Professional Development Curriculum - DRAFT
2012-2013

IUPUI Division of Student Life

As of August 13, 2012

Prepared by:

Robert W. Aaron, Ph.D.
Director of Assessment and Planning

Nicholas Aylward
Graduate Intern
# CONTENTS

## INTRODUCTION

- Process .................................................................................................................................................................................... 3
- Staff level definitions ........................................................................................................................................................ 3

## DESCRIPTION OF PROGRAMS

- Mandatory Programs ........................................................................................................................................................ 4
  - Dr. Jamie Washington .................................................................................................................................................. 4
- Optional Programs ............................................................................................................................................................. 4
  - Reaching First Generation College Students, an Inside Higher Ed Webinar ........................................ 4
  - Business Writing and Grammar Skills .................................................................................................................. 4
  - Student Affairs Assessment Series ......................................................................................................................... 4
  - Exploring Ethical Dilemmas in Student Affairs ................................................................................................ 5
  - Theoretical Foundations of Student Development Theory ......................................................................... 5
  - Establishment of Campus and Community Partnerships ............................................................................. 5
  - Supervision and Evaluation of Professionals (Mid-level) ............................................................................. 5
  - Supervision and Evaluation of Professionals (Upper-level) ....................................................................... 5
  - Resource Management Tips ..................................................................................................................................... 5
  - Networks and Partnerships ...................................................................................................................................... 6
  - Supervision: Development of Employees ........................................................................................................... 6
  - Finding a Mentor ........................................................................................................................................................... 6
  - Stop the World for a Moment, PLEASE! ............................................................................................................... 6
  - Maintaining Personal Life-Balance in Student Affairs ................................................................................... 6

## Appendix A: Spring 2012 Needs Assessment .............................................................................................................. 7

## Appendix B: Overview of ACPA/NASPA Competency Areas .................................................................................. 11

## Appendix C: Mapping of Student Life Curriculum to ACPA/NASPA Competency Areas .............. 13

## Appendix D: Program Listings by Staff Levels ........................................................................................................... 14
INTRODUCTION
In the spring and summer of 2012, the IUPUI Division of Student Life created a state-of-the-art professional development curriculum for its staff aligned to best practices in the student affairs field. This curriculum will be implemented during the 2012-2013 academic year.

PROCESS
In April of 2012, a needs assessment was administered to all staff members in order to better understand the professional development topics considered to be important for four different levels of staff: entry-level, mid-level, senior-level, and support staff. The results of this assessment is in Appendix A.

These results were further refined and shared with members of the Division’s Leadership Team during the summer. Unit directors were provided the results and asked via a brief interview to identify the salient issues encountered in formal and informal interactions with staff. The combinations of those observations along with the results of the original needs assessment were incorporated into this curriculum.

Finally, the various programmatic ideas were aligned with the ACPA/NASPA Competency Areas for Student Affairs Practitioners (2010) 1. This set of competencies, developed by a joint task force, is “...intended to define the broad professional knowledge, skills, and, in some cases, attitudes expected of student affairs professionals regardless of their area of specialization or positional role within the field” (p. 3). The Student Life curriculum was aligned with the Competency Areas in order to provide a framework for defining professionalism in the Division. The selection of the initial set of programs grew out of data collected this spring and summer, but future programmatic efforts will be based on the details of the Competency Areas. A brief overview of the Competencies is in Appendix B. A visual mapping of the Student Life curriculum by the Competency Areas is in Appendix C.

STAFF LEVEL DEFINITIONS
Throughout this curriculum document, programs are designated as being appropriate for specific staff levels. These levels are described below. Program listings by staff levels are in Appendix D.

- **Entry-level staff** are those who started working in the field full-time within the last 1-3 years. These staff members often have limited or no supervisory responsibility and a heavy amount of direct contact with students.
- **Mid-level staff** are those who started working in the field full-time within the last 4 or more years. Staff in this category tend to have supervisory responsibility for either graduate assistants or entry-level professionals. They have a blend of time with students and time spent on administrative responsibilities.
- **Senior-level staff** cater to those who have supervisory responsibility for one or more functional units in the Division or for those whose work spans across multiple units. These professionals tend to have a minimum of 7 years of full-time experience in the field.
- **Support staff** are those who work as administrative assistants or secretaries around the Division of Student Life. They tend to have limited supervisory responsibility (usually for student assistants) and a high amount of contact with students, faculty, and staff either at a receptionist desk or via telephone.

---

1 ACPA: College Student Educators International, & NASPA: Student Affairs Administrators in Higher Education. (2010). Professional Competency Areas for Student Affairs Practitioners, from http://www2.myacpa.org/professional-development/resources
DESCRIPTION OF PROGRAMS
Each program is described below in chronological order within each category. The ACPA/NASPA competency to which the program is mapped is noted in parentheses for each. See Appendix Y for a mapping of all curriculum items by the ACPA/NASPA Competencies.

