

# JCC Connexions

Quarterly Newsletter About the *Journal of College and Character*

Vol. 4, No. 1, February 2018

## Journal of College & Character

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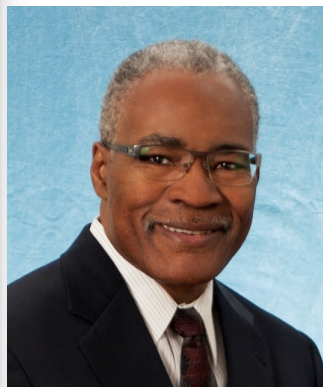
[Fosnacht &](#)

[Broderick](#)



### JCC Focus Authors Present Scholarship on Sexual Conduct at NASPA Conference

Two of our Focus Authors for February 2018 are **Larry Roper** and **Miriam R. Arbeit**. They will present at the 2018 NASPA national conference in March. Their session “Addressing Sexual Misconduct: Recent Scholarship on Sexual Violence Prevention from the *Journal of College and Character*” is based on their recent published articles on this topic. The session is timely in the wake of the current media focus on accusations of sexual misconduct regarding high profile figures in entertainment, sports, government, and broadcasting. The authors write in



our *Connexions* [blog post](#) about the challenging issues that arise concerning how to deal with sexual conduct concerns in the higher education setting.

...

[Larry's JCC article](#) “The Ethics of the Collegiate Locker Room,” published Feb. 2017, examines the notion that locker rooms are places where offensive language is considered acceptable. This widely

held perception, he argues, should alert coaches, parents, and educators, as well as others concerned about character development of young people. Collegiate sports programs provide a rich environment for positive learning opportunities influencing character development and should not be seen as separate from the institution’s comprehensive role in transformative education.

In [the blog post](#), Larry points out that questionable behaviors by those in positions of power often go unchallenged—even when those in power violate cherished values espoused by organizations or institutions—because individuals tend to admire and revere power and dominance.

In contrast to this reluctance to check the inappropriate behaviors of persons in power, institutions must work to insure that relationships are considered to be of equal-status, that behavior/interactions are institutionally-sanctioned, that individuals work collaboratively to achieved organizational outcomes, and that supports are in place to support the development/growth of the desired community outcomes. Among strategies to be taken are being explicit in articulating appropriate relationship/interaction standards,

(cont. on page 2)

## Focus Authors (Cont. from page 1)

providing concrete resources for those who choose to call attention to previously unchallenged, inappropriate behavior, ensuring safeguards are in place for those who demonstrate the courage to report inappropriate behavior, and codifying specific processes for addressing inappropriate behaviors (including robust educational interventions).

Larry currently serves as program lead for the College Student Services Administration program and coordinator of the undergraduate social justice minor at Oregon State University. A professor in the School of Language, Culture and Society at OSU, he co-edited *Teaching for Change: The Difference, Power and Discrimination Model* (2007); edited the monograph *Supporting and Supervising Mid-Level Professionals: Charting a Path to Success* (2011); and co-edited *Angst and Hope: Current Issues in Student Affairs Leadership* (2015). He is the contributing editor of Ethical Issues on Campus for the JCC.

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Miriam's [JCC article](#), "'It Could Affect You as a Person, Character-Wise': Promoting Character Development and Preventing Sexual Violence at West Point," published November 2017, presents findings that identify ways cadets at The United States Military Academy at West Point experience their own sexual selfhood and their future roles as Army officers in relation to their values—specifically, how they were (a) finding strength and vulnerability in sexual desire, (b) shaping sexual identity through humility or hubris, (c) applying and misapplying military ethics, and (d) being optimistic yet underprepared for officership. These findings illustrate both opportunities and risks in leveraging character development approaches for sexual violence prevention in adolescence and the transition to adulthood. This focus on character presents an opportunity for the prevention of sexual violence through an emphasis on military values.

