

INDEX

A

Abernethy, A. D., 25
Abortion, 92, 93
Academic conversations, 5–6
Academic development: activities that promote, 134; assessment of, 117–118; college experiences' effect on, 127–131; equanimity and, 118–120; global citizenship, 120–121; and religious engagement, 120; role of faculty in, 133–134; and spiritual quests, 120
Academic engagement: spiritual quests and, 39–41; spiritual struggles and, 107
Activists: equanimity and, 51–52; ethic of caring of, 65; increase in, during college, 70
Age, of students, 32
Agriculture majors, 92
Alcohol consumption: religious commitment and, 88; religious engagement and, 90–91; religious skepticism and, 112; religious struggles and, 108
Allied health majors, 59
Allport, G. W., 25, 29
Altruism dimension, of spirituality, 25
American Friends Service Committee, 71
Anderson, S. R., 199n.3
Anger: equanimity and, 51, 52; toward God, 103
Ano, G., 101
Antonio, A. L., 148
Apartheid, 51
Arafat, I. S., 130
Ash, S. L., 42

Ashmos, D. P., 14
Asian Americans, 69
Assessment: personal interviews for development of, 9–10; pilot survey for development of, 9; of religiousness, 12–20, 21–26; of spirituality, 12, 13–21, 24–26
Association for Contemplative Mind in Higher Education, 149
Assumptions, of surveys, 15
Astin, A. W., 6, 19, 20, 39, 40, 59, 78, 93, 106, 118, 124, 126, 129, 134, 141, 146, 160, 166, 167, 202n.1
Astin, H. S., 6, 39, 74, 141, 146, 148
Astin, J., 77, 149, 199n.2
Atheism, 92
Attitudinal outcomes, 124–126, 133
Authenticity, 52
Avalos, J., 59
Awareness scale, 25

B

Bachelor's degrees, 118
Baker, D. C., 5, 14, 28
Baptists: evangelism of, 95; religious commitment of, 23, 94; religious engagement of, 94; religious skepticism of, 110; religious/social conservatism of, 94, 96; spiritual quests of, 36
Basketball: equanimity and, 59; religious skepticism and, 112; religious/social conservatism and, 93
Batson, C. D., 29
Beck, C., 25
Belenky, M., 72
Bentler, P. M., 171

- Bentler-Bonnett's normed fit index, 172
- Beta in statistic, 202–203n.2
- Bible: Quakers' view of, 105; spiritual quests and, 43
- Big Questions program, 152–153
- Biological science majors, 73
- Borman, P. D., 14
- Botany class, 54–55
- Brainstorming sessions, 14
- Braskamp, L. A., 2, 7, 140
- Bringle, R. G., 42
- Brinkley, D. G., 51
- Brown, K. W., 77, 149
- Brown University, 155
- Bruce, M. A., 33
- Bryant, A. N., 69, 165
- Bryk, A. S., 167
- Buddhists: charitable involvement of, 70–71; decline in religious service attendance of, 96; ecumenical worldview of, 68, 69, 82; ethic of caring of, 66, 82; evangelism of, 95; practice of spirituality for, 64; religious commitment of, 23, 94; religious skepticism of, 110; religious/social conservatism of, 95; spiritual quests of, 36
- Burack, E., 14
- Burkhardt, J., 148
- Burn, B. B., 128
- Burton, B., 40, 146
- Business majors, 40; caring and connectedness and, 73, 74, 82; religious struggles and, 106
- Business model approach, to education, 140
- C**
- Calm, sense of, 49, 50, 51, 52, 55
- Camp David Peace Accords, 51
- Campus housing, 79
- Campus religious organizations: religious commitment and, 87; religious engagement and, 87, 91; religious skepticism and, 111; religious/social conservatism and, 93
- Cannister, M. W., 14
- Caring for others. *See* Ethic of caring
- Carlson, J. S., 128
- Carnegie Mellon University, 152–153
- Carpenter, P., 153
- Carter, J., 51
- Catholics. *See* Roman Catholics
- Causal terminology, 172–173
- Center for Awareness, Reflection, and Meditation, 153
- Center for Contemplative Mind in Society, 149
- Center for Global and Multicultural Engagement, 154
- Ceremonies, 5
- Chang, M. J., 126, 148
- Chang, T. H., 25
- Chanting, 85
- Charitable involvement. *See* Community service
- Charitable Involvement measure: components of, 69, 80; description of, 21, 69, 143; equanimity and, 58; other scales' shared content with, 25; relation of other measures to, 22, 63, 201n.1; spiritual quest and, 29
- Chickering, A. W., 2, 7, 199n.2
- Christians: central principles of, 64; ethic of caring of, 66; evangelism of, 95; religious commitment of, 23, 94; religious engagement of, 94; religious skepticism of, 110; religious/social conservatism of, 94. *See also specific groups*
- Chronicle of Higher Education*, 152
- Church, J., 153
- Church of Christ, students of: decline in religious service attendance of, 96; ecumenical worldview of, 68; ethic of caring of, 66; religious skepticism of, 110; religious/social conservatism of, 95
- CIRP. *See* Cooperative Institutional Research Program
- Clayton, P. H., 42
- Clinchy, B. M., 72

