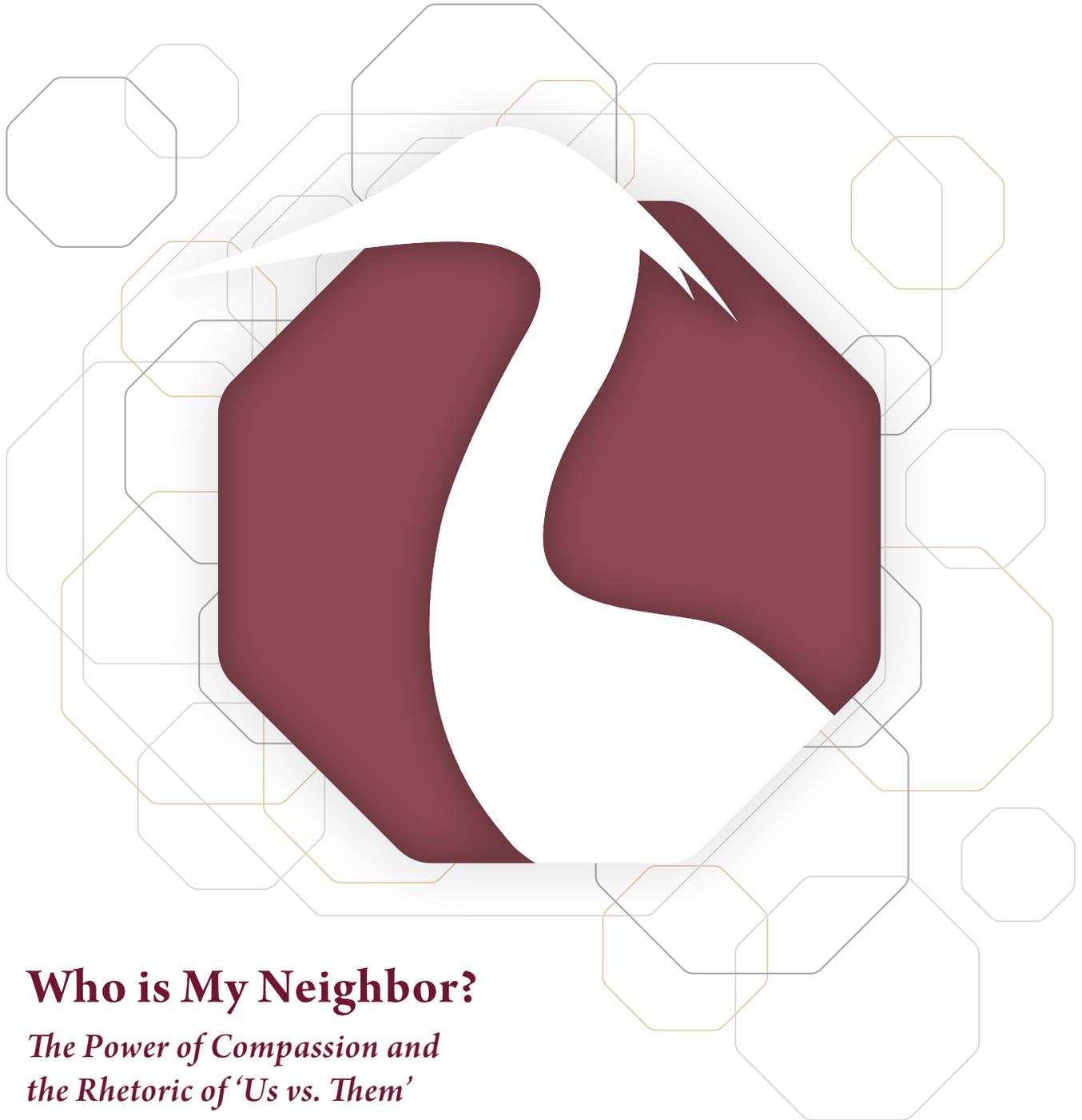


28th ANNUAL
JON C. DALTON INSTITUTE
ON COLLEGE STUDENT VALUES



Who is My Neighbor?

*The Power of Compassion and
the Rhetoric of 'Us vs. Them'*

FEBRUARY 1 – 3, 2018

FLORIDA STATE UNIVERSITY • TALLAHASSEE, FLORIDA



Table of Contents

Welcome	4
Schedule of Events	6
Featured Speakers	8
Annual Awards Recipients	10
Concurrent Sessions	
Session I	13
Session II	14
Session III	15
Session IV	16
Session V	17
Session VI	18
Session VII	19
Session VIII	20
Acknowledgements	24
Contact and Save the Date	25
Maps	26

Welcome

“We welcome you to Florida State University and the 2018 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 2018 Jon C. Dalton Institute on College Student Values. As we enter our 28th year, we continue to celebrate the

Scholarship, Engagement, and Hospitality that drive our work in a changing higher education landscape.

We hope that our 28th 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, *Who Is My Neighbor?: The Power of Compassion and the Rhetoric of 'Us vs. Them'*, 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 combatting the isolation experienced by so many students, faculty, and staff? And how can we work to build inclusive and compassionate communities during times of growing political, social, and economic division?

Once again we are 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,

Amy Hecht

Amy Hecht
Vice President for Student Affairs

Brandon Bowden

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.

2018 Staff

Amy Hecht

Vice President for Student Affairs

Brandon Bowden

Co-Director

Tory Dellaflora

Co-Director & Graduate Assistant

Amy Novotny

Intern

Featured Speakers



Nancy Thomas, J.D., Ed.D.

Director of the Institute for Democracy and Higher Education at Tufts University



Brandi Hephner LaBanc, Ed.D.