## In the blog post,

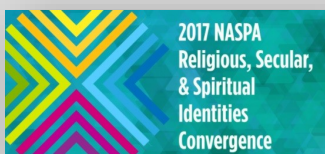
Miriam explains that she finds hope in the fact that sexism and sexual violence manifest within each institutional community in different ways because she sees the possibility of institutional community transformation where specific groups of people in the institution take on specific tasks together.



She points to the fact that the military and the entertainment industry both glorify violence as part of their job and as a way to make money. She argues that in order to end sexual violence in institutions, organizations, and communities, people in powerful positions must commit to systemic changes that affect the culture. When efforts are put in place to disrupt systems of oppression, core values of a community are at risk. These core values include how individual behavior is motivated, rewarded, and punished; and how people support each other and demean each other.

As an applied developmental scientist, sexuality educator, and social justice organizer, Miriam focuses on how systems of oppression operate within specific institutional contexts, with regard to both people who are marginalized and those whose identities are imbued with power and privilege. Her work promotes queer-inclusive sex education and sexual violence prevention in public schools, college campuses, and the military. She also organizes with Showing Up for Racial Justice Charlottesville, working to undermine White support for all forms of White Supremacy. She blogs at - [mimiarbeit.com](http://mimiarbeit.com) and tweets [@MimiArbeit](https://twitter.com/MimiArbeit).

## Special Issue Features Articles Based on Papers From the 2017 NASPA Religious, Secular, & Spiritual Identities Convergence



The [current issue](#) (February 2018) of the *Journal of College and Character* features research-based, theoretical, best practices, and opinion

pieces presented by scholars and practitioners who attended the 2017 NASPA Religious, Secular, and Spiritual Identities Convergence conference and by those who were inspired by it.

Readers have access for a limited time to articles related to such topics as student identity, beliefs, and well-being; diverse institutional types and climates; and professional development and resource allotment.

**Jenny L. Small** (Boston College) and **Nicholas A. Bowman** (University of Iowa), both accomplished scholars in the area of college student religion and spirituality, served as guest editors of this issue.

## JCC Focus Authors' Scholarship Included in Special Issue on Convergence Conference



Two other focus authors are highlighted in this issue: **Kevin Fosnacht** and **Cynthia Broderick**. [Their article](#), “The Role of Religion and Institution Type in Seniors’ Perceptions of the Religious and Spiritual Campus Climate,” is one of the articles featured in the February 2018 issue of the *Journal of College*

and *Character* based on presentations at the 2017 NASPA Religious, Secular, and Spiritual Identities Convergence conference May 2017.

All articles in the special issue will be open access for a period of time, beginning in February, on the journal website at <http://tandfonline.com/toc/ujcc20/current>.

Kevin and Cynthia’s study investigated the correlates of two measures that capture students’ perception of the campus climate and examined how having a particular religious identity and attending a religiously affiliated institution influence students’ perception of the respect for their beliefs as well as their perception of comfort in expressing their views on campus. Although the results indicate few differences by religious identity in students’ perception of the respect for their beliefs, they found that there were significant differences by religion in their comfort in expressing their views. Additionally, attending a religiously-affiliated institution was positively associated with students’ comfort in expressing their beliefs.

One of the implications of their findings is that intergroup dialogue courses or programs may help promote religious tolerance among the student body, which, in turn, may prevent the frequency that students experience discriminatory actions related to their religious or faith views. Thus, participation in intergroup dialogue courses or programs, experiences that have already been demonstrated in improving race relations, may be a primary strategy to prevent incidences of religion-based discriminatory incidents on college campuses.

[In their blog post](#), Kevin and Cindy argue that ignoring or avoiding conversations related to religion and spirituality on today’s college campus is not only doing a disservice to students but also dangerous. Whether one ascribes to a particular religious ideology/faith or not, we live in a reli-

giously pluralistic world, and we shortchange students if we do not educate them on religion/spirituality diversity. Providing the campus community with space for the exploration of religious and spiritual identities is important. Even if an institution ascribes to a particular religious tradition, it is important not to confuse clarity of religious identity and mission with fostering pluralistic religion/spirituality acumen.