- Clubs, student, 59, 81; leadership and, 131; psychological well-being and, 132; religious commitment and, 87
- Cobb, M., 5, 14, 28
- Cockreham, D., 33
- Co-curricular activities, 81. *See also specific activities*
- Cognitive development, 7
- Cohen, A. M., 139–140
- Collaboration: equanimity and, 59; ethic of caring and, 81
- College attendance: spiritual quests and, 30–31; students' reasons for, 3
- College degrees, 118
- College experiences: academic effects of, 127–131; attitudinal outcomes and, 133; charitable involvement and, 72–81; as contributors to spiritual growth, 10; ecumenical worldview and, 72–81; emotional effects of, 131–133; ethic of caring and, 72–81
- College major: caring and connectedness and, 73–74; religious engagement and, 91–92; religious struggles and, 106; spiritual quests and, 40–41. *See also specific majors*
- College Students' Beliefs and Values (CSBV) Survey: description of, 161, 162; development of, 12–17; in longitudinal study, 19–20, 164
- College, transition to, 33–34
- Commitment overflow, 44–47, 56
- Commitment scale, 25, 48
- Community service: academic outcomes of, 127–128, 129–130; benefits of participating in, 58–59, 80, 146; college experiences' effects on, 72–81; decline of, during college, 69–70, 71; equanimity and, 58–59; ethic of caring and, 64, 65; faculty's recognition of, 141–142; leadership and, 132; practice of spirituality in, 63–64; religious commitment and, 87; religious engagement and, 91; religious struggle and, 107–108; spiritual quests and, 40, 44, 48
- Community strength, 59
- Commuting students, 79
- Compassion, 64, 69
- Competitiveness, 140
- Computer games, 60–61
- Computer sciences, 40
- Confidence levels, 168
- Confucianism, 64
- Congregationalists, 96
- Conservative student body, 112–113
- Contemplative practices, 148–149, 153–156
- Cook, S. W., 14
- Cooperative Institutional Research Program (CIRP), 19, 159, 161, 201n.2
- Cooperative learning, 74
- Crawford, E., 34
- Cress, C. M., 148
- Critical thinking, 105, 106
- CSBV. *See* College Students' Beliefs and Values Survey
- Cultures, understanding of: attitudinal outcomes and, 125–126, 133; ecumenical worldview and, 67–68, 69; equanimity and, 126; religious engagement and, 126
- Curricula: diversity in, 78; innovations in, 154–155; in spiritual quests, 39–41; students' caring and connectedness and, 79–81

D

- Daily reflection, 41, 42*fig*
- Daily Spiritual Experience scale, 25
- Dalai Lama, H. H., 49–50, 51, 52, 61–62, 156
- Daloz, L.A.P., 51
- Dalton, J. C., 2, 7
- Dance, 55–56
- Databases, 9
- Date rape, 93
- De Souza, M., 29
- Death, of loved one, 34; equanimity and, 58; religious struggles and, 103, 108

Dehler, G. E., 14
 Democracy, 40
 Denson, N., 148, 167
 Denton, E. A., 139
 Dey, E. L., 202n.1
 Diambra, J. F. L., 40, 146
 Direct effects, 170
 Discrimination, 78
 Discussions, religious: examples of, 152–153; religious commitment and, 87; religious engagement and, 87, 91; religious struggles and, 106–107; in spiritual quests, 37–38, 42
 Disillusionment, 103
 Diversity: attitudinal outcomes related to, 124–126; of college curriculum, 78; of college students, 27, 78; ecumenical worldview and, 67–68, 69, 80–81; equanimity and, 59; ethic of caring and, 80–81; religious struggles and, 107; religious/social conservatism and, 95–96; of Roman Catholics, 95–96; spiritual quests and, 33, 34–36
 Divorced parents, 112
 Doctoral degrees, 118
 Domains, on survey questionnaires, 16–17
 Donations, charitable, 44; academic outcomes of, 129–130; attitudinal outcomes and, 133; benefits of, 146–147; increases in, during college, 70; religious commitment and, 87; religious engagement and, 87, 91; religious struggles and, 108; spiritual quests and, 43
 Doud, J. P., 79
 Duberstein, P. R., 25
 Duchon, D., 14
 Dyson, J., 5, 14, 28

