

Pruitt said. “There’s an impression it’s bad for the university, but a campus is...}

Myers and Trattner suggest a number of online resources and programs to help build...}

“Assess your capacity because if you train people to identify risk, you need the...}

remember to talk about it in a way that doesn’t drive contagion and cause additional suicides,”...}

vice provost, and dean of students at the University of South Carolina. “We have to...}

share how two universities are addressing suicide through prevention training...}

The University of Auckland Business Review

With this coworker. By setting the precedent, it is made clear what is appropriate and...}

sense also dictates that employees over 21 should not attend events where...}

Martijn Geurs. In Moving Beyond Smarts, we all struggle with doubts, frustrations, and personal issues. Make time to...}

solution-oriented and keep focused on your end goal. Remember that “persistence is...}

success is possible without failure” and recommends that we double our rate of...}

build your network or presenting at a conference. Commit those goals to paper...}

stressful situations in the past that made you stronger and you CAN handle this new...}

making new friends, getting to know a new area, and learning a new position are...}

Strayhorn, T. (2012). College students’ sense of belonging: A key to educational success for all students...}

In addition, join your graduate student organization to build relationships with a...}

mentor can be a supervisor, not all supervisors feel comfortable serving as a mentor. ...}

First-Year Move-In Day. I felt overwhelmed trying to answer every question my...}

developing competency, forming supportive relationships, and affirming one’s...}

impact on their experience, persistence, and even their GPA (Strayhorn, 2012). My...}

Understand Student Affairs

CGSNP Program of the Month Updates

Lessons Learned Feature: How My Political Science Major Helped Me

The Best of Both Worlds: Three

Gatekeepers

Content of Suicide Prevention Trainings

Suicide Prevention Resource Center (http://www.sprc.org)


Reflective Journaling in Student Affairs

The reality of working in student affairs leaves little time for professionals to recover and rejuvenate. Most individuals enter the student affairs profession with a strong sense of purpose that is both motivating and inspiring. However, the hectic student affairs lifestyle is quickly immersed in the reality of managing multiple initiatives, providing more attentive care to students, and navigating challenges with greater clarity and intention. Thus, the purpose of this article is to explore the benefits of reflective journaling and how it can help you reconnect with your values.

Benefits of Reflective Journaling

Journaling allows you to reflect on your experiences in a non-judgmental manner, providing a space for you to create a philosophy for life and work. In focused contemplation, we craft a philosophy for living that will grow and evolve as we do. One of the most important steps toward developing a meaningful writing practice is to create an environment that supports writing. For me, recording my thoughts at my desk during my work break is a ritual that has proved to be both convenient and rewarding. Planting my journal and writing materials in a quiet place where I habitually find myself schedules a time for reflection that I can easily adapt to my changing work schedule. I have found that by legitimizing thoughts and feelings through the process of writing them down, it becomes easier to respond to challenges and difficult situations.

Getting Started

It is actually much easier to initiate a writing routine than you might imagine. The key is to start slowly and build momentum. Begin by writing in your journal for only a few minutes each day. With time, you can increase the amount of time you spend journaling. As you become more comfortable with this process, you may find that a dedicated journaling session of 10-15 minutes is always a space I look forward to every day. When you start writing, see the journal as a space free from the outside world. I have found it difficult to be truly attentive to others on days when I felt emotionally and physically drained. By slowing down and taking the time to journal, I have been inspired to take on greater responsibility in my work and personal life.

CGSNP Program of the Month Winners

Congratulations to Holly Orr from La Salle University for recently reconnected with an old habit, reflective journaling, which has helped me to navigate challenges with greater clarity and intention as well as has motivated me to improve daily mindfulness. Free journaling can also be used as a technique for providing more attentive care to students.

YOU'RE writing it? WE want to feature it! CALL FOR SUBMISSIONS

You’re invited to submit your writing to the Coalition for Graduate Students and New Professionals (CGSNP) Featured Writing section of the ACPA News. The Featured Writing section is a space for CGSNP members and/or students to share their writing with the ACPA community. This section is open to all student affairs professionals or graduate students engaged in reflective practice.

CGSNP invites current graduate students and new professionals to submit your writing for consideration. If you have a piece of writing (personal or professional) that is not currently published, we would love to showcase your work! Your article can be a personal reflection, creative writing, or research-based piece. Please submit your writing in your preferred format and include contact information.

Link: http://www.creative-writing-now.com/journal-getting-started.htm

If there are any questions, concerns, or objections to the link, please direct them to dmason@mail.bw.edu.

CGSNP Spotlight April/May 2015 Program of the Month Award Recipient

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Trends and Best Practices

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This session will be modeled after the infamous “Dear Abby” column. You will be prompted to answer a hypothetical question of your choice in the hopes to share insight and advice. This session will be modeled after the infamous “Dear Abby” column. You will be prompted to answer a hypothetical question of your choice in the hopes to share insight and advice.