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Through his research, Kevin seeks to identify ways colleges and universities can improve the college experience holistically. His research has focused on a range of programs and practices, like advising, democratic engagement, information literacy skills development, and financial education, with the potential to improve both student success and students’ learning and development.

He is an associate research scientist at the Indiana University Center for Postsecondary Research and a research analyst for the National Survey of Student Engagement, the largest survey of undergraduates in North America. He holds Ph.D. and M.A. degrees in education (with a specialization in higher education and organizational change) from the University of California, Los Angeles and a B.A. degree in political science from the University of Michigan, Ann Arbor.

...

Cynthia’s research interests include the historical development of Catholic higher education in the United States, the influence and engagement of religious mission within Catholic higher education, and the influence of religion and spirituality on campus climate



A Ph.D. student in the higher education program at Indiana University Bloomington (IU), she currently serves as the associate instructor for teaching and learning for Higher Education and Student Affairs (HESA) at IU Bloomington, coordinating and serving as an instructor in the undergraduate certificate in HESA program at IUB. Before coming to IU, Cindy served for five years in residential life at the University of Notre Dame, South Bend, IN.



# Journal of College and Character

*February 2018*

**Volume 19, Number 1**

Articles Based on Papers

From the 2017 NASPA Religious, Secular, and Spiritual Identities Convergence

*Open Access [Here](#)*

## **SPECIAL ISSUE: FROM THE EDITORS**

**Religious, Secular, and Spiritual Identities Convergence: Introduction to the Special Issue**

*Jenny L. Small and Nicholas A. Bowman*

## **SPECIAL ISSUE: RESEARCH AND THEORY**

**Navigating Identity and Privilege in Multifaith Engagement on a College Campus**

*Joel Harter, maggie castor, Carolina P. Seigler, Diana Abrahams*

**The Role of Religion and Institution Type in Seniors' Perceptions of the Religious and Spiritual Campus Climate**

*Kevin Fosnacht and Cynthia Broderick*

**Non-Traditional Belief Groups: Accommodation and Outreach**

*Meagan Arnold and Pietro Sasso*

**Atheism in Higher Education: A Phenomenological Study of Identity in the Workplace**

*Carrie Reisner*

**What Should I be When I Grow Up? Vocational Discernment and Spiritual Well-Being**

*Garland T. Dunlap*

## **SPECIAL ISSUE: OPINIONS & PERSPECTIVES**

**Aligning Demographics and Resources: A Call to Support Spiritual-but-not-Religious College Students**

*Juan Cruz Mendizabal*

## **SPECIAL ISSUE: BEST PRACTICES**

**#DigitalFaith: Using Social Media for Personal and Professional Development**

*Sable Manson and Janett I. Cordovés*

## The Spectrum of Moral Development

By Alan Acosta

This past fall semester a staff member in our Office of Student Rights and Responsibilities transitioned to another job, so I pitched in by hearing several cases to ensure we stayed on track.



Though I am usually an appellate officer in our conduct process, I actually enjoyed the opportunity to be the primary administrator in first-level hearings. This experience provided me the chance not only to keep my skills sharp, but also allowed me a chance to listen to and, in many cases, learn

from students. Some of the best learning moments of my professional career have been listening to the stories of students explain how they made decisions in these pivotal situations of their collegiate experience.

Because some time had usually passed from the date of the incident to the date of the hearing, I often asked students to share with me what they had learned and what activities, if any, they had engaged in as a result of being involved with the incident we were discussing. More often than not, students indicated they had reflected a great deal over the course of time and had thought a lot about the situation, their character, and how the incident did or did not align with the person they felt themselves to be. These reflections often included expressing remorse and articulating different proactive initiatives, such as seeking counseling or participating in community service, in order to address behaviors that they, themselves, had identified as inappropriate. While I meet with students only one time, I often find the breadth and depth of their responses in these meetings to show a measure of growth and thought that gives insight into their ongoing ethical and moral development.