E

Eastern Orthodox students: charitable involvement of, 70–71; religious struggles of, 105; religious/social conservatism of, 95; spiritual quests of, 36
 Ecumenical worldview: college experiences' effects on, 72–81; definition of, 64, 78; description of, 64; faculty's role in, 75–77; growth of, in college students, 67–68
 Ecumenical Worldview measure: description of, 21, 67, 143–144; other scales' shared content with, 25, 26; relation of other scales to, 48, 63, 201n.1; spiritual quests and, 29, 48
 Edgewood College, 155–156
 Education: goal of, 25; majors in, 92
 Edwards, K. J., 25
 Elkins, D. N., 14, 25
 Emotional conflicts, 51, 52, 57–58, 61–62
 Empathy, 65
 Employed students: academic outcomes of, 128–129; community service and, 70; leadership and, 131; psychological well-being and, 132; satisfaction with college and, 132; spiritual quests of, 44
 Empowering students, 74
 Engineering majors: caring and connectedness and, 73, 74, 82; equanimity of, 60–61; religious engagement of, 92; spiritual quests of, 40–41
 English majors, 106
 Enlightenment ideals, 139
 Environmental concerns, 65
 Episcopalian students: decline in religious service attendance of, 96; spiritual quests of, 36
 EQS 6.1, 171
 Equal vision, 52
 Equanimity: and academic development, 118–120; of activists, 51–52; activities to facilitate, 54–60; barriers to, 60–61; cultural understanding and, 126; definition of, 51, 119; diversity of people and, 59; function of, 61; people who exemplify, 49–50, 51–52; personal and emotional outcomes and, 122–

- 123; psychological well-being and, 122–123; qualities of, 50, 52; satisfaction with college and, 122–123; of spiritual leaders, 51
- Equanimity measure: of college students, 52–54; description of, 20, 50–52, 142–143; determining high and low scores on, 24, 187–189; psychological well-being and, 53–54; relation of other scales to, 48; spiritual quest and, 29, 48
- Ethic of caring: college experiences' effect on, 72–81; description of, 64–65, 143; faculty's role in, 75; growth of, during college years, 65–67; importance of, 65; as principle of major religions, 64; in women versus men, 71–72
- Ethic of Caring measure: components of, 64–65; description of, 20, 143; other scales' shared content with, 25; relation of other measures to, 22, 48, 63, 201n.1; spiritual quest and, 29, 48
- Ethic of service, 71
- Evangelical faiths: decline in religious service attendance of, 96; religious skepticism of, 110, 113
- Evangelical universities: caring and connectedness at, 82; charitable involvement of, 70; ethic of caring at, 66; religious engagement and, 97–98, 106; religious skepticism and, 111; religious struggles of students at, 103–104
- Evangelism, 93, 95
- Evil, understanding of, 103
- Evinger, J. S., 25
- Existential Well-being scale, 25
- Eyler, J., 59, 127
- F**
- Factor analysis: definition of, 18; in scale development, 18
- Faculty: assessing spirituality of, 134; contemplative practices of, 150; equanimity contributions of, 60; facilitation of spiritual development by, 37–39, 41, 150–151; hectic schedules of, 47; inclusive attitude of, 78–79; instructional methods of, 74–75, 77; recognition of spiritual-development opportunities by, 141–142; as role models, 133; role of, in spiritual development, 133–134, 150–151; secular views of, 6; self-described spirituality of, 39; spirituality of, 6, 7, 150; students' caring and connectedness and, 74–79, 82; surveys of, 10; values development versus spiritual development and, 140–141
- Faculty conversations: about spirituality, 5–6; attitudinal outcomes and, 133; ecumenical worldview and, 75–77; ethic of caring and, 74–79; examples of, 152–153; religious commitment and, 87, 88; religious struggles and, 106–107; satisfaction with college and, 132–133; in spiritual quests, 37–39
- Fairness, 78
- Faith, K. Q., 145–146
- Faith-based beliefs: differences in spiritual quests among, 35–36; religiousness versus spirituality and, 5; versus spiritual quests, 29–30
- Family disagreements, 103
- Fetzer Institute, 5
- Field, M., 128
- Fight or flight reaction, 57, 61
- Filmer, P. A., 130
- Financial wealth, 2–3
- Fine arts, 40
- Flinders, T., 134
- Florida State University, 153–154
- Focus groups, 9–10
- Football, 59; religious skepticism and, 112; religious/social conservatism and, 93
- Forman, D., 5, 14, 28
- XIV Dalai Lama Scholarship Program, 156

Four-year colleges, 98
 Fowler, J., 62
 Frankl, V. E., 57
 Fraternities, 81, 130–131
 Freshmen: academic outcomes of, 118; attitudinal outcomes of, 126–127; charitable involvement of, 69, 70; ecumenical worldview of, 67, 68; equanimity of, 53; ethic of caring of, 65; psychological well-being of, 121; religious life of, 82; religious struggles of, 103–104; responses of, on Religious Commitment measure, 84–85; self-rated leadership traits of, 122; spiritual quests of, 41–42, 44
 Friends, helping: equanimity and, 58; increased frequency of, 70; religious struggles and, 107–108; spiritual quests and, 43, 44
 Friendship: attitudinal outcomes and, 133; religious engagement and, 98; religious struggles and, 105–106; religious/social conservatism and, 93–94; satisfaction with college and, 132; in spiritual quests, 43, 44
 Fudge, D. L., 40, 146
 Fuller, R. C., 5
 Full-time employment, 129
 Fundamentalism measure, 21, 84
 Fuss, A., 40, 146

G

Gender gap, 35
 Generosity, 147
 Genia, V., 25
 Gibbons, P., 14
 Giles, D. E., 59, 127
 Gilligan, C., 33, 62, 71, 72
 Global citizenship: and academic development, 120–121; attitudinal outcomes and, 124–126; description of, 119, 126, 143–144
 Global society: ecumenical worldview and, 67–68; problems in, 8; role of spirituality in, 8–9; types of people needed in, 8

