



**Strategic Plan
October 2021-October 2026**

- VISION:** ACES advances professional counseling through counselor education and supervision.
- MISSION:** The mission of ACES is to enhance the practice of professional counseling through the promotion of culturally relevant and effective counselor education and supervision.
- VALUES:** The contributions of ACES, the largest Division of ACA, is based on a set of values that permeates the Association, its vision, and its mission. Integrity, professional growth and education, collaboration, advocacy, diversity, legacy, networking, professional identity, fiscal responsibility, and addressing membership concerns are the principles that guide the efforts of its Governing Council, its regional structure, and the members who comprise each of the five Regions (North Atlantic, Southern, North Central, Rocky Mountain, and Western).
- PURPOSE:** The purpose of the five-year strategic plan is to provide continuity of vision, mission, values, and goals from year to year and from Governing Council to Governing Council so that the goals and initiatives of the strategic plan can be realized, further developed, and shared with members of ACES to provide the education and supervision needed by professional counselors so they can best serve their clientele.
- FOCUS AREAS:** The focus areas identified in the strategic planning process in 2020-2021 include: **Diversity, Resources, Graduate Student Inclusion, Social Justice and Advocacy**. As a result of further strategic planning development in 2021, **Anti-Racism** was added to Social Justice and Advocacy.
- CORE AREAS:** The five core areas of Counselor Education & Supervision (Teaching, Leadership & Advocacy, Counseling, Supervision, and Research & Scholarship) within which our **focus areas** are situated are essential in this strategic plan.

Introduction and Contextual Statement

The purpose of the ACES Strategic Plan (SP) is to provide continuity of vision, mission, values, and goals from year to year and from Governing Council to Governing Council so that the goals and initiatives can be realized, further developed, and shared with members of ACES to provide the education and supervision needed by professional counselors. In the spirit of empowering ACES for continued growth as an organization, we provide this introduction and contextual statement to provide clarification in 1) how this SP is presented, and 2) how to read and understand this document. This document begins with the definitions and meanings of each Focus Area, then provides objectives for each Core Area, and showcases a visual representation of the intersection of Focus and Core areas of this SP. It is our goal that every member of ACES sees the added value and benefits of the initiatives presented within each Focus and Core area. We call upon each chair/co-chair of the Core Area standing committees (Teaching, Counseling, Supervision, Leadership & Advocacy and Research and Scholarship) to take agency in determining the timeline of when initiatives are engaged and completed, and how they will be measured in consultation with the ACES Executive Council and/or Governing Council. We encourage focused attention by all leaders to the diversity pipeline within all initiatives. We encourage new initiatives to be in place by years 2-3 to enhance and provide structure for further developed initiatives during years 3-5. To ensure effective execution of the SP and in alignment with current practices, we suggest reports on the measurement of anticipated outcomes and progress on initiatives be provided to the ED, CDO and ACES Presidential Trio on a quarterly basis. The ACES SP committee members are available for consultation to each standing committee chair/co-chair and to the ACES EC as needed. Additionally, we provide overarching recommendations at the end of this document.

The ACES SP Committee understands their role in development of this 5-year plan as identifying “what” is important to ACES whereas the implementation of the “how” resides with the ACES EC, GC, staff, committee chairs, and interest networks. The ACES SP Committee views each ACES focus area (Diversity; Resources; Graduate Student Inclusion; Social Justice, Advocacy, and Anti-Racism) as distinct, yet recognizes the seamless connection in which they intersect and overlap. For example, Diversity, Social Justice, Advocacy, and Anti-Racism each contribute nuanced foci to the work we do as counselor educators and supervisors, yet each is connected to the others. In many cases, we distinguish these focus areas in the Tables below for clarity and simplicity yet recognize that there is “crosscutting” across Foci and Core Areas that must always be considered in context for the work of the organization. We have acknowledged that throughout the plan by marking the initiatives that seem most clearly cross-cutting with asterisks**, albeit other initiatives may also be viewed as crosscutting. Without this context, the synergy of these foci and core areas will be lost or at least diminished. Although it is beyond the purview of the ACES SP Committee to be prescriptive in “how” the SP is implemented, it minimally seems to necessitate collaboration. That is, while one group may be primarily tasked with a specific facet of the ACES SP, it seems incumbent on that group to work collaboratively with other committees and interest networks to elevate the talent within the organization. It is only in this way, working collaboratively for the good of the organization, that this synergy can be fully optimized. Upon completion of the ACES SP over the next five years, we believe that ACES will be positioned for a new phase of growth and development.

