UC Merced Division of Student Affairs

# Staff Professional Development Program

Transformational | Inclusive | Nimble | Impact

**UC Merced** Student Affairs
STAFF PROFESSIONAL DEVELOPMENT
P R O G R A M

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# About UC Merced's Division of Student Affairs

## VISION

The Division of Student Affairs strives to become a leading model of innovative approaches for student-centered initiatives. We're strategically growing to meet the expanding needs of our body of richly diverse students and alumni, and the greater community.

## MISSION

Student Affairs recruits and develops dedicated students and staff members who are committed to lifelong learning. In keeping with the university's Principles of Community, we cultivate a campus environment characterized by respect for human dignity and diversity.

Toward these aims, Student Affairs promotes an enriched learning environment, often collaborating with faculty members and units campuswide to provide students with opportunities to realize their intellectual, physical, social and emotional potential.

## STUDENT LEARNING OUTCOMES

The Division of Student Affairs strives to add to each student's complete educational experience at UC Merced through our efforts to:

- Improve his or her confidence in his or her own abilities (learning, social, critical thinking, creativity, problem solving and purposeful risk taking)

- Develop a sense of civic responsibility and engagement

- Demonstrate effective written, verbal and technological communication skills

- Increase capacity for leadership and teamwork

- Articulate a sense of self, identity and knowledge of his or her effects on others

- Develop an understanding and appreciation of human differences

- Develop skills for lifelong personal well-being and success

# About the Staff Professional Development Program

## PROFESSIONAL DEVELOPMENT PROGRAM KNOWLEDGE COUNCIL

Using a collaborative approach and drawing on expertise from across the division, in fall 2014, a Knowledge Council (KC) was formed comprising key stakeholders who would determine the scope of the professional development program.

The council was tasked with serving as expert decision-makers, providing guidance and knowledge in the design and creation of the program.

The KC has a total of 21 members including director, MSO, administrative and custodial/facilities representation.

### KNOWLEDGE COUNCIL MEMBERSHIP INCLUDES:

BRANDON BOGGS, *executive director, Health Services*

KAREN BONILLA, *business manager, MSO representative vice chancellor — Student Affairs*

ELIZABETH BORETZ, *director, Bright Success Center*

LE'TRICE CURL, *director, Student Life*

DIANA CHAVEZ, *assistant director, Center for Career and Professional Advancement*

DAVID DUNHAM, *director, Recreation and Athletics*

ANGELICA GUILLEN, *senior assistant registrar, Registrar*

BRIAN GRESHAM, *director, Administrative Operations and Financial Planning*

TAMMY JOHNSON, *associate director, Summer Session*

SUZANNE KING, *executive assistant, Administrative Group representative vice chancellor — Student Affairs*

ISMAEL SERRANO, *project director, Center for Educational Partnerships*

MARY LEON, *senior custodian, Custodial and Maintenance representative Housing and Residence Life*

RACHAEL MARTIN, *SAPDI chair, director, Graduate Student Services*

HOLLY MAYO, *director, Disability Services*

HEATHER NARDELLO, *associate director, Financial Aid and Scholarships*

LISA PERRY, *director, Students First Center*

MALLISA RAINEY, *director, Digital Services for Enrollment Management*

MARTIN REED, *director, Housing and Residence Life*

JASON SOUZA, *director, Dining Services and CatCard office*

HECTOR SAMBOLIN, *assistant director Bright Success Center, Assessment Team representative*

KEVIN STORMS, *director, Campus Bookstore*

# Mission Statement

The mission of the Professional Development Program aligns with the Division of Student Affairs' aspirational goals (transformational, inclusive, impact and nimble) and UC Merced's strategic initiatives for 2020. The Professional Development Program aims to increase student success by providing professional development opportunities for student affairs staff members to advance the knowledge, skills and attitudes expected of staff members regardless of their areas of specialization or positional roles within the field.

## OVERARCHING OUTCOMES

Staff members who participate in the professional development program will be better able to:

- articulate the definition of student success;
- articulate contributions to or support of student success; and
- collaborate to foster student success.

