

JCC Connexions

Quarterly Newsletter About the *Journal of College and Character*

Vol. 5, No. 2, May 2019

Journal of College & Character

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McGuire Writes on Secularism & Religion Among Black Diasporic Communities

How scholars examine the various ways religion matters in the lives of Black college students is central to the research of **Keon M. McGuire**. Keon is this quarter's *JCC Connexions* Focus Author.

In his [article](#), "Religion and Its Intersections: Spirituality, Secularism and Religion Among Black Diasporic Communities in Higher Education," published in the May 2019 issue of the



Journal of College and Character, Keon situates his current and previous research with that of the body of scholarship that addresses the various roles that faith, reli-

gion, and spirituality play in the Black college experience, and he expounds on his notion of the various ways race, gender, sexuality, and nationality relate to religion.

He also highlights in his *JCC* article scholarship that addresses non-US-centric Blackness and non-Christian and non-theistic religion in helping readers and practitioners to expand their notions of race and religion with the aim of improving educational practice that attends to diverse spiritual, secular, and religious needs of Black college students.

In a [post](#) on the *JCC Connexions* blog that provides background of his *JCC* article, Keon explains that religious ideas and practices are socially constructed to achieve certain goals. The contexts in which these ideas and practices are constructed include history, everyday actions, geography, family, land, and sociopolitical economics. Understanding how these ideas and practices are framed in our lives helps us to better understand our social relationships and ourselves.

He explains that research tends to ignore the diversity of Black students' spiritual lives because most research focuses on the experiences of Christian students. In light of this lack of research, Keon argues that scholars and practitioners should direct their attention to the needs of secular students as well as those of



McGuire (cont. from page 1)

non-Christian faiths. Also, attention should be directed to the healing process of Black students in response to governmental neglect and societal violence.

Keon is assistant professor of higher and postsecondary education in the Mary Lou Fulton Teachers College and faculty affiliate with the School of Social Transformation at Arizona State University, where he continues to research the status and experiences of minoritized students across postsecondary educational settings. Drawing from Africana and other interdisciplinary frameworks, Keon examines how religion, race, and gender shape mi-

noritized college students' identities and their everyday experiences. Additionally, he investigates the ways racism, sexism, and heteronormativity undermine the experiences of minoritized college students as well as they ways students resist and respond to such marginalization. He is an ACPA Emerging Scholar Designee and holds a joint PhD in Higher Education and Africana Studies from the University of Pennsylvania.

See the [video](#) where Keon talks about the intersections of religion, race, and gender at a conference at Arizona State's Mary Lou Fulton Teachers College.

Journal of College & Character

Volume 20, Number 2, 2019

INVITED FEATURED ARTICLE

Religion and Its Intersections: Spirituality, Secularism and Religion Among Black Diasporic Communities in Higher Education

Keon M. McGuire

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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

Call for Submissions in Response to Anniversary Issue Articles Will Be Ongoing

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.



Alyssa N. Rockenbach

The Evolution of Character Capacities in
and Beyond College

Marcia B. Baxter Magolda

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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

Richard Keeling

Cultivating Humanity: The Power of Time and
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Is the Glass Half-Hot or Half-Cold?

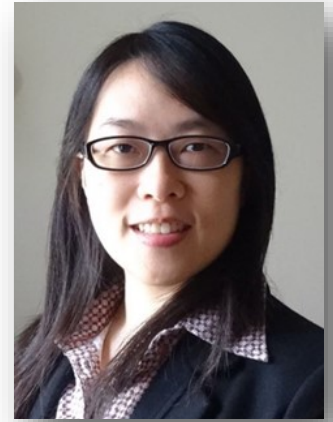
By Hsin-Yu Chen

Not long after I entered the United States, I learned that almost all the water served in restaurants is cold water with ice. Growing up in East Asian culture, where the general folk knowledge from traditional Chinese medicine holds that eating cold food is not healthy for your body, I usually didn't drink cold water. One day, I finally had the courage to ask my server at a restaurant, "Could I have a cup of warm water?" She looked at me with confusion and repeated, "Warm water?" I explained that I would like a cup of water that is not too cold and not too hot, and I even told her she could mix some hot water with cold water. I did not realize how weird my request was until I got my bill and saw that I had been charged \$2 for the water. Warm water is a very common drink in Chinese culture, but it is uncommon in the US.

