

**The Association for Student Judicial Affairs**

**Five Year Strategic Plan**

***Moving ASJA to Maturity: Years Eighteen to Twenty-Two***

**Final Report to the National Board of Directors**

**Presented for Adoption and Acceptance  
February 2005**

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Association for Student Judicial Affairs  
Five Year Strategic Plan  
*Moving ASJA to Maturity: Years Eighteen to Twenty-Two*  
Presented for Adoption and Acceptance February 2005

**Background**

This document is the result of a year-long process based on the Drucker Self-Assessment<sup>1</sup> model (see Exhibit 1 for a summary of the process followed by the ASJA board). The process engaged the 2004-2005 ASJA Board of Directors (see Exhibit 2 for a listing of members) in approximately 15 hours of strategic planning sessions at their summer and fall board meetings. In addition, several iterations of the final document were shared with the board electronically for feedback. A scan of future trends and emerging issues, detailed environmental information—both internal and external (see Exhibit 3), and information related to the Association’s primary customer, the ASJA member (see Exhibit 4) were considered in formulating this strategic plan.

<sup>1</sup>For more information on the model, see the website of the Peter F. Drucker Foundation ([www.pfdf.org](http://www.pfdf.org)).

**Mission of the Association**<sup>2</sup>

“To facilitate the integration of student development concepts with principles of judicial practice in a post-secondary educational setting, and to promote, encourage and support student development professionals who have responsibility for student judicial affairs.”

<sup>2</sup>Adopted in 1988 and excerpted from the ASJA Constitution.

**Goals**<sup>3</sup>

1. Evaluate the Association’s current organizational structure and implement changes necessary to better serve the membership and accomplish the Association’s goals.
2. Utilize technology to optimize the Association’s program and service delivery.
3. Position the Association to operate at the national level and to be recognized as the authoritative source of information related to collegiate student conduct and discipline.
4. Increase both the Association’s membership and the number of institutions of higher education represented within the membership.
5. Increase Association revenue to support enhancement of member programs and services and to ensure the Association’s survival and growth.

<sup>3</sup>These goals emerged from a board planning session held October 6, 2004 and subsequently received unanimous approval by the board.

**Goals, Objectives, and Action Steps**

**Goal 1: Evaluate the Association’s current organizational structure<sup>4</sup> and implement changes necessary to better serve the membership and accomplish the Association’s goals.**

Objective: Determine the ideal volunteer leadership structure to accomplish the Association’s mission (to include elected and appointed volunteer positions) and present a recommendation to the board by June 2006.<sup>5</sup>

Action Items:

- Review and evaluate not for profit associations re: leadership and volunteer structures, national/regional structures, central office operations, membership levels/dues (institutional and/or individual) by fall board meeting 2005.

<sup>4</sup>The Association was originally arranged according to federal court circuits for, among other reasons, the purpose of communicating decisions of the courts. However, this arrangement may need to be evaluated to determine if it is the best structure for conducting regional activities given the large geographic areas covered by some circuits.

<sup>5</sup>Dates associated with goals, objectives, and actions items throughout this document are intended as targets and should be considered tentative. It is anticipated that the targets will be reviewed frequently and revised as appropriate.

- Review and evaluate the Association’s current regional organizational structure (circuits) and determine most appropriate regional organizational structure and present a recommendation to the board by fall board meeting 2005.
- Review and evaluate the Association’s current use of volunteer committees and task forces and determine most appropriate use of volunteer committees and task forces and present a recommendation to the board by fall board meeting 2005.
- Review and evaluate the Association’s current board of directors structure and determine most appropriate board of directors structure and present a recommendation to the board by fall board meeting 2005.
- Evaluate recruitment and retention processes to ensure broad based volunteer involvement and to create meaningful opportunities for members to be involved with the Association by fall board meeting 2005.
- Evaluate election process and consider implementing elected positions within circuit/regional organization by fall board meeting 2005.
- Propose constitutional revisions related to organizational structure (if required) by fall board meeting 2005.

Objective: Determine the ideal role of the executive director and ASJA central office required to accomplish the Association’s mission and present a recommendation to the board by June 2006.<sup>6</sup>

Action Items:

- Hire executive director to assist in review of Association structures and operations by July 2005.
- Evaluate central office staff patterns and needs by conference board meeting 2006.
- Coordinate and integrate technology plan to ensure compatibility with mission, processes, and structure of the central office by conference board meeting 2006.

**Goal 2: Utilize technology to optimize the Association’s program and service delivery.**

Objective: Develop technology capabilities beginning immediately and ongoing thereafter.

Action Items:

- Develop a strategic information technology plan for the Association by February 2005 and implement by June 2005 (which should be updated biannually, i.e. 2007, 2009)
- To include:
  - Development of a management information system to track member information and service use and with tools that allow information queries
  - Assessment of central office technology needs to include email, word processing, database applications, financial/accounting, web software, and listserv/discussion board software.
  - Conducting a professional critique and review of the ASJA web site as it currently exists

<sup>6</sup>The intent of the 2004-2005 board was to hire an executive director prior to July 2005. The ideal role for the executive director should be determined by the board in conjunction with the executive director over the course of this objective’s implementation.