Vice Chancellor for Student Affairs at the University of Mississippi



Charles H.F. Davis III, Ph.D.

Assistant Professor, Chief Strategy Officer and Director of Research for the University of Southern California Race and Equity Center

Schedule of Events

Thursday - February 1st

8:00 am – 11:30 am Campus Shuttle Available

8:00 am Coffee & Light Snacks

8:00 am – 4:30 pm Registration Open
SSB 2nd Floor

9:30 am – 11:30 am Mindfulness for Academic
Leaders: Building the Inner
Capacity to Lead
SSB 203

11:30 am – 12:30 pm Lunch
SSB 203

12:30 pm – 1:30 pm Concurrent Session I

1:40 pm – 2:40 pm Concurrent Session II

2:50 pm – 3:50 pm Concurrent Session III

4:00 pm – 4:15 pm Vice President's Welcome:
Dr. Amy Hecht

4:15 pm – 5:30 pm Opening Keynote Lecture:
Dr. Nancy Thomas **KL**
SSB 203

5:30 pm – 6:30 pm Hotel Shuttle Available

Dinner on your own

Friday - February 2nd

8:00 am – 9:30 am Campus Shuttle Available

8:00 am Coffee & Light Snacks

8:00 am – 5:00 pm Registration Open
SSB 2nd Floor

9:15 am – 10:15 am Concurrent Session IV

10:25 am – 11:25 am Concurrent Session V

11:30 am – 12:30 pm Awards Luncheon
SSB 203

12:40 pm – 1:40 pm Concurrent Session VI

1:45 pm – 2:30 pm Afternoon Energizer
SSB 203

2:40 pm – 3:40 pm Concurrent Session VII

3:45 pm – 5:00 pm Keynote Lecture:
Dr. Brandi Hephner LaBanc **KL**
SSB 203

5:00 pm – 6:00 pm Hotel Shuttle Available

Dinner on your own

Schedule of Events

Saturday - February 3rd

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. Charles H.F. Davis III **KL**
SSB 203

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

11:30 am – 1:00 pm Lunch and Panel Discussion led
by the Character Clearinghouse
*Timeless Tension in Fractured
Frames: Reclaiming Other in the
Story of Us*
SSB 203

12:30 pm – 1:30 pm Hotel Shuttle Available



KL - denotes a Keynote Lecture



Featured Speakers



Nancy Thomas, J.D., Ed.D.

Dr. Nancy Thomas directs the Institute for Democracy and Higher Education at Tufts University's Jonathan M. Tisch College of Civic Life, conducting research and working with colleges and universities

to advance student political learning and participation in democracy. The Institute's signature initiative, the National Study of Learning, Voting, and Engagement (NSLVE), is a large dataset for research and provides each of the 1000+ participating U.S. colleges and universities with their students' aggregate voting rates. Her work and scholarship center on higher education's democratic mission, campus climates for political learning and engagement, free speech and academic freedom, and deliberative democracy in the classroom, on campuses, and in communities. She is the author of multiple book chapters, articles, and the monograph, *Educating for Deliberative Democracy*. She is an associate editor of the *Journal of Public Deliberation* and a senior associate with *Everyday Democracy*.



Brandi Hephner LaBanc, Ed.D.

Dr. Brandi Hephner LaBanc proudly serves the University of Mississippi as Vice Chancellor for Student Affairs, the first woman to hold that position in the university's history. In this role she has oversight for 15 diverse

enrollment and student affairs departments. In addition to her administrative responsibilities, she also enjoys serving as a faculty member in Ole Miss's higher education program. She is highly committed to the holistic development of all students and strives to nurture a scholar-practitioner culture in her work environment.

Dr. Brandi Hephner LaBanc's background includes an accounting degree from the University of Akron prior to graduate study in Higher Education Administration at Kent State University. She earned her Ed.D. from Northern Illinois University (NIU). During her career, she has served students in multiple administrative roles at Arizona State University, University of North Carolina at Wilmington, Baldwin-Wallace College, the University of Akron, and NIU.

Her early research focused on the preparation of student affairs professionals and transition issues for graduate students. She has published work related to campus crisis management and victim support during and after mass tragedy, as well as concealed carry legislation implications for higher education. She has now turned her attention toward the First Amendment and is working with colleagues at Ole Miss to complete a book this spring on free speech and expression on college campuses.

Among her honors and special recognitions, Dr. Brandi Hephner LaBanc was inducted into the 2013 Hall of Fame by the College of Education, Health and Human Services at Kent State University and has been recognized for her outstanding service to the National Association of Student Personnel Administrators. On her own campus she was particularly honored when she received the Lift Every Voice award, a highly regarded diversity honor bestowed by colleague and student nominations.

Dr. Brandi Hephner LaBanc currently resides in Oxford, Mississippi with her partner Dave LaBanc and their lively Doberman Hank LaBanc. Although they are both Northeast Ohio natives, they have thoroughly enjoyed their move to the Southern part of the United States and enjoy being members of the Ole Miss family.

