



NASPA[®]

Professional
Standards Division

Meyer, Shana
Professional Standards Division
Report for the July 2016 Board of Directors Meeting
June 23, 2016

Requested Action Items

1. Dissemination and discussion of the Professional Competency Areas for Student Affairs Educators Rubrics Task Force report & document
 - a. Approval for next steps & publication

Leadership & Member Engagement

- The Professional Standards Division is comprised of seven Divisional Representatives from each region, a faculty liaison, a knowledge communities liaison, and the Director. Members are: Shana Meyer, Director; Ellen Meents-DeCaigny, Knowledge Community Liaison; Dr. Susan Marine, Faculty Liaison; Rozana Carducci, Region I; Dr. Kelley Kenney, Region II; Dr. Scot Lingrell, Region III; Lisa Brown Cornelius, Region IV-East; Dr. Vincent Loffredo, Region IV-West; Dr. Amy Bergerson, Region V; and Dr. John Hoffman, Region VI.
- The Professional Standards Division continues to hold monthly meetings and take action on our goals under the direction of Shana Meyer, Vice President for Student Affairs at Missouri Western State University, with the support & guidance of Teri Gilmore (NASPA) and Stephanie Gordon, NASPA Vice President for Professional Development.
- The Division continues to work on visibility through (a) monthly blog posts, (b) presentations at regional and national conferences, and (c) submission of examples of using the competencies in professional practice for promotion on the Division website. In an effort to increase the number of submissions of best-practice uses of the competencies, we have streamlined the process and [submission form \(http://apps.naspa.org/cfp/evt_frm_user.cfm?event_id=498\)](http://apps.naspa.org/cfp/evt_frm_user.cfm?event_id=498).
- Meyer solicited a blog post from Chris Venable, Academic Advisor at Kent State University entitled, "Social Justice and Inclusion: More Than Just a Competency," which was published March 1, 2016. The post highlights the timeliness of the updates to the ACPA/NASPA

Professional Competency Areas, particularly the transformation of the Equity, Diversity, and Inclusion (EDI) competency into Social Justice and Inclusion (SJI). In addition to its practical application regarding student activism, Venable asserts this change reflects a more active assertion of the values of the profession.

- Served on the Region IV-W Advisory Board as an ex-officio member.
- The NASPA and ACPA joint Rubric Task Force is nearing completion of its work. With the update of the ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners, ACPA's *Rubrics* for Professional Development need revision.
 - Shana Meyer, NASPA Professional Standards Director, and Lisa Landreman, ACPA Director of Professional Development, created a joint ACPA/NASPA task force charged with revising these rubrics.
 - The charge provided to the task force was:
 - Review the current rubric document to ascertain this tool's utility for assessment of an individual's competencies, staff development, training planning and/or other uses.
 - Review & update the structure, dimensions, and language throughout the document to reflect improved/additional use and new competencies
 - Ground the document and the use of rubrics in theory and best practices for student learning acquisition; create a preface with context to explain the purpose of rubrics that is grounded in assessment and evaluation best practice.
 - Add an implication for use section that could include: self-assessment tool; how-to guide to develop training based on rubrics; samples of artifacts to collect to be used in job search
 - Edit the final product so that it is cohesive, consistent, polished, and accessible to professionals from a variety of backgrounds and levels of expertise.
 - See the list below of the 5 ACPA and 5 NASPA Rubric Task force members. Task force participants were selected based on the following criteria:
 - Experience in competency-based assessment, particularly in the development and application of rubrics for competency evaluation;
 - Experience teaching and/or supervision of graduate students and new professionals in the field that utilizes competency based learning and skill development;
 - Leadership and experience working with professional standards and ethics;
 - Expertise in social justice education/equity and inclusion in a variety of contexts, particularly as it relates to creating learning environments that foster equitable;

- Participation of all groups while seeking to address and acknowledge issues of privilege and power and applications of social justice theory to practice;
 - Expertise in the use of digital tools, resources, and technologies for the advancement of student learning and success and improved performance of student affairs professionals and digital literacy;
 - Diverse representation from multiple constituencies, memberships, and institution type.
- **Process:** Task force members engaged in the initial execution of the charge and solicited feedback from other constituents in the respective associations. Recommendations for changes and other additions were sent to full task force for review of cohesion, consistency, and polishing.
 - **Timeline**
 - December. 11, Conference call with ACPA/NASPA representatives/chairs
 - December 14-18, Conference call charge with all team members
 - Monthly check in, Status Updates/Minutes
 - March 6-9, ACPA--Rough drafts to Directors; on-site meetings; presentation participation for feedback at conferences
 - March 11-12, NASPA-- Rough drafts to Directors; on-site meetings; presentation participation for feedback at conferences
 - June 1, Product for summer board meetings
 - July 16, Presentation of Draft Report to ACPA / NASPA Boards

