

JCC Connexions

Quarterly Newsletter About the *Journal of College and Character*

Vol. 3, No. 3 August 2017



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IDEALS Among Rockenbach's Wide-Ranging Research Projects

Alyssa N. Rockenbach, JCC's Focus Author for August 2017, is an interdisciplinary scholar with interests relating to young adult psychosocial development; equity in education and society; religious and worldview diversity in higher education; intergroup dynamics, cooperation, and attitudes; and the influences of college environments and experiences on student learning.

Her wide-ranging research that includes campus equity issues for women and LGBTQ students; students' religious and spiritual development during college; and the effects of campus diversity climates on student outcomes reflect these interests.

In her JCC [article](#), "Building Inclusive Community by Bridging Worldview Differences: A Call to Action From the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS)," published in the August 2017 issue, she presents findings from this five-year national study. As co-principal investigator of the study, she and her research team explore how educational experiences affect college students' capacity to engage and cooperate with people of diverse worldviews.

Adapted from a keynote address delivered at the 2017 Dalton Institute on College Student

Values, the article addresses how higher education leaders can build community, cooperation, and trust on campus in an era of intensified religious, ideological, and political conflict.

As JCC's Focus Author, she has responded to questions relating to the topic of her article on our [Connexions blog](#).



In all, Alyssa has authored or co-authored more than 80 publications, including peer-reviewed articles, books and book chapters, reports and monographs, and other scholarly works. In addition, she is co-author of the 2016 book, *How College Affects Students: 21st Century Evidence that Higher Education Works*, a synthesis of over 1,800 research studies of college impact conducted from 2002 to 2013, and co-editor of the 2012 volume, *Spirituality in College Students' Lives: Translating Research Into Practice*.

Her work has also been featured in media outlets such as *The Chronicle of Higher Education*, *Inside Higher Ed*, (Continues on page 2)

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Huffington Post, and *The Christian Science Monitor*.

Alyssa received the American College Personnel Association (ACPA) Commission for Spirituality, Faith, Religion, and Meaning Outstanding Research Award and the American Educational Research Association (AERA) Religion & Education SIG Emerging Scholar Award. She was

named a University Faculty Scholar at North Carolina State University, where she is professor of higher education in the Department of Educational Leadership, Policy, and Human Development.

She earned her Ph.D. in education from the University of California, Los Angeles, and serves on the editorial board of the *JCC* and other journal boards.

Journal of College & Character

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Alyssa N. Rockenbach

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Rodriguez Is Key Presenter at NASPA LEAD Initiative Session

Sandra Rodriguez, director of the ASUN Center for Student Engagement at the University of Nevada, Reno, was a key presenter of “NASPA LEAD Initiative: Perspectives on Emergent Theories of Change and Practical Application on Campuses in Texas, California, Utah, Nevada and Oregon,” a session at the 2017 Civic Learning & Democratic Engagement (CLDE17) Meeting in June. The American Democracy Project, The Democracy Commitment, and NASPA organized the meeting, which was held in Baltimore, MD.

The CLDE17 session highlighted NASPA LEAD initiative on Civic Learning and Democratic Engagement cohort #5, which is made up of a diverse group of nine institutions of higher learning. Participants at the session learned about specific examples from LEAD campuses that illustrated ways they can connect practical application to emergent theories of change related to civic ethos, civic literacy and skill building, civic inquiry, civic action, and civic agency through academic and student affairs.



The cohort is part of a network of 96 NASPA member colleges and universities that participate in the national Lead Initiative. By being members, these institutions attest to their commitment to encouraging and highlighting the work of student affairs in promoting civic learning and democratic engagement as an important element in every student's college education. The Initiative helps to provide professional development opportunities and resources along with networking and institutional recognition.

On her own campus, Sandra, as an

administrator and educator, is committed to civic engagement efforts that involve the co-creation and co-application of knowledge and action with students, community partners, service recipients, and the university. Through her work at the Center, she emphasizes democratic processes that lead to self-governance. Her research and practice focus on the strong ties between student engagement, civic literacy, civic agency, and equity in inclusion in creating just, democratic learning communities. Sandra explains:



By exposing our students upon arrival to a campus culture of civic learning and democratic engagement, we influence *habitus*—the future-shared, student-lived experience, memories, and expectations. Providing immediate civic pathways that clearly articulate expectation and broaden student-lived experiences, we connect institutional structure and student agency in social and community interaction to produce a conscious action during the undergraduate years. Ensuring that civic pathways are made available to students encourages a long-term commitment to responsible citizenship.

