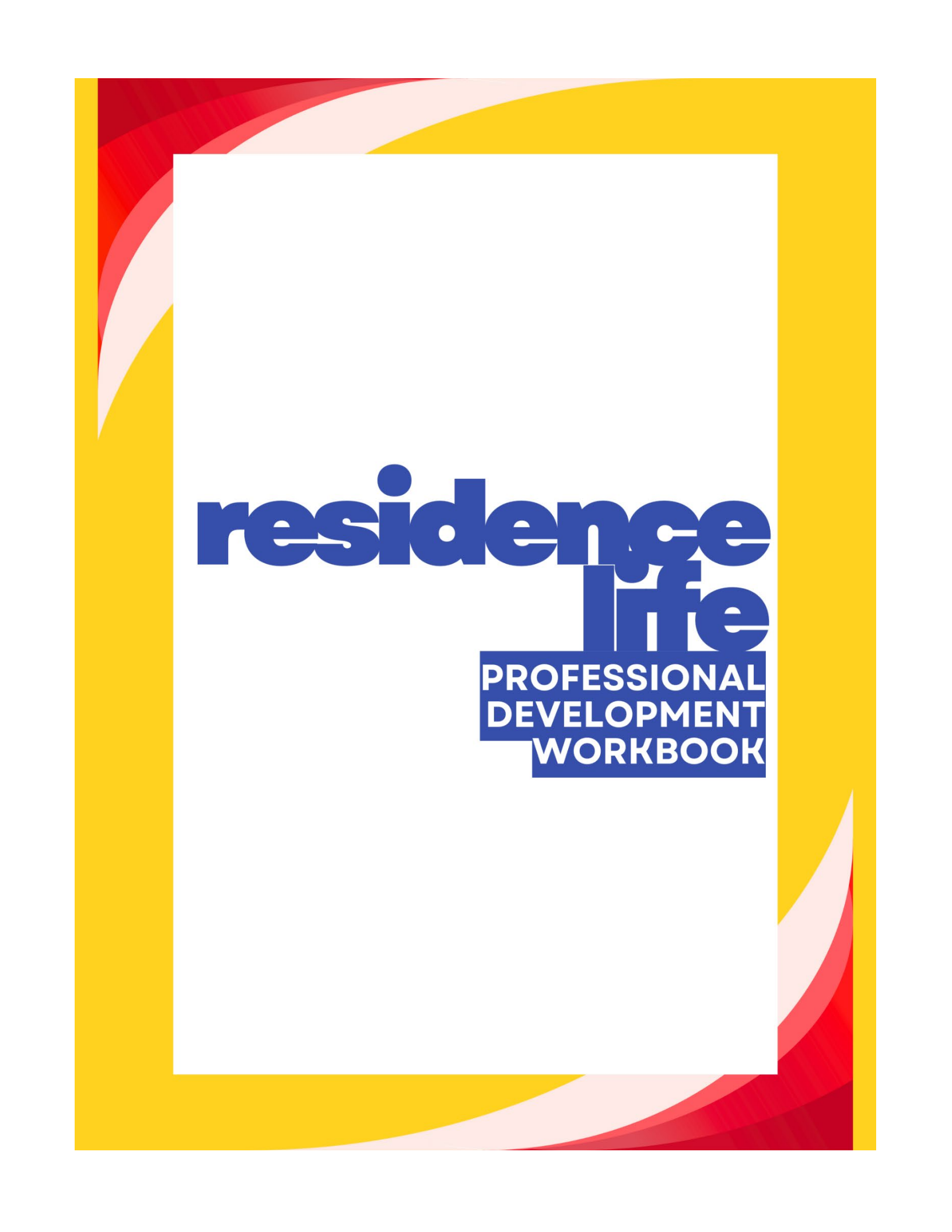




residence life

**PROFESSIONAL
DEVELOPMENT
WORKBOOK**

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Credit Statement:

This workbook is an adaptation of resources created by the Department of Residential Life at MSU Mankato. It may appear to be more entry-level friendly but can still be a great resource for mid-level professionals as well.

This workbook was created as a way of assisting professional development so that you may leave better prepared for your next job. Recognizing that your time in your current role probably isn't your final destination, please be intentional and use this position as a launching pad for the rest of your career!

