



CELEBRATING 25 YEARS

JON C. DALTON INSTITUTE

ON COLLEGE STUDENT VALUES

Widening Inequalities:

*Educating College Students to be Fair and
Equitable in the World They will Lead*

FEBRUARY 5 - 7, 2015

FLORIDA STATE UNIVERSITY • TALLAHASSEE, FLORIDA



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Welcome

“We welcome you to Florida State University and the 2015 Jon C. Dalton Institute on College Student Values. We hope our 25th conference will reflect the quality and camaraderie you have come to expect.”



Welcome to Florida State University and the 2015 Jon C. Dalton Institute on College Student Values. This is a very special year as we celebrate a quarter century of Scholarship, Engagement, and Hospitality. We

hope you'll join us in reflecting on our rich history and looking forward to the future of our work in advancing the state of scholarship around college student values and character development.

We hope that our 25th annual conference will reflect the quality and camaraderie that you have come to expect. From our wonderful group of keynote speakers, the list 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, Widening Inequalities: Educating College Students to Be Fair and Equitable in the World They Will Lead, provides us the opportunity to consider how institutions of higher education support the dreams, capabilities, and potential of

all students. The role of colleges and universities in educating students to value social justice, while bringing a critical eye toward systems of power and privilege, is increasingly important. We hope that the Dalton Institute serves as a reminder of the work that remains.

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 could not happen without 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.

Staff 2015

Mary B. Coburn
Dalton Institute Co-Director

Craig W. Beebe
Dalton Institute Graduate Assistant

Brandon Bowden
Dalton Institute Co-Director

Mallory Garcia
Dalton Institute Intern

Featured Speakers



Dr. Helen S. Astin

Distinguished Professor Emeritus and Senior Scholar, University of California, Los Angeles



Dr. Shaun R. Harper

Associate Professor, Graduate School of Education, Africana Studies, and Gender Studies, and Executive Director, Center for the Study of Race and Ethnicity in Education, University of Pennsylvania



Dr. Alexander W. Astin

Allan M. Cartter Professor of Higher Education Emeritus, University of California, Los Angeles and Founding Director, Higher Education Research Institute



Dr. Andrew J. Seligsohn

President, Campus Compact



Dr. Will Barratt

Coffman Distinguished Professor, Department of Educational Leadership, Indiana State University



Ms. Clare Cady

Director, Human Services Resource Center, Oregon State University

Schedule of Events

Thursday - February 5th

- 9:00 am – 4:00 pm Registration Open
Student Services Building, 2nd Floor (SSB)
- 9:00 am – 5:15 pm Shuttles Available
Departing from DoubleTree lobby to SSB
- 10:15 am – 11:45 am Pre-Conference Workshop with Ms. Clare Cady
"Food Insecurity on Campus: Why It is a Problem, and What We're Doing About It"
SSB 218
- Noon – 12:45 pm Lunch
SSB 203
- 1:00 pm – 2:00 pm Concurrent Sessions I
SSB/Globe
- 2:15 pm – 3:15 pm Concurrent Sessions II
SSB/Globe
- 3:30 pm – 4:30 pm Concurrent Sessions III
SSB/Globe
- 5:30 pm – 8:00 pm Registration Open
DoubleTree Lobby
- 5:30 pm – 7:00 pm Welcome Reception
DoubleTree Ballroom
- 7:00 pm – 8:00 pm Keynote Lecture **KL**
Dr. Helen S. Astin & Dr. Alexander W. Astin
DoubleTree Ballroom

Friday - February 6th

- 7:45 am – 9:45 am Shuttles Available
Departing from DoubleTree Lobby to SSB
- 8:00 am – 5:00 pm Registration Open
SSB 2nd Floor
- 8:00 am Coffee & Light Snacks
SSB 2nd Floor
- 9:00 am – 10:00 am Keynote Lecture **KL**
Dr. Shaun R. Harper
Askew SLC
- 10:15 am – 11:15 am Concurrent Sessions IV
SSB, Globe, Askew SLC
- 11:30 am – 12:30 pm Concurrent Sessions V
SSB, Globe, Askew SLC
- 12:45 pm – 1:45 pm Awards Luncheon
SSB 203
- 2:00 pm – 3:00 pm Campus Tours & Networking Hour
SSB 203
- 3:15 pm – 4:15 pm Keynote Lecture **KL**
Dr. Will Barratt
SSB 203
- 4:30 pm – 5:30 pm Shuttles Available
Departing from SSB to DoubleTree
- 6:00 pm – 7:00 pm Cocktail Reception
Courtesy of DoubleTree Hilton Hotel Tallahassee
- 6:45 pm Dinner on Your Own
Dalton Institute volunteers will lead groups to favorite local restaurants. Meet in the DoubleTree lobby for shuttles or feel free to explore on your own!

Schedule of Events

Saturday - February 7th

- 7:45 am – 9:45 am Shuttles Available
Departing from DoubleTree to SSB
Luggage storage available in SSB for those needing to check out of hotel
- 8:00 am Coffee & Light Snacks
SSB 2nd Floor
- 9:00 am – 10:00 am Keynote Lecture **KL**
Dr. Andrew J. Seligsohn
SSB 203
- 10:15 am – 2:15 pm Airport Shuttles
Available hourly at quarter-past
Departing from SSB to Tallahassee Regional Airport
- 10:15 am – 11:15 am Concurrent Sessions VI
SSB
- 11:30 am – 12:30 pm Panel Discussion led by Mr. Miguel Hernandez
"Reflections on Next Steps: Strategies on Minimizing Inequalities"
SSB 203
- 12:45 pm Closing Luncheon
SSB 203
- 2:15 pm Last Institute Shuttle Available
Departing from SSB to Tallahassee Regional Airport

KL - denotes a Keynote Lecture



Looking to keep active during the Institute? Show your Dalton nametage to access the Leach Center and Fitness & Movement Clinic during your time on campus!