Implementation of the program will enable the division to:

- respond to the needs of professional development for staff members;
- promote professional development for staff members to enhance the quality of student success;
- assess professional development for staff members.

## 2015-2016 PROGRAM INFORMATION - EXPERIENTIAL LEARNING PROGRAMS

The Experiential Learning Programs (ELP) offers staff members many opportunities to develop knowledge and skills from direct experiences outside a traditional workplace setting.  ELP encompasses a variety of programs including an annual symposium, a bi-monthly student success and engagement speaker series, campus and community partnership series, an assessment series and a lunchtime learning series.

ELP offers opportunities for staff members to engage intellectually, creatively, emotionally or socially and to reflect and analyze such topics as student success and engagement; robust partnerships; justification of program effectiveness; data-informed action; wellness; student learning outcomes and more.

## ANNUAL PROFESSIONAL DEVELOPMENT SYMPOSIUM

The Professional Development Symposium is designed to advance the knowledge, skills and attitudes expected of student affairs staff members within the context of student success and engagement; within robust partnerships across campus and the community; assessment; and personal and professional wellness.

## STUDENT SUCCESS AND ENGAGEMENT SPEAKER SERIES

The Division of Student Affairs will be invited to attend a bi-monthly presentation from a leader within the profession of student affairs who will present on best practices of student success and engagement. After the presentation, the speaker will facilitate an interactive activity and/or workshop.

## CAMPUS AND COMMUNITY PARTNERSHIPS SERIES

The Campus and Community Partnerships series is designed as structured learning environment where on-campus and off-campus community experts present and facilitate discussions on how to foster partnerships within the campus community and with the Merced community at large. Public service opportunities will also be incorporated into the series.

## ASSESSMENT-TEAM (A-TEAM) SERIES

The A-team will present an educational series on various topics related to assessment practices.

## LEARNING AT LUNCH SERIES

The Learning at Lunch series is a bi-monthly learning workshop series at which a speaker will present on various topics ranging from personal and professional wellness and advising skills and techniques to leadership skills and more.

# Annual Professional Development Symposium | Wedne

The Professional Development Symposium is designed to advance the knowledge, skills and attitude
engagement; within robust partnerships across campus and the community; assessment; and person

| tiME | EvEnt | |
|---|---|---|
| 9 – 9:30 a.m. | **Check-in:** network and pick up your symposium information | |
| 9:30 – 9:45 a.m. | **Welcome:** symposium Information and overview | |
| 9:45 – 11:45 a.m. | **Keynote Speaker: Professor Shaun R. Harper**, *University of Pennsylvania, executive director of the* Harper's research examines race and gender in education and social contexts, equity trends and racial student success in high school and higher education and college student engagement. | |
| 11:45 a.m. to 1 p.m. | **LunCH** | |
| 1 – 2:30 p.m. | **ConCuRREnt SESSionS – PaRtiCiPantS WiLL CHooSE onE** | |
| | **Campus and Community Partnerships Series no. 1: Look to Become Engaged**<br>What are the different pathways for engagement UC Merced and within the Merced community? What<br>Can I participate and what is my role? A diverse panel of speakers will provide information on question<br>engaged, this workshop is for you.<br>OUTCOME – Participants will be able to explain the different pathways for engagement at UC Merced a<br>to network and build relationships at UC Merced and within the campus community; identify an oppo | |
| | **Learning at Lunch Series no. 1: institutional Conditions for Student Success**<br>To be announced | |
| | **Peer Group Mentoring no. 1: this Place is Stressing Me out!**<br>While some workplace stress is normal, excessive stress can interfere with your productivity and impac<br>Finding ways to manage workplace stress isn't about making huge changes or rethinking career ambit<br>your control: you. This workshop discusses strategies for how to identify and manage stress, enabling a<br>OUTCOME– Participants will be able to identify the signs or personal triggers of stress, anxiety or burno<br>to work with students and fellow staff members. | |
| | **the assessment team Series no. 1: the State of Surveys at uC Merced: What are already a**<br>Take an overarching look at institution- and division-wide surveys at UC Merced. Hear about the survey<br>formation. Learn more about the New Student Survey, Graduate Student Survey, Graduating Senior Su<br>Undergraduate Experiences Survey, National Collegiate Health Survey, and the Housing & Residence L<br>identify the surveys conducted institutionally and divisionally; describe the types of questions and sub<br>direct and indirect data. | |
| 2:30 – 3 p.m. | **Wrap up and Dessert**<br>Join us for dessert as we wrap up, reflect and share highlights of the 2015 symposium. | |