This workbook is filled with a lot of content- from places for you to record conferences you attend and books you read, to pages filled with goal setting opportunities and professional development topics. Make it work for you! You get to decide if this is just used as a reference for you to check on every once and a while or if this is an essential guide that you use regularly. Like professional development itself, this workbook is what you make of it.

While engaging in this growth will look different for everyone, how you engage from month to month will also look different. Sometimes, you will be able to attend conferences and workshops and other times, you will find moments to read an article or practice a new skill in your role. You get to decide what this looks like and much like this workbook, you get to decide how you make professional development work for you.

Common Terms

Board of Directors - Group of individuals who have an impact on your experience.

Expense Report - Report submitted to be reimbursed for work-related costs.

Funding Request - Form to be submitted for payment of funds by Residential Life or other funding source.

P-Card - University Credit Card that can be used to pay conference registration, hotel stays, course registration, and more.

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ACPA - American College Personnel Association

ACUHO-I - Association of College and University Housing Officers International

NACA - National Association of College Activities

NACADA - An association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

NASPA - Student Affairs Administrators in Higher Education (formerly the National Association of Student Personnel Administrators)

SEAHO – Southeastern Association of Housing Officers

Professional Development - Events

Attendance at conferences, workshops, and seminars at the state, regional, and national level can fulfill many professional development goals. Below are some examples of available events.

Conferences & Expos

- **ACPA** (www.myacpa.org; spring conference)
 - **ACUHO-I Annual Conference and Expo** (www.acuho-i.org; summer conference)
 - **Maxfest** (www.maxient.com; spring conference)
 - **NACA** (www.naca.org; spring conference)
 - **NASPA** (www.naspa.org; spring conference)
 - **StarRez** (www.starrez.com; summer conference)
 - **White Privilege Conference** (www.theprivilegeinstitute.com; spring conference)
 - **Leadership Educators Institute** (naspa.org/events; leadership educators institute)
- *groups like NASPA, ACPA, etc. have many many "sub" conferences that dive into specific areas*
**RELI, NHTI, NPI, etc.*

Workshops

- **MHFA** (www.mentalhealthfirstaid.org)
- **Elizabeth Kearney's Women in Leadership Workshop** (YWCA workshop)
- **Center for Management & Organization Effectiveness Workshops** (various topics)

Your institution may offer Tuition Waiver and Assistance programs as part of your employee benefits. If so, please keep this in mind as another form of professional development. Inquire about the regulations, eligibility, and application timelines!

Professional Development Events - Attendance Log

Conference, Seminar, Workshop Attended

Date

[illegible]

Professional Presentations Log

Name/Subject	Date	Event

Professional Writing Log

Title/Subject	Date	Publication

Residential Life Presentations

Topic/Subject	Date	RA/Grad/ResEd

Individual Professional Development

Most professional development will depend on your own motivation and interest areas. Some areas we think you may enjoy exploring include:

Social Media

Suggestions to get you started:

- **Student Affairs Professionals** - FB Group
- **Residential Life Professionals** - FB Group
- **Future Higher Education Doctoral Students**—FB Group

Websites

Suggestions to get you started:

- **SEAHO** @ www.seaho.org
- **Inside Higher Ed** @ www.insidehighered.com
- **LinkedIn Job Postings** @ <https://www.linkedin.com/jobs>

Books & Articles

Podcasts

Professional Reading Log

Title/Author

Topic

[illegible]

Pre-Work Reflection

Review the following questions and reflect on ways you want to explore your own professional development in your time at your current institution.

What made you choose your home institution and/or role?

What are you looking to accomplish in your time there?

What areas do you have a lot of experience in?

Are there areas that you do not have a lot of experience in that you would like to spend time on while you are in this role?

My Board of Directors

Use this exercise to identify your current support systems within your role and through previous professional connections you may have made

Contact:
Contact Information:
Role(s) they play for me:

Contact:
Contact Information:
Role(s) they play for me:

Contact:
Contact Information:
Role(s) they play for me:

Contact:
Contact Information:
Role(s) they play for me:

Contact:
Contact Information:
Role(s) they play for me:

Additional Professional Connections

[illegible]

How to Make Goals & an Action Plan

Professional development will look different in each role you have throughout your career. A professional development action plan is an ever-changing document that assesses your current skill set, helps you set career goals, create strategies, and uncover resources that will help you reach them. Your professional development plan is not a one-time project. Rather, it is an ever-changing document that you update as your goals, surroundings, and priorities change.

