

29th ANNUAL
JON C. DALTON INSTITUTE
ON COLLEGE STUDENT VALUES



Isolation or Inclusion

Building a Culture of Connection on Campus

JANUARY 31 – FEBRUARY 2, 2019

FLORIDA STATE UNIVERSITY • TALLAHASSEE, FLORIDA



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Welcome

“We welcome you to Florida State University and the 2019 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 2019 Jon C. Dalton Institute on College Student Values. As we enter our 29th year, we continue to celebrate the

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

We hope that our 29th 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, **Isolation or Inclusion: Building a Culture of Connection 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 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.

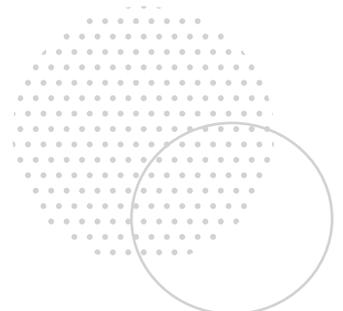
Sincerely,

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.

2019 Staff

Amy Hecht

Vice President for Student Affairs

Brandon Bowden

Co-Director

Tory Dellaflora

Co-Director & Graduate Assistant

Featured Speakers



Annemarie Vaccaro, Ph.D.

Professor/Program Director,
the University of Rhode Island



Darris Means, Ph.D.

Assistant Professor,
University of Georgia



Patty Perillo, Ph.D.

Vice President of Student Affairs,
Virginia Tech

Schedule of Events

Thursday - January 31st

9:00 am – 11:30 am Campus Shuttle Available

9:00 am Coffee & Light Snacks

9:00 am – 4:00 pm Registration Open
SSB 2nd Floor

9:30 am – 11:30 am Pre-Conference Networking
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 Session:
Dr. Annemarie Vaccaro **KL**
SSB 203

5:30 pm Hotel Shuttle Available

Dinner on your own

Friday - February 1st

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

8:30 am Coffee & Light Snacks

8:30 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 Undergraduate Poster
Session

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

3:45 pm – 5:00 pm Keynote Session:
Dr. Patty Perillo **KL**
SSB 203

5:00 pm Hotel Shuttle Available

Dinner on your own

Schedule of Events

Saturday - February 2nd

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 Session:
Dr. Darris Means **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
*To Be, or Not to Be: Walking
the Line Between Isolation and
Inclusion*
SSB 203

1:00 pm Hotel/Airport Shuttle Available



KL - denotes a Keynote Lecture



Featured Speakers



Annemarie Vaccaro
Ph.D.

Dr. Annemarie Vaccaro is a Professor and Program Director for the College Student Personnel Program Master's Program at the University of Rhode Island (URI). She earned her Bachelor's Degree in Social Sciences from Castleton State College and a Master's Degree in Student Affairs from Indiana University of Pennsylvania. She also has a Master's Degree in Sociology and a Ph.D. in Higher Education Administration from the University of Denver. In addition to her current faculty role, Annemarie has held a number of leadership roles on campus such as Associate Dean, Co-Chair of the URI Presidents LGBT Commission, and Creator and Facilitator of URI's Inclusion Workshops for Faculty. She's also a leader in the field of higher education, having served on the Board of Directors for the Association for the Study of Higher Education (ASHE), NASPA Faculty Council, and NASPA Regions I and IV-West Boards. Annemarie's scholarship focuses on inclusion and social justice in higher education.

She has published extensively about the experiences of diverse college students, faculty and staff. Much of her research relates to the 2019 Dalton themes of inclusion, isolation, community and connection. Inspired by a passion for inclusive teaching and learning, she has also published widely about praxis—where she delves deeply into how holistic and inclusive higher education is designed, delivered, and evaluated. Her research can be found in higher education, psychology, education, and human development journals. Annemarie is also the co-author of three books: *Centering Women of Color in Academic Counterspaces: A Critical Race Analysis of Teaching, Learning, and Classroom Dynamics* (with Melissa Camba-Kelsay); *Decisions Matter: Using a Decision Making Framework with Contemporary Student Affairs Case Studies* (with McCoy, Champagne & Siegel); and *Safe Spaces: Making Schools and Communities Welcoming to LGBT Youth* (with August & Kennedy). Annemarie has received a number of awards for her work including the: 2018 NASPA Pillar of the Profession Recognition; 2017 NASPA George D. Kuh Award for Outstanding Contribution to Literature and/or Research Award; 2010 ACHE Alex Charter's Research Award; 2013 Faculty Diversity Award from the URI Multicultural Center; and 2013 Mentor of the Year Award from the URI Gender and Sexuality Center

Annemarie enjoys spending time with family, good food, relaxing at the beach, reading novels, nature hikes, and walking her dogs.



