

# JCC Connexions

Quarterly Newsletter About the *Journal of College and Character*

Vol. 1, No. 3 May 2015



## Recent Conversation:

["Should Fraternities Be Banned From College Campuses?"](#)

Join in the discussion!

## Highlighted Article:

["Stick With Yourself; It's What's Normal': The Intergroup Racial Attitudes of Senior, White, Fraternity Men"](#)



## *Demetri Morgan, JCC's Focus Author, is a Scholar and Activist*

**Demetri Morgan**, JCC's focus author for May 2014, is a scholar with a demanding schedule. A doctoral candidate in higher education at the University of Pennsylvania Graduate School of Education, he is also a research associate at the [Center for the Study of Race and Equity in Education](#) and a pre-doctoral fellow at [Alliance for Higher Education and Democracy](#). Both organizations at Penn conduct research and present programs in distinct but synergistic domains of inquiry. The Center is concerned with scholarship that informs policy and practice for decision makers to consider ways to make inclusive educational spaces and to realize the educational benefits of diverse institutions. The Alliance works to strengthen the role of higher education in democracies towards open and equitable societies.

Demetri's own research focuses on the purpose and role of higher education in a democracy. Specifically, he is interested in the intersection of student engagement and students' experiences with diversity and how that intersection fosters student learning and the development of civic competencies. He is also concerned with

the ways in which higher education influences student political identity development.

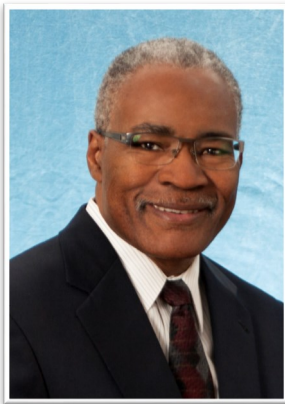
Demetri, along with **Hilary B. Zimmerman, Tanner N. Terrell, and Beth A. Marcotte**, are authors of ["Stick With Yourself; It's What's Normal': The Intergroup Racial Attitudes of Senior, White, Fraternity Men,"](#) which will be published in the May 2015 issue of the *Journal of College and Character*. To generate dialogue about this issue, they have posed the question on JCC



*Connexions* ["Should Fraternities Be Banned From College Campuses?"](#) This question is in response to a recent incident involving the use of racial slurs by the SAE fraternity at the University of Oklahoma that raises the question of whether fraternities belong on American college campuses.

## Research, Projects Keep Roper Energized and Challenged

Larry Roper, JCC's "Ethical Issues on Campus" contributing editor, is



enthusiastic about his involvement in two academic programs at Oregon State University, where he is a professor in the [School of Language, Culture and Society](#), and

coordinator of the [social justice studies program](#). First, he has been integral in implementing a new undergraduate social justice minor, which he finds compelling because it involves working with faculty colleagues from across the College of Liberal Arts to construct an interdisciplinary minor for students interested in complementing their major course of study with a concentration on social justice.

He is also energized by working with his colleagues in the School of Language, Culture and Society to move their [student affairs preparation program](#) from its traditional home in the College of Education to an academic environment that more closely aligns with the type of academic setting pioneers of the student affairs profession envisioned as the most appropriate home for the preparation of practitioners. His current efforts center on working with an interdisciplinary team of faculty to redesign the curriculum for the preparation of student affairs professionals in a way that will take advantage of the strengths of the School – anthropology; ethnic studies; women, gender and sexuality studies; and world languages and culture.

Larry currently is program lead for the [college student services administration](#)

[program](#), which prepares students at the master's level to work in the student services field. While continuing to direct doctoral research for students in the community college leadership program, he will teach undergraduate and graduate courses.

His current research focuses on student affective learning. Specifically, he is interested in understanding the relationship between the content of a social justice curriculum and students' sense of hope and self-efficacy. While he maintains that social justice education offers tremendous value for students, teaching them to assume socially responsible leadership roles and to navigate institutions through meaningful change, he also questions how our approach to teaching the curriculum or students' personal disposition may influence student learning and behavioral outcomes. His research will look at students' entering characteristics (behaviors, attitudes, and level of hopefulness) and track changes in those attributes throughout the course to explore how exposure to the subject matter influences students.

