

JCC Connexions

Quarterly Newsletter About the *Journal of College and Character*

Vol. 3, No. 2 May 2017

character



[Focus Authors](#)

[Current JCC Issue](#)

[Newsletters](#)

[Blog Post](#)

[Featured Article](#)



Eells's JCC Article Explores the Topic of Hyper-Achieving College Students

Gregory Eells, our Focus Author for this issue, is a strong advocate for college mental health issues. In his [article](#), "Hyper-Achievement, Perfection, and College Student Resilience," published in the May 2017 issue of the *JCC*, he explores the topic of college student hyper-achievement and its consequences, including the need for more mental health services on college campuses, the increased risk of substance abuse problems, and the increased risk of suicide among students.

Addressing ways to reinforce the desired academic skills in students without risking the many potential negative psychological and emotional consequences, he describes the SAVES model of resilience cultivation as an anecdote to hyper-achievement and perfection. This model is an acronym for S- Social connectedness, A-Attitude, V- Values, E- Emotional acceptance, S- Silliness/humor.

Greg is a licensed psychologist in the State of New York and has worked in higher education mental health for 22 years. He currently serves as the director of Counseling and Psychological Services at Cornell University and has served as a director of a university counseling service for the past 19 years.

A member of various professional organiza-

tions, he is a past-chair of the Mental Health Section of the American College Health Association (ACHA) and a past president of the Association for University and College Counseling Center Directors (AUCCCD).



He received a Presidential Award and a Lifetime Achievement Award from AUCCCD and has been a strong advocate for college mental health issues, appearing on CNN, ABC News, and National Public Radio.

Greg received AUCCCD's Lifetime Achievement Award for his contributions to the field of counseling services and centers, which includes various papers and presentations that addressed counseling service operations as well as his leadership of the AUCCCD.

He regularly publishes articles in scholarly journals and presents frequently on such topics as leadership, mental health delivery systems, resilience, self-injury and suicide.

(Continues on page 2)



In “Critical Conversations, the ongoing series of blog posts from *JCC* authors in our *JCC Connexions* blog, Greg recently [responded to questions](#) about the excessive pressure to hyper-achieve that are made manifest in college student behavior as background for his *JCC* article. In responding to how values can affect personal resiliency:

Defining our values, determining what is meaningful to us, is foundational to being human and is essential to bouncing back from setbacks and difficulties. Research on resilience points to the essential role in developing a moral

compass. Defining values is about pursuing what matters most. One common value often related to resilience is gratitude. Gratitude can be defined as an affirmation of the goodness in one’s life and the recognition that the sources of this goodness lie at least partially outside ourselves. Also when we practice gratitude on a daily basis, like through a gratitude journal, we are truly able to be reminded of our deeper values.

For more information about Greg’s work and scholarship, go to our list of current and past [Focus Authors](#).

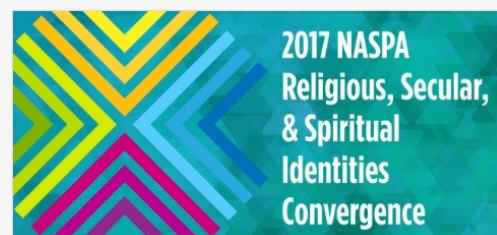
Members of *JCC* Community Participate in RSSI Convergence

The 2017 NASPA Religious, Secular, and Spiritual Identities Convergence (May 22 – May 24, 2017, at UCLA) will address the intersectionality of identity, religion, and spirituality with students, community members, and professionals and how these entities converge through one’s work and collegiate experience.

Furthermore, the content presented through the 2017 Convergence will be reflective of research and policy and is intended to spark thoughtful conversation, strategic action, and enhancement of professional practice towards creating more socially just and inclusive campus environments that support religious, secular, and spiritual exploration and practice in our communities.

NASPA’s *Journal of College and Character* with special guest editors, **Nick Bowman** and **Jenny Small**, will publish a special issue relating to the conference theme. The issue, to be published in February 2018, will include selected articles based on scholarship presented at the conference.

The *JCC* will also sponsor a session at the conference led by *JCC* Editorial Board member **Becky Crandall**. She is the post-doctoral researcher for the Interfaith Diversity Experiences and Attitudes Longitu-



dinal Survey (IDEALS) at The Ohio State University—a position she began after completing her Ph.D. at NC State University in 2016. The Session, A Year in Their Life: Exploring the Interfaith Perspectives of First-Year Students, will take place on Monday, May 22, from 2:45 p.m. – 3:45 p.m.

Becky will present the latest findings from IDEALS, a national study of students’ attitudes, experiences, and expectations about worldview diversity. Drawing from data collected from over 20,000 first-year students at 122 U.S. institutions, Becky will offer insights into the interfaith diversity attitudes of students across their first year of college. Attendees will also learn about specific facets of the campus experience that foster students’ pluralism development.