Her work experience includes 25 years of engaging students in civic learning and democratic engagement through clubs and student government at several institutions of higher learning. She is a doctoral student in higher education administration at Nevada.



2017 NASPA Religious, Secular, and Spiritual Identities Convergence Highlights



JCC to Publish Special Issue on 2017 Conference

By Jenny L. Small

In February 2018, the *Journal of College and Character* will publish a special issue featuring articles based on the scholarship presented at the 2017 NASPA Religious, Secular, and Spiritual Identities Convergence.

This issue will include a variety of research-based, theoretical, best practices, and opinion pieces presented both by scholars and practitioners who attended the conference and by those who were inspired by it.

Readers will have access to articles related to such topics as student identity, beliefs, and well-being; diverse institutional types and climates; and professional development and resource allotment.

Jenny L. Small (Boston College) and **Nicholas A. Bowman** (University of Iowa), both accomplished scholars in the area of college student religion and spirituality, serve as guest editors of this issue.

All articles in the special issue will be open access for a period of time beginning in February on the journal website at <http://tandfonline.com/toc/ujcc20/current>.

JCC Sponsors Session at Convergence

By Becky Crandall

Thanks to a session sponsored by the *Journal of College and Character*, approximately 30 attendees of the 2017 NASPA Religious, Secular, and Spiritual Identities Convergence recently heard some of the latest findings from the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS).

Becky Crandall, post-doctoral researcher for IDEALS (now senior lecturer and coordinator of the Student Personnel Assistantship Program at The Ohio State University), provided session participants with an overview of the IDEALS project as well as the longitudinal sample of

over 7,500 first-year college students from 122 U.S. institutions.

She then discussed a series of initial findings focused on the changing interfaith perspectives of first-year college students. In particular, Becky emphasized the significant growth in appreciation of specific social identity and worldview groups that takes place during students' first year of college. Encouraging session attendees to begin considering ways in which their institution may be primed to foster behaviors and attitudes essential for interfaith cooperation in a pluralistic society, Becky also highlighted aspects of the campus experience and climate that foster first-year students' appreciation of diverse worldview groups.

A Conference Gathers; A Movement Begins

By J. Cody Nielsen

The 2017 NASPA Religious, Secular, and Spiritual Identities Convergence proved to be a forceful demonstration of enthusiasm for higher education to deepen its engagement in a significant area of co-curricular development.

Over 180 individuals from all over the U.S. and Canada together May 22-24, 2017, at UCLA's Luskin Center for three days of intense reflection, partnership, and learning.

Keynotes from **Jamie Washington** and **Mamta Accapadi**, a panel discussion hosted by **John Hoffman** with diverse voices at the intersections of religious, secular,

and spiritual identities, and over 50 workshops and breakout sessions provided experiential opportunities for generating thoughtful conversation, deliberate action, and expansion of professional practice in the support of religious, secular, and spiritual exploration.

Throughout the conference, professionals asked, "What's Next?" This often asked question helped to ignite a higher education movement that promises to make spaces for the inclusion of all identities in higher education. The conference opened up many opportunities for higher education to change the narrative, incorporating the work of these identities alongside others on our campus. There is much more to come.

JCC Author Explores the Importance of “Resilient Places”

In his [article](#), “From Safe Spaces to Resilient Places: A Role for Interfaith Cooperation in Contentious Times,” published in the August 2017 issue of the *Journal of College and Character*, **Rahuldeep Gill** describes how institutions of higher education can integrate interfaith



cooperation with civic behavior. They do so by emboldening individuals to encounter others with different identities in positive ways through common action. He emphasizes the importance of *resilient places*, which are spaces that support safety and bravery through a civic commitment to worthwhile outcomes.

Through the encouragement of resiliency in students who have faced traumatic encounters, higher education institutions can expand the integration of multivalent forms of diversity.

