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# JNCHC

## Journal of the National Collegiate Honors Council

**Forum on Risk-Taking in Honors**

Vol. 20, No. 2 | Fall/Winter 2019



# Journal

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OF THE National Collegiate Honors Council

## RISK-TAKING IN HONORS

JOURNAL EDITOR

Ada Long

University of Alabama at Birmingham

**The National Collegiate Honors Council** is an association of faculty, students, and others interested in honors education.

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## CALL FOR PAPERS

The next issue of *JNCHC* (**deadline: March 1, 2020**) invites research essays on any topic of interest to the honors community.

The issue will also include a Forum focused on the theme “The Professionalization of Honors.” We invite essays of roughly 1000–2000 words that consider this theme in a practical and/or theoretical context.

The lead essay for the Forum by Patricia J. Smith is posted on the NCHC website: [https://www.nchchonors.org/uploaded/NCHC\\_FILES/Pubs/The\\_Professionalization\\_of\\_Honors\\_Education.pdf?1569449769769](https://www.nchchonors.org/uploaded/NCHC_FILES/Pubs/The_Professionalization_of_Honors_Education.pdf?1569449769769). In Smith’s essay, “The Professionalization of Honors Education,” she cites the theory of how an occupation becomes a profession advanced by sociologist Theodore Caplow in 1954: “Caplow identifies four stages whereby a developing profession transitions to a professional association: organizing membership, changing the name of occupation from its previous status, developing a code of ethics, and after a period of political agitation, beginning a process by which to enforce occupational barriers.” Synchronizing the evolution of the NCHC with the Caplow’s stages of professionalization, Smith argues that the issue of certification, which has been controversial and disruptive in NCHC’s past, is likely to arise again as a matter for serious attention.

Questions for Forum contributors to consider might include the following:

- Is certification—the establishment and enforcement of “occupational barriers” (Caplow) or the use of “a nationally accepted instrument to be used in a process of certifying honors colleges” (Smith)—a necessary next step in the professionalization of honors?
- Is the professionalization of honors inevitable? Is it necessary? Is it desirable?
- Is standardization a necessary consequence of professionalization?
- What values does certification add to or subtract from honors education?
- If the NCHC were to “establish and sustain its jurisdictional authority” over honors education, what might be the responses of various interest groups such as two-year colleges and research universities? Would they accept this authority or withdraw from it? What would be the effect on the internationalization of honors, given the different structures and values of honors education in other countries?
- What characteristics of honors education might (or might not) distinguish the NCHC from the kind of professional organizations that Caplow describes?
- If honors develops as a discipline rather than a profession, is Caplow’s argument for the inevitability of “occupational barriers” or certification irrelevant to honors?

Information about *JNCHC*—including the editorial policy, submission guidelines, guidelines for abstracts and keywords, and a style sheet—is available on the NCHC website: <<http://www.nchchonors.org/resources/nchc-publications/editorial-policies>>.

Please send all submissions to Ada Long at [adalong@uab.edu](mailto:adalong@uab.edu).

## EDITORIAL POLICY

*Journal of the National Collegiate Honors Council (JNCHC)* is a refereed periodical publishing scholarly articles on honors education. The journal uses a double-blind peer review process. Articles may include analyses of trends in teaching methodology, discussions of problems common to honors programs and colleges, items on the national higher education agenda, research on assessment, and presentations of emergent issues relevant to honors education. Bibliographies of *JNCHC*, *HIP*, and the NCHC Monograph Series on the NCHC website provide past treatments of topics that an author should consider.

## DEADLINES

March 1 (for spring/summer issue); September 1 (for fall/winter issue)

## SUBMISSION GUIDELINES

We accept material by e-mail attachment in Word (not pdf). We do not accept material by fax or hard copy.

The documentation style can be whatever is appropriate to the author's primary discipline or approach (MLA, APA, etc.), employing internal citation to a list of references (bibliography).

All submissions to the journals must include an abstract of no more than 250 words and a list of no more than five keywords.

There are no minimum or maximum length requirements; the length should be dictated by the topic and its most effective presentation.

Accepted essays are edited for grammatical and typographical errors and for infelicities of style or presentation. Authors have ample opportunity to review and approve edited manuscripts before publication.

Submissions and inquiries should be directed to Ada Long at [adalong@uab.edu](mailto:adalong@uab.edu) or, if necessary, 850.927.3776.