Here are some things to consider when creating goals and an action plan.

1. Assess yourself: Self-assessment is the foundation of your action plan and a critical step you should take seriously whenever you start/complete an action plan. Assessing yourself means evaluating your personal and professional interests, any hopes, plans, and dreams you have for your career, as well as your current knowledge and skill set. Assessing yourself is not always easy, so lean on peers and your supervisor to help jump-start the process

2. Identify some goals: Now that you have evaluated your current position and skills, it's time to set your goals. These do not need to be perfect or fully organized; your goals should work for you and make sense with the way your specific brain works. To break up your main goals, you may want to set long-term, mid-term, and short-term goals. Aim to set one long-term goal and then break the mid- and short-term goals up into manageable chunks. The number of short- and mid-term goals you set depends on how far into the future you're planning and how many steps you need to complete to reach the finish line.

3. Develop strategies: Look at your current skill set or position, as well as your goals, and write down what you need to do to reach them. Whether that's going to a conference to broaden your knowledge, finding a mentor who can help you build meaningful connections within the organization, or signing up for a workshop to hone your skills, write down your action plan so you know which steps you'll have to take to reach your goals.

4. Gather your resources: Once you have developed an action plan, think through the professional growth you need to succeed. A few examples of resources that can be relevant to your professional development include seminars/workshops, learning and development resources, professional networks, continuing education institutions, and social media platforms.

How to Make Goals & an Action Plan

5. Create a timeline: Depending on the type of goals you set for yourself, you may want to think in weekly, monthly, or quarterly increments. Try to find a happy balance between giving yourself enough time to achieve your goals but also challenging yourself. Having a timeline will hold you accountable to your short- and mid-term goals so you do not miss this career opportunity.

6. Track your progress: With your timeline at hand and your goals defined, it should be easy for you to track your progress and assess where you are. Remember to keep your action plan alive by updating and adjusting it as you go. That's the only way it can help you to continually improve yourself and grow in your career.

A HELPFUL TIP: Utilizing Your Dream Job as Your Reference

The cool thing about the work that we do is that it is very generalist. This results in people leaving this role with the skill set to do many things. Some humans have stayed in higher education, and some have not. Both paths are valid and celebrated.

In the next few pages, you will see examples of three sample Action Plans and two example Set of Skills. Two of the example Action Plans will be from the perspective of someone continuing a position in higher education and the third from someone who chose to pursue a position in business outside of higher education. The Set of Skills has one of each.

Professionals within our department have used the position description of the type of job they will be seeking once they are job searching again. Some have found postings on HigherEdJob.com while others have found some on LinkedIn.

(Borrowed from asana.com)

YEAR ONE - Action Plan (HIGHER ED SAMPLE)

Goal (What is it you want to accomplish?)		
<i>Be more confident and comfortable facilitating/presenting Diversity, Equity, and Inclusion information to my student staff</i>		
Behaviors (If I accomplish this goal, what does it look like? What habits do I need to develop?)		
<i>Possessing a deep knowledge of a specific Diversity, Equity, and Inclusion topic</i> <i>Having strong facilitation skills</i> <i>Being a clear and concise communicator</i> <i>Developing trust and relationships with student staff I supervise</i>		
Plan	Resources	Timeline
Learn (what will I teach myself & learn from others?)		
<i>Understand and social context around terms I do not know a lot about (intersectionality, systemic oppression, implicit bias, etc.)</i> <i>Identify team/trust building exercises that can help staff be more comfortable with each other and me</i>	<i>ResEd Staff Teams</i> <i>Other Staff</i> <i>Work items from a past institution</i>	<i>20XX Fall Semester</i> <i>July 20XX - October 20XX</i>
Practice (what new things will I try?)	<i>Book: "The Magic of Facilitation" by Killerman and Bolger</i> <i>My Assistant Director</i>	<i>20XX Fall Semester</i> <i>October 20XX Area Meeting</i>
<i>Facilitate trust/team building exercises, including trying new ways to lead the group discussion and participation</i> <i>Present information during Area meeting in a clear and concise manner (without rambling or over-explaining)</i>		
Assessment (how will I seek feedback on progress?)	<i>Google Forms</i> <i>EBI Information</i>	<i>October 20XX</i> <i>October 20XX</i>
<i>Ask staff anonymously in staff meetings to give feedback on my facilitation</i> <i>Talk with my supervisor after to get their feedback on how I presented the information</i>		

YEAR ONE - Action Plan (HIGHER ED SAMPLE)

Measuring Success (how will you know when you have reached your goal?)

