

27th ANNUAL
JON C. DALTON INSTITUTE
ON COLLEGE STUDENT VALUES



Inclusion & Isolation

*Restoring Trust and (Re)Building
Community on Campus*

FEBRUARY 2 - 4, 2017

FLORIDA STATE UNIVERSITY • TALLAHASSEE, FLORIDA

2017 NASPA Religious, Secular, and Spiritual Identities Convergence

UCLA MEYER AND RENEE LUSKIN CONFERENCE CENTER, LOS ANGELES, CALIFORNIA

The **#RSSIConvergence** conference is designed for higher education faculty across all disciplines, student affairs administrators, students, campus ministers, chaplains, religious professionals, interfaith educators, as well as university affiliates and partners who work in and want to facilitate religious, secular, and spiritual endeavors.

Through this professional development experience, one can anticipate:

- 1** Learning about innovative programs and practices;
- 2** Engaging in a professional and personal exploration of identity; and
- 3** Participating in robust discussions to create more socially-just and civically-engaged campus communities.

For more information, to register, and to submit a program proposal, visit: bit.ly/2017Convergence

MAY
22 - 24, 2017



NASPA®





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Welcome

“We welcome you to Florida State University and the 2017 Jon C. Dalton Institute on College Student Values. We hope our conference will reflect the quality and camaraderie you have come to expect.”



Welcome to Florida State University and the 2017 Jon C. Dalton Institute on College Student Values. As we enter our 27th year, we continue to celebrate the Scholarship, Engagement, and Hospitality that drive our work in a changing higher education landscape.

We hope that our 27th annual conference will reflect the quality and camaraderie that you have come to expect. From our wonderful group of featured speakers, the broad range of concurrent sessions, and the conversations with fellow participants, we are quite certain that you will enjoy your time in Tallahassee!

This year’s theme, Inclusion & Isolation: *Restoring Trust and (Re)Building Community on Campus*, is a timely consideration of regional, national, and global events and movements that simultaneously drive us apart and bring us together. As educators, practitioners, and scholars within higher education, what role do we play in combating the isolation

experienced by so many students, faculty, and staff? And how can we work to (re)build inclusive communities during times of growing political, social, and economic division?

This year we are once again pleased to present our two annual Dalton Institute awards. These honors acknowledge an exceptional doctoral dissertation and a best practice relevant to the field of college student character and values development.

Finally, thank you to the Dalton Institute Committee and all our wonderful volunteers for the hard work and dedication they have provided to plan the Institute. This event happens only because of the assistance of the students and staff members who give freely of their time and energy. Our volunteers are here to make this event both welcoming and educational!

Thank you for attending the Jon C. Dalton Institute on College Student Values and we hope that you enjoy your visit to Florida State.

Sincerely,

Mary B. Coburn
Vice President for Student Affairs

Brandon Bowden
Assistant Vice President for
Student Affairs



Faculty *in* Residence



Jon C. Dalton

Institute Founder & Faculty in Residence

Jon C. Dalton is Emeritus Professor of Higher Education and former Vice President for Student Affairs at The Florida State University. He serves as Co-Editor of the *Journal of College and Character* and helped to found the annual Institute on College Student Values hosted by Florida State University.

Dalton is a graduate of Franklin College, Yale Divinity School, and the University of Kentucky. His research and writing focus on the impact of higher education on college student moral and civic development.

2017 Staff

Mary B. Coburn

Dalton Institute Co-Director

Craig W. Beebe

Dalton Institute Graduate Assistant

Brandon Bowden

Dalton Institute Co-Director

Lindsey Proulx

Dalton Institute Intern

Featured Speakers



Dr. Beverly Daniel Tatum

Scholar, teacher, author, administrator and race relations expert



Vernon Wall

Director of Business Development for LeaderShape, Inc.



Dr. Alyssa N. Rockenbach

Professor of Higher Education at North Carolina State University



Dr. Sam Museus

Associate Professor of Higher Education and Student Affairs at Indiana University, Bloomington



Schedule of Events

Thursday - February 2nd

8:30 am – Noon	Campus Shuttle Available
9:00 am	Coffee & Light Snacks
9:00 am – 4:30 pm	Registration Open SSB 2 nd Floor
9:30 am – Noon	Workshop: National Coalition Building Institute (NCBI) SSB 218
Noon – 12:45 pm	Lunch SSB 203
12:45 pm – 1:45 pm	Concurrent Sessions I
1:55 pm – 2:55 pm	Concurrent Sessions II
3:05 pm – 4:05 pm	Concurrent Sessions III
4:15 pm – 4:30 pm	Welcome from Dalton Institute Co-Director: Dr. Mary Coburn
4:30 pm – 5:45 pm	Opening Keynote Lecture: Dr. Beverly Daniel Tatum, in conversation with Dr.  Tamara Bertrand Jones Askew Student Life Cinema
5:45 pm	Shuttle is available to hotel Dinner on your own

Friday - February 3rd

8:00 am – 9:00 am	Campus Shuttle Available
8:00 am	Coffee & Light Snacks
8:00 am – 5:00 pm	Registration Open SSB 2 nd Floor
9:00 am – 10:15 am	Keynote Lecture: Dr. Alyssa N. Rockenbach  SSB 203
10:30 am – 11:30 am	Concurrent Sessions IV
11:40 am – 12:40 pm	Concurrent Sessions V
12:40 pm – 1:30 pm	Awards Luncheon SSB 203
1:30 pm – 2:30 pm	Concurrent Sessions VI
2:40 pm – 3:40 pm	Concurrent Sessions VII
3:45 pm – 5:00 pm	Keynote Lecture: Vernon Wall  SSB 203
5:00 pm – 6:00 pm	Shuttle available to hotel Dinner on your own



Schedule of Events

Saturday - February 4th

8:00 am – 9:00 am Campus Shuttle Available
Luggage storage available in SSB
for those needing to check out of
hotel.