The various stories of the students I heard during my time as primary administrator in the first-level hearings were in many ways surprising and yet hopeful to me. They were surprising in that many of the situations, which included committing DUIs, possessing fake IDs, and being involved in various acts of academic dishonesty, had students engaging in behavior misaligned with our behavioral and ethical expectations of them. The

stories were hopeful in that most students also recognized that their behavior was incongruous with our policies and demonstrated a desire to make different, positive choices in the future. They also typically shared their desire to continue to grow and engage in behavior aligned with our community expectations. Through these brief, yet informative conversations, I tended to glean from our students that they were learning how to identify, make, and take ownership of their ethical and moral choices. These cases reminded me that the continued ethical and moral development of our students remains among the most important and difficult tasks we have as higher education administrators.

Encouraging the moral development of our students can be tricky and complex, particularly in current times. One challenge is students are presented with constant examples, on social media, on TV, online, and in our national and international news, of individuals who make poor choices and are not consistently held accountable for those decisions. In some cases, these same individuals provide responses or rationales for their choices, which clearly indicate they have no interest in accepting responsibility for their actions.

The students' stories emphasized one of the most important aspects of the work higher education administrators do in relation to students' moral development. Much of what we as educators do is help students not only find their moral compass, but figure out which direction they want to point it so they can move forward accordingly. If we are lucky, we help students identify where on the spectrum of moral development they want to land, which ideally, is in what we would consider to be a positive place.



As higher education administrators, we get many openings to encourage the moral and ethical development of students. Teaching students how they can follow processes when submitting event permits, helping them identify service projects with which they can make a difference, accurately representing themselves on their resumes during a career or internship fair,

*(cont. on page 6)*

## Moral Spectrum (Cont. from page 5)

and describing how they can be a quality roommate or suitemate in their residence hall all provide opportunities to engage in the type of moral development students need. In my meetings with students, I like asking open-ended questions about how their behavior in any particular situation is reflective of their character and how they see themselves. I often learn this is the first time students are ever asked such a question, and it truly helps them think about where they see themselves on the spectrum of moral development.

Often, one unexpectedly pleasant by-product I find when I support a student in their moral and ethical development is it helps me clarify what I care about, believe in, and how I engage in my life, both personally and professionally. I have realized in many areas of my job, such as student conduct meetings, the first year experience course I teach, and the occasional dean meetings I require of a student, what I consistently (and sometimes unknow-

ingly) do is engage in character education. I believe when I help a student better understand their morals and ethics, I understand my own better as well. And that is inspiring.

In many ways, I feel our job is to help students find the character, morals, ethics, and values they already feel deep within themselves and own them fully. They in turn can take those values with them into the world and, I hope, make a positive difference in any community of which they are a part. I think having that kind of positive influence is imperative in our world, and my place on my spectrum of moral development tells me that is a good thing.

*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.*

## 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 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/JCC Ambassador, at [janetticordoves@gmail.com](mailto:janetticordoves@gmail.com)

## SRHE KC Preconference Workshop Looks at Past and Current Initiatives

By Keon McGuire and Sable Manson



As you prepare your exciting workshops, interactive symposia, and research papers for the 2018 NASPA: Student Affairs Administrators in Higher Education Annual Conference, we as the Spirituality and Religion in Higher Education Knowledge Com-

munity (SRHE KC) would like to encourage you to consider attending our pre-conference workshop titled *Spirituality, Secularism, and Religion in Higher Education: Where*

*We've Been, Where We Are, and Where We're Going* March 4, 2018.

As NASPA celebrates its 100th anniversary, the SRHE KC is looking back at "Where We've Been" by examining the historical context of religious movements in American history, and on college campuses. We'll explore "Where We Are" by looking at interfaith assessment, social justice work, #DigitalFaith, and multifaith spaces on campus.