- Regularly benchmark technology uses by corporate and not for profit organizations and determine appropriate transfer to ASJA operations.
- Create sections within the web site for resources targeted at different levels of membership or potential membership (for example, graduate students, coordinators, hearing officers, deans, vice presidents) as needed and as soon as practicable.

Objective: Utilize current and emerging technology beginning immediately and ongoing thereafter.

Action Items:

- Ensure that the Association website provides access for members to relevant information and necessary services as soon as practicable. (passive delivery/self-help)
- Utilize technology to deliver services and programs to members at a distance by conference board meeting 2005 and ongoing thereafter. (active delivery of educational resources)
- Use technology to serve Association activities such as conference registration, institute registration, membership renewal, etc by conference board meeting 2007.
- Seek revenue generation options using technology based resources (for example, career search and merchandise sales) by conference board meeting 2005 and ongoing thereafter.
- Promote resource sharing clearinghouse that can be utilized via the web site as soon as practicable.

Objective: Manage information and technology to be responsive to member needs

Action Items:

- Employ a full or part-time technology staff member by summer board meeting 2007.
- Provide regular updates to members regarding updates to web site and reminding membership about information available on the web site by June 2005 and ongoing thereafter.
- Conduct an assessment of the membership related to what the membership would value regarding the Association's web site by September 2005.

**Goal 3: Position the Association to operate at the national level and to be recognized as the authoritative source of information related to collegiate student conduct and discipline.<sup>7</sup>**

Objective: Develop publishing mechanisms, channels, and opportunities by fall board meeting 2006

Action Items:

- Develop a mechanism(s) to actively and frequently report<sup>8</sup> practical and usable information specific to:
  - The consortium on governmental affairs,
  - Case law relevant to judicial affairs, and
  - Legislative activities and trends that may impact judicial affairs by October 2006
- Begin issuing opinion<sup>9</sup> statements and papers on behalf of the Association related to legal decisions and case law trends and their impact on our profession and student development by October 2006.

<sup>7</sup>This goal is conceptualized as two phases. The Association must first establish itself as a national voice and it may then operate as such. It should seek out opportunities, prove itself through performance, and then seek greater opportunities.

<sup>8,9</sup>It is envisioned that the report will be an objective review and the opinion statements and papers will take a specific position on behalf of the Association.

- Develop, publish, and market judicial affairs literature endorsed by ASJA (whitepapers, monographs, and books) by June 2005.
- Develop a mentoring program for experienced authors to work with members interested in becoming published by October 2005.
- Identify trends in the profession and match authors to produce information pieces on behalf of the Association by October 2006.
- Use current partnerships to market ASJA literature and resources (for example, NASPA, ACPA, AFA, FEA) by June 2005 and ongoing thereafter.

Objective: Identify and initiate collaborations, sponsorships and partnerships at the national level by October 2005

Action Items:

- Actively seek out co-sponsorships of at least five professional development programs specific to identified needs of members by October 2005.
- Articulate relationships with national organizations (for example, NASPA, ACPA, AFA, FEA, IACLEA, NACUA) by summer board meeting 2005.
- Promote and invest in ASJA presence at regional and national conferences and meetings of other student affairs/higher education associations by October 2005 and ongoing thereafter.
- Invite members of identified organizations to present/attend annual ASJA conference, institute, and/or board meetings by fall board meeting 2005 and ongoing thereafter.
- Identify and market ASJA members who are subject matter experts (student development, risk management, free speech, etc.) to speak and/or represent judicial affairs interests at key conference/meetings by October 2005.

Objective: Initiate assessment of and facilitate the study of our profession by February 2007

Action Items:

- Establish a committee to create benchmarking tools for judicial affairs by June 2005.
- Develop a self-assessment program for individual campuses to implement ASJA's benchmarking tools by February 2007.
- Develop other best practices and standards (identify and offer professional speakers, continuous evaluation and development of core competencies) by February 2007.

**Goal 4: Increase both the Association's membership and the number of institutions of higher education represented within the membership.**

Objective: Develop and implement strategies to recruit new members beginning immediately and ongoing thereafter.

Action Items:

- Utilize intentional, targeted marketing using print, web, email, and phone beginning immediately and ongoing thereafter.