To learn more about Convergence, visit the official [website](#).

Authors' Works Continue to Be Significant Resources on Violence Prevention

Two books that have helped provide an extensive and valuable framework for how colleges and universities can explore ways to prevent and respond to gun violence are *College in the Crosshairs: An Administrative Perspective on Prevention of Gun Violence* (2015) and *Enough Is Enough: A Student Affairs Perspective on Preparedness and Response to a Campus Shooting* (2010). Both books are ACPA and NASPA joint publications.

The target audience of *College in the Crosshairs* is higher education leaders—especially those in student affairs—and its aim is to provide those leaders with information and examples that can help them foster safe campus environments and prevent the threat of destructive gun violence. It builds on a previous volume by the same editors, *Enough Is Enough*, which was conceived in response to the call for action by Virginia Tech's [Zenobia Hikes](#) to prevent violence as well as in response to NASPA's "Enough is Enough" [campaign](#), which she inspired.

These important works continue to be essential resources for those in the field of violence prevention and mental health on campus and were edited by **Brian O. Hemphill** and **Brandi Hephner LaBanc**, whose scholarship and career paths *JCC Connexions* highlights here.



economic-related issues pertaining to education.

Brian's contribution to the field as a scholar is impressive enough, but it is important to note that he is also a university president, currently leading Radford University after serving as president of West Virginia State University.

Earlier in his career, he was associate vice chancellor and dean of students at the University of Arkansas—Fayetteville, vice president for student affairs and enrollment management and associate professor at Northern Illinois University, and in addition to leading

West Virginia State University as president, he also served as professor.

Recognized as a Pillar of the Profession in 2009 by NASPA, Brian serves in various capacities on professional and civic local, regional and national boards, commissions, and committees. His educational background includes a Ph.D. in higher education administration and policy studies from the University of Iowa.

...

Brandi Hephner LaBanc

was the inaugural national coordinator of NASPA's *Enough Is Enough*, a NASPA-sponsored [initiative](#), which aims to promote peace and reduce violence by encouraging and supporting campuses and communities to work together in developing comprehensive, intentional, and systematic violence prevention initiatives. She has presented in numerous venues on violence prevention and *Enough is Enough*, such as the NCAA 2011 Violence Prevention Summit, which can be viewed [here](#).



In addition to authoring research on campus crisis management and concealed carry legislation that impacts college campuses, Brandi also writes on the preparation of student affairs professionals and transition issues for graduate students.

She co-authored an [article](#) for *The Conversation* related to the First Amendment, and she is finalizing another book project with NASPA (along with two faculty colleagues at Ole Miss). The book is also about First Amendment issues on campus—specifically, balancing legal, educational, and values-based responsibilities.

As vice chancellor for student affairs at The University of Mississippi, she oversees 15 diverse enrollment and student affairs departments. At Ole Miss, she also serves as associate professor of leadership and counselor education. In her role as vice chancellor, she has voiced her commitment to the holistic development of all students and to the nurturing of scholar-practitioner culture in the campus environment.

She holds an Ed.D in adult and higher education from Northern Illinois University.

Tanning and Drinking: Our Decisions Matter

After winter ends, students can be seen on campus enjoying the sun. They are outside playing sports, sunbathing on a blanket, socializing, reading, or doing homework on the lawn. Such scenes, which may be commonplace for people who grew up in the United States, stirred my research interests in how cultural values relate to our daily lives.

I grew up in East Asian culture, where lighter skin is deemed “better,” “prettier” and more culturally desirable for women. These cultural values toward lighter skin are evident in the old saying, “fair skin covers three imperfections,” and these values manifest in women’s daily behavior. When outside in the sun, women are often found wearing long sleeves or hats, using parasols, or staying in shady areas in order to protect their skin from sun exposure. Additionally, various innovative anti-ultraviolet inventions help protect women from getting a sun tan. Television commercials even advertise summer skin-care products, such as skin lightening or brightening creams, that promise to help keep skin as fair as possible. As a member of this culture, I was frequently told, “Don’t play in the sun, because you will get darker,” or I heard peers say, “It’s too sunny. I don’t want to go out. I don’t want to get a tan.”

When I first arrived in Florida, the “Sunshine State,” for my master’s program, I was shocked to see people purposefully wearing bikinis, rubbing lotions on their skin, and lying out to soak up the sun. I was astonished by the various tanning products and commercials that promised to help women achieve a “bronzed, sun-kissed glow.” As a plethora of studies shows, this desire for tanned skin may lead to excessive sun exposure and/or the use of indoor tanning beds, putting individuals at risk for sunburn, skin damage, and even skin cancer.