Finally, we'll look ahead at "Where We're Going" through a panel of nationally recognized leaders in religion, spirituality, and secular engagement. More information about the preconference can be found [here](#).

## Holidays Far From Home

Not too long ago, one of my friends, an international student, shared her Thanksgiving experience at a dinner with six other international-student friends. She had arrived in the US in August and started her program in the fall semester of 2017. The first semester can be especially challenging for international students because they need to adjust not only to their entire living environment, but also to new academic demands while using a second language.

My friend was overwhelmed by the extra time she needed to spend keeping up with all her readings and written assignments. She planned to wait until Thanksgiving to cook a proper meal when she could have more time during the break. When she went to the grocery store, however, she was surprised to find it closed. She thought that maybe she could get takeout from a restaurant. But the restaurant was also closed.

Moreover, the streets were much quieter than usual. Relating this experience to us over dinner, she shared her mixed feelings of confusion and being left out, together with her desire to know more about American holidays and their associated customs and traditions so that she could be better prepared next time. The rest of us, who had all been in the US longer than she had, and who were well aware of stores' holiday hours, shared our perceptions and experiences of Thanksgiving—from eating turkey to shopping on Black Friday, Super Saturday, and Cyber Monday. Seeing these events as special cultural touchstones not only made our friend want to experience them, but intensified her desire to melt into American culture.

This conversation prompted me to reflect on my own experience. Holidays are fun, but sometimes they also remind me of how far I am from family and friends back home, and how little I know about American holidays and their associated traditions and customs. I have always been interested in broadening my cultural horizons by learning about different cultures, including by participating in, or just observing, cultural activities such as Easter-egg hunts, trick-or-treating, pumpkin carving, costume parties, and the special decoration of houses during Halloween.

I was also fortunate enough, during my first year, to attend a Thanksgiving dinner hosted by a couple of American families. Although I was a bit nervous and excited—I had never eaten turkey before and didn't know what to

expect or how to behave at a formal traditional Thanksgiving dinner—it was a memorable event. I not only enjoyed a delicious meal, but also learned the tradition of gratitude, of giving thanks for the things and people we appreciate in our lives, and counting our blessings. I have also learned that donating food and money for Thanksgiving baskets or food drives and volunteering in soup kitchens may also be important aspects of Thanksgiving for Americans.

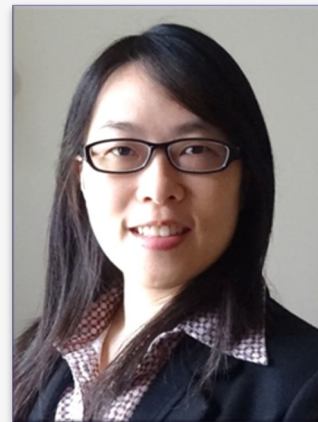
And yet, even as I was putting in the effort to learn and experience American holidays, I gradually came to realize that, as much as I appreciate them, these are probably not the traditions I will carry back to Taiwan or to another country. I also came to realize that the traditional holidays I celebrated while growing up, such as the Lunar New Year and Mid-Autumn Festival, still mean so much to me no matter where I am.

Although these holidays often fall on regular school days in the US, and although many of the traditional foods and customs cannot be precisely replicated here, most Chinese and Taiwanese students make the time to get together and celebrate these holidays, even on a small scale.

This has subtly shaped how we celebrate these holidays; moreover, we often welcome friends from different countries who are interested in joining our celebrations. Personal experiences and reflections of this kind have prompted me to reconsider the two metaphors—the melting pot and the salad bowl—commonly used to describe America.

