

JCC Connexions

Quarterly Newsletter About the *Journal of College and Character*

Vol. 1, No. 5 November 2015



JCC Current Issue:

Volume 16, Issue 4, 2015

Recent Blog Post:

["When and How Should We Intervene in Students' Lives?"](#)

Highlighted Article:

["Essential Counseling Knowledge and Skills to Prepare Student Affairs Staff to Promote Emotional Wellbeing and to Intervene With Students in Distress"](#)

Focus Authors:

[Marty Becker and David Drum](#)



Focus Authors Swanbrow Becker & Drum Explore Counseling and Health Promotion Issues



Two authors whose studies are at the cutting edge of research in the fields of mental health and suicide prevention are our Focus Authors for our November 2015 *Connexions*. As featured invited authors in this

month's *Journal of College and Character*, Marty Swanbrow Becker (Florida State University) and David Drum (University of Texas Austin) identify particular information and skills that student affairs graduate students should learn regarding the counseling and health promotion knowledge base and related competencies. In their [article](#), "Essential Counseling Knowledge and Skills to Prepare Student Affairs Staff to Promote Emotional Wellbeing and to Intervene With Students in Distress," they divide their discussion of the knowledge and skill base into descriptions of activities that are primarily growth and prevention oriented and those that are focused on helping students resolve existing challenges

commonly encountered during enrollment in college.

As participants in "Deciding When and How to Intervene in Students' Lives in College, [Critical Conversation #3](#)" they respond on [JCC Connexions blog](#) to the questions "In what circumstances should student affairs staff intervene in students' lives in college? What should be the goals and limits of such interventions? What are some of the most effective approaches for assisting students to manage stressful situations in college?"

Marty Swanbrow Becker

Marty Swanbrow Becker's research explores the efficacy of suicide prevention interventions and applies the implications of his findings to design and deliver programs to reduce the prevalence of suicidal experiences among adolescents and young adults.

Specifically, his current research examines the personal and contextual factors that influence the progression of adolescents and young adults along a distress and suicidal continuum of experience with a focus on stress, coping, resilience, help seeking, and diversity of background.

He is an assistant professor of psychological and counseling services in the Educational Psychology and Learning Systems Department at FSU (*cont. on page 2*).

(cont. from page 1.)

David Drum

Throughout his tenure at UTA, **David Drum** has served as professor, associate vice-president for student affairs, director of the Counseling and Mental Health Services, and as an administrator in charge of University Health Services. In 2006, he turned his attention exclusively to his responsibilities as a member of the faculty of the counseling psychology program.

Because Dave encourages his students to explore their own research interests and goals, he maintains a supportive role as their teacher and mentor. His current advisees have interests in college student suicidality as well as health psychology, where they work towards integrative health care and improving access to mental health services in hospitals.

Although not a primary area of focus now, in the past he has focused extensively on group therapy processes, especially as they relate to effectiveness of theme groups. His research team is highly collaborative when working on presentations, publications, and discussions.



Special Session at NASPA

The topic of student activism and its place in contemporary higher education is the focus of this special collection of current and past articles compiled by the editors of the *Journal of College and Character*. Go to [JCC special collection](#) for the following articles, which will be open access through **December 31, 2015**:

- Universities and the Decline of Civic Responsibility by **Derek Bok**

- Strengthening Spirituality and Civic Engagement in Higher Education by **Arthur Chickering**

- Frame-Changing Experiences and the Freshman Year: Catalyzing a Commitment to Service-Work and Social Action **Scott Seider**

- From Volunteering to Voting: Higher Education's Role in Preparing College Students for Political Engagement by **Jon Dalton & Pamela Crosby**

- Intersections of Political and Moral Development by **Anne Colby**

- Higher Education and Habits of the Heart: Restoring Democracy's Infrastructure by **Parker J. Palmer**

- Undergraduate Student Leadership and Social Change by **Krista Soria, Alexander Fink, Christine Lepkowski & Lynn Snyder**

- Part of the "Establishment"? Fostering Positive Campus Climates for Student Activists by **Christopher Broadhurst & Georgiana L. Martin**