Patty Perillo
Ph.D.

Dr. Patricia (Patty) A. Perillo hails from Wilmington, DE. As one of 8 children, and with 80+ first cousins (as her father was the youngest of 15 and mother was the oldest of 3), she still lovingly claims this home community. Her family remains one of her greatest gifts in this lifetime. She was the first in her family to graduate from college and learned, early on in her college career, that education has the power to transform lives. She knew that she wanted to work in higher education as a vehicle to make the world – one person and community at a time – a better place.

Patty has worked at six institutions of higher learning before coming to Virginia Tech including the University of Delaware, State University of New York (Plattsburgh and Albany campuses), State University of Maryland (College Park and UMBC campuses), and Davidson College. She has worked in every functional area of student affairs, always focused on creating collaborative, learning partnerships with students and academic affairs. She began her work at Virginia Tech in 2012, and this institution's lived values of community, service, and learning resonate with her deepest values so she feels like she has come home to the Hokie Nation!

As a renowned scholar-practitioner for 30 years, Patty provides leadership and oversight for more than 20 departments and administrative units in the Division of Student Affairs. With a team of 3,600 students, faculty and staff, a budget of over \$164 million, and responsibility for 32 percent of the campus physical capital, she is committed to ensuring transformative learning experiences for students. She is an assistant professor in the higher education graduate program at Virginia Tech, past president of ACPA – College Student Educators International and recently became certified as an executive/life coach.

She obtained her doctoral degree from the University of Maryland, College Park and her master's and bachelor's degrees from the University of Delaware. She has received many honors and awards including ACPA's Esther Lloyd Jones Professional Service Award, ACPA's Diamond Honoree Award, and inductions into Phi Kappa Phi and Omicron Delta Kappa.

In her free time, Dr. Perillo enjoys spending time with her wonderful spouse and extended family and close community of friends, and engaging in the arts, athletic events, outdoor activities, exercise, prayer, reflection, music, reading, and entertaining.

Featured Speakers



Darris Means
Ph.D.

Dr. Darris R. Means is an Assistant Professor of College Student Affairs Administration in the Department of Counseling and Human Development Services at the University of

Georgia. Darris earned his Ph.D. in Educational Research and Policy Analysis with a concentration in Higher Education from North Carolina State University, a M.Ed. in Counselor Education with a concentration in Student Affairs from Clemson University, and a B.A. in Sociology and Political Science from Elon University.

Prior to University of Georgia, he was an administrator with the Elon Academy, a university-based college access and success program at Elon University, working with students with a financial need and/or no family history of college on their pathways to and through higher education. His research focuses on equity, diversity, and inclusion in secondary and higher education contexts. Specifically, he examines college access and choice for minoritized student populations, including rural Students of Color. Additionally, he examines the collegiate learning and development experiences of Black and Latinx college students; low-income, first-generation college students; and Black gay, lesbian, bisexual, and queer students.

His research appears in several higher education journals, including *The Review of Higher Education*, *Journal of College Student Development*, *Journal of Diversity in Higher Education*, and *Journal of College and Character*. In addition, he has recently received funding to support his research from the National Science Foundation and through a Postdoctoral Fellowship from the National Academy of Education and Spencer Foundation.

He is the recipient of several awards, including the Multicultural/Multiethnic Special Interest Group of AERA's Dr. Carlos J. Vallejos Memorial Award for Emerging Scholarship, Jon C. Dalton Institute on College Student Values' Dissertation of the Year Award, ACPA's Standing Committee for LGBT Awareness Research Recognition Award, Elon University's Young Alumnus of the Year Award, and the Southern Association for College Student Affairs' Bobby E. Leach Award.

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

Scott Barret, Ph.D.