In RA Training in January 20XX, I really want to be able to present on a Diversity, Equity, Inclusion topic. If I can have three successful facilitations during the Fall semester, I will know that I am ready to facilitate this with my staff during training and into the Spring 20XX semester.

What do you need from your supervisor to accomplish this?

A big help would be if my supervisor could help me organize my activities/discussions prior to the facilitation.

Reflection

Did I accomplish my goal?

Yes

What helped me be successful?

The other Hall Director staff were really helpful in brainstorming activities and helping me practice so I could feel confident in my ability to present this information to staff. They shared what works for them and gave me a lot of tips on how to be successful in this goal.

What was a barrier to success?

My biggest barrier in trying to accomplish this goal was making sure that I gave myself enough time to prepare for my facilitations. There were a couple times when everything got prepared at the last minute which meant I was already stressed and frazzled when I went into the facilitation.

Reflection on Goal (how might you share about this growth in an interview?)

I can list this on my resume as "Create, organize, and facilitate student staff meetings focusing on diversity residence education with meeting topics including identity groups, creating inclusive communities, and current events" and talk about this development as it relates to supervision. This could also be a good topic to discuss when answering questions about how I lead a team when working to complete a project/learning a new task.

YEAR ONE - Action Plan (HUMAN RESOURCES SAMPLE)

Goal (What is it you want to accomplish?)		
<i>Be more confident organizing candidate information during hiring season and get direct experience with hiring processes.</i>		
Behaviors (If I accomplish this goal, what does it look like? What habits do I need to develop?)		
<i>Have an organizational method for tracking candidates</i> <i>Be able to fully document all hiring decisions</i> <i>Have experience with the full recruitment cycle</i>		
Plan	Resources	Timeline
Learn (what will I teach myself & learn from others?)		
<i>Understand hiring criteria and standards for the department</i> <i>Work with others (my supervisor, my area, ResEd) as part of a joint hiring process</i>	<i>ResEd Meetings</i> <i>Other HD Staff</i> <i>ResEd Staff Teams (past hiring documentation)</i>	20XX Spring Semester
Practice (what new things will I try?)	<i>My supervisor/the RA Selection chair</i> <i>Book: Victory Through Organization by Dave Ulrich, David Kryscynski, Wayne Brockbank, Mike Ulrich</i>	Spring 20XX
<i>Serve on RA Selection and request to play a part in a certain area of the CD recruitment process</i> <i>Take the lead on the group workshop and/or develop the questions as part of RA Selection</i>		
Assessment (how will I seek feedback on progress?)	<i>Microsoft Forms</i>	March/April 20XX
<i>Ask the others on the committee for feedback through a survey</i> <i>Meet individually with my supervisor and/or search chair on how things went</i>		

YEAR ONE - Action Plan (HUMAN RESOURCES SAMPLE)

Measuring Success (how will you know when you have reached your goal?)

At the end of Spring 20XX, I would like to be able to say that I effectively managed my role in the hiring process. I will know I have reached my goal by the end of the semester after I review the assessments and complete my transition report for the following year.

What do you need from your supervisor to accomplish this?

It would be nice to see what they use for hiring and how they go about making ethical hiring decisions for our area.

Reflection

Did I accomplish my goal?

Yes

What helped me be successful?

I had a consistent line of communication with the committee, my search chair, and my supervisor. In addition to seeking formal feedback at the end, I collected informal feedback throughout the whole semester.

What was a barrier to success?

My biggest barrier was putting a lot of pressure on myself. Everything got done, but I spent more time than I would have liked to being stressed. If I were to do this again, I would ask my supervisor to check in with me more to help me stop overthinking.