- Predictors of College Students Engaging in Social Change Behaviors by **Matthew Johnson**

- Does How Students Serve Matter? What Characteristics of Service Programs Predict Students' Social Justice Attitudes? **Joshua Littenberg-Tobias**

- Understanding Civic Identity in College **David J. Weerts & Alberto F. Cabrera**

- Joining the Struggle: White Men as Social Justice Allies by **Christopher Edward Bridges & Peter Mather**

Nick Bowman's research interests are many, to say the least. They include college diversity experiences, religion/worldview in higher education, assessment of student outcomes and experiences, college rankings and perceptions of quality, and student success. This wide-range of interests and experience provide him a fertile background from which he can draw to conduct innovative research as the new director of [The Center for Research on Undergraduate Education](#) (CRUE) at the University of Iowa.



As director of CRUE, Nick focuses his efforts on continuing the center's tradition of conducting high-quality peer-reviewed research and securing external funding to support this work. In addition to exploring factors associated with student learning and growth, he plans to examine student success outcomes, including college grades, satisfaction, well-being, retention, and graduation.

CRUE has been one of the most productive higher education research centers in the country since it started in 2005. Ernie Pascarella and Elizabeth Whitt were CRUE's founding co-directors, with Pascarella as sole CRUE director from 2011-2015. CRUE has examined various issues in undergraduate education, particularly focusing on the relationships between college experiences and desired student outcomes.

One of the major projects at CRUE is the Wabash National Study of Liberal Arts Education, which is a longitudinal study that examined more than 6,000 students at 46 four-year institutions from their first year to their senior year (along with students at several two-year colleges). Nick plans to use this dataset and other data sources to understand how, when, and for whom college experiences affect student outcomes to help administrators target their interventions effectively.

Nick has been an associate editor of *JCC* since 2012. Making use of Nick's excellent leadership skills based on his diverse research interests and abilities, the *JCC* editorial team has improved the quality of its journal articles. In addition to his work on the *Journal of College and Character*, he serves on the editorial boards of *Review of Educational Research*, *Research in Higher Education*, and *The Journal of Higher Education*.

Before joining the University of Iowa as CRUE director and associate professor of higher education and student affairs, Nick was a faculty member at Bowling Green State University and a postdoctoral research associate at the University of Notre Dame. He received his B.A. from UCLA as well as two master's degrees and a Ph.D. from the University of Michigan.



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



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published by
NASPA – Student Affairs Administrators in Higher Education**

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/>

Ashley Tull Examines Community Building Processes on Campus



Southern Methodist University is undergoing fundamental changes in their residential housing model, moving from a residential commons model that includes a sophomore "live on" requirement, as well as a reconfiguration of both newly constructed and renovated halls to form 11 residential communities known as the *residential commons*. Each residential commons is unique with its own identifying symbols, traditions, and practices, and each includes a team of faculty, administrators and peers who serve as a support team.

Because few universities undergo such radical shifts in residential housing models in short time spans, Clinical Associate **Professor Ashley Tull** found this situation to be a unique opportunity to examine the community building processes on campus. As a co-primary investigator of a research project entitled "Resident Perceptions of Student Socialization and Community Building in a New Residential Commons Program," he hopes the study will contribute not only to residential commons research in education settings, but also scholarly research on student development.

Ashley, who also serves as program director for the Ed.D. in Higher Education Program at SMU, has co-edited three books: *The Handbook for Student Affairs in the Community Colleges*; *New Realities in the Management of Student Affairs: Emerging Specialist Roles and Structures for Changing Times*; and *Becoming Socialized in Student Affairs: A Guide for New Professionals and Their Supervisors*. He is a former associate editor of the *Journal of College & character* and serves on its review board.

Joanne Rojas Focuses Research on Creativity and Success

This is an exciting time for **Joanne Rojas**. In just a few weeks, she will graduate from the University of Kentucky with a PhD in educational psychology. Her dissertation, *The Relationships among Creativity, Grit, Academic Motivation, and Academic Success in College Students* applied



quantitative methods to examine creativity as one of several important variables in academic success among undergraduates. Most recently, she presented a portion of her dissertation research as well as an advanced psychometric examination of the Grit Scale at the American Psychological Association in Toronto. She enjoys using her perspective

on creativity in practical applied research and assessment as well as research collaborations.