Rahuldeep is a tenured faculty member and religion and campus interfaith strategist at California Lutheran University. He is also the visiting professor of Sikh Stud-

ies at the Graduate Theological Union in Berkeley, CA. Through his lectures and workshops for diverse audiences, he has aimed to build pluralism and cross-cultural relations to inspire connected communities on campus, in the workplace, and in the marketplace. H

He has engaged audiences of all sizes at events sponsored by the State Department’s Study of United States Institutes, the Church Center for the United Nations, University of California, California State Universities, and Interfaith Youth Core.

The *Los Angeles Times*, *Patheos.com*, *Huffington Post*, and *San Francisco Chronicle* have published his writings, and he blogs for LinkedIn.com. He recently published his first book, *Drinking from Love’s Cup*, with Oxford University Press, and he is currently writing two more books about leadership and pluralism. He has twice been voted Cal Lutheran’s Diversity Professor of the Year and was recognized with the Provost Distinguished Scholars Award for 2017.

His JCC article is part of the ongoing column, “Interfaith Cooperation,” whose contributing editors are **Cassie Meyers** and **Eboo Patel**.

Articles in Current Issue Examine Influences on Democratic Engagement and Civic Learning

In “Promoting Democratic Engagement During College: Looking Beyond Service-Learning,” **Elijah C. Howe** and **Kevin Fosnacht** examine how participation in educationally beneficial activities, particularly, learning communities, influence democratic engagement. In “Perspective Transformation Through College Summer Service Immersion Programs: Is Learning Enhanced by Sustained Engagement?,” **Tara D. Hudson et al.** present findings on what students learned about poverty, diversity, and civic engagement from participation in a summer service immersion program. These articles can be read in JCC’s current (August 2017) [issue](#).

Sarofian-Butin Looks at Digital Learning Technologies’ Impact on HE Policy & Practice

Dan Sarofian-Butin’s research focuses on high impact and community-engaged teaching and learning, with a recent emphasis on the rise of digital learning technologies and their impact on higher education policy and practice. He writes about these and related issues in the [Huffington Post](#) and [Inside Higher Ed](#).

He is the author and/or editor of almost one hundred academic publications, including books such as *Service-Learning in Theory and Practice: The Future of Community Engagement in Higher Education* and *The Engaged Campus: Certificates, Minors, and Majors as the New Community Engagement*.

He has been named by Rick Hess as one of the top 200 “Public Presence” Education Scholars five years in a row as indicated in the RHSU Edu-Scholar Public Influ-

ence Rankings. The [rankings](#) are based on metrics reflecting what U.S. university scholars have the most influence on educational policy and practice, based on their larger body of work and their impact on the public discourse.

Dan is associate editor of the *Michigan Journal of Community Service Learning*. He is a full professor and founding dean of the School of Education & Social Policy at Merrimack College.



Dan was guest co-editor of JCC’s [special issue](#) on “The Future of Community Engagement in Higher Education” in 2012 and serves on the JCC editorial board.

Menke Examines College Students' Development of Purpose

Donna Menke's research focuses on three areas: the student athlete experience and transitions, career development, and academic advising. Currently, she is engaged in a longitudinal study on developing purpose among college students and a narrative inquiry study on sport retirement.



Donna has authored articles in peer-reviewed journals such as the *NACADA Journal* and the *Journal for Study of Sports and Athletes in Education*. For example, in "The 3-I Career Advising Process and Athletes With Foreclosed Identity," an [article](#) published in 2015 in the *NACADA Journal*, she and her co-authors discuss the consequences that long-term engagement and dedication to sport have on college athletes' identities as well as their abilities to encounter the likelihood that they will not be career athletes.

As assistant professor in the Department of Leadership at the University of Memphis, she teaches courses in higher education and student personnel. Earlier in her career, she served as a tutor and advisor to student-athletes and held positions in student activities, residence life, career counseling, and academic advising at large and small colleges and universities.

In 2010, she received her doctorate from Kansas State University in counseling and student development. Her dissertation on the collegiate experience of Division I student-athletes was recognized by the National Association of Academic Advisors for Athletics (N4A) with their 2010 Research Award.

She has presented at national and regional conferences on such topics as career advising, career development among college athletes, and activism among college students. She also serves on the editorial board of the *JCC*.