- Initiate strategies to ensure the Association's membership is inclusive of underrepresented populations at least proportionate to the population of professionals working with student conduct by summer board meeting 2006.
- Use Chronicle of Higher Education to learn of promotions and new hires—send a letter of congratulations and invite membership (of the individual or those reporting to him or her) beginning immediately and ongoing thereafter.
- Utilize circuit representatives to actively recruit new members beginning immediately and ongoing thereafter.
- Actively recruit institutional general counsel/legal counsel to become members beginning immediately and ongoing thereafter.
- Target past members that are no longer active with a membership renewal campaign beginning immediately and ongoing thereafter.
- Update Association's marketing materials (web and printed brochure) as soon as practicable.
- Continue current practice of Association president mailing letters to university presidents inviting their staff members to join ASJA beginning immediately and ongoing thereafter.
- Publicize and promote the basis of student development among our colleagues in various functional areas (student activities, Greek life, recreational sports, residence life) and how student development applies to judicial affairs by the summer board meeting 2006.
- Promote ASJA at other associations' meetings via exhibits, presentations, etc. beginning immediately and ongoing thereafter.
- Create and promote a list of what an ASJA member receives from the Association/membership in the Association beginning immediately and ongoing thereafter.

Objective: Develop and implement strategies to retain current members beginning immediately and ongoing thereafter.

Action Items:

- Utilize ongoing member research to learn what our members need and value beginning immediately and at least on an annual basis thereafter.
- Develop professional development curricula in such a way that members may secure appropriate continuing education units (legal, mediation, or other) by June 2005
- Establish discounted fee for members who attend both conference and institute by June 2005
- Limit listserv access to members only and examine how the listserv is used to share accurate, timely, and useful information with members by summer board meeting 2005
- Create a compact disc for sale that contains model forms, letters, and brochures
- Send Association president's newsletter to the entire organization to show what the Association's leadership is accomplishing
- Implement learning tracks for different types of members/institutions (SSAO, hearing officer, two-year, four-year) at the annual conference by conference board meeting 2006.

- Develop system for tracking current members’ movement from institution to institution (records/communication—example was a brag section within the website similar to an alumni magazine) by conference board meeting 2006.<sup>10</sup>
- Explore options for special funding/conference fee waivers or discounts for institutions with limited resources by conference board meeting 2006.
- Entice members to be involved with planning future conferences (for example, a contest to pick a theme three years out) beginning immediately and ongoing thereafter.
- Continue current projects to retain members (renewal statements; telephone contact with lapsed members) beginning immediately and ongoing thereafter.
- Explore options for reduced conference/institute fees for large groups attending from same institution by conference board meeting 2006
- Sponsor a smaller scale regional conference in a high density membership area as a pilot to determine feasibility of this type of professional development activity by fall board meeting 2007.

<sup>10</sup>The intent, though, is to give members an incentive to inform the Central Office of address, title, etc. changes because ASJA often loses track of members during career transitions.

**Goal 5: Increase Association revenue to support enhancement of member programs and services and to ensure the Association’s survival and growth.**

Objective: Seek new opportunities for revenue generation beginning immediately and ongoing thereafter.

Action Items:

- Increase dues and create a process to monitor and increase dues as necessary thereafter in order to maintain optimum member programs and services by February 2005.
- Explore the feasibility of hosting web casts/online training opportunities as a source of income beginning immediately and ongoing thereafter.
- Explore the feasibility of providing professional literature as a source of income beginning immediately and ongoing thereafter.
- In addition to Gary Pavela’s more general “Law and Policy Report,” explore the feasibility of providing specific and ongoing case law synopsis/review that includes implications for practice as a source of income by September 2005.
- Explore the feasibility of providing a benchmarking tool and self-assessment program as a source of income by conference board meeting 2007.
- Explore conference career/placement opportunities that may lead to resource generation by conference board meeting 2007.
- Seek out and develop relationship/sponsorships with technology-based companies that support judicial affairs or student affairs (databases, Alcohol 101, Student Voice, etc.) by conference board meeting 2006.

- Objective: Examine current Association practices and opportunities for revenue generation beginning immediately and ongoing thereafter.

Action Items:

- Benchmark other national associations' revenue generation practices by conference board meeting 2006.
- Review and evaluate current spending to determine if expenditures are aligned with Association priorities by September 2006.
- Review programs and services that could generate revenue and provide report to ASJA Board by summer board meeting 2005.
- Revisit Association's financial strategic plan and update for the future by September 2005.
- Review the role of the Associations Finance Committee and determine their role related to the Association's opportunities for revenue generation by summer board meeting 2005.
- Increase Institute tuition to be commensurate with other association institutes by March 2005
- Explore alternatives to enhance job listings as a source of income by conference board meeting 2005.
- Link listserv access and participation to ASJA membership benefits by summer board meeting 2005.
- Aggressively market ASJA merchandise sales to members with goal of \$1500.00 per year by February 2006.
- Update current white papers and market as a source income as soon as practicable.
- Develop additional white paper topics and make available as a source of income by conference board meeting 2006.

## The Association for Student Judicial Affairs Summary of the Self-Assessment and Strategic Planning Process 2004-2005

The document entitled, “Moving ASJA to Maturity: Years Eighteen to Twenty-Two” and the associated strategic planning process is the result of more than a year’s work by the Association’s volunteer leadership. The process was initiated by then Association president-elect Dr. David W. Parrott. Sensing the need for the Association to move intentionally forward, Dr. Parrott asked Dr. Wynn Rosser to facilitate a process that would focus ASJA on its future role in the profession of student affairs. Dr. Parrott and Dr. Rosser considered several planning models, and chose the self-assessment and planning model promoted by the Peter F. Drucker Foundation<sup>1</sup>. The Drucker model was chosen because of its use of customer data; its purposeful look at current and future trends and the Association’s internal and external environment, its emphasis on defined results; and its focus on the organization’s purpose—its reason for existing.