Featured Speakers

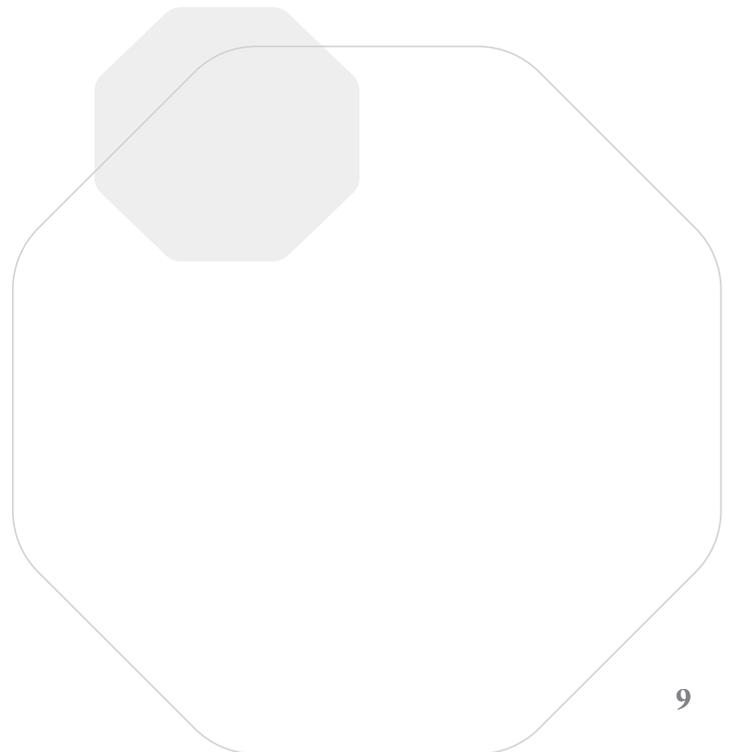


Charles H.F. Davis III, Ph.D.

Dr. Charles H.F. Davis III is an assistant professor in the Rossier School of Education at the University of Southern California, where he also serves as Chief Strategy Officer and Director of Research for the USC Race and

Equity Center. Dr. Davis' scholarship broadly focuses on issues race and racism in education with a specific focus on advancing racial justice on college and university campuses and beyond. His award winning research on Black student activism in college has been recognized by the National Association of Student Personnel Administrators (NASPA) and featured in the Chronicle of Higher Education, Inside Higher Ed, Colorlines by Race Forward, and other national media outlets. In partnership with NASPA, Dr. Davis is currently conducting a national study on workplace climate, professional development, and the student affairs profession.

Dr. Davis is a two-time graduate of Florida State University, earning a Bachelor of Arts degree in English and a Master's degree in Communications. As an FSU student, Charles was an active student leader within the Black Student Union, Marching Chiefs, Student Senate, and National Pan-Hellenic Council (NPHC), for which he was awarded both NPHC Man of the Year and NPHC Chapter President of the Year awards in 2006. After graduating from Florida State, Dr. Davis earned a Master's in Education from the University of Pennsylvania Graduate School of Education and a Doctor of Philosophy in Higher Education from the University of Arizona.



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

Shauna Morin, Ph.D.



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

At the Intersection of Institutional Religious Identity and Worldview Diversity: Exploring Students' Sense of Belonging at a Catholic University

Dissertation in Brief

Sectarian institutions are at an important crossroads in the current U.S. higher education environment. On one hand, their religious mission and identity compel them to promulgate specific and long-standing religious ideologies. On the other hand, the myriad worldview perspectives of today's students signal a need for new ways of thinking about engaging worldview diversity in these environments. Further, higher education scholarship highlights the critical importance of creating campus climates that are welcoming of students with varying worldview beliefs. The significance of my research lies in its consideration of religious identity and worldview diversity in tandem, an intersection that has been infrequently examined in the higher education literature thus far. It has the potential to be broadly relevant for sectarian colleges and universities across the U.S., which serve nearly two million students and are grappling with how to create more inclusive climates for worldview diversity while also upholding their institutional religious identities.

In addition to offering insights into higher education practice, this study advances our understanding of theory and furthers higher education research. It makes a theoretical contribution to the literature by determining whether campus climate and sense of belonging can serve as useful lenses for interpreting the lived experiences of students with

different religious, spiritual, and nonreligious beliefs. It also complements existing research by adopting an innovative qualitative approach to inquiry; findings augment what is already quantitatively known about the importance of cultivating inclusive climates for students who hold a diverse array of worldview perspectives. Collectively, the insights gleaned through this research have the capacity to improve strategies for ensuring that institutional religious identity and worldview diversity can complement one another and simultaneously thrive.

Biography

Dr. Shauna Morin earned her Ph.D. from North Carolina State University. Her current position is Postdoctoral Researcher for the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS). Her research interests include religion, spirituality, and worldview diversity among college students; culture and institutional identity at sectarian colleges and universities; and community engagement practices in higher education.

Concurrent Session VII

Friday, February 2
2:40 pm – 3:40 pm
SSB 218

Best Practices Award

The Civil Rights Trip: Working Towards the Beloved Community, Taylor University



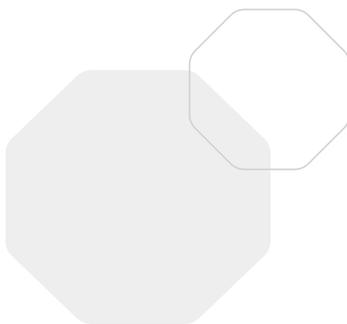
The Best Practices Award recognizes excellence in campus programming by recognizing a campus-level program or practice that contributes to college student character and values development.

Taylor University is a predominantly white, faith-based University that seeks to foster whole-person education rooted in an intentional community. Like many predominantly white institutions, the current political and racial discourse can create tensions in which students attempt to create safe places to process their own backgrounds and seek to understand the diversity in the world in which they live. The purpose of this trip is to provide this educational space in which students of diverse background can begin understand each other and the historical contexts that undergird current conversations. The experiential components of the trip are aimed at creating a safe and supportive environment in which students can wrestle with potentially sensitive topics such as systemic racism, policing, and politics. From these conversations, students are challenged and equipped to begin exploring ways to become a positive influence back home in their own campus environment. It is our chief aim that students begin to understand their value system and assumptions that flow from their own sense of race and culture. From this understanding we encourage students to begin reconciling differences in lived experiences and opinions based on their own diverse backgrounds.