God: anger toward, 103; changes in perception of, 92; doubt about, 108, 109, 111; feeling distanced from, 103; number of students who believe in, 83; references to, in surveys, 15
 Goddard, N. C., 5, 28
 Goldberger, N. R., 72
 Goodness-of-fit indices, 172
 Grace, F., 154, 155
 Grade point average (GPA), 117–118, 119, 127–128
 Graduate studies, 120–121
 Greater good, 62
 Group projects, 59, 74

H

Hall, T. W., 25
 Hannon, J., 153
 Hardship: description of, 50; equanimity and, 50, 51, 57; examples of, 51
 Hatcher, J. A., 42
 Hayes, J. A., 101
 Hayes, S. C., 14
 Health professions majors: equanimity and, 59; spiritual quests and, 40
 Healthy lifestyles, 44–47
 Hedge terminology, 172–173
 Hedstrom, L. J., 14, 25
 Helminiak, D. A., 28
 Hierarchical linear modeling, 167, 202n.2
 Higher education: fragmented approach to students development by, 7; goal of, 25; ignoring spirituality in, 6–7; implications of study for, 138–157; influence of, 140; new liberal education movement in, 7; reflecting on campus communities in, 8; topics of emphasis in, 2
 Higher Education Research Institute, 19, 122, 159, 160, 161, 201n.2
 Hill, P. C., 5, 14, 15, 27, 199n.2
 Hindman, D. M., 5, 28
 Hindus: charitable involvement of, 70–71; decline in religious service

- attendance of, 96; ecumenical worldview of, 68, 69, 82; ethic of caring of, 66, 82; religious/social conservatism of, 95; spiritual quests of, 36
- History majors: caring and connectedness and, 73; spiritual quests and, 40–41
- Hodge, D. R., 14
- Hoffman, L., 14
- Holistic education, 7, 140
- Holland, J. L., 92
- Homework, 39–41, 44
- Hood Jr., R. W., 5, 14, 15, 27
- hooks, b., 63
- Howard, J. P., 78
- Hu, S., 134
- Hughes, L. L., 14, 25
- Hulbert, J. M., 130
- Human development: definition of, 28; higher education's fragmented approach to, 7
- Humanities, 40, 106
- Hunt, T. K., 14
- Hurtado, S., 2, 19
- I**
- Identity development: ethic of caring and, 66; spiritual quests in, 29, 33; in women, 72
- Idler, E., 25, 199n.2
- Ikeda, E. K., 40
- Illness, 108, 131
- Inclusive attitude, 78–79
- Indirect effects, 170
- Individualism, 140
- Informed consensus, 14
- Injuries, personal, 108, 131
- Inner harmony, 29, 32
- Inner work: activities in, 10, 54; charitable involvement and, 82; ecumenical worldview and, 82; equanimity and, 54–58; ethic of caring and, 82; leadership and, 132. *See also specific types*
- Institute/National Institute on Aging Workgroup, 5
- Instructional methods, 74–75, 77, 156
- Intellectual self-esteem, 118, 119, 120, 130
- Intercollegiate sports: equanimity and, 59–60; religious skepticism and, 112; religious/social conservatism and, 93
- Interconnectedness, sense of: charitable involvement and, 71–72; ecumenical worldview and, 68; in spirituality, 63–64; in women versus men, 71–72
- Interdisciplinary studies: academic outcomes of, 128; benefits of, 145–146; ecumenical worldview and, 80–81; religious struggles and, 107
- Interracial interactions, 147–148
- Interviews, 9–10
- Intrinsic Religious Orientation scale, 25
- Irwin, R. R., 62
- Islamic students: charitable involvement of, 70; ethic of caring of, 66; increase in religious service attendance of, 97; religious commitment of, 94; religious skepticism of, 110; spiritual quests of, 36
- Isolation, of students, 126
- J**
- Jackson, P., 60
- Jacoby, B., 40, 78, 146
- Jews: ecumenical worldview of, 68; evangelism of, 95; religious commitment of, 23, 94; religious engagement of, 94; religious skepticism of, 110; religious struggles of, 105; religious/social conservatism of, 95
- Johnson, C. S., 199n.2
- Johnson, C. V., 101
- Josselson, R., 72
- Journaling, 78, 132
- Judeo-Christian belief system, 15
- K**
- Kazanjian, V. H., 2
- Keen, C. H., 51