A melting pot suggests that all the different groups and cultures melt and are recast into one single homogeneous American culture. It implies that people relinquish their cultural backgrounds. And yet, it seems very unlikely that people will completely forget their traditions, backgrounds, cultures, religions, and ideas. Whether we are international students, visitors, or immigrants, we may very well embrace our new culture and find ourselves increasingly comfortable with our new surroundings. In so doing, we learn to adjust our behavior to what is appropriate in the host culture. At the same time, however, we still carry within us many cultural

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## Inside, Outside, & In Between

By Hsin-Yu Chen





JCC Connexions



## Holidays (cont. from p. 7)

traditions, beliefs, and customs that are difficult to relinquish in a short timeframe. From this perspective, the right metaphor for thinking about diverse cultural life in America might be less the melting pot than the salad bowl, which allows each individual ingredient to bring its own special taste to the salad as a whole—which is itself seasoned with what we might call the American “cultural dressing.”

Upon further reflection, it seems to me that newcomers, like international students or other visitors, are accommodated by the larger group and retain much of their original culture. This is because that culture is tolerated, or even embraced, by the host culture. Needless to say, this process works in more than one direction. In a culturally inclusive environment, we appreciate the presence of diverse groups, respect cultural differences, and value others’ traditions and contributions. One of the most valuable experiences of being in the US has been

meeting people from diverse cultural backgrounds and religions—not just Chinese or American—and celebrating their holidays and traditions. Whether it be Mardi Gras, Cinco de Mayo, Hanukkah, St. Patrick’s Day, Christmas, Kwanzaa, Norooz, Thanksgiving, or the Lunar New Year, celebrating a holiday in a foreign country offers a tremendous opportunity for cultural enrichment, cultural exchanges, and the chance for us to delve deeper into various cultures that we might otherwise never get to experience or recognize.

*Hsin-Yu Chen completed her doctorate in leisure studies with a specialization in 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.*

## Convergence Is Busy!

By Cody Nielsen

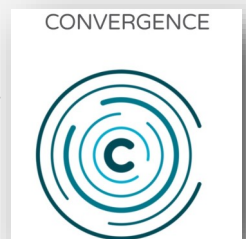
While you may have seen our weekly blog column (and if you haven't, you should sign up today), Convergence is proud to announce our monthly webinar series built to deepen discussions around university policies and practices as well as identities of religious, secular, and spiritual individuals on campus.

You can RSVP and join any of our webinars for free! This semester we’re looking at topics related to GBLTQIA and religious, secular, and spiritual intersections, questions about academic calendars and the needs of religious groups, the challenges and opportunities of parachurch ministries, and the understanding of the differences between atheists, humanists, agnostics, and others in the non-religious campus. Everyone is encouraged to [RSVP on the website](#).

Our weekly [blog column](#) also continues to press forward with innovative posts by leaders in the field. On the blog page, you can sign up to receive the blog into your

inbox directly!

Perhaps most exciting is the forthcoming launch of Convergence's magazine, to be launched in early April 2018. Con-



ceived with the idea that higher education institutions and individuals' work in support religious, secular, and spiritual identities need be recognized, Convergence's magazine will tell up to twelve stories per quarter in a downloadable magazine format.

Stories from across the United States and Canada will illuminate the field in the hundreds and thousands of individuals involved in this movement of support these identities in higher education, inspiring others to do the same. More on this in the coming months, but keep your eyes open for the [Convergence magazine](#), coming April 2018!

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# ***Journal of College & Character***

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**Jon C. Dalton, Co-Editor, The Florida State University**  
**Pamela C. Crosby, Co-Editor, NASPA – Student Affairs Administrators in Higher Education**  
**Peter Mather, Senior Associate Editor, Ohio University**  
**Mathew Johnson, Associate Editor, Central Michigan University**  
**Jenny Small, Associate Editor, Independent Scholar**  
**Janett I. Cordovés, Associate Editor for Social Media, The Interfaith Youth Core**  
**Tiffani Riggers-Piehl, Associate Editor, Baylor University**