Underlying this enthusiasm for his work in higher education is Larry's quest for understanding how curriculum affects students' sense of hope. Designing more effective pedagogy, while also challenging assumptions within the academy about the effectiveness of educational approaches about issues that have high affective content (those that deal with human suffering, oppression, inequities, violence, or any content that might create emotional disruption for students), is key to his quest.

Larry's recent essay, "[Sexual Violence and the Call to Consciousness](#)" is one of JCC's most downloaded articles.

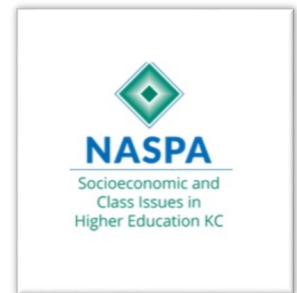


## JCC Welcomes Clare Cady as Associate Editor for Social Media



JCC editors are planning to learn a lot from their new associate editor for social media. **Clare Cady's** new role involves engaging readers and others more directly in conversation about JCC articles and trending topics related to the mission of the journal. She will help editors devise a social media plan to address the need for expanding our network of communication.

A dedicated scholar-practitioner, Clare focuses her professional work on how class, socioeconomic status, poverty, and economic crisis impact students and campuses. Clare is also founding co-chair of the NASPA [Socioeconomic and Class Issues in Higher Education Knowledge Community](#). The Socioeconomic and Class Issues in Higher Education Knowledge Community strives to be dynamic and supportive around issues of class and SES as they affect Higher Education, and envisions an environment where Student Affairs professionals have access to information, training, and resources that help them to understand how these issues alter the college and university landscape.



She co-founded the College and University [Food Bank Alliance](#) (CUFBA), where she has helped over 100 campuses develop programs to combat food insecurity among students.



The Alliance is a professional organization consisting of campus-based programs who concentrate on alleviating food insecurity, hunger, and poverty among college and university students in the United States. CUFBA is

dedicated to providing support, training and resources to member campuses through programs, presentations, and electronic resources.

Clare's most recent scholarly work entitled "Food Insecurity as a Student Issue" was published in the *Journal of College and Character*. She is active in the Student Affairs Twitter community (@ClareCady) and focuses her message on issues of social justice and critical approaches to higher education.

[Click here to see interview with Cady at Character Clearinghouse.](#)



## *Ward Examines Reasons Why More Women Faculty Are Not Advancing in Careers*



**Kelly Ward**, valued *JCC* reviewer, focuses her research on faculty involvement in community engagement, work-family, and career development.

Most recently she has been exploring how Sheryl Sandberg's book

*Lean In* relates to women in higher education. Kelly explains,

"The hope is that parity and equity will be addressed as more women enter the academic pipeline--more women into higher education, means the 'women problem' in higher education has been solved, right?"

However, the longitudinal approach to her research with Lisa Wolf-Wendel at the University of Kansas suggests that time alone will not see more women into leadership positions or into full professor ranks. What they found is that as a group, the faculty individuals in the study stay in higher education and are plenty productive as teachers and scholars, yet,

as a whole, they are not advancing in their careers. Family concerns, including children and aging parents, are part of what inhibits career advancement. Kelly and Lisa also found that university politics and limited rewards prevent women from pursuing advancement. For colleges and universities to be successful in the advancement of women will require a combination of leaning in (read: "Come on, just do it!") and for universities to make senior positions more attractive. Problems associated with representation for women have proven resistant to change. Kelly hopes that her research can help inform the need for more holistic and creative approaches to encourage participation and to make higher education organizations humane and gratifying places to work and study.

Kelly, department chair and professor in the Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology at Washington State University, is currently on sabbatical in Europe where she is adding comparative perspectives to her research.

