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Professional Development: A Key to Success in the Student Affairs Field

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Professional Development:
A Key to Success in Student Affairs

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The Professional Development Plan

Purpose: to provide the Department of Residence Life staff, at the University of Northern Iowa, with a tool to help professionals meet their goals and learning outcomes

Foundations

1. Assessment

2. Theory

3. Professional competencies

Departmental Assessment and Feedback

- Purpose: to evaluate the developmental opportunities available departmentally, at UNI, and in the greater campus community

- Method: paper survey and open forum discussion

Name: _____

Professional Development: Department of Residence

Please select at least one of the following. This allows us to help find development opportunities in our department, as well as professional development outside of UNI.

- Diversity
  - Specific Areas _____
- LLCs
- Personal Finance and Budgeting
- Conduct
- Policy Development
- Facilities
- Supervision
- Assessment
- Technology and Social Media
- Event Planning
- Mental Health Issues
- AOD (Alcohol and Other Drugs)
- Violence Prevention
- Business Operations

- Hospitality and Conferences
- Faith and Religion
- Board of Regents
- *StrengthsQuest* Training
- *StandOut* Workshop
  - *StandOut* unveils your top two" Strength Roles" through a book and online assessment.
- *Wheel of Life* Exercise
  - Work/Life balance exercise.
- Grant Writing and Publication
- Student Leadership Advising
- Housing and Contracting
- Dining and Meal Plans
- Human Resources Policy and Procedures
- Other _____

_____

Methods for Professional Development

Please select your top two methods. This allows us to determine the avenues for discussing these professional development topics.

- Lunch and Learn
  - Immediately following L-Team Meetings on Tuesdays
  - Another Time_____
- Podcasts
- TED Talks
- Book Club
- Workshops

Comments:

Assessment Results

- Methods for development:
  1. "Lunch and learn" opportunities after leadership team meetings
  2. Workshops
- Top three topics:
  1. Diversity
  2. Personal finance and budgeting
  3. Mental health issues

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Schlossberg Transitional Theory
Moving In, Moving Through, Moving Out

Moving In
- **New employees**
  - "Learn the ropes"
    - Expectations regarding the job and culture
    - Explicit and implicit norms
    - Marginality, at the edge

Moving Through
- **Fast track, plateaued, caught in between**
  - "Hang in there, baby"
    - Loneliness and competence
    - Bored, stuck
    - Competing demands

Moving Out
- **Retirement, Career change**
  - "Leaving, grieving, striving"
    - Loss and reformation of goals
    - Articulation of ambivalence

Professional Competencies ACPA/NASPA

- College Student Educators International (ACPA) and Student Affairs Administrators in Higher Education (NASPA)

- 10 Professional competencies
    1. Advising and helping
    2. Assessment, evaluation, and research
    3. Equity, diversity, and inclusion
    4. Ethical professional practice
    5. History, philosophy, and values
    6. Human and organizational resources
    7. Law, policy, and governance
    8. Leadership
    9. Personal foundations
    10. Student learning and development

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Professional Development Plan Organization

- Department introduction
  - Mission
  - Values
- Departmental committees
- Professional associations
- Conferences

- 10 professional competencies
  - New Professional (1-2 years)
  - Experienced Professional (2-4 years)
  - Advanced Professional (4+ years)
- Professional competency area rubrics
  - Beginner
  - Intermediate
  - Advance
- Professional Goals/Learning Outcomes Plan

Professional Goals/Learning Outcomes Plan

Name: _____   Date: _____

Please select three to four competencies you would like to focus on throughout this year, identify the goals and learning outcomes you would like to achieve within that competency, and the actions item(s) you will take in order to accomplish such goals.

Competency	Goals/Learning Outcomes	Action Item(s)

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Theory to practice…
Implementing a Professional Development Plan

1. Utilization of resources
2. Application to the student affairs field
3. Assessment

Utilization of Resources

- **Department of Residence**
  - World Café
    - March 5, 2015

- **University of Northern Iowa**
  - Student affairs professional development fall conference "Maximizing Effectiveness"
    - November 12, 2014

- **Greater Campus Community**
  - Iowa Tri-State Professional Development Meeting
    - October 6, 2015

Application to the Student Affairs profession

- Networking with internal departments
- Connection with external institutions
  - Local
    - Kirkwood Community College, Wartburg College, The University of Iowa
  - Regional
    - Conferences in Iowa
  - National
    - Webinars
    - Conferences

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Assessment

- Beginning of the year: assess 10 competencies
  - Beginner, intermediate, advanced
  - Establish goals utilizing the professional goals/learning outcomes plan
- End of the year: re-assess the 10 competencies

Questions

References

- ACPA and NASPA (2010). Membership of ACPA and NASPA Joint Task Force on Professional Competencies and Standards. Professional competency areas for student affairs practitioners. Washington, D.C.: ACPA and NASPA.

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