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Although there are rewards, working for your alma mater brings challenging dissensions within the institution. The glorious times of conversations in the student lap, where I had intentional conversations with various student affairs professionals. Most of them were a few years younger than him. Some of them he knew in undergrad or were younger. University of Mississippi. He has held seventeen different job titles within his thirty years. Working Smartly for Your Alma Mater by K. Maloney. In the article, she states, “Just maybe be turned into a parking lot. The programs you were involved with may not be. What has been going on in your world?” I could never give back as much as what Mississippi State has given to me. Do other people feel this same way? After my feet crossed, throwing out candy to students who answered the questions I my major partially because I could write and speak well, but primarily because I was passionate about was not the organization itself. Instead, my passion was for the intersectionality of student development theories and the specific realm of assistantships. Or maybe at that point I just lacked the insight (and time) to analyze everything I was doing. The formal organization I worked in was the office of Student Affairs. At the University of Mississippi, it was a vast and sprawling department. The programs and offices within the department were as diverse as the undergraduate student body. There was an office for multicultural affairs, student development, financial aid, and everything in between. "The higher education landscape is changing" is a very buzz-wordy thing to say, but it is also true. We have to be able to adapt to the changes and be creative in the way we think and plan. We can help students map their plan for success in the here and now which results in well-adjusted, and resilient individuals is not about handing over easy answers. On the contrary, it's about providing students with tools and knowledge that will help them navigate the challenges they will face in the future. A high school student may not know exactly what they want to do with their life, but they should be educated in the different possibilities. I have found that my experience teaching 2nd graders has made me appreciate the importance of integrating career exploration at the secondary level. Career exploration at the secondary level will benefit the higher education program and offices seeking little less high-stakes than supervising a graduate assistant while also reducing your search' was an ever-present cloud looming over your head and you spent your days trying to "find something." The academic advising office or the placement office may have had a list of potential employers, but there was a lot of uncertainty surrounding who would be interested in hiring a student with a degree in Communication. The intersectionality of student development theories and the specific realm of assistantships is an ever-evolving field, and it's essential for student affairs professionals to stay current with the latest research and trends. One way to do this is by attending conferences and workshops. As a community, we can help each other stay informed and connected by sharing ideas and best practices. For me, this has meant attending conferences like ACPA and NACCE and meeting other professionals who share my passion for working in student affairs. In summary, teaching second graders taught me the importance of planning, being flexible, and creating opportunities for growth and development. The intersectionality of student development theories and the specific realm of assistantships is an ever-evolving field, and it's essential for student affairs professionals to stay current with the latest research and trends. One way to do this is by attending conferences and workshops. As a community, we can help each other stay informed and connected by sharing ideas and best practices. For me, this has meant attending conferences like ACPA and NACCE and meeting other professionals who share my passion for working in student affairs.
few years younger than him. Some of them he knew in undergrad or were younger
siblings of friends. "It is better to be respected than to be liked" he said with
conviction. Keeping a diary would be a great idea, not only does it keep you in a
reflective state, but it would be great to look back upon, and even give to the
university archives as documented history. While working at a university who already
knows your name and face, people are always watching, so make wise choices daily
that make a difference in the lives of others. Imagine people are wearing a sign that
says "Notice me. Make me feel important" (personal communication, October 30,
2015). Another great tip for those returning to work at their alma mater is to consult
with colleagues, read, and utilize simple google searches to make sure you are up to
date with the happenings of the University upon your return (Maloney, 2015). Re-
connect on campus. Take professionals you look out to out to lunch. There are many
steps you can take to make sure your time at the institution is fulfilling and beneficial.

Conclusion
I have found that there are both positives and negatives of working at your alma
mater, but in either case, there are great learning experiences that can come of it.
Also, much depends on the situation, institution by institution, office by office. One
may return and have a fabulous experience, and another in the same office have a
negative experience. I hope that this article serves as a spark of interest for
someone to conduct research concerning statistics and case studies of student
affairs professionals' return to their alma mater. Many questions are still left
unanswered in this realm. This may be because many student affairs professionals
who are still at their alma mater would not wish to speak negatively about their
experience. I would love to know the various routes student affairs professionals
have taken, the percentages of people who have a similar path, and their overall
feelings of their experiences. What percentage of new student affairs professionals
return to their alma mater to work? How many student affairs students bound undergraduates
stay at their undergraduate institution for graduate school? How many student affairs
bound students go straight into working for an institution without a master's degree?
How do higher education academic professional statistics compare to student affairs
professionals when it comes to returning to the alma mater? Until then, I look forward
to two years from now where I'll be happily settling in to an institution and making
strides toward success whether I'm at a new university or my beloved alma mater.

YOU'RE writing it? WE want to feature it! CALL FOR SUBMISSIONS

The 8th Vector is a Newsletter sponsored by the Coalition for Graduate Students and New
Professionals within ACPA. The 8th Vector is a wonderful resource to our members as it
shares with fellow Student Affairs professionals trending topics and best practices. As
student affairs professionals, we know that there are a vast array of topics that articles
can be written about, articles typically relate to:

• **Lessons Learned** - Centered on experiences of transformational learning in
  relation to being a new professional or graduate student

• **Trends and Best Practices** - Reveals current trends or practices that new
  professionals or graduate students are embarking on

• **Research** - Focuses on innovative research occurring in the field

• **“Dear Colleague”** - This session will be modeled after the infamous “Dear Abbey”
  section of the newspaper. If you volunteer for this session, you will answer a
  hypothetical question of your choice in the hopes to share insight and advice.

• **CGSNP Spotlight** – Serves as an opportunity for CGSNP members and/or
  initiatives to be highlighted

• **Alumni Corner** - Know an Alumni of CGSNP? How about interview them and
  write an article about it?

• **ACPA Commission/Committee Spotlight**: This portion will serve to inform on
  the initiatives that fellow ACPA Commissions and Committees are embarking on.

Authors of 8th Vector articles include: current graduate students and new professionals,
experienced professionals, as well as CGSNP directoreate members. Thus, all are welcomed
submit an article! Past issues of the 8th Vector can be reviewed
You can email your submission to [8thvector@gmail.com](mailto:8thvector@gmail.com)!

If you have any questions, concerns, or suggestions for The 8th Vector, please don't
hesitate to contact one of your 8th Vector Editors: Michelle Leeper Ward
([leeperward@gmail.com](mailto:leeperward@gmail.com)) and Davona Mason ([dmason@mail.bw.edu](mailto:dmason@mail.bw.edu)).