## DEDICATION



### **Art L. Spisak**

Civility, intelligence, efficiency, kindness, wisdom, experience, and willingness to listen are virtues that have been notably absent in national leadership of late but that the NCHC has had the great fortune to find exemplified in Art L. Spisak in all of his leadership roles within the organization. Another quality of great leadership is self-knowledge, which allows empathy for others, so it is fitting that when Art ran the 2016 NCHC conference in Seattle, the theme was “Know Yourself.” Lest Art is sounding like a goody two-shoes, though, he’s always up for a good laugh and a fine wine.

Art’s academic background is in the classics and includes his book *Martial: A Social Guide*, published in 2007 by Gerald Duckworth & Co., Ltd., as well as numerous articles and presentations. From 1996 to 2011, he was a professor of Modern and Classical Languages at Missouri State University, where he also became Director of the Honors College and Associate Provost for Faculty and Student Academic Affairs. In 2011, he was hired as, and has remained, Professor of Classics and Director of the University of Iowa Honors Program.

In the NCHC, Art has held a variety of leadership roles, serving on the International Education Committee, the Assessment and Evaluation

## DEDICATION

Committee (as co-chair), and then as a member of the Board of Directors. He held the sequence of offices that includes the presidency of NCHC from 2015 through 2018, and he has subsequently served on the Outreach and Development Committee, the Large Research University Committee, and (as co-chair) the Advocacy Committee. He has also published four articles in NCHC publications and conducted twelve program reviews and consultancies.

Art has given thirty-four presentations on honors topics, mostly at NCHC conferences but also at, for instance, the Honors Education at Research Universities conference and the International Honors Conference in The Netherlands. A significant part of his agenda, not just as president but in his other NCHC roles, has been to create partnerships and cooperative projects with other professional groups, such as the National Association for Gifted Children (NAGC), broadening the interests and influence of the NCHC and its membership. He has been a significant diplomat for the organization as well as leader.

Members of the Board of Directors have illustrated Art's leadership skills in describing how he runs a meeting: he arrives with a specific proposal, stays on topic, keeps the discussion moving toward resolution, listens carefully, and is willing to abandon his own proposal based on what he hears. These skills propelled the NCHC in new and productive directions that continue to benefit not just the organization but honors education, and so we are especially pleased to dedicate this issue of *JNCHC* to Art L. Spisak.

## ABOUT THE AUTHORS

**AZAR ABIZADA** is Associate Professor of Economics in the School of Business at ADA University. He holds a PhD in Economics from the University of Rochester, New York, in the United States. His main areas of interest are college admissions, school choice, mechanism design, and education economics.

**LARRY R. ANDREWS** is Dean Emeritus of the Honors College and Professor Emeritus of English at Kent State University. His Rutgers PhD in comparative literature led to a 41-year academic career that included teaching in Poland and the USSR. He has published on Russian, French, and African American literature as well as on honors history and fundraising.

**ELIZABETH BAIGENT** is Reader in the History of Geography at the University of Oxford and Academic Director of Registered Visiting Students at Wycliffe Hall, Oxford. Widely published in the scholarly press, she is a fellow of the Royal Historical Society, the Royal Geographical Society, the Society of Antiquaries, and the Higher Education Academy.

**ANDREW J. COGNARD-BLACK** teaches on the faculty of the honors college at St. Mary's College of Maryland, and he currently serves on the NCHC Publications Board, Research Committee, and Board of Directors. His research interests include the sociologies of higher education, work, and social inequality.

**ALICIA CUNNINGHAM-BRYANT** is the Honors College Kim T. Adamson Endowed Professor and directs the campus-wide Office for Fellowship Advising at Westminster College in Salt Lake City, UT. She earned her PhD in Near Eastern Languages and Civilizations at Yale University and has extensive experience as an archivist and curator.

**BRIAN DAVENPORT** is Director of the Eastern Washington University Office of Community Engagement. He is part of reimagining honors education and honors faculty development at EWU. He earned a PhD in leadership studies from Gonzaga University, and his current research interests include whole student reflection in service learning, institutional community engagement leadership, and the institutional impact of Carnegie Community Engagement classification.

**REBEKAH DEMENT** is Interim Honors Program Director at Indiana University Southeast. She earned her PhD in humanities from the University of Louisville, and her research interests include pedagogy; cultural responsiveness; and the cultural narratives, literature, and history of the American South.

