JCC Connexions

Journal of College & Character

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Thomas and Brower Author Article on Campus Climate Assessment

Focus Authors for this issue of *Connexions* are **Nancy Thomas**, Tufts University, and **Margaret Brower**, University of Chicago. Their article "Conceptualizing and Assessing Campus Climates for Political Learning and Engagement in Democracy" was published in the November 2018 issue of the *Journal of College and Character.*

In their blog post, on our NASPA webpage, Nancy and Margaret respond to a question posed by *JCC* editor **Jon Dalton:** "If civic learning is inherently political, how can accusations of partisanship and indoctrination be avoided?"

Nancy and Margaret respond by saying that educating young people to think critically and to be open to others' views is crucial. But it is important, the authors emphasize, that professors and professional staff not avoid providing opportunities for student engagement in political activism that might be controversial; without such engagement there is little growth. In addition, professors should demand from students and themselves high standards and evidence that support their viewpoints. While the meaning of the terms *political* and *partisan* should not be conflated, if the civic learning process is

See Video Blog as Preview for Upcoming NASPA Conference Session

Nancy Thomas, Tufts University, and **Stephanie King,** NASPA, recently answered questions posed by *JCC* senior associate editor **Pete Mather**, Ohio University, as a preview for a forthcoming session at the Annual NASPA Conference in March 2019 NASPA annual conference in Los Angeles.

2019 NASPA Annual Conference
MARCH 9-13, 2019 ★ LOS ANGELES, CA

To view the video blog, go to video.

For more on Stephanie King, co-presenter, please go to page 3.

For more on the session, go to page 2.

not political, then students cannot learn to be democratic participants.

Nancy directs the Institute for Democracy & Higher Education (IDHE) at Tufts University's Jonathan M. Tisch College of Civic Life. IDHE is an applied research center that studies and supports college and university student political learning and participation in democracy. IDHE's signature initiative, the National Study of Learning, Voting, and Engagement (NSLVE), a national dataset of registration and voting rates for college students across the U.S., examines student voting rates, patterns, and conditions. Through NSLVE, nearly 1200 U.S. colleges and universities receive tailored reports containing their students' aggregate voting rates following each federal election.

Margaret is a PhD student in political science at the University of Chicago. She focuses on the public opinion and political behavior of marginalized subgroups in the U.S. population with specific attention to how intersectional, social identities complicate and can explain differences in these outcomes.

Margaret Brower

Margaret is also an Urban Fellow in the UChicago Urban Doctoral Fellows program, which offers a yearlong writing and toral Fellows program, which offers a yearlong writing and

professionalization experience for up to ten University of Chicago doctoral students whose research focuses on urban issues.

Prior to joining the program at the University of Chicago, she worked at the Institute for Higher Education and Democracy (IDHE) at Tufts University. In this role, she helped develop the (NSLVE) and later led qualitative research projects to study college student political learning and engagement.

Nancy's work and scholarship interests include college student civic learning and participation in democracy, campus climates for political engagement, deliberative democracy, political equity and inclusion, and campus free speech and academic freedom. She and Margaret have authored or co-authored a number of articles in

Nancy Thomas

this field and relating fields in addition to their article in the *JCC*.

Nancy holds a doctorate from the Harvard Graduate School of Education and a law degree from Case Western Research University's School of Law. Margaret holds a master of arts in political science from the University of Chicago, a master of arts in higher education and public policy from the University of Michigan, and a bachelor of arts in political science and education from Colgate University.

JCC Hosts Session on Civic Learning & Democratic Engagement at 2019 NASPA Conference

The *JCC* will host a session on Tuesday, March 12, 2019, at 8.a.m. on the topic "Promoting Civic Learning and Engagement in the *Journal of College and Character."* In this session, **Stephanie King**, NASPA's director of civic engagement and knowledge community Initiatives will discuss political activism and civic learning. She will be joined by **Pete Mather,** senior associate editor of the *JCC* and professor of counseling and higher education at Ohio University and **Adam Gismondi,** director of Impact, Institute for Democracy & Higher Education at Tufts University.

In addition research by **Nancy Thomas**, who co-authored with **Margaret Brower** "Conceptualizing and Assessing Campus Climates for Political Learning and Engagement in Democracy" in the November 2018 issue, will be

presented. Nancy is director of research on higher education's role in American democracy, including the National Study of Learning, Voting, and Engagement at Tufts University. As a preview of the session, Pete hosts a video interview of Nancy and Stephanie. In addition to this session, Pete will also be participating in a session focused on on Monday, March 11, at 1:15. how to publish in NASPA journals.

Check naspa.org for specific locales of these sessions.

Stephanie King to present at NASPA Session on Civic Learning, Sponsored by *JCC*

Stephanie King, director for civic engagement and knowledge community initiatives at NASPA, will join Pete **Mather**, *JCC's* senior associate editor, to present a special session on "Promoting Civic Learning and Engagement in the *Journal of College and Character*" at the 2019 Annual NASPA Conference (see video blog on this session).

Stephanie directs the NASPA LEAD Initiative and co-manages the Voter Friendly Campus program at NASPA .

