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Report for the March 2013 Board of Directors Meeting
February 8, 2013

NASPA Board Action Items

None at this time

NASPA Mission

To be the principal source for leadership, scholarship, professional development, and advocacy for students.

Leadership

Scholarship

Professional Development

Create and pilot a Student Affairs Professional Development E-Portfolio & Self-Assessment to track progress on the professional competency areas at NASPA national and regional events (Chair, Faculty Liaison, Staff)

❖ John Lowery and Stephanie Gordon have been working with NASPA and CampusLabs on a self-assessment tool. A draft of the document that is almost ready. The tool features an assessment of one's general level of competency (basic, intermediate, and advance). The tool will allow both an employee and supervisor can jointly utilize the assessment for professional development planning. The beta is almost ready and there are five institutions who have agreed to use this as a test case.

Market the Student Affairs Professional Development E-Portfolio & Self-Assessment program (Chair & Staff)

❖ On hold until the release is ready.

Utilize the professional competencies at the NASPA Annual Conference as well as at other NASPA institutes, conferences, and initiatives (Staff)

❖ 100% compliance on all national programs

Incorporate the professional competencies into The Placement Exchange (Staff)
- ❖ Discussions have taken place with ACUHO-I in regard to incorporating the competencies into the TPE process. More conversations will take place for the launch of 2014 TPE.

Present an educational session at the NASPA Annual Conference (Chair & Staff)
- ❖ On target to be completed

Work with the technology and sustainability knowledge communities to create meaningful ways to demonstrate how these two areas serve as "threads" to all the professional competencies (KC Liaison)
- ❖ No new progress to report at this time

Keep the KCs aware of the Professional Standards and Competencies as they evolve (KC Liaison)
- ❖ KC Liaison will attend the KC events at the Western Regional Conference to spread the word about the Professional Standards and to brainstorm with the KC leadership about how to institutionalize the standards into all KC work.

Infuse the Professional Standards and Competencies into all levels of KC work (KC Liaison)
- ❖ No new progress to report at this time

Work with faculty responsible for student affairs graduate preparation programs to identify ways to incorporate the professional competencies (Faculty Liaison)
- ❖ Graduate programs are assessing the alignment of curriculum with the competencies

Continue to work with regional MLIs to adopt shared learning outcomes and incorporate the competencies (Project Manager/ Shana Meyer)
- ❖ No new progress to report at this time

Begin conversations with NPIs to adopt shared learning outcomes and incorporate the competencies (Project Manager)
- ❖ No new progress to report at this time

Finalize work of the Ethics Task Force (Task Force)
- ❖ The report of the Task Force has been posted on the NASPA Website. Thank you letters have been sent. A new committee is being appointed.

Continue to promote and support the Investing in Our Futures Webinar Series (Project Manager)
- ❖ No new progress to report at this time

Build resource site feature campus best practices and resource examples (Project Manager/Kerry McKaig)
- ❖ Several ideas have been generated to include cataloguing examples and artifacts and being able to interact with the site such as liking it and posting reviews.

Create twitter hash tags for each competency area (Project Manager/John Lowery)
- ❖ In process; scheduled to be completed for the Annual Meeting.

Tag articles in NASPA journals and publications with the professional development icons (Project Manager)

❖ No new progress to report at this time

Begin to examine how the competency areas might or might not be applicable to those who do student affairs work in other countries (Art Costantino & Staff)
❖ Art Costantino represented the Professional Standards Division at the Global Summit

Utilize the standards (and icons) for regional conferences and other institutes, workshops, and initiatives (Regional Representatives)
❖ All Regions have utilized the standards and icons at regional conferences.
❖ Additionally, the standards and/or icons have been utilized for the following regional events since June 2102:
  o Region I: Mid-Level Managers' Institute
  o Region IV-West: Mid-Level Mangers' Institute

Present an educational session on the competencies and divisional initiatives at the regional conferences (Regional Representatives)
❖ Completed in the following Regions: II, III, IV-West

Keep up-to-date on how the region, institutions, and individuals are using the professional competencies; update NASPA Web site to share best practices and tools (Regional Representatives)
❖ Region I: Working on a rubrics; coded sessions for the regional conference
❖ Region II: Helped conference planning committee code sessions; helped proposal review subcommittee learn about competency areas to ensure accurate assessment of proposals' congruence with competency areas; created a survey to collect best practices (piloted in region and will administer nationally)
❖ Region III: presented on the competencies at the summer board meeting and at the SACSA conference, wrote an article for the newsletter, via a conference call assisted the regional conference program committee learn/refresh on the competency areas in preparation for proposal review, the conference program chair has agreed to retain a slot for a competencies-centered program
❖ Region IV-East: presented on the competencies at the regional board meeting
❖ Region IV-West: working with volunteer on the best practice resource site
❖ Region V: Highlighted competencies in the regional blog
❖ Region IV: regional conference committee continued to require session presenters to align session outcomes with the professional competencies; the assessment committee designed the conference evaluation so that the results for the educational sessions could be disaggregated by the competency areas – new best practice