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## **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**

- Involved regional representatives in revamp of annual divisional presentation at March, 2014 NASPA Conference and in development and conduct of agenda at the conference's division meeting. Created agenda spot for one of the representatives to present his research regarding the Professional Competencies and another for the Technology KC Chair to present the KC's request for consideration of technology as a full competency area, rather than as a thread. Opened meeting participation to NUFs and Graduate Assistants who work with division members, as a learning opportunity.
- Continued individual and group contacts with regional representatives, in follow-up to the March, 2014 convention meeting and divisional presentation.
- Identified a new Region II representative through personal network and collaborated with Region II RD to secure her appointment. Ensured that outgoing and new rep. presented at the Region II conference. All regional rep. spots now are filled.
- In consultation with VP for Professional Development and Faculty Council Director, agreed to develop a divisional role for a Faculty Council representative.
- Collaborated with NASPA leadership to schedule monthly conference calls for the division, commencing in June, 2014 and leading up to March, 2015 conference.
- Drafted and submitted a revised divisional mission statement, for NASPA leadership consideration, in response to themes developed before, at, and after March, 2014 conference meeting, with new elements focusing on an advisory role to the VP for Professional

Development re: learning opportunities and related services for members and on a stated role for the division in periodic reviews of the Professional Competencies. Good divisional discussion of draft during June, 2014 conference call; a revised version will be discussed in July, and a final version, when completed, will be prepared for Board discussion and ultimate approval.

## Scholarship

*Nothing to report at this time.*

## Professional Development

### **Region II (Kelley Kenney)**

- Report to Region II Advisory Board, re: goals for 2014-2015, included the following:
  - Survey of practitioners through CSAOs in the Region to determine awareness and use of the Professional Competencies
  - Work with Region Faculty Representative to compile a more accurate list of graduate preparation programs in order to do outreach to them on their awareness and use of the Professional Competencies
  - Collaborate with other Regions and other organizations (e.g., state ACPA associations) to provide professional development opportunities for practitioners, faculty and students on the potential use of the Professional Competencies
- Conducted workshop on Professional Competencies at June, 2014 Region II Conference.

### **Region IV-E (Bill Arnold)**

- Prepared proposal, "Using NASPA/ACPA Competency Areas: Practical Consideration" for the November, 2014 Region IV-E Conference.
- At June, 2014 Region IV-E Board meeting and during monthly Board conference calls, reaffirming importance of linking all regional professional development opportunities with and otherwise emphasizing the Professional Competencies.

### **Region IV-W (Shana Meyer)**

- Scheduled Professional Standards regional board members for every other month conference calls; interacting with fall 2014 Conference Chairs to ensure Professional Competencies are included and promoted for the fall conference.
- Meyer presented on the Professional Standards Division at the Summer Regional Board meeting, discussing the role of the division & recent discussions regarding ethics & competencies / threads.

- **Region IV-W Summer Board Meeting**

May 28-30, 2014 ♦ Hotel Albuquerque, Albuquerque, New Mexico

- 2014 Conference Committee, R4W Executive Board (to include state coordinators & Knowledge Community reps), approximately 50
- Participants read “Celebrating Failure: The power of taking risks, making mistakes, and thinking big” by Ralph Heath. Shana Meyer & Mandi Hulme created a 73-question guide that was used to facilitate discussion amongst Board members. Responses and inspirations were then shared with the group.
- The common read created a shared experience for all members and was a nice icebreaker for small group discussion. Questions were drafted around concepts and quotes that reflected members’ experiences on the Board, at home institutions, and in personal use. Many questions addressed “professional standards” issues such as standard policies, the culture of higher education, and competencies for professionals.
- The questions are attached at the end of this report.

**Knowledge Community Liaison (Ellen Meents-Decaigny)**

- **Knowledge Community Leader Orientation**

March 15, 2014 ♦ Hilton, Baltimore, Maryland

- The Professional Standards Liaison to the KCs provided a session on the Professional Competencies during the new KC Leader Orientation.
- Professional Competencies were reviewed to raise awareness about the Competencies and to encourage discussion as to how KCs can use Competencies to create and share knowledge.
- The presentation sparked conversation among the KCs about the Competencies and a suggestion for next year’s KC Leader Orientation will be to highlight specific examples of how KCs have used the Competencies in their work.
- As a result of the presentation, suggestions for how KCs can use the Competencies will be highlighted during monthly KC leader phone calls throughout the 2014-15 year.