NASPA's LEAD Initiative on Civic Learning and Democratic Engagement (LEAD Initiative) consists of a network of NASPA member colleges and universities that are committed to encouraging and highlighting the work of student affairs in making civic learning and democratic engagement a part of every student's college education. The Voter Friendly Campus designation program assists institutions in developing plans to coordinate administrators, faculty, and student organizations in civic and electoral engagement.

Stephanie is co-author of *A Student Affairs Perspective on the Civic Learning and Democratic Engagement Theory of Change* (June 2018), a supporting document that lays out the Civic Learning and Democratic Engagement (CLDE) Theory of Change framework.

This framework was collectively developed by colleagues from the American Association of State Colleges and Universities' American Democracy Project and the NASPA LEAD Initiative networks and with colleagues at The Democracy Commitment (now part of Campus Compact) at annual CLDE meetings and with specific leader-ship by the director and assistant director of the Center for Democracy and Civic Life at the University of Maryland Baltimore County.

Designed to further support the work of civic educators in fulfilling the vision of *A Crucible Moment Report* (2012) to create a more socially just, civically engaged, and democratically-minded future, the CLDE Theory of Change framework focuses on four questions:

- **The Vision Question**: What are the key features of the thriving democracy we aspire to enact and support through our work?

- **The Learning Outcomes Question:** What knowledge, skills, and dispositions do people need in order to help create and contribute to thriving democracy?

- **The Pedagogy Question:** How can we best foster the acquisition and development of the knowledge, skills, and dispositions necessary for a thriving democracy?

- **The Strategy Question:** How can we build the institutional culture, infrastructure, and relationships needed to support learning that enables a thriving democracy?

She has also contributed to other publications including *Effective Strategies for Supporting Student Civic Engagement* (May 2018) and *Higher Education's Role in Enacting a Thriving Democracy: Civic Learning* (June 2018).

Stephanie has worked in higher education since 2009 in the areas of student activities, orientation, residence life, and civic learning and democratic engagement. She earned her master of arts in psychology at Chatham University and her B.S. in biology from Walsh University.

Hephner LaBanc Explores the Role of Student Affairs in Healing Campus Divide

In *JCC's* February 2019 issue, **Brandi Hephner LaBanc,** vice chancellor for student affairs and associate professor of higher education at the University of Mississippi, addresses the growing political and social divide in the United States in response to its impact on campus communities.

In her article "Leveraging Student Affairs to Heal the Social and Political Divide Within our Campus Communities," she argues that while those working in student affairs should be expected to be professionally equipped to effectively navigate these situations, it can be a daunting and personally challenging endeavor. The goal of student affairs professionals should be to identify solutions to problems by engaging their theoretical training, coupled with empathy and authentic leadership. She concludes her article by posing three key questions to help guide decisions and actions.

JCC to Publish Special 20th Anniversary Issue February 2020
"Educational Strategies for Cultivating Character in College"
With Contributions From Senior Scholars and Leaders in the Field of Higher Education
Submissions in Response to Anniversary Issue Articles Due July 2020

Whether it be worries over high profile academic cheating, sports scandals, racial intolerance, sexual harassment, student suicides, or gnawing concerns about narcissism, increasing materialism, consumerism, and declining social capital, colleges and universities today face compelling ethical issues that place them at the crossroads of decision making.

Moreover, many students come to college today with expectations that learning will not only prepare them for good jobs but will also help them to explore their inner lives in a search for the highest "calling" that will fulfill their deepest purpose and meaning.

As the *JCC* editors look toward celebrating 20 years of publishing on student character development in the college years, they recognize the increasing need for colleges and universities to address moral decision-making. The goal of the upcoming 20th anniversary Issue, to be published in February 2020, is to provide robust and varied reflections on the broad topic of cultivating character in college.

Senior scholars and leaders author articles relating to the role of cultivating character in colleges and universities with an introduction by *JCC* editors **Jon C. Dalton** and **Pamela C. Crosby** and a preface by NASPA's president **Kevin Kruger**.

A call for submissions will be sent out when the issue is published for scholars to respond to the articles. More information to come October 2019.

Journal of College & Character

20 Years

2000-2020

Alyssa N. Rockenbach
The Evolution of Character Capacities in
and Beyond College

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Marcia B. Baxter Magolda
Developmental Complexity: A Foundation for
Character
———————————
Anne Colby
Purpose as a Unifying Goal for Higher Education
Character Education for the Public Good

———————————
Michael J. Cuyjet
Advocating Cultural Competence in College
Students as a Component of Moral and
Civic Development

———————————
Larry D. Roper
Inspiring Community and Institutional Change
Through Social Justice Education

———————————
Eboo Patel and Benjamin P. Correia-Harker
Bonding and Bridging: An Equilibrium that Matters
for Engaging Religious Diversity in a
Pluralistic Society

"A Rose by any Other Name"? Learning the Trick of Nicknames

By Hsin-Yu Chen

The first time I needed to complete some paperwork for my department as a new international student, a staff member told me, "You need to ask Bill to sign this form for you. His office is the fourth one on the right." I took the form with me and tried to find the office. I counted the doors to the fourth one on the right, but the name on the door wasn't "Bill." Once again, I carefully read over the name on each door, but I still couldn't find it.