<sup>1</sup>For more information on the model, see the website of the Peter F. Drucker Foundation ([www.pfdf.org](http://www.pfdf.org)).

The previous two boards had engaged in strategic planning exercises, the results of which informed the current process being reported. Outlined below is a summary of the major steps taken by the 2004-2005 board to complete this report.

### **Spring 2004**

Preparations for the self-assessment and planning process began in spring 2004 with development of a draft environmental scan with included internal and external factors and current and future trends (see attached Exhibit 3 for a final copy of the environmental scan). In addition existing internal member data was compiled and results of the executive director survey conducted in spring 2004 were examined for information relevant to the planning process.

### **Summer 2004**

In summer 2004, the ASJA board met in Salt Lake City, Utah in conjunction with the Gehring Institute. An entire day of the board meeting was devoted to self assessment and included an indepth review, discussion, and revision of the environmental scan; a review and discuss of the existing customer data (primarily demographic) and data regarding member interests from the executive director survey; and concluded with the board providing input into a list of items about which more needed to be known—both trends and customer data.

From mid to late summer, the enviromental scan was updated and revised and a customer survey was developed with the assistance of the ASJA research committee. The survey resulted in a summary document that was finalized for the fall board meeting.

### **Fall 2004**

The board met for its fall board meeting in College Station, Texas, and the board devoted almost an entire day to self assessment and planning. In addition to indepth conversations about the Association’s purpose and future direction, the board

accepted the revised environmental scan; reviewed customer data and research; and agreed to five goals and began formulating related objectives, and action steps. Following the board meeting, the goals, objectives and action steps were refined and shared electronically. Through an electronic feedback process, the goals, objectives, and action steps were further refined and agreed to.

### **Winter 2005**

During the winter months, the final report was prepared—including the final five-year strategic plan and related exhibits. The final report was presented to the Association board for acceptance and adoption during the board's meeting held in conjunction with the Association's annual international conference.

The Association for Student Judicial Affairs  
Members of the Board of Directors  
2004-2005

**President**

David W. Parrott

**President Elect**

Nona Wood

**Secretary**

Jackie McHargue

**Treasurer**

Carolyn Brightharp

**Directors at Large**

Janet Richardson—Circuits 1 & 2<sup>1</sup>

Hedi Hartzel—Circuits 1 & 2

Daniel Cummins—Circuits 3 & 6

Donna Hight—Circuits 4 & 11

Matthew Lopez-Phillips—Circuits 5 & 10

Aisha Kenner—Circuits 7 & 8

Alan Muia—Circuits 9 & International

**2005 Conference Chair**

Gary Dickstein

**2005-2006 Gehring Institute Chair**

Ann C. Goodman

<sup>1</sup>Janet Richardson served less than one year, but participated in both strategic planning sessions and in the electronic revisions of the document. Heidi Hartzel was appointed to complete the balance of year one and year two of the term and participated as a voting member when the plan was presented for acceptance and adoption.

## The Association for Student Judicial Affairs Environmental Scan for the Profession and the Association

Drafted June 12, 2004 and Finalized October 9, 2004

In the Drucker strategic planning model, the environmental scan is a process for discovering and documenting facts and trends in the operating environment that are likely to affect the organization in its future work. The environmental scan is used to orient self-assessment participants and serve as a context for the organization's planning.

To develop the initial draft of the environmental scan, a variety of professionals in the field were interviewed and the last 1,000 messages (as of June 5, 2004) sent to studentjudicial@yahoo.com were reviewed to identify issues for the environmental scan. Issues from both the interviews and discussion group messages were grouped into themes to better organize the document. The board used the initial draft as a starting point and spent many hours at the summer 2004 board meeting thoughtfully considering and revising the identified issues. The scan was accepted as a final document at the board's fall 2004 meeting.

Items are grouped below into broad theme groups for ease of understanding.