I have learned from others about how they deal with their warm water problem. Among international students, or immigrants with Chinese cultural backgrounds, there have been many discussions about asking for a cup of "not-cold" water. Some have shared that they usually ask for one hot water and one cold water and then mix them, while others have learned to use terms that people can understand, such as "water without ice," "water, no ice," "room temperature water," or "lukewarm water." Although the temperature of the water indicated by these terms is different, the crux is that most of us prefer water that is not cold. However, given the fact that a cup of water that is not cold is uncommon in the US, some shared the opinion that we should not continue asking because such requests cause inconveniences for servers.

I had not expected a cup of cold ice water to surface in conversation when I conducted an interview with a Chinese adoptee as part of my dissertation research. The woman, who had been adopted by Euro-American parents in infancy and grew up in the US, shared her experience with heritage tourism. She was excited to travel back to China, but one of the most memorable things for her was that she couldn't find cold water with ice. Water that was not cold enough did not seem refreshing and had an unpleasant taste. I was very interested because in my experi-

ence I couldn't find warm water in the US, and so had the opposite problem. Her story made me start questioning the self-centered perspective from which I often shared my cultural experience. I was so focused on my experience of cultural differences in the host culture that I never thought of it from the other way around. Now I wondered. If one day my American friends visited me, would I remember to serve them ice-cold water instead of the warm water I usually do?



One time, my friend (who is from mainland China) and I (my home is Taiwan) were invited to our mentor's home for a weekend in St. Augustine, FL. We were extremely excited, as was our mentor. Before our visit, she sent us a "menu survey" to find out our food preferences. One question was "What do you typically drink at meal time (breakfast, lunch, dinner)? Try to be specific." At first, we thought that our mentor was being a bit over-prepared because we both eat a variety of food and do not consider ourselves picky eaters. Moreover, we were happy to experience a different culture and way of daily life, so we thought she really didn't need to make an extra effort on our parts. Still, we filled out the survey.

When we began to fill out the survey, we realized that we do have some preferences, including ingrained habits that may even relate to our physiology. My friend and I did not discuss it, but we both listed "soup" for breakfast, lunch, and dinner. We both mentioned that we preferred something hot for breakfast, and we were used to having cold food in the morning. As for water, we asked her not to put all of the water in the refrigerator because room-temperature would be preferable.

Our responses surprised my mentor a bit. Even though she really wanted to be more accommodating, she had no idea what kinds of soup we wanted and what it meant that we did not like cold food in the morning. When we visited her, we were chatting, and "soup" came up in our conversation. She told us she was very surprised when she saw

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Inside, Outside, & In Between

By Hsin-Yu Chen

Is the Glass...? (cont. from page 5)

that we both wrote down “soup” for all three meals, because soup is not typical for breakfast in the US. She knew this must be something that relates to culture, so she became interested in what kinds of soups we usually have. Many soups in East Asia are watered down—just broth without dairy products such as milk, cheese, or cream, which is a bit different from the soups that Americans may think about initially. Warm water versus ice-cold water also came up in our discussion. The cultural values hidden behind soup or water temperature are so subtle that we usually don’t think about them. But neither are they something we can easily ignore.

Knowledge about cultural differences is important, but applying this knowledge in the real world through interactions with real people is even more so. My mentor’s decision to send us a survey was a small gesture that revealed her thoughtfulness. Not only did she make us feel welcome, she also prompted an interesting conversation that enhanced our understanding of each other’s cultures and lifestyles. The strategy she used need

not apply only to personal settings, but could also be effective, for instance, when hosting an international conference or seminar, or when inviting an international scholar for an interview or guest lecture.

As our campuses and workplaces become ever more diverse, such welcoming gestures become important as a way of helping us understand the whole picture, instead of focusing exclusively on “ourselves.” In this way, putting our cultural knowledge into practice in daily life is an essential step towards building a truly diverse community.

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 Cultural Cross Currents on Campus.

JCC Publishes Articles on Religious and Worldview Identities in May 2019 Issue

In “‘It Put Me in a Really Uncomfortable Situation’: A Need for Critically Conscious Educators in Interworldview Efforts,” **Amanda Armstrong**, Virginia Tech, [writes](#) that students are majoritized and minoritized through micro- and macro-level inequities because of their varied and multiple worldview identities (e.g., [non]religious and spiritual). She explores how educators influenced how some students experienced worldview inequities at one four-year institution. Findings suggest that institutional efforts for promoting interworldview engagement among students should focus much more on educators’ awareness of worldview differences.

