members' voices;
3. Councils will help advance the strategic goals and work of the association;
4. Councils will allow for greater involvement and engagement by membership;
5. Coordination amongst entities will be provided; and,
6. Advisory leaders will provide critical feedback to the board through the Leadership Council.

The following initial Association Advisory Councils are recommended:

Association Advisory Councils



1. Communities of Practice Advisory Council -- The Council shall be chaired by the Communities of Practice Representative. It shall include the Mid-Level Representative and New Professional Representative and be comprised of all elected Communities of Practice representatives.
2. District Advisory Council – The Council shall be chaired by the District Representative. It shall be comprised of all elected District Representatives.
3. Higher Education/Student Learning Advisory Council – The Council shall be chaired by the Faculty Representative, work to develop partnerships as defined by association strategic priorities, and to convene an inter-association summit every 2-3 years.

4. Institutional Types Advisory Council – The Council shall be chaired by the Senior-Level representative) and be comprised of representatives from small colleges, HBCUs, HSIs, Community Colleges, Tribal Colleges, Specialty Colleges, and other types as organized or requested.
5. Publications and Scholarship Advisory Council (Coordinating Committee) – The Council shall be chaired by the Research and Scholarship and Equity and Inclusion representatives and work to address the international agenda, social identity group research, student learning, and diversity.
6. Social Identities Advisory Council – The Council shall be chaired by the Social Identities Representative and be comprised of all the Social Identity Group leaders.
7. International Advisory Council – The Council shall be chaired by the International Representative. It shall be comprised of all international members.

Leadership Council Task Teams

Task teams complete important work for the association and can vary from time to time. Task teams are ad-hoc groups established by the Board of Directors and work directly with the Leadership Council. The following initial task teams are recommended to be convened as needed for review and assessment of the association’s work.

1. Professional Development Task Team
2. Ethics Task Team
3. Public Policy Task Team
4. Sustainability Task Team
5. Technology Task Team
6. Assessment and Evaluation Task Team
7. Social Media Task Team
8. Professional Competencies Task Team

Annual Meeting Chair

The annual meeting Chair is selected by an application process by the President and approved by the Board of Directors. That application process would be determined by the Board of Directors in consultation with the Leadership Council.

Foundation

The Foundation shall be governed by a Board of Directors which will provide oversight for the fundraising responsibilities, programs, and opportunities for New Association. By-laws for the Foundation will be established working with both association Foundation Boards during the period of transition to consolidation in the New Association. The Chair of the Foundation Board

shall serve as a voting member of the Board of Directors for a period of two years and will partner closely with the Board in all matters related to development and fundraising. The Foundation Board shall be supported by a paid, full time Director of Development/Fundraising position reporting to the President of New Association.

ASSOCIATION STAFFING

New Association staff, hired and supervised by the President, will support the board in carrying out the mission and goals of the association. To this end, staff will provide support for all leadership bodies and association activities. The President, Vice President, and CFO will also serve as ex-officio members of the Board of Directors.

The President will be charged by the Board of Directors to create a staffing pattern that will provide high-level support to New Association in the following functional areas:

- Staffing to the Board of Directors and leadership
- Educational Programs (e.g., placement, workshops, Communities of Practice, e-learning)
- Administrative Operations (e.g., membership, financial, technology, office management)
- Marketing and Communications (e.g., web, social media, public policy, educational programs, membership)
- Outreach and Advocacy (e.g., corporate relations, Districts, Social Identity Groups, associational relationships)
- Research and Scholarship (e.g., publications, research)
- Policy Development
- Fundraising/Development, and Support to the Foundation Board

IMPLEMENTATION AND NEXT STEPS FOLLOWING AFFIRMATIVE VOTE

Once the proposal for New Association is approved by both the memberships of ACPA and NASPA, an Implementation Team will be formed to determine the following:

1. Dates: Determine dates upon which New Association will become fully functional. Prior to that date, both associations will conduct their operations and programs as before.
2. New name: Determine the name of the new association prior to the end of FY 2011.
3. Approval process: The approval process for the New Association shall be followed as determined by District of Columbia law and applicable IRS and other federal statutes.
4. Staff work: Staff will develop any transfers of agreements and obtain consents, authorizations, etc., that will be needed for Consolidation. A Combination agreement

detailing all transactions shall be developed. Decisions will be made about the handling of property currently owned by ACPA and NASPA.

5. Succession and leadership planning: The implementation team will determine length of time in office for current and newly-elected leaders. The election process for positions in the New Association governance structure, advisory councils, and committees will be determined.
6. Conference planning: Plans for beginning the first national meeting for the New Association will be made for March 2014.
7. Staffing: Plans will be made for hiring the New Association president, transitioning her/him into the structure and planning for the New Association, and working with her/him to advise staffing structure, retention of employees, financial parameters, etc.
8. Foundations: Plans for the continued role and coordination of the existing ACPA and NASPA Foundations shall be made, and respective by-laws of both associations' foundations shall be reviewed with the goal of establishing a single new foundation to support the mission and work of New Association.