Reflection on Goal (how might you share about this growth in an interview?)

I can now say on my resume that I have experience with two full hiring processes. I ended up having one RA that did not make grades, so they were unable to return to the position. This gave me experience with off-boarding and then experience utilizing the alternate pool. This will be helpful to discuss during interviews when I am asked about on/off boarding.

YEAR ONE - Examples of Skill Sets (HIGHER ED)

Here are some examples of the skillsets you could explore in the first year of your role. This is by no means an exhaustive list. This is a place to **start** your skill development through options already available within your role/our department.

Assessment - Building wide assessment project (Spring) Budgeting - Make budget recommendation in community and on projects/committees Cleary Act/Title IX - Attend a university presentation about Title IX policies/procedures Communication Skills - Submit an article for publication in a regional organization Diversity Initiatives and Cultural Competency - Apply to participate in the Social Justice Training Institute Event Planning Management - Plan and implement a program outside of your community development plan to benefit students Graduate Student Supervision - Connect with the Grads and become an advocate for them Mentorship - Advise RL/RHA/NRHH delegation to a conference	Planning/Conducting Trainings - Help facilitate a training Problem Solving/Critical Thinking - Annually, when updates to the Res Life Manuals are requested, create and submit a policy change proposal Professional Presentation - Submit a proposal for your state conference Project Management - Join your state association and take a leadership role within a committee Student Development Theories - Re-read, review and identify theories used in practice Technology - Take a course/seminar University Wide Involvement - Network and explore volunteer opportunities to consider in the next year
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Reflection Questions

What are you looking to accomplish in your first year?

What made you choose this institution/role?

What areas do you have a lot of experience in?

Are there areas that you do not have a lot of experience in?

YEAR ONE - Examples of Skill Sets (HUMAN RESOURCES)

Here are some examples of the skillsets you could explore in the first year of your role. This is by no means an exhaustive list. This is a place to **start** your skill development through options already available within your role/our department.

Assessment

- Survey review
- Assessments from RA Selection

Budgeting

- Make budget recommendation

Clear Act/Title IX

- Attend a university presentation about Title IX policies/procedures

Communication Skills

- Send out weekly newsletters to my community

Diversity Initiatives and Cultural Competency

- Attend one event on-campus per month and do a deep dive on one thing learned at each

Event Planning Management

- Plan and implement a structure for Event Coordinators to use

Mentorship

- Attend a conference with student leaders as an additional advisor

Planning/Conducting Trainings

- Serve on the RA Training Committee in the summer of 20XX

Problem Solving/Critical Thinking

- Track intentional conversations in different ways throughout the semester and share what worked best with the rest of your team during summer kick off

Professional Presentation

- Submit a proposal for SEAHO

Project Management

- Take the lead on something within a committee

Student Development Theories

- Review common student development theories/HR theories and see where they may overlap

Technology

- Take a course/seminar on assessment tools

University Wide Involvement

- Get involved as a rep for a university-wide committee

Reflection Questions

What are you looking to accomplish in your first year?

What made you choose your institution/role?

What areas do you have a lot of experience in?

Are there areas that you do not have a lot of experience in?

YEAR ONE - Action Plan

Goal (What is it you want to accomplish?)		
Behaviors (If I accomplish this goal, what does it look like? What habits do I need to develop?)		
Plan	Resources	Timeline
Learn (what will I teach myself & learn from others?)		
Practice (what new things will I try?)		
Assessment (how will I seek feedback on progress?)		

YEAR ONE - Action Plan

Measuring Success (how will you know when you have reached your goal?)

What do you need from your supervisor to accomplish this?

Reflection

Did I accomplish my goal?

What helped me be successful?

What was a barrier to success?

Reflection on Goal (how might you share about this growth in an interview?)

YEAR TWO - Examples of Skill Sets

Here are some examples of the skillsets you could explore in the second year of your role. This is by no means an exhaustive list. This is a place to **start** your skill development through options already available within your role/our department.