- Keen, J. P., 20, 51
 Kegan, R., 62
 Kim, D., 126
 King, A. S., 5, 28
 King, C. S., 51
 King Jr., M. L., 51
 Klaassen, D. W., 28, 29
 Kohlberg, L., 62, 71–72
 Komives, S. R. N., 122, 148
 Korn, J. S., 93
 Korn, W. S., 2, 19
 Kouzes, J. M., 122
 Krahnke, K., 14
 Kuh, G. D., 134
 Kunkel, M. A., 14
- L**
- Lampert, M. A., 134
 Lattuca, L. R., 145–146
 Laurence, P. J., 2
 Law degrees, 118
 Lawson, D. B., 27
 Leadership, growth in: college
 experiences and, 131–132;
 emotional outcomes and, 122, 123,
 124
 Leadership measure, 122
 Leadership training: attitudinal
 outcomes and, 133; benefits of,
 148; equanimity and, 59; ethic of
 caring and, 81; expansion of, 142
 Leaf, J. A., 14, 25
 Lee, D. M., 7
 Levin, J., 25
 Lewis, B. L., 25
 Liberal arts education, 7, 140
 Liberal attitudes, 92, 112–113
 Life events, 34, 36
 Life, philosophy of, 2–4, 29, 31
 Life purpose: college students’
 questions about, 27; faculty’s role
 in discovering, 75–76; freshmen
 goals for, 3; in new liberal
 education movement, 7; spiritual
 quests in, 29, 32, 34
 Life skills courses, 154
 Lindholm, J. A., 6, 19, 39, 74, 165
 Lindholm, J. L., 146
 Living arrangements: attendance
 at religious services and, 89;
 students’ caring and
 connectedness and, 79
 Logistic regression, 202n.1
 Longitudinal surveys, 161–173
 Los Angeles Lakers team, 59–60
 Lott, C. E., 40
 Love, P. G., 5, 14, 27
 Loving, becoming more, 29, 32, 35
 Lucas, N., 122, 148
 Lutherans, 66–67, 105
- M**
- MacDonald, D. A., 14, 25
 Magyar, G. M., 101
 Maher, M. F., 14
 Mahoney, K. M., 19
 Major, college. *See* College major
 Mandela, N., 51, 52
 Mann, R. D., 52
Man’s Search for Meaning (Frankl), 57
 Mardia’s normalized coefficient, 172
 Marsden, G. M., 139–140
 Marshall, I., 5, 28
 Masten, A. S., 34
 Master’s degrees, 118
 Materialism, 2–3, 140
 Math self-confidence, 118
 Mathematics majors: caring and
 connectedness and, 73, 74, 82;
 spiritual quests and, 40–41
 Maturation processes, 76–77
 McClam, T., 40, 146
 McCullough, M., 27, 199n.2
 McDonald, M. J., 28, 29
 McLennan Jr., William L., 199n.2
 McMahan, T. R., 122, 148
 Meaning, sense of: equanimity and,
 57; spiritual quests in, 29, 32, 34,
 35
 Meaning-making: equanimity and, 57;
 faculty’s role in, 75–76; religious
 struggles with, 101–102, 106
 Mediated effects, 170
 Medical degrees, 118
 Meditation: benefits of, 148–149; in
 classrooms, 77; dance as, 56;

- definition of, 148–149; equanimity and, 54, 55–57; examples of, on campuses, 153–155; faculty who engage in, 150; goal of, 57; positive effects of, 77; religious commitment and, 87; religious struggles and, 108–109; in spiritual quests, 30, 41
- Men: charitable involvement of, 70; ethic of caring of, 65–66; sense of connectedness of, 71–72; spiritual quests of, 35
- Methodists, 96
- Michelmore, C. W., 40
- Misa, K., 148
- Missing holism, 37
- Mission in Life dimension, of spirituality, 25
- Mission statements, of universities, 6
- Mission trips, 59
- Mitroff, I. I., 139
- Moberg, D. O., 15, 18
- Mormons: decline in religious service attendance of, 96; evangelism of, 95; religious commitment of, 23, 94; religious engagement of, 94; religious struggles of, 105; religious/social conservatism of, 94, 96; spiritual quests of, 36
- Morton, K., 42
- Mother Teresa, 147
- Motivation, to achieve, 129
- Murphy, C., 140
- Murray-Swank, N., 101
- Music, 55–56, 155
- Muslims. *See* Islamic students

N

- Nair, I., 153
- Narayanasamy, A., 28
- Nash, R., 37
- National Institute on Spirituality in Higher Education, 151–152
- Nazi death camps, 57
- Networking, 129
- Nobel Peace Prize, 51
- Noddings, N., 25, 65
- Normed fit index, 172

O

- O'Dougherty Wright, M., 34
- Oman, D., 134
- Omkaranda, S., 52
- On-campus work, 129
- Open disposition, 29
- Ordinary least squares regression: versus hierarchical linear modeling, 202n.2; versus logistic regression, 202n.1; popular criticism of, 203n.2
- Orfield, G., 81
- Organizational Religiousness scale, 25
- Oseguera, L., 160, 166, 202n.1
- Other-directed students, 130

P

- Parental influences, 89, 90, 112
- Pargament, K. I., 14, 27, 101, 199n.2
- Parks, S. D., 51
- Part-time employment, 129
- Partying: academic outcomes and, 130; religious engagement and, 88–89, 90–91; religious skepticism and, 112
- Pascarella, E. T., 1, 2, 106
- Path analysis, 170
- Pause and reframe process, 57, 61–62
- Peace activists, 51
- Peaceful mind. *See* Calm, sense of
- Pedagogy, student-centered, 74–75, 77
- Perry, W. G., 81
- Personal judgment, 105
- Personal practices: spiritual quests and, 41–44; students' caring and connectedness and, 79–81
- Personal problems, 43
- Personal qualities, of spiritual people, 4
- Philanthropic giving. *See* Donations, charitable
- Physical sciences, 40
- Pilot surveys, 17, 19, 159–161, 199n.3
- Plante, T. G., 134
- Political science majors, 40–41, 73
- Politics, 88, 94, 112–113
- Positive psychology, 59
- Posner, B. Z., 122