APPENDIX A

GUIDING PRINCIPLES AND VALUES

The following guiding principles, grounded in the values of our profession, were developed by the Consolidation Steering Team to serve as a foundation for all decisions made during the process, to articulate reasons for the consideration of the process of studying consolidation, and to be transparent with members about the values which guided the work in proposing a structure for New Association. The principles included:

- A professional association that is unified in giving voice to all of its constituencies through an open exchange of ideas, inclusive consultation with members, mutual respect, and transparent decision making.
- Student learning, the development of the whole person, and student success as the essential outcomes for all that we do.
- Professional development to enhance knowledge and growth for members at every level of our profession and in the variety of functional areas represented by providing high-quality experiences, timely information, relevant research, and exemplary models of practice.
- Collaboration and partnerships that serve to strengthen the influence a united voice presents in representing the profession in policy and practice.
- An association structure that models for our membership the values of our profession: access, affordability, collaboration, cooperation, diversity, fellowship, fiscal responsibility, integrity, learning, responsiveness, service, spirit of inquiry, and sustainability.
- The diverse approaches to higher education, as represented by a wide variety of institutional types in the U.S. and around the world, in providing educational opportunity for all.
- High-quality, scholarly publications for research and practice that are published in peer-reviewed journals, providing opportunities for our faculty and scholar-practitioners to disseminate their work and influence how student affairs practice is conceptualized.
- The leadership opportunities at all levels of the profession in our individual and collective work to advocate for students; facilitate student learning; determine best practice; develop policy; and address international, national, state, regional, and campus issues.
- The perspectives of a diverse and international membership that offer the association and the profession various and complex approaches to problem solving.

- The wisdom, perspectives, experience, and stewardship of senior members of our profession.
- The contributions of young professionals and graduate and undergraduate students, as well as the opportunities to nurture and mentor this group to become committed, effective, knowledgeable, and ethical leaders in higher education.
- The traditions and history of both associations and the honoring of past contributions and leadership.
- Multiple conference opportunities that allow colleagues to engage in dialogue and mutual learning, and that promote personal connections and friendships.
- The intentional creation of opportunities for members to communicate and work within and across social identity groups, functional areas and geographic districts in order to influence issues and to inform others about high-quality practice.

APPENDIX B

CONSOLIDATION STUDY SUBCOMMITTEE MEMBERS

Consolidation Steering Team (CST)

Diana Doyle
Arapahoe Community College
President

Gwen Dungy
NASPA – Student Affairs Administrators in
Higher Education
Executive Director

Elizabeth Griego
University of the Pacific
Vice President for Student Life

Tom Jackson
University of Louisville
Vice President for Student Affairs

Heidi Levine
Cornell College
Dean of Students

Patty Perillo
Davidson College
Associate Dean of Students

Greg Roberts
ACPA – College Student Educators
International
Executive Director

Susan Salvador
Monroe Community College

Functional Area Subcommittee

Susan Salvador (CST)
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Vice President, Student Services

Sandra Emerick (Co-Chair)
Cleveland State University
Associate Dean of Students

Dave Zamojski (Co-Chair)
Boston University
Assistant Dean of Students and Director of
Residence Life

Gavin Henning
Dartmouth College
Associate Director for Assessment

Levester "LJ" Johnson
Butler University
Vice President for Student Affairs

Debbie Kushibab
Estrella Mountain Community College
Vice President of Student Affairs

Dafina Lazarus-Stewart
Bowling Green State University
Assistant Professor, Higher Education and
Student Affairs

Jeanne Miller
State University of New York College-Oneonta

Vice President, Student Services

Associate Vice President for Student Life

Mike Segawa
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Vice President and Dean of Students

Steve Sutton
University of California-Berkeley
Executive Director, Office of Student
Development

Patricia Telles-Irvin
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Elizabeth Griego (CST)
University of the Pacific
Vice President for Student Life

Kari Ellingson (Co-Chair)
University of Utah
Associate Vice President for Student
Development

Mela Dutka (Co-Chair)
Washington College
Vice President and Dean of Students

Les Cook
Michigan Technological University
Vice President for Student Affairs

Jacob Diaz
Seattle University
Vice President for Student Development

Prakash Mathew
North Dakota State University
Vice President for Student Affairs

Dawn Person
California State University-Long Beach
Professor, Educational Leadership

Jonathan Poullard
University of California-Berkeley
Dean of Students

Bob Reason
Pennsylvania State University-University Park
Associate Professor

Diana Doyle (CST)
President
Arapahoe Community College

Kurt Keppler (Co-Chair)
Louisiana State University
Vice Chancellor for Student Life and
Enrollment Services

Dwayne Todd (Co-Chair)
Columbus College of Art and Design
Associate Vice President and Dean of Students

Pauline Dobrowski
Stonehill College
Associate Vice President for Student
Affairs/Dean of Students