Featured Speakers



Dr. Helen S. Astin

Helen S. Astin, a psychologist, is Distinguished Professor Emerita of Higher Education and Senior Scholar at the Higher Education Research Institute, UCLA. She served as the Associate Provost of the College of Letters and Science at UCLA from 1983 to 1987.

Astin has served as a trustee of Mt. St. Mary's College for 21 years, and as a trustee of Hampshire College from 1972 to 1979. She has served on the Board of Governors of the Center for Creative Leadership, and on the Board of the National Council for Research on Women. In the American Psychological Association Dr. Astin has served on its Boards of Policy and Planning and Education and Training. She has also served as a member of the Government-University-Industry Research Roundtable of the National Academy of Sciences, and as Chair of the Board of the American Association for Higher Education. She is a recipient of three honorary degrees and numerous other awards including the Howard Bowen Distinguished Career award from the Association for the Study of Higher Education (ASHE).

Dr. Astin's major books include: *Women of Influence, Women of Vision; Human Resources and Higher Education; The Woman Doctorate in America; Higher Education and the Disadvantaged Student; Some Action of Her Own: The Adult Woman and Higher Education; Sex Discrimination in Career Counseling and Education; The Higher Education of Women: Essays in Honor of Rosemary Park; Cultivating the Spirit: How College can Enhance Students' Inner Lives;* and more recently, *The Road from Serres: A Feminist Odyssey.*



Dr. Alexander W. Astin

Dr. Astin is Allan M. Cartter Professor of Higher Education Emeritus at the University of California, Los Angeles and founding director of the Higher Education Research Institute at UCLA. He has served as Director of Research

for both the American Council on Education and the National Merit Scholarship Corporation. He is also the founding director of the Cooperative Institutional Research Program (CIRP), HERI's ongoing national study of college students, faculty, and institutions. Dr. Astin has authored 21 books and more than 300 other publications in the field of higher education, and has been a recipient of awards for outstanding research from more

than a dozen national associations and professional societies. He has also been elected to membership in the National Academy of Education, a fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University, and a recipient of eleven honorary degrees. A 1990 study in the *Journal of Higher Education* identified Dr. Astin as the most frequently-cited author in the field of higher education. Currently, Professors Alexander W. Astin and Helen S. Astin are Co-Principal Investigators of a multi-year research study funded by the John Templeton Foundation, "Spirituality in Higher Education: A National Study of College Students' Search for Meaning and Purpose."



Dr. Will Barratt

Will Barratt teaches student affairs and higher education in the Department of Educational Leadership at Indiana State University where he is the Coffman Distinguished Professor. He has been writing and making conference

presentations about social class for 10 years. His book, *Social Class on Campus*, came out in 2011 and his blog of the same name gets more than 2,000 page views a month and the blog he developed with students, *Project 1st Gen in Student Affairs*, has had over 17,000 page views in 2 ½ years. He is also a frequent speaker on social class issues at faculty and staff development events. His current projects include work on the phenomenology of social class and multinational/multicultural perspectives on social class and social stratification. His students insisted that he include in this bio that he is an avid fan of Hawaiian shirts.

Featured Speakers



Dr. Shaun R. Harper

Shaun R. Harper is on the faculty in the Graduate School of Education, Africana Studies, and Gender Studies at the University of Pennsylvania, where he also serves as Executive Director of the Center for the Study of Race

and Equity in Education. Professor Harper's research examines race and gender in education, equity trends and racial climates on college campuses, Black and Latino male student success in high school and higher education, and college student engagement. He is author of over 90 peer-reviewed journal articles and other academic publications. *Review of Research in Education*, *Journal of Higher Education*, *Journal of College Student Development*, *The Review of Higher Education*, and *Teachers College Record* are some journals in which Dr. Harper's research is published. His 12 books include *Student Engagement in Higher Education* (2009, 2015), *College Men and Masculinities* (2010), and *Advancing Black Male Student Success from Preschool through Ph.D.* (2015). The American Educational Research Association presented him its 2010 Early Career Award and 2014 Relating Research to Practice Award. He also received the 2008 Association for the Study of Higher Education Early Career Award. The *New York Times*, *Los Angeles Times*, *Washington Post*, *USA Today*, *Wall Street Journal*, *Sports Illustrated*, *Chronicle of Higher Education*, *Inside Higher Ed*, and numerous other media outlets have quoted Dr. Harper and featured his groundbreaking research. He has appeared on ESPN, CSPAN, and multiple times on NPR. Professor Harper earned his bachelor's degree from Albany State, a Historically Black University in Georgia, and Ph.D. from Indiana University.



Dr. Andrew J. Seligsohn

Dr. Andrew Seligsohn became the 5th president of Campus Compact in June 2014, bringing to the organization his extensive experience in bringing higher education

together with communities to solve problems and improve lives from a wide range of roles, from faculty at a small liberal arts college to executive level administrator at large public and private universities.