Poverty, 71
 Prayer: equanimity and, 59; faculty who engage in, 150; number of students participating in, 83; religious commitment and, 85–87; religious skepticism and, 111; in spiritual quests, 30
 Presbyterians, 96
 Private Religious Practices scale, 25
 Pro-choice stance, 92
 Protestant universities, 97, 98
 Protestants: decline in religious service attendance of, 96; religious “commitment” of, 23. *See also specific denominations*
 Pryor, J. H., 2
 Psychological well-being: assessment of, 121; college experiences and, 131, 132; declines in, 121–122; Equanimity scores and, 53–54, 123; spiritual quests and, 124
 Psychosocial support, 33

Q

Quakers: charitable involvement of, 71; ecumenical worldview of, 68; ethic of caring of, 66–67; religious struggles of, 104, 105
 Quest of the Mystic course, 154
 Questions, survey: description of, 160, 161; development of, 12–15; drawing conclusions from, 13; phrasing of, 12–14; in scale development, 18–19

R

Racial identity, 69
 Raudenbush, S. W., 167
 Ray, P. H., 199n.3
 Reading sacred texts, 42–43, 85
 Reflection: attitudinal outcomes and, 133; benefits of, 148–149; charitable involvement and, 79–80; ecumenical worldview and, 79–80; equanimity and, 54–58; ethic of caring and, 79–80; faculty’s encouragement of, 77–78; goal of, 57; intellectual self-esteem and, 130; leadership and, 132; positive

effects of, 77–78; religious commitment and, 87; religious struggles and, 108–109; in service learning, 40; spiritual quests and, 41–42, 44–46
 Religion: lack of research on, 2; versus science, 110; versus spirituality, 5; as taboo topic of discussion, 38
 Religious beliefs, of students: description of, 3; doubts in, 30; equanimity and, 56; sanctions for questioning, 103–104; spiritual quests and, 29–30; students’ struggles with, 103; terminology of, in measures, 23
 Religious commitment: changes in, 84–89; religious denomination and, 24, 94; religious engagement’s connection to, 85–88; versus religious skepticism, 109; spiritual development and, 99
 Religious Commitment measure: description of, 21, 84, 144; differentiation of denominations in, 23; freshmen’s response on, 84–85; other scales shared content with, 25; relation of other measures to, 22; spiritual quests and, 29
 Religious conflict, 30
 Religious denominations: church attendance by, 96–97; most committed types of, 23; religious commitment and, 23, 94; religious engagement and, 94–97; religious skepticism and, 110–111; religious struggles of, 104–105; in spiritual quests, 29–30, 35–36; students’ preference of, 94–97. *See also specific denominations*
 Religious engagement: academic outcomes and, 120; activities that positively affect, 99–100; cultural understanding and, 126; decline in, 89–92, 96–99; personal/emotional outcomes and, 124; religious commitment’s connection to, 85–88; versus religious skepticism, 109; religious skepticism and, 111–112; role of

- religious denomination in, 94–97;
satisfaction with college and, 124;
versus spirituality, 137; to
strengthen religious/social
conservatism, 93; students'
isolation and, 126; type of college
and, 97–98
- Religious Engagement measure:
description of, 21, 84, 144; other
scales shared content with, 25;
relation of other measures to, 22;
spiritual quests and, 29
- Religious qualities scale, 18–19
- Religious services: attendance at, by
denomination, 96–97; decline in
attendance at, 89, 96–98; number
of students participating in, 83;
religious skepticism and, 111
- Religious skepticism: change in, 109–
111; college experiences that
affect, 111–113; description of,
109; by religious denomination,
110–111; type of college and, 111
- Religious Skepticism measure, 13,
21–22
- Religious Struggle measure, 13;
description of, 21–22, 102, 144;
development of, 18; relation of
other measures to, 22; spiritual
quests and, 29
- Religious struggles: activities that
exacerbate, 107–109; common
experience of, 101–102;
community service and, 107–108;
by denomination, 104–105;
evolution of, during college, 102–
105, 145; leadership abilities and,
124; personal/emotional outcomes
and, 124; role of college in, 105–
109; satisfaction with college and,
124; type of college and, 103–104
- Religious tolerance, 3
- Religiousness: activities that have a
positive effect on, 99–100;
assessment of, 12–20, 21–26;
definition of, 5, 83; of freshmen,
83; limitations of scales related to,
15; in spiritual quests, 30; versus
spirituality, 83
- Religiousness factor, 25
- Religiousness measures, 13;
changes in, during college, 85;
function of, 83; illustration of,
23/fig; listing of, 83; relations
among, 22, 23/fig; types of,
21–23, 83
- Religious/Social conservatism: decline
in, 92–93; description of, 92;
ethnic diversity and, 95–96; factors
influencing, 93–94; peer influence
on, 93–94; religious engagement
to strengthen, 93
- Religious/Social Conservatism
measure: description of, 21, 84, 92,
144; other scales' shared content
with, 25; relation of other
measures to, 22
- Residence, of students, 79, 89
- Retreats, 156
- Rhoads, R. A., 78
- Rituals, 5, 95
- Role models, 74, 75, 133
- Roman Catholic universities, 97
- Roman Catholics: charitable
involvement of, 70; decline in
religious service attendance of, 96;
diversity of, 95–96; religious
commitment of, 23; religious/
social conservatism of, 95; spiritual
quests of, 36
- Romantic relationships, 131
- Rose, S., 14
- Ross, J. M., 25, 29
- ROTC program: academic outcomes
and, 130–131; religious skepticism
and, 112
- Roth, H., 155
- Rumi, 154
- Ryan, M. E., 128