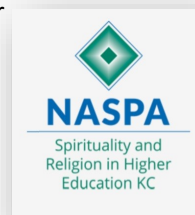
J. Cody Nielsen and **Jenny L. Small**, *Convergence*, examined in “[Four Pillars for Supporting Religious, Secular, and Spiritual Student Identities](#)” how universities addressed issues of religious diversity on campus and found that the institutions that were successfully engaging in religious, secular, and spiritual identity work were changing their policies and practices at the administrative level in order to support these worldviews. Institutions at which students and members of the campus community generally articulated a sense of belonging specified policies and practices to support this belonging.

SRHE_KC Names New Officers

Kenzalia Bryant-Scott, Arizona State University, and **Sable Manson**, University of Southern California, are the new chair and vice chair of NASPA’s Spirituality and Religion in Higher Education Knowledge Community ([SRHE_KC](#)). They will serve a two-year term.

Plans are in the making to better serve NASPA membership and KC members through both professional development opportunities and personal resources. Their plans include closer collaborations with the *Journal of College and Character* as well as identifying important and relevant issues to engage together through scholarship.

Kenzalia and Sable and their leadership team are committed to supporting educators around religious, secular, and spiritual identities.



Michael Stebleton Is Contributing Editor of New Section on Careers and Callings in *JCC*

The *JCC* welcomes **Michael Stebleton**, associate professor of higher education in the College of Education and Human Development at the University of Minnesota-Twin Cities, as contributing editor of a new section in the journal. *JCC*'s latest column, "Preparing Students for Careers and Callings," examines the many ways colleges and universities influence the moral development and decision making of students relating to their career plans and life preparation.

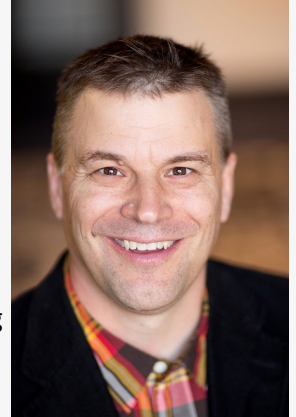
In "Moving Beyond Passion: Why 'Do What You Love' Advice for College Student Needs Reexamination" in the May 2019 issue of the *Journal of College and Character*, Mike [challenges](#) student affairs faculty and staff to reconsider focusing only on the pursuit of passion as a topic for discussions relating to students' career-related decisions. Rather, he argues that broader topics such as exploring purpose and meaning in life as well as coping with the uncertainty of the future job market should also be part of the conversation regarding career choice. He offers higher education professionals examples of institutional programs and suggestions to help shift the discourse from merely one on passion to one that includes these broader concepts.

Mike's scholarly interests grew out of his professional experiences as a student affairs practitioner, working with students at both two-year and four-year institutions as an instructor, academic advisor, and counselor, and later as a faculty member. Noting that students struggled with the same types of barriers along their educational journey that he, himself, had experienced as a young student, he found that his interactions with students stimulated his interest in exploring strategies and interventions designed to help students succeed, particularly those who were immigrant and first-generation college students.

As a scholar, two central research questions guide Mike's work: How do postsecondary educators, including faculty members and student affairs practitioners, promote success for students, including students from marginalized populations? How do educators effectively collaborate to support college students persist towards degree attainment? The aim of his research is to provide practical tools for faculty and student affairs educators to promote engagement and decision-making that contribute to success for undergraduate students.

Currently, he is working on two research projects that

have similar objectives: as a co-principal investigator on a National Science Foundation-funded grant that explores the experiences of underrepresented students in STEM disciplines at predominantly White institutions; and on a grant that examines food insecurity issues among undergraduate students.



Mike teaches at the undergraduate and graduate level; his teaching interests include a close involvement with the first-year experience whose overarching theme in U of M's College of Education is "How Can One Person Make a Difference?"; a study abroad course and experience in Denmark entitled "Examining the Good Life in Denmark" that explores systems and policies that positively influence well-being and satisfaction; and a course on the changing work place that explores how technology is influencing the way that work gets done.