Budgeting

- Res Life budget forecasting workshop

Cleary Act/Title IX

- Develop an awareness campaign in the Residence Halls

Conduct Management

- Adjudicate a detox and/or self-harm case in coordination with supervisor

Crisis Management

- Develop training material for Res Life staff responding to specific student behaviors (example: eating disorders)

Diversity Initiatives and Cultural Competency

- Participate in a diversity council

Event Planning Management

- Plan and implement a prolonged educational series

Facilities

- Participate in a facilities planning process

Graduate Student Supervision

- Update supervision guidelines for graduate students

Mentorship

- Participate in RELI

Planning/Conducting Trainings

- Present at Grad Staff Training

Problem Solving/Critical Thinking

- Play integral role in managing move in process within own area

Professional Presentation

- Present at a regional or national conference

Project Management

- Attend/observe a RL facility planning meeting

Student Development Theories

- Present on implementation of Student Development Theories

Technology

- Assist in developing and implementing online professional staff on-boarding

University Wide Involvement

- Teach First Year Seminar

Reflection Questions

What did you learn last year that you want to improve on this year?

What are your passion areas?

What specific tasks do you want to accomplish?

YEAR TWO - Action Plan

Goal (What is it you want to accomplish?)		
Behaviors (If I accomplish this goal, what does it look like? What habits do I need to develop?)		
Plan	Resources	Timeline
Learn (what will I teach myself & learn from others?)		
Practice (what new things will I try?)		
Assessment (how will I seek feedback on progress?)		

YEAR TWO - Action Plan

Measuring Success (how will you know when you have reached your goal?)

What do you need from your supervisor to accomplish this?

Reflection

Did I accomplish my goal?

What helped me be successful?

What was a barrier to success?

Reflection on Goal (how might you share about this growth in an interview?)

YEAR THREE - Examples of Skill Sets

Here are some examples of the skillsets you could explore in the third year of your role. This is by no means an exhaustive list. This is a place to **start** your skill development through options already available within your role/our department.

Assessment - Assist in organizing a Residential Education workshop on your department assessment tool (explanation, data analysis, priorities, etc.) Cleary Act/Title IX - Present during CA/Res Ed Training with Leadership Team member Conduct Management - Meet with Conduct Coordinator to learn more about the behind the scenes of Maxient Communication Skills - Webinar presenter Crisis Management - Campus Emergency Response Training Diversity Initiatives and Cultural Competency - Apply for/participate in a Leadership Institute	Facilities - Participate in the Stadium heights turn process Graduate Student Supervision - Co-chair Grad Recruitment Committee Mentorship - Participate in NHTI Project Management - Observe/assist in management of one summer conference group Student Development Theories - Be able to identify which theories you personally use in supervising RAs Technology - Attend Maxfest or StarRez annual conference University Wide Involvement - Join a search committee
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Reflection Questions

What is your ideal next job?

What skills do you need to get that job?

Are there colleagues you can reach out to that can help you gain needed skills?

YEAR THREE- Action Plan

Goal (What is it you want to accomplish?)		
Behaviors (If I accomplish this goal, what does it look like? What habits do I need to develop?)		
Plan	Resources	Timeline
Learn (what will I teach myself & learn from others?)		
Practice (what new things will I try?)		
Assessment (how will I seek feedback on progress?)		

YEAR THREE- Action Plan

Measuring Success (how will you know when you have reached your goal?)

What do you need from your supervisor to accomplish this?

Reflection

Did I accomplish my goal?

What helped me be successful?

What was a barrier to success?

Reflection on Goal (how might you share about this growth in an interview?)

YEAR FOUR/FIVE - Examples of Skill Sets

Here are some examples of the skillsets you could explore in the second year of your role. This is by no means an exhaustive list. This is a place to **start** your skill development through options already available within your role/our department.

Assessment

- Assessment presentation
- Facilitate a weekly element at your department meeting for a semester

Conduct Management

- Lead a training related to the conduct hearing officer role.

Professional Presentation

- Collaborate with ResLife leadership in planning Summer Kickoff for professional staff

Project Management

- Attend RL Project Management meetings for one semester
- Serve on a ResLife project or renovation team

Reflection Questions

What is your ideal next job?

Looking at your resume are there any "gaps" you need to fill in?

What would you ask your supervisor to help with?

Are there any "Year 4/5" skills you specifically want to work on?

Have you begun to edit your resume?

What does talking about this plan look like to you?