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

Operationalizing Humility: Character Development in Christian College Student Leaders

Dissertation in Brief

This research study explored how Christian college student leaders operationalize humility in their actions and what leads individuals to act with situational humility. Using a grounded theory approach, the researcher examined the process of humility development. Based on the data collected, three main themes emerged: Faith and humility go hand in hand, a sense of self impacts humbling experiences, and the humility affects relationships in specific ways. For these students, humbling experiences occurred when their sense of self did not line of up with their experience of the world. Individuals then moved to the point of change where they decided whether to reorient their sense of self or actions or not reorient and act with pride. Individuals were positively impacted towards humility by their Christian belief system, empathy, being in relationship, and interacting with others who were different from them. The implications of this research for institutional leaders include valuing how humility is seen as a virtue, helping to develop empathy in students, and providing opportunities for students to be in relationship with others, specifically those who are different from themselves.

Biography

Scott Barrett completed his Ph.D. through Indiana State University in Educational Leadership with focus in higher

education. He currently serves as the Director of Residence Life at Taylor University in Upland, IN. Scott would love to continue to research character growth and development, college student mental health, and the experiences of students of color at faith based institutions.

Concurrent Session VII

Friday, February 1

2:40 pm – 3:40 pm

SSB 218

Best Practices Award

Spartan Project SEARCH - Peer Mentor Program Initiative, Michigan State University

The Best Practices Award recognizes excellence in campus programming by recognizing contributions to college student character and values development.



The peer mentoring relationship, though at times underestimated, is an influential and dynamic connection. Enhancing access to peer mentoring opportunities for youth with intellectual and developmental disabilities (IDD) is an important step toward a more inclusive community and an increase in self-determination skills. With same-aged peer mentors, mentees may feel more comfortable sharing concerns and problems with their mentors than with adults. The mentoring relationship contributes and benefits to successful interactions while empowering each participant. This relationship affords the mentees access to appropriate supports and resources during the school-to-work transition period. Further, it also allows for the relationship to profoundly affect both the mentor's and mentee's sense of self-worth.

The Spartan Project SEARCH – Peer Mentoring (SPS – PM) program has resulted in positive outcomes for all participants including character development. Mentees gain confidence and exposure to new ideas and perspectives. They enhance their social skills and apply these new skills in the workplace for successful employment outcomes. The SPS - PM program develops mentors' leadership and communication skills by supporting them to learn to interact with others. It allows for mentors to grow their own experience and professional network, linking to fellow students as well as professionals from a range of fields and backgrounds who share a passion for improving opportunities for individuals with IDD. The SPS - PM program provides an opportunity for the mentors to become empowered through the process of empowering others. As peer mentors develop an awareness of the mentees' resolve and effort to

achieve success in an unfamiliar and challenging environment, mentors explore their own involvement in this process. As the organic process of relationship-building unfolds between mentor and mentee, peer mentors frequently realize their own capability to serve as advocates by exposing mentees to new ideas and perspectives and supporting mentees to develop much needed confidence to overcome new challenges.

The number of peer mentors in the SPS - PM program has been steadily increasing since its inception in 2016. There have been 16 interns and 26 peer mentors who have participated in the SPS - PM program with 9 new interns and 21 peer mentors for the current academic year. We are excited to continue growing this program to create opportunities for youth with and without IDD to build friendships, empower youth with IDD, and promote an inclusive-wide campus at Michigan State University. The SPS - PM program was created to provide the interns with IDD an opportunity to engage with the university community and to improve their social skills across settings. However, the SPS - PM program has done more than that. It has provided an opportunity for young adults both with and without IDD to develop long-lasting friendships as well as to build a more inclusive and positive society.

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

January 31 | 12:30 pm – 1:30 pm

214
SSB

Holi, חוליו, Holy: Creating Academic Calendars That Are Inclusive of Non-Christian Identities

J. Cody Nielsen, Convergence

In the midst of Christian and Easter holidays, the academic calendar in higher education struggles to support non-Christian identities. Decisions as administrator levels are inconsistent, universities struggle to understand each of the holidays, and certain holidays are culturally appropriated (aka Holi) as festivals which dismiss the opportunity for religious understanding and curiosity. But higher education can consider new ways, and in this workshop, we'll re-explore the age old question of how to support identities that have been long forgotten in higher education.