MANDATORY PROGRAMS
Based on results of the needs assessment and discussions with directors, the Division leadership decided that staff will be required to attend programming related to diversity, cultural competency, and social justice education periodically throughout the year.

Dr. Jamie Washington
(Equity, Diversity and Inclusion)
Date: 8/8/2012
Description: Dr. Washington offered two sessions for the Division which served as a basic overview of issues of diversity and social justice. The leadership team had an evening meeting with Dr. Washington to process the events of the day. They decided that the best course of action for the diversity discussion to continue throughout the academic year is to require regular Division-wide meetings on the topics of diversity and social justice education, once more in the fall semester, and at least one more Division-wide meeting in the spring 2013 semester.

OPTIONAL PROGRAMS
These are programs determined by directors to be important to various levels of staff. While staff are highly encouraged to attend, none are required during this current academic year. Some are specific for a certain staff level (e.g., entry-level staff members), and others serve multiple levels at once as determined by topic.

Reaching First Generation College Students, an Inside Higher Ed Webinar
(Equity, Diversity and Inclusion)
Audience: Entire Division
Date: August 21, 2012
Description: The authors of "First Generation College Students: Understanding and Improving the Experience from Recruitment to Commencement" (Jossey-Bass) will discuss a range of the issues colleges need to know about first generation students.

Business Writing and Grammar Skills
(Personal Foundations)
Audience: Support Staff
Date: September 26-27, 2012
Description: Whether writing or preparing correspondence is your major responsibility or just part of your job, both you and your organization will benefit when you attend this intensive, skill-building workshop designed to improve writing and proofreading skills.

Student Affairs Assessment Series
(Assessment, Evaluation & Research)
Audience: All levels
Date: Quarterly
Description: Dr. Aaron will conduct an educational series on various topics related to student affairs assessment. It will be open to all members of the Division who wish to learn more about assessment. Topics determined will reflect basic, intermediate and advanced competencies across the year.
Exploring Ethical Dilemmas in Student Affairs
(Ethical Professional Practice; Law, Policy & Governance; Leadership)
Audience: All levels
Date: Spring 2013
Description: The Division will meet as a whole to discuss the ethical and legal issues surrounding the situation at Penn State. Using case studies as a framework, the Division will split into small discussion groups to talk about personal ethics, the development of personal values, and then the group will return together to discuss the current legal trends in higher education.

Theoretical Foundations of Student Development Theory
(History, Philosophy & Values; Student Learning & Development)
Audience: All levels
Date: Fall 2012
Description: Dr. Vasti Torres (just an idea...she has not yet been contacted) will discuss student development theory and its application to practice. She will provide an overview of relevant theories, but also will discuss how professionals can implement it in their practice.

Establishment of Campus and Community Partnerships
(Human and Organizational Resources)
Audience: Mid/Upper Level
Date: Fall 2012
Description: Dr. Aaron will speak with Mid/Upper level professionals on the results of a study he and his committee are conducting on partnerships that the Division is currently engaged in, and how to ensure that all of our partnerships are positive for both partners. It will be conducted in a one-time session.

Supervision and Evaluation of Professionals (Mid-level)
(Human and Organizational Resources)
Audience: Mid-Level
Date: Fall 2012
Description: The Division will invite a member of HRA to speak to the mid-level professionals about supervision. This discussion will center on how to work best with their new professionals, as well as how to work with their own supervisor.

Supervision and Evaluation of Professionals (Upper-level)
(Human and Organizational Resources)
Audience: Upper-Level
Date: Fall 2012
Description: The Division will invite a member of HRA to speak to the upper-level professionals about supervision. The Upper-level professionals discussion will center on how to supervise mid level professionals, but also on helping to teach other professionals how to become better supervisors.

Resource Management Tips
(Human and Organizational Resources)
Audience: Entire Division via e-mail listserv
Date: Monthly, ongoing
Description: The Division will be provided with professional development tips via e-mail approximately one time per month. These tips, developed in part by the business managers, will be distributed to the Directors and Assistant/Associate Directors. Once in their hands, the leadership
will choose how to best share the tips with their staff members, perhaps during their staff members.

**Networks and Partnerships**  
(Human and Organizational Resources)  
**Audience:** One for each staffing level  
**Date:** ongoing  
**Description:** The Professional Development Committee will foster the development of networks within the different levels of professionals. This competency will be achieved by setting up opportunities for like-level professionals to interact. It will begin with a formal interaction, with a topic that is created by the PDC members. Once the groups have opportunities to interact, the design of this delivery is that informal, potentially social, interaction networks are formed. These could plant seeds for future collaborations within these professional levels to occur.