es expected of student affairs staff members within the context of student success and
nal and professional wellness.

| | SPEaKER | LoCation |
|---|---|---|
| | Check-in table | COB 102 |
| | VC Nies | COB 102 |
| *e Center for the Study of Race and Equity in Education* climates on college campuses, Black and Latino male | Shaun R. Harper | COB 102 |
| | Yablokoff-Wallace Dining Center | |

| | | |
|---|---|---|
| t are the different opportunities to network and build relationships? s like these and more. If you've been thinking about becoming nd within the Merced community; explain the different opportunities rtunity to engage. | Steve Roussos, Director for the Blum Center Director for the Blum Center; Vernette Doty, Associate Director for Student Life; Elizabeth Boretz, Director for the Bright Success Center; Steve Lerer, Assistant Director for Student Life | COB 110 |
| | Elizabeth Whitt, Vice Provost and Dean of Undergraduate Education, and Professor, UC Merced | COB 102 |
| t your physical and emotional health. tions, but rather about focusing on the one thing that's always within a healthier environment for you and your students. out; incorporate strategies of success, best practices and staff resources | Myrla Seibold, Ph.D., UC Merced Counseling and Psychology | COB 105 |
| **asking our students?** ys, what data they yield, when they happen and how we access the in- urvey, National Survey of Student Engagement, University of California ife Resident Satisfaction Survey. OUTCOME - Participants will be able to osequent results from each survey; and explain the difference between | Members of UC Merced's Assessment Team: Diana Chavez, Kristin Hlubik, and Emily Langdon | COB 116 |
| | VC Nies | COB 102 |

| DatE | tiME | LoCation | EvEnt | toPiC DESCRiPtion |
|------|------|----------|-------|-------------------|
| Wednesday, Aug. 5 | 9 a.m. to 3 p.m. | Various locations | Professional Development Symposium | |
| | 9 – 9:30 a.m. | COB 102 | Check-in, network and pick up your symposium information | |
| | 9:30 – 9:45 a.m. | COB 102 | Welcome, symposium information and overview | |
| | 9:45 – 11:45 a.m. | COB 102 | Student Success and Engagement Speaker Series No. 1 | Professor Shaun R. Harper's research examines trends and racial climates on college campuses, higher education and college student engagem |
| | 11:45 a.m. to 1:45 p.m. | Yablokoff-Wallace Dining Center | LUNCH | |
| | 1– 2:30 p.m. | | | **Con CuRREnt SESSion S – EaCH Pa** |
| | | COB 110 | Campus and Community Partnerships Series No. 1 Look to Become Engaged | What are the different pathways for engagemer What are the different opportunities to network is my role? A diverse panel of speakers will prov If you've been thinking about becoming engage |
| | | COB 102 | Learning at Lunch Series No. 1 Institutional Conditions for Student Success | To be announced |
| | | COB 105 | Peer Group Mentoring No. 1 This Place is Stressing Me Out | While some workplace stress is normal, excessiv your physical and emotional health. Finding wa changes or rethinking career ambitions, but rath your control: you. This workshop discusses strate healthier environment for you and your student |
| | | COB 116 | The Assessment Team Series No. 1: The State of Surveys at UC Merced:  What are already asking our students? | Take an overarching look at institution- and divis what data they yield, when they happen and ho Student Survey, Graduate Student Survey, Gradu ment, University of California Undergraduate Ex the Housing & Residence Life Resident Satisfact |
| | 2:30 – 3 p.m. | COB 102 | Wrap up and dessert | Join us for dessert as we wrap up, reflect and sh |
| Friday, Sept. 11 | 11:30 a.m. to 1 p.m. | SAAC 219 | Campus and Community Partnerships Series No. 2 | Public Service Opportunities: What are the path Merced community? This workshop will provide an overview on differ Different pathways include direct service, comm thropy, policy/politics and social entrepreneursh |
| Friday, Sept. 25 | 11:30 a.m. to 1 p.m. | SAAC 219 | Assessment Team Series No. 2 | TBA |
| Friday, Oct. 2 | 11:30 a.m. to 1 p.m. | SAAC 219 | Learning at Lunch Series No. 2 | Why are the campus Principles of Community so creating learning environments that are enriche staff members? |

