



**Marilee Bresciani, Professional Standards Division Director
Report for the 2011 March Board of Directors Meeting**

February 16, 2011

Discussion Items

1. Presentation of Data from Solicitation of Regional Division Chairs about Implementation of Competencies Matrix – to be sent under separate mailing
2. Presentation of DRAFT Framework to Promote Institutional Conversations about Implementing the Competencies on Campuses – to be sent under separate mailing
3. Presentation of Kerry McKaig and Dean Kennedy's work on ethics – see attached detail.

Action Items

1. None

DIVISION DIRECTOR UPDATE & REPORT

- The *ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners* is out! Hallelujah! Thank you to all who made this happen. In particular, please join me in thanking: 1) the NASPA Foundation for funding the research that informed this document; 2) the Task Force members that took a great deal of their time to write it; and 3) Stephanie Gordon who in my estimate re-defines the meaning of patience and virtue - - all in a very positive way.
- Now onto implementation of the core competencies... Stephanie Gordon, senior director of educational programs, has implemented the new competency areas within the professional development offerings provided by the Association and many regional meetings used the new professional competencies in their regional meetings. We have collected a number of ways in which the professionals are implementing the competency areas.

In addition, I have solicited the Regional Professional Standards Division Chairs and asked the following questions:

1. How are you disseminating these Competency Areas in your region? How else can you envision disseminating them?
2. How are you implementing these Competency Areas in your region? How else can you envision implementing them?

3. What do you specifically need from NASPA staff or the national board of directors in order to disseminate and implement these Competency Areas in your region?

The summation of their responses is being compiled into a report that will be sent to you under separate cover.

- One effective way to implement these competencies is to assist leadership at each campus with strategies to engage in the conversation of how to implement these core competency areas. A draft framework is being developed and will not be ready to present to membership by the conference. However, it will be shared with you and regional division chairs for critique and improvement. I apologize for the delay in the development of this framework. I will have a draft to share with you at the meeting but it will need considerable revision before being of any real value to campuses.
- We understand that Kerry McKaig, University of Denver, is collaborating with Dean Kennedy to create an analysis of current professional competencies and ethics documents. Kerry has completed a comparison of all the NASPA, ACPA, and CAS standards. She has summarized her work by presenting it in four lenses (four columns) based on the work of Catharyn Baird, JD. (CEO/Founder) www.ethicsgame.com <<http://www.ethicsgame.com>> . Dean Kennedy and Kerry McKaig will be utilizing this framework for their Pre-conference presentation in Philly at the National Conference. Attached is her detailed work thus far. Please join me in thanking Kerry McKaig and Dean Kennedy for their work.

ETHICS TASK FORCE CONTENT ANALYSIS

Themes (based on Baird)	Rights & Responsibilities: Duty/Compliance/Reason Individual choices Cognition, affect, & metacognition	Results: Experience - Greatest Good for Greatest Number Individual choices Cognition, affect, & Metacognition followed by Self-Esteem	Relationship: Justice & authority while honoring marginalized Leadership choices Self-regulation followed by Conation	Reputation: Virtue & tradition Leadership choices Self-actualization followed by Conation
NASPA Standards of Professional Practice	# 4 – Employment Relationship – duty of contract # 6 – Legal Authority – honesty & proper conduct # 8 – Student Behavior – demo & promote responsible behavior that enhances personal growth & development of students – sanction improper action # 9 – Integrity of Information & Research – accurate with professional integrity #10 – Confidentiality # 11 – Research involving human subjects – compliance with requirements #12 – Representation of Professional Competence # 13 – Selection & Promotion Practices – nondiscrimination # 15 – Job Definitions & Performance Evaluation	# 8 – Student Behavior – demo & promote responsible behavior that enhances personal growth & development of students – sanction improper action # 15 – Job Definitions & Performance Evaluation # 18 – Assessment – regular & systematic assessment of programs, services, etc. to see if goals and needs are being met for students & to meet conformity to published standards & guidelines of profession	Self-regarding virtues Other-regarding virtues #1 – Prof. Stds. - fulfill responsibilities of position # 3 – Mgmt. of Institutional Resources # 7 – Equal consideration and Treatment of Others (fairness & impartiality & equal consideration to others regardless of status or position #10 – Confidentiality # 11 – Research involving human subjects – compliance with requirements #12 – Representation of Professional Competence # 13 – Selection & Promotion Practices – nondiscrimination # 15 – Job Definitions & Performance Evaluation # 17 – Professional Development – obligation to continue & contribute to development of self & others to enhance knowledge &	#2 – Agreement with Institutional Mission & Goals # 5 – Conflict of Interest – obligation to prof. institution # 9 – Integrity of Information & Research – accurate with professional integrity # 14. References – authenticity of reputation # 16 – Campus Community – common goals that foster collegiality & mutual respect # 18 – Assessment – regular & systematic assessment of programs, services, etc. to see if goals and needs are being met for students & to meet conformity to published standards & guidelines of profession