Although I found the preference for tanned skin, and its associated behaviors, interesting, my experience with these cultural values would not have had such a profound influence on me if I had not been invited by some Euro-American friends to go sunbathing. When the time came to go, I was torn. On the one hand, I was thrilled to be invited; on the other hand, I was not excited about the activity—namely, “lying in the sun.” I had never thought about sunbathing before because of the ingrained cultural values and preference for lighter skin in

East Asian culture. I kept analyzing the pros and cons of participating. I felt that this was an ethnographic opportunity to immerse myself in Euro-American culture. I also thought that if I turned down the invitation, it would be perceived as impolite, and I might not be invited again. Therefore, although I did not want to get a tan, I decided to go tanning with my friends. However, I went only once.

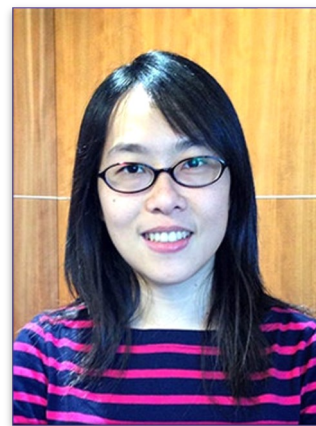
As I learned more about tanning behaviors in Euro-American culture, I found that decisions regarding tanning involve many intricate factors, such as peer pressure and sociocultural norms. For example, some Euro-American women have shared with me that they feel the need to “get some color” because they perceive that being too pale can have negative connotations while having a tan is more attractive and implies a healthy, active lifestyle in their culture. Moreover, when friends go tanning together, tanning becomes a social activity. Therefore, despite the fact that some women do not

enjoy tanning, or their skin cannot tolerate sun exposure, they may be pressured to lie out in the sun in order to fit into the group.

This decision-making process also resonates with me regarding another prevalent campus issue—drinking. How many college students drink because they think that drinking is the college cultural norm and, thus, they perceive drinking as necessary to lead a normal college life? How many college students

drink because they are encouraged by their friends, or seek acceptance by their peer groups? How many of them drink because of peer pressure or not wanting to be left out instead of truly enjoying drinking?

Making decisions is not stress-free, especially since we can be influenced by our peers. However, why are some students confident in making independent decisions, while others are highly influenced by peer groups? Maintaining a solid sense of self and resisting peer pressure can be difficult, so how can students truly author their own lives? How can they make decisions in the best interest of health and wellbeing without being overly concerned about what



Inside, Outside, & In Between

By Hsin-Yu Chen

(Continues on page 5)

others think? How can educators help students develop the ability to make meaningful decisions that reflect core values and moral beliefs while also being mindful of the consequences and outcomes of each decision? Are there tips that can help protect students when they experience peer pressure as well as help them establish mature interpersonal relationships? If caring too much about what others think is a sign of low self-esteem, how can students increase self-esteem and boost their confidence?

College students aged 18-29, also known as “emerging adults” (Arnett, 2015), often experience a transition to independent living as well as increased autonomy in decision-making. Chen, Yarnal and Bram in “Borrowing Happiness From the Future’: An Exploratory Qualitative Study of College Students and Their Life-styles” (2017) provided a glimpse into combining the theory of emerging adulthood (Arnett, 2015) with self-authorship (Baxter Magolda & King, 2004) to understand the rationales behind students’ decisions concerning health-related behaviors during college.

In addition to recognizing the complex factors associated with decision-making and constructing meaning in

college students’ lives, it is important to help students pay attention to their inner voice and to build a strong sense of self. It is also crucial to heighten an awareness of how they make daily decisions and reflect on whether the decisions represent core values and moral beliefs, especially since those decisions can have health-related consequences.

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- Chen, H., Yarnal, C., & Bram, B. (2017) “Borrowing Happiness from the Future”: Exploring College Students’ Own Experiences on Health-Related Lifestyles. *Journal of College and Character*, 18(2), page number.

Hsin-Yu Chen is a doctoral candidate in recreation, park, and tourism management at The Pennsylvania State University.

JCC Welcomes Tiffani Riggers-Piehl as Associate Editor

“How can I help students discover meaning and purpose in their lives?” This question began a journey for **Tiffani Riggers-Piehl** that has taken her across four states and led to a fruitful career studying college student spirituality. Having worked with student athletes, undergraduate women, and graduate students across different professional and academic contexts, Tiffani’s research focuses on how students’ relationships with faculty, staff, and peers help them to develop spirituality during the college years, and how spirituality relates to a number of other experiences, such as grieving, academic achievement, and civic engagement.