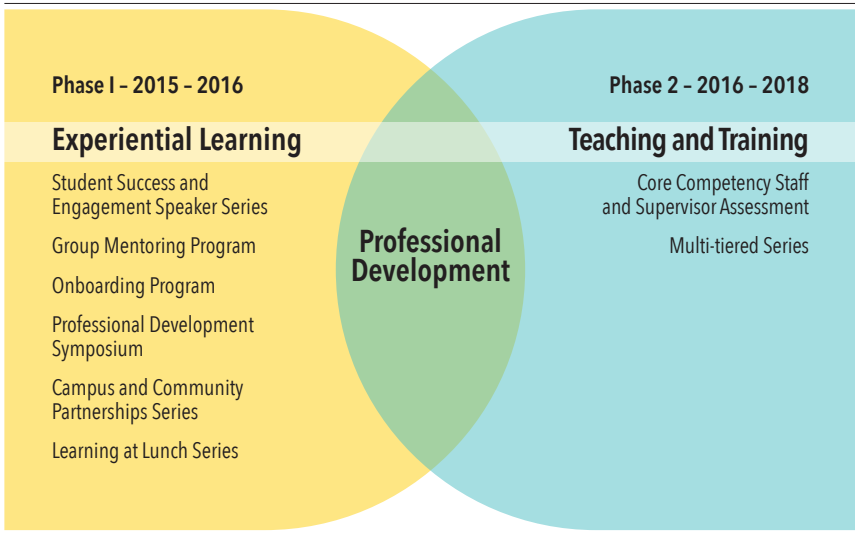| | out Co MES | SPEa KER |
|---|---|---|
| | | Check-in table |
| | | VC Nies |
| race and gender in education and social contexts, equity Black and Latino male student success in high school and ment. | TBA | Shaun R. Harper |

**Rti CiPant  WiLL CHoo SE o n E**

| | out Co MES | SPEa KER |
|---|---|---|
| t UC Merced and within the Merced community? and build relationships? Can I participate and what ide information on questions like these and more. d, this workshop is for you. | Participants will be able to explain the different pathways for engagement at UC Merced and withinthe campus community; explain the different opportunities to network and build relationships at UC Merced and with the Merced community; and identify an opportunity to engage. | Steve Roussos, Vernette Doty, Elizabeth Boretz and Steve Lerer |
| | TBA | Elizabeth Whitt, Vice Provost and Dean of Undergraduate Education, and Professor, UC Merced |
| ve stress can interfere with your productivity and impact ys to manage workplace stress isn't about making huge er about focusing on the one thing that's always within egies for how to identify and manage stress, enabling a s. | Participants will be able to identify the signs or personal triggers of stress, anxiety or burnout; incorporate strategies of success, best practices and staff resources to work with students and fellow staff members. | Myrla Seibold, Ph.D., UC Merced Counseling and Psychology |
| sion-wide surveys at UC Merced.  Hear about the surveys, w we access the information.  Learn more about the New uating Senior Survey, National Survey of Student Engage- xperiences Survey, National Collegiate Health Survey, and ion Survey. | Participants will be able to identify the surveys conducted institutionally and divisionally; describe the types of questions and subsequent results from each survey; and explain the difference between direct and indirect data. | Members of UC Merced's Assessment Team: Diana Chavez, Kristin Hlubik, and Emily Langdon |
| are highlights of the 2015 symposium. | | VC Nies |
| ays for public service at UC Merced and within the rent ways to contribute to public service opportunities. unity engaged learning and research, activism, philanip. | Participants will be able to explain the different public service pathways at UC Merced and within the Merced community; and identify an opportunity to contribute to a public service activity. | Vernette Doty, assistant director, OSL Civic Leadership |
| o important and what is my role? How can I contribute to ed by the diverse views among students and faculty and | Each participants will be able to integrate cultural knowledge with specific and relevant diverse issues on campus; assess his or her own awareness of equity, diversity and inclusion; and articulate his or her own differences and similarities with others. | |