8:00 am Coffee & Light Snacks

9:00 am – 10:15 am Keynote Lecture:
Dr. Sam Museus
SSB 203

KL

10:30 am – 11:30 am Concurrent Sessions VIII

11:30 am – 12:45 pm Lunch and Panel Discussion led
by the Character Clearinghouse
*Me or Thee, and a Fragile We: The
Conundrum of Identity Liberalism*
SSB 203

12:30 pm – 1:30 pm Shuttle available to hotel



KL - denotes a Keynote Lecture



Featured Speakers



Dr. Beverly Daniel Tatum

On August 1, 2002, scholar, teacher, author, administrator and race relations expert, **Dr. Beverly Daniel Tatum** became the ninth president of Spelman College. Dr. Tatum is the former acting president of Mount

Holyoke College in South Hadley, Massachusetts, where she served as a professor of psychology and education and later as chair of the Department. In 1998, Dr. Tatum was appointed Dean of the College and Vice President for Student Affairs. While in that position, she directed the offices of the Dean of Students, Religious and Spiritual Life, Career Development and Health Services. She also managed the academic advising system and advocated for students' interests among faculty and senior staff. Prior to serving at Mount Holyoke, Dr. Tatum was a faculty member at Westfield State College from 1983-1989 and a lecturer at the University of California at Santa Barbara from 1980-1983. She earned a Bachelor of Arts degree at Wesleyan College and Master of Arts and Doctor of Philosophy degrees in clinical psychology from the University of Michigan, as well as the Master of Arts degree in religious studies from Hartford Seminary.

A nationally recognized authority on racial issues in America and a licensed clinical psychologist, she has toured extensively, leading workshops and presenting papers and lectures on racial identity development. Dr. Tatum is the author of the critically acclaimed book, *Why Are All The Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race*, which was released as a fifth anniversary edition in January 2003. Since its original publication in 1997, the book has been listed on the Independent Bookstore Bestseller list and was selected as the multicultural book of the year in 1998 by the National Association of Multicultural Education. The *New York Times* recommended the book as required reading for private school teachers and administrators in the greater New York area who were dealing with issues of race and class. Dr. Tatum is also the author of *Assimilation Blues: Black Families in a White Community* (1987) and has published widely in social science and education journals. In May 2007, Dr. Tatum released *Can We Talk About Race?: And Other Conversations in an Era of School Resegregation*.

Dr. Tatum retired in July of 2015 as President Emerita to focus on her work as an author, speaker and expert on issues related to racial identity.



Dr. Alyssa N. Rockenbach

Alyssa N. Rockenbach is a Professor of Higher Education at North Carolina State University. Her research focuses on the impact of college on students, with particular attention to spiritual development, religious

and worldview diversity in colleges and universities, campus climate, community service engagement, and gendered dimensions of the college student experience. Her current work includes a grant-funded initiative, "Cooperation in a Pluralistic World: A National Study of College Students' Engagement with Religious Diversity," in partnership with Interfaith Youth Core and Dr. Matt Mayhew at New York University. In addition, she is co-authoring with colleagues the third edition of *How College Affects Students*. Dr. Rockenbach serves on the editorial boards of *Research in Higher Education* and *Journal of Higher Education*, and has been honored with national awards, including the American College Personnel Association (ACPA) Emerging Scholar Award, the Annuity Coeptis Emerging Professional Award, and the American Educational Research Association (AERA) Religion & Education SIG Emerging Scholar Award. She teaches master's and doctoral courses related to research methods, quantitative analysis, and foundations of the higher education and student affairs profession.

Dr. Rockenbach earned her Ph.D. in Higher Education from the University of California, Los Angeles and her B.A. in Psychology from California State University, Long Beach.



Featured Speakers



Vernon Wall

Vernon A. Wall has accumulated over 30 years of professional Student Affairs experience at Iowa State University, the University of Georgia, UNC-Charlotte and UNC-Chapel Hill. He has experience in Greek life, new

student orientation, student activities, leadership development, global education and university housing. Vernon currently lives in Washington, DC where he serves as the Director of Business Development for LeaderShape, Inc. Prior to this position, Vernon served as the Senior Director for Professional Development, Research & Scholarship for the American College Personnel Association (ACPA - College Student Educators International) and as Assistant Dean of Students at Iowa State University. In spring of 1998, Vernon sailed with Semester at Sea as a member of the Student Life Team accompanying 600 students on a voyage around the world. With degrees from North Carolina State University and Indiana University, Vernon is a consummate scholar-practitioner. He has received numerous awards for his contributions to the quality of student life including being selected as an ACPA Diamond Honoree in 2000 and a NASPA Pillar of the Profession in 2015. Vernon is a nationally known speaker in the areas of social justice and leadership styles and is one of the founders and facilitators of the Social Justice Training Institute. Vernon has also served as a trainer for the Martin Luther King Center for Non-Violent Social Change in Atlanta, Georgia. Vernon has written several articles and has co-edited two books on issues of inclusion on today's college campus. His award-winning programs and presentations have been seen by thousands of students, faculty, and staff on campuses across the country. Vernon's passion for social justice and inclusion is grounded in a quote from his late grandmother: "May the work I've done speak for me."