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SSB

Creating Inclusion: The Story of the Matt Stachelski Memorial Bike Ride

David Howell, Milwaukee School of Engineering

Over the last 3 years, the Milwaukee School of Engineering (MSOE) has taken a turn toward inclusion. It began with the hiring of a new President, Dr. John Walz. In his second year as President, he created the Strategic Planning Committee—which consisted of faculty, staff, students and alumni—to define a new list of institutional values. Included in the list is “Inclusion: We value authentic engagement with diverse people, beliefs and ideas.” Not long after the new institutional values were made public, MSOE was awarded a multi-million-dollar grant from the Kern Entrepreneurial Engineering Network (KEEN). The funds launched the CREATE Institute (Community-focused Real-world Engagement in Academics Through Experiential-learning), a department that is currently building new faculty on-boarding and professional development modules to train faculty in the facilitation of project-based service-learning, the type of learning that enables students and faculty to interact and work together—the opportunity to share and exercise our beliefs and ideas. One such activity exemplifies the value of inclusion: The Matt Stachelski Memorial Bike Ride. The ride, which took place the first weekend of the academic school year, honored the memory of Matt Stachelski, a student who exercised inclusion. Together, the faculty, staff, and students—along with Matt’s family and friends—honored Matt as well as the qualities he helped instill during his time at MSOE.



We appreciate your feedback!

Scan the QR or visit
bit.ly/Sessions19 to share.

Concurrent Sessions

Session II

January 31 | 1:40 pm – 2:40 pm

214
SSB

What Do We Value? Connecting Students to Their Communities

Stephanie Pocsi, University of Michigan

How do your departmental or divisional values align with students in a way that builds community? How are you expressing those values to students and living into them in the work that you do every day? This interactive session will allow participants to articulate key moments in the value development in students of all ages and academic levels (including graduate/professional students). Participants will be able to apply this learning to the work they are doing on their own campuses. Bring your department's and division's espoused values as well as your personal/professional values for a discussion of how various stakeholders connect to an institution's mission, vision, and values differently. The group will engage how to encourage students to understand their own value systems while learning about the values that are driving their academic experience.

208
SSB

The Deconstruction and Perpetuation of Ableism: A Comparative Study of American and English Disability Services in Higher Education

Danielle Blackfield, Florida State University
Tory Dellaflora, Florida State University
Ryan Hopkins, Florida State University

This presentation reviews critical analysis of four institutions in Florida and four universities in England in their approach to reducing ableism and creating an inclusive environment for students of all abilities. Federal laws and policies impacting both students with disabilities and higher education institutions in the United States and England will be examined. This examination will give context regarding the services institutions are mandated to provide by law, to then determine whether visited institutions are doing the bare minimum to support students with disabilities or going above and beyond through the implementation of unique initiatives. A closer look will be taken at contemporary issues in disability services in regards to higher education along with general and unique services provided for students with disabilities, followed by recommendations for institutions in regards to increasing support and accessibility.



Concurrent Sessions

Session III

January 31 | 2:50 pm – 3:50 pm

214
SSB

Thinking Outside [More Than One Box]: Building Connection through Career Development and the Cognitive Information Processing Approach

Casey Lowe, Florida State University

Briana Edwards, Florida State University

Within the Career Center, our Cognitive Information Processing model is at the core of all our work. Through individualized career advising and instruction within our Career Development undergraduate course, we guide students through career thinking and decision-making. As a result, students are more aware and connected to their own thoughts. This, in turn, builds a campus of more self-aware individuals where acceptance and connection can be built through self-reflection.



208
SSB

Tangled Terminology: A Conversation about Commitment, Context, and Community

Jessica Robinson, Baylor University

Rachel Jones, Baylor University

Kayla Molnar, Baylor University

Too often in scholarship and practice, the terms meaning, purpose, vocation, and calling are used interchangeably without deeper consideration as to what these terms mean and their implications in using them. This results in a tangling of terminology that can be confusing for professionals as they guide students through their developmental processes. In order to disentangle these terms and better understand how they contribute to students' holistic development, this session will provide a space to discuss what exactly these terms connote for higher education professionals, various institutional contexts, and students themselves. In exploring the distinctive definitions of these terms through three different lenses (e.g., commitment, context, and community), this session aims to foster a rich conversation that helps to establish a common language that professionals can use when equipping their students with greater self-knowledge on their questions to discovering answers to some of life's most important questions. By discussing both the commonalities and differences among these four terms, higher education professionals will come away with a more nuanced understanding of the terms and will participate in a conversation in which they will intentionally think about ways to form inclusive and just contexts within their respective colleges and universities.