S

- Sacred texts: equanimity and, 58;
religious commitment and, 85;
spiritual quests and, 42–43
- Saenz, V., 2, 148
- Santa Maria, M., 33
- Santos, J. L., 2
- Sarath, E., 155

- Satisfaction, with college: college experiences and, 132–133; equanimity and, 122; religious struggles and, 124
- Saunders, C., 14, 25
- Sax, L. J., 19, 40, 59, 78, 124
- Scales: advantages of, 18; determining high and low scores on, 24, 187–189; development of, 18–19; limitations of, 14–15; relations among, 22; types of, 20–22
- Schedules: equanimity facilitators and, 56; spiritual quests and, 44–46
- Schweitzer, A., 147
- Science, 110
- Scientific worldviews, 139
- Scott, A. B., 5, 27
- Secular institutions, 6; ethic of caring at, 66; religious engagement and, 97–98
- Secular views, of faculty, 6
- Seidlitz, L., 25
- Self-awareness: higher education's lack of attention to, 2; leadership and, 132; meditation and, 57; reflection and, 57; spiritual quests and, 32–33; students' goals for, 3–4
- Self-esteem, 118, 119, 120
- Self-reflection. *See* Reflection
- Self-selection, of quests, 41–42
- Self-understanding: definition of, 2; importance of, 2; spiritual quests and, 32–33, 42
- “The Semester Within” (video), 155
- Separate self, 62
- September 11, 2001, attacks, 97
- Service learning: academic outcomes of, 127–128; benefits of, 146; definition of, 40; equanimity and, 58–59; faculty's recognition of, 141–142; spiritual quests and, 40, 48
- Seventh-Day Adventists: decline in religious service attendance of, 96; ecumenical worldview of, 68; ethic of caring of, 66–67; religious commitment of, 94; religious engagement of, 94; religious struggles of, 104–105
- Sex, casual, 92, 93
- Shapiro, S. L., 77, 134, 149
- Sheltered students, 103–104
- Singing, 85
- Smith, C., 137, 199n.2
- Snell, P., 137
- Social justice: definition of, 79; as ethic of caring, 64–65; institutional, 78–79
- Social science majors: caring and connectedness and, 73, 82; religious engagement of, 92; religious struggles and, 106
- Social values, 65
- Societal problems, 8
- Sororities, 81, 130–131
- South Africa, 51
- Spiritual development: academic performance and, 115–121; activities that enhance, 137–138, 145–151; activities that impede, 10; college experiences contributing to, 10; core of, 29; definition of, 28; description of, 5; faculty's influence on, 37–39, 41, 133–134, 150–151, 151; faculty's willingness to participate in, 140–141; higher education's lack of concern with, 2; lack of research on, 1–2; personal/emotional growth and, 121–126; private nature of, 139; recommendations for, 151–156; religious commitment and, 99
- Spiritual Experience index, 25
- Spiritual leaders, 51
- Spiritual Life Project, 153–154
- Spiritual Quest measure: description of, 20, 28–29, 47, 144; other scales' shared content with, 25; personal practices' effect on, 41–42; relation of other measures to, 22, 48; religious groups' scores on, 35–36; scores of men versus women on, 35
- Spiritual questions: higher education as place for, 6; implications of, 1; in new liberal education movement, 7; types of, 1