Dr. Sam Museus

Samuel D. Museus is Associate Professor of Higher Education and Student Affairs at Indiana University, Bloomington. He is also Founding Director of the Culturally Engaging Campus Environments (CECE) Project.

Prior to joining Indiana University, he taught Asian American Studies and Higher Education at the University of Massachusetts Boston and was a faculty member in Higher Education at the University of Hawaii at Manoa and the University of Denver.

Museus has produced over 200 publications and conference presentations focused on diversity and equity, campus environments, and college student outcomes. He has published in a wide range of journals, such as the Harvard Educational Review, Journal of College Student Development, Journal of Higher Education, Research in Higher Education, Teachers College Record, and The Review of Higher Education. He has produced 10 books, including *Creating Campus Cultures: Fostering Success among Racially Diverse Student Populations*, *Asian American Students in Higher Education*, and *Racism and Racial Equity in Higher Education*. He is also creator of the Culturally Engaging Campus Environments (CECE) Model of College Success among diverse student populations. Museus has previously received several national awards in recognition of the impact of his scholarship, including the Association for the Study of Higher Education (ASHE) Early Career Award in 2011 and the NASPA George D. Kuh Outstanding Contribution to Research and Literature Award in 2014, and he has been featured in various media outlets such as NPR, InsideHigherEd, and the Boston Globe.

Museus is actively involved in several national associations, including the American Education Research Association, the Association for the Study of Higher Education, and NASPA Student Affairs Professionals. He serves on the editorial board of multiple journals, including the Journal of College Student Development and the Journal of Higher Education. He also consults with college campuses that seek to transform their institutions and cultivate more inclusive campus environments.

Award Recipients

The Dalton Institute awards recognize both an outstanding scholar and an outstanding campus program in the field of college student character and values development.

Dissertation of the Year

Rebecca E. Crandall, Ph.D.



The Dissertation of the Year award recognizes excellence in research and contribution to the field of college student character and values development.

Dissertation Title

Cool, Calm, and Competitive: An Exploration of Student-Athlete Equanimity and its Role in Academic and Psychological Well-Being

Dissertation in Brief

Although research on intercollegiate athletes is abundant, exploration of student-athlete spirituality is notably absent from the scholarly record. Informed by a framework combining Astin's (1993) Input-Environment-Outcome (I-E-O) model and Chandler, Holden, and Kolander's (1992) Holistic Wellness Model, this study expands existing research by providing a more comprehensive analysis of student-athlete equanimity—a spiritual measure reflecting “the extent to which an individual is able to find meaning in times of hardship, feels at peace or centered, sees each day as a gift, and feels good about the direction of his or her life” (Lindholm, 2013, p. 13). Using student-athlete data collected during the 2004-07 Higher Education Research Institute (HERI) study of college student spirituality, the project employed structural equation modeling (SEM) to determine how pre-college variables and college experiences affect equanimity for intercollegiate athletes, as well as the subsequent influence of equanimity on athletes' academic and psychological well-being. In order to account for distinctions related to sport and demographic group membership, the study also tested the applicability of the proposed model across sport profile status, sex, and race/ethnicity.

Biography

Dr. Rebecca E. Crandall earned her Ph.D. from North Carolina State University and currently serves as a post-doctoral researcher working with the Interfaith Diversity Experiences & Attitudes Longitudinal Survey (IDEALS) at The Ohio State University.

Runner-Up

Tamara Lynn Hullender, Ph.D.
Cover and Concealment: Women Student Veterans and Identity Development

Session Info:

Friday, February 3

Concurrent Session VI

1:30 PM – 2:30 PM

SSB 201

Best Practices Award

Residence Hall Community Partnerships Program,
Calvin College



The Best Practices Award recognizes excellence in campus programming by recognizing a campus-level program or practice that contributes to college student character and values development.

Program Description

The Residence Hall Community Partnerships (RHCP) program out of the Service-Learning Center (S-LC) at Calvin College seeks to “connect resident students with the ongoing work of partner organizations in the city of Grand Rapids [Michigan] through consistent and meaningful service-learning experiences that increase organizational capacity and enhance student learning.” For fifteen years, this innovative program has transcended the barriers to long-term engagement by maintaining stable partnerships between residence halls and community partners.

Each of Calvin’s seven residence halls is connected with a non-profit organization in Grand Rapids. Throughout each academic year, student leaders called Community Partnership Coordinators (CPCs) seek to help increase their partner’s capacity by facilitating regular service-learning of residents with the partner. Responsibilities of students include tutoring and small group assistance at after school programs, serving food at a local supper house, and participating in social events with adults with developmental disabilities, among others. In addition to regular service-learning, CPCs facilitate additional programs intended to benefit the community partners, including a “service auction” fundraiser and campus visits for the partners’ constituents.

Concurrently with increasing organizational capacity, CPCs serve as agents to foster student learning. They are tasked with recruiting student participants and engaging them in meaningful reflection throughout the year. Given that many residents participate weekly, CPCs have the opportunity to establish and maintain rich relationships to enhance students’ development.

The RHCP program is a remarkable collaborative effort that engages a broad range of community partners, resident students, student leaders, and staff to create meaningful experiences and relationships that enhance student learning and organizational capacity.