We appreciate your feedback!

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bit.ly/Sessions19 to share.

Concurrent Sessions

Session IV

February 1 | 9:15 am – 10:15 am

214
SSB

Recognizing the Sensus Divinitatis; The Emergence of Interfaith Engagement at Calvin College

Andrew F. Haggerty, Calvin College
Jeffrey Bouman, Calvin College
Manato Jansen, Calvin College

In 2015, Calvin College, a Reformed Protestant Christian college in Grand Rapids, MI, hired its first Interfaith Intern to promote interfaith service, cooperation, and understanding on its campus and in its community. Three years later, interfaith initiatives have grown to over 15 events per year, including visits to diverse places of worship, participation in regional interfaith events, and a course designed for students, faculty, and staff to explore interfaith issues and fulfill cultural competency requirements. This presentation will provide a brief history of the national interfaith movement, and highlight key moments and experiences in the growth of interfaith initiatives at Calvin. We will share highlights including sources of funding, positive partnerships, and exceptional events, as well as challenges including campus and community pushback, logistical issues, and long-term sustainability. We will discuss experiences working with religious majority and religious minority students through interfaith involvement, and offer suggestions for creating a culture of religious and worldview inclusivity. Calvin's context as a relatively religiously homogenous campus has played a significant role in these experiences, though this presentation is intended to be relevant to members of diverse campus contexts who are interested in exploring or enhancing interfaith initiatives.

208
SSB

Engaging Student Voices through Transformative Practices: Results of the Healthy Minds Survey

Gina Frieden, Vanderbilt University
Rachel Eskridge, Vanderbilt University

Findings from the Healthy Minds Survey conducted at Vanderbilt in 2016 gathered responses from more than 4,700 students (40%) related to mental health status, health behaviors and use of health services. Based on findings from the survey and recommendations outlined in the executive report, presenters will discuss three specific actions taken at the organizational level related to campus mental health and well-being. Strategies for supporting student resilience, advocacy and inclusion will be discussed along with ways to reduce mental health stigma and social isolation.

Concurrent Sessions

Session V

February 1 | 10:25 am – 11:25 am

208
SSB

Preventing Navel-Grazing and the Half-Baked Academic: The University of Alabama and Inclusion in Formal Academic Structure

Edward James Waldron III, The University of Alabama

Should inclusion be formalized through institutional structures to concomitantly address practical realities and institutional mission? Is our definition of inclusion wide enough for students in the 21st Century? This presentation considers how formal academic structures can be one method of fostering inclusion. For The University of Alabama, the question of inclusion underwent a metamorphosis from the issues of desegregation to integration – to view inclusion as reflective of changes in institutional mission. In the 1970s, University of Alabama President Dr. F. David Mathews proposed that student engagement should have a high-degree of purposed inclusion. For Mathews, a purposed inclusion built into New College fostered inclusion, directly affecting interpersonal competencies. Practiced values of students which, for Mathews arguably reflected the heart of an institution, were an inclusive mechanism drawing students toward each other and the people of Alabama. For Mathews, inclusion was part and parcel to values engagement, foundational to the college experience in a Van Hise Sifting and Winnowing framework. Through targeted offerings which could address the issues confronting the state in race, economic development, healthcare, and the environment - students could interact with each other, professors, and state leaders to make the University of Alabama a holistic and inclusive college experience while making the State of Alabama a better place to live.

214
SSB

C.S. Lewis Revisited: An Unexpected Student Affairs Contributor and His Moral Framework

Zach Mills, Baylor University

Although known best for his works of fiction and religion, C.S. Lewis published much on moral formation that is relevant to student affairs. Specifically, his moral treatise, *The Abolition of Man*, and contemporary essays are worth consideration by student affairs practitioners. Although Lewis did not write about student development, his work provides a moral framework that when translated to a student affairs context can be conceptualized in the form of a moral development theory. During this presentation we will explore Lewis' contributions on moral formation and exposit what his theory of moral development might have been if he were involved in contemporary student affairs conversations. We will also explore how such a theory could be applied in daily practice. Thoughtfully applied, Lewis' work can help practitioners better understand moral formation and how to structure student experiences so as to maximize purposeful moral development.