In addition to serving as a contributing editor of the new Careers and Callings section of the *JCC*, Mike also writes a quarterly column (the following page) in *JCC Connexions* that he calls "New Spaces and Roles for Student Affairs Educators." In his essays he seeks to challenge student affairs professionals to examine and expand their own roles as they relate to key issues readers of the *Journal of College and Character* confront, and he introduces ideas that extend the dialogue around how to invest in the most important resources on campus—students and their successes.

Selected Resources on Research and Teaching

[Creating Communities of Engaged Learners: An Analysis of a First-Year Inquiry Seminar](#)

[Advocating for Career Development and Exploration as a High-Impact Practice for First-Year Students](#)

[Uncertainty and the Future of Work: Challenging Students to Reflect on Skills and Values](#)

[In Praise of Indecision: Encouraging Educators and Students to Embrace Life's Uncertainty](#)

Cultivating Curiosity and Wonder in College Students

By Michael J. Stebleton

Albert Einstein candidly stated, “I have no special talents. I am only passionately curious” (quoted in Calaprice, 2010, p. 20). Similarly, author **Alice Munro** is attributed to saying, “The constant happiness is curiosity.”¹ No doubt, Einstein and Munro possessed unique skills and brilliance that led them to great success in their work. Moreover, they relentlessly drove themselves to ask innovative questions and then sought out answers to these inquiries.

They possessed a sense of wonder and quested for new learning and inspiration. The definition of *curiosity* is a strong desire to know or learn something. Synonyms include *inquisitiveness*, *interest*, and *spirit of inquiry*. As a faculty member and student affairs educator, I hope to see these traits in my undergraduate students, and I intentionally structure learning activities to foster curiosity. I want my students to wonder. In this essay, I call for higher education leaders, student affairs practitioners, and students to embrace this need to cultivate curiosity traits.

In addition to curiosity, I encourage my students to keep their academic and career options open and engage in active exploration. College students often experience anxiety if they are unable to claim a passion immediately; it is as if they expect a bolt of lightning to jolt them into clarity. Meaningful decision-making rarely follows this tidy trajectory. To be honest, I am not very concerned about students’ intended passions at age 18. Instead, I want them to become committed to being *passionately curious*, much like Einstein. Like life-long learning, cultivating a strong sense of curiosity is a skill



that will prove to be invaluable as future workplaces dramatically shift to where ongoing learning, collaboration, and re-skilling will take priority. At least one challenge exists: students are not always encouraged to be curious or willing to take new risks with their learning, often due to the fear of failure and not meeting their own unrealistic expectations.

Exploring New Challenges: The Fear of Failure

Research by Renninger and Hidi (2019) suggests that pursuing interests is developmental. For example, up through the age of eight, most kids will join almost anything. Between the ages of approximately 8 and 12, most children start to compare themselves to others, and they become afraid to fail. I see these differences in my own children, ages 8 and 12. The 8-year old still takes risks; the 12-year is more reticent to try new opportunities, perhaps out of the fear of failure or of being less than perfect.

I share this personal story and developmental research because it mirrors what we are seeing with some of our new students. In an attempt to be completely successful all the time, students are often afraid of taking risks. Another reason for this heightened sense of pressure among students is the focus on finding passion at an early age and blindly adhering to it.

An Overemphasis on Work and Passion at Work

The number of recent articles on workism, passion, and DWYL messages continue to proliferate. Within the first few weeks of 2019, a spate of articles appeared. They drop into my inbox with topics such as finding passion, reasons for pretending to find passion, and saving persons from the miseries of work. The central thesis of these articles seems to suggest that we need to find work that we truly love, and if we do not love our work, we have not found our true passions. The assumption is that we should always love our jobs, irrespective of the actual work involved.

Developing Passion, Not Finding It

The current research seems to suggest that *finding* passion may not be the most useful advice. Instead of encouraging students to find passion, the message should be on developing passion by being curious and engaging in new opportunities for growth and learning. In other words, the development of passions and interests occur over time (Chen, Ellsworth, & Schwarz, 2015). Another recommendation warns students about not placing too much emphasis on one particular passion. When educators and parents relentlessly push students to find a passion, we may inadvertently be minimizing the option to explore, to nurture a spirit of inquiry and wonder that is critical for students to possess and develop.

