

# PROFESSIONAL DEVELOPMENT PLAN

## ORIENTATION/FIRST-YEAR PROGRAMS

As a new professional hoping to work within orientation/first-year programs, it is advantageous I further my knowledge. If I am not working in orientation/first-year programs professionally, I hope to continue this passion in some capacity. I would like to stay informed about current trends and issues, as well as best practices within the area. I would like to become actively involved in the National Orientation Directors Association (NODA). Involvement will expand my knowledge of the field and allow me to network with other professionals in this area.

### First Year

- ⇒ Maintain NODA membership
- ⇒ Explore resources at the institution and network with colleagues
- ⇒ Familiarize myself with Council for the Advancement of Standards in Higher Education (CAS) Standards for Orientation Programs (2012)

### Second Year

- ⇒ Maintain NODA membership
- ⇒ Attend an orientation/first-year programs webinar
- ⇒ If not professionally working in orientation/first-year programs, volunteer to help or represent my department during the campus's program
- ⇒ Teach a first-year experience course

### Third Year

- ⇒ Subscribe to *The Journal of College Orientation and Transition* (JCOT)
- ⇒ Attend NODA national or regional conference or First-Year Experience Conference
- ⇒ Become active member within NODA (e.g. conference volunteering, presenting, serving as executive member)

## SOCIAL JUSTICE

To further my knowledge within social justice and to be better equipped to educate students in this topic; I must gain more theoretical and practical knowledge in this area. I hope to become confident in my social justice advocacy.

### First Year

- ⇒ Seek out an experienced professional mentor and attend campus events that promote social justice and multicultural competence
- ⇒ Attend a webinar related to social justice
- ⇒ Read *Shifting: The Double Lives of Black Women in America* (Jones & Shorter-Gooden, 2003)

### Second Year

- ⇒ Participate in Safe Zone training
- ⇒ Attend conference sessions regarding social justice
- ⇒ Read *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (Loewen, 1996)

### Third Year

- ⇒ Participate in Social Justice Training Institute
- ⇒ Read *Social Justice Handbook: Small Steps for a Better World* (Cannon & Perkins, 2009)
- ⇒ Seek opportunities to work with students and teach about being a social justice advocate

## SUPERVISING

I had the opportunity to supervise many different types of students; most of my supervision has been in an orientation environment working with primarily undergraduate students. As a full-time professional, there is a possibility to supervise students in other capacities, also supervising paraprofessionals and professionals. Each of these new supervisory roles will have varying supervisory needs, it is important to learn and appreciate how to support these needs.

### First Year

- ⇒ Attend conference sessions and webinars related to being a successful supervisor
- ⇒ Seek out opportunities to supervise students and paraprofessionals

### Second Year

- ⇒ Read *Supervising New Professionals in Student Affairs: A Guide for Practitioners* (Janosik, Creamer, Hirt, Winston, Saunders, Cooper, 2003)
- ⇒ Connect with past supervisors to gain guidance

### Third Year

- ⇒ Serve on a university search committee
- ⇒ Read *First Break All the Rules: What the World's Greatest Managers Do Differently* (Buckingham & Coffman, 1999)

## ASSESSMENT

Assessment is my weakest area of knowledge. I expect to become skillful in basic level assessment and to learn the fundamentals. Having the ability to prove my programs and services are intentional and that they align with the institutional mission and learning outcomes is vital if I wish to be successful within student affairs.

### First Year

- ⇒ Gain further knowledge regarding assessment within my department
- ⇒ Connect with Institutional Research to learn about institutional-wide assessment and research
- ⇒ Attend conference sessions about assessment

### Second Year

- ⇒ Engage in assessment on my campus within my department
- ⇒ Seek out best practices for assessment within my current functional areas
- ⇒ Conduct assessment on a specific program

### Third Year

- ⇒ Attend relevant conference sessions
- ⇒ Attend webinars on assessment and research
- ⇒ Work collaboratively with colleagues to create or reevaluate a department or division wide assessment plan

## RESIDENCE LIFE

Although I have worked with residence life in various ways, I have never formally worked within the functional area. As a new professional there is a possibility I may obtain a job in residence life, so I must be mindful in developing within this area.

### First Year

- ⇒ Familiarize myself with CAS Standards for Residence Life (2012)
- ⇒ Seek out opportunities to connect with Resident Assistants and professionals within Residence Life
- ⇒ Gain more information about Association of College and University Housing Officers (ACUHO-I)

### Second Year

- ⇒ Subscribe to "Connections", a weekly electronic newsletter that gives updates about issues that affect campus housing (ACUHO-I, 2014)
- ⇒ Subscribe to the ACUHO-Blog, a blog where "association leaders, staff, and volunteers write share information and commentary regarding ACUHO-I and the campus housing profession as a whole" (ACUHO-I, 2014)

### Third Year

- ⇒ Attend ACUHO-I national or regional conference
- ⇒ Attend a housing webinar
- ⇒ Volunteer with Residence Life including events, move-in, staff training
- ⇒ Join ACUHO-I or ACPA Commission for Housing and Residential Life