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Honors in Practice, volume 12 (2016), Editorial Material

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Honors in Practice

A PUBLICATION OF THE
National Collegiate Honors Council

JOURNAL EDITORS

Ada Long and Dail Mullins

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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EDITORIAL POLICY

Honors in Practice (HIP) publishes articles about innovative practices in individual honors programs and nuts-and-bolts issues of concern to the members of the National Collegiate Honors Council. *HIP* employs a double-blind review system. Essays should present ideas and/or practices that will be useful to other honors administrators and faculty, not just descriptions of “what we do at our institution.” Essays should advance a thesis located within a larger context such as theoretical perspectives, trends in higher education, or historical background. Essays should also demonstrate an awareness of previous honors discussions of the topic.

Submissions and inquiries should be directed to Ada Long at <adalong@uab.edu>.

DEADLINE

HIP is published annually. The deadline for submissions is January 1.

SUBMISSION GUIDELINES

1. We accept material by email attachment in Word (not pdf). We do not accept material by fax or hard copy.
2. If documentation is used, the documentation style can be whatever is appropriate to the author’s primary discipline or approach (MLA, APA, etc.), but please avoid footnotes. Internal citation to a list of references (bibliography) is strongly preferred, and the editor will revise all internal citations in accordance with MLA guidelines.
3. There are no minimum or maximum length requirements; the length should be dictated by the topic and its most effective presentation.
4. 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.

DEDICATION



Patrice Berger

By Karen Lyons, University of Nebraska-Lincoln

Patrice Berger has been Director of the Honors Program at the University of Nebraska-Lincoln since 1986, when the program was founded. A member of the UNL History Department, he regularly teaches in both his department and the honors program, where each fall he offers several sections of the freshman seminar Old World . . . Our World, an exploration of the political and social changes in Europe between the late seventeenth century and middle nineteenth century. His seminar is always in high demand.

Patrice has provided both the stability and vision of the honors program, seeing it grow from a fledgling class of 93 students to over 2,100 students. Nearly 3,000 theses reside in the honors program's thesis library. With knowledge gained from expanding the UNL Honors Program, he was instrumental in bringing the NCHC executive offices to the UNL campus. His negotiating skills, well-honed in working with the UNL administration, were put to the test as plans went forward. He skillfully convinced UNL administrators of the great value of housing NCHC and negotiated the space as well as phone

service, mail delivery, and access to the UNL digital commons, where NCHC publications are now stored electronically. Shortly thereafter, NCHC moved into the Neihardt Residence Center, the home of the UNL Honors Program.

Patrice has served on the NCHC Board of Directors and is currently Chair of the Portz Fellowship Committee. With his support, UNL has also hosted the Great Plains Honors Council Conference twice.

With great pleasure, we dedicate this issue of *HIP* to Patrice Berger, founding director of the University of Nebraska-Lincoln Honors Program and the force behind establishing the NCHC executive offices on the UNL campus.

EDITOR'S INTRODUCTION

Ada Long

UNIVERSITY OF ALABAMA AT BIRMINGHAM

The essays in this volume of *Honors in Practice* run the gamut from assessment to gardening, from hard data to soft earth, from quantitative analysis to experiential learning. The range and depth of this spectrum reflect the multiplicity of perspectives and approaches that honors education offers to its students, its home institutions, and its geographic, cultural, and social contexts. The variety of research and pedagogy in these essays celebrates the diversity that has characterized the National Collegiate Honors Council for the past fifty years.

The volume thus aptly begins with a celebration: Bernice Braid's magnificent speech in honor of the NCHC's fiftieth anniversary, delivered at the annual conference in Chicago this past November. Braid received the inaugural Founder's Award in recognition of her exceptional contributions to the NCHC and to honors education during a span of five decades. As creator and sustainer of NCHC's signature programs—City as Text™, Honors Semesters, and Faculty Institutes—she has fostered the work of thousands of faculty and students. In all of these experiences, Braid says, participants “carry with them their backgrounds, their lives, and their disciplines” into their discovery “of something outside themselves, of something inside themselves, of their capacity to discover.” All of Braid's work is a celebration, in her words, of “somehow, together, keeping our humanity alive in its most creative, integrative, analytical, and deeply reflective manifestation, which is at the very core of NCHC.” The diverse essays in this volume contribute to this celebration.

The first of the formal essays in this volume is “Evaluating the Application of Program Outcomes to Study Abroad Experiences” by Patricia Joanne Smith and Lawrence J. Mrozek. A national survey indicated that most honors programs and colleges offer and often financially support study abroad. Providing accountability through assessment of study abroad grants is essential, the authors argue, given these times of fiscal constraint. The Schedler Honors College developed a self-report instrument to assess its Travel Abroad Grant (TAG) program at the University of Central Arkansas, focusing on three primary areas: “experience and comfort in traveling abroad, impact on student learning, and financial support.” Smith and Mrozek present the results of their study and suggest that “this type of program assessment should be conducted

not just to justify our support for study abroad but also to offer greater opportunities for student growth.”

“Why Not Honors? Understanding Students’ Decisions Not to Enroll and Persist in Honors Programs” reports on another data-driven study conducted by Timothy Nichols, Jacob Ailts, and Kuo-Liang Chang. The authors conducted a survey of current students in South Dakota State University’s Van D. and Barbara B. Fishback Honors College to determine what factors “influence students’ decisions whether to enroll or not to enroll and persist through graduation with honors.” Their findings included, for instance, that honors-eligible students who did not enroll were less likely “to value the opinions of friends and family members about honors, to understand the program requirements, and to have been encouraged by their advisor to pursue and persist in honors.” The authors contend that understanding why students choose not to enroll or persist in honors can “provide insights that guide more effective, responsive program development and outreach.”

Student surveys are also among the tools used to assess and improve the peer mentorship program at Minnesota State University, Mankato. Giovanna Walters and Ashley Kanak describe the evolving roles that experienced honors students have played in first-year orientations for new honors students in their essay “Effects of Peer Mentorship on Student Leadership.” Part of the introductory course for new honors students is a first-year-student retreat that is now planned, organized, and run almost entirely by veteran honors students. The authors describe the multiple benefits of this peer mentorship program: new students gain from the insights and support of fellow honors students; mentors get important leadership experiences that help them develop academically and socially; and the honors program sees the potential for improved transition and retention of incoming students.

The remaining essays in this issue provide innovative and practical ideas for enhancing honors programs and courses. Susan Yager of Iowa State University offers all administrators and faculty important advice in “The Challenge of Students with Autism Spectrum Disorder (ASD) in Honors Programs.” Given that core values of honors education should always include “respect for the rights of