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Cultivating Curiosity (cont. from page 7)

Implications for Higher Education Professionals

I offer three recommendations that student affairs professionals can implement across higher education contexts.

- Require students to engage in high-impact practices throughout the undergraduate experience. These high-impact practices allow students to try out new ideas and experiences; numerous opportunities need to be offered to all students starting in the first year.
- Commit to offering a range of general liberal education courses and require all students to complete. Much has been written recently about general education requirements and the role of liberal education competencies in the 21st century. Requiring these courses allows students to ask questions and explore a range of disciplines before deciding on a major.
- Continue to integrate coursework with experiential education opportunities. The best preparation for the future will likely be a combination of human literacies and technical skills, primarily gained from experiential learning opportunities such as internships and co-ops.

Certainly, our students will come to us with talents, interests, and possibly a passion (or two). However, not all students will initially exercise the trait to be passionately curious. This trait is typically *not* inherent; rather, it will need to be identified and developed over time. It will be our responsibility as higher education leaders and

student affairs professionals to offer new learning opportunities to our students, and support them as they foster their sense of curiosity and wonder.

Note

¹Although this quotation appears frequently across the internet, I could not determine the original source. Janice Kulyk Keefer writes that Munro “in an interview done in the 1980s” said “to the effect that curiosity is the only lasting form of human happiness,” p. 27. Keefer, J.K. (2017). Too much curiosity: The late fiction of Alice Munro. In O. Palusci (Ed.), *Alice Munro and the anatomy of the short story* (pp. 27-41). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

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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 popula-

Convergence Hosts Summer Webinar Series

[Convergence](#) offers the following webinars this summer:

“Transing the Religious, Secular, and Spiritual,” with **Kate Curley** on Wednesday, June 5, at 1 PM Eastern: Centered on trans narratives, this webinar explores the multitude of lived experiences, thoughts, hesitations, and concerns on the intersection of religious, secular, and spiritual identities and communities and trans/non-binary ways of knowing and identities.

“Remixed and Reimagined: Innovations in Spirituality, Religion, and Interfaith in Higher Education,” with **J.T. Snipes** on Tuesday, June 25, at 1 PM Eastern: Participants to engage in a conversation around remixing and reimagine the fundamental categorization of religion, secularity, spirituality, and interfaith (RSSI) in higher education.

“Quaring” Spirituality: The Spirituality Counterstories and Spaces of Black Queer College Students, with **Darris Means** on Wednesday, July 17, at 1 PM Eastern. The session will explore the intersection between spirituality and power, privilege, and oppression.

For more information, click [here](#).



How Do Leaders Find Their Moral Compass?

By Alan Acosta

I am a pretty big nerd for learning about American history by studying about U.S. Presidents. One of my personal bucket list items is to read one biography of each American President. I have read five so far, with several more on the shelf. I find reading about these historical figures and the times in which they lived provides me with some food for thought and lessons on life. I also keep in mind these stories are focused almost exclusively on White males, and reading biographies of leaders of other various social identities, such as women and people of color, help me gain a more balanced viewpoint



and nuanced understanding of the historical periods about which I read.

These books also give me some really good perspective on current events. They give me some opportunities to reflect on how higher

education has played a role in preparing people to wrestle with the complex issues of their day.

Take a recent U.S. Presidential biography of Ulysses Grant. *Grant* by Ron Chernow is an exceptional book, although at over 950 pages, readers really need to enjoy reading about history to want to read such a long book. By Chernow's account, Grant not only was a fascinating person, he lived in a very interesting, complex time in American history. Reading about the difficult issues Grant, Abraham Lincoln, and the rest of the country had to deal with during that time is astonishing.

American leaders were deciding whether or not to let states entering the Union permit or prohibit slavery. During the Civil War, Grant and the Union army had to make decisions regarding Black people freed from slavery as a result of the Union army's victories. Once the war was over, the country had to figure out how to move forward after all of the destruction wrought and lives and communities permanently changed.

These were not just difficult issues; they were issues with far reaching, long-lasting impacts. How did individuals during this time figure out what to do? What values

and principles did they draw on to inform their decision making? And how did they get those values, their character, in the first place?