Immediately prior to his appointment to Campus Compact, Seligsohn served as Associate Chancellor for Civic Engagement and Strategic Planning at Rutgers University-Camden, where he worked across the campus to develop a framework for enhancing the impact of the school's civic engagement efforts in a focused manner, and oversaw the comprehensive leveraging of resources to positively impact and integrate students and faculty with the community. His leadership at Rutgers-Camden was also integral in advancing college access and success for under-represented students by creating a home in the Office of Civic Engagement for the Hill Family Center for College Access and the Rutgers Future

Scholars. Both programs provide support for first-generation students as they prepare for, apply to, and embark on post-secondary educational opportunities.

Prior to Rutgers-Camden, Seligsohn was the Director of Civic Engagement Learning at Princeton University. He also served as a faculty member in the Department of Political Science at Hartwick College from 2001-2007, where he earned tenure and promotion to the rank of associate professor. Seligsohn holds a Ph.D. from the University of Minnesota and a B.A. from Williams College. He also serves on the board of directors for several community organizations in the Trenton and Camden, NJ areas.



Ms. Clare Cady

Clare Cady directs the Human Services Resource Center at Oregon State University, a nationally-recognized program focused on serving students experiencing poverty, hunger, homelessness and food insecurity. Her work on

student economic crisis and food insecurity has been published in the *NASPA Journal of College and Character*, as well as highlighted on NPR, *USA Today*, *Yahoo! Business*, *MSNBC*, and the *Huffington Post*. Clare co-founded the College and University Food Bank Alliance as well as the *NASPA Socioeconomic and Class Issues in Higher Education Knowledge Community*, and has supported over 60 campuses in starting programs to support students in need.

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:

Recipient, Dr. Darris R. Means



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

Dissertation Title:

Demonized No More: The Spiritual Journeys and Spaces of Black Gay Male College Students at Predominantly White Institutions

Dissertation in Brief:

Spirituality plays a significant role in the lives of college students (Astin, Astin, & Lindholm, 2011; Bryant, Choi, & Yasuno, 2003; Chickering, 2006; Parks, 2000). However, Black gay males are uniquely positioned with regards to spirituality given how race, gender, and sexual orientation are generally perceived and experienced in U.S. society. Unfortunately, current research has overall excluded the spiritual experiences of Black gay male college students. The purpose of this qualitative study was to explore the spiritual journeys and spaces of Black gay male college students who attend predominantly White institutions. This study used Abes' (2009, 2012) "theoretical borderlands" concept as a framework by employing two theoretical frameworks—

constructivism and quare theory—to design the study, collect data, and analyze the data. Data collection involved interviews, field observations, and photovoice. Data were analyzed by first utilizing a constructivism lens, specifically self-authorship. Data were next analyzed by using a quare theory lens. The two theoretical frameworks were then applied to one case study to understand how the two frameworks worked together to inform the spiritual journey and spaces of one Black gay male college student. Major findings included: (a) the students perceived spirituality to be connected with their own religion but also connected to nature, science, and music; (b) the students experienced a spiritual trajectory along epistemological, intrapersonal, and interpersonal dimensions as they became authors of their own spirituality; (c) the students experienced homophobia, racism, sexism, and classism during their spiritual journeys and in spiritual spaces; and (d) several students were able to resist the oppression during their spiritual journey by resisting homophobia and racism in dominant spaces and creating spiritual counterspaces. The significance of the findings have implications for practice, policy, theory, and future research.

Biography:

Dr. Means is Assistant Professor in College Student Affairs Administration at University of Georgia.

Session Info:

Friday, February, 6th
Concurrent Session V
11:30 AM – 12:30 PM
SSB 208

Best Practices Award:

Recipient, Mission: Possible, Gonzaga 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.

Program Description:

Service immersion is an in-depth, engaging learning experience focusing on social justice issues. The Center for Community Action and Service Learning (CCASL) service immersion programs at Gonzaga University strive to create awareness among students about the importance of service with and for others. The mission of Gonzaga, as a Jesuit, humanist, Catholic institution is to "educate students for lives of leadership and service for the common good ... intentionally developing the whole person -- intellectually, spiritually, physically, and emotionally."

Mission: Possible is a week-long service immersion program, also known as an alternative spring break program, in which students travel to ten sites around the country to serve and learn. The mission of the University fits well with the desire of Mission: Possible- to educate whole students who are able to engage with the complex issues facing our communities and our world. Through week-long trips, students gain a better understanding of their personal values, those of their small group, and the community in which they serve. By employing the heads, hearts, and hands of our students we hope to develop the mission-centered qualities of self-knowledge, a restless curiosity, a mature concern for others, and a thirst for justice.

Office Description:

The mission of the Center for Community Action and Service Learning (CCASL) is: "To develop students with an ethic of service and a life long thirst for social justice."

In the Ignatian Tradition of educating women and men for and with others, CCASL works with staff, faculty and community partners to develop relationships grounded in reciprocity that strive to meet the needs of the community while providing a transformational student learning experience. During this experience, students hone their intellectual, physical, spiritual and emotional gifts in service for the common good. Students develop an orientation towards service and grow in their understanding of complex issues contributing to injustice. As graduates, they will have the desire and ability to fight oppression in their own communities and will seek solidarity with the poor and vulnerable.