- Spiritual quests: and academic development, 120; barriers to, 44–47; benefits of, 29, 48; versus commitment to faith tradition, 29–30; commonalities of, 27–28; as core of spiritual development, 29; curricula in, 39–41; definition of, 1, 28; demographic differences in, 34–36; description of, 27–31; development of, 31–34; of employed students, 44; faculty's influence in, 37–39; impact of, 36–47; leadership abilities and, 123; personal practices and, 41–44; personal/emotional outcomes and, 123–124, 124; psychological well-being and, 124; psychosocial support during, 33; relevance of, 1; student diversity and, 33; students' propensity for, 31
- Spirituality: assessment of, 12, 13–21, 24–26; consequences of, 10; definition of, 14, 27–28, 49, 63, 137; description of, 4–5, 63–64; of faculty, 39, 134, 150; faculty's conversations about, 5–6; function of, 28; higher education's ignoring of, 6–7; importance of, 1; increased interest in, 2; lack of research on, 2; limitations of scales related to, 15; versus religion, 5; versus religious engagement, 137; versus religiousness, 83; scale development related to, 18–19; students' interest in, 3; surveys of, 13–14
- Spirituality in Higher Education Newsletter*, 156
- Spirituality measures: description of, 142–145; development of, 199n.1, 199n.3–201n.4; illustration of, 23*fig*; relation among, 22, 23*fig*; types of, 20–21
- Spirituality, practice of, 63–64
- Spirituality study: description of, 9–10; findings of, 10, 135–136; implications of, for higher education, 138–157; methodology of, 159–198; purpose of, 137, 138; story told by, 10
- Sports, participation in: equanimity and, 59–60; leadership and, 131; religious skepticism and, 112; religious/social conservatism and, 93
- Sports psychology, 59
- SPSS program, 202n.1, 202n.2
- Stage theory, 62
- Stamm, L., 2, 7
- Statistical analysis, 202n.1, 202n.2. *See also specific methods*
- Statistics majors: caring and connectedness and, 73, 82; spiritual quests and, 40–41
- Stereotypes, 97
- Stoll, R. I., 28
- Stresses, of students: attendance at religious services and, 90; decline in community service and, 70; description of, 3; equanimity activities and, 54–58; spiritual quests and, 44–47
- Structural equations modeling, 171
- Student government, 81, 142
- Student-centered teaching, 74–75
- Study-abroad programs, 45; academic outcomes of, 128; benefits of, 145; equanimity and, 59; ethic of caring and, 80; faculty's recognition of, 141–142; religious skepticism and, 112; religious struggles and, 107
- Studying: equanimity and, 60; grade point average and, 128; religious engagement and, 90; spiritual quests and, 39–41
- Suffering, 103, 109
- Sullivan-Cosetti, M., 40
- Surveys, study: development of, 12–17; domains of, 16–17; drawing conclusions from, 13; of faculty, 134; qualities of, 12; rationale for, 9, 12; of religiousness, 12–13; in scale development, 18–19; of spirituality, 13–14; types of, 9–10
- Swyers, J. P., 27
- Szelényi, K., 14, 165

T

- Taboo topics, 38
 Talbot, D., 5, 14, 27
 Tanyi, R. A., 5, 28
 Tarule, J. M., 72
 Teams, sports, 59–60
 Technical Advisory Panel, 14, 17
 Technical skills, 8
 Television viewing: academic
 outcomes and, 130; ethic of caring
 and, 79–80; religious skepticism
 and, 112; religious struggles and,
 108
 Terenzini, P. T., 1, 2, 106
 Teresi, J. A., 25
 Terminology, 15, 23
 Thoresen, C. E., 134
 Tibet, 49, 51, 61–62
 Time management, 129
 Time pressures: religious engagement
 and, 90; spiritual quests and, 44–47
 Tisdell, E. J., 2, 7
 Transpersonal experiences, 62
 Traumatic events, 34; equanimity and,
 58; psychological well-being and,
 132; religious struggles and, 108
 Trautvetter, L. C., 2, 7, 140
 Tutu, D., 51
 Twibell, R. S., 128

U

- UCLA, 14, 154
 Underwood, L. G., 25
 “Unitarian Universalist Association of
 Congregations,” 68
 Unitarian/Universalists: decline in
 religious service attendance of, 96;
 ecumenical worldview of, 68, 82;
 ethic of caring of, 66, 82;
 evangelism of, 95; religious
 commitment of, 23, 94; religious
 engagement of, 94; religious
 skepticism of, 110; religious/social
 conservatism of, 95
 Universities: versus four-year colleges,
 98; selection of, for study, 162–165.
 See also specific types

- University of California at Irvine, 153,
 156
 University of Michigan, 155
 University of Redlands, 154–155
 Useem, J., 128

V

- Values, personal: disconnect between
 society and, 139; faculty’s belief in
 developing, 140–141;
 interdisciplinary studies and,
 80–81. *See also specific values*
 Verma, S., 33
 Video games, 60–61, 88, 130
 Viele, P., 154
 Vogelgesang, L. J., 40, 59, 146, 202n.1
 Voigt, L. J., 145–146
 Volunteer work. *See* Community
 service

W

- Ward, K., 2, 7, 140
 Weighting scheme, 162, 165–166
 Welsh, M. A., 14
 Wilber, K., 62
 Williams, D. R., 25
 Wisdom, attaining, 29, 32
 Wister, J. A., 40
 Women: charitable involvement of,
 70; ecumenical worldview of, 68;
 ethic of caring of, 65–66; identity
 development in, 72; sense of
 connectedness of, 71–72, 82;
 spiritual quests of, 35
 Wright, S., 28
 Wu, E.J.C., 171

Y

- Yachimowicz, D., 128
 Yee, J. A., 40
 Yoga, 55

Z

- Zen Buddhism, 60
 Zimmerman-Oster, K., 148
 Zinnbauer, B. J., 5, 27
 Zohar, D., 5, 28