Respectfully submitted,

ACES Strategic Planning Committee Co-Chairs: Cassie Storlie and Craig Cashwell

ACES Strategic Planning Committee Members: Charmayne Adams, Hannah Coyt, Jan Gay and Gerard Lawson

FOCUS AREAS	Definitions	What does it mean?
Diversity	For ACES, Diversity is a value of in mutual respect and appreciation of the similarities and differences that make people unique. These similarities and differences can involve all dimensions of identity and include but are not limited to: race, age, culture, education, ethnicity, experience, gender, gender identity and expression, religion, affectional and sexual orientation, socioeconomic status, social class, relationship status, nationality, language, and ability (adapted from Inclusion Solution, 2021).	We value every person for the differences of identity, ideas, and interests they bring, and we actively work to engage with those people and their differences. For ACES members, we view diversity through an intersectional critical consciousness and recognize that there is not one universal definition of diversity. We can effectively apply all our talents, skills and experiences in pursuit of our mission and vision. We further recognize that diversity is not always visible and can reflect differences and similarities in thoughts, beliefs, attitudes, and values.
Resources	For ACES, Resources is a source of supply and support, information or expertise and includes the ability to meet and handle a situation (adapted from Merriam-Webster, 2021)	Resources include information and materials necessary for ACES members and the ACES organization to function effectively. Resources can be tangible and intangible (website information; networking and human resources/networking/relationships) and may include professional development opportunities (webinars) or monetary resources available to members (diversity scholarships, research grants).
Graduate Student Inclusion	For ACES, Graduate Student Inclusion entails the deliberate practice of actively engaging our graduate student members in all aspects of the ACES organization.	We believe in intentionally and meaningfully integrating graduate students in all aspects of ACES including but not limited to committees, IN's, taskforces, leadership, current programming and the construction of new programming. We commit to intentional policies and practices that provide graduate students a seat and voice at the table. We include graduate student inclusion in every element of the SP to communicate our dedication to the next generation of counselor educators and supervisors.
Social Justice	For ACES, Social Justice “focuses on helping to ensure that opportunities and resources are distributed fairly and help to ensure equity when resources are distributed unfairly or unequally” (Fouad et al., 2006, p.1).	We believe that individuals and groups of all aspects of society deserve access to opportunities, and just distribution of resources. We recognize and distinguish the differences between equity, equality, and liberation to support more socially just practices within the ACES organization.
Advocacy	For ACES, Advocacy includes actions taken <i>on behalf</i> and actions taken <i>with</i> an individual or group. Advocacy can assist by mitigating the "prevalence of oppression and the negative impact it has on human development" (Ratts & Hutchins, 2009, p. 269). In addition to client advocacy, professional and legislative advocacy are key components for the organization.	We take action to recognize and rectify if someone/someone's voice is missing from the table. We engage on behalf of and with those who are marginalized to advocate from micro to macro level systems, whether that be clients, students, ACES members or the larger community. Advocacy includes persistence and hope, passion and follow through and encompasses client, professional and legislative advocacy on behalf of counseling and counselor education & supervision within the five core areas.
Anti-Racism	For ACES, Anti-Racism “generates antiracist thoughts and ideas to justify the racial equity it creates by uplifting the innate humanity and individuality of BIPOC. Anti-racism recognizes that there are no traits inherent within a racial group solely because of the color of their skin” (NLC, n.d.)	We are intentional and actively identifying challenging racist structures, policies and behaviors and take action. “Anti-racism forces us to analyze the role that institutions and systems play in the racial inequities we see, rather than assign the blame to entire racial groups and their behavioral differences for those inequities” (Kendi, 2019).