Session Info

Friday, February 3
Concurrent Session V
11:40 AM - 12:40 PM
SSB 201

*The recipients of the Dissertation of the Year and the Best Practices Award are honored with a complimentary Dalton Institute registration and a cash award.





Concurrent Sessions

**The Jon C. Dalton Institute on
College Student Values is proud
to offer a variety of sessions.**

Session I

February 2 | 12:45 pm- 1:45 pm

218
SSB

Challenge- Transform- Change: An Introduction to the Culturally Relevant Leadership Learning Model

Maritza Torres, Florida State University
Dr. Laura Osteen, Florida State University
Dr. Tamara Bertand Jones, Florida State University
Dr. Kathy Guthrie, Florida State University

The concept of culturally relevant leadership learning is a framework for transforming leadership programs to address the advantages and disadvantages difference creates. This new model incorporates efficacy and contextual dimensions of campus climate into our original ideas of individuals 'capacity and identity to engage in the leadership process. Together, these ideas embody the critical domains of the Culturally Relevant Leadership Learning (CRL) model. This model seeks to compel leadership educators to challenge old paradigms of leadership and learning, in order to consider new ways to educate students and develop leaders capable of challenging inequity to create social change. (Bertrand Jones, Guthrie, & Osteen, 2016).

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SSB

(Re)Building Community Beyond Campus

Zach Mills, The Council for Christian
Colleges & Universities

Universities exist as a microcosm of larger society. Often, especially in student affairs, we have the opportunity to break down trends happening in larger culture and to help prepare students to engage and even shape society in more inclusive ways. Frequently though, this formative experience becomes insular and students' engagement with society becomes a post-graduation activity. Out of this trend terms like "the college bubble" and "town & gown" emerge, where on campus learning is segregated from the surrounding community. In this session we will explore a Washington, DC, based study program that seeks to break down these divisions by meaningfully engaging students in the surrounding community and building the muscles of inclusion and consideration of those not like themselves. Washington, DC, itself has its own analog of the "town & gown" in the "power & poverty" that exist side by side and provides a rich and fruitful context for engaging students in the surrounding community.

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SSB

Don't Talk About It, Be About It: Shifting Inclusion from Dialogue to Demonstration

Sachet Watson, University of Dayton

Inclusion is a hot topic of conversation on our college campuses these days. As aspiring and practicing professionals, we often have dialogue and discourse around inclusion as a goal to be achieved, or a checkpoint to reach. We talk about what it is, and what it looks like without taking the time to understand it at its root. Inclusion at the most basic level is a perpetual state of being included which inherently implies active, on-going and intentional including. This presentation aims to shift participants from viewing Inclusion as a topic of discourse, to viewing inclusion as a sincere demonstration of personal, professional, and institutional commitment and values.

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SSB

Policy and Practice Pillars: Religious, Secular, and Spiritual Markers to a More Inclusive Campus

J. Cody Nielsen, NASPA
Janett C. Ramos, Northeastern Illinois University

What are the policies and practices needed by a university to address holistically the lives of religious, secular, and spiritual students on campus? In what ways need the university bring chaplains and campus ministry professionals into the life of campus? This workshop focuses on national research related to just how, where, and in which ways policy and practice initiatives can change the overall campus climate related to this area of diversity. Participants will be offered a research based four pillar approach, case studies regarding each pillar, and clear solutions for working on their campuses to incorporate these policy pillars will be discussed.

Concurrent Sessions

Session II

February 2 | 1:55 pm - 2:55 pm

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SSB

Practical Wisdom: Lessons Learned from Life and Leadership in Student Affairs and Higher Education

Dr. Jon C. Dalton, Florida State University
Dr. Kathryn Cavins-Tull, Texas Christian University
Dr. Mary Coburn, Florida State University
Dr. Pam Crosby, NASPA Journal of College & Character
Dr. Peter Mather, Ohio University

The term “wisdom” suggests something deeper than just knowledge or intelligence, something more enduring and essential. Each of us has a narrative, a story to tell about the journeys we have taken in higher education and some of the practical wisdom we have gained along the way and how it has mattered in our work and lives. Sponsored by the NASPA *Journal of College & Character*.

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SSB

Fitting Out: Including Evangelical Students in Interfaith

J.T. Snipes, Interfaith Youth Core
Megan Lane, Interfaith Youth Core

Evangelicals are one of largest Christian movements in the United States, representing over half of American Protestants. Because of the size and composition of this group, evangelical students are often perceived as a privileged group on many college campuses. However evangelical students themselves often perceive a disrespect and dismissal of their beliefs on college campuses. This session will explore the challenges and benefits of including evangelical students in interfaith work, and the effects that work can have on their attitudes toward religious diversity overall.

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SSB

Restoring Trust & Rebuilding Community Through Cultural Competency Pursuit

Tarah Trueblood, University of North Florida
Cody Lewin, University of North Florida

College campuses across the country are coming alive in reaction to violence and intolerance. Actions from Concerned Student 1950, mattress-carrying Emma Sulkowicz, anti-Islamophobia campaigns, and the #BlackLivesMatter movement all demonstrate that campus activism is gaining momentum. As evidence emerges about how race and higher education intersected in the 2016 presidential election, students now wrestle with identity politics, political correctness, and how to affect change. Millennial and Gen-Z students embody a set of unique cultural shifts, expectations, and motivations that must be addressed. Could a lack of cultural competency among educators be contributing to a campus culture that is distrusting and unconnected? A University of North Florida (UNF) team present a case study of Cultural Competency Pursuit (CCP), a professional development curriculum that introduces social justice as both a goal and a process for restoring trust and rebuilding a campus community with the capacity to support today’s students. CCP, piloted three years ago within UNF’s Division of Student Affairs, currently accommodates 250+ faculty and staff members and is being scaled to train every member of campus within two years. Following the presentation, facilitators will engage participants in a discussion about how this and similar curricula might need adapting in the wake of the presidential election.