Professional Planning: Year FIVE

What positions are you researching? (Reviewing job descriptions)

How are you positioning yourself to have the skills necessary to qualify for the positions you are looking to apply for? (Skills assessment)

Which professionals can assess your qualifications and provide additional guidance? (Networking)

What other constraints do you have for a job search and career change?

YEAR FOUR - Action Plan

Goal (What is it you want to accomplish?)		
Behaviors (If I accomplish this goal, what does it look like? What habits do I need to develop?)		
Plan	Resources	Timeline
Learn (what will I teach myself & learn from others?)		
Practice (what new things will I try?)		
Assessment (how will I seek feedback on progress?)		

YEAR FOUR - Action Plan

Measuring Success (how will you know when you have reached your goal?)

What do you need from your supervisor to accomplish this?

Reflection

Did I accomplish my goal?

What helped me be successful?

What was a barrier to success?

Reflection on Goal (how might you share about this growth in an interview?)

YEAR FIVE - Action Plan

Goal (What is it you want to accomplish?)		
Behaviors (If I accomplish this goal, what does it look like? What habits do I need to develop?)		
Plan	Resources	Timeline
Learn (what will I teach myself & learn from others?)		
Practice (what new things will I try?)		
Assessment (how will I seek feedback on progress?)		

YEAR FIVE - Action Plan

Measuring Success (how will you know when you have reached your goal?)

What do you need from your supervisor to accomplish this?

Reflection

Did I accomplish my goal?

What helped me be successful?

What was a barrier to success?

Reflection on Goal (how might you share about this growth in an interview?)

ADDITIONAL Action Plan

Goal (What is it you want to accomplish?)		
Behaviors (If I accomplish this goal, what does it look like? What habits do I need to develop?)		
Plan	Resources	Timeline
Learn (what will I teach myself & learn from others?)		
Practice (what new things will I try?)		
Assessment (how will I seek feedback on progress?)		

ADDITIONAL Action Plan

Measuring Success (how will you know when you have reached your goal?)

What do you need from your supervisor to accomplish this?

Reflection

Did I accomplish my goal?

What helped me be successful?

What was a barrier to success?

Reflection on Goal (how might you share about this growth in an interview?)

ADDITIONAL Action Plan

Goal (What is it you want to accomplish?)		
Behaviors (If I accomplish this goal, what does it look like? What habits do I need to develop?)		
Plan	Resources	Timeline
Learn (what will I teach myself & learn from others?)		
Practice (what new things will I try?)		
Assessment (how will I seek feedback on progress?)		

ADDITIONAL Action Plan

Measuring Success (how will you know when you have reached your goal?)

What do you need from your supervisor to accomplish this?

Reflection

Did I accomplish my goal?

What helped me be successful?

What was a barrier to success?

Reflection on Goal (how might you share about this growth in an interview?)

Professional Development Topic Areas

Assessment

- Assessment - Year 1
- Student Staff Assessment - Year 1
- Building wide assessment project (Spring) - Year 1
- Assessment workshop with Institutional Planning, Research and Development- Year 1
- Complete an Individual Assessment Project for area or department - Year 2
- Assist in organizing a pro-staff workshop on chosen assessment tool (explanations, data analysis, priorities, etc.) - Year 3

Budgeting

- Make budget recommendations in community and on projects/committees - Year 1
- Leadership coordinates workshop to learn about the budget forecasting process in RL - Year 2

Clery Act/Title IX

- Attend a university presentation about Title IX policies - Year 1
- Be a contributing member to Sexual Violence Program Implementation on campus - Year 1
- Develop an awareness campaign in the Residence Halls - Year 2
- Create a workshop to be used with non-Res Life student organizations - Year 2
- Attend Campus Sexual Violence Prevention Summit - Year 2
- Present during CA/Res Life Training with Leadership Team member - Year 3
- Meet with University Security to learn an introduction into our campus Clery Act reporting process - Year 3

Professional Development Topic Areas

Conduct Management

- Adjudicate a detox and/or self-harm case in coordination with supervisor - *Year 2*
- Represent on a conduct board - *Year 2*
- Observe a conduct appeal hearing and process with adjudicator - *Year 2*
- Observe a contract termination hearing and process with adjudicator - *Year 2*
- Adjudicate a contract term case in coordination with supervisor - *Year 4/5*
- Observe a contract termination appeal hearing and process with Director - *Year 4/5*