CORE AREAS	OBJECTIVES
Teaching	The Teaching Core Area includes teaching-related programming and member services consistent with the ACES mission and vision to enhance the practice of professional counseling through the promotion of culturally relevant and effective counselor preparation. The Teaching Core Area includes tasks or initiatives related to teaching in CES.
Leadership & Advocacy	The Leadership and Advocacy Core Area include initiatives related to cultivating leaders and advocates, defined as multi-faceted to include but not be limited to, advocacy for individuals, marginalized groups, and the profession of counseling and counselor education. Initiatives can be related to ACES leadership, development of graduate students, and the overall effective functioning of the organization.
Counseling	The Counseling Core Area includes initiatives related to contemporary counseling issues and best practices, legislative developments that directly impact counseling practice, and overall trends in counseling services to inform ACES programming and member services consistent with the ACES mission and vision.
Supervision	The Supervision Core Area includes initiatives related to supervision-related programming and member services consistent with the ACES mission and vision to enhance the practice of supervision through the promotion of culturally relevant and responsive supervision preparation.
Research & Scholarship	The Research and Scholarship Core Area includes research-related programming and member services consistent with the ACES mission and vision to enhance research and scholarship within the profession of counselor education and supervision.



CES CORE AREA: TEACHING

FOCUS AREA	INITIATIVES/PROJECTS	ANTICIPATED OUTCOMES	IMPLEMENTATION NOTES
DIVERSITY	<p>1. Recruit ACES members who are experts in anti-racist pedagogy, post-colonial theory, and multicultural-social justice counseling to leadership positions related to the development of teaching resources.**</p> <p>2. Review ACES teaching resources with careful attention to anti-racist pedagogy, post-colonial theory, and multicultural-social justice counseling; make recommendations for revision or development**</p> <p>3. Develop guidelines for developing a strong DEI framework for teaching courses within a counseling program.</p>	<p>1. Enhanced diversity and representation in all initiatives related to teaching and learning. Greater reflexivity & accountability related to DEI issues.</p> <p>2. Resources developed will be consistently reviewed to ensure they center on anti-racism, post-colonial theory, and multicultural-social justice counseling. Greater reflexivity and accountability related to diversity and inclusion issues in teaching.</p> <p>3. Guidelines will assist members and counseling programs to ensure DEI is enhanced in teaching.</p>	<p>1.Y1 Open call and nomination process initiated; multiple experts appointed to Teaching Committee</p>
RESOURCES	<p>1. Initiate Counselor Education Best Practices Brief based on the structures proposed by past Teaching Taskforces. First submissions should be focused on two core areas: (1) DEI and anti-racism in counselor education programs (e.g., recruitment, retention, climate), and (2) facilitating development of MSJCC-affiliated topics in CACREP core areas.**</p> <p>2. Explore teaching focused professional development opportunities (conference, webinars) in collaboration with other ACA divisions</p>	<p>1. Enhanced scholarship in teaching with access to ACES members</p> <p>2. Collaboration for continued education for members which will enhance counselor education programs to adapt a focus toward DEI and anti-racism.</p>	<p>1.Y1 Special committee appointed and charged; Blueprint for implementation approved 10/21. Editorial board selection slated for early 2022</p>