**DUSTIN J. KEMP** is Program Coordinator for Capstones & Signature Work for LAUNCH at Texas A&M University, where he earned his BS in Agricultural Leadership and Development. Kemp is also one of the founding coordinators for The Hunger Consortium, a program that connects faculty, staff, and students in an effort to address food insecurity at Texas A&M.

**JONATHAN KOTINEK** is Director for the University Honors Program at Texas A&M University, where he has served for sixteen years. His NCHC activity has included two monographs, *Occupy Honors Education* (2017) and *Setting the Table for Diversity* (2010), co-chair of the Diversity Issues committee 2006–16, and Board of Directors 2011–14.

**FIZZA MIRZALIYEVA** is a Research Fellow at The Institute of Education of the Republic of Azerbaijan. She holds an MA in Education Management from ADA University.

**ROBERT J. PAMPEL** is Director of the Saint Louis University Honors Program. His research on Jesuit education and curricular design informs his pedagogy and his work to align the program's academic philosophy with the institution's Jesuit mission. He also serves on the Research Committee for the NCHC.

**ARON REPPMANN** is Professor of Philosophy at Trinity Christian College, where he was the founding director of the honors program. He currently serves NCHC as co-chair of Beginning in Honors and as chair of the Small College Committee. He is especially interested in the relationship between spirituality and vocation in honors education.

**ANGELA M. SALAS** is Provost and Vice President for Academic Affairs at Framingham State University. From 2006 to 2019, she was Founding Director of the Indiana University Southeast Honors Program. Her research interests include honors education, student persistence, and the poetry of Yusef Komunyakaa.

**ANNA STEWART** is the assistant dean of Christ College, Valparaiso University's interdisciplinary honors college, where she also serves as an academic and fellowships advisor. She holds a PhD in English from the University of Texas at Austin.

**MARIA V. TARASOVA**, PhD, is Associate Professor of Art History and Dean of the SibFU Honors College at the Siberian Federal University, Krasnoyarsk, Russia. Besides her work in honors pedagogy and administration, she has research interests in theory and philosophy of art, visual thinking, and culture studies.

**ERIN VANLANINGHAM** is Associate Professor of English and Director of the Honors Program at Loras College in Dubuque, Iowa. Her research explores the intersection between art and literature as well as the scholarship of vocation. Recently, she was a contributing writer to *Vocation Matters*, and her current book project explores cultivating vocation through literary studies.

**ERIC WELCH**, an historian of the ancient Near East, is Senior Lewis Lecturer in the Lewis Honors College at the University of Kentucky. His research examines socioeconomic changes in ancient societies in the face of imperial domination. Welch has supervised students in overseas experiences since 2010.

**LEAH WHITE** is Honors Program Director and Professor of Communication Studies at Minnesota State University, Mankato. She earned a PhD in communication from Arizona State University. Her primary areas of scholarly interest include performance studies, feminist theory, and college student growth and development.

## ABOUT THE NCHC MONOGRAPH SERIES

The Publications Board of the National Collegiate Honors Council typically publishes two to three monographs a year. The subject matter and style range widely: from handbooks on nuts-and-bolts practices and discussions of honors pedagogy to anthologies on diverse topics addressing honors education and issues relevant to higher education.

The Publications Board encourages people with expertise interested in writing such a monograph to submit a prospectus. Prospective authors or editors of an anthology should submit a proposal discussing the purpose or scope of the manuscript; a prospectus that includes a chapter by chapter summary; a brief writing sample, preferably a draft of the introduction or an early chapter; and a *curriculum vitae*. All monograph proposals will be reviewed by the NCHC Publications Board.

We accept material by email attachment in Word (not pdf).

Direct all proposals, manuscripts, and inquiries about submitting a proposal to the General Editor of the NCHC Monograph Series:

Dr. Jeffrey A. Portnoy  
General Editor, NCHC Monograph Series  
Honors College  
Perimeter College  
Georgia State University

[jportnoy@gsu.edu](mailto:jportnoy@gsu.edu)

## NCHC Monographs & Journals

***Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook*** by Rosalie Otero and Robert Spurrier (2005, 98pp). This monograph includes an overview of assessment and evaluation practices and strategies. It explores the process for conducting self-studies and discusses the differences between using consultants and external reviewers. It provides a guide to conducting external reviews along with information about how to become an NCHC-Recommended Site Visitor. A dozen appendices provide examples of "best practices."