Communication Skills

- Submit an article for publication - *Year 1*
- Attend a professional conference/workshop that has "communication skills" as a focus - *Year 1*
- Present at a Res Life Meeting - *Year 1*
- Webinar presenter - *Year 3*

Crisis Management

- Develop training material for Res Life staff responding to specific student behaviors (example: eating disorders) - *Year 2*
- Develop expertise in an area of crisis and present on it - *Year 2*
- Campus Emergency Response Training - *Year 3*
- Attend a crisis focus conference/workshop - *Year 3*

Professional Development Topic Areas

Diversity Initiatives and Cultural Competency

- Review Data regarding marginalized student groups, work on a programmatic approach - *Year 1*
- Apply to participate in the Social Justice Training Institute - *Year 1*
- Read books/participate in a book club about marginalized students - *Year 1*
- Partner with University office to present on a diversity topic (floor presidents, community members, RAs, etc.) - *Year 1*
- Participate in a Diversity Council - *Year 2*
- Create and implement an intentional visibility plan prioritizing under-represented students - *Year 2*
- Participate in a Leadership Institute - *Year 3*

Event Planning/Management

- Plan and implement a program outside of your community development plan to benefit students - *Year 1*
- Plan a campus wide event or welcome week initiative - *Year 1*
- Represent RL on Homecoming, Family Weekend, or Welcome Week - *Year 1*
- Plan and implement a prolonged educational series - *Year 2*
- Co-programming - *Year 2*

Professional Development Topic Areas

Graduate Student Supervision

- Propose Graduate Internship Opportunity (Within Department) - Year 1
- Intern Supervision (CSP, Ed Lead) - Year 2
- Co-chair Grad Recruitment Committee - Year 3
- Work with Student Success Coordinator to provide training/supervision to a grad in the conduct hearing role. - Year 3

Mentorship

- Advise RA/RHA/NRHH delegation to a conference - Year 1
- Provide mock interview for budding SA professional - Year 1
- Student mentorship opportunity - Year 2
- Participate in RELI - Year 2/3
- Participate in NHTI - Year 3/4/5

Planning/Conducting Training

- Help facilitate training - Year 1
- Present at grad training - Year 2
- Create an educational workshop during the academic year for RAs, Grads, and/or Res Ed - Year 2

Problem Solving/Critical Thinking

- Annually, when updates to the Student Guide are requested, create and submit a policy change proposal - Year 1
- Enroll in coursework/certificate programs for continuing education - Year 1
- Play integral role in managing move in process within own area - Year 2

Professional Development Topic Areas

Professional Presentation Experience

- Present at an institutional Workshop - *Year 1*
- Present at RHA Student Leadership conference - *Year 1*
- Present at a state level conference - *Year 1*
- Present at a regional or national conference (SEAHO/NASPA) - *Year 2*

Project Management

- Identify a need and propose a pilot project in community - *Year 1*
- Join a university committee - *Year 1*
- Join your state association and take a leadership role within a committee - *Year 1*
- Attend/observe a RL facility planning meeting - *Year 2*
- Present on pilot project and propose department plan - *Year 2*
- Chair/Co Chair Committee (academic year or summer) - *Year 2*
- Apply to chair a university committee - *Year 3/4/5*
- Observe/assist in management of one summer conference group - *Year 3*
- Attend RL Project Management meetings for one semester - *Year 4/5*

Professional Development Topic Areas

Technology

- Take a course/seminar offered by IT - *Year 1*
- Assist in developing and implementing online pro-staff onboarding - *Year 2*
- Teach members of RL how technology platforms can be utilized in RL work - *Year 2*
- Attend Maxfest or StarRez annual conference - *Year 3*
- Take a course/seminar on web-site development - *Year 3*

University Wide Involvement

- Apply to be on a committee - *Year 1*
- RL search committee member - *Year 1*
- Volunteer to assist with Homecoming - *Year 1*
- Apply to teach First Year Seminar for the following Fall Semester - *Year 1*
- Advise a student organization - *Year 1*
- Participate in a Leadership Institute - *Year 1*
- Co-chair RL search committee - *Year 3*
- Take a course/seminar on web-site development - *Year 3*

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