For example, her personal research interests focus on creativity and its intersection with motivation, and she regularly presents at conferences. She has also published research on the role of self-regulation among musicians to maintain practice schedules! In her current position, she works as the research project manager for the STARS Pilot at the Human Development Institute at the University of Kentucky. This federally funded project examines newly proposed early childhood standards for preschool and daycare providers across the state. Her role is to coordinate data collection and quantitative and qualitative analysis of these new standards with a combination of survey research and field visits across settings. In addition, she works on a collaborative project that examines early childhood learning with classroom geo-mapping and recording technology.

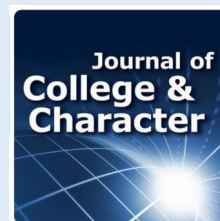
Joanne brings this rich dimension of research to her work as she serves on the JCC Editorial Board. We are fortunate to have this “creative” researcher on our team!

#SACHAT and JCCTWEETS

To promote the topic of *student activism*, the theme of JCC's [special collection](#), Associate Editor for Social Media **Clare Cady** participated in an #SACHAT on November 4, 2015, in two sessions.

Thanks to the 105 student affairs professionals, graduate students and undergraduates interested in, or working in, student affairs who participated with [Tom Kriegstein](#) as moderator and top contributors [Dan Taylor](#), [Shane Cadden](#), [David Prevost](#), [Hon Lam](#), [Craig W. Beebe](#), [Jacob C. Haun](#) and [Chris Venable](#).

Follow Clare at [@JCCTweets](#) and [@ClareCady](#) to learn about the latest discussions and reactions to our JCC articles and other publications and relevant events.



SRHE KC and JCC Form Partnership

JCC Editorial Team and the Spirituality and Religion in Higher Education Knowledge Community (SRHE KC) at NASPA have formed a unique partnership and will work together on various projects in the coming year.

For example, the [SRHE](#) KC will be highlighting JCC articles in each issue of their newsletter beginning December 2015, and they will be participating in blog posts from time to time in JCC *Connexions*. They will also contribute a short article in this newsletter beginning February 2016. We welcome SRHE KC as a special part of our JCC community. Join us in following them on [Twitter](#) and [Facebook](#).



Ambassadors

The JCC is looking for four professionals or graduate students who are committed to scholarship in higher education to engage in and develop an online learning community.

Look for specific information about the application process beginning in **January 2016**; please contact **Clare Cady**, JCC associate editor for social media, at clarelcady@gmail.com for more details.

Coming up!
Watch for Blog
Discussion on this
Session

Journal of College & Character Special Topic Session

“Educating Students for Social Change: An Overview of Research in JCC on Social Justice Education”

Peter Mather (Sr. Assoc. Ed.) Associate Professor, Ohio University
Matthew Johnson (Assoc. Ed.) Assistant Professor, Central Michigan University



2016 NASPA Annual Conference, March 12-16, 2016
Indianapolis, IN

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[K. Guthrie](#): “UNDERGRADUATE CERTIFICATE IN LEADERSHIP STUDIES: AN OPPORTUNITY FOR SEAMLESS LEARNING”

[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”

[D. Morgan with co-authors, H.Zimmerman, T.Terrell, and B.Marcotte](#): “SHOULD FRATERNITIES BE BANNED FROM COLLEGE CAMPUSES?” CRITICAL CONVERSATION TOPIC #1

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Also See

[Focus Authors Resources](#)

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Jon C. Dalton, Co-Editor, 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, University of Iowa

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 (Social Media), College & University Food Bank Alliance, Single Stop

Contributing Editors

Michael Cuyjet, Opinions and Perspectives, University of Louisville

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Cassie Meyer, Interfaith Cooperation, The Interfaith Youth Core

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Tiffani Riggers-Piehl, Spirituality on Campus, Baylor 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