***Beginning in Honors: A Handbook*** by Samuel Schuman (Fourth Edition, 2006, 80pp). Advice on starting a new honors program. Covers budgets, recruiting students and faculty, physical plant, administrative concerns, curriculum design, and descriptions of some model programs.

***Breaking Barriers in Teaching and Learning*** edited by James Ford and John Zubizarreta (2018, 252pp). This volume—with wider application beyond honors classrooms and programs—offers various ideas, practical approaches, experiences, and adaptable models for breaking traditional barriers in teaching and learning. The contributions inspire us to retool the ways in which we teach and create curriculum and to rethink our assumptions about learning. Honors education centers on the power of excellence in teaching and learning. Breaking free of barriers allows us to use new skills, adjusted ways of thinking, and new freedoms to innovate as starting points for enhancing the learning of all students.

***The Demonstrable Value of Honors Education: New Research Evidence*** edited by Andrew J. Cognard-Black, Jerry Herron, and Patricia J. Smith (2019, 292pp). Using a variety of different methods and exploring a variety of different outcomes across a diversity of institutions and institution types, the contributors to this volume offer research that substantiates in measurable ways the claims by honors educators of value added for honors programming.

***Fundraising for Honor\$: A Handbook*** by Larry R. Andrews (2009, 160pp). Offers information and advice on raising money for honors, beginning with easy first steps and progressing to more sophisticated and ambitious fundraising activities.

***A Handbook for Honors Administrators*** by Ada Long (1995, 117pp). Everything an honors administrator needs to know, including a description of some models of honors administration.

***A Handbook for Honors Programs at Two-Year Colleges*** by Theresa James (2006, 136pp). A useful handbook for two-year schools contemplating beginning or redesigning their honors program and for four-year schools doing likewise or wanting to increase awareness about two-year programs and articulation agreements. Contains extensive appendices about honors contracts and a comprehensive bibliography on honors education.

***The Honors College Phenomenon*** edited by Peter C. Sederberg (2008, 172pp). This monograph examines the growth of honors colleges since 1990: historical and descriptive characterizations of the trend, alternative models that include determining whether becoming a college is appropriate, and stories of creation and recreation. Leaders whose institutions are contemplating or taking this step as well as those directing established colleges should find these essays valuable.

***Honors Composition: Historical Perspectives and Contemporary Practices*** by Annmarie Guzy (2003, 182pp). Parallel historical developments in honors and composition studies; contemporary honors writing projects ranging from admission essays to theses as reported by over 300 NCHC members.

***Honors Programs at Smaller Colleges*** by Samuel Schuman (Third Edition, 2011, 80pp). Practical and comprehensive advice on creating and managing honors programs with particular emphasis on colleges with fewer than 4,000 students.

***The Honors Thesis: A Handbook for Honors Directors, Deans, and Faculty Advisors*** by Mark Anderson, Karen Lyons, and Norman Weiner (2014, 176pp). To all those who design, administer, and implement an honors thesis program, this handbook offers a range of options, models, best practices, and philosophies that illustrate how to evaluate an honors thesis program, solve pressing problems, select effective requirements and procedures, or introduce a new honors thesis program.

***Housing Honors*** edited by Linda Frost, Lisa W. Kay, and Rachael Poe (2015, 352pp). This collection of essays addresses the issues of where honors lives and how honors space influences educators and students. This volume includes the results of a survey of over 400 institutions; essays on the acquisition, construction, renovation, development, and even the loss of honors space; a forum offering a range of perspectives on residential space for honors students; and a section featuring student perspectives.

***If Honors Students Were People: Holistic Honors Education*** by Samuel Schuman (2013, 256pp). What if honors students were people? What if they were not disembodied intellects but whole persons with physical bodies and questing spirits? Of course . . . they are. This monograph examines the spiritual yearnings of college students and the relationship between exercise and learning.

***Inspiring Exemplary Teaching and Learning: Perspectives on Teaching Academically Talented College Students*** edited by Larry Clark and John Zubizarreta (2008, 216pp). This rich collection of essays offers valuable insights into innovative teaching and significant learning in the context of academically challenging classrooms and programs. The volume provides theoretical, descriptive, and practical resources, including models of effective instructional practices, examples of successful courses designed for enhanced learning, and a list of online links to teaching and learning centers and educational databases worldwide.