We appreciate your feedback!

Scan the QR or visit
bit.ly/Sessions19 to share.

Concurrent Sessions

Session VI

February 1 | 12:40 pm – 1:40 pm

214
SSB

To Abandon or Embrace: Understanding and Navigating Dominant Perspectives in Higher Education

Andrew F. Haggerty, Calvin College

The field of higher education in the United States has a demonstrable bent toward ethnocentrism and nationalism. Literature on publications (Wells et al., 2015; Saunders et al., 2016; Tight, 2014; Hart et al., 2010), doctoral education (Gildersleeve et al., 2011; Acker et al., 2015), theory (Gonzales et al., 2018), and other factors suggest an overrepresentation of Western perspectives, quantitative methodologies, and neoliberal ideologies throughout the field. While there are numerous explanations for this (e.g. federal funding incentives), it still stands that scholars and practitioners with non-dominant perspectives, epistemologies, and social identities are not included in the field in the same ways as their dominant counterparts. This presentation will offer an overview grounding literature on this exclusionary phenomenon, followed by a brief reflective perspective from a first-year doctoral student whose identities and perspectives generally align with the dominant narrative of the field, and who hopes to avoid perpetuating bias as he develops a scholar identity. The bulk of the presentation will be spent in a roundtable-style discussion(s) intended to share perspectives and experiences related to this phenomenon, with the goal of better understanding how we can practice inclusion of diverse worldviews and epistemologies in our day-to-day practice, whether we are an entry-level student affairs practitioner, an aspiring faculty member, or the editor of a major journal.

208
SSB

In a Time of Crisis: Community Spartan Project SEARCH - Peer Mentor Program Initiative (Best Practice Award Winner)

Blair Dammerman, Michigan State University
Johnny Wenzel, Michigan State University

The peer mentoring relationship, though at times underestimated, is an influential and dynamic connection. Enhancing access to peer mentoring opportunities for youth with intellectual and developmental disabilities (IDD) is an important step toward a more inclusive community

and an increase in self-determination skills. With same-aged peer mentors, mentees may feel more comfortable sharing concerns and problems with their mentors than with adults. The mentoring relationship contributes and benefits to successful interactions while empowering each participant. This relationship affords the mentees access to appropriate supports and resources during the school-to-work transition period. Further, it also allows for the relationship to profoundly affect both the mentor's and mentee's sense of self-worth.

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Concurrent Sessions

Session VII

February 1 | 2:40 pm - 3:40 pm

218
SSB

Fostering Community as a Faculty-in-Residence

Peter Mather, Ohio University

Many institutions of higher education provide faculty-in-residence (FIR) programs in order to bolster the student experience. The presenter as spent several years coordinating a faculty-in-residence program, and now serves as a faculty-in-residence. He will share data from an ongoing, qualitative study of faculty-in-residence best practices, as well as his own lessons learned from work with these programs. The study is based on interviews with faculty members in both public and private institutions and among faculty from a wide variety of disciplines. The session will include the opportunity for discussion based on participants' experiences of FIR programs on their campuses.

214
SSB

The Nature of Bridges: Segregation at Christian Higher Education and the Report from the Trenches

Dannemart Pierre, Palm Beach Atlantic University

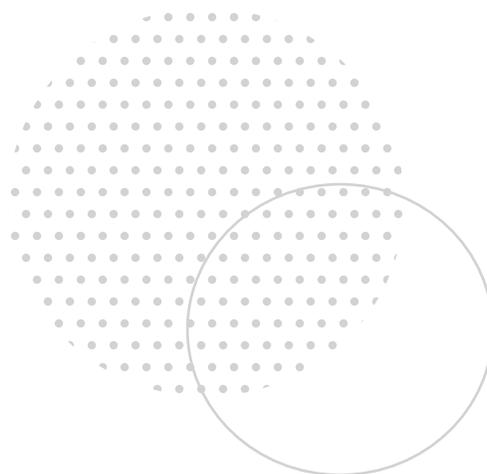
It has been over 60 years since Brown v. Board of Education desegregated schools. Yet, our nation and our schools are as segregated as ever. Nationwide, over 75% of Black students and nearly 80% of Latinx students attend majority-minority schools where they are more likely to have concentrated poverty, which is correlated to "less-experienced teachers, higher teacher turnover, inadequate facilities, and fewer classroom resources such as books and technology" (Tatum, 2017, p. 4). As these students enter college, their problem of segregation persists - resulting in an achievement gap for retention and graduation rates between them and their Asian and Caucasian peers. How can universities overcome the challenge of racially inclusive institutions? What systems and programs can you change or develop at your institution to remove obstacles to inclusivity? 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