In essence, we hope that students begin to heed Dr. King’s charge to that “the end is reconciliation, the end is redemption, the end is the creation of the beloved community”. We have seen these educational practices yield tremendous change in how our students view themselves in relation to their own racial identity and how this translates to our campus community. Many of our students have returned from the trip and become positive agents for change in several campus endeavors. To provide a few examples: students that returned from this trip shared to the entire campus community (roughly 1,600 in attendance) how they were formed by this experience; several students took active roles in sharing on panels related to understanding the Black Lives Matter movement; another student helped organized a campus-wide march related to racial harmony; and lastly one white student has become a leader in campus-wide initiative to engage other white students in understanding white-identity and how this impacts systematic racism. It is our hope that these experiences will continue to foster values that align with Dr. King’s vision of a Beloved Community that is focused on the content of character.

Concurrent Session VI

Friday, February 2
12:40 pm - 1:40 pm
SSB 218



*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 1 | 12:30 pm – 1:30 pm

218
SSB

Checking More Than One Box

Madeline Peña, Florida State University
Briana Edwards, Florida State University

The theme of "us vs them" can be conflicting for those that identify as "we." Multi-cultural groups and biracial students continually struggle with identity and the development of what they are. Finding a balance between two or more cultures can be demanding on one's own personal values and decisions. Changing the question of "what are you?" to "what is your story?" is crucial. This presentation will discover the answer to this question.

214
SSB

Digital Neighborhoods & Neighbors: Learning Leadership Online

Vivechkanand Chunoo, Florida State University
Connor Jones, Florida State University

This session will ask the questions, "Can a college or university be a neighbor? And, how can universities most wisely and effectively engage their institutional ethos toward fulfillment of the neighbor-love mandate?"

208
SSB

Fostering Compassionate Engagement across Difference: Lessons Emerging from a Mixed- Methods Study of Interfaith Diversity in College

Shauna Morin, North Carolina State University
Zak Foste, The Ohio State University
Kevin Singer, North Carolina State University
Matthew Mayhew, The Ohio State University
Alyssa Rockenbach, North Carolina State University

Engaging students in meaningful diversity experiences is central to the work of higher education professionals, and it is critically important in today's climate that such experiences encompass worldview diversity. Efforts to promote appreciation of different religious, spiritual, or non-religious identities on campus may be enhanced by findings from an ongoing mixed-methods study of interfaith experiences and attitudes in college. In this session, presenters will discuss what the study has revealed thus far about current college students' characteristics, dispositions toward worldview diversity, and interfaith encounters in and out of the classroom. Particular attention will be given to the ways that qualitative data collected in different institutional contexts during Fall 2017 have provided a nuanced understanding of findings from a nationally-administered quantitative survey, and practical implications of the research will be discussed.



We appreciate your feedback!

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bitly.com/Sessions2018 to share.

Concurrent Sessions

Session II

February 1 | 1:40 pm – 2:40 pm

218
SSB

Building Community on Campus: Planning for Reflective Spaces

Jillian Volpe White, Florida State University
Mark Bertolami, Florida State University

Often confused with a maze, which is a puzzle to be solved, a labyrinth is a path to be followed. It is a winding path moving in turns toward a center point for reflection. Labyrinths have been used around the world for over 3,500 years. Walking the labyrinth provides an opportunity to reflect, think critically about a question or problem, connect with your physical self, reduce stress, experience gratitude, inspire creativity, or grieve. The FSU Labyrinth, which opened in fall 2017, was developed through a collaborative partnership focused on creating a sense of place and being inclusive of all participants. In this session, learn about the process of planning a space on campus where people can engage with one another in reflection and meaning making as well as considerations for developing reflective spaces.

214
SSB

The Importance of Building 'With': Erasing the Us vs. Them Mentality in Service

Darrell Deas, Florida State University
Courtney Durbin, Florida State University

Community service is something we heavily encourage our students to engage in as soon as they step foot on our campus. Over time, the value of service has become non-existent and instead, seen as a box to check off on college applications. How has the purpose of service gotten muddled to the extent it has today? Is there a problem with participating in community service? The short answer, no. Volunteerism and service-learning are growing fields on college campuses with a breadth of opportunity to foster student development. In a time of high tensions, we must find a way to educate our faculty, staff, and students on the importance of erasing the "us vs. them" mentality when serving with the community. This presentation will shed light on best practices when engaging in the complicated mess we call community service. During this session, we will review the newest research on participating in service and how to educate others on the proper approach to serving with, not for, communities.

208
SSB

WHO before DO: An Identity Approach to Loving Our Neighbor Even if We Disagree

Jennifer Fonseca, Palm Beach Atlantic University

Identities vs Labels. It makes a difference which of these two we choose to operate out of within our institutions. Labels are tags which we attach to things and provide information, for example political parties. Identity however, is the fact of being WHO or what one is. This workshop suggests that colleges and universities who leverage their institutional identities will engage civil dialog, encourage diversity, empower individuals and campus groups, and educate holistically. When institutions of higher learning allow labels to supersede identity, it erodes the ethos of the school and undermines the collective and common good of its community. Labels incite protest; identity invites permission to walk in authority. Labels often lead to vitriol and violence; identity liberates respect and love. We can react to heated campus and cultural climates by choosing to partner with divisiveness and labels, or we can respond by choosing to partner with unity through a shared institutional identity.