**Supervision: Development of Employees**  
(Leadership)  
**Audience:** Mid/Upper Levels  
**Date:** Spring 2013  
**Description:** Supervision will be a continuing topic during two lunchtime interactions. The first interaction will allow for same-level professionals to discuss leadership and supervision styles, approaches and tactics. Leaving that session, the goal will be to have learned new approaches or tactics to work with their own staff members, with a homework assignment of implementing one or more of those ideas. The second interaction will be to report back on how these new ideas worked within their respective departments.

**Finding a Mentor**  
(Leadership)  
**Audience:** Entry- and Mid-level  
**Date:** Spring 2013  
**Description:** This session, designed for entry- and mid-level professionals, will provide information on <…>  

**Stop the World for a Moment, PLEASE!**  
(Personal Foundations)  
**Audience:** Entire Division  
**Date:** Fall 2012  
**Description:** The Entire Division will come together during the middle of the fall semester, at a time when all schedules seem to be at their busiest. The Division will learn about the importance of having a strong work/life balance, and how they can take the steps to achieve this balance.

**Maintaining Personal Life-Balance in Student Affairs**  
(Personal Foundations)  
**Audience:** Entire Division  
**Date:** Spring 2013  
**Description:** The Entire Division will come together at the beginning of the second semester to discuss wellness. After a long holiday season, it is important that the Division members look at their own personal wellness and how to improve it, whether that is physical wellness (after too many holiday treats) or mental wellness (during the long grey months in the Midwest.)
APPENDIX A: SPRING 2012 NEEDS ASSESSMENT
Survey administered via the Student Life listserv in April 2012 (n=42).

Personal Growth Topics (choose up to 4):

- Health and wellness: 54.8%
- Creating life balance: 50.0%
- Financial planning: 38.1%
- Balancing personal beliefs: 35.7%
- Student advocacy: 35.7%
- Communication: 28.6%
- Motivation: 28.6%
- Stress relief: 28.6%
- Time management: 26.2%
- Sustainability: 16.7%

Professional Growth Topics (choose up to 4):

- Assessment/evaluation: 52.4%
- Presentation skills/public speaking: 49.5%
- Staff supervision: 49.5%
- Budgeting/finance: 42.9%
- Multicultural competency: 42.9%
- Integrating into work life: 40.5%
- Professional association involvement: 38.6%
- Conflict in the workplace: 26.2%
- Report writing: 16.7%
What ideas do you have for professional development topics pertaining to specific groups of Student Life staff?

**New Professionals** (0-2 post-master’s experience)
- Networking
  - “Something that allows new professionals to connect with others in the division”
  - “How to build networks, determining which professional associations to invest in”
- Mentoring
  - “connecting new professionals with "mentors" (mid-level or senior-level professionals) so they can actually have real-life experience”
- Lifelong learning
  - “creating habits and workflow that work for you in your whole career, visioning from a coordinator level”
  - “continuing education after graduation - staying up to date on trends”
- Balance
  - “Avoiding burnout”
  - “balancing student advocacy and being an employee of an institution”
- Communication
  - “communication with various populations (boss, peers, students, etc.)”
  - “Working well with others on a team”
  - “Avoiding being passive aggressive”
- Office Function
  - “Budget management”
- Context
  - “division specific topics...who’s who, where and what do they do. what do the departments have in each of their portfolio. common starting places for division wide support (marketing, web, etc.)”
- Time management
  - “Managing multiple projects”
(new professionals, cont’d)

• **Supervision**
  
  o “Supervision of Graduate Students—Giving them tools to be successful and making that transition from grad student to fulltime practitioner.”

• **Money**
  
  o “Budgeting”

**Mid-level Professionals**

• **Diversity**
  
  o “Multicultural issues”
  
  o “Cultural competency”

• **Mentoring**
  
  o “Finding a mentor”

• **Lifelong learning**
  
  o “Navigating how to take the next step from mid-level or how to go from Assistant Director type positions to Associate on up. Discuss something on how to build the skill set to be more marketable.”

• **Balance**
  
  o “Avoiding burnout”

• **Communication**
  
  o “professional writing and presentation”

• **Office Function**
  
  o “Assessment and Evaluation—Learning to be able to utilize assessment and evaluation to enhance professional growth.”

• **Supervision**
  
  o “How to successfully supervise professionals and grads, when to take the next step to the PHD”

• **Money**
  
  o “Budget and finances”

• **Vision**
  
  o “Time with leadership of the division to really understand the vision and direction they see for the department, done with transparency (as possible and appropriate).”