Operationalizing Humility: Character Development in Christian College Student Leaders (Dissertation of the Year)

Scott Barret, Taylor University

This research study explored how Christian college student leaders operationalize humility in their actions and what leads individuals to act with situational humility. Using a grounded theory approach, the researcher examined the process of humility development. Based on the data collected, three main themes emerged: Faith and humility go hand in hand, a sense of self impacts humbling experiences, and the humility affects relationships in specific ways. For these students, humbling experiences occurred when their sense of self did not line of up with their experience of the world). Individuals then moved to the point of change where they decided whether to reorient their sense of self or actions or not reorient and act with pride. Individuals were positively impacted towards humility by their Christian belief system, empathy, being in relationship, and interacting with others who were different from them. The implications of this research for institutional leaders include valuing how humility is seen as a virtue, helping to develop empathy in students, and providing opportunities for students to be in relationship with others, specifically those who are different from themselves.



We appreciate your feedback!

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Concurrent Sessions

Session VIII

February 2 | 10:30 am - 11:30 am

214
SSB

Students' Religious, Secular, and Spiritual Identities & Your Work: Building Capacities in Professionals

J. Cody Nielsen, Convergence

This program is intended to build capacities in campus professionals to support religious, secular, and spiritual identities on campuses. The relevant language, student outcomes, and campus climate data will be discussed to equip participants in returning to their campus to seed transformation. Participants can expect to gain better understanding of the distinctions among the terms religious, secular, spiritual, interfaith, and multi-faith. Additionally, participants will have an opportunity to consider pertinent data and how it directly relates to their roles. Facilitators will answer questions and offer insights for enhancing campuses.

208
SSB

Developing Leadership Skills through Learning, Mentoring, and Accountability: FSU's Leaders in Action Series

Kari Scott, Florida State University
April Lovett, Florida State University
Lynn Grasso, Florida State University

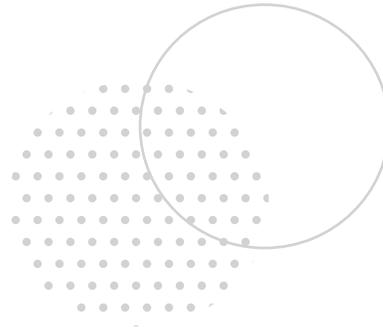
FSU Campus Recreation puts experiential learning to practice by empowering student staff to run recreation facilities and programs for the FSU student and faculty/staff population. Because the programs are student-led, the professional staff is constantly identifying and developing emerging student leaders to foster smooth operations as well as teach practical job and leadership skills. One of the premier programs for emerging student leader employees is the Campus Recreation Leaders in Action Series. This series uses The Student Leadership Challenge (Kouzes & Posner, 2014) framework to provide leadership concepts, stories, resources, and activities that students can use to grow and develop. Campus Recreation professional staff and the Student Leadership Council serve as facilitators and mentors to the student employees participating in the leadership series. The seven-week program gives a group of 24 students the tools to learn about their personal leadership journey. This presentation will provide a glimpse of the framework of the series, explore the purpose of the student-led mentor groups, and dive into the benefits students have shown upon completion of the series.