## Advocacy

### Region IV-W (Shana Meyer)

- Update on a discussion we had at our Region IV-W summer board meeting regarding the use of the term "Chief" Student Affairs Officer vs. "Senior" Student Affairs Officer:
  - This topic was first discussed at our Regional fall conference in 2013, when then President Laura Wankel mentioned an initiative from the National Office to begin using the term "Chief" Student Affairs Officer. The Region expressed concern that the term had not been thoroughly vetted or discussed. The regional conversation has continued to evolve since that first discussion; with additional conversations at the National Convention in Baltimore, continuing at the 2014 Region IV-W Summer Board meeting.
  - The Region's primary discussion has been that "Chief" is a revered term to be used for Tribal populations, and that it is insensitive for our profession to borrow the term. Region IV-W incorporates the plains states, many of which serve tribal institutions or have students, faculty, and staff members with Native American ancestry. One of our board members shared the concern that it would be difficult to introduce a Tribal Chief (whom had just visited their campus) to their "Chief" Student Affairs officer--that the institution's use of the term would be insulting.
  - There were some dissenting opinions; some felt that the word's history & origins (it originally being a French term) give it different uses, and thus it is not insulting; others felt that many professions use the term, thus we are simply one of many; others felt it would be necessary to use the term to "keep up with the Joneses" as far as everyone in the profession being on the same page.
  - In the end, the large majority of our Region IV-W board felt that Student Affairs IS inclusivity and sensitivity, and that using the term "Chief" is the antithesis of our profession. To that end, R4-W voted to continue the use of "Senior" for the SSAO terminology, and to denote the key leader as "the" Senior Student Affairs Officer (as opposed to other senior-level folks who may not be the lead). The

other option that was suggested is that institutions / NASPA use the terminology "voting delegate" to describe the Senior-Level NASPA member at each institution.

- From the "professional standards" angle, I believe it's important for our profession to have a common language, and if we have one dissenting region, that common language is altered. I am in support of our Region's take on this topic, but would like a more thorough discussion at the Professional Standards Divisional Level to ensure concerns have been voiced and heard.

**Common Read Questions**  
***Celebrating Failure: The Power of Taking Risks, Making Mistakes, and Thinking Big***  
**by Ralph Heath**  
**NASPA Region IV-West Summer Board Meeting 2014**

**Intro: Failure Teaches You to Succeed**

1. When did you make your last mistake at work? Because of a risk you took? How did you own the mistake and learn from it?
2. How were you raised to react to mistakes? Have you experienced punishment or shame as a result of an error? How did you react?
3. *"Today I understand that successful business leaders and coaches must develop stories that celebrate failure and the outstanding learning experiences they provide, and then they must repeat those stories over and over again until their people understand and believe it to be so."* How does this quote inform our work with students? Have you mastered the art of working with a student and balancing your listening/helping skills with appropriate sharing of your own experiences/failures? What about with professionals or graduates who you mentor?

**Chapter 1: Starting Fires**

4. Discuss Heath's statement (page 21), *"a leader's mission is to look for opportunities to grow the business inside your company and motivate your people in that particular area of expertise to raise the bar to new heights. . . . you can't possibly work effectively across seven or more departments to direct operations yourself. You need smart, talented and highly motivated people who will see the little fire you lit and lead the charge to make changes . . . pursue even higher highs."*
5. How can we "provide the spark" for our regional members, so we, as leaders, can move on and light more fires?
6. At the end of chapter 1, the author challenges us to "go public" with our failures. Practically, he suggests, this is done by calling a meeting, announcing your failure, and demonstrating what you've learned. Do you know anyone in your professional career or personal life who models this well? If so, how?

**Chapter 2: Resistance to Change**

7. Heath states: *"leaders must be protectors of new ideas."* How can we, as a regional board, embrace and champion new idea and create an idea friendly environment?

**Chapter 3: Think Big**

8. What does "thinking big" mean for us, as a regional board?
9. How can we stretch ourselves beyond current thinking and what feels safe?
10. How can Region 4 West address bigger world changes and their potential impact on our association, region, institutions and students?
11. In chapter 3, the author notes a simple way to begin to think differently about failure. Simply put, he suggests that you ask yourself *"What am I afraid to change?"* and then change it. What's an example of how you've done this? Was it running a marathon for the first time or learning a new language?