Concurrent Sessions

Session III

February 1 | 2:50 pm – 3:50 pm

218
SSB

Spirituality as a Tool for Leadership Learning and Cross-Cultural Acceptance

Carlo Morante, Florida State University
Christiana Akins, Florida State University
Gabrielle Garrard, Florida State University

As our communities become more diverse and tensions seem to rise between “Us” and “Them,” colleges and universities have the responsibility to promote cross-cultural understanding and foster the personal development of faculty, staff, and students. In many cases, spirituality may be seen as the root cause for cultural division, but there is danger in not acknowledging the power of spirituality in creating inclusive values and environments. This interactive session will explore the spiritual concept of Ecumenical Worldview and how it relates to the ACPA/NASPA competencies of leadership, social justice and inclusion, and ethical and personal foundations.

214
SSB

Latinx Leadership Development: How to Support Our Latinx Students

Jane Rodriguez, Florida State University
Maritza Torres, Florida State University

This session focuses on the development of Latinx student leaders on campus and how to support their growth and development. We will have conversations centered around how to advocate for this student population, encourage their growth and development, discourage imposter syndrome, and foster environments where they are able to thrive as student leaders.

208
SSB

The Humanities: Where Strangers Become Neighbors

Tim Herrmann, Taylor University

In a world filled with need and dysfunction, a culture in which news sources are often chosen because they tell us only what we want to hear, where we are overwhelmed with information and challenged to separate truth from fiction, identification and care for “the other” is often badly compromised. This program proposes the humanities, an increasingly neglected realm of higher education, as a means through which the human condition can be explored, where human needs can be examined in a manner that does not summon defensiveness and through which people may better understand their common humanity.

Wendell Berry once identified the purpose of the university as “making humanity.” While making humanity is not a simple end, and while there are legitimate competing notions of higher education, it is unquestionable that in both ancient and modern conceptions of higher education this purpose is present. Thus, this program will attempt to explore the purpose of higher education, the meaning, components, and importance of “whole-person education” and the humanities as a critical element of accomplishing the sort of whole-person education that nurtures care and responsibility for one’s neighbors.



We appreciate your feedback!

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Concurrent Sessions

Session IV

February 2 | 9:15 am – 10:15 am

218
SSB

Reuniting "U.S.": Building Solidarity through the Interfaith Assessment Academy

Janett I Cordoves, Interfaith Youth Core
JT Snipes, Interfaith Youth Core

In the summer of 2017, Interfaith Youth Core launched a new initiative called the Interfaith Assessment Academy. The program brought together 10 higher education professionals from around the country to create an intentional space for learning and application of assessment theory and practice. This session will highlight the curriculum developed for the Academy, the on-going process of peer support and education, as well as lessons learned to build hybrid communities that exist both online and face-to-face.

214
SSB

Strategies for Student Free Speech Education and Its Importance

Tim Shiell, University of Wisconsin – Stout
Katherine Sermersheim, Purdue University

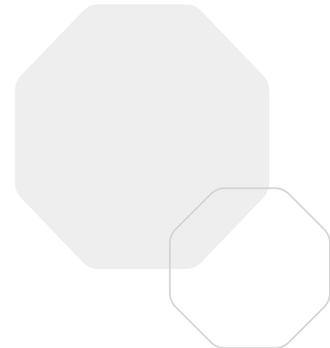
As controversy about campus free speech rages across the country and surveys over many years reveal widespread student ignorance about free speech, it is imperative for universities and colleges to do a better job educating students about the nature and value of free speech and its complex relationships to civility and diversity. In this session, Dean Katherine Sermersheim and Professor Tim Shiell discuss efforts at their public universities to promote and protect free speech principles and practices while also encouraging civility and inclusivity. Sermersheim will speak from the perspective of a campus with an institutional program providing free speech training to new students the past two years. Shiell addresses the issue from the perspective of a campus recently mandated by its Board of Regents to begin such training.

208
SSB

Fostering Cultural Humility on the College Campus: Training Student Leaders in a Divided World

Gina Frieden, Vanderbilt University
Rachel Eskridge, Vanderbilt University

Cultural humility incorporates learning that takes the learner to the edge of their own knowing while honoring the spirit of openness and self-examination. This presentation will discuss ways to integrate cultural humility in programs for student leaders on college campuses. How might the tensions of care and compassion be balanced with the need for social justice and how is each value defined? Who dictates the norms for what is normal? We propose that learning is enhanced when students are invited to both reconsider their own beliefs and assumptions and invite the space for an examination of their values as serving the greater good.



Concurrent Sessions

Session V

February 2 | 10:25 am – 11:25 am

218
SSB

Living into the "Solidarity of the Vulnerable": What Higher Education Can Learn about Neighboring from Slavoj Zizek and Johnny Cash

Jeff Bouman, Calvin College

In a 2005 essay for the book entitled, "The Neighbor," Slovenian sociologist Slavoj Zizek compares Judaism and Christianity in the terms of neighbor-love, pointing out that the commandment originally came to the Jews. With the lyrics of the Johnny Cash song, "The Man Comes Around," Zizek demonstrates his thesis that God has essentially two characters, one showing unconditional love and the other capricious and outside the Law. One of the most honest-sounding phrases Zizek develops is his articulation of the mystery of the Other, 'to recognize the Other is thus not primarily or ultimately to recognize the Other in a certain well-defined capacity; but to recognize you in the abyss of your very impenetrability and opacity. This mutual recognition of limitation thus opens up a space of sociality that is the solidarity of the vulnerable' (139). We are united in our vulnerability "to misunderstand the other, to transgress the Law to love our neighbors, and to responsibility for each other in ways we cannot fully understand.