Session Info:

Friday February, 6th
Concurrent Session IV
10:15am - 11:15am
SSB 214

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



Concurrent Sessions

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

Concurrent Sessions Table of Contents

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Session I

February 5 | 1:00 pm - 2:00 pm

2400
GLOBE

Urban Immersion: Educating Students on Reconciliation and Dignity through Service-Learning Trips

Andrew Lehr, John Brown University
Maria Lehr, John Brown University
Frank Huebert, John Brown University

For many students, concerns like racism, homelessness, poverty, and equity are distant issues that remain detached from reality until students encounter them directly. The role of an educator, then, is to create experiences for students to encounter these difficult issues openly and to walk alongside students as they make meaning from these encounters. For the past several years, John Brown University has sent a small group of students to Chicago as part of an Urban Vision Trip during Fall Break. During this service-learning trip, students encounter issues of race, reconciliation, homelessness, prostitution, and more through conversations and experiences in the city. This trip has helped move students toward greater understandings of equity, fairness, and their own identities in powerful ways. For many, these experiences unearth unrecognized ideas such as white privilege, experiences with racism, and the difficulties of reconciliation. This session aims to share some of the important lessons students learn on this trip, as well as provide a paradigm for educators to utilize when helping students develop stronger pluralistic orientations, better understandings of issues facing non-dominant ethnic cultures, and deeper understandings of their personal social development. This session will also provide a discussion of other service-learning experiences and how universities can create and partner with organizations to create programs in their own contexts.

2600
GLOBE

Education and Social Change: A First-Year Living Learning Community Course Introducing Students to a Liberal Education

Daniel Kittle, Wartburg College

What should be the connection between a liberal arts education and the pursuit of positive social change? That question is one that I explore with my first-year students

in the course, "Education and Social Change." The course, a requirement for incoming students, begins during the orientation process and includes participation in a year-long Living Learning Community (LLC). Students dig deeply into the premise that being liberally educated is a call to actively embrace the values (e.g., equality, citizenship, and critical thinking), which make possible a vibrant democracy with fairness and equity. They read, write, discuss, and engage in service-learning activities that intend to make more explicit the connection between a liberal arts education and the call to live out our College's mission to live lives of "leadership and service as a spirited expression of their faith and learning."

214
SSB

Equal Access for Students with Disabilities: A Study on How Executive Functioning Enhances Performance

Marlena Coco, Lynn University
Glenda H. Ballard, Texas A&M University-Texarkana

Legal cases based on academic accommodations have increased since ADA began in 1990. Approximately 11% of students report a disability; Lynn University reports 25%. This presentation addresses equal access for students with disabilities; reviews accommodations, services and behaviors that improve educational experiences; presents findings from a recent study which examined executive functioning and transitioning for students with disabilities compared to students without disabilities; and confirms that students with disabilities who incorporate executive functioning activities into their daily lives experience higher access.

208
SSB

Achieving the DREAM: Recommendations for Working with Undocumented Students in the United States

Miguel A. Hernandez, Florida State University
Juan Escalante, Florida State University

Immigration continues to be a highly visible and much discussed subject. However, what is often left out of the debate is the impact that immigration policies, or lack of thereof, have on undocumented students. Children of undocumented immigrants are consistently graduating from the United States' public education system, yet

Session II

February 5 | 2:15 pm - 3:15 pm

2400
GLOBE

Action to Alleviate Campus Food Insecurity

Clare Cady, Oregon State University

Food insecurity has gained increased attention among students and professionals in higher education. It is a serious issue that can negatively impact student grades, health, and retention. This session will give an overview of some of the ways that campuses are addressing food insecurity, and provide time for participants to begin developing their own action plan.

208
SSB

Advocating for the Pursuit of Purpose: Encouraging Student Involvement and Engagement to Foster a Deepened Sense of Calling

Kirsten Dawn TenHaken, Taylor University

Despite varying degrees of college readiness, recent literature demonstrates an increasing trend among incoming freshman: most students are in search of a personal sense of calling in their lives. As college students are asking the deeper questions of meaning and purpose, the role of higher education and student affairs practitioners is significant in encouraging students to pursue forms of involvement and engagement that offer opportunities for exploration of their callings. Using national data from The Freshman Survey and the College Senior Survey out of the Higher Education Research Institute, this program will describe forms of involvement and engagement that are associated with a deepened sense of calling among graduating seniors. This research will be synthesized with a review of relevant literature (from Astin, Kuh, Palmer, and others) to inform the presentation of a program that will equip practitioners to advocate for college students' pursuit of purpose.

they are not afforded a clear path into the realm of higher education. This presentation aims to provide an overview of current federal and state laws regarding access to higher education for undocumented students. The facilitator will also discuss higher education policies and practices that impact the retention and completion rates of undocumented students. Finally, various resources designed to assist undocumented students and allies in navigating the pathways to and through higher education will be highlighted.

218
SSB

A Curious Cure: Higher Education, Fairness, and Equity

Timm Thorsen, Alma College

Fairness and equity issues have existed since the agrarian revolution; hunting and gathering societies had minimal inequality. We must decrease inequality in our society. We cannot return to earlier times. Sociology involves two basic approaches in fighting inequality. Structure dominates and culture is subordinate. Structure seems consequential and promotes engineering mindsets. However, Ormerod, in *Why Most Things Fail*, notes 150 years of effort in Manchester produced few victories. Culture seems less consequential and is not amenable to engineering. We argue progress is available by giving culture attention. Higher education takes on a central role given its focus on intellectual, character, and ethical development, all amenable to curiosity, a product of culture. We examine curiosity in an information society, even as it is challenged by it, as a means of reducing inequality. Leslie, in *Curious*, argues: "... we are at the beginning of a cognitive polarization—a division into the curious and the incurious." If higher education diminishes this polarization, significant contributions to equality will occur.