			skills of all	
ACPA Statement of Ethical Principles and Standards	Benefit to others Respect Autonomy Be Faithful <i>Professional Responsibility & Competence</i>	Do no harm <i>Student learning & development</i>	Promote Justice <i>Responsibility to society</i>	Affiliation <i>Responsibility to institution</i>
CAS General Standards	Autonomy (responsibility for actions) Beneficence Fidelity (truth)	Non-Malfeasance (do no harm)	Justice (promote human dignity; endorse equality & fairness for all)	Beneficence (altruistic; welfare) ... aka: virtue
CAS Statement of Shared Ethical Principles	Autonomy Beneficence Fidelity Fidelity (faithful to obligation) Veracity (truth is conveyed)	Non-Malfeasance (do no harm)	Justice	Non-Malfeasance (do no harm) Affiliation
SPPOV (1937 & 1949) – “purpose of HE is the preservation, transmittal, & enrichment of culture...”				
Cannon, H., & Brown, R. (Eds.). (1985). <i>Applied ethics in student services</i> . San Francisco, CA: Jossey-Bass.				

<p>Dannells, M. (1997). From discipline to development: Rethinking student conduct in higher education. <i>ERIC Clearinghouse on Higher Education, 25</i>(2). Washington, DC: George Washington University Graduate School of Education and Human Development. Retrieved from http://www.ericdigests.org/1998-1/conduct.htm</p>				
<p>Evans, N. J. (2001). Guiding principles: A review and analysis of student affairs philosophical statements. <i>Journal of College Student Development, 42</i>, 359-377.</p>				
<p>Fried, J. (Ed.). (1997). <i>Ethics for today's campus: New perspectives on education, student development, and institutional management</i>. San Francisco: Jossey-Bass.</p>				
<p>Fried, J. (2003). Ethical standards and principles. In S. Komives, D. Woodard, & Associates (Eds.), <i>Student services: A handbook for the profession</i> (4th ed., pp. 107-127). San Francisco, CA: Jossey-Bass.</p>				

<p>Hamrick, F. A., & Benjamin, M. (Eds.). (2009). <i>Maybe I should... Case studies on ethics for student affairs professionals</i>. Lanham, MD: ACPA.</p> <p>Janosik, S. M., Creamer, D. G., & Humphrey, E. (2004). An analysis of ethical problems facing student affairs administrators. <i>NASPA Journal</i>, 41(2), 356-374.</p>				
<p>Nash, R. J. (2002). <i>“Real world” ethics: Frameworks for educators and human service professionals</i> (2nd ed.). New York: Teachers College Press.</p>				
<p>Shang</p>				
<p>Stage, F. K., & Dannells, M. (2000). <i>Linking theory to practice: Case studies for working with college students</i> (2nd ed.). New York, NY: Brunner-Routlrdge.</p>				
<p>Stamler, V. L., Pace, D., & Stone, G. L. (1997). Sexual intimacy between university faculty and students: Educational issues and interventions. <i>NASPA Journal</i>, 34(3), 217-228.</p>				

Thomas, W. (2000). The moral domain of student affairs leadership. In J. C. Dalton & M. McClinton (Eds.), <i>The art and practical wisdom of student affairs leadership</i> . San Francisco: Jossey-Bass.				
Young, R. B. (Ed.). (1993). <i>Identifying and implementing the essential values of the profession</i> . San Francisco: Jossey-Bass.				
Young, R. B. (1997). <i>No neutral ground: Standing by the values we prize in higher education</i> . San Francisco, CA: Jossey-Bass.				
Young, R. B. (2001). Ethics and professional practice. In R. B. Winston, Jr., D. G. Creamer, & T. K. Miller (Eds.), <i>The professional student affairs administrator: Educator, leader, and manager</i> (pp. 153-178). New York: Brunner-Routledge.				
Young & Elfrink (1991)	Freedom (to exercise choice) Uphold moral & legal principles Truth – faithfulness to fact/reality	Aesthetics (qualities that provide satisfaction ... happiness)	Equality Justice Freedom (to exercise choice) Justice	Altruism (concern for welfare of others) Community – mutual empowerment