Concurrent Sessions

Session III

February 2 | 3:05 pm - 4:05 pm

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SSB

Digital Leadership: TEaCHing Tools for Restoring Trust and Building Community

Dr. Josie Ahlquist, Florida State University
Vivechkanand S. Chunoo, Florida State University

While much attention has been paid to the in-person communities that exist on college campuses, the digital communities in which college students participate have been given relatively little consideration in recent research and practice. The session aims to challenge participants to be reflective of their perspectives, usage, and knowledge of social media tools through session activities and small group conversations with implications related to how social media can be leveraged in building and rebuilding campus digital communities. Additionally, this presentation will provide attendees the six digital student leadership education pillars in order to empower students and student leaders to promote diversity and inclusion in their usage of social media.

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SSB

So You Want to Be a Bunny Cop?: Examining Zootopia and Its Use of Consciousness of Self to Create a More Inclusive Campus Culture

Darrell Deas, Jr., Florida State University
Connor Jones, Florida State University

This past year, Disney's *Zootopia* became a massive global hit with its focus on diversity and consciousness of self in an animated movie. This session will use the film *Zootopia* as a framework to analyze how we can help our students take steps towards being more conscious of self. As a group we will then discuss how achieving this goal helps create and sustain a positive, inclusive campus culture.

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SSB

Considering Class & Capital in Student Engagement Opportunities

Sonja Ardoin, Boston University

Class identity is more than just socioeconomic status. Some poor and working class students can be limited in their engagement because they feel unwelcome based on various types of capital - financial, cultural, social, linguistic, and/or navigational. Our institutional structures and policies can also create barriers to engagement based on social class. Join this session to explore class identity (Yosso, 2005) and learn how your office or department can be more inclusive in its engagement opportunities.

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SSB

A Narrative in Black Lives Matter: Research, Teaching, and Contemporary Discord

Susan Jans-Thomas, University of West Florida
John E. Woods, University of West Florida

Narrative Inquiry is a qualitative research strategy that allows researchers to tell the story of people, places, or events using the experiences and words of other. It allows the blending of personal life events with historical events to create narrative based upon memory and experience. This program tells the story of doctoral students enrolled in a Narrative Inquiry class during the summer of 2015 while rioting broke out across the nation as they attempted to answer the question: 'Why do Black lives matter?' Inclusiveness of history, ideas, race, and socio-economic status filtered discussions and research findings. Instructional strategies used to teach Narrative Inquiry using active participation in the process will be discussed.

Concurrent Sessions

Session IV

February 3 | 10:30 am - 11:30 am

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SSB

Building Trust and Encouraging Persistence: A Strengths-Based Team Approach to Analyze, Support and Improve Student Success in High-Challenge Gateway Courses

Amy Chasteen Miller, The University of Southern Mississippi

Brooklyn Mills, The University of Southern Mississippi

Kaitlyn Hall, The University of Southern Mississippi

Stina Jacobs, The University of Southern Mississippi

Max McPherson, The University of Southern Mississippi

Increasing undergraduate student success in high-challenge courses has become a growing priority for University leadership at many institutions, including ours. In this presentation, we focus on one of our retention initiatives, the “Gateway GA” project, which utilizes a strengths-based team approach for outreach to undergraduate students in four courses. Students in these specific “gateway” classes frequently face difficulty with completion. The institution needs more insight into these students’ perceptions and experiences, and the students need guidance in framing their difficulties as opportunities for growth. Through the Gateway GA program, we provided a mechanism for direct outreach to students that built trust and facilitated connection to key resources and information. Simultaneously, through their work, the GAs also gained insight into their own values, vocations, and skills. This presentation will overview the program, discuss successes and challenges, and explore the impact on those involved.

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SSB

Can I Be “Woke” and Still Laugh?: Popular Culture Humor as a Social Corrective

Juan Mendizabal, Florida State University

Bailey Albrecht, Florida State University

The slang term “woke” has come to represent a person’s knowledge of social justice and liberation pedagogy. In a growing culture of progressive mainstream media satire, the line between intellectually woke and bigotry can be as fine as one failed joke. This dialogue-based session explores the tension many socially-conscious people experience when enjoying controversial media—television, film, Twitter hashtags, memes, and more—and asking themselves, “Am I allowed to laugh at this?” Participants will learn the

different types and aims of humor in popular culture and the extent to which they may alleviate or magnify pain. They will also consider what it means to be an advocate of social justice while honoring their genuine responses to humor. Participants should be prepared to reflect on their own values system and behavioral criteria by contemplating where “the line” exists for them. Is “woke” contextual, or is it a way of being?

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SSB

Rebuilding Higher Education through Hope

Alan Acosta, Florida State University

In recent years, higher education’s focus has shifted from curriculums focused on student learning to curriculums intended to procure funding priorities and national rankings. Shifting attention from students’ learning to students’ performance has left many students, faculty, and staff within higher education feeling isolated and disconnected. What can higher education do to rebuild these connections and enhance their experience? One is to use hope as defined by Snyder (1995). This session will focus on how institutions can use hope to restore trust, rebuild communities, and increase student learning.