214
SSB *Engagement Multiplied: The Impact of Dialogue across Difference in Fostering Civic Mindedness and Civic Identity as Professionals*

Cheryl Keen, Walden University
Dan Richard, University of North Florida

Service-learning programs seek to engage students in meaningful learning experiences that help students become civic-minded and engaged citizens who will respond to injustice and seek to meet communities' needs. Although studies have demonstrated a link between service-learning activities and learning outcomes, few studies have observed the connection between widely-accepted pedagogical techniques and civic engagement as adults. Practical problems raised in service site settings can challenge students' notions of fairness and the public good within the context of their budding professional lives (Schon, 1983; Sullivan & Rosin, 2008). Service learning experiences can assist in discerning one's career and preparing one for the challenges of doing work on behalf of the common good, including facing the challenges of righting inequities. Civic-minded professionals likely are those who connect their professional identity with a call for community service and a responsibility to use one's expertise and skill for the public good (Hatcher, 2008). The results confirm that the outcomes of civic engagement and dialogue produce deep and lasting consequences in the lives of students long after they leave college and become active in their careers and in their communities.

2600
GLOBE *Fear on Campus: An Assault on Learning*

Steve Morley, Taylor University

The presence of fear on the modern university campus is noticeably pervasive. A brief survey of The Chronicle of Higher Education and Inside Higher Ed as well as coverage by popular news magazines demonstrates how commonplace traumatic events have become on college campuses in the United States. While responses to such events have led to policy and legislative decrees, the impact of these events as it pertains to the learning environment must be considered as well. This presentation will examine the common discussion on our modern campuses around assault, crime, and violence and its impact on the learning

environment of the modern university. The presence of fear on campus is an issue of equity as it introduces a barrier to the success and well-being of some students via the actions of other students. Following this discussion, a definitive stance will be posited along with suggested actions as a means of responding proactively to the presence of fear, utilizing the university's most prominent resources.

Session III

February 5 | 3:30 pm- 4:30pm

218
SSB *Navigating Multiple Identities in Contrasting Spaces: Graduate Student Experiences of Marginality*

Estee Hernandez, Florida State University
Roberto Orozco, Florida State University

Although graduate student populations are becoming increasingly diverse, academic culture as a whole has done little to shift towards inclusivity. Underrepresented graduate students who work closely with undergraduate students of similar backgrounds (e.g., student affairs professionals) are particularly susceptible to marginality, as they occupy multiple roles of student/advisor, mentee/mentor, and pupil/instructor. This program aims to serve as a counter-space for underrepresented graduate students to share their experiences in academia--both positive and negative--in a safe space. In community, we will work together to make meaning of these experiences, develop ways to persist despite marginality, and empower ourselves and our students to create change.

2400
GLOBE *Developing Fair and Equitable Leaders through Student Government Participation*

Spencer Ellis Scruggs, Florida State University

Being a student government leader is a prized position on campus for many students. It is a role that comes with institutional power and importance that often lacks the structure or direction necessary to develop leadership skills and values in students who seek the position. The troubling aspect of this reality is the student government leader of today is the societal leader of tomorrow. Using

personal stories of students who have served in student government positions on their respective campuses, participants will learn about opportunities that promote attitudes and behaviors of fairness and equity, learn what effective advising of student government leaders looks like, and discover experiences of student government leaders that reflect potential student learning outcomes.

208
SSB *Taking Privilege to the Bank: Evaluating Socioeconomic Privilege and Practice with Dominant, Diverse, and Marginalized Students*

Beth Paris, University of North Florida
Brittany Gaalema, University of North Florida

Class status or socioeconomic status (SES) is often an unheard and unspoken privilege that directly impacts university campuses today. While many theories have been written regarding marginalized groups and their intersectionality with SES, very rarely are there venues for students to reflect specifically on their own socioeconomic status and the influence of class on the population at large. Through a foundation of literature, this session aims to explore the impact of current practices and trends on this topic, as well as how to progress into best practices for educating students in the collegiate environment on classism. This is an essential topic to consider as professionals to assist students in becoming agents of social change. Participants will leave with tangible resources, current research on the topic, and strategies on student socioeconomic status education that they can take to the bank.

214
SSB *Vocation Formation: Educating Students toward Human Flourishing and Lifelong Pursuit of the Common Good*

Drew Moser, Taylor University
Jessica Fankhauser, Taylor University

This session seeks to introduce participants to the presenters' research in college student vocation formation. This research is based upon the premise that vocation formation is the intentional pursuit of human flourishing. Based on the work of Nicholas Wolterstorff (2004) and Steven Garber (2014), in order for this flourishing to occur in college students there must be a foundation of justice and a pursuit of the common good. Linking vocation formation to the development of students in pursuit of the common good demands deep exploration of issues of fairness and

equity. This session will outline recent research findings, which will foster interactive discussion on cultivating critical encounters with fairness and equity in the college experience.

2600
GLOBE *This Time It's Personal: When Graduate Students' Identities and Academics Collide*

Sonal Chauhan, University of Central Florida
Juan Mendizabal, University of Central Florida

Why do some graduate students in a student affairs program explore student populations representing their own identities, while others are equitable in their attention to different student populations? In this session, two first-year student affairs graduate students will share findings that answer their question and more. With the perspective of development theories, case studies, and personal observations, participants will explore the intersection between identity and professional interests. When does the intersection aid student development, and when does it limit potential growth? After attending this session, graduate students will understand the role their personal identities play in professional development, while professional staff will learn how to more effectively encourage and support their graduate students' pursuit of diverse professional and academic experiences.

