

JCC Connexions

Quarterly Newsletter About the *Journal of College and Character*

Vol. 1, No. 2, March 2015

character

Recent
Conversation:

Student
Advocacy and
Activism

Join in the
discussion!

Authors to Present Research on Student Advocacy and Activism

Student affairs administrators occupy unique strategic positions in working with student activists who champion institutional and social change. How they can encourage student involvement and growth will be explored in two *JCC* sponsored events.



Three *JCC* authors will present their research published in the *JCC* at a special session on student activism and advocacy at the 2015 NASPA annual conference. The session "Navigating

Student Activism and Advocacy with Courage" will be facilitated by *JCC*'s senior associate editor, **Pete Mather**, who is associate professor at Ohio University, will facilitate.

As a means to prepare for and promote discussion, Pete and the authors are engaging [in an online dialogue](#) on *JCC*'s blog, *JCC Connexions*, in which all

interested NASPA members are invited to participate. Perspectives from this online discussion will be integrated in the session dialogue and presentation, and those attending the session are encouraged to join in the online discussion after the session in order to extend the conversation about student activism and advocacy. Here is background info on the Focus Authors we are highlighting this newsletter issue who will lead the session and blog discussion.

Christopher Broadhurst and **Georgianna Martin** co-authored "[Part of the 'Establishment'? Fostering Positive Campus Climates for Student Activists](#)" 15(2), May 2014 in the *JCC*.

Georgianna is assistant professor of higher education and student affairs administration at the University of Southern Mississippi.

Her research interests include the social class identity and college experiences for low-income students, the impact of college students' out-of-class experiences on learning outcomes, college student social



responsibility and social/political activism, and religio-spiritual pluralism in higher education. She is a director of the Research Initiative on Social Justice and Equity and a leading researcher of the Social Class in Education Research Collective at The University of Southern Mississippi. She is also editor of *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*.

Chris is an assistant professor of higher education at the University of New Orleans. His research agenda centers on examining historical and contemporary campus activism and the expression of student voice against policies at the campus, state, and federal levels.



Partnering with fellow researcher Georgianna Martin, he investigates student affairs professionals who are working for change for the LGBT community on their campuses. That change may be broadly defined and can include altering policies and improving campus climates. As a secondary focus of the study, they are seeking to understand how their experiences as students helped influence their later career choices/role as a change agent.

In 2014, Chris and Georgianna co-edited an issue of *New Directions for Higher Education* titled “Radical Academia?: Understanding the Climates for Campus Activists.” The purpose of this work is to help dispel two myths: that campus activists are “radicals”

determined on disrupting the “establishment,” and that students today, when compared with their predecessors in higher education (particularly those from the Sixties), are apathetic to engaging in activism. The work is designed to help higher education practitioners better understand the needs, (continued on page 2) rights, and responsibilities of campus activists. Likewise, it will help readers understand the best paths to not only allowing student voice, but helping direct that voice towards peaceful and constructive expression.

Laura M. Harrison authored “How Student Affairs Professionals Learn to Advocate: A Phenomenological Study” 15(3), August 2014 in the JCC. She teaches and writes on the topics of advocacy, change, and leadership in student affairs and higher education.

She is an assistant professor in Ohio University’s Counseling and Higher Education Department. Laura and JCC’s associate editor Peter Mather authored *Alternative Solutions to Higher Education’s Challenges: An Alternative Approach to Reform* (Routledge, 2015) which offers change agents guidance on how to approach higher education reform through an appreciative framework.

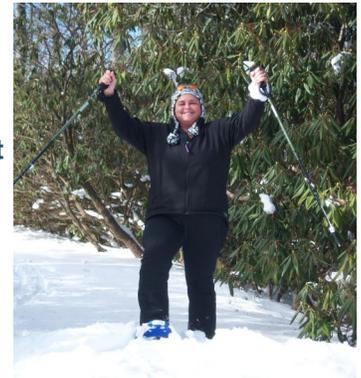


She explains that the growth of literature critiquing higher education can be overwhelming to those attempting to affect positive change in the field. Scholars often approach higher education’s challenges through a deficit lens, which exacerbates the issue by replicating the same thinking that created the problems in the first place. By focusing on what is working in our colleges and universities, Laura and Pete offer alternative paradigms for reform based on case studies of success.

JCC Celebrates Two Outstanding Review Board Members

Diane Waryold JCC Editorial Review Board member since 2006, has a keen interest in how technology (excessive consumption patterns) impact student learning and success. She is currently working with an interdisciplinary research cluster at Appalachian State University, where she is a professor in the College Student Development graduate preparation program.

Her colleagues and she are in the midst of revising a journal article on this topic. This study uses the theory of directed attention fatigue and attention restoration theory to examine the possible costs of indoor technology-enhanced lifestyles.