### **Demographics (changing demographics of current and potential customer groups)**

- Addressing needs of community colleges & private schools
- ASJA has a small number of members from: community colleges, historically Black colleges and universities, and Native American colleges
- The conference's emphasis on senior student affairs officers (SSAO) should bring more SSAO members to the Association
- For many professionals, conduct work is not their sole responsibility, how can ASJA help them integrate conduct work into multiple responsibilities
- Most members are new to the field of judicial/conduct work and most are relatively new professionals
- There will be a more diverse professional workforce (with diversity defined in its broadest sense—beyond race/ethnicity and gender)
- We will most likely have more members who are senior student affairs officers
- The Association may be able to attract staff members with responsibility for student conduct/discipline at graduate/professional schools and technical/proprietary schools

### **Evolving Community Issues and Conditions (the organization might address or help its members address)**

- Increasing demand for “control” of students' off campus behaviors.
- Increasing numbers of cases involving alcohol, drugs, and other serious behaviors (especially related to psychological disorders).
- Lack of support for/understanding of the conduct officer's role on campus.
- The ability to recruit, hire, and retain “qualified staff” for this special work we do.
- Staying focused on an educational conduct process and linking our work to the educational mission of the institution. There is more and more emphasis on assessment and learning outcomes to show our effectiveness.
- The continuing presence of hazing
- Freedom of expression versus civility and the very complicated issues associated with both.
- Hate speech / civility is a growing issue
- Tension related to race/ethnicity, gender, and sexual orientation.

- The role of the University related to off campus behavior; riots and campus unrest; and behavior at sporting events.
- Time demands on members and the ability to attract dedicated volunteers.
- Proactive educational responses are expected to emerging community issues and conditions. No longer is it “acceptable” to be reactive. If we remain reactive, others (generally less knowledgeable) dictate how we conduct our business.
- Increasing pressure to assume greater jurisdiction off campus and expand issues addressed
- Local elected officials—judges, prosecutors, city council members, donor expectations, and alumni expectations
- Balancing relationships for urban universities with neighbors, govt. officials, students, administration
- Working with medicated students
- Working outside of silos with disability services staff
- Education needed re sex offenders – psychological & other characteristics
- Luring by computer
- Sexual harassment
- Continuing education (open enrollment)
- Presence of underage students visiting campus or attending the institution
- Behavioral issues associated with university-owned housing for families, especially domestic violence
- Technology’s impact on community building, for example students in the same hall residence hall instant message each other rather than walking down the hall to talk
- Technology’s relationship to innovative ways to cheat and sexually harass
- Behavioral issues related to international students and U.S. students who travel abroad on institution sponsored trips.

#### **Relevant Cultural or Social Trends (that may impact the customer)**

- Changing notion of the property interest associated with an undergraduate degree. A trend may be developing that shifts the property interest traditionally associated with graduate and professional degrees down to the undergraduate level. Thus, requiring more due process and resulting in litigation if students/parents are not satisfied with the outcome of a student conduct proceeding. This increased property interest seems to be taking hold—several recent court cases are witness to this.
- Increasing litigation of all types, but especially related to campus discipline.
- Parents that are described as helicopter parents or hovering and that are unable and/or unwilling to allow their children to take responsibility for their child’s own behavior.
- The millennial generation and the characteristics generalized to this generation.
- Students’ and parents’ retail or customer mentality and the increasing cost of higher education, which contribute to an entitlement mentality i.e. “I’m paying for this, the rules don’t apply to me, and you can’t make me do it.”
- Non traditional diverse students: Does student development theory apply to them?
- Push to send students to study/live abroad. What does this mean for judicial affairs?
- Overall integrity issues/students’ “by any means necessary” mentality
- Witness to ethical/behavioral failings of others provides an opportunity for reflection—are we facilitating the reflection?
- Civility (teaching people proper avenues for dispute resolution)
- The continued tension between liberals and conservative, and the growing conservative voice.
- Affirmative action continues to be debated.
- Gender identity & social justice issues/perspectives/education
- Violent behavior – sexual assault, domestic violence
- Race relations and hate crimes

- Group behavior/group think issues which create issues, especially related to riots and fan behavior at sporting events
- Line blurring between public & private institutions—what does this mean practically?
- Our student populations are becoming more diverse, and in the near future, the White majority will become a minority.

### **Trends in the Economy and Funding Environment**

- Resource issues at institutions of higher education characterized by shrinking or tight travel budgets/professional development budgets and smaller staffs (making it difficult for staff members to be out of the office for travel or participate as an Association leader/volunteer).
- Increasing number of unfunded legislative mandates: local, state, federal. The norm seems to now be that an expectation will be created, but no funding will be allocated to accompany the expectation.
- Accountability & justifying funding (assessment). Can we demonstrate that learning occurs in our processes?
- Competition from other professional associations for membership dollars and conference registrations. With tightening budgets, members are being forced to choose.
- Association membership and budget numbers are at a plateau
- Membership dues increase in difficult times
- Insufficient institutional commitment (\$) to ASJA
- Grant writing may become a necessity for our members. How many have experience or success in this area? What are likely funding sources?