Luckily, at just that moment, a person was walking down the hallway. "Excuse me," I said. "I am looking for Bill's office, and I was wondering if you know where it is. I thought it was the fourth one on the right, but I can't find it." In response, he kindly led me back to the fourth office, the one with the name "William" on the door, and told me this was Bill's office. I was so confused. "Isn't this William's office?" I asked, "or are William and Bill sharing an office?" It was at this point that my interlocutor informed me that "Bill" is the nickname for "William." Back then, as a new student, I was self-conscious about having so many questions, and so I didn't feel comfortable digging deeper into why William preferred people to call him Bill. I just let it go and told myself that William is Bill.

A few years later, I learned that I wasn't the only one who didn't know Bill was William's nickname. Our department had invited a guest speaker. Before he arrived, we all received some background information about him. On the official website, the guest speaker's first name was listed as William. On the day of the presentation, however, we received an email reminding us not to "miss out on Bill's presentation this afternoon." Throughout the day, students asked each other, "Are you going to Bill's presentation?" Meanwhile, I overheard a couple of international students asking who the guest speaker was. Was it Bill or William? Most of us were familiar with Bill Gates and Bill Clinton, but few of us knew that their legal names are William.

A few years later, I became a teaching assistant for a general-education course that enrolled 200 students. I kept records of students' in-class activities and pop quizzes. Once, I collected all of the students' in-class activity sheets and started to mark the gradebook. All of sudden, I began to feel lost and somewhat scared. Many of the students' names, such as Jim, Rob, Liz, Bob, Hank, Chuck, and Chad, were not included in the gradebook. Names that looked similar to the full name on the gradebook, such as Ben for Benjamin and Al for Albert, made me feel better. But there were also many names for which the initial letter was different, like Bill and William. Terrified of making a mistake, I put in the extra time finding the ID numbers and last names that matched those on the sheet, but I still wasn't 100% sure that Liz was Elizabeth or Jim was James. My unfamiliarity with nicknames or the short forms of the names commonly used in the US made completing my tasks take considerably longer. I came to feel that using nicknames was confusing and inconvenient, and thus I requested that students use their full legal name instead of their nickname on their next test or assignment.

However, my attitude changed dramatically after I went to a conference. While there, I met a lot of people. Since most nicknames are shorter and easier to pronounce, nicknames helped people feel comfortable calling out names and reduced the risk of embarrassing mispronunciations. "My name is Benjamin—Ben." "My name is Alexander—Al." Such cues also shortened the distance between people and made our interactions friendlier and more low-key. But when I introduced myself—"My name is Hsin-Yu Chen"—an awkward silence followed because people didn't really know how to pronounce it. For the rest of the conference, people would just nod and smile at me but not say my name.

Although having a name that is hard to pronounce could probably lower the chance of being called to answer questions in the class (which might be a good thing for some), the challenge posed by an intimidating name may also influence the initial building of rapport. For example, when a person's name is easier to pronounce, I feel more
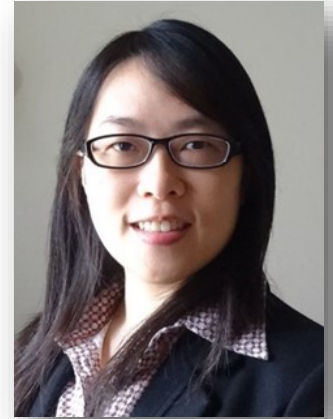
Inside, Outside, & In Between

By Hsin-Yu Chen

confident calling it out. Although, rationally, we know we can ask them to repeat their name, learning to pronounce correctly from another language can be challenging and risks making the situation even more awkward. It has been my experience that most people can barely pronounce "yu" correctly. Some have tried hard to learn, but still can't pronounce it correctly because the sound doesn't exist in English. This, in turn, has made me feel awkward.

Such experiences have made me come to understand that nicknames or shortened forms of names have the potential not only to make interactions friendlier, but to aid in building rapport more quickly. Using our original and legal name is important, especially because such names are often the most meaningful and most closely associated with personal identity. Telling the story of our names can help introduce others to our culture, but it might also be important to think about how to help people pronounce your name to leave a good first impression as a first step toward building a relationship. This realization made me appreciate the unique culture of names and the evolution of nicknames in daily life. Recognizing the advantages of using a nickname and the importance of finding a way to introduce oneself and make people feel more comfortable saying one's name, I am no longer troubled by the practice, but appreciate its practical implications. To develop an alternative way of introducing myself, I now say, "My name is Hsin-Yu, like 'sing' a song to 'you' or like 'seen you' tomorrow.'" Although there are many reasons for having and not having a nickname, just thinking about how to help people pronounce your name more easily might be key for leaving that first impression, especially in more diverse settings.