	<p>3. Create a Teaching Toolbox for graduate student to new professional transitions</p> <p>4. Expand Teaching Research Grants**</p> <p>5. Expand collaboration with regions and other divisions to share/cross reference teaching resources (online hybrid courses, HIPAA/FERPA, etc.)</p>	<p>3. Assist members who are starting their professional roles as educators</p> <p>4. Establish budget to increase funding and incentives; increased attention on teaching initiatives for ACES members; Increase support for Teaching scholarship</p> <p>5. Decrease work in silos to expand cohesion across regions and ACES members</p>	<p>4.Y1 Research grants expanded from \$15000 to \$25000 in FY21-22</p>
GRADUATE STUDENT INCLUSION	<p>1. The president, in consultation with GSRs, ensures active and full involvement of student members across ACES initiatives.</p>	<p>1. Mentorship will assist with Graduate Student engagement and sense of belonging while building a leadership pipeline.</p>	<p>1.Y1 Student members (ELs) appointed to all committees as allowed by bylaws</p>
SOCIAL JUSTICE, ADVOCACY & ANTI-RACISM	<p>1. Develop a certificate/training program through a summer institute on antiracist pedagogy.</p> <p>2. Publish Anti-Racist Pedagogy Guidebook on the website.</p>	<p>1. Enhanced social justice, advocacy and antiracism programs and practices related to teaching</p> <p>2. Enhanced social justice, advocacy and antiracism programs and practices related to teaching available to members</p>	<p>1.Y1 Consultation with Diversity and Inclusion IN regarding their recommendation</p> <p>2.Y1 Guidebook forwarded to Product Development Committee per policy</p>

CES CORE AREA: LEADERSHIP AND ADVOCACY

FOCUS AREA	INITIATIVES/PROJECTS	ANTICIPATED OUTCOMES	IMPLEMENTATION NOTES
DIVERSITY	<p>1. Ensure all committees and INs address diversity in developing annual plans, quarterly reports, and annual reports **</p> <p>2. Ensure development and adherence of Diversity, Equity, Inclusion, and Anti-Oppression (DEIAO) policies, procedures, and initiatives documented in the handbook and bylaws.</p> <p>3. Collaborate with regions to develop and support programming to promote increased diversity and inclusion in leadership development at regional and national level**</p> <p>4. Establish and fill position of Chief Diversity Officer</p>	<p>1-4. Diversity, equity, and inclusion accountability established throughout the ACES organization within policies and practices</p> <p>2. DEIAO policy development and ongoing review</p> <p>3. Increased diversity in leadership development at national and regional levels</p> <p>4. Enhance accountability for DEI initiatives across ACES and the Core Areas of the SP, and to continue to infuse the values across the organization</p>	<p>1.Y1 Attention to DEI included as a required field on all committee and IN annual plans, quarterly reports, and annual reports.</p> <p>4.Y1 Position announcement released, and special CDO search committee convened 10/21.</p>
RESOURCES	<p>1. Establish an Advocacy page on the ACES website to house Leadership & Advocacy resources related to Client advocacy, Counselor Education advocacy, Supervision advocacy and Professional/Legislative advocacy**</p> <p>2. Develop legislative/professional advocacy resources so members are informed of legislative issues effecting Counselor Education and Supervision</p>	<p>1. Easy access and location of advocacy resources sponsored/endorsed by ACES and available to members</p> <p>2. Enhanced access to legislative information</p>	<p>2.Y1 Counseling Advisory and Human Rights and Social Justice committees charged with legislative scanning and reporting.</p>

	<p>3. Develop a formalized organizational chart and the relationships and reporting mechanisms as it relates to ACES leadership</p> <p>4. Ongoing assignment of liaisons annually from the GC to Interest Networks and Committees</p>	<p>3. Clarity for leaders at various levels to understand organization flow and points of contact to support the work of ACES.</p> <p>4. Enhanced support of Interest Networks, Committees, and Taskforces; enhanced communication with GC</p>	
GRADUATE STUDENT INCLUSION	<p>1. The president, in consultation with GSRs, ensures active and full involvement of student members across ACES initiatives.</p>	<p>1. Mentorship will assist with Graduate Student engagement and sense of belonging while building a leadership pipeline.</p>	<p>1.Y1 Student members (ELs) appointed to all committees as allowed by bylaws</p>
SOCIAL JUSTICE, ADVOCACY & ANTI-RACISM	<p>1. Conduct needs and climate assessment to report needs, barriers, and recommendations for facilitating ACES engagement specific to diversity, social justice, advocacy, and anti-racism.**</p> <p>2. Recruit experts in anti-racism and multicultural-social justice counseling to contribute to leadership and advocacy initiatives.**</p> <p>3. Review and update criteria for ACES awards, research grants, conference programs, and Emerging Leaders to ensure social justice, advocacy, and anti-racist practices **</p>	<p>1. Enhanced social justice, advocacy and antiracism programs and practices within ACES based on member feedback</p> <p>2. Engage expertise in and outside of ACES to be actively engaged with initiatives.</p> <p>3. Review and revision of award criteria to ensure equity, social justice, and antiracism</p>	<p>1.Y1 Charged to Leadership & Advocacy committee in FY21-22</p> <p>2.Y1 Open call and nomination process initiated; multiple experts appointed to Leadership & Advocacy committee</p>