### **Politics, Legislation, and Regulation** (that affects the organization and those it serves)

- How to stay on top of constantly evolving local, state, federal mandates
- Lack of ASJA voice at federal level
- Increasing regulation, for example, FERPA, the Campus Security Act, and HIPPA, Title IX (Do we need to provide education re: sexual assault intimate partner violence related to Title IX?)
- Missing student legislation that is currently moving through the federal system
- Fire safety legislation
- No clear guidelines to implement sex offender notification laws/policies
- Loss of financial aid threat
- Trend to remove access to federal financial aid for behavioral issues (ie. drugs)
- Copyright issues and judicial affairs evolving role in enforcing
- Outside accountability-pressure
- Sanctioning – waiting for a call for mandated sanctioning from external forces
- Public safety departments referring to judicial offices
- Involvement of external police in on-campus police investigations (mandated)

### **Competition and Collaboration**

- Who should we be working with to develop better trained and more knowledgeable professionals? What skills would they possess?
- We need more training re: sexual assault/consent
- Increased competition to provide education and training from others outside of ASJA
- Sanction modules thru reslife.net
- Lobbying
- Academic integrity/citizenship faculty collaboration (academic administrators)
- Mediation assessment
- Sometimes volatile relationships with campus police/public safety departments.
- Police – on/off campus

- Opportunities for more work with the International Association of College Law Enforcement Administrators (IACLEA); Association of College and University Housing Officers International (ACUHOI); AFA; NASPA; other national associations (and their regional organizations)

**Emerging Technologies and Approaches** (New technologies, models, or methods)

- Impact of technology on students, especially instant messaging and building community on campus; cell phones and cell phone cameras; technology's impact on students ability to cheat (making it easier to do so).
- E-mail / IM misconduct / text messaging
- Issues with students in distance learning programs / what to do? / how to address
- Computer hacking / copyright / downloading music, movies, etc.
- Cell telephone / voice recording and transmitting technology in discipline hearings
- Video phones / picture phones / webcam
- Online resources / academic dishonesty detection
- A heightened interest on campuses in academic integrity and technology's impact on the ease of cheating.
- Impact of technology and technology's role in a professional office to include databases, information management/overload, ease of sharing information between campuses and across the profession, and technology's impact on educators' ability to detect cheating. Move towards paperless offices.
- Paper flow management / accuracy / record keeping
- Online education models, for example the Advanced Distance Learning Network (ADLN) courses – how to teach student development to folks who get education online
- Distance learning and how to detect violations of academic integrity
- Technology and ASJA service delivery (cost saving)

# The Association for Student Judicial Affairs Member Profile and Salary Survey

## Executive Summary for the Board (Member Profile Questions Only) *September 2004*

### **Methodology**

The ASJA Member Profile and Salary Survey was developed with Dr. Kelli Peck Parrott who represented the ASJA research committee. Development began in the month of July and was completed in August with final edits in early September. The survey was conducted via the Internet using a popular survey tool, SurveyMonkey.com. All non-vendor/exhibitor, active members with a valid email address were selected for participation in the survey (n=1550). Names and email address were loaded into SurveyMonkey.com's list manager, and the survey was released into the field Saturday, September 11. The initial email message resulted in 471 responses. A reminder email message was sent to all non-responders Monday, September 20. The reminder garnered another 172 responses. The survey closed Friday, September 24. The response rate was 41% or 632/1550.

Twenty-five questions were asked, and most questions were multiple choice, single response style questions. Several allowed multiple responses, and several allowed comments. One question was open ended.

SurveyMonkey.com provides a basic descriptive data summary. In addition, data were downloaded into SPSS to allow for more detailed analysis and comparison. In addition to frequency counts, crosstabulations were generated to better understand the relationship between specific variables. The open ended question received 193 responses. Data gained from the open ended question and write-in comments submitted for others were analyzed according to basic naturalistic guidelines (sort and theme analysis). Results of data analysis are presented in the next section.

### **Data Analysis**

#### Personal and Situational Characteristics (Questions 23-25)

Males and females were approximately equally represented. Approximately 80% of respondents were White, 11% were Black or African American, and almost 3% were Hispanic. Geographically, responses were somewhat equally distributed except for circuits 10, 11, and international. Interestingly, 40.6% (245) of respondents indicated that they did not know to which circuit they belonged.

#### Membership Information (Questions 1-2)

Of the 630 responses to question 1 regarding length of membership in ASJA, 369 (60.1%) have been members four years or less. Only 44 respondents (7%) have been members for 14 years or more. When asked how long respondents had been student affairs professionals, the most often given response was from five-ten years (189 or 30.2%). Of the 626 responses, 522 (83.4%) had been student affairs professionals five years or more with a near majority falling into the five to fifteen year groupings (295 or 47.1%).

Forty respondents have been doing judicial/student conduct work three years or more, but have been ASJA members less than one year. Interestingly, most respondents have been student affairs professionals for five years or more, but have been a member of ASJA for four years or less.

#### Current Institution (Questions 3-4)

Respondents tended to be from public (59.7%), four year (76.8%) institutions. Single campuses were slightly more represented than were multiple campus institutions, and urban or suburban campuses were more represented than rural campuses. Only 47 (7.5%) respondents were from two-year institutions, and HBCU or ethnically focused institutions represented only 1.1% of the responses. Respondents were given the opportunity to specify an "other" response. Eight individuals described their institutions as being located in a small town or city; three were from women only institutions; two were from professional schools; and one described their institution as 75% international students.