Tiffani earned her Ph. D. in education from UCLA after earning a master’s degree in college student affairs at Baylor University. Her research has been featured in *Religion and Education*, *Research in Higher Education*, *Teacher’s College Record*, in an edited volume, *Spirituality Research Studies in Higher Education*, and in presentations at ASHE, AERA and NASPA annual meetings. Tiffani’s dissertation won the 2014 Jon C. Dalton Institute on College Student Values Dissertation Award and the 2014 AERA Religion and Education Special Interest Group (SIG) Dissertation Award.

Currently, Tiffani seeks to understand through her research how interactions with faculty lead to improved spiritual outcomes for students. Her investigations fo-

cus on in-class and out-of-class interactions, paying special attention to faculty use of pedagogy and informal interactions to create better connections with their students. Her research emphasizes the value of transformative pedagogies in the classroom and encourages faculty to participate in the co-curricular lives of students to demonstrate the value of relationships and caring for others.



In addition to her scholarly work, Tiffani finds deep satisfaction in teaching. Her favorite class is “Research and Assessment in Higher Education” in which she introduces graduate students to statistical methods and topics related to evaluation and assessment in the college context. In fall, 2017, she will assume her post as assistant professor of higher education in the Division of Educational Leadership, Policies, and Foundations at the University of Missouri Kansas City School of Education.

Journal editors welcome Tiffani to the editorial team and look forward to working with her to improve the JCC and promote its ongoing mission.

UF Programs Connect Spirituality, Health, and Mindfulness

Since its inception in 1998, the [Center](#) for Spirituality and Health at the University of Florida (UF) has featured world renowned speakers, sponsored undergraduate and graduate courses for students, and supported training workshops for faculty, staff, students, and the community.



Louis A. Ritz, Director of the Center

The Center promotes the interdisciplinary study of the human experience of faith, belief, and spiritual knowledge in relation to health at the individual, community, and global levels. Its members are faculty, students, and community residents who are committed to exploring the wider contexts of spirituality, religion, and sciences as a whole.

Its mission is devoted to

- pursuing academically rigorous research and providing curricula at the interface of spirituality and the health sciences;
- promoting an awareness of the relationship between spirituality and health sciences; and
- fostering free and creative communication about these issues.

Over the past five years, the Center's efforts have largely focused on spirituality and health courses for UF students in undergraduate, graduate, and professional programs. These interdisciplinary courses have become the cornerstone of the Center and include a certificate program based on the successful completion of three courses.

A common feature of the programs includes embracing the importance of self-reflection and self-discovery as critical parts of higher education and becoming whole and healthy. More recently, the Center has developed a close working relationship with the UF Mindfulness project, launched in 2015.

Initially funded by the UF Creative Campus Program, [UF Mindfulness](#) (began as an interdisciplinary team of core members. Within the first year, the membership base grew and now comprises more than 550 faculty, staff, and students representing various colleges and disciplines as well as community members all with an interest in mindfulness.

(Continues on page 7)



The Baughman Meditation Center on Lake Alice at UF

Ana Puig is associate director of the Center for Spirituality and Health a member of the core faculty of UF Mindfulness, scholar and research director of the Office of Educational Research, and is an affiliate faculty member of counselor education. **Louis A. Ritz** is the director of the Center for Spirituality and Health and associate professor in the Department of Neuroscience in the College of Medicine and McKnight Brain Institute. **Sabine Grunwald** is the director of UF Mindfulness and is professor of pedometrics in the Landscape Analysis and GIS Laboratory of the Soil and Water Science Department.



Sabine Grunwald, Director of UF Mindfulness

The Mindfulness team seeks to integrate silos of mindfulness and co-create mindful spaces that facilitate mindful communication and listening. The goal is to merge mindfulness into the UF campus culture. This means deeply integrating mindfulness practices (such as meditation, breathing techniques, and body-based practices) into the learning process and life on campus.

The paradox of our modern times is that mindfulness is inherently simple and is available any time and any place, yet many of us have not taken advantage of the opportunities to practice it. This project seeks to reconnect us to ancient truths and breath-by-breath taming of the anxious mind.

UF Mindfulness was awarded the 2016 UF Champions of Change Award in recognition of the contributions to the health and well-being of the campus community. UF is now home to two collaborative, multidisciplinary units aimed at integrating the study and practice of spirituality, health, and mindfulness into campus life.

The UF Mindfulness initiative aims to

- infuse mindfulness practices into existing courses and curricula at UF;
- offer new cross-disciplinary short courses and training workshops; and
- serve as a catalyst sparking mindful moments to create a healthy campus culture.

Please write to mindfulness@ad.ufl.edu for more information.