Session IV

February 6 | 10:15 am - 11:15 am

214
SSB

Award Winner: Best Practice
Mission Possible: Service Learning at the Margins

Luisa Gallagher, Gonzaga University

This invited award session will discuss the Mission: Possible service immersion program at Gonzaga University. Participants will have the opportunity to engage with the program's facilitator and to discover what makes Mission: Possible the Dalton Institute's Best Practices Award recipient.

218
SSB

A Life Worth Living: The Humanities as a Pathway Toward Equity

Timothy Herrmann, Taylor University

Is there a connection between the devaluing of the humanities and the decline of societal standards of fairness and equity? Authors as diverse as Kronman and Volf have argued that higher education has ceased to center its work on answering the big questions of life, particularly the ultimate question: "What constitutes a life worth living?" As such, questions addressing issues of justice, equity, and human flourishing have become secondary at best and perhaps more often deemed irrelevant. In contrast, the humanities have long addressed the questions of life and what it means to be human. This program will focus on how one institution is attempting to reinvigorate its focus on the humanities through an interdisciplinary first-year course, "Foundations of the Liberal Arts." Specifically, this program will examine how this course is attempting to use the humanities to address issues and values of equity and justice.

2600
GLOBE

Observations of Classroom Climate around Equity and Fairness in Four Academic Disciplines

Phyllis McCluskey-Titus, Illinois State University

This session will share results of a year-long study on teaching and student learning in 15 total criminal justice, marketing, nursing, and social work undergraduate classrooms on 7 different campuses. Classroom climate around equity and fairness was assessed through participant-observation within the classroom and interactions with faculty and students during focus groups and interviews. In this interactive session, participants will have the opportunity to hear about and debate these findings. In addition, implications for faculty, students, and administration will be considered by the group based upon individual and collective understandings about what was observed.

2400
GLOBE

Disrupting the Cycle of Self-Objectification: Advocating for Women's Identity Development

Hayley Grace Meredith, Taylor University

In order to advocate for women's identity formation and against self-objectification during the college years, an understanding of how to deconstruct societal messages and pressures placed on college women today is needed. Relevant literature creates a strong case for the excessive risk that discussion of the body poses for young women. The ramifications of 'fat talk' and self-objectification, and a consideration of what can be done to protect and guide women toward establishing a strong sense of self, independent from and not determined solely by societal standards, will be discussed. A program informed by existing literature and personal research of the presenter will also be proposed.

208
SSB

Widening Income Inequalities: Higher Education's Role in Serving Low Income Students

Jon C. Dalton, Florida State University

Many scholars argue that America is becoming a dangerously divided nation because of increasing inequality, especially in income distribution. This program examines the problem of widening income inequality with particular focus on the role that colleges and universities and their student affairs organizations play in serving low income students and promoting their upward social mobility.

Session V

February 6 | 11:30 am - 12:30 pm

208
SSB

Award Winner: Dissertation of the Year

Demonized No More: The Spiritual Journeys and Spaces of Black Gay Male College Students at Predominantly White Institutions

Darris R. Means, University of Georgia

This invited award session will present the findings of Dr. Means' doctoral dissertation. Participants will have the opportunity to dialogue with the author to discuss findings, methods, and more.

2600
GLOBE

Shrinking Inequalities: Empowering Students to Make a Change

Dorsey Spencer, Jr., Florida State University
Carolyn J. Harris, Florida State University

In an inequitable world, students need validation and empowerment to enact change. As student affairs professionals we must recognize, understand, and support students through their multicultural development. During this session we will discuss ways that professionals can help students recognize the inequities that exist throughout society and how we can empower students to stand up to injustices and enact change.

214
SSB

Institutional Praxis and Community Development: The Role of Applied Research in Linking Local Assets and Needs

Emily Hunt, Baylor University
Jasmine Wise, Baylor University

Applied research not only offers students the opportunity to participate in local community development, but also connects institutions of higher education to local concerns. The Baylor Center for Community Research and Development (CCRD) connects undergraduate students, graduate students, and faculty with the surrounding community assets and needs. The CCRD allows students to engage with the community through collection and analysis

of data that focuses on topics, which promote fairness and equity. Best practices at the CCCRD towards greater fairness and equity include a) fostering student engagement and insight through applied research, and b) linking the assets and needs of community organizations and individuals. This presentation discusses how a sociological perspective on higher education might offer insight into the role of higher education as an institution in promoting fairness and equity at the macro level of society.

2400
GLOBE

Measuring the Impact of College on Students' Interfaith Engagement and Pluralism Attitudes

Matt Starcke, North Carolina State University

Higher education research is rife with examples of diversity-related literature. Until recently, however, little attention was paid to religious or worldview diversity and the ways in which institutions might encourage environments accepting of differing beliefs. Recognizing the importance of interfaith engagement on developing pluralism attitudes, this session presents applicable theory and current research to promote discussion of the challenges, opportunities, and best practices for campuses seeking increased interfaith engagement.

218
SSB

Servant-Leadership: A Vehicle for Equality in Academic Experience

Dr. David Howell, Milwaukee School of Engineering
DeAnna Leitzke, Milwaukee School of Engineering

From 2011 to 2014, the office of Servant-Leadership at the Milwaukee School of Engineering received a grant from the Brady Foundation that enabled the Chairs for Servant-Leadership to coordinate servant-leadership projects for students taking Project Management courses. As a result, the students were able to apply Project Management theory in real-world situations that benefited community partners throughout the inner-city of Milwaukee. The students engendered their listening and empathy skills, qualities that are at the core of both project management and servant-leadership theory. The end result was heightened cultural equality: by actively working with those who have different cultural representations, students were able to listen to, and thus empathize with, those they were serving. The status, rights, and opportunities of the college students were thus taken into consideration when compared with the inner-city neighbors they lead and served.