Diane in an "Unplugged Event"

An Unplugged Event was recently held on campus, and the variables of escape and fascination were measured to assess the impact of technology on attention and fatigue (Look for "The Restorative Effects of Unplugged Leisure Time" by Shows, Waryold, & Albinsson [2013], *Society for Marketing Advances Proceedings*).

In addition, Diane teaches a comparative systems of HE course (UK/US). The course offered each spring culminates in a 16-day trip to the UK in April. This year will mark the 10th year of the course. To date, 120 students have traveled to the UK. Diane takes advantage of this experience, which relates to her interests in student perceptions of US (centric) identity after they return from travelling abroad.

Prior to serving as faculty, she was an administrator in the areas of housing and residence life and student conduct. She served as the executive director for the Center for Academic Integrity and is a founding member of the (then) Association for Student Judicial Affairs, serving as president from 1995-96.



Phyllis McCluskey-Titus has also been a member of our JCC Editorial Board since 2006. Phyllis is associate professor/ coordinator of College Student Personnel Administration at Illinois State University.

She earned her bachelor's (history) and master's (college student personnel) from Western Illinois University and doctorate (higher education administration) from Florida State University.

Phyllis teaches classes on student development theory, college student cultures, organization and administration, and current issues in student affairs and has been recognized for outstanding teaching at the college and university levels.

Her current research explores teaching and student learning inside and outside the classroom and has been conducted and published with master's and doctoral students.

We editors appreciate the many reviews both of these scholar/educators have done for the JCC throughout these years. They have never refused an invitation to review! And they provide excellent evaluations.

Thanks to you both from the JCC Editorial Team.



Editors Present at 25th Annual Dalton Institute on College Student Values

Is our nation becoming divided by income disparity? If so, are our students being adversely affected by this division in our society? JCC co-editors **Jon Dalton** and **Pam Crosby** addressed these questions in a paper they presented on the topic "Widening Income Inequalities: Higher Education's Role in Serving Low Income Students" at this year's Dalton Institute on College Student Values (February 5-7 at Florida State University in Tallahassee).

The paper, published in the February 2015 issue of the JCC, examines the problem of widening income inequality with particular focus on the role that colleges and universities and their student affairs organizations play in serving low income students and promoting their upward social mobility.

Dalton and Crosby responded to the argument by scholars that the US is becoming a dangerously divided nation because of increasing inequality, especially in income distribution.

The Dalton Institute is an annual event where respected scholars in the field of student affairs and higher education share their ideas on ways that colleges and universities can encourage moral and civic commitment, ethical behavior, and the process of character development.

2015 Keynote speakers included **Alexander and Helen Astin** (professors emeriti, University of California, Los Angeles) whose papers will be published in the May 2015 issue of the *Journal of College and Character*.

Assoc. Editor Draws From Varied Interests To Conduct Research

P. Daniel Chen, JCC's associate editor, has had very diverse academic and career experiences! For example, he has academic degrees in biomedical engineering, counseling, and higher education. To add to this broad background, he has been a soldier in the Taiwanese army, a biomedical engineer, a webmaster, a research analyst for a national student survey, before becoming a faculty member.



These diverse experiences have led to his research interests in spirituality, assessment of student learning, STEM education, and psychological, sociological, and economical aspects of college student development and student success. His current research projects include assessment of undergraduate and graduate student learning outcomes, spirituality and campus climate, and STEM education.

Daniel is an associate professor and higher education program coordinator in the Department of Counseling and Higher Education at the University of North Texas.

JCC is fortunate to have an extraordinary editorial leader with such a broad background and diverse interests!

JCC Scholarship Highlighted in Three NASPA Conference Sessions

Three upcoming sessions at NASPA in March 2015 will promote JCC scholarship and journal community engagement.

NASPA Journals Session: Join the editors of NASPA's three journals--*Journal of Student Affairs Research and Practice*, *Journal of College and Character*, and *NASPA Journal About Women in Higher Education*—to learn how you can contribute to student affairs scholarship.

"Navigating Student Activism and Advocacy with Courage": This session features authors who have published in NASPA's *Journal of College and Character* on the topics of student advocacy and activism. Presenters will provide an overview of their research and engage participants in exploring ways in which student affairs professionals can "Navigate with Courage" their important dual roles in supporting this important form of student engagement, while also maintaining their roles as institutional stewards.

Journal of College and Character Review Board Meeting: JCC Editorial Board members will have an opportunity to discuss the status of the journal, provide input on topics of interest, and go over procedures for reviewing manuscripts.

For more information about these publications, email Pam Crosby, co-editor, at jcc@naspa.org. *Journal of College and Character* and *JCC Connexions* are published by NASPA – Student Affairs Administrators in Higher Education.

Index of Links/Resources

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[K. Guthrie](#)

[J. Dalton](#)

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

[G. Paine](#)

[Focus Authors Resources](#)

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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 Becka Bovio, Trinity University)

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

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