Ana Puig, Associate Director of the Center

JCC Presents Special Topic Session at 2017 NASPA Conference

At the recent NASPA Conference in San Antonio, TX, the *Journal of College and Character* hosted their third annual convention session highlighting JCC authors' contributions to scholarship and dialogue on current topics of importance. Approximately 40 to 50 participants heard from **Darris Means**, assistant professor at the University of Georgia, and **Janina Montero**, vice chancellor emerita from the University of California at Los Angeles. The authors discussed the contemporary landscape in higher education pertaining to spirituality and religion. In particular, the authors focused on current understanding of the role of spirituality and



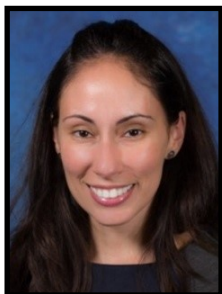
faith development in students' holistic development, as well as recent national and global political dynamics and their impact on local campus interfaith dynamics. Darris and Janina emphasized the importance of higher education professionals gaining a deeper understanding of how to support students' spiritual exploration in the context of identity intersectionality as well as a more robust understanding of and appreciation for the diverse and rich range of faith traditions as they seek to live and learn together on today's college campuses. The session was moderated by **Pete Mather**, JCC's senior associate editor.



JCC Ambassadors Are Dynamic Leaders in Promoting Journal Mission

By Janett C. Ramos and Sable Manson

The JCC ambassadors, **Sable Manson** [@Sablemanson54](#), **Kevin Wright** [@K_wright92](#), **Nestor Melendez** [@ATribeCalledNes](#), headed by **Janett C. Ramos** [@JanettIsabel](#) have been hard at work!



Janett C.

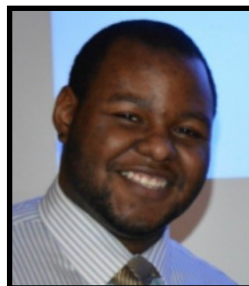
The Ambassadors research and highlight each article of the JCC through JCC's social media platforms. The goal is to have research articles be accessible, understandable, implementable, and shareable. Research can change how professionals interact with college students, each other, and the world. The Ambassadors seek to ensure that JCC followers receive highlights and information about the most recent JCC issue. We urge JCC readers to follow us on [Facebook](#) and [Twitter](#).

For the past few months the JCC Ambassadors have held JCC Twitter Hangouts [@JCCtweets](#) highlighting the JCC article by Scott Seider [@ScottSeider](#) ("A Critically Conscious Approach to Fostering the College-Going Success of Students from Underrepresented Groups") and the [research](#) of Sable Manson [@Sablemanson54](#) ("#DigitalFaith: Exploring the Interactions of Race, Faith, and Community among African American College Students") with colleagues, Keon McGuire [@YngBlkScholar](#) and J.T. Snipes



Sable Manson

[@jsnipes3](#). On the following page [\(9\)](#), you can read more about #DigitalFaith's Twitter Hangout and get caught up on what you missed.



Kevin Wright

Ambassadors have also engaged with scholars Janina Montero and Darris Means in January's JCC Blog [post](#). Join in on the conversation and learn more about these two highlighted articles:

- Darris R. Means & Audrey J.

Jaeger (2016) ["Keep Pressing On": Spiritual Epistemology and Its Role in the Collegiate Lives of Black Gay and Bisexual Men](#)

- Eboo Patel, Janina Montero, Cindi Love & Mary Ellen Giess (2016) [Navigating Conflicts Related to Religious and Non-Religious Identity on Campus](#)



Nestor Melendez

In addition, the Ambassadors attended JCC's sponsored session at NASPA's annual conference in San Antonio, where Janina Montero and Darris Means engaged us further in their work, by sharing findings, experiences and thoughts. Darris [@DrDMeans](#) participated in April's Twitter Hangout on April 20. Follow [@JCCtweets](#) to participate in future Twitter Hangouts.

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 *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



#DigitalFaith – Religious and Spiritual Exploration Online

The following is a description of a March 24, 2017, Twitter Hangout, sponsored by JCC Tweets, on recent research by Sable Manson and presented at the 2017 Annual NASPA Conference with co-presenters Keon M. McGuire and Jeremy T. Snipes.



Following

Join us @1pm CST, March 24th, #DigitalFaith, Exploring the Interactions of Faith, Race, & Community among African American College Students



The proliferation of and access to technology has provided many alternative avenues for spiritual discovery and growth. Exploring creative digital online platforms and social media spaces can also provide needed insight into secular, spiritual, and religious identity development in the 21st-century information age (Campbell, 2013).

#DigitalFaith Twitter Hangout Stats

Most Active Engagement Twitter Hangout JCC Has Hosted:

- 5 - 13 active respondents
- 110 to 1005 impressions! That means up to 1005 people saw our tweets!
- 5 - 13 Active Respondents

Making Twitter Connections!