| Date | Time | Location | Event | Topic Description |
|---|---|---|---|---|
| Monday, Oct. 12 | 9 a.m. to noon | California Room | Student Success and Engagement Speaker Series No. 2 | TBA |
| Friday, Oct. 23 | 11:30 a.m. to 1 p.m. | SAAC 219 | Peer Group Mentoring No. 2 | Emotional intelligence (EI): What is it, how is professionals? |
| Friday, Nov. 6 | 11:30 a.m. to 1 p.m. | SAAC 219 | Campus and Community Partnerships Series No. 3 | Student Affairs Professional Opportunities – H publish your work?  A panel of UC Merced community members profession of student affairs both within natic |
| Friday, Nov. 20 | 11:30 a.m. to 1 p.m. | SAAC 209 | Assessment Team Series No. 3 | TBA |
| Friday, Jan. 8 | 11:30 a.m. to 1 p.m. | California Room | Learning at Lunch Series No. 3 | Do you know your colleagues and your stude can you help?  This workshop addresses the knowledge and and guidance to students and faculty and sta |
| Monday, Jan.18 | 9 a.m. to noon | California Room | Student Success and Engagement Speaker Series No. 3 | TBA |
| Friday, Jan. 29 | 11:30 a.m. to 1 p.m. | SAAC 209 | Peer Group Mentoring No. 3 | What do you do when unofficial and unreliab  This workshop discusses strategies for how to Participants will discuss the issue and share s |
| Friday, Feb. 12 | 11:30 a.m. to 1 p.m. | SAAC 209 | Campus and Community Partnerships Series No. 4 | TBA |
| Friday, Feb. 26 | 11:30 a.m. to 1 p.m. | SAAC 209 | Assessment Team Series No. 4 | TBA |
| Friday, March 11 | 11:30 a.m. to 1 p.m. | SAAC 209 | Learning at Lunch Series No. 4 | Leadership: This Leadership workshop addres whether it be a positional leader or as a mem |
| Monday, March 14 | 9 a.m. to noon | SAAC 209 | Student Success and Engagement Speaker Series No. 4 | TBA |
| Friday, April 1 | 11:30 a.m. to 1 p.m. | SAAC 209 | Peer Group Mentoring No. 4 | Are you curious about UC Merced's Division o This session addresses the organizational cul improve or enhance the organizational cultur  TBA |
| Friday, April 15 | 11:30 a.m. to 1 p.m. | | Campus and Community Partnerships Series No. 5 | |
| Friday, April 29 | 11:30 a.m. to 1 p.m. | | Assessment Team Series No. 5 | |