And dealing with complicated societal issues has been a consistent challenge throughout American history. As times change and American society evolves, so too do the issues the country faces and the complexity they present. While reading Chernow's biography, I found myself comparing and contrasting the social issues Grant and individuals of his generation managed with many of the issues America is facing today—difficult, complex, with far reaching and long-lasting impacts. Today, issues, such as immigration, privacy laws, climate change, women's rights, access to education, LGBTQIA+ rights, economic security, and voting rights, are multifaceted challenges to which our country has to find solutions. And just like throughout American history, doing so requires thoughtful leaders who will use their moral compasses to make important decisions.

I believe higher education institutions and professionals are an indispensable part of the process of leaders learning what they believe in for the purpose of addressing intricate social issues, which has been true throughout the history of higher education. While various historians have conflicting views about Grant's moral character, Chernow shares that part of how Grant's ethics and morals, as well as the skills he eventually used during the Civil War, were formed was the time he spent at West Point. Higher education allowed Grant to take advantage of the time, opportunity, academic program, and social interactions necessary to grow into the leader he, after many detours and failures, eventually became. A study of higher education shows that the forming of students' ethics and morals has been an indispensable part of the fabric of higher education institutions' missions for over a century (Lucas, 2006).

Grant's biography made me think about how higher education professionals help prepare students to meet the challenges the U.S. faces today. While the

(cont. on page 10)



Leaders... (cont. from page 9)

country is not trying to decide how to reconcile after the Civil War, the country is still quite divided ideologically in ways that seem similar to that time. The solutions for how to appropriately deal with our nation's complex issues remain a huge debate, much as they did in Grant's day. Today, as it was then, higher education remains a place for students to learn how to nurture their values to change the world, and part of that learning is seeing multiple points of view. Philosophically and ideologically, there are few places like most higher education institutions where individuals can learn about the multiple perspectives to many societal issues.

The work of helping students find their moral compass does not rest solely with certain specific campus offices, such as leadership programs or student conduct. Each and every department on campus in some way contributes to the moral and ethical development of students. Part of the charge higher education professionals must take on is to figure out how to incorporate character education into everything they do.

My hope is that higher education professionals are learning in graduate preparation programs as well as in their daily work how to create and maintain spaces that

allow students to learn about themselves and multiple ways to see the world so they can develop the morals and ethics needed to lead our country. My own personal perspectives, and the values and ethics by which I believe I live, were cultivated during my collegiate experience. My social consciousness, the ways I choose to affect societal change, and the ways I express my character through my leadership were nurtured during my time in higher education, and it is why I got into the field. Regardless of the department a higher education professional may work in, the education of students' character, their morals, their principles, and determining ways to seamlessly connect learning in and out of the classroom to best foster learning are the greatest challenges and greatest rewards.

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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.

Selected Articles in the May 2019 *Journal of College and Character*

In their [article](#), "Promoting Community and Political Engagement Through Undergraduate Educational Practices: The Role of Identity Formation," **Robert J. Thompson, Amber Díaz Pearson**, and **Suzanne Shanahan** of Duke University examine how college students' intrapersonal attributes, particularly sense of identity in transactions with different educational experiences, were related with self-reported community and political engagement and other intrapersonal dimensions. ...

Fiorella L. Carlos Chavez, University of Missouri, along with **Sarah N. Wolford, Jonathan G. Kimmes, Ross W. May**, and **Frank D. Fincham**, Florida State University, present [findings](#) that highlight the need to revise the existing self-forgiveness model to include experiences related to intrapersonal transgressions. In "I Had Let Everyone, Including Myself, Down": Illuminating the Self-Forgiveness Process Among Female College Students, the authors spec-

ify clinical implications, including the need for relevant intervention strategies to engage in the self-forgiveness process of an intrapersonal transgression among emerging adults.

...

In "An Examination of Factors that Contribute to the Development of Perspective Taking," **Kevin M. Hemer, Rosemary J. Perez**, and **Lincoln Wesley Harris, Jr.**, Iowa State University, [explore](#) how campus environments affected the development of students' capacities to take others' perspectives seriously. The authors found that students' perceptions of the campus climates for perspective taking most strongly predicted the development of perspective taking. Students' openness to diversity and challenge and their participation in high impact practices (e.g., diversity courses, service-learning) were also positively related to the development of perspective taking.

JCC Connexions Blog Posts

(Please Click Below to Access the Blog Post)

- 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”
- K. McGuire: “How Is Religion a Socially Constructed Category?”
- 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?”

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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
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