

THE CAREER ARC

1ST PHASE — “DIRECTED & DIRECTIVE” (1st five years)

*****bold italics in parenthesis indicates domain in each area***

ACADEMIC

- Articulates Mission Values through Curriculum & Communication w/ students, parents, & colleagues (***Ignatian Educator***)
- Collaborates with colleagues and parents with kindness, respect and openness (***Cura Personalis***)
- Understands and implements the “received” departmental curriculum, course goals and objectives (***Instruction & Content/Pedagogy***)
- Demonstrates clear, structured pedagogy, assessment and curriculum design (***Content/Pedagogy***)
- Establishes an active, disciplined learning community that models respect, responsibility and reflection (***Management & Cura Personalis/Communis***)
- Meets deadlines and departmental or administrative obligations in good faith (***Management***)
- Shows flexibility and generosity in supporting co-curricular, spiritual and administrative programs (***Ignatian Educator & Cura Personalis/Communis***)
- Embraces cura personalis and cure communis values in interactions with members of the community (***Ignatian Educator & Cura Personalis/Communis***)

CO-CURRICULAR

- Articulates & Communicates Mission Values through co-curriculars and supports other co-curriculars (***Ignatian Educator & Collaboration/Professionalism***)
- Establishes clear, structured pedagogy and current “best known practices” in the co-curricular (***Curriculum***)
- Demonstrates knowledge, skill and expertise that inspires students to reach program goals yet respects school policies (***Curriculum & Ignatian Educator***)
- Collaborates with colleagues and parents to create co-curricular programs with a standard of excellence (***Collaboration/Professionalism***)
- Serves as a positive, enthusiastic role model committed to excellence, accountability and fairness (***Ignatian Educator & Motivation***)
- Shows flexibility and generosity in supporting curricular, spiritual and administrative programs (***Ignatian Educator & Collaboration/Professionalism***)
- Embraces cura personalis and cure communis values in interactions with members of the community (***Cura personalis/Communis***)
- Manages practices, community and equipment responsibility and proper on-going assessment (***Management***)

IGNATIAN MINISTRY

- Pursues knowledge of Mission Values through Campus Ministry, Christian Ministry and Adult Spirituality (***Competence in Ignatian Education***)
- Experiences with openness and generosity Spiritual Formation programs for faculty and staff (***Cura Communis***)

- Collaborates with and participates in student retreat, liturgical and service programs **(Cura Communis)**
 - Serves as a role model committed to a reflective life of service, dedication, and openness **(Contemplation & Conscience)**
 - Grows in an understanding of Ignatian Ministry of Teaching values through experiences and/or directed readings **(Competence in Ignatian Education)**
 - Shows flexibility and generosity in supporting academic, co-curricular, and administrative programs **(Cura Personalis)**
 - Embraces cura personalis/communis in interactions with members of the community **(Cura Personalis/Communis)**
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2nd PHASE — “SELF-DIRECTIVE” (middle years of career)

ACADEMIC

- Articulates Mission Values through Curriculum & Communication w/ students, parents, & colleagues **(Ignatian Educator)**
- Embraces cura personalis and cure communis values in interactions with members of the community **(Ignatian educator & Cura Personalis/Communis)**
- Shows flexibility and generosity in supporting co-curricular, spiritual and administrative programs **(Ignatian Educator)**
- Collaborates authentically and openly with colleagues and parents with confidence, respect, openness **(Cura Personalis/Communis & Curriculum)**
- Acts with professionalism, appropriate boundaries, respectful discussion, and constructive criticism when appropriate **(Ignatian educator & Cura Personalis/Cummunis)**
- Establishes an active, disciplined learning community that models respect, responsibility and reflection **(Management & Cura Personalis/Communis)**
- Demonstrates clear, structured pedagogy, assessment and curriculum design to reach departmental/school goals **(Content/Pedagogy, Curriculum & Management)**
- Creates new curriculum with colleagues to advance departmental goals and objectives **(Curriculum)**
- Expands knowledge and expertise in order to teach most levels of the departmental curriculum effectively **(Curriculum Design & Assessment)**

CO-CURRICULAR

- Articulates and Communicates Mission Values through co-curriculars, support for other co-curriculars & ministry **(Ignatian Educator & Collaboration/Professionalism)**
- Expands knowledge of “best known practices” in clear, structure pedagogy **(Curriculum)**
- Promotes leadership, student initiative, communal excellence and intrinsic motivation in students **(Leadership & curriculum)**
- Collaborates and communicates clearly and respectfully with colleagues and parents **(Collaboration/Professionalism)**
- Serves as a positive role model committed to excellence, accountability and fairness **(Motivation)**
- Manages the program as well as equipment, budgetary and supervision requirements confidently and competently **(Management)**