Hsin-Yu Chen is an adjunct assistant research professor of anthropology at The Pennsylvania State University. Her research brings a transdisciplinary and cross-cultural perspective to studying skin color's meanings and ramifications for identity development, social inequality, human behavior, lived experiences, and health outcomes. In addition to being a contributor to this column, she is JCC contributing editor of Cross Currents on Campus.

JCC Editors Announce New Column Beginning February 2019

JCC editors are pleased to announce that *Connexions* contributor **Hsin-Yu Chen** is also contributing editor of a new column in the journal: "Cultural Cross Currents on Campus." Articles in the column appearing once each year in the *JCC* explore the moral development of college students as it concerns the dynamics of different perspectives and values relating to the intersections of cultures, which can include any of a wide array of subjects. Some of these topics might include, but are not limited to

- The ways campus culture shapes college student values and behaviors

- The cultural differences and similarities among college students

- The ways racial, religious, gender, and other identities influence student relationships in college

- The influences of international and intercultural interactions on campus life

- Some of the most significant cultural barriers that students confront on campus today

- Some of the best ways for students to make connections across cultural boundaries on campus

"Cultural Cross Currents" debuts with the article, "To See or Not to See: Issues Surrounding the Social Meanings of Skin Color, co-authored by Hsin-Yu and Penn State colleague, **Nina G. Jablonski.** Nina's research focuses on skin color. She is the Evan Pugh University Professor of Anthropology at Penn State and a fellow of the American Academy of Arts and Sciences.

In their article, the authors provide a brief overview of how skin color diversity evolved, its corresponding biological and sociocultural aspects, and how culturally constructed ideologies and perceptions of skin color may influence social interactions. They illustrate the importance of examining historical fallacies as a means to better understand the ramifications of skin color and argue that cultivating a clearer picture of issues underlying meanings of skin color in higher education will help to dispel misconceptions and prepare students and society to thrive in an increasingly diverse environment.

Authors Write on the Role of Discomfort and Its Influence on Self-Authorship

Northern Illinois University scholars **Daryl Dugas, Bobbi Jean Geosling**, and **Jeron Shelton** are the authors of "In Defense of Discomfort: The Role of Challenging Emotions in the Growth Toward Self-Authorship on a Weekend Retreat" in the current February 2019 issue of the *Journal of College and Character.*

   This article explores the experiences of undergraduate students participating in a retreat providing guidance toward self-authorship. In post-retreat interviews, participants discussed their experiences of discomfort during the retreat and its importance to their personal growth. Sources of discomfort included inhabiting unfamiliar environments and roles, participating in small group process-es, and experiencing unpleasant emotions. Following the retreat, participants linked these experiences with greater capacity for introspection and greater ability to assert themselves. Implications for fostering students' self-authorship are discussed, including the need for greater engagement with students' emotions and for college educators to reconsider their own relationship with discomfort.

   The purpose of this article is to generate a conversation among scholars, college educators, and other practitioners working with young adults about the value of discomfort and its involvement in personal growth (even intellectual growth).

Uncertainty and the Future of Work: Challenging Students to Reflect on Skills and Values

By Michael J. Stebleton

A recent statistic caught my eye. The Institute for the Future, an organization that explores workplace trends, predicted that 85% of the jobs that today's students would hold in 2030 do *not* exist yet (2018). This prediction leads to an important quandary. How do higher education professionals support students to prepare for occupations that remain largely unknown? Upon reading this report, I have considered how educators might assist students to address the uncertainty of the world of work. In this column, I explore skill development and values exploration as strategies for supporting students who are making career-related decisions in college.

The Robots Are Coming. . .

In a *Mother Jones* article, **Kevin Drum** (2017) predicted that "sometime in the next 40 years, robots are going to take your job." He warned, "The two most important problems facing the human race right now are the need for widespread deployment of renewable energy and figuring out how to deal with the end of work."

Drum provided evidence that many more jobs will become automated, and artificial intelligence will become commonplace in work and personal experience. As many as 800 million jobs will be automated by 2030. Moreover, the job losses will influence white-collar and other professional positions.

He offers a strong argument for these pending changes in the workplace, and I agree that drastic changes will influence work in the future. However, I question the draconian tone that Drum adopts. On the contrary, I view these changes as opportunities for educators and students to engage in authentic conversations about the meaning of work in students' lives.

Starting the Conversation

Discussions about the uncertainty and meaning of work occur intermittingly on college campuses, primarily in career development centers. I contend that these conversations need to happen across campus in different contexts—not just in career services. Faculty members and instructors can embed discussions about work and the future of work in their classrooms. Similarly, student affairs professionals can initiate conversations with students about how best to prepare for changes in the workplace, including an exploration of skills, curiosities, and values.

For example, I offer a required course in the College of Education and Human Development at the University of Minnesota-Twin Cities titled "Societies of the Future." In this course, we discuss how technological advances will shape work. Perhaps more importantly, we engage in dialogue with students about how to best transition to meet these changes. Activities regarding how to prepare for uncertainty in the workplace focus on two main areas: competencies (i.e., skills) and values. I challenge my students to explore both as they prepare to make the transition from college to career; here are some examples of what we discuss together.