For more information about her research please see [\*Academic Motherhood: How Faculty Manage Work and Family \(with Lisa Wolf-Wendel\)\*, published by Rutgers University.](#)

For more information about these publications, email Pam Crosby, co-editor, at [jcc@naspa.org](mailto:jcc@naspa.org)



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*JCC Connexions* are published by NASPA – Student  
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## ***JCC Reviewer Leslie Meyerhoff Takes on New Challenge***

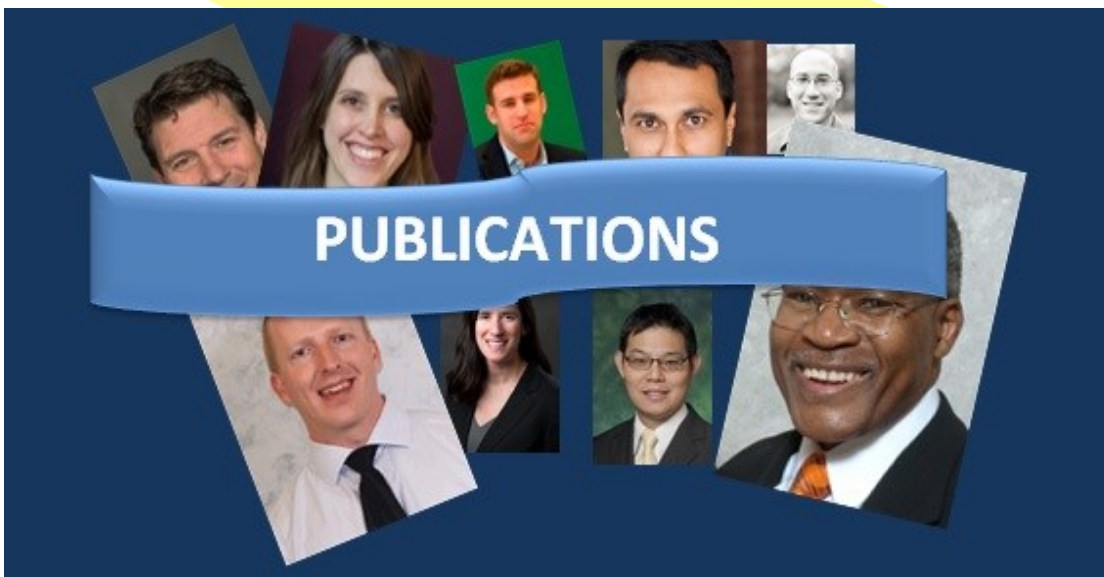
**Leslie Meyerhoff** is taking on the challenge of serving in a new position at Cornell University that she is helping to invent. As the first director of assessment and planning in student affairs, she has focused on building and sustaining a culture of evidence within student affairs, simplifying complex and confusing goals/outcomes/expectations, and increasing the capacity of student affairs staff.

Currently, she is working with a task force within student affairs to examine how and whether student employees are developing transferable skills to take with them into job interviews and future careers. Ultimately this project will result in tangible actions professional staff can take to support student employee learning and development as well as an assessment plan to track success.



A member of our editorial review board since 2006, Leslie earned her B.A (English, music) from Wake Forest University, M.Ed. (College Student Development) from the University of Maryland, and Ph.D. (Higher Education) from the University of Virginia. Leslie is also an at-large member of the SAAL (Student Affairs Assessment Leaders) board.

## ***JCC Associate & Contributing Editors Publish Impressive Research***



*JCC co-editors are proud to include the recent publications of our associate editors and contributing editors. [Please click here for a list of their works.](#)*



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#### *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

### Call for Papers to International Authors

NASPA journals editors want to extend a special welcome to scholarly submissions from international colleagues for consideration for publication in our journals. We recognize that student affairs practices must be adapted in cultural settings outside of North America, and including more authors from around the world is a key to achieving our goal of inclusive scholarship.

Please go to NASPA's journals [publications website](#) to read about each of the three journals and how to submit.