Tagging NASPA's African American Knowledge Community ([@AAKC NASPA](#)) and NASPA's Technology Knowledge community ([@NASPA_TKC](#)) more than doubled our audience increasing impressions to 963.

Additionally, educators can shape an innovative vision for the future of higher education by integrating current digital technologies to better support Black students' engagement with different forms of ritual and community. Our twitter hangout discusses the insights gained from two case studies on Black students' experiences in online spaces to elucidate the themes of ritual and community as well as identify ways educators can utilize digital technology to support African American college students' secular, spiritual, and religious identity development.

Tweet Activity



JCC @JCCtweets

Thank you! Exploring the interactions of race, faith, & community among African American College Students. Continue the convo #DigitalFaith: pic.twitter.com/sm7ACHMEpT



Reach a bigger audience

Get more engagements by promoting this Tweet!

Get started

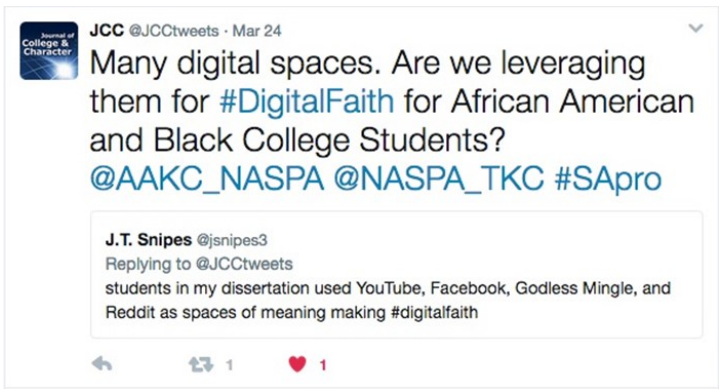
Impressions	1,005
Total engagements	27
Media engagements	18
Likes	3
Replies	2
Detail expands	2
Follows	1
Profile clicks	1

Case Study 1: Black Atheists' Engagement With Online Spaces



In this case study, researchers draw from dissertation research on Black atheists and examine the notion of ritual in secular humanist theologies (Pinn, 2012). *Ritual* is defined as “purposeful engagement with the sacred” (Helland, 2013, p. 27). The language of sacred is often imbued with religious undertones; however, for this study researchers explored Black secular students’ engagement with the “sacred” in digital spaces. The data revealed that no formal rituals have been created in Black atheist communities; however, participants did use the Internet to access sacred information that serves to construct secular ideologies. For example, all participants used Richard Dawkins’s speeches and books as sacred texts that formed the foundation of their secular theology.

Case Study 2: A Black Christian Fraternity's Community Engagement With Facebook



The second case study is taken from a larger qualitative study investigating the online experiences of identity expressions and development among a Black Christian cross-national fraternity. Researchers found that the group engaged with modern technological tools to mediate, compress, and overcome geographical, temporal, and spatial barriers in the construction of communities. Findings suggest digital space may provide Black students attending predominantly White institutions a way to find culturally engaging and relevant spiritual and religious communities online (Dancy, 2010).

Go to “[#DigitalFaith: Exploring the Interactions of Race, Faith, and Community Online for African American Students](#)” at [Playback 2017 NASPA Virtual Ticket](#).

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About the Authors

Sable Manson (smanson@usc.edu) is the [program director](#) for Souljourners, an interfaith service learning program, for the Office of Religious Life at the University of Southern California.

Keon M. McGuire Keon.McGuire@asu.edu is an [assistant professor of higher and postsecondary education](#) in the Mary Lou Fulton Teachers College at Arizona State University.

J.T. Snipes (jt@ifyc.org) is the [campus assessments manager](#) at IFYC and a doctoral candidate at Indiana University.

Klatt's Research Focuses on Socializing Students Toward Virtue

In the past two years, **John Klatt** has been particularly interested in understanding how colleges and universities articulate and promote virtues among their students.

While he says that moral reasoning and character development have been important topics in higher education for a long time, he found that very little empirical or theoretical work has been conducted on how colleges and universities as institutions socialize students toward virtues such as integrity, justice, compassion, service, and truth. These are virtues all institutions, including public institutions, can fully endorse. The unit of analysis in his exploration of the topic is the institution as opposed to course offerings or experiential opportunities (e.g. ethics courses and service learning programs).

John has published on topics relating to moral development in various journals, including the *Journal of Moral Development* and the *Journal of Research in Education*.