CES CORE AREA: COUNSELING

FOCUS AREA	INITIATIVES/PROJECTS	ANTICIPATED OUTCOMES	IMPLEMENTATION NOTES
DIVERSITY	1. Assess barriers to BIPOC entrance to counselor preparation and the profession of counseling in collaboration with organizational partners committed to diversification of the profession**	1. Development of practices for the recruitment and retention of racial and ethnic minorities in professional counseling fields.	
RESOURCES	<p>1. Assess and report on contemporary counseling issues and best practices to inform ACES programming.</p> <p>2. Develop a counseling resource bank in collaboration with relevant divisions (e.g., AMCD/CSJ/IARTC) to address trauma and culturally responsive counseling and maintain on ACES website. **</p> <p>3. Provide resources for members about the Counseling Compact and occupational opportunities (agency/private practice) and telehealth**</p>	<p>1. Enhanced communication of counseling best practices to members.</p> <p>2. Resources will allow for continuation of advanced training in counseling practices in both advocacy/culturally responsive counseling and trauma</p> <p>3. Enhanced member knowledge on national COMPACT movement and ACES position/involvement</p>	1.Y1 Charged to Counseling Advisory Committee in FY21-22.
GRADUATE STUDENT INCLUSION	1. The president, in consultation with GSRs, ensures active and full involvement of student members across ACES initiatives.	1. Mentorship will assist with Graduate Student engagement and sense of belonging while building a leadership pipeline.	1.Y1 Student members (ELs) appointed to all committees as allowed by bylaws
SOCIAL JUSTICE, ADVOCACY & ANTI-RACISM	<p>1. Formalize an anti-racism and anti-oppression conference track related to counseling practices, teaching, and supervision**</p> <p>2. Recruit experts in anti-racist practices and multicultural-social justice</p>	<p>1. Enhanced social justice, advocacy and antiracism programs and practices</p> <p>2. All counseling initiatives are infused with best practices in antiracism and social justice.</p>	<p>1.Y1 Implemented for 2021 conference; continued in 2023</p> <p>2.Y1 Open call and nomination process initiated; multiple experts appointed to Counseling Advisory Committee</p>

	<p>counseling to contribute to initiatives related to counseling.</p> <p>3. Support affiliate groups' initiatives with licensure portability and Counseling Compact**</p>	<p>3. Increased support for portability and Counseling Compact initiatives</p>	<p>3.Y1 Executive Director and President-Elect engaged in ongoing contact with AASCB, ACA, CACREP re Compact.</p>
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CES CORE AREA: SUPERVISION