| | | |
| --- | --- | --- |
| it measured, and does it matter in our work as student affairs | Participants will be able to articulate the importance of possessing emotional intelligence within the context of student affairs professionals; and apply concepts of emotional intelligence to work with students and fellow staff members | |
| How do you get involved, become active, present and/or<br><br>will present and discuss opportunities to engage in the<br>onal and local organizations. | Participants will be able to explain the different pathways to become active, present and/or publish work within the profession of student affairs; and identify an opportunity to engage within a national or local organizations. | UC Merced Student Affairs professionals |
| nts? Who are they and what are they telling you? And how<br><br>skills needed to provide support, direction, feedback, referral<br>ff members. | Participants will be able to exhibit increased active listening skills; exhibit increased ability to establish rapport with students, faculty and staff members; know and use referral sources; and identify when and with whom to implement appropriate crisis management and intervention responses. | |
| le information gets spread around the office?<br><br>manage the rumor mill.<br>tories and lessons learned. | Participants will acquire and apply new strategies for managing the rumor mill within the workplace. | |
| sses the knowledge, skills and attitudes required of a leader,<br>ber of a staff or group. | | |
| f Student Affairs? Would you like to learn more?<br>ture of the division – what it is and what we can do to<br>re. | Each participant will be able to describe how personal values, beliefs, histories, and perspectives inform one's view of oneself as an effective leader; identify his or her own strengths and weak-nesses as a leader; and identify and apply various constructs of leadership and leadership styles that include but are not limited to symbolic, expert, relational and inspirational.<br><br>Participants will acquire and apply new strategies for improving the organizational culture within SA. | |

# Complete Program Information

UC MERCED | Division of Student Affairs
**Staff Professional Development Program** | 2015 – 2018

**Phase I – 2015 – 2016**

**Experiential Learning**

Student Success and
Engagement Speaker Series

Group Mentoring Program

Onboarding Program

Professional Development
Symposium

Campus and Community
Partnerships Series

Learning at Lunch Series

**Professional
Development**

**Phase 2 – 2016 – 2018**

**Teaching and Training**

Core Competency Staff
and Supervisor Assessment

Multi-tiered Series

The mission of the Professional Development Program aligns with the Division of Student Affairs' aspirational goals (transformational, inclusive, impact and nimble) and UC Merced's strategic initiatives for 2020. The Professional Development Program aims to increase student success by providing professional development opportunities for student affairs staff members to advance the knowledge, skills and attitudes expected of staff members regardless of their areas of specialization or positional roles within the field.

With the mission in mind, the KC focused on two principles that formed the basis of the program: Center for Postsecondary Research & NSSE Institute Associate Director Jillian Kinzie's 2014 accountability agenda and national core competencies standards for the profession of student affairs.

Lengthy discussions ensued on how to create a program that incorporates both principles.

This resulting initiative is the outcome of the KC's objective to create a program that provides professional development opportunities in both principle areas. What emerged were two distinct, yet overlapping, professional development opportunities, organized as experiential learning and teaching and training.

### EXPERIENTIAL LEARNING PROGRAM (ELP):

Experiential Learning Programs (ELP) offer staff members many opportunities to develop knowledge and skills from direct experiences outside a traditional work place setting.

ELP encompasses a variety of programs including a student success and engagement speaker series, a campus and community partnership series, an assessment series, a lunchtime learning series and a symposium.

Using Kinzie's Accountability Agenda for 2014, ELP offers opportunities for staff to engage intellectually, creatively, emotionally or socially and to reflect and analyze on topics such as student success and engagement; robust partnerships; justification of program effectiveness; data informed action; and student learning outcomes.

A focus area of wellness — not included in Kinzie's agenda — has been added to ELP.

# Experiential Learning Programs

| GoaLS | oBjECtivES | FoREFRont oF StuDEnt SuCCESS anD EnGaGEMEnt | RoBuS PaRtn aCRoS |
|---|---|---|---|
| Implement experiential learning programs to advance the knowledge, skills, and attitudes expected within the profession of Student Affairs | | | |
| | Implement a bi-monthly Student Success and Engagement Speaker Series | ✔ | |
| | Implement a bi-monthly Campus and Community Partnerships Series | ✔ | |
| | Continue the bi-monthly Assessment-Team (A-team) Series | | |
| | Implement a bi-monthly Learning at Lunch Series | ✔ | |
| | Implement an annual Professional Development Symposium | ✔ | |
| Implement mentoring opportunities to foster partnerships and promote peer interaction | | | |
| | Create a monthly Group Mentorship Program | ✔ | |
| Implement a consistent and positive onboarding process. | | | |
| | Create a robust New Employee Orientation | ✔ | |
| | Create a divisional handbook | | |