- Refines assessment aspects of the program, events, practices, and co-curricular “curriculum” and its achievements (*Evaluation*)

SPIRITUAL

- Deepens understanding and experience of the Ignatian Ministry of Teaching through a personal growth plan (*Contemplation & Conscience*)
 - Experiences and collaborates on Spiritual Formation programs for faculty and staff generously (*Competence in Ignatian Ministry & Cura Communis*)
 - Collaborates with, participates in, and assumes leadership in student retreat, liturgical and/or service programs (*Cura Personalis*)
 - Serves as a role model who articulates commitment to a reflective life of service, dedication, and openness (*Cura Personalis & Cura cummunis*)
 - Advocates for the Ignatian Ministry of Teaching and Mission Values in academic, co-curricular and spiritual programs (*Curriculum Design*)
 - Shows flexibility and generosity in supporting academic, co-curricular, and administrative programs (*Curriculum Design & Cura Communis*)
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3RD PHASE — “DIRECTING” (mature years of career)

ACADEMIC

- Demonstrates a willingness to risk, adventure, learn (even “stumble”) in retooling and professional pedagogy (*Curriculum Design & Content/Pedagogy*)
- Mentors younger members of the faculty/department in mastery of curriculum and techniques (*Curriculum Design & Cura Personalis/Communis*)
- Collaborates authentically with colleagues and administrators with flexibility and openness to change (*Curriculum Design & Cura Personalis/Communis*)
- Begins to surrender leadership roles and trains new departmental leadership (*Curriculum Design & Assessment*)
- Collaborates on the creation of new curriculum and new pedagogy (*Curriculum Design & Assessment*)
- Shows a willingness and expertise to teach “across the curriculum” as needed (*Curriculum Design & Assessment*)
- Models cura personalis and cure communis values (*Ignatian Educator & Cura Personalis/Communis*)

CO-CURRICULAR

- Begins to surrender leadership roles and trains new moderators/coaches for the extra-curricular (*Collaboration/Professionalism & Evaluation*)
- Communicates “best known practices” and clear, structure pedagogy to successors and younger colleagues (*Curriculum & Collaboration/Professionalism*)
- Mentors students and colleagues as a “voice of wisdom and maturity” (*Motivation*)
- Shows an openness to serve the program and “teach across the curriculum” as needed (*Curriculum, Evaluation and Collaboration/Professionalism*)
- Develops colleagues’ growth to insure smooth transition of leadership within the program (*Management & Assessment*)

SPIRITUAL

- Develops a personal plan for the final phases in the Ministry of Teaching (***Contemplation & Conscience***)
 - Assists in the formation of Spiritual programs for faculty, staff, parents and students (***Cura personalis & Cura Communis***)
 - Participates in and mentors colleagues in student retreat, liturgical and/or service programs (***Competence in Ignatian Education, Curriculum Design, Cura personalis, & Cura Communis***)
 - Advocates for the Ignatian Ministry of Teaching and Mission Values in academic, co-curricular and spiritual programs (***Cura Communis, & Contemplation & Conscience***)
 - Shows flexibility and generosity in supporting academic, co-curricular, and administrative programs (***Ignatian Educator***)
 - Models cura personalis and cure communis values (***Ignatian Educator***)
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4th PHASE — “MENTORING” (final years of career)

ACADEMIC

- Mentors younger department members in curriculum, traditions, Mission values, professionalism (***Ignatian Educator & Cura Personalis/Communis***)
- Collaborates on the regeneration of curriculum and continues to expand expertise in pedagogy (***Ignatian Educator & Curriculum Design & Assessment***)
- Re-engages with students and colleagues to inspire, motivate, and enthuse self and others (***Cura Personalis/Cura Communis***)

CO-CURRICULAR

- Serves as a role model for students and colleagues in the active support and encouragement of co-curricular programs (***Ignatian Educator***)
- Mentors other faculty in co-curricular programs and values to advance the Ignatian Ministry of Teaching (***Ignatian Educator***)
- Assumes support role and assists in special program needs or new co-curricular assignments as needed (***Curriculum & Collaboration/Professionalism***)

SPIRITUAL

- Develops a final plan for leaving the active Ministry of Teaching (***Contemplation & Conscience***)
- Mentors in the Spiritual Formation program for faculty and staff as needed (***Competence in Ignatian Education & Cura Communis***)
- Models Ignatian dedication to, devotion for, and detachment from “power” to witness to the true “power” of service (***Ignatian Educator, Cura Personalis & Cura Communis***)