

JCC Connexions

Quarterly Newsletter About the *Journal of College and Character*

Vol. 1, No. 4 August 2015

The logo for the Journal of College and Character, featuring the word "character" in a large, white, lowercase, sans-serif font. The background is a blue-tinted image of several diverse young people smiling, with a circular frame around one of the faces.

JCC Current Issue:

Volume 16, Issue 3,
2015

Recent Blog Post:

["Racial Conflicts as Learning Opportunities" Critical Conversation #2](#)

Highlighted Article:

["Situating Race in College Students' Search for Purpose and Meaning: Who am I?"](#)

Focus Author:

[Sherry Watt](#)



Sherry Watt Brings Hope for Personal and Social Liberation

Sherry K. Watt is a staunch believer in the value of guiding individuals toward personal and social liberation. She also writes and speaks on the need for facilitating communities toward a collective liberation. Her preparation and work in this field are impressive; trained by the Center for Courage and Renewal (CCR)—founded by well know-author and activist Parker J. Palmer—she designs and leads educational experiences to support the skill development of individuals as they engage in efforts to eradicate social oppression. For example, in a recent interview, Sherry talks about how she incorporates ["Circles of Trust Touchstones,"](#) which embody CCR principles, in her dialogues on marginalization.

We are pleased to highlight Sherry's contributions to higher education by featuring her as *JCC's* Focus Author for this quarter. She is the author of ["Situating Race in College Students' Search for Purpose and Meaning: Who am I?,"](#) published in the current issue, August 2015. She extends the conversation on this topic through a published post on our [JCC Connexions blog](#) on the [topic](#): "Do colleges and universities too often respond to campus racial conflicts primarily as crises to be managed and too sel-

dom utilize such situations as opportunities to help students deepen their understanding of racial differences and racism?"

Sherry, who is associate professor in the higher education and student affairs program at the University of Iowa, recently published [Designing Transformative Multicultural Initiatives: Theoretical Foundations, Practical Applications and Facilitator Considerations](#). This book presents a rearticulation of the 2007 Privileged Identity Exploration (PIE) Model. This area of research explores various reactions of people to difficult dialogues related to social issues. She and fellow members of the Multicultural Initiatives Research Team generate scholarship that examines the ways individuals and communities develop the skills to engage authentically in social change efforts. Their current project is creating an instrument to measure reactions identified by the PIE Model. For information about Sherry, visit our [Focus Author](#) page.



Alyssa Rockenbach Explores “Cooperation in a Pluralistic World” in Current Research Project



Religious diversity among college students is an increasingly important topic of research and practice in higher education today, and it is the focus of the current work of **Alyssa N. Rockenbach**, who serves on the *JCC* Editorial Review Board.

Alyssa is a well-known scholar whose research focuses on the impact of college on students, with particular attention to spiritual development, religious and worldview diversity in colleges and universities, campus climate, community service engagement, and gendered dimensions of the college student experience. She is a former associate editor of *JCC*.

At present Alyssa is involved in a grant-funded initiative, “Cooperation in a Pluralistic World: A National Study of College Students’ Engagement with

Religious Diversity,” in partnership with Interfaith Youth Core and Matt Mayhew at New York University. Seven years of research on the campus climate for religious and spiritual diversity inform the study, which has included more than 60 institutions and 14,000 student participants to date.

The Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) continues and improves upon previous research by examining how diversity experiences in college impact students’ behaviors and attitudes; whether students perceive their campus as providing safe space for expression of religious or non-religious identities and beliefs; and how students engage with peers who hold different worldviews.

An associate professor of higher education at North Carolina State University, she earned her Ph.D. in Higher Education from the University of California, Los Angeles and her B.A. in Psychology from California State University, Long Beach.

Journal of College and Character Call for Submissions

Student Activism and Advocacy and Higher Education's Role in Fostering Moral Commitment and Social Action

Manuscripts can be submitted at
https://mc.manuscriptcentral.com/naspa_jcc

Inquiries: Pam Crosby, Co-Editor
jcc@naspa.org



Derryberry Researches Moral Judgment Development

Does self-presentation and socialization via developing technologies such as social networking websites, smart phones, and media players relate to moral judgment development and moral self-understanding?