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SSB

Promoting ACTivism or ACTing Out?

Erin Satterwhite, Florida State University

Marshall Anthony, Jr., Florida State University

College student activism is inevitable and has a long, and often, complicated tradition throughout the history of American higher education. From the Free Speech Movement of the 1960s that catapulted campuses such as Berkeley into the national spotlight to the current protests and die-ins around #BlackLivesMatter and mattress demonstrations at Columbia University to speak out against sexual assault, student activism is still shaping the narratives of contemporary history. This program will discuss effective strategies for institutions to promote an activist-friendly and inclusive environment for students to address imminent controversial issues of today and tomorrow.

Concurrent Sessions

Session V

February 3 | 11:40 am - 12:40 pm

218
SSB

(Re)bulidng Community Through Leadership and Involvement

Sally Watkins, Florida State University
Vivechkanand S. Chunoo, Florida State University

“Community” on college campuses can be defined in myriad ways. According to Astin and Astin (1984, 1999) college students and university personnel each reciprocally determine the quality and nature of their environments, thereby affecting the campus climate and community. Furthermore, when campus communities are constructed with the values associated with the Social Change Model of Leadership Development (HERI, 1996) in mind, students should experience gains in community values (among others) such as citizenship. The present study attempts to uncover the relationship between student involvement on campus and the development of citizenship as measured by the Socially Responsible Leadership Scale, substantiating the hypothesis that campus community can be (re)built through leadership and involvement.

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SSB

Dialogue-Based, Community-Learning as a Curriculum Model for LGBTQ+ Allyship Programs

Josh Kinchen, Florida State University

This session will discuss the creation and evolution of the Allies & Safe Zones program at Florida State University. This is an LGBTQ+ allyship program whose curriculum is based in small and large group discussion, interactive activities, and lecture is used sparsely to reinforce large topics. Highlights shared: employing every learning style, engaging every level of LGBTQ+ competency, and building a foundation of how to best understand and how to interact with the current LGBTQ+ community.

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SSB

Going Digital in Student Leadership and Building Communities

Dr. Josie Ahlquist, Florida State University
Dr. Kathy Guthrie, Florida State University

Following a student’s path from high school to college, technology impacts all stages of the educational journey, influencing students’ leadership development and the evolving leadership competency of faculty and staff. As we have seen, technology has the power to both include and isolate users. This session will feature the New Directions in Student Leadership upcoming volume called *Going Digital in Student Leadership*, which will explore the changing landscape of leadership education in the 21st century, which has the potential to build community on campuses and create space for leadership exploration, discernment, and growth for both professionals and students.

201
SSB

(Campus Best Practice Award Winner)

Residence Hall Community Partnerships Program

Andrew Haggerty, Calvin College
Johnson Cochran, Calvin College
Abby Kroon, Calvin College
Sue Garza, Cook Library Center

Concurrent Sessions

Session VI

February 3 | 1:30 pm - 2:30 pm

218
SSB

Restoring Trust and (Re)Building Community: Designing a Course to Understand Privilege and Develop Positive Racial Identity

Kelly Yordy, Indiana State University
Jeff Aupperle, Indiana State University
Michael Dixon, Indiana State University
Andrew Buckle, Indiana State University
Jesse Brown, Indiana State University

While a variety of approaches could be utilized to teach White students about their privilege and developing a positive racial identity, we have created a one credit hour course to engage college student leaders on this critical and often-overlooked topic. To effectively explain the course, the relevant literature that guided and developed the theoretical framework will be presented. We will outline how we applied the theoretical framework to the design of a one semester course, comprised of fifteen lessons that could also be delivered in individual modules. The session will conclude with implications for how the elements of this course can be applied to other areas within higher education as well as beyond academia.

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SSB

Build 'Em Up or Tear 'Em Down: How Administrators' Response Influences Students' Trust in Student Activism Movements

Trisha Teig, Florida State University
Maritza Torres, Florida State University
David Kenton, Florida International University

History. Dissent. Activism. The energy and power of student voice for change has been an integral piece of campus communities throughout the history of the university (Horowitz, 1987; Pasque & Vargas, 2014; Rudolf, 1991; Thelin, 2011; Wilder, 2013). It is incumbent on administrators at the institution to appropriately acknowledge and respond to student activism in order to maintain an educational environment which thrives on experiential learning, open dialogue, inclusive communities, foundations of trust, and positive change (Komives & Wagner, 2011; Malaney, 2006; Quaye, 2007). The concept of responding to student activism is not simply a factor at United States institutions. Rather, institutions of higher education at an international level face similar instances of learning to navigate the ability to

challenge and support students in finding their voice and meeting their needs; while balancing the needs of a multitude of stakeholders. This presentation employs a critical paradigm in comparative case study analysis to explore administrative responses to cases of student activism at Harvard University and Oxford University (Cohen & Crabtree, 2008; Goodrick, 2014). Through an analysis of the administration's response, we can learn how trust can be further broken down or restored between students and administrators.

208
SSB

Universally Espoused Greek Values on College and University Campuses: Promoters of Inclusion or Insolation?

Ashley Tull, Southern Methodist University

Collegiate Greek organizations espouse a variety of values to their membership. The degree to which these values are in line with a well-defined and universally recognized system of values is unknown. Schwartz's Theoretical Model of Relations Among Ten Motivational Types of Values (2012) served as a theoretical framework for the present study to examine the espoused values of 137 national social fraternities and sororities. Universal classification types included self-enhancement, openness to change, self-transcendence, and conservation. This study reports their classification along a well-defined and recognized continuum of universal values and contributes new knowledge on Greek values and their importance on postsecondary campuses and beyond.