FOCUS AREA	INITIATIVES/PROJECTS	ANTICIPATED OUTCOMES	IMPLEMENTATION NOTES
DIVERSITY	<p>1. Develop a national program where supervisors are honored for their contributions to DEI**</p> <p>2. Review ACES supervision resources with careful attention to anti-racist pedagogy, post-colonial theory, and multicultural-social justice supervision to review; make recommendations for revision or development**</p> <p>3. Conduct needs assessment of ACES and non-member practicing supervisors (in all specialty areas) from diverse heritages and intersectional identities (e.g., BIPOC, AAPI, Latinx, International, etc.) focusing on professional development needs, identifying barriers to participation, and supports for their supervision practice.</p> <p>4. Explore Special Issue of CES on Diversity, Inclusion, and Advocacy in Supervision**</p>	<p>1. Recognition of up to 5 ACES members (at least one per region) who are practicing supervisors for their diversity and inclusion efforts.</p> <p>2. Development of an action plan to identify needs.</p> <p>3. Report results of needs assessment to ACES GC to inform further initiatives in supervision such as resource development and membership recruitment</p> <p>4. A special issue or volume dedicated to diversity and inclusion in clinical supervision.</p>	<p>3.Y1 Supervision Committee charged with non-member training benefits; GC provided 150 free ACES memberships to non-member supervisors for completion of needs assessment</p>
RESOURCES	<p>1. Develop resources for site supervisor training requirements and explore discounted access to recordings of clinical supervision resources and CE webinars (e.g., ethical/legal issue, suicide, domestic violence) for non-ACES members</p> <p>2. Review national supervision requirements to support affiliate groups'</p>	<p>1. Collaborative efforts to ensure supervision resources are accessible to members and nonmembers at a nominal fee as appropriate</p>	<p>1.Y1 Supervision Committee charged to develop non-member training benefits; GC approved compensation for resource development</p>

	<p>initiatives with licensure portability as a supervisor (supervisors needing dual licenses and increasing telehealth/tele-supervision flexibility, supervisors living on state borders, & training needs).</p> <p>3. Explore a Supervision Summit for collaboration between ACES members and practicing supervisors (e.g., preconference training or webinar series leading to a CE in supervision for MHC/MFT/SC)</p> <p>4. Provide resources for members about the Counseling Compact and occupational opportunities (agency/private practice) and tele-supervision**</p>	<p>2. Methods to support counseling supervisors will be identified and recommendations will be provided to the EC</p> <p>3. The establishment of a Supervision Summit will be explored to consider benefits/challenges; recommendations will be provided to the EC/GC; budget development</p> <p>4. Enhanced member knowledge on national Counseling Compact movement as it relates to supervision and ACES position/involvement</p>	
GRADUATE STUDENT INCLUSION	<p>1. The president, in consultation with GSRs, ensures active and full involvement of student members across ACES initiatives.</p>	<p>1. Mentorship will assist with Graduate Student engagement and sense of belonging while building a leadership pipeline.</p>	<p>1.Y1 Student members (ELs) appointed to all committees as allowed by bylaws</p>
SOCIAL JUSTICE, ADVOCACY & ANTI-RACISM	<p>1. Revise the ACES Best Practices in Supervision (2011) with focus on social justice advocacy and anti-racism</p>	<p>1. Revision and exploration related to publication.</p>	

CES CORE AREA: RESEARCH

FOCUS AREA	INITIATIVES/PROJECTS	ANTICIPATED OUTCOMES	IMPLEMENTATION NOTES
DIVERSITY	<p>1. Develop of New Professional Seed Grant and/or ACES training/research clinic recognition (one per ACES region) to support research in diversity, client outcomes and social justice. **</p> <p>2. Collaborate with organizational affiliates to develop Decolonizing Research/Anti-Racist Research Practices Committee. **</p>	<p>1. Increased funding for support of DEI/SJ research within CES</p> <p>2. Committee is expected to report on best practices in anti-racist/ anti oppressive research practices to be shared with ACES membership</p>	<p>2.Y1 Partnerships with AMCD and AARC established; working group comprised of representatives from 3 organizations convened and charged</p>
RESOURCES	<p>1. Increase funding for research tied to ACES strategic plan initiatives**</p> <p>2. Explore developing a series of White Papers on underutilized research methods in CES (e.g., action research, q methodology) and gaps in methodologies and topics in CES**</p> <p>3. Monitor and reevaluate funding increases for student research grants**</p>	<p>1. Support provided to measure effectiveness of SP initiatives as it relates to member outcomes; communication of feedback to EC/GC based on SP initiatives</p> <p>2. Increased resources for members</p> <p>3. Expand resources on various research methodologies for ACES members</p>	<p>1.Y1 Increased ACES research grants from \$15000 to \$25000; increased graduate student scholarships from \$5000 to \$15000; awarded \$10000 conference diversity scholarships</p>
GRADUATE STUDENT INCLUSION	<p>1. The president, in consultation with GSRs, ensures active and full involvement of student members across ACES initiatives.</p>	<p>1. Mentorship will assist with Graduate Student engagement and sense of belonging while building a leadership pipeline.</p>	<p>1.Y1 Student members (ELs) appointed to all committees as allowed by bylaws</p>
SOCIAL JUSTICE,	<p>1. Explore and initiate research on best practices in Social Justice Andragogy and Antiracism in CES. **</p>	<p>1. Development of best practices in CES as it relates to Social Justice Andragogy</p>	