214
SSB

The Marginalized vs. The Privileged: How Campus Narratives Can Create Enemies of Neighbors

Kevin Singer, North Carolina State University
Elijah Jeong, Baylor University

Why is it that students perceived as being privileged on campus frequently report feeling marginalized? Why is there such a significant gap in perceptions? The answers are hidden in the stories that are often told, like the model minority myth about Asian Americans, and the stories that are not being heard, like the ideological diversity that exists among White religious conservatives. In this session, common narratives that arise on campuses will be critiqued for their capacity to heal or exacerbate the polarization that often exists between groups perceived as privileged and those that are marginalized. Could new narratives be developed that are reconciliatory and empowering, in line with stated values like respect, compassion, and inclusion? In addition to enjoying a highly interactive presentation, participants will be encouraged to share their experiences and entertain new possibilities in small groups.

208
SSB

Transforming Campus Culture on Integrity: An In-Depth Look at Perspective-Taking

Laila McCloud, University of Iowa

Students' perceptions of their ability to engage in perspective taking is an important piece of understanding how colleges and universities can promote inclusive, compassionate, and respectful campuses. This session utilizes quantitative and qualitative data from an ongoing longitudinal study to examine how college campuses can implement campus-wide integrity focused initiatives.

203
SSB

Who Stays, Who Goes, How Can We Tell Their Stories? A Research-Practitioner Partnership on Needs Insecurity and Student Withdrawal

Lara Perez-Felkner, Florida State University
Alan Acosta, Florida State University
Vicki Dobiynski, Florida State University
Jillian White, Florida State University
Higher Education M.S. 2nd Year Cohort, Florida State University

What is sampling bias? This is what happens when there are meaningful patterns in who we do not see – who's missing. These invisible students may be too tired from working thirty hour shifts off-campus to respond to survey request emails. They may not consistently present or engaged in class for the same reasons. They may not be easy to drop in on and chat with in the residence and dining hall because they cannot afford the associated costs. They may have too much frustration, shame, chronic sickness, or purposeful dedication to academics alone to spend time developing their identity at the student union, engaging in the arts, going to the gym, or even building relationships and community at the campus food pantry. They may be caring and providing for loved ones. They may be student leaders. Past research suggests they are particularly likely to be missing from survey responses and less connected to campus.



We appreciate your feedback!

Scan the QR or visit
bitly.com/Sessions2018 to share.

Concurrent Sessions

Session VI

February 2 | 12:40 pm – 1:40 pm

218
SSB

The Civil Rights Trip: Working towards the Beloved Community
(Best Practices Awards Winner)

Julia Vanderمولen, Indiana Wesleyan University

Scott Moeschburger, Taylor University

Felicia Case, Taylor University

See page 11 for details.

214
SSB

In a Time of Crisis: Community Engagement and Volunteer Programming in Disaster Response Situations

Connor Jones, Florida State University

A recent spate of natural disasters has directly affected the United States and the people who live there. The flooding of Hurricane Harvey was responsible for over 80 deaths and billions of dollars in damage and Hurricane Irma caused even more death and damage here in Florida. A common refrain from Student Affairs and Higher Education professionals (especially among those in the area of Community Engagement) in the immediate aftermath of these disasters is How do we help? This program is designed to pull together research and information from different university disciplines to craft a common thread of understanding when it comes to how to react in these situations. This program will also provide time for discussion and airing of ideas to help participants gain a more thorough and thoughtful understanding of how they can react in the most positive way possible in the aftermath of these situations.

208
SSB

Religious, Secular, and Spiritual Pillars for a More Inclusive Campus

Jenny Small, Boston College

J. Cody Nielson, Convergence

What are the policies and practices needed by a university to holistically address the lives of religious, secular, and spiritual students on campus? How can student affairs professionals create a more inclusive environment for worldview-diverse students? How can an institution bring chaplains and campus ministry professionals into campus life? The presenters will focus on national research related to four pillars of policy and practice that can change the overall campus climate related to this critical area of diversity.

Concurrent Sessions

Session VII

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

218
SSB

At the Intersection of Institutional Religious Identity and Worldview Diversity: Exploring Students' Sense of Belonging at a Catholic University
(Dissertation of the Year)

Dr. Shauna Morin, North Carolina State University

See page 10 for details.

214
SSB

Ethics, Values, and Decision Making: How We Prepared High Achieving Students to Facilitate to Their Peers

Michaela Shenberger, Florida State University

Jacob Ellis, Florida State University

Between unauthorized group work, the occasional google search to ensure the correct answer before submitting, and opportunities for underage drinking; our students constantly faced a wide range of decisions minute to minute basis. In the Florida State University Honors Program, all first semester honors students in fall of 2017 shared the experience of Honors Colloquium. This course which was in part shaped by upperclassmen facilitators, Colloquium Leaders, considered a wide scope of variables in the decision-making process for college students. Our decision to have Colloquium Leaders was simple, we wanted peers speaking to peers on these matters, from their experiences. The final Colloquium Leader designed and facilitated class meeting was in the theme of ethical and values-based decision-making, a very large topic to grapple with.

As a program, we wanted to prepare and empower our students as much as possible leading up to this facilitation. We partnered with the Office of Student Rights and Responsibilities to create a workshop designed for personal exploration, reflection, as well as skills and knowledge growth.

During this program, you will hear from our facilitators on the collaboration, creation, and implementation of the workshop, and the complicated value and ethical dilemmas high achieving students find themselves in, you will also hear from a Colloquium Leader on their experience in the workshop as well as their facilitation experience.

208
SSB

Who is My Neighbor? Utilizing Social Identity Activities to Build Community in the Classroom and Beyond

Lindsey Dippold, Arizona State University

Nancy Friedman, Florida State University

Building community within the classroom leads to increased levels of self-reported satisfaction and learning, as well as increased retention and graduation rates. But how? How do we approach sensitive subjects involving identity and cultural capital with our students who may not have mastered interpersonal communication skills yet? Beyond icebreakers, there are interdisciplinary activities that can build connections between students and help participants recognize how their collegiate experience may differ from their fellow classmates.