| ...St ...ERSHiPS ...S CaMPuS | DEMonStRation/juStiFiCation oF PRoGRaM EFFECtivEnESS, ContRiBution to GoaLS | Data inFoRMED aCtion | EMPHaSiS on StuDEnt LEaRninG outCoMES | WELLnESS |
|---|---|---|---|---|
|  |  |  |  |  |
| ✔ | ✔ | ✔ | ✔ | ✔ |
| ✔ |  |  |  | ✔ |
|  | ✔ | ✔ | ✔ |  |
|  |  |  |  | ✔ |
| ✔ | ✔ | ✔ | ✔ | ✔ |
|  |  |  |  |  |
| ✔ |  |  |  | ✔ |
|  |  |  |  |  |
| ✔ | ✔ | ✔ | ✔ | ✔ |
| ✔ |  |  |  |  |

## TEACHING AND TRAINING PROGRAM (TTP):

The Teaching and Training Program recognizes that all student affairs professionals, regardless of organizational structure or specific functional role, contribute to student success.

As such, it is the expectation that all student affairs professionals should be able to demonstrate their ability to meet basic competencies outlined by the Council for Advancement of Standards in Higher Education (CAS) and ACPA and NASPA's joint task force document on core competencies.

Using CAS's general standards, ACPA and NASPA's joint task force document on core competencies and UC Merced's Human Resources' core competencies as a foundation, a list of 10 competencies was created to offer staff member's opportunities to develop knowledge, skills and attitudes expected of student affairs professionals regardless of their areas of specialization or positional roles within the field.

In addition to teaching and training opportunities offered at UC Merced, TTP offers five annual $1,000 grants for staff members to purse external teaching and training opportunities such as conferences, certifications and/or degree attainment.

Specific goals, objectives and outcomes for TTP has yet to be identified.

Movement on this phase of the program will resume after a comprehensive divisional survey has been completed by staff members and assessed by the KC, estimated to be completed in the 2016-18 academic years.

| CaS GEnERaL Stan DaRDS (12) | j oint ta |
| --- | --- |
| Assessment and evaluation | Assessm |
| Diversity, Equity and Access | Equity, D |
| Organization and leadership, Institutional and external relations, financial resources | Leadersh |
| Human resources | Human a |
| Ethics | Ethical p |
| Law, Policy and Governance | Law, Poli |
| | Advising |
| | History, F |
| | Personal |
| | Student |
| | |
| Mission | |
| Program | |
| Technology | |
| Facilities and equipment | |

| SK FoRCE aCPa/na SPa (10) | uC MERCED HR CoRE CoMPEtEnCiES (11) | SaPDi (10) |
|---|---|---|
| ...ent, evaluation and research (AER) | Assessment | Assessment, evaluation and research |
| ...iversity and Inclusion | Diversity & Inclusion | Diversity, Equity and Inclusion |
| ...hip | Communication, Innovation and Change Management, Result Orientation and Execution, Teamwork and Collaboration, employee engagement, Service Focus, Sustainability | Leadership |
| ...and Organizational Resources | Resource Management | Management |
| ...professional practice | | Ethical professional practice |
| ...cy and Governance | | Law, Policy and Governance |
| ...and Helping | | Advising and Helping |
| ...Philosophy and Values | | History, Philosophy and Values |
| ...Foundations | | Personal Foundations |
| ...Learning and Development | | Student Learning and Development |
| | Job Mastery and Continuous Learning | Attendance/SAPDI is the completion/implementation of this competency |
| | | Not applicable to SAPDP |
| | | Not applicable to SAPDP |
| | | Concept is integrated into all joint task force competencies |
| | | Not applicable to SAPDP |

## Contact

LEARN MORE AT:
studentaffairs.ucmerced.edu/professional_development

## Questions?

Please contact Rachael Martin at
rmartin6@ucmerced.edu.

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