Join the JCC Ambassador Team

A phenomenal, energetic team who loves reading, researching, and writing about all things connected and interconnected to character and values!

Some basic responsibilities include

- Responding to each blog post published on the *Connexions* (about four annually) after researching the topics and *JCC* articles relating to the post
- Actively engaging and encouraging engagement in discussion within the *JCC* site
- Promoting *JCC* issues on social media articles, blog posts, journal events, and newsletters
- Engaging in other initiatives as determined by the social media team

For more information and/or to apply, please contact Janett C. Ramos, associate editor for social media/*JCC* Ambassador, at janettcramos@gmail.com

Sternberg Cautions JCC Readers About the Dangers of Contempt

Robert J. Sternberg is professor of human development at Cornell University. Earlier on, he was IBM professor of psychology and education and professor of management at Yale. He also spent roughly 10 years in administration as a university dean, provost, and president, and is a former president of the American Psychological Association.



Robert's research is on human abilities, with a particular concern that standardized tests fail to measure adequately the characteristics of children that will matter most to their future—character, creativity, common sense, wisdom, ethics, passion for learning, and the like. His research has shown that students can perform at high levels of standardized tests and yet largely lack creative, common sense, wisdom, or ethics.

He also maintains that when one looks at major problems in society today—climate change, increasing disparities in income, poverty, terrorism, pollution, and so forth—these are not problems that will be solved merely by people who excel in book learning. They will be solved by people who excel in creativity, common sense, wisdom, and ethics.

Robert has published three articles in the JCC, his latest [one](#) being “The Danger of Contempt in Universities and in Modern Society,” appearing in the August 2017 issue. In this article, he argues that segments of modern U.S. society reward rather than punish the expressions of contempt, while college campuses are increasingly tolerant of these expressions rather than respectful for a diversity of opinions. He calls for universities to take an active role in teaching students the danger of contempt in the development and encouragement of hate. Instead college students need to learn the importance of replacing contempt with wisdom.

2018 Dalton Institute Explores “Who Is My Neighbor?”

The Dalton Institute planning team is making waves for the 28th annual conference set for **February 1-3, 2018**. The 28th annual Jon C. Dalton Institute on College Student Values will explore the ever relevant theme of “Who Is My Neighbor?: The Power of Compassion and the Rhetoric of ‘Us vs. Them.’”

The current political climate has gone beyond highlighting social, demographic, and ideological differences in visible, and often uncomfortable ways: It has pushed them to the forefront of the stage within our communities.

These differences have always been recognized and felt in minoritized communities, while some of the majoritized populations are now able to distinguish them. As such, our college campuses have become even more prominent focal points in the battle of ideas about who we are as a nation, where we are headed, and how people of diverse backgrounds and knowledge bases are (or are not) granted a claim to the “American” identity.

The 2018 Dalton Institute will explore identity as a power structure and higher education's role in balancing the values of individual liberty and universal inclusion. Submissions for awards, programs, and papers will open **July 31, 2017**, and close **October 2, 2017**. Registration opens **September 5, 2017**.

For more information, follow the Institute on Twitter [@Dalton Institute](#) and Facebook ([Dalton Institute](#)) and go to studentvalues.fsu.edu/



Journal of College & Character

Editors

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
Mathew Johnson, Associate Editor, Central Michigan University
Jenny Small, Associate Editor, Boston College
Janett C. Ramos, Associate Editor for Social Media, Interfaith Youth Core
Tiffani Riggers-Piehl, Associate Editor, Baylor University

Contributing Editors

Michael Cuyjet, Opinions and Perspectives, University of Louisville
David M. Eberhardt, What They're Reading, Birmingham-Southern College
Cassie Meyer, Interfaith Cooperation, Interfaith Youth Core
Eboo Patel, Interfaith Cooperation, Interfaith Youth Core
Larry D. Roper, Ethical Issues on Campus, Oregon State University
Ben Kirshner, Civic Engagement on Campus, University of Colorado, Boulder

JCC Ambassadors

Sable Manson, University of Southern California
Kevin Wright, University of Cincinnati
Nestor Melendez, Guttman Community College, CUNY

JCC Connexions Contributor

Hsin-Yu Chen, The Pennsylvania State University

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

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