Session VI

February 7 | 10:15 am - 11: 15 am

208 *How Much for the American Dream?*
SSB

Charlie Ricker, Florida State University
Kelvin Rutledge, Florida State University
Katie Dean Williams, Florida State University

Equality in higher education can never fully be achieved due in part to society's prizing of individual achievement. Internship opportunities are perfect examples of this dichotomy. Throughout the presentation we will be discussing the "American Dream" which, as we define it, is having a successful career in your chosen field. Current trends indicate that students who complete at least one internship throughout their college career are preferable in the job search process. Most internships available continue to be unpaid experiences. These experiences are favoring students who come from a higher socio-economic background and do not have the same expenses as their peers from lower socio-economic backgrounds. Although at least one internship is preferable a student who can afford to do many internships throughout their college career is given even greater preference in the job search than their peers. Internships also create an equality gap among traditional and non-traditional students. Non-traditional students are often working in a field that is not related to their major in order to support other loved ones. These students do not have the same amount of time to complete internships which are related to their major, simply because they have to work in order to fulfill duties at home. Requiring, or strongly suggesting, that students complete internships to reach our American Dream is causing the inequality of students to widen further.

218 *Creating Community Change through Cohort-Based Leadership Models*
SSB

Jeremy DiGorio, Rollins College
Tim Emahiser, Rollins College

This session will take participants on a journey to explore a cohort-based model focused on Leadership Development, Service-Learning, and Inclusion that incorporates collaborative pieces with 35 external groups at a small liberal arts college and within the community-at-large. In congruence with the Multi-Institutional Study of Leadership and the High Impact Practices, this model highlights social-cultural conversations with peers, faculty and staff mentoring, community service, and membership in off-campus partner organizations. Participants will discuss creative ways to implement the High Impact Practices on their campuses, including experiential learning components focused on creating equity for members of the community and by translating passion into action.

201 *The Power of Words: Implementation of Inclusive Language Campaigns on Campus to Promote Student Engagement*
SSB

Sydney Abril Torres, Florida State University
Matthew Tripsas, Florida State University

Undergraduate students have the ability to enhance their multicultural competence and exposure to diversity on a daily basis. The level with which students engage in these opportunities is based on an administrator's ability to facilitate learning, as well as the student's campus culture and norms which may promote such values. This presentation will explore two inclusive language campaigns at two large state institutions- University of Maryland, College Park, and University of California, Irvine- and how these campaigns directly impact student engagement. Presenters will use current academic literature that examines how diversity and inclusion education enhances critical and active thinking, a greater sense of self and a more developed understanding of others.

214 *One Credit Service Learning Courses as Education toward Equity*
SSB

Kyle Lantz, University of Notre Dame

Service-learning is considered a high impact engagement opportunity for college students (Kuh, Kinzie, Schuh, Whitt, 2010) and students seek these experiences for a variety of reasons – willingness to serve, eagerness to learn about systems of injustice, even a desire to strengthen their resume. This session will explore one model at the University of Notre Dame's Center for Social Concerns that utilizes credit bearing service- and community-based learning courses to engage students in educational opportunities which develop their equity and justice orientation. Over 800 students participate in these seminars each year – 6-8 classroom sessions, situated around a weeklong experiential immersion, which focus on issues of social concern (i.e. immigration, poverty, energy and climate policy, health care, etc.). These seminars utilize a framework that values Catholic social teaching, mutually beneficial learning, strong community partnerships, group formation/reflection, and synthesis into student's academic and vocational development. The history, philosophy, and assessment of this seminar model will be explored with hopes of finding relevant best practices for attendees to apply at their home institution.



A very special Thank You

2015 Dalton Institute Award Reviewers

Jon C. Dalton, Kathy Guthrie, Marcia Kennard-Kiessling, Lisa Lisenro, Eric Lovik

FSU Departments & Organizations

Aramark Classic Fare Catering, Campus Recreation, Center for Global Engagement, The Center for Leadership and Social Change, College of Education, Dean of Students, Division of Student Affairs, DSA Marketing & Communications, Hardee Center for Leadership & Ethics in Higher Education, Oglesby Union

Dalton Institute Intern

Mallory Garcia

Institute Volunteers

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Kat Callahan	Estee Hernandez
Ben Cecil	Matthew Jones
Vivechkanand Chunoo	Danielle Lewis
Will Coleman	Taylor Locks
Matt Dishman	Arianna Maggard
Megan Downey	Sandra Martindale
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Lisa Gilbert	Kate Morales
Elaine Giles	Shermin Murji
Eric Goins	Denise Noble

Institute Volunteers continued...