#### **Chapter 4: Leading from the Back**

12. Discuss: *"To lead people, walk behind them."* Lao Tzu
13. In chapter 4, Leading From the Back, the author opens with a story of going hiking with his young daughters. He shares that when the girls followed him, they often felt less engaged in the climb and were quick to complain or even quit. When he allowed the girls to lead him though, he noticed their endurance and interest lasted a lot longer. How can we do this with our students? Our colleagues?
14. How can Region 4 West empower our regional members to find solutions and provide their knowledge and needs to our regional and national programs and priorities?

#### **Chapter 5: I Want to Throw Up**

15. Have you ever had to swallow your pride? How did you do so and learn from the experience?
16. How can Region 4 West serve as a support group to you in your celebrations - and your failures?

#### **Chapter 6: Pause and Celebrate the Moment**

17. How does our Region reflect upon, learn from, and grow, as a result of our mistakes?
18. How do we celebrate our wins - and how can we improve upon our successes?
19. Discuss the following quote – can you relate? *"Being a good creative is also about having an insecurity that is almost- but not quite- debilitating. The best people have trouble living in their own skin, because nothing is ever great enough."* (pg. 51)

#### **Chapter 7: Frank Sinatra, Henry Mancini and Herb Lee**

20. In what ways can Region 4 West leadership thank, acknowledge, congratulate, commend and/or reward its members (for successes and failures)?

#### **Chapter 8: Hire for Attitude**

21. Discuss the following statement, *"Hire for attitude; train for skill."*
22. What are the best ways to train Board leadership to gain the skills necessary for Board leadership success?

#### **Chapter 9: Family, God and the Green Bay Packers**

23. Take time to get to know your group a bit better.
24. What are your priorities? How do you honor them?

#### **Chapter 10: Learn from Your Mistakes**

25. How can our region reward risk-takers?
26. Heath shares a story about a marketing pitch in which his team dumps multiple-colored balls on the conference room table during the presentation. Ultimately, the creative pitch fails. Was the creativity & differentiation worth the risk?

27. The author discusses how “...our society doesn’t tolerate mistakes from our leaders.” Do you believe this to be true? If so, how does this societal understanding shape or inform our ability to take the content of this book and put it into practice on our campuses?

### **Chapter 11: Pushing Yourself to Fail**

28. Create one stretch goal for your position on the Board. Discuss with your group.
29. Create one stretch goal for the Regional Board as a whole.
30. What are some new areas the Board could approach? What are some failed projects we should re-examine?
31. In chapter 11, the author likens the attitude of an athlete to that of a successful business. Heath states, “*Companies and employees with the highest performance have the lowest fear of failure—and a high failure rate.*” Knowing that Higher Education isn’t measured by the same standards as the corporate world, what does this quote mean to you? Is it applicable to the work you do? Why or why not? And if so, what does a low fear of failure look like tangibly?
32. At the conclusion of chapter 11, Heath challenges us to try something old—a past failure. He says, “*Examine it for insights into why it failed. Was there a particular time when it went off course? What factors contributed to its failure? If circumstances were different, how might it succeed?*” What would it look like if your department or our region examined past failures more readily?

### **Chapter 12: Break A Rib**

33. How do we foster relationships with our regional membership so they want to be involved & stay in the region?
34. “Customer service” is sometimes a dirty phrase in higher education, as it depicts students as the “customer,” and education as a “product.” Do you agree or disagree with this thought?
35. How do we communicate standard policies to our students? How do we right a wrong when a student feels his or her expectations haven’t been met?

### **Chapter 13: Winning & Losing the Negotiation Game**

36. Negotiations can be key to budgeting, contracts, and overall financial acumen. How are these skills beneficial to our Board? To our members on our home campuses?
37. Generally, do Student Affairs staff members demonstrate their knowledge in these areas? If so, how? If not, how can we better develop them?

### **Chapter 14: Never Threaten to Quit Anything**

38. When might R4W need to negotiate?
39. How do you maintain a spirit of diplomacy in conflict?

### **Chapter 15: Answer the Question, Please**

40. There are times when due to FERPA regulations, confidentiality agreements, or incomplete information, it is difficult to “Answer the Question.” How can Student Affairs professionals incorporate Heath’s advice to “Answer the Question, Please”?