Deneece Huftalin
Salt Lake Community College
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Susan Johnson
Lumina Foundation for Education
Program Officer

Patrick Love
Rutgers University-New Brunswick
Associate Vice President for Student Affairs

Kathy MacKay
Metropolitan State College of Denver
Vice President of Student Services

Laura Ulmer
University of Louisville
Assistant to the Dean of Students

Placement Subcommittee

Professional Development/ Conferences

Placement Subcommittee

Tom Jackson (CST)
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Tim Pierson (Co-Chair)
Longwood University
Vice President for Student Affairs

Christine Schneikart-Luebbe (Co-Chair)
Wichita State University
Dean of Enrollment Services

Melissa Hrovatin-Bemus
Ripon College
Director of Student Activities & Orientation

Leslie-Ann Brown
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Program Advisor, Department of Multicultural
Services

Leslye Erickson
University of Louisville
Director, Career Development Center

Heather Shea Gasser
The University of Idaho
Director, Women's Center

Blanche Hughes
Colorado State University-Fort Collins
Vice President for Student Affairs

Dan Ryan
The University at Buffalo

Professional Development/ Conferences Conventions Subcommittee

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Vice President and Dean of Students

Dennis Black (Co-Chair)
State University of New York-Buffalo
Vice President for Student Affairs

Kathleen Kerr (Co-Chair)
University of Delaware
Director of Residence Life

Cherry Callahan
University of North Carolina-Greensboro
Interim Vice Chancellor for Student Affairs

Ron Jackson
Community College of Philadelphia
Dean of Students

Sherry Mallory
Western Washington University
Associate Dean of Students

Myra Morgan
University of Florida
Director of External Relations

Matt Wawrzynski
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Associate Professor, Educational
Administration

Jan Winniford
Weber State University

Publications & Scholarship Subcommittee

Social Identities Subcommittee

Heidi Levine (CST)
Cornell College
Dean of Students

Patty Perillo (CST)
Davidson College
Associate Dean of Students

Larry Roper (Co-Chair)
Oregon State University
Vice Provost for Student Affairs

Paulette Dalpes (Co-Chair)
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Associate Professor, Higher Education and
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Keith Humphrey (Co-Chair)
University of Arizona
Assistant Vice President for Student Affairs

Greg Blimling
Rutgers University-New Brunswick
Vice President for Student Affairs

Barbara Avery
Occidental College
Vice President for Student Affairs/Dean of
Students

David Braverman
Springfield College of Massachusetts
Vice President of Student Affairs and Dean of
Students

Jill Carnaghi
Washington University in Saint Louis
Associate Vice Chancellor for Students

Judy Rogers
Miami University-Oxford
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Jeremy Stringer
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Director, SDA Masters Program

Stacy Pearson
University of Central Florida
Director, Counseling Center

Kent Porterfield
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Julie Ramsey
Gettysburg College
Vice President for College Life/Dean of Students

Diana Doyle
Arapahoe Community College
President

Greg Roberts
ACPA – College Student Educators
International
Executive Director

Gwen Dungy
NASPA – Student Affairs Administrators in
Higher Education
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Vice Provost for Student Affairs

Elizabeth Griego
University of the Pacific
Vice President for Student Life

Susan Salvador
Monroe Community College
Vice President, Student Services

John Laws
Ivy Tech Community College-Lafayette
Vice Chancellor for Student Affairs

Barb Snyder
University of Utah
Vice President for Student Affairs

Heidi Levine
Cornell College
Dean of Students

Patricia Telles-Irvin
University of Florida
Vice President for Student Affairs

Laura Ulmer
University of Louisville
Assistant to the Dean of Students

APPENDIX C

DISTRICT MAP

Northwest:	Washington, Oregon, Idaho, Montana, Wyoming, Colorado, Nevada, Utah, Alaska, British Columbia, Alberta, Yukon Territory, Northwest Territories, Asia
Western:	Hawaii, California, Arizona, Sonora, two Bajas, North America (except as otherwise specified), Central America, Oceania
Southwest:	Texas, New Mexco, Oklahoma, Arkansas, Louisiana, Mexico (except Sonora & Bajas), South America
Northern Plains:	North Dakota, South Dakota, Nebraska, Iowa, Minnesota, Kansas, Missouri, Saskatchewan, Manitoba, Nunavut Territory
Great Lakes:	Michigan, Wisconsin, Illinois, Indiana, Ohio, Ontario
Northeast:	New York, Connecticut, Vermont, Maine, New Hampshire, Rhode Island, Massachusetts, Quebec, New Brunswick, Nova Scotia, Europe
Mid Atlantic:	Pennsylvania, New Jersey, Delaware, Maryland, Washington DC, West Virginia, Virginia, Middle East
Southeast:	Florida, Georgia, Alabama, Mississippi, Tennessee, North Carolina, South Carolina, Kentucky, Caribbean, Africa