Examining Future Skills

Students, educators, and parents often fret about figuring out the hottest jobs in the next 5-10 years or finding the "right" major. A more relevant discussion should focus on developing life-long competencies for students.

Higher education administrator **Joseph Auon** (2017) in his book *Robot Proof* posited that educators and students need to focus on developing new literacies for the digital age. *Humanics* is a set of competencies that involves both working with machines and other individuals. The new literacies include technological, data, and human literacy. Auon argued that human literacy is the most important one. Humanics includes the ability to communicate and engage with diverse ideas and perspectives, using both empathy and creativity. Supporting students around skill development will continue to be important. However, by focusing solely on predicting job titles or the skills needed in 2030, we overlook another critical aspect of career decision-making: values.

Engaging in Values-Oriented Discussions

Preparing students for majors and jobs that do not exist currently presents challenges. Job titles and occupations will inevitably change. Rather than asking students to

select majors based solely on interests or occupational earnings, we should continue to push students to explore how values factor into the career decision-making process. Although this is not a novel idea, I advocate for more frequent discussions between students and educators about the role of values and work—especially as they relate to the future of work.

In an ever-changing workplace, we hope that a student's values should remain relatively steadfast despite disruptions. More importantly, research suggests students want to have these discussions about spirituality, values, and meaning with faculty and educators; yet, they do not nearly happen enough.

The topic of vocation or *calling* is not new terrain. A popular quote from theologian **Frederick Buechner** advises students to find vocation as "the place where your deep gladness and the world's hunger meet" (p. 95). Although students typically do not use the language of calling, I challenge students to self-reflect on how their choices might serve others or contribute to a greater good.

In our interactions with students, we might ask, "What questions do you want your major or career choice to answer?" "How can your work make a difference in the lives of others?" Based on my observations, these types of conversations occur at some institutions and in some select programs, but we can do better. Student affairs educators can take the lead in terms of incorporating values-oriented learning into the curriculum. Here are several suggestions:

• Embed values exploration activities and discussion into first-year (FY) experiences and seminars. Many FY seminars infuse leadership and strengths-based education into the curriculum. Discussions that include values, spirituality, and meaning deserve similar attention in these spaces.

• Faculty members can collaborate with student affairs professionals to generate ideas about how to integrate discussions regarding the future of work. Often, faculty make connections between discipline-focused content and the world of work (i.e., how students might apply knowledge to work). Much more can be done to extend these discussions, including connections to skills and values. Partnerships between student and academic affairs can strengthen these efforts.

• Utilize existing published resources from NASPA, *JCC*, and other contributions that focus on spirituality, moral development, and character. A wealth of resources exist already, and educators can tap into the contributions of others who write regularly about these important topics, including how spiritual development ties to the meaning of work.

On a recent trip to Mumbai, India, I met **Nish Bhutani,** a respected tech guru. Nish writes frequently about traits and the changing workforce, including how individuals might prepare for uncertainty. He contends that "living a life of curiosity, working on the assumption that no change is beyond one's adaptation, shedding one's fears of the new and mysterious—indeed, finding joy in gaining new skills—these will be the new mantras of human intelligence"(Bhutani, 2018).

It is in this spirit of optimism that we can challenge our students to critically examine the role of both skill development and values clarification in career-related choices. In turn, students will be better prepared to deal with the ongoing change that will occur due to seismic shifts in technology, automation, and reconceptualizations of work in the future.

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Michael J. Stebleton is associate professor of higher education in the Organizational Leadership, Policy, and Development (OLPD) Department at the University of Minnesota-Twin Cities. His research and teaching interests include career development, student development, student success, and persistence. His current work explores the experiences of marginalized college student populations.

The Transformative Power of Travel

By Alan Acosta

This past December I was lucky enough to travel with my partner to five cities in Italy and Spain for our winter break. This is the third time I have been out of the United States and the second time going overseas to Europe. The trip itself was a blast, as we visited numerous museums, historical churches, beautiful parks, and ate delicious food at local restaurants.

Each time I go to another country, I feel that in addition to all of the fun had, I learn a lot about others, the world, and myself. While I was overseas, I reflected on what I consider to be my biggest regret from my undergraduate student career, which was never studying abroad. Not only did I never do it, I never inquired about or even stepped foot in the building that facilitated the program. My not participating had nothing to do with lack of interest because I would have loved to have studied abroad. Studying abroad appealed to me for a variety of reasons, including wanting to learn another language and meet new people, as well as the fact that I just loved to travel.

The biggest reason I told people, including myself, I did not study abroad was financial. As a first-generation college student who constantly navigated financial concerns, any time I ever saw a flyer on campus or talked with someone about the study abroad program, I immediately dismissed it. I just thought, "It is too expensive to study abroad and I can never afford it, so why bother asking about it?"

As I have gotten older though, I have realized I often used any perceived monetary worries as a mask to the fact I never imagined myself studying abroad because I was probably too scared to be so far away from home on my own. I had not built up the resilience or confidence to undertake what, at the time, was seemingly such a monumental, overwhelming endeavor.