ADVOCACY & ANTI-RACISM	2. Develop anti-racist and anti-oppressive ACES Inform sessions	and Antiracism (potential edited text, white paper, etc.) 2. Ensure members can engaged in Inform sessions related to research in antiracism/antioppression	
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OVERARCHING RECOMMENDATIONS FOR SUCCESSFUL IMPLEMENTATION OF THE STRATEGIC PLAN

RECOMMENDATION	SPECIFICS	IMPLEMENTATION NOTES
Teaching, Leadership & Advocacy, Counseling, Supervision, Research & Scholarship, and Supervision Committees	<p>a. For continuity, committee chairs should serve a 3-year term with an onboarding of the new chair in their third/final year</p> <p>b. Handbook and/or Bylaws change: A minimum of two graduate student ACES members should be a part of each committee and interest networks</p> <p>c. Quarterly reports should include how committees addressed the following four focus areas as outlined by Strategic Planning: Diversity; Resources; Inclusion of Graduate Students; Social Justice, Advocacy & Antiracism.</p> <p>d. Committee chairs should also report their collaboration with other ACA divisions and/or ACES IN's</p>	<p>Y1 3-year terms written into Bylaws amendment and Handbook policies passed 10/21</p> <p>Y1 Student committee membership written into Bylaws amendments and Handbook policies passed 10/21; all groups assigned provided Bylaws did not specify membership; membership in INs is always open to all ACES members</p>
Enhance the transparency of communication between ACES Standing Committees & Interest Networks to avoid duplication of work	<p>a. Recommend that all chairs of committees meet at least twice per year to discuss activity in the four focus areas</p> <p>b. Recommend that all chairs of interest networks meet at least twice per year to discuss activity in the four focus areas</p> <p>c. Charge each Committee with developing at least one member resource each year (webinar, handout, web resource, white paper) to be posted on website; encourage INs to also create member resources</p>	<p>Y1 Chairs of all committees invited for discussion in August, January, and May</p> <p>Y1 Chairs of all INs invited for discussion in August, January, and May</p>

	d. Assign a GC representative to serve as a liaison for each committee to enhance communication and transparency	
Enhance the transparency of communication between ACES regional leadership	a. Recommend that all region presidents meet twice per year to discuss cross collaboration in resources related to five core areas	Y1 All region presidents and president-elects invited for discussion in August, January, and May
Enhance the transparency of ACES meetings by allowing space, time and observation by ACES graduate student members; intentionally engage new professionals to roles and responsibilities of ACES as an organization		Y1 Beginning 12/21, all GC meetings will be open for member observation; invitation will appear in weekly newsletter
Consider publishing a list of position papers among the five core CES area which can be accessible to all ACES members.		
Explore which resources should be available to members and/or those future members we hope to recruit. What should be open, what should be for members only?		
Consider additional staff member to procure/develop content (Assistant Content Manager / Web Master) or identify website task force or website mentee (e.g., Emerging Leader) to support through service and not staff position.		