As assistant dean for student development in the College of Agricultural and Life Sciences (CALS) at the University of Wisconsin-Madison, he oversees co-curricular programming, coordinates college-wide advising activities, and directs CALS Career Services. He holds a Ph.D. in educational psychology and counseling psychology from the UW-Madison and serves on the JCC Editorial Board.

Connor Awarded Prestigious Research Fellowship

In 2016, **Elizabeth Connor**, professor of library science and leadership studies at The Citadel, was awarded the Medical Library Association's Eugene Garfield Research Fellowship. The prestigious fellowship funded her travel by train from Charleston, SC, to the District of Columbia, to Bethesda, MD, to Baltimore, to Philadelphia, and to New York City! Her research of archival materials relates to the life of John Shaw Billings, Civil War surgeon, hospital architect, public health reformer, sanitary engineer, and medical bibliographer. The



Eugene Garfield Research Fellowship promotes and supports research in the history of information science and is intended to stimulate research into the history of information science

in the medical or health sciences.

At The Citadel, Elizabeth teaches an array of leadership courses for undergraduate and graduate students. She

handles various projects related to assessment, faculty learning communities, ethics curriculum development, and student analytics under the aegis of the associate provost for academic affairs.

In addition to these responsibilities, she is program director for a Leadership Scholars program that will launch in fall 2017. The inaugural cohort will include fifteen incoming freshmen who have demonstrated the disposition and interest to develop themselves as effective and ethical leaders. Leadership Scholars will complete the leadership minor as part of their studies and participate in a variety of co-curricular activities (experiential learning, study away, undergraduate research, and civic engagement) as part of this elite program.

Elizabeth's research interests relate to how scientists develop habits of mind, how case studies can be used to engage and sustain learning, and how classrooms can be designed to transform teaching and learning. She has published widely in medical and academic librarianship and serves on the JCC's Editorial Board.



For more information about the Dalton Institute, go to <http://studentvalues.fsu.edu> or write to values@admin.fsu.edu.

Mark your Calendar!

February 1-3, 2018
Tallahassee, Florida, USA



@DaltonInstitute
values@admin.fsu.edu
<http://studentvalues.fsu.edu>



IDEALS Research Awards

The Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) Research Team is pleased to announce research awards of \$7,500 to support innovative, interdisciplinary scholarship based on the IDEALS data. IDEALS is a national, longitudinal research project that seeks to understand undergraduate encounters with religious and worldview diversity. Designed in partnership with Matthew Mayhew (The Ohio State University), Alyssa Rockenbach (North Carolina State University), and Interfaith Youth Core (IFYC), IDEALS focuses on students' perceptions of and engagement with worldview diversity and how collegiate experiences shape students' pluralism orientation and attitudes toward others.

Awardees will have access to a longitudinal dataset that

reflects undergraduate experiences measured at the beginning of the first year of college and one year thereafter. These awards are made possible thanks to the generous support of the Andrew W. Mellon Foundation.

Faculty, scholars, and graduate students with an interest in examining first-year students' religious and worldview diversity experiences in relation to a variety of behavioral and attitudinal outcomes are invited to submit proposals. We encourage creative, interdisciplinary research partnerships that will illuminate groundbreaking findings to shape research, theory, and practice.

The deadline for proposals is **Tuesday, August 1st, 2017**. Visit www.ifyc.org/ideals-research-awards for more information and to download the request for proposals.



NASPA

Spirituality and
Religion in Higher
Education KC

SRHE Recognizes Outstanding Contributions to the Field

By Keon M. McGuire

Each year during the NASPA Annual Conference, the Spirituality and Religion in Higher Education Knowledge Community acknowledges the exceptional work of educators and scholars committed to encouraging religious, secular, and spiritual development and dialogue through two awards. The Outstanding Spiritual Initiative Award recognizes a program that promotes spiritual and religious growth on a college campus by promoting spiritual and religious engagement among the student body. Similarly, the Outstanding Professional Award is given annually to a NASPA member who has devoted time, energy, and passion to the growth of colleagues' and students' spiritual or faith identity and who has had a transformative impact on their campus.

The awardee for the Outstanding Spiritual Initiative is the **Kaleidoscope Project**, an interfaith and intercultural diversity program at the University of Calgary, which brings students together during an alternative spring break experience. As one nominator said of the program, "The Kaleidoscope project stands out in my professional opinion as one of the most comprehensive experiences for students I've seen in either Canada or the United States."

The awardee for the Outstanding Professional Award is **Dafina-Lazarus (D-L) Stewart** professor of higher education & student affairs at Bowling Green University. As noted by a one nominator, through an "extensive career in research and teaching in Higher Education and Student Affairs, [Dr. Stewart] has been involved in the core at understanding what higher education professionals need to know and do in order to perform interfaith competence on their campuses. Dr. Stewart introduced a set of core interfaith competencies necessary for higher education professionals." The SRHE-KC is honored to recognize the great work of such dedicated individuals!