I often wonder if undergraduate students today feel similar trepidation as I did about studying abroad (or about a variety of other higher education opportunities, but that is another conversation for a future day). I think intuitively as higher education professionals, we know many students would benefit from a completely immersive student experience in another country, because there are so many enriching learning opportunities when traveling in an unfamiliar environment. How do we help support students, particularly if they are scared or anxious, about the many challenges they may face when participating in a study abroad experience, to feel like they can not only participate, but be successful in doing so?

I think higher education professionals can and should do more to encourage students from the United States to study abroad because there are some unique learning opportunities that likely happen only when a student travels to another country. Going to another country would certainly expose students to different types of cultures and perspectives on life they would not get in the United States.

Additionally, students would get exposed to at least one if not several different languages; even if students who primarily speak English visit a country whose primary language is English, usage of words, phrases, figures of speech, idioms, and other forms of verbal expression are often very different in that country than in the United States. I also think going abroad cultivates students' critical thinking and problem-solving skills and emboldens students to build resiliency.

Encouraging students to study abroad can be done in a variety of ways, most often by urging students to participate in study abroad programs or shorter, but similar experiences that help students go to and experience another culture, such as alternative break or cultural exchange programs. I believe the best way for higher education professionals to have the knowledge to do so starts with getting to know these programs ourselves.

I have been fortunate on my campus in my job to work with the professionals managing these programs and learn about them in a multitude of ways, including offering support with a student issue or

Right **Wrong** **Maybe**
Fostering Moral Development in College

inviting the staff to give presentations to students during the first-year-experience course. These collaborations have helped me understand the program better so I can share these opportunities when I interact with students. I have also listened to the stories of students I work with who have gone abroad or participated in these programs. They have shared with me their path to feeling confident in accessing the resources available so they could go to another country and enhance their learning. I make it a point to ask these students how they were impacted by these experiences so I can pass that information on to others.

Though I am no longer an undergraduate student, I will also sometimes share with students what I have learned by going outside of the United States in the hopes this will spur their own motivation to study abroad. The opportunities I have had to visit other countries has not only helped me understand other cultures, experiences, people, and ways of life, but they have helped me appreciate and understand my own culture and values a little better as well.

For example, I value being in an environment that makes me feel welcomed and included. Going to and spending time in a place where I do not speak the primary language has occasionally made me feel intimidated or unsure as to whether the environment I am in will welcome and include me; I take for granted this sense of belonging and inclusion based on language, particularly when I am in the United States, because in many environments the primary language is the same as my own. Fortunately, more often than not, when I have been in another country, people have been very welcoming and kind even if we hardly spoke the same language. This experience has highlighted for me the importance of being intentional about creating a welcoming, inclusive environment.

I believe there is much transformative value in students, particularly undergraduates, studying abroad. Higher education professionals need to embrace nurturing and supporting our students to seize this and other opportunities like it to expand their global perspectives. Studying abroad will also enrichen students' learning experience and better equip them to be successful in the global society of the future.

Alan Acosta is associate dean of students at Florida State University, managing student crises and helping create a welcoming campus community. He believes in the importance of helping college students to become ethical global leaders.

Articles in the *Journal of College and Character* Relating to Religious Beliefs and Religiosity

Two articles in *JCC's* current February 2019 issue relate to religious beliefs or religiosity. **Sarah L. Rodriguez**, Iowa State University, and colleagues authored "Latina Undergraduate Students in STEM: The Role of Religious Beliefs and STEM Identity"

Particularly focusing on the role that religious beliefs played in shaping STEM identity, the authors of this phenomenological research study explores how Latina college students in STEM made meaning of and developed their STEM identities. Findings reveal that Latina students believed that their STEM identities and religious beliefs reinforced each other. STEM identity was developed based on the need to balance discrepancies between their religious beliefs and the concepts that they were learning in class. At times, students found it difficult to reconcile these beliefs and attempted to separate their religious identities and beliefs from their STEM knowledge.

Kevin Singer, North Carolina State University, authored "For Interfaith Engagement to Succeed, White Religiosity Must Seek Solidarity with People of Color." He argues in his essay that despite renewed efforts to engage religious diversity in higher education over the last two decades, interfaith engagement remains a relatively fringe interest on many campuses.

He notes that the reason could be that these renewed interfaith efforts are running up against a powerful current of White religiosity that maintains a historical legacy of privilege in much of American higher education. For interfaith engagement to become a norm in American higher education, historical systems and structures that privilege White religiosity must be exposed, dismantled, and replaced with new systems and structures that are developed in solidarity with people of color.

NASPA's Spirituality & Religion in Higher Education Knowledge Community News
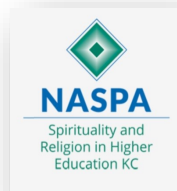
SRHE_KC Leads Pre-Conference Session

The Spirituality and Religion in Higher Education Knowledge Community (SRHE_KC) will lead a pre-conference session discussion on what belonging means for today's college students and how spiritual/religious identities can play a key role in their successful adjustment to college.

The session, titled "Identity and Belonging – Leveraging Interfaith Programming to Foster Community on Campus" [PC49], will take place on Sunday, March 10, from 1-4 p.m. (PST).