## NCHC Monographs & Journals

**Occupy Honors Education** edited by Lisa L. Coleman, Jonathan D. Kotinek, and Alan Y. Oda (2017, 394pp). This collection of essays issues a call to honors to make diversity, equity, and inclusive excellence its central mission and ongoing state of mind. Echoing the AAC&U declaration "without inclusion there is no true excellence," the authors discuss transformational diversity, why it is essential, and how to achieve it.

**The Other Culture: Science and Mathematics Education in Honors** edited by Ellen B. Buckner and Keith Garbutt (2012, 296pp). A collection of essays about teaching science and math in an honors context: topics include science in society, strategies for science and non-science majors, the threat of pseudoscience, chemistry, interdisciplinary science, scientific literacy, philosophy of science, thesis development, calculus, and statistics.

**Partners in the Parks: Field Guide to an Experiential Program in the National Parks** by Joan Digby with reflective essays on theory and practice by student and faculty participants and National Park Service personnel (First Edition, 2010, 272pp). This monograph explores an experiential-learning program that fosters immersion in and stewardship of the national parks. The topics include program designs, group dynamics, philosophical and political issues, photography, wilderness exploration, and assessment.

**Partners in the Parks: Field Guide to an Experiential Program in the National Parks** edited by Heather Thiessen-Reilly and Joan Digby (Second Edition, 2016, 268pp). This collection of recent photographs and essays by students, faculty, and National Park Service rangers reflects upon PITP experiential-learning projects in new NPS locations, offers significant refinements in programming and curriculum for revisited projects, and provides strategies and tools for assessing PITP adventures.

**Place as Text: Approaches to Active Learning** edited by Bernice Braid and Ada Long (Second Edition, 2010, 128pp). Updated theory, information, and advice on experiential pedagogies developed within NCHC during the past 35 years, including Honors Semesters and City as Text™, along with suggested adaptations to multiple educational contexts.

**Preparing Tomorrow's Global Leaders: Honors International Education** edited by Mary Kay Mulvaney and Kim Klein (2013, 400pp). A valuable resource for initiating or expanding honors study abroad programs, these essays examine theoretical issues, curricular and faculty development, assessment, funding, and security. The monograph also provides models of successful programs that incorporate high-impact educational practices, including City as Text™ pedagogy, service learning, and undergraduate research.

**Setting the Table for Diversity** edited by Lisa L. Coleman and Jonathan D. Kotinek (2010, 288pp). This collection of essays provides definitions of diversity in honors, explores the challenges and opportunities diversity brings to honors education, and depicts the transformative nature of diversity when coupled with equity and inclusion. These essays discuss African American, Latina/o, international, and first-generation students as well as students with disabilities. Other issues include experiential and service learning, the politics of diversity, and the psychological resistance to it. Appendices relating to NCHC member institutions contain diversity statements and a structural diversity survey.

**Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education** edited by Peter A. Machonis (2008, 160pp). A companion piece to *Place as Text*, focusing on recent, innovative applications of City as Text™ teaching strategies. Chapters on campus as text, local neighborhoods, study abroad, science courses, writing exercises, and philosophical considerations, with practical materials for instituting this pedagogy.

**Teaching and Learning in Honors** edited by Cheryl L. Fuiks and Larry Clark (2000, 128pp). Presents a variety of perspectives on teaching and learning useful to anyone developing new or renovating established honors curricula.

**Writing on Your Feet: Reflective Practices in City as Text™** edited by Ada Long (2014, 160pp). A sequel to the NCHC monographs *Place as Text: Approaches to Active Learning* and *Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education*, this volume explores the role of reflective writing in the process of active learning while also paying homage to the City as Text™ approach to experiential education that has been pioneered by Bernice Braid and sponsored by NCHC during the past four decades.

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**Journal of the National Collegiate Honors Council (JNCHC)** is a semi-annual periodical featuring scholarly articles on honors education. Articles may include analyses of trends in teaching methodology, articles on interdisciplinary efforts, discussions of problems common to honors programs, items on the national higher education agenda, and presentations of emergent issues relevant to honors education.

**Honors in Practice (HIP)** is an annual journal of applied research publishing articles about innovative honors practices and integrative, interdisciplinary, and pedagogical issues of interest to honors educators.

**UReCA**, *The NCHC Journal of Undergraduate Research and Creative Activity*, is a web-based, peer-reviewed journal edited by honors students that fosters the exchange of intellectual and creative work among undergraduates, providing a platform where all students can engage with and contribute to the advancement of their individual fields. To learn more, visit <<http://www.nchc-ureca.com>>.



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