ACPA / NASPA Rubric Task Force

First	Last	Institution	Title	Representation
*Ellen	Meents-Decaigny	DePaul University	Assistant Vice President of Planning, Operations & Assessment	Professional Standards, NASPA
Ken	Schneck	Baldwin Wallace University	Associate Professor; Director – Leadership in Higher Education Program	Faculty, NASPA
Jerrid	Freeman	Northeastern State University	Vice President for Student Affairs	Assessment, Evaluation, Research, NASPA
Dustin	Grabsch	Texas A&M University	Program Coordinator for Policy Internship Programs & High Impact Practices	Knowledge Communities, NASPA
Jason	Pina	Bridgewater State University	Vice President of Student Affairs	General Member, NASPA
* Jonathan	O’Brien	Cal State Long Beach	Assistant Professor	ACPA
Jodi	Koslow Martin	North Park University	Vice President	ACPA
Hayley	Haywood	Northeastern University	Assistant Director of Leadership Initiatives	ACPA
Martha	Glass	Virginia Tech	Director for Assessment & Professional Development	ACPA
Coco	Du	Macalester College	Director of Residence Life	ACPA
Lisa	Landreman	Macalester College	Associate Dean of Students	ACPA Director of Professional Development
Shana	Meyer	Missouri Western State University	Vice President for Student Affairs	NASPA Director of Professional Standards Division

*denotes co-chair

Region 1:

- Rozana Carducci (Salem State University) solicited and edited a blog post for the Professional Standards Division blog. The blog post is entitled “Walking the Talk of Wellness” by Valerie Como, Senior Academic Advisor at Bentley University. The post highlights the need to make our personal wellness just as much of a priority as our professional goals. The blog post also speaks to the tension that can arise between competing values that form the core of one’s Personal and Ethical Foundations competency.

Region 2:

- Kelley Kenney (Kutztown University of Pennsylvania) participated in the NASPA Region II monthly board meetings as the Professional Standards Division rep for the Region
- Served as regional link to NASPA Professional Standards Division specifically related to the promotion and application of the Professional Competencies
- Served as a resource to the region around the topic of application and utilization of the Professional Competencies
- Worked collaboratively with other Region II board members around infusing the professional competencies into the strategic plan for the Region
- Submitted “Help! Reframing How I Teach Graduate Students about Helping in Student Affairs” for the Professional Standards blog. The post was published February 25, 2016 and discusses a faculty member’s perspective on the need for a clearly distinguished role between student affairs professionals and the roles of counselors, psychologists, and other campus “helpers,” as defined by the new “Advising and Supporting” competency area.
- Currently convening a NASPA Region II Professional Standards Task Group of SSAOs, Practitioners, Faculty, New Professionals, and Graduate Students

Region 3:

- Scot Lingrell (University of West Georgia) submitted a blog post entitled “Overwhelmed? Use the Resources Around You!” The topic of the blog is the CASE method (Copy And Steal Everything!) and the treasure trove of resources available on the Professional Standards website. The post will be featured on the Professional Standards website at a future date.

Region 4E:

- Lisa M Brown Cornelius (John Carroll University) submitted a blog post entitled “It’s Time: The Professional Competencies and Hiring,” which was posted on March 9, 2016. The blog highlights questions for consideration in our hiring processes and the professional competencies.

Region 4W:

- Vince Loffredo (University of Kansas Medical Center) wrote the first blog post for the new Professional Standards blog entitled “The Social Justice and Inclusion Competency,” which was published February 10, 2016. The blog focuses on the definition and impact of Social Justice &

Inclusion competency, particularly with the focus in today's world on issues of diversity and social justice.