## **Contributing Editors**

**Hsin-Yu Chen, Cross Currents on Campus, The Pennsylvania State University**  
**Rebecca Crandall, Students' Spiritual and Secular Worldviews on Campus, The Ohio State University**  
**Michael Cuyjet, Opinions and Perspectives, University of Louisville**  
**David M. Eberhardt, What They're Reading, Birmingham-Southern College**  
**Cassie Meyer, Interfaith Cooperation, The Interfaith Youth Core**  
**Eboo Patel, Interfaith Cooperation, The Interfaith Youth Core**  
**Larry D. Roper, Ethical Issues on Campus, Oregon State University**  
**Ben Kirshner, Civic Engagement on Campus, University of Colorado Boulder**

## **JCC Ambassadors**

**Sable Manson, University of Southern California**  
**Nestor Melendez, Guttman Community College, CUNY**  
**Clarissa Valencia, California State University Los Angeles**  
**Kevin Wright, University of Cincinnati**

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**Alan Acosta, Florida State University**  
**Hsin-Yu Chen, The Pennsylvania State University**

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

*Journal of College and Character* and *JCC Connexions* are published by  
NASPA – Student Affairs Administrators in Higher Education

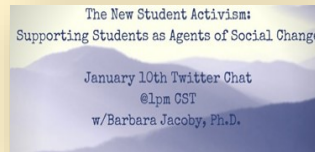
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- J. Dalton: “Do Colleges and Universities Perpetuate Income Inequality by Favoring The Wealthiest Students?”
- G. Eells: “College Students’ Pursuit of Perfection Through Hyper-Achievement”
- K. Fosnacht & C. Broderick: “Is Religious Intolerance and 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?”
- B. Jacobi: “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 & 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”
- A. Rockenbach: “Building Inclusive Campus Community by Bridging Worldview Differences”
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- M. Swanbrow Becker & D. Drum: “When and How Should We Intervene in Students’ Lives?”
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- 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?”

## Special Past and Current JCC Events (click on the icon)

January 10, 2018 Twitter Chat with Barbara Jacoby & JCC Ambassadors



February 2018 Critical Conversations Blog Posts  
Larry Roper & Miriam Arbeit  
Kevin Fosnacht  
Cynthia Broderick



February 2018 Special JCC Issue on Convergence Conference



March 5, 2018 #DigitalFaith: Using Social Media for Professional Development  
NASPA Annual Conference  
3:40 p.m.  
Salon L-Marriott Downtown



March 6, 2018 JCC Sponsors Session on Sexual Misconduct  
NASPA Annual Conference  
11:15 a.m.  
120 B - Convention Center



March 6, 2018 Session on Publishing in NASPA Journals  
NASPA Annual Conference  
3:40 p.m.  
120 B - Convention Center



JCC Connexions



## 2018 Dalton Institute Explores “Who Is My Neighbor?”

The Dalton Institute on College Student Values convened February 1-3, 2018 for its 28th annual conference, “Who Is My Neighbor? The Power of Compassion and the Rhetoric of ‘Us vs. Them.’” The theme is a response to the current political climate which has focused on social, demographic, and ideological differences in visible and often uncomfortable ways, and it has pushed them to the forefront of the stage within our communities.

The 2018 Dalton Institute explored identity as a power structure and higher education’s role in balancing the values of individual liberty and universal inclusion.

**Nancy Thomas**, director of the Institute for Democracy and Higher Education at Tufts

University, **Brandi LaBanc**, vice chancellor for student affairs, University of Mississippi, and **Charles H.F. Davis III**, assistant professor at the Rossier School of Education and the chief strategy officer and director of research at the USC Race and Equity Center, were featured speakers.



JCC editors gathered for a breakfast meeting, sponsored by NASPA, on Feb. 2.

For more information, follow the Institute on Twitter [@Dalton Institute](#) and Facebook ([Dalton Institute](#)) and go to [studentvalues.fsu.edu/](http://studentvalues.fsu.edu/)