This presentation uses Bourdieu's social theory as conceptual foundation with a framework built from recent empirical research on social class and its implications for today's college students. After a brief theoretical background, presenters will lead participants through a social identity activity, with guidance on how to replicate in classrooms and student-worker trainings, with the ultimate goal of enhancing ALL students' educational experiences and outcomes. Additional sample activities are highlighted and participants will have the opportunity to share best practices from personal experience.



We appreciate your feedback!

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Concurrent Sessions

Session VIII

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

218
SSB

Paper Session

Jasmine Armstrong, *"The Reward Was Worth the Sacrifice": How Membership in Black Greek Letter Fraternities (BGLFs) Redefines Black Men's College Experiences*

Britney Graber, *Amnesty: Title IX Policies and Christian Colleges*

Lara Perez-Felkner, *Ni De Aquí, Ni De Allá: Conceptualizing the Self-Authorship Experience of Gay Latino College Men Using Conocimiento*

Emily Šaras, *Disparities in Experiential Learning: Examining Diversity and Inclusion Data in Co-Curricular High Impact Practices at One Southern Public University*

214
SSB

Being Good Neighbors through Leadership and Involvement on Campus

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

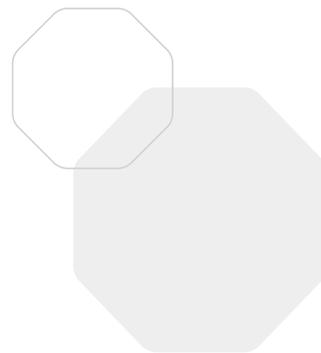
On many American college campuses, we can all be considered "neighbors" across multiple intersecting communities. Leading scholars in the field report the quality of these communities is reciprocally determined by students and personnel engaged across our campuses (Astin & Astin 1984, 1999), whose impacts ultimately affect the campus climate. Furthermore, when campus communities are constructed along values associated with the Social Change Model of Leadership Development (HERI, 1996), students should experience gains in group values such as collaboration, common purpose, controversy with civility, and the social value of citizenship. This grant-funded study is an effort to explore how campus community and a sense of responsibility for our neighbors can be cultivated through leadership and involvement. Our session delves into the relationships between student involvement on campus and the development of socially responsible leadership as measured by the Socially Responsible Leadership Scale.

208
SSB

Do the Effects of College Last? A Service-Learning Case Study

Andrew F. Haggerty, Calvin College
Isabelle Selles, Calvin College

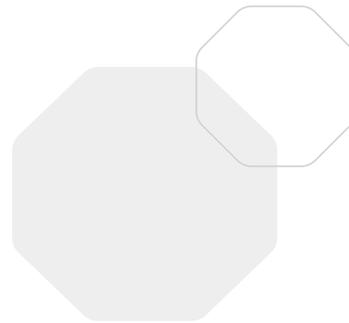
Professionals continue to enhance their capacity to measure the effects of programs through assessment and evaluation immediately after completion, but fewer practitioners and researchers have focused their efforts on measuring whether those effects last after graduation. Utilizing a current research project, this session will explore one attempt at measuring the effects of service-learning on alumni 5-15 years post-graduation, including significant discussion among attendees about the merits and pitfalls of this and other attempts, both in service-learning and other functional areas.



We appreciate your feedback!

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A very special Thank You



Award Reviewers

Alan Acosta, Jon Dalton, Jason Guilbeau, Marcia Kennard-Kiessling, Lisa Liseno, Eric Lovik, Allison Peters, Adam Sterritt, Michelle Sterk Barrett, Rebecca Crandall

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Cody Lewin, Jane Rodriguez, Brittany Graber, Vivechkanand Chunoo, Tim Hermann, Kristin Lemaster, Derek Goeglein, Kyle Newman, Cody Nielsen, Beth Paris, Danielle Sebranek, Shannon Staten, David Thayer