- Created goals through the regional strategic plan:
 1. *Goal One: Build the capacity to create knowledge and use data to provide evidence that will support excellence in practice.*
 - a. *Objectives*
 - i. Monthly division phone calls were started in order to centralize the information that would be produced from the PS division.
 - ii. The monthly skimm for the region has an ongoing Professional Standards section with updates from each of our areas.
 - iii. The Professional Competency guidebook is used to help align the connections among theory, research and our regional constituents. Our breakout sessions were all aligned with at least one professional competency.
 - iv. A panel discussion will happen at the national meeting with members of the region leading the discussion on professional competencies.
 - v. Develop initiatives that will enhance regional members knowledge and practice
 - vi. We will expand this individually with each professional standard workgroup member.
 2. *Goal Two: Lead advocacy efforts that shape the changing landscape of higher education.*
 - a. *Objectives*
 - i. Annual address of current challenges facing Higher Education Student Affairs Professionals
 - ii. Develop Advocacy matrix and plan to address needs
 - iii. Round table discussions were part of the regional meeting in the fall.
 - iv. Due to some state laws going into effect within the region, guns on campus has been discussed at great lengths. As well as social justice and Title IX issues.
 - v. We will expand this individually with each professional standards workgroup member.
 3. *Goal Three: Launch an initiative to collaborate with student affairs regionally.*
 - a. *Objectives*
 - i. Annual address of current challenges facing Higher Education Student Affairs Professionals
 - ii. Each workgroup member is writing their goal for this area.
 4. *Goal Four: Strengthen NASPA by making it a more responsive, vital and sustainable organization.*
 - a. *Objectives*
 - i. Contribute to NASPA goals and align national expectations and goals with Regional goals

- ii. During the next few months we will write how this will be incorporated in each area as part of our strategic plan. This includes the Professional Standards Chair, Public Policy, SSAO, Faculty Liaison, NUFPP Coordinator, NUFPP Grad, Grad Student, Small College and University, Research Coordinator, and the Community College positions.

Region 5:

- Dr. Amy Aldous Bergerson (University of Utah) has been working with NASPA Western Regional Conference Program Chairs to secure session for Professional Competencies at the Western Regional Conference in November.
- Bergerson has requested time on the Region V summer board retreat agenda to discuss how we can integrate the competencies into more aspects of our regional activities.

Region 6:

- John Hoffman (California State University-Fullerton) will be representing the Professional Standards Division at the summer retreat of the Region VI Board, which will meet in Irvine, California on June 27-29.
- Hoffman submitted a blog post entitled “There Are No Shortcuts to Professional Development” regarding professional institutional roles and competency levels. The blog will be posted on the Professional Standards website in the future.

Professional Development & Events

Region 1: **NASPA Faculty Forum**

April 25, 2016

- 20 participants
- Rozana Carducci facilitated a virtual dialogue on the graduate preparation program coordinator role.
- Changes for next year: Participating program coordinators advocated for more NASPA-sponsored professional development opportunities for members who serve as grad prep program coordinators.

NASPA Region I Conference

November 13-16, 2016, Sheraton Burlington Hotel & Conference Center, Burlington, Vermont

Region 2: **NASPA Region II Conference**

June 7, 2016, John Jay College, New York, NY

- 30 participants
- Presentation on Professional Competencies

Region 4E: **NASPA Region IV-WE Joint Conference: “In the Heart of It All”**
November 15-17, 2016, Historic Union Station, Saint Louis, Missouri

Region 4W: **Region IV West Summer Board Meeting**
June 2016 ♦ Hilton, St Louis, Missouri

- All areas in the professional standards division were represented at the summer board meeting
- Long workgroup meetings on strategic planning and incorporating professional competencies.
- Discussed how each workgroup member would incorporate a professional competency into their reports and presentations at regional fall conference.

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Region 5: **2016 NASPA Western Regional Conference (WRC)**
November 9-12, 2016, Seattle, Washington

- While past Western Regional Conferences have included conference-specific themes, the 2016 WRC will include a program that embraces the [Professional Competency Areas for Student Affairs Practitioners](#). We have put out the call to our best thinkers, practitioners, and researchers to guide us through educational programs that will renew our tools and inspire us to action.

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- As a part of the final assessment of the 2015 Region V-VI Western Regional Conference in Oakland, 65% of attendees reported that they utilized the competencies to help make decisions about which educational sessions to attend. These are encouraging data. There are opportunities to do more with assessment data for the WRC, though some systems may need to be revisited as related to data access.

Optional Other Reports - Advocacy & Scholarship (*not required*)

Region 4W:

- Advocated for professional standards to be used as part of the Regional strategic plan in each area’s strategic goals