#### Members' Responsibilities (Questions 5-10)

Of the 624 respondents to question five, 582 (93.3%) indicated that student discipline was at least a portion of their job responsibilities or someone's job who reported to them. Supervision of other staff members was indicated by 387 (67.4%) individuals. When asked the percentage of time in a typical work week spent dealing with student

conduct/judicial affairs, the most often given response was 0-25% (188 or 32.7%); second most was 76-100% (151 or 26.3%).

Most respondents have had student discipline as a portion of their job responsibilities from three-ten years (314 or 54.7%). However the most often indicated timeframe was three-five years (159 or 27.7%). Only 77 individuals (13.4%) have been doing student discipline related work less than two years. Individuals with student discipline related experience for more than 16 years represented 19.1% (110) of respondents.

Members were asked to indicate from a list of responsibilities which they considered to be their typical job responsibilities. Items that were selected by at least 30% of respondents are listed below in the order of most often to least often selected.

- Development of institution-wide policies related to student conduct/judicial affairs
- Conducting student disciplinary hearings
- Reporting serious behavioral/conduct issues to higher administration officials
- Responding to incidents of sexual violence
- Conducting student disciplinary investigations
- Responding to incidents resulting from a psychological disorder
- Interacting/working with attorneys internal to your institution/institutional general counsel
- Coordination of a disciplinary panel or board
- Supervision of full-time professional staff members
- Conducting student discipline appeal
- Reporting related to the Clery Act
- Interacting with attorneys external to your institution
- Conducting student organizational misconduct investigations
- Conducting student organizational misconduct hearings
- Reporting related to other state/federal statute
- Conducting academic misconduct hearings
- Interacting with media representatives inquiring about serious behavioral/conduct issues
- Conducting academic misconduct investigations

Respondents were allowed to write-in other responsibilities. Items submitted varied greatly; however, mediation and alternative dispute resolution were listed several times.

Finally, members were asked if, in their role as a student conduct/judicial affairs professional, they often interacted with students over the traditional college age. Of the 574 respondents, 319 (55.6%) indicated “no (they did not),” and 255 (44.4%) indicated “yes (they did).”

Crosstabulation generated interesting information related to the percentage of time members spend on student conduct/judicial work and their responsibilities. Respondents who indicated 0-25% of their time was spent on student conduct/judicial are more likely to supervise. This group was also most likely to work on institution-wide policies. Respondents who indicated 76-100% are more likely to be responsible for reporting related to the Clery Act. The same percentage (76-100%) is more likely to deal with an external attorney; 0-25% and 76-100% were about equally as likely to deal with internal attorneys. Respondents in the 76-100% category were also more likely to conduct discipline hearings and work with discipline panels.

Crosstabulation of the questions dealing with institution type and whether or not members interact often with students over the traditional age produced a few notable points. Respondents from private institutions and church related institutions did not interact with students over the traditional age very frequently. Community college respondents did often interact with students over the traditional age.

#### Members' Professional Setting (Questions 11-15)

Most respondents (357 or 57.8%) described themselves as experienced professional or mid-manager. Graduate students with no full-time experience represented only 1% (6) of respondents. New professionals numbered 48 (7.8%). Senior professional was indicated by 184 (29.8%), and faculty made up 1.5% (9) of respondents. When the categories of experienced and senior professionals are combined, 87.6% (541) of respondents are included. Most frequently, respondents have been in their current position from one-five years (360 or 58.3%); however, the timeframe of six-ten years was indicated by 110 (17.8%) respondents.

When asked to indicate job title, the most often selected were dean of students (or its derivatives); next was director (or derivatives); followed by vice president/vice chancellor (or derivatives); and then coordinator (or derivatives). Most respondents are located within a dean of students' office (191 or 30.9%); followed by the vice president's office (143 or 23.1%); followed by residence life and housing (111 or 18%); and then university judicial office (81 or 13.1%). Greek life, academic affairs, and student activities/programming were represented, but slightly so. Responses to the opportunity to write in an "other" location varied, but were typical (interestingly, several specific academic colleges were listed). Respondents most often reported to a vice president for student affairs (185 or 30%) or a dean of students (161 or 26.1%).

A crosstabulation of the questions related to professional level and length of ASJA membership was produced. Most respondents (87.5%) considered themselves either "experienced professional/mid-manager" or "senior professional," and most respondents (59.7%) have been members 4 years or less. When these same two professional levels are crosstabbed with years of judicial experience, the result is 24.6% of respondents have been doing judicial work for three-five years, and 26.7% of respondents have been doing judicial work six-ten years. In other words, there are two similarly sized groups of respondents who consider themselves either experienced or senior professionals who have been doing judicial work for either three-five or six-ten years. Analysis of the crosstabulation of questions related to professional level and years as a student affairs professional confirmed that most respondents have been student affairs professionals for five-fifteen years, with most of those in the five-ten year range.