**Senior-Level Professionals**

• **Vision**
  
  o “Strategic planning”

• **Mentoring**
  
  o “Importance of mentoring”

• **Diversity**
  
  o “Cultural competencies”

• **Balance**
  
  o “Work/family balance for those you supervise”

• **Communication**
  
  o “Evaluating staff”
  
  o “Clarifying expectations”
  
  o “Report/grant writing”
  
  o “Communicating up”
  
  o “Collaborating outside of division or IUPUI”
(senior-level professionals, cont’d)
- Office Function
  - “Learning about the changes in IUPUI student body and culture”
- Leadership
  - “Theories/approaches to leadership”
- Supervision
  - “Motivation”
  - “Team health”
  - “Valuing your team”
- Money
  - “Retirement planning”
  - “Resource management”

Support Staff
- Customer Service
  - “Quality customer service”
  - “Dealing with difficult people”
- Lifelong learning
  - “Increasing personal knowledge”
- Communication
  - “Developing self confidence that support staff is the backbone behind any operation and knows more than they think.”
- Office Function
  - “How do you make the processes easier to navigate for other staff”
- Time management
  - “Managing multiple staff and their work assignments/calendars”
- Supervision
  - “Supervising student staff – best practices”
APPENDIX B: OVERVIEW OF ACPA/NASPA COMPETENCY AREAS

Central to the substance and structure of our professional development initiatives are the ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners. The complete report from the Joint Task Force on Professional competencies and Standards can be found at: http://www.myacpa.org.

PROFESSIONAL COMPETENCY AREAS

**Advising and Helping:** Addresses the knowledge, skills and attitudes related to providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups.

**Assessment, Evaluation, and Research (AER):** Focuses on the ability to use, design, conduct and critique qualitative and quantitative AER analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus.

**Equity, Diversity & Inclusions** Includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices.

**Ethical Professional Practice:** Pertains to the knowledge, skills, and attitudes needed to understand and apply ethical standards to one’s work. While ethics is an integral component of all the competencies, this competency area focuses specifically on the integration of ethics into all aspects of self and professional practice.

**History, Philosophy & Values:** Involves knowledge, skills and attitudes that connect the history, philosophy and values of the profession to one’s current professional practice. This competency area embodies the foundations of the profession from which current and future research and practice will grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding or our history, philosophy and values.

**Human & Organizational Resources:** Includes knowledge, skills and attitudes used in the selection, supervision, motivation, and formal evaluation of staff; conflict resolution; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management and sustainable resources.
**Law, Policy & Governance:** Includes the knowledge, skills and attitudes relating to policy development processes used in various contexts, the application of legal constructs, and the understanding of governance structures and their impact on one’s professional practice.

**Leadership:** Addresses the knowledge, skills and attitudes required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues.

**Personal Foundations:** Involves the knowledge, skills and attitudes needed to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one’s own areas of strength and growth; have a passion for work; and remain curious.

**Student Learning & Development:** Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice.

*Competency areas adapted from ACPA/NASPA Joint Task Force on Professional Competencies and Standards (Report, July 2010).*

*Endorsed by each association’s governing bodies on July 24, 2010*
# APPENDIX C: MAPPING OF STUDENT LIFE CURRICULUM TO ACPA/NASPA COMPETENCY AREAS

<table>
<thead>
<tr>
<th></th>
<th>Advising and Helping</th>
<th>Assessment, Evaluation and Research</th>
<th>Equity, Diversity, and Inclusion</th>
<th>Ethical Professional Practice</th>
<th>History, Philosophy, and Values</th>
<th>Human and Organizational Resources</th>
<th>Law, Policy and Governance</th>
<th>Leadership</th>
<th>Personal Foundations</th>
<th>Student Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jamie Washington</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaching First Generation College Students, an Inside Higher Ed Webinar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Writing and Grammar Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Affairs Assessment Series</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring Ethical Dilemmas in Student Affairs</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theoretical Foundations of Student Development Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Establishment of Campus and Community Partnerships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision and Evaluation of Professionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Resource Management Tips</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Networks and Partnerships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision: Development of Employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Finding a Mentor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Stop the World for a Moment, PLEASE!</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintaining Personal Life-balance in Student Affairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
## APPENDIX D: PROGRAM LISTINGS BY STAFF LEVELS

<table>
<thead>
<tr>
<th>Program</th>
<th>Entry-level Staff</th>
<th>Mid-level Staff</th>
<th>Senior-level Staff</th>
<th>Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jamie Washington</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Reaching First Generation College Students, an Inside Higher Ed Webinar</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Business Writing and Grammar Skills</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Student Affairs Assessment Series</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Exploring Ethical Dilemmas in Student Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Theoretical Foundations of Student Development Theory</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Establishment of Campus and Community Partnerships</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision and Evaluation of Professionals</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource Management Tips</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Networks and Partnerships</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Supervision: Development of Employees</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Finding a Mentor</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stop the World for a Moment, PLEASE!</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Maintaining Personal Life-balance in Student Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td><strong>13</strong></td>
<td><strong>12</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>