### **Chapter 16: Anaerobic Creativity**

41. Wellness & mental health have been issues of importance in higher education recently. How can R4W encourage wellness as a means to balance in our members' lives?
42. Do wellness programs promote "fat shaming" or an unacceptance of those who do not participate in what is typically perceived to be a "healthy lifestyle?"

### **Chapter 17: Continuous Improvement**

43. Heath states, *"When appropriate, and with permission, it is beneficial to record new business presentations & analyze them in an attempt to discern what was done right or wrong, and how it can be done better next time"* (page 116). We've all been to a conference session that didn't quite meet our standards—or that was just plain out awful. How can Heath's advice be used to provide feedback to conference presenters—or can it?
44. How can we provide feedback to Board members so we know what we can do better?

### **Chapter 18: Losing Control**

45. On page 120, Heath states: *"Accomplishing something great most often requires a leader to step up & lead the troops into battle, in the business sense. And there are invariably many different paths one can take to achieve success in battle. If we allow the people who work for us to have input & control over the path we take, we are far more likely to be successful. If I dictate the battle plan, it becomes my plan & those I work with have little or no control or ownership in the plan. On the other hand, if I can get the troops to see the general vision of where we want to go & what we should end up accomplishing, and then involve them in the planning so they have control, the chances for success are greatly improved because they become stakeholders in the plan & share control of its successful execution."* Discuss the application of this statement to our Regional Executive Board.
46. How can we involve our regional members in the planning of our Region's vision so they can become stakeholders?
47. What is the vision for our region?
48. Is it important to have a leadership succession plan for the continuation of this vision? Why or why not?

### **Chapter 19: More Valuable Than Money**

49. Discuss: *"Leaders don't create followers, they create more leaders."* --Tom Peters
50. How are we providing our members the opportunity to learn & grow? How can the Competencies be used in providing these opportunities?
51. Are there mentorship opportunities that could be created for professionals to "grow" into a Board position? What does this look like?
52. How can cross-training be used with the Regional Board?

### **Chapter 20: Investing in People: The HR ROI**

53. What is the Return on Investment of your participation on the board—for you, for your institution, others?
54. How do we invest in our regional members?

### **Chapter 21: Let me Help You Find a New Job**

55. Discuss: *"It takes courage to show your dreams to someone else."* --Erma Bombeck
56. How does your campus react to a professional's resignation?
57. How can R4W better create networks & contacts for our members?

### **Chapter 22: Negative Listening**

58. Have you encountered a “negative Ned?” If so, how did you respond? How did the interaction affect you or your perception of the person?
59. How can R4W promote a culture of positivity?
60. Chapter 22 is all about negative listening. Heath argues that often times when we listen through a negative lens we cause failure before there is even a legitimate attempt. Can you think of an example of this in your work? How might we avoid this within our Regional roles?

### **Chapter 23: Even Geniuses Can Fail**

61. List 3 goals for your position on the Board. How can you commit to accomplishing these goals?

### **Chapter 24: Keep Your Edge**

62. In what ways can the Board encourage feedback & even criticism from the regional membership?
63. How can we “stay in touch” with the needs of the region?

### **Chapter 25: Confronting Fear & Surviving the Epic Crisis**

64. What are the epic crises of higher education? How can R4W help to address these crises & “neutralize the gorilla?”

### **Chapter 26: Blow it Up**

65. Discuss: *“Some people think it’s holding on that makes one strong; sometimes it’s letting go.”* --Sylvia Robinson
66. What, if anything, does our Region hold on to that we should let go?
67. What problem or obstacle have we been tinkering with for too long (“persistent patching”)? How can we start over?

### **Chapter 27: Why Wait?**

68. What obstacles does R4W face in accomplishing our goals?

### **Chapter 28: I Can’t Find My Ball**

69. What can we “remake?”
70. What is changing in the world around us? How can & should R4W address these changes?

### **Chapter 29: It’s the Economy, Stupid**

71. Discuss: *“Those who fail to learn from history are condemned to repeat it.”* --Winston Churchill
72. Do you know your R4W history? What would be good to know?

### **Chapter 30: Change Is My Drug of Choice**

73. As R4W moves forward, how should we change to continue growth & development?