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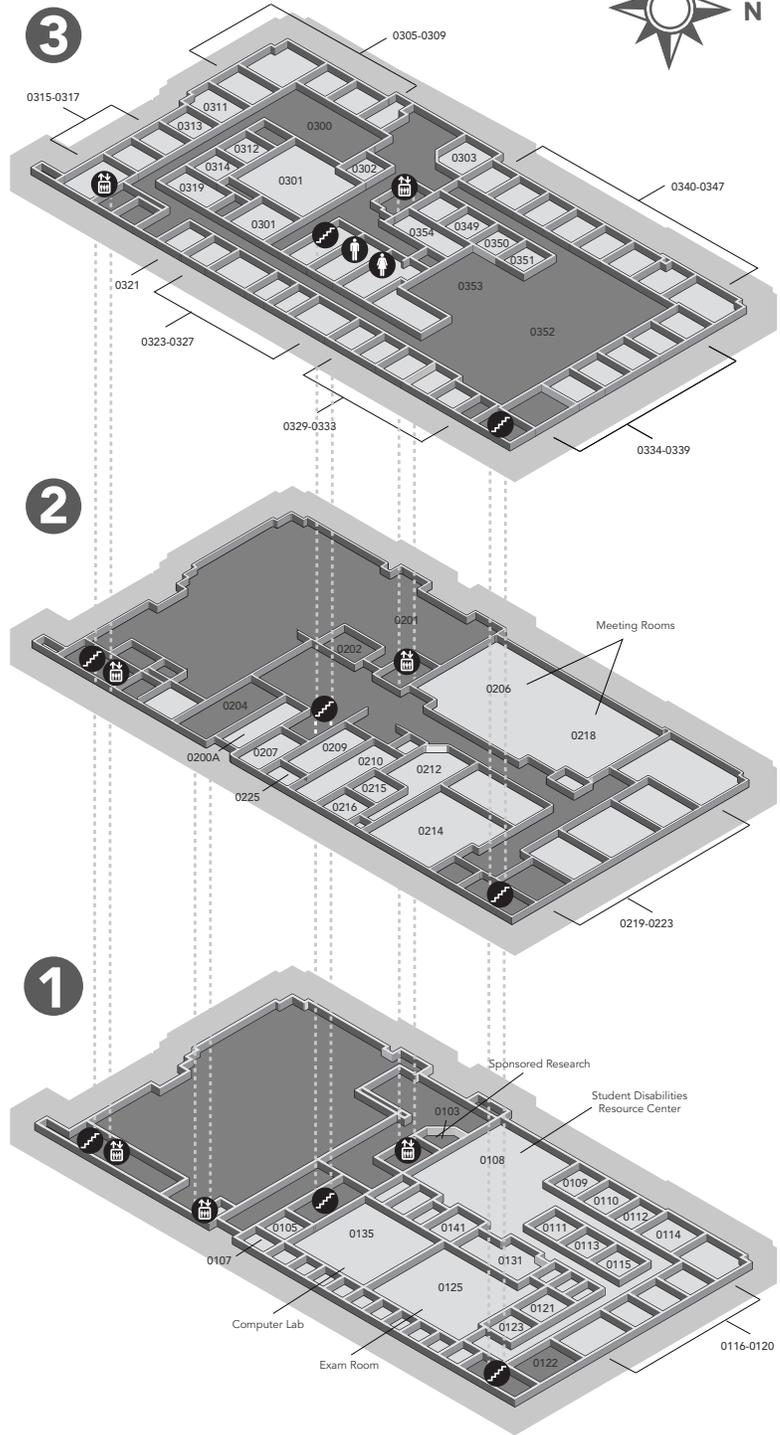
Fax: 850-644-6297

Map of SSB

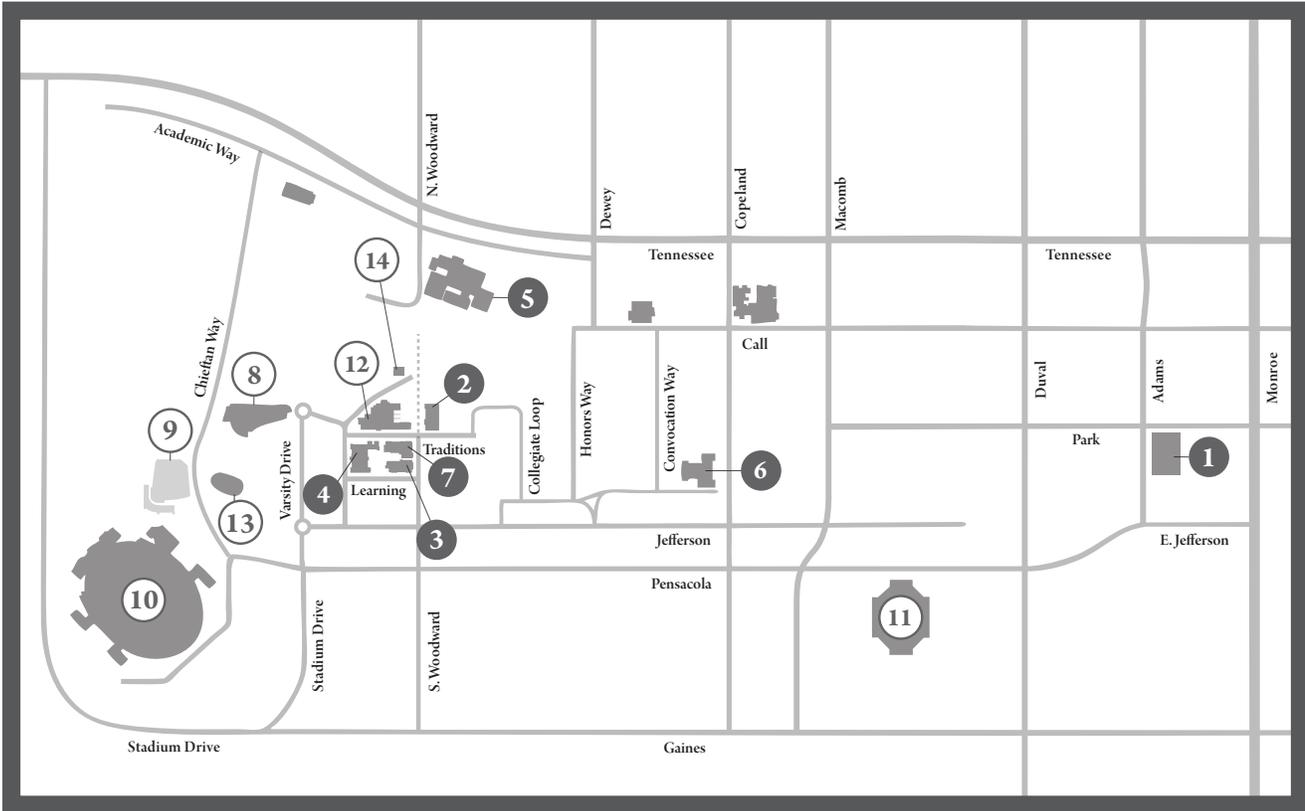
Student Services Building

KEY

-  Bathrooms
-  Elevators
-  Stairs
-  Dining



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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