The University of Memphis
Division of Student Affairs
Professional Development Newsletter
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**Access to New Directions for Student Services**

We have purchased access to a premier journal/monograph for conducting student affairs work. You can access past, current and future issues by going [here](#). If you’d like the password (U of M staff only) then send me an [email](mailto:).

**SACS Accreditation Professional Development**

As part of our SACS accreditation, we are collecting information on student affairs staff involvement in professional development activities. All professional staff should complete the [survey](#) to document your involvement. **Your response is requested by October 10th.**

**Stories of Workplace Engagement and Professional Development**

Each month we showcase a member of Student Affairs who demonstrates a high level of engagement in their job and a commitment to professional development. This month we showcase Lindsey Bray from the Vice President for Student Affairs Office who works with Parent Programs. Click [here](#) to hear Dan Bureau’s short interview to learn about how she has come to learn about how to do her work well here at the U of M and how she incorporates professional development.

Check out a [blog written in July](#) on what I’ve learned from conducting these interviews.

**Leading and Managing**

Recently Dan was asked to present on managing from the middle as part of our Human Resources workshops series. His presentation can be found [here](#). Ultimately, people can both lead and manage from wherever they sit on the organizational chart.

Additionally, lots of good resources exist on the topic, including a [blog by a professor at Webster University](#) who teaches courses on innovation and change.

The article on leading AND managing at Len’s blog is found [here](#). Check it out! Good read.

**Developing Your Individualized Professional Development Plan!**

A tutorial on how to use the individualized professional development plan and the template are now available for your review.

The template encourages the use of the ACPA and NASPA Professional Competency Areas for Student Affairs. We recommend reviewing this document as you begin developing your plan! Our goal is 25 staff will have a plan by June 2014. Let Dan Bureau know how he can help you develop your plan today!

**Spring Break Professional Development Challenge**

Yes we’re six months away from spring break, but it’s never too early to mark your calendars for March 10-14th from 1-3 each day for our annual Spring Break Professional Development Challenge. If you have ideas for workshops, please let Dan Bureau know.

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Educational Benchmarking Food for Thought Webinar Series

Supplement your learning by attending these half-hour webinars, hosted by Educational Benchmarking each month. They are at noon each day for a half hour. The titles are hyperlinked so that you can view the description. You do not need to register. Just show up with your lunch and ready to learn. We’ll hang for a half hour after in case people want to talk more about the content.

October 8th: University Center 203  
Who Should Use What When?: Thinking About How Various Levels Can Use Data

November 5th: Fountain View Room  
Beyond the First Year: Majors, Connections and More

December 3: Fountain View Room  
Beyond the Classroom: Peers, Activities, Leadership

January 24th: Fountain View Room  
What’s Important: Making Sense of Survey Data

Raffle Opportunity!
In 50 words or less, what was your favorite section of this month’s newsletter. Share your thoughts here and anyone completing the form by October 28th will be in a raffle to receive a $10 gift card to a store/restaurant of their choice. Anyone in student affairs at the University of Memphis can win!

Research in Brief
We’re always evolving as student affairs practitioners. To ensure that we meet the needs of students, we must pay particular attention to how demographics influence approaches to leadership in student organizations. A recent article explains how male and female students differ on approaches to leadership. Check it out.

Results from the Student Affairs Influence on Retention Study: Findings of Interest

In fall 2012, two Vanderbilt doctoral students helped the U of M Division of Student Affairs to answer what should be a simple question: How do students perceive involvement in student affairs programs and services to influence retention? Each month we’ll showcase one finding from this mixed methods study in which almost 200 students replied to a survey and over 10 student affairs professionals and 20 students participated in interviews. This month’s highlighted finding is:

Using a regression analysis, there was a positive and significant relationship between involvement in student affairs programming and feeling of being socially integrated into the institution.

ACPA/NASPA Professional Competencies Rubrics

Want to see how you’re doing in terms of accomplishing our profession’s core competencies and where you can improve? Try out these rubrics to gauge your level across distinct aspects of the 10 competencies.

Increasing Competence and Confidence:  
A Blog Dedicated to Student Affairs Professional Development

Recent postings include effective practices for good work in student affairs, how to avoid bad assessment, why strategic plans are inclined to fail and what student affairs professionals can learn from Breaking Bad Finale.

Assessment Corner

Have you found a way to integrate Campus Labs into your assessment routine (yes, you need an assessment routine)? If not, then check out these resources on using Campus Labs. Contact Dan Bureau if you have any questions.

Student Affairs & Social Media/Technology Corner

Organizing Files in Google Drive

If you’re like me, you are tired of big honking email attachments. You also want a way to store files for many to view/edit/develop. There are many file sharing systems today but one that is very popular is Google Drive. Check out some tips on how to make it work best for you.

There have been some questions about use of Google Docs for persons with visual or hearing impairments. You can learn more about how these documents can be accessible by visiting the Google FAQ page.