201
SSB

(Dissertation of the Year Award Winner)

Cool, Calm, and Competitive: An Exploration of Student-Athlete Equanimity and its Role in Academic and Psychological Well-Being

Dr. Rebecca E. Crandall, The Ohio State University

See page 10 for details.

Concurrent Sessions

Session VII

February 3 | 2:40 am - 3:40 pm

218
SSB

Scholarly Paper Session

Dr. Robert A. Schwartz, Florida State University
(Discussant)

The inaugural Dalton Institute scholarly paper session will present emerging and in-progress research relevant to our work. Authors will provide 12-minute presentations followed by discussant feedback and audience Q&A. Participants are encouraged to attend to engage with authors about emerging research topics and methodologies in the field of higher education.

214
SSB

Perceptions and Manifestations of Faith-Work Intergration in Graduates from a U.S. Faith Based University

Emilie Hoffman, Taylor University

The presenter will describe how emerging adults integrate faith and work, specifically Christian college graduates and their perceptions of if and how faith-based education uniquely impacts this integration. The integration of faith and work refers to the manner in which individuals reconcile meaning sets and worldviews with their work. In recent decades, the involvement of religion, faith, and spirituality in the workplace is increasingly being addressed in the United States, and even promoted, among major companies, academia, publishing, ministries, and churches. While recent studies better describe the characteristics and influences on an individual's integration of faith and work, research measuring the extent or trends of integration is lacking. Further, most studies focus on congregation, religious attendance, or workplaces' impact, however, a gap exists in the literature on the impact of higher education on the integration of faith and work. Christian higher education promotes the incorporation of faith into various aspects of life, especially one's future work. The results obtained by identifying trends and perceptions of faith-work integration will provide insight to inform and guide the role of Christian higher education in preparing college graduates for a meaningful and thoughtful life. Further, the findings and implications will be relevant to public and non-faith based institutions in holistically addressing the spiritual needs of students or employees who desire to integrate faith and work.

208
SSB

Exploring Campus Traditions through the Lens of a Culturally Engaging Campus Environment

Vicki Dobiynski, Florida State University

Higher education institutions often have campus traditions that are honored and repeated by generations of students, faculty, staff, and alumni (Manning, 2000). It is important to understand these traditions, the purpose and history behind the traditions, especially as the demographics of student body evolve (Cheng, 2004). This presentation will share information about viewing campus traditions through the lens of a Culturally Engaging Campus Environment (Museus, 2014) for a diverse student population in higher education.

201
SSB

Soving Wicked Problems: Campus-Community Partnerships as Opportunities for Student Engagement

Jeff Bouman, Calvin College
Anna Selles, Calvin College

This session will address the rationale for developing and nurturing reciprocal campus-community partnerships that allow shared decision-making and goals between institutions of higher education and external partners. In particular, the session will be driven by an acknowledgement that such partnerships are complex to both develop and maintain. Particular lessons from the literature, along with institutional lessons learned, will be discussed. At its best, service-learning is something of a panacea toward reciprocal campus-community partnerships, allowing the community to experience the benefits of the expertise and human resources of the university, allowing students to learn more deeply and to develop skills and vocational affirmation, all the while enabling the university to participate in the civic process inherent to its identity. The proposed session will explore the literature of campus-community partnerships, present one college's efforts to share decision-making power with partners, and discuss ways that students benefit when campus-community partnerships flourish.

Concurrent Sessions

Session VIII

February 4 | 10:30 am - 11:30 am

218
SSB

Dilemmas and Decisions

Joshua Sprague, Principia College

Debra Jones, Principia College

Rich Eisenauer, Principia College

Principia College has long had a graduation requirement related to character education. Until recently, however, it resided completely within the auspices of our Student Life Department. During the process of reaffirmation of accreditation with the Higher Learning Commission, we discovered that all graduation requirements needed to be taught by masters-level faculty or staff. Most of the staff within Student Life had only B.A.-level credentials. In order to continue this non-credit graduation requirement, we had to reimagine this program in terms who would be teaching it and what would be taught. The result is *Dilemmas & Decisions*, a 4-year program in which students spend 30 hours, or an average of 7.5 hours per year. One third of this is presentation format taught by our faculty, with the balance spent in peer group discussions led by a Residential Community Educator (full-time staff who live in student housing).

214
SSB

Blame the Media: Misogyny in Popular Culture and Collegiate Relationships

Estee Hernández, Florida State University

Erica A. Elizondo, Florida State University

A content analysis of news media between 1980-2015 revealed a sharp increase of the sociological term “misogyny,” likely attributable to the increased sociological awakening of the public at large. However, this study also revealed that rhetoric on misogyny has primarily targeted Black people, placing blame on hip-hop music and using controlling images of minorities. This session will highlight additional findings of this study, as well as discuss implications for college student relationships. To what extent does media shape student conceptions of misogyny, and how is race used as a scapegoat? How can we, as educators, productively intervene? Participants can expect to dialogue on the nature of physical and romantic relationships in college and the role of media in influencing the dynamics therein.