Journal of College & Character

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Highlights of Articles in the May 2017 Issue of the *Journal of College and Character*

The Model of Transformational Change for Moral Action: A Conceptual Framework to Elevate Student Conduct Practice in Higher Education

James R. Neumeister, Loyola University Chicago

Abstract

Higher education faces heightened scrutiny regarding student misconduct, but collegiate disciplinary processes often have minimal impact on students. Their ineffectiveness is partially attributable to the absence of a conceptual framework that guides conduct administration by linking theory, practice, and outcomes. This article presents a framework: the model of transformational change for moral action (MTC), which integrates moral development theory, the transtheoretical (stages of change) model, and transformational leadership. By aligning evidence-based practices, the MTC centers the developmental needs of students, harnesses dissonance to promote positive change, and ultimately converts student-offenders into moral actors and conduct officials into moral agents.

Revisiting the Assessment Context: A Call to Interfaith Assessment

Jeremy T. Snipes, Interfaith Youth Core
Benjamin Correia-Harker, Interfaith Youth Core

Abstract

Nearly a decade ago, Alyssa Rockenbach, the editor of the *Journal of College & Character's* "Spirituality on Campus" section, issued a call to action. First, she invited scholars to better assess campus spiritual and religious climate. Then, she urged practitioners to redouble their efforts to share and promote best practices related to religious and spiritual life on campus. Since the initial call in 2008, the field of higher education and student affairs has made several advances in religion, spirituality, and interfaith engagement on college and university campuses. This article highlights three critical advancements: the UCLA Spirituality in Higher Education study, the development of professional competencies, and the rise of interfaith cooperation. The article ends with a call for campus educators to participate in the assessment of interfaith work on campus.

Journal of College & Character

Volume 18, Number 2, 2017

INVITED FEATURED ARTICLE

Hyper-Achievement, Perfection, and College Student Resilience
Gregory T. Eells

PEER REVIEWED ARTICLES

Understanding Student Purpose Types and Student Perceptions of the Influences Shaping Them
Jessica Robinson and Perry Glanzer

The Model of Transformational Change for Moral Action: A Conceptual Framework to Elevate Student Conduct Practice in
Higher Education
James R. Neumeister

“Borrowing Happiness from the Future”: Exploring College Students’ Own Experiences on Health-Related Lifestyles
Hsin-Yu Chen, Careen Yarnal, and Barry Bram

SPIRITUALITY ON CAMPUS

Revisiting the Assessment Context: A Call to Interfaith Assessment
Jeremy T. Snipes and Benjamin Correia-Harker

OPINIONS AND PERSPECTIVES

“Can I Talk About That?” Factors Influencing Spiritual and Religious Identity Exploration in Public Higher Education
Tamara J. Durant

WHAT THEY’RE READING

What Universities Can Be: A New Model for Preparing Students for Active Concerned Citizenship and Ethical Leadership
Reviewed by Kent Andersen

Index of Blog Posts in *JCC Connexions*

(Click Below)

- H Chen & C Yarnal & others: “Should Students’ Use of Leisure Time Matter to College Educators?”
- J. Dalton: “Do Colleges and Universities Perpetuate Income Inequality by Favoring The Wealthiest Students?”
- G. Eells: “College Students’ Pursuit of Perfection Through Hyper-Achievement”
- K. Guthrie: “Undergraduate Certificate In Leadership Studies: An Opportunity For Seamless Learning”
- M. Jackson: “What Are the Challenges & Rewards of Being Student Affairs Professionals?”
- F. Lane & J. Schutts: “Predicting the Presence of Purpose Through the Self-Efficacy Beliefs of One’s Talents”
- P. Mather with replies from C. Broadhurst, G. Martin, & L. Harrison: “Student Activism and Advocacy”
- P. Mather, C. Bridges, & M. Johnson: “Research on Social Change and Social Justice”
- P. Mather, D. Means, & J. Montero: “Preview of Upcoming 2017 NASPA Session on Student Spirituality With JCC Authors”
- D. Morgan & co-authors, H. Zimmerman, T. Terrell, & B. Marcotte: “Should Fraternities Be Banned From College Campuses?”
- G. Paine: “Caring About Students – The Work of Student Affairs”
- M. Swanbrow Becker & D. Drum: “When and How Should We Intervene in Students’ Lives?”
- S. Seider: “Trigger Warnings: Just Good Teaching?”
- S. Watt with replies from L. Roper and C. King: “Racial Conflicts as Learning Opportunities”
- M. Waggoner: “Should Colleges & Universities Care About Spiritual Beliefs of Students?”