This presentation will demonstrate how multicultural/multifaith programming can help cultivate a greater sense of inclusivity by sharing insights, lessons, and best practices from their respective colleges. The goal is that participants will leave with a better understanding of belonging, identity, and ways interfaith programming can foster community on their own respective campuses.

For more information, see the NASPA Preconference Session descriptions.

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SRHE_KC Announces 2019 Awards Recipients

The mission of the Spirituality and Religion in Higher Education Knowledge Community (SRHE_KC) is to enhance and contribute to the conversations about spirituality in higher education across all types of post-secondary institutions.

In light of that mission, leaders of the knowledge community are happy to recognize practitioners, students, and faculty members from the profession of student affairs who are championing and deepening the understanding of religious, secular, and spiritual issues on higher education campuses.

- **The Outstanding Spiritual Initiative Award** is given annually to recognize a program that promotes spiritual and religious growth on a college campus.

> Award Recipient – **Mount Holyoke College's Interfaith Initiatives**

- **The Outstanding Professional Award** is given annually to a NASPA member who has made great professional contributions to the promotion of spirituality and religion on campus.

> Award Recipient – **Tahil Sharma,** Religious Director, University of Southern California

- **The Spirituality and Religion in Higher Education Research Award** recognizes the work of an outstanding researcher or research team in efforts to understand and equip student affairs professionals with the knowledge and skills to navigate religious, secular, and spiritual identities in higher education.

> Award Recipient – **Kevin Singer**, Doctoral Student, North Carolina State University

To learn more about SRHE_KC award winners and other initiatives, please join KC members at the 2019 Annual NASPA Conference in Los Angeles, March 9 – 13. They will be hosting an open meeting for all members Tuesday, March 12, at 4 p.m. (PST).

JCC Publishes Empirical Analysis on Students' Rationalization to Cheat

In the current issue (February 2019) of the *JCC,* **Megan R. Krou and colleagues,** Texas State University, author an article on their study that determined if there was a correlation between social rational action orientations and the likelihood of engaging in academically dishonest acts. They examined the relationship between course value and academic dishonesty.

The researchers obtained data from 357 undergraduate students at a large public university in the Southwest. The instrument included a scale that was created to determine student social rational orientation membership. To measure potential academic dishonesty behaviors, vignettes were created and manipulated to portray either low or high perceived course value.

Overall, this study found that social rational orientation and perceived course value predicted the likelihood of engaging in academically dishonest acts, and the study uncovered new variables that can be used to predict academic dishonesty by elucidating how students rationalize their decision to cheat.

2019 Dalton Institute: "Isolation or Inclusion: Building a Culture of Connection on Campus"

The 2019 Dalton Institute explored "Isolation or Inclusion: Building a Culture of Connection on Campus" January 31-February 2, 2019, at Florida State University.

A focus question that addressed the theme was "Are we more connected than ever, or are students and staff alike becoming more isolated into like-minded groups?"

Keynote speakers were **Annemarie Vaccaro**, professor, University of Rhode Island; **Patricia A. Perillo,** vice president for student affairs at Virginia Tech; and **Darris Means,** assistant professor at the University of Georgia.

JCC Editorial Board Meets

JCC's editorial team, hosted a breakfast meeting for annual staff and authors who were attending the Institute. Plans for the upcoming special 20th anniversary issue and current topics for possible call for submissions were discussed. Staff members reported on their research and publications, conference travels, and work projects and goals.

Convergence Update

By Jenny Small

Working in tandem and in open dialogue with others committed to interfaith work, Convergence team members serve as a resource to higher education at large for altering policies, practices, and campus infrastructures that can encourage religious, secular, and spiritual growth and inclusion.

One ongoing resource is *Convergence Magazine* (see latest issue), which features articles on a variety of perspectives from the field, ones which are not necessarily available through traditional academic journals.

Upcoming events include the following:

• A webinar series, set for spring 2019, will focus on spiritual fluidity, Sikh identities, conversations with Muslim professionals, the role of chaplaincy in higher education, and multifaith spaces on campus.

Contact **Nora Bond,** Convergence's director of training (nora.bond@convergenceoncampus.org), for more information on regional, one-day trainings that apply Convergence's four pillars of policy and practice.

• Presentations at
  ◊ ACPA in Boston March 3-6, 2019
  ◊ NADOHE in Philadelphia March 6-9, 2019
  ◊ NASPA in Los Angeles March 9-13, 2019

General Contact Info:

info@convergenceoncampus.org

www.convergenceoncampus.org

Contributing Editor Larry Roper Publishes "The Courage to Lead"

Contributing editor of Ethical Decision Making on Campus, **Larry Roper,** authored in the current (February 2019) issue of the *Journal of College and Character* an article on leading the pervasive interpersonal and intergroup conflict that challenges many colleges and universities and the broader society.