208
SSB

Moral and Civic Education: A Historical Look at Baylor University's 1950s Annual Conference on American Ideals Compared to Universities Today

Britney Graber, Baylor University

The 1950s was a compelling decade of American history, particularly in higher education. Fear ran rampant through the United States, particularly that of Communism. Institutions had to navigate these treacherous waters, determining whether or not to aggressively confront these issues and fears, or to passively sit back and watch it evolve. As a Baptist university, Baylor decided to promote the American ideal of nationalism and Christian values, simultaneously combatting fears of Communism. Therefore, Baylor University established a series of annual conferences in the 1950s, believing religion and nationalism would be America's savior from Communism. Today, amidst the currently strained political and religious climate, moral and civic education has not exhibited as a priority among colleges and universities. Moreover, many administrators and faculty believe moral education, particularly, is not higher education's duty or obligation (Fish, 2008). But at what cost (or even benefit) do we neglect moral and civic education? Thus, this session will wrestle with both the past and present efforts regarding instilling values of morality and civic duty into students.

201
SSB

International Student Engagement in the United States and United Kingdom

Molly Buckley, Florida State University

Katelyn Hayworth, Florida State University

Lauren Haynes, Florida State University

Kristen Lemaster, Florida State University

This program examines the efforts of universities to help international students integrate into campus life in the United States and the United Kingdom. Professionals at five institutions of higher education in England and four institutions in Florida were interviewed about the needs, challenges, and resources for international students on campus. The program will include strategies to create greater on-campus support throughout the year and opportunities for more interaction with domestic students.

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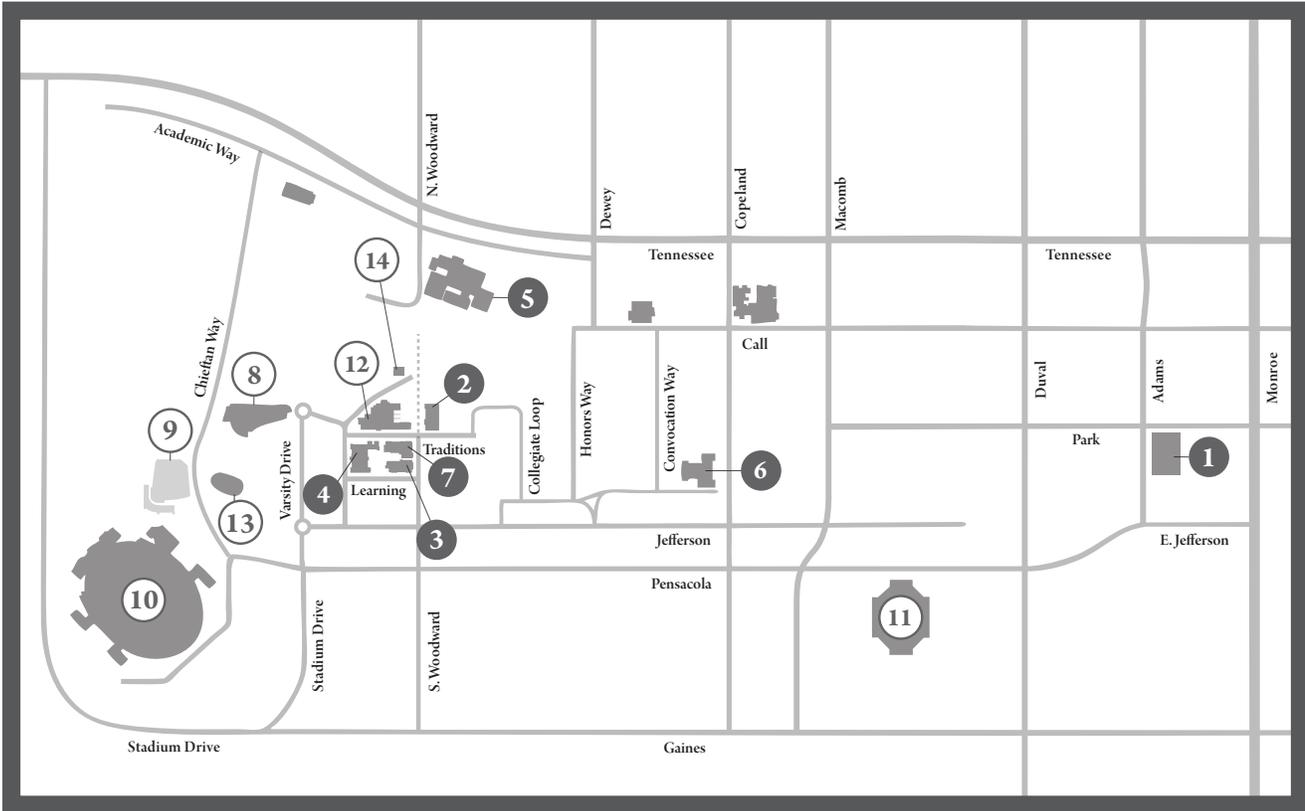
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Campus Map



Important Places:

- 1 DoubleTree Hotel
- 2 Student Services Building (SSB)
- 3 Global & Mult. Engmnt. Bldg. (GLOBE)
- 4 Askew Student Life Center (ASLC)
- 5 Oglesby Union
- 6 Westcott
- 7 Dunlap Student Success Center

Points of Interest:

- 8 Bobby E. Leach Center
- 9 Dick Howser Stadium
- 10 Doak Campbell Stadium
- 11 Donald L. Tucker Civic Center
- 12 Health and Wellness Center
- 13 Jack Haskin Circus Complex
- 14 Starbucks

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