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Roberto Orozco	Darvin Toussaint
Emily Oswalt	Matthew Tripsas
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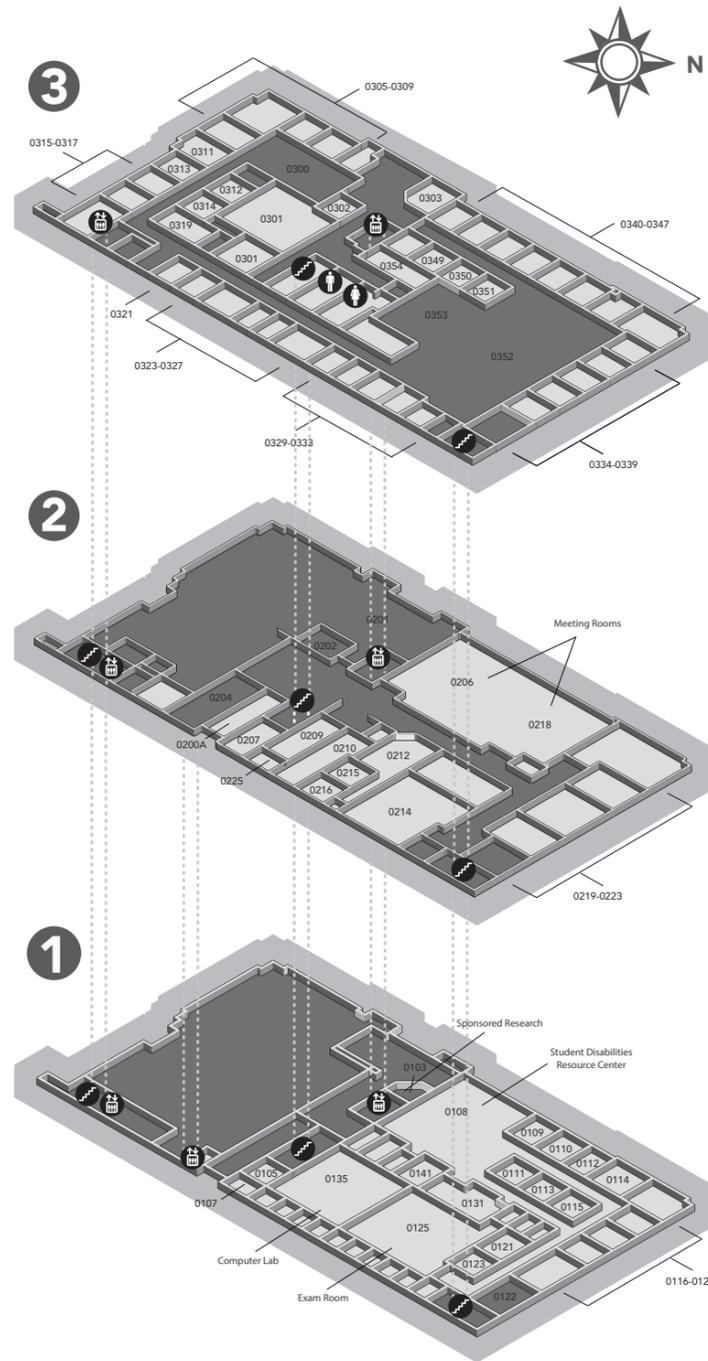
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Map of SSB

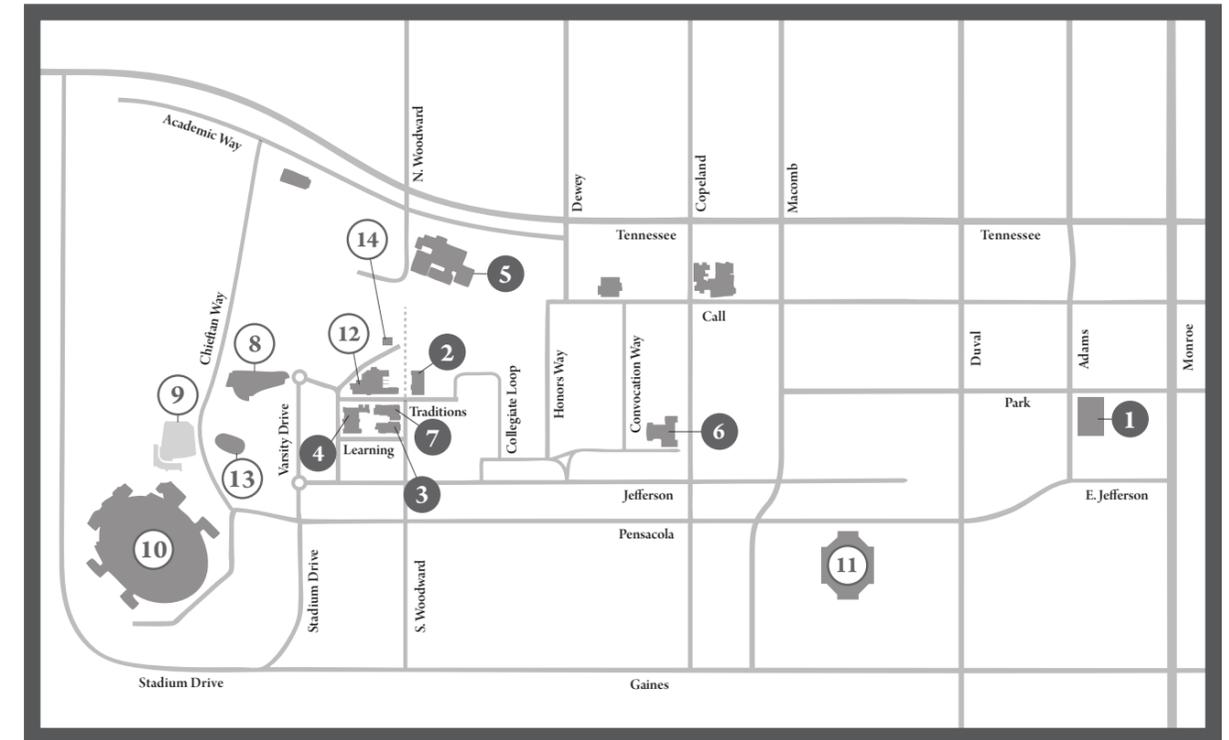
Student Services Building

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

Notes

Notes



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* available in an alternative format