#### Members' Educational Background (Questions 17-19)

When asked about educational background, 37% (192) of respondents answering this question indicated a master's degree focused on student affairs administration; another 15.5% (75) of those answering this question indicated a general higher education master's degree; and 108 (20.8%) answering this question indicated a master's degree in counseling psychology or educational psychology. A master's degree not related to higher education was selected by 102 (19.7%) respondents answering this question. Forty-two (42) respondents marked other, and their write-in was typically a specific type of master's degree (i.e. MBA or MPA).

When asked to describe their doctoral programs, respondents most often indicated a generally focused higher education doctorate (66 or 50% of those answering the question); next was a student affairs focused doctorate (29 or 22% of those answering the question); followed by a doctorate not related to higher education (13 or 9.8% of those answering the question); and finally a doctorate in counseling psychology or educational psychology (9 or 6.8% of those answering the question). Fifteen (15) respondents marked other, and their write-in was typically a specific type of doctoral degree. Twenty-seven (27) respondents indicated completion of a juris doctorate.

#### Members' Professional Development Activities (Questions 20-22)

Members were asked how many ASJA annual international conferences they had attended. The most often indicated response was none (170 or 27.5%). Attending one conference was next (119 or 19.3%). Conference attendance for more than 6 years was indicated by 101 (16.6%) respondents.

Members were asked how many Gehring Institutes they had attended. More than half of respondents (348 or 56.7%) have not attended a Gehring Institute. Attending one institute was selected by 195 (31.8%) respondents. Attending two was selected by 51 (8.3%) respondents. Attending three was indicated by 12 (2%) respondents. Attending four or five or more was chosen by four (0.7%) respondents each.

Analysis of the crosstabulation of questions related to number of conferences attended and years experience in judicial/student conduct work revealed 117 (20%) respondents who have been doing judicial/student conduct work 3 years or more and who have never attended the annual international conference. Similarly when comparing number of Gehring Institutes attended with length of ASJA membership it was determined that 207 (33.7) respondents who have been members for one year or more have not attended the institute. When one considers members of five years or more, 136 (22.1%) have not attended an institute.

Two interesting items resulted from crosstabulation of questions related to circuit and attendance at the conference and institute. Of respondents who had attended at least one conference, 117 (19.3%) did not know to which circuit they belonged. Similarly, 90 respondents who have attended at least one institute did not know to which circuit they belonged. (Note: It is possible for there to be overlap between the numbers 117 and 90—the two groups are not mutually exclusive.) When those who did not know their circuit are referenced against their years of membership in

ASJA, 178 respondents who have been members for one or more years did not know to which circuit they belonged. When members of one-two years are considered, the number is 79; for members of three-four years the number is 41.

Question 22 provided an opportunity for respondents to write-in a response to the question, “What specific needs could ASJA address that would benefit your professional development?” There were 193 responses, and many respondents chose to address several areas in their comments. When more than one area was mentioned, the comment was broken up into stand alone segments. General, non-specific positive statements were removed, resulting in more than 210 comments. For this summary only “major” themes and sub-themes—those that appeared most frequently—will be listed. The following major themes and major sub-themes emerged (listed parenthetically):

**Association Sponsored Conferences** (Audiences, Conference Location, Regional/State/Local Conferences, Topics, General Comments)

**The Gehring Institute**

**Program/Service Delivery** (primarily electronic)

**Focusing on Student Development: Sanctioning and Balancing Educational Approach with Punitive Approach**

**Content Areas of Interest** (Law, Policy, and the Courts and Dealing with Psychological Disorders and Mental Health Issues)

**Best Practices and How to . . . .**

**Target Populations** (Community and Two-Year Colleges; Student Affairs Generalists; Senior Student Affairs Officers)

**Support for Research and a Professional Journal**

**Career Networking and Enhancement**

## **Conclusions**

Based on a review of the data, following are conclusions for consideration.

- A large number (87.6%) of respondents consider themselves to be either experienced or senior professionals.
- Respondents were relatively experienced or senior professionals, but were relatively new members to ASJA. Most respondents had been student affairs professionals five years or more, had been in their current position five years or less, and had been a member of ASJA 4 years or less. Most respondents had been doing judicial/student conduct work 10 years or less.
- Only about one third of respondents completed a master’s degree program specifically focused on student affairs administration in higher education.
- Frequency of conference attendance is closely tied to membership length. Respondents who had been members longer tended to have attended more conferences.
- For the Gehring Institute, there is a big target audience of members who have never attended.
- There appears to be great potential for membership growth among professionals from two-year institutions and HBCUs.
- For respondents to this survey, there is some interest in moving the conference and looking at alternative locations to providing professional development (regional, state, or local conferences)
- There is interest in using technology to deliver programs and services.
- Several content items appeared multiple times. Among these were: Law, Policy, and the Courts and Dealing with Psychological Disorders and Mental Health Issues.
- Members are looking for best practice information and the “best” or “right” way to manage their responsibilities.
- Several specific target populations emerged. Among these were: community and two-year colleges, student affairs generalists, and senior student affairs officers.
- Among respondents to this survey there is some interest in a professional journal and support for research.