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A very special
**Thank
You!**



Award Reviewers

Alan Acosta, Jeremy Davis, Matt Ducatt, Jason Guilbeau, Andrew Haggerty, Marcia Kiessling, Lisa Liseno, Eric Lovik, Allison Peters, Jenny Small, Michelle Sterk-Barret, Adam Sterritt, Ashley Tull

Program Reviewers

Andrew Haggerty, Cody Lewin, Kyle Newman, Beth Paris, Shannon Staten

Supporting Departments and Organizations

Center for Leadership and Social Change, Character Clearinghouse, Division of Student Affairs, DSA Marketing & Communications, Hardee Center for Leadership & Ethics in Higher Education, Journal of College and Character, Oglesby Union

Institute Volunteers

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Jessica Barloga	Ryan Hopkins
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Danielle Blackfield	Jennifer Lee
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on College Student Values

JANUARY 30 – FEBRUARY 1, 2020

TALLAHASSEE, FL

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Also available online at bit.ly/Dalton19.

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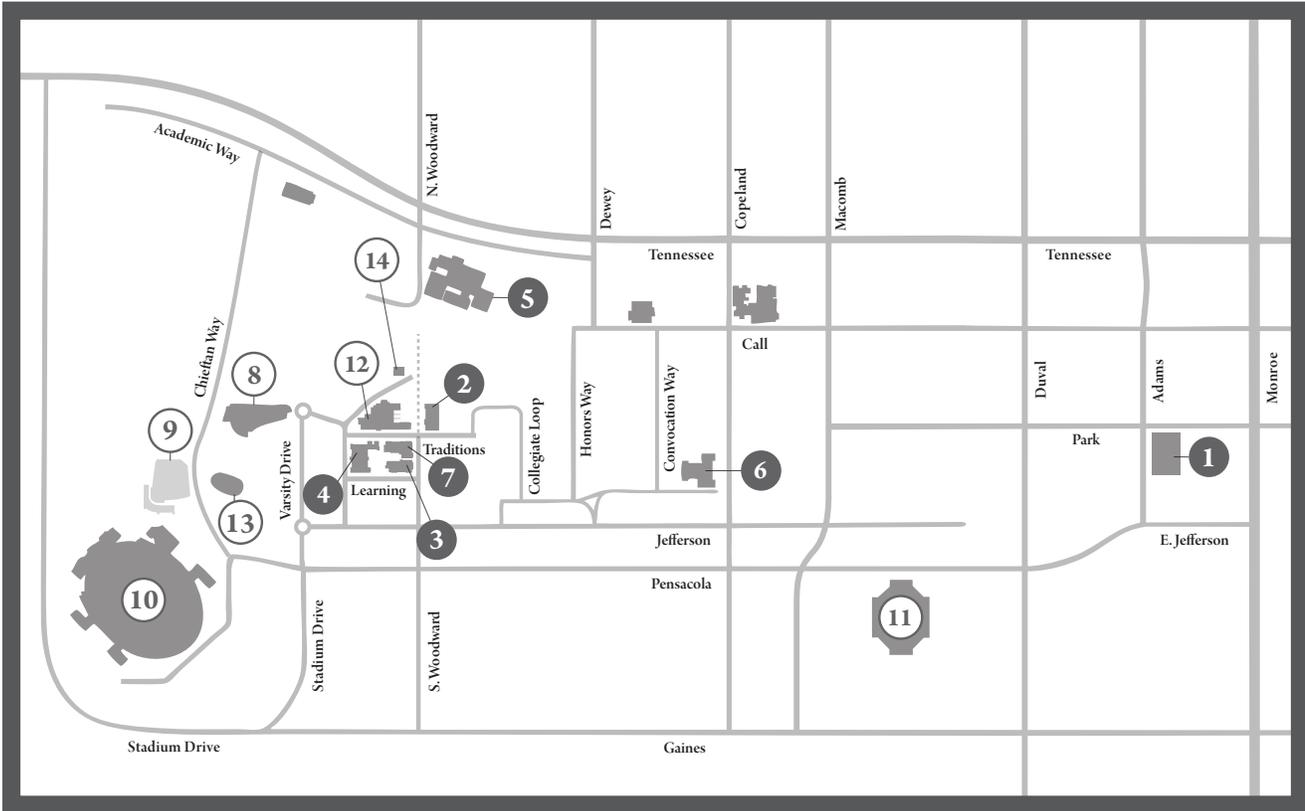
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Jon C. Dalton Institute on College Student Values
Florida State University
313 Westcott Building
Tallahassee, FL 32306-1340

Phone: 850-644-1180

Fax: 850-644-6297

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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