Larry argues that colleges and universities are at a stage in our functioning where our courage, commitment, ethics, and outlook are being tested by internal and external relationship dynamics and where we are being judged by audiences within and outside. He maintains that higher education leaders are being pressed to hold their communities together and must demonstrate the strength of their will and expressed values in the face of being confronted with and about issues that are critically important to the lives of our community members. In light of this confrontation, he emphasizes that leaders must declare where they stand on crucial personal and social issues.

JCC Associate Editor Janett Cordovés Leads Sessions at NASPA

Janett I. Cordoves, associate editor at *JCC* and co-curricular partnerships manager at Interfaith Youth Core, will lead two sessions at the upcoming Annual NASPA Conference in Los Angeles.

Preconference, Testimonials of an Intersectional Latinx Community – Sunday March 10, 9:00AM-4:00PM – In partnership with the Latinx Knowledge Community, the aim of this workshop is to deepen participants' understanding of worldviews and highlight the diversity of religious, spiritual, and secular identities within the Latinx community, provide considerations for the field, and present promising practices for supporting the variety of identities and dimensions within the Latinx community.

Let's Talk About Worldview: Techniques for Conversations that Matter – Tuesday March 12 – 10:10AM-11:00AM – Higher education professionals are often hesitant to engage worldview identities. Using IDEALS data to explore the landscape of worldview diversity on college campuses, this facilitated discussion is an opportunity to gain confidence in articulating one's worldview while practicing techniques to engage the conversation.
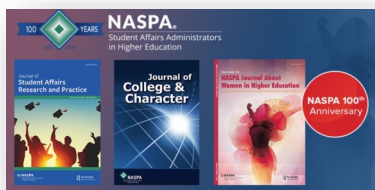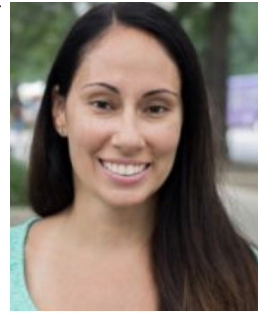
NASPA 100th Anniversary Collection

Access JCC's collection here.

Achieving Equity in Higher Education: The Unfinished Agenda
Volume 16 Issue 2 (2015), Alexander W. Astin & Helen S. Astin

The Principles of Strengths-Based Education
Volume 10 Issue 4 (2009), Shane J. Lopez & Michelle C. Louis

The New Student Activism: Supporting Students as Agents of Social Change
Volume 18 Issue 1 (2017), Barbara Jacoby

Situating Race in College Students' Search for Purpose and Meaning: Who am I?
Volume 16 Issue 3 (2015), Sherry K. Watt

Building Inclusive Community by Bridging Worldview Differences: A Call to Action From the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS)
Volume 18 Issue 3 (2017), Alyssa N. Rockenbach

Food Insecurity as a Student Issue
Volume 15 Issue 4 (2014), Clare L. Cady

An Ethic of Care in Higher Education: Well-Being and Learning
Volume 15 Issue 3 (2014), Richard P. Keeling

Do Environments Matter? A Comparative Analysis of the Impress of Different Types of Colleges and Universities on Character
- Volume 1 Issue 4 (2000), George Kuh

Interfaith Cooperation on Campus: Teaching Interfaith Literacy
- Volume 12 Issue 4 (2011), Eboo Patel & Cassie Meyer

The Ethics of the Collegiate Locker Room
- Volume 18 Issue 1 (2017), Larry D. Roper

JCC Connexions Blog Posts

- 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?"
- S. Edwards: "Why Not Define Student Religious Identity According to Beliefs Alone?"
- G. Eells: "College Students' Pursuit of Perfection Through Hyper-Achievement"
- K. Fosnacht & C. Broderick: "Is Religious Intolerance and Discrimination Becoming More Common?"
- K. Guthrie: "Undergraduate Certificate In Leadership Studies: An Opportunity For Seamless Learning"
- M. Jackson: "What Are the Challenges & Rewards of Being Student Affairs Professionals?"
- D. Jacobsen & R. H. Jacobsen "What Are Important Challenges to Connecting Faith & Learning in College?"
- B. Jacoby: "What Is the 'New Student Activism'"?
- 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, H. Zimmerman, T. Terrell, & B. Marcotte: "Should Fraternities Be Banned From College Campuses?"
- G. Paine: "Caring About Students – The Work of Student Affairs"
- A. Rockenbach: "Building Inclusive Campus Community by Bridging Worldview Differences"
- L. Roper & M. Albeit: "How Can We Address Sexual Misconduct on our Campuses and in Society?"
- M. Swanbrow Becker & D. Drum: "When and How Should We Intervene in Students' Lives?"
- S. Seider: "Trigger Warnings: Just Good Teaching?"
- K. Soria: "How Are Leadership Education and Diverse Citizenship Related?"
- N. Thomas & M. Brower: "How Can Accusations of Partisanship Be Avoided?"
- N. Thomas & S. King: "Video Preview of Civic Learning & Democratic Engagement Session"
- 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?"

Join the *JCC* Ambassador Team

A phenomenal, energetic team who loves reading, researching, and writing about all things connected and interconnected to student 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 I. Cordovés,** associate editor for social media and JCC Ambassador, at janetticordoves@gmail.com*