This intriguing question is explored by Pitt Derryberry at the University of Western Kentucky as a topic of one of two research projects in which he is involved.

Along with this project that has to do with the relationship between self-presentation and social decision making, Pitt is also engaged in a study that examines the relationship between attentional abilities and moral judgment development. Because deficits have been observed in our attentional skills recently and because moral judgment development is a cognitive-intellectual process, this research question asks whether deficits in attention correspond with deficits in moral judgment development.

Pitt, a professor of psychology at WKU, has served on the Editorial Review Board of the *Journal of College and Character* since 2006! A co-department head of the Department of Psychology, his general research interests pertain to socio-cognitive development during adolescence and the college years with specific emphases on the development of moral judgment and self-understanding.

In addition to reviewing for the *Journal of College and Character*, he has also published in the journal (Derryberry, P., W.P., Snyder, H., Wilson, T., & Barger, B. [2006], "[Moral judgment Differences in Education and Liberal Arts Majors: Cause for Concern?](#)"). One of his more recent publications is a collaboration with a former student which appeared in the *Journal of Moral Education* (i.e., Barger, B.D., & Derryberry, W.P. [2013], "[Do Negative Mood States Impact Moral Reasoning?](#)").

Pitt and students working for him in his Research of Ethical and Social Topics (REST) lab are currently preparing a study which will consider the findings of Barger and Derryberry in the context of academically talented youth. More information about Pitt and his REST lab can be found at http://www.wku.edu/psychology/staff/pitt_derryberry and <http://www.wku.edu/psychology/research/rest/index.php>.



Cassie Meyer Oversees “Teaching Interfaith” Seminars

Cassie Meyer, faculty partnership consultant at Interfaith Youth Core (IFYC), draws on her experience and expertise in the growing field of interfaith studies and practice, for serving as *JCC*'s contributing editor of the Interfaith Cooperation column.



For example with funding from the Teagle Foundation, Cassie works with a select cohort of colleges and universities developing curricular programs—such as minors, majors, and certificate programs—in interfaith studies. The culmination of this project will be a conference in spring 2016 showcasing these programs and bringing them into conversation with leading scholars in the emerging field of interfaith studies.

Focusing on networking and resourcing faculty to engage interfaith topics in the classroom, she oversees faculty development seminars on Teaching Interfaith, in partnership with the Council of Independent Colleges and funded by the Henry Luce Foundation (www.cic.edu/TeachingInterfaith). The seminars bring together faculty from around the country to explore case studies, pedagogies, and methodologies for teaching about religious pluralism, diversity, and interfaith engagement.

She invites *JCC* readers to email her cassie@ifyc.org to learn more about IFYC's future faculty development seminars or the 2016 Interfaith Studies conference. To see some of the resources IFYC has created with their faculty partners for use in the classroom, visit www.ifyc.org/resources.

Jon C. Dalton Institute on College Student Values

**February 4-6, 2016
Florida State University**



“Student Activism and Advocacy:
Higher Education’s Role in Fostering
Ethical Leadership and Moral Commitment”

Featured Plenary Speaker: George D. Kuh, Chancellor’s Professor of Higher Education Emeritus at Indiana University (IU)

College students have a rich history of advocating for change both on campus and in society. Colleges and universities navigate a fine line between empowering student voices and maintaining academic communities that are safe, civil, and welcoming. The 26th annual Dalton Institute will explore student advocacy and activism, and our role in leveraging this important piece of the student experience to encourage personal development and intellectual growth.

<https://studentvalues.fsu.edu/>



VP David Eberhardt Leads Retention Efforts at Birmingham-Southern

This vice president is actively involved in helping to create committed and self-directed student leaders on his campus. **David Eberhardt, VP for Student Development at Birmingham-Southern College**, is particularly interested in educational experiences that kindle student interest in the college environment with all of its dynamic challenges and activities. Such student interest will not only help young adults to develop and achieve, but it will help to fuel their aspiration to remain in college to complete their academic journey.

Building on this interest, David leads retention efforts and engages in leadership development activities along with overseeing various student life departments.

In addition, ensuring that challenged students who need particular support are identified, contact-



ed, and connected to appropriate programs, and that meaningful follow up occurs with these students, comprises much of his time.

One of the annual highlights for David is his experience with a first-year, leadership-oriented

“Achieving Equity in Higher Education: The Unfinished Agenda”

Alexander and Helen Astin

Journal of College & Character

Currently Featured as

[Special Open Access](#) for a Limited Time

Download Today!

program during this college’s January term, where newer students begin to explore their own interests more deeply and determine how they want to contribute to the college community. He also teaches an introductory leadership course most spring terms, which enables him to stay current with the literature and provides another exciting avenue to engage with students.

David has just come on board as *JCC*’s “What They’re Reading” (book review) contributing editor. He has served on the advisory board and editorial review board of the *JCC*. He reviewed the book [Preparing Students for Life Beyond College: A Meaning-Centered Vision for Holistic Teaching and Learning](#) by Nash and Jang in the August 2015 issue.

For more information about these publications, email Pam Crosby, co-editor, at jcc@naspa.org



Journal of College and Character and
JCC Connexions are published by
NASPA – Student Affairs Administrators in
Higher Education.



Index of Links/Resources

JCC Connexions Focus Authors

[K. Guthrie](#)

[J. Dalton](#)

[F. Lane & J. Schutts](#)

[P. Mather with replies from Broadhurst, Martin, & Harrison](#)

[D. Morgan,](#)

[G. Paine](#)

[S. Watt](#)

Focus Authors Resources

Newsletters

Journal of College and Character Highlighted Articles

Broadhurst & Martin. ["Part of the 'Establishment'? Fostering Positive Campus Climates for Student Activists,"](#) *15(2)*, May 2014

Guthrie. ["Undergraduate Certificate in Leadership Studies: An Opportunity for Seamless Learning,"](#) *15(1)*, February 2014 (With B. Bovio)

Harrison. ["How Student Affairs Professionals Learn to Advocate: A Phenomenological Study,"](#) *15(3)*, August 2014

Lane & Schutts. ["Predicting the Presence of Purpose Through the Self-Efficacy Beliefs of One's Talent,"](#) *15(1)*, February, 2014

Morgan, Zimmerman, Terrell, & Marcotte. ["Stick With Yourselves; It's What's Normal': The Intergroup Racial Attitudes of Senior, White, Fraternity Men,"](#) *16(2)*, May 2015

Paine. ["Caring About Students – The Work of Student Affairs,"](#) *14(3)*, August 2014

Watt. ["Situating Race in College Students' Search for Purpose and Meaning: Who am I?,"](#) *15(3)* August 2015

Jon C. Dalton, Co-Editor, The Florida State University

Pamela C. Crosby, Co-Editor, NASPA – Student Affairs Administrators in Higher Education

Peter Mather, Senior Associate Editor, Ohio University

Nicholas A. Bowman, Associate Editor, Bowling Green State University

Pu-Shih Daniel Chen, Associate Editor, University of North Texas

Mathew Johnson, Associate Editor, Central Michigan University

Jenny Small, Associate Editor, Independent Scholar

Clare Cady, Associate Editor for Social Media, College and University Food Bank Alliance

Contributing Editors

Michael Cuyject, Opinions and Perspectives, University of Louisville

David M. Eberhardt, Jr., What They're Reading, Birmingham-Southern College

Cassie Meyer, Interfaith Cooperation, The Interfaith Youth Core

Eboo Patel, Interfaith Cooperation, The Interfaith Youth Core

Tiffani Riggers-Piehl, Spirituality on Campus, New York University

Larry D. Roper, Ethical Issues on Campus, Oregon State University

Darbi L. Roberts, International Perspectives, Columbia University

Dennis C. Roberts, International Perspectives, Independent Consultant

Sue Saunders, Best Practices, University of Connecticut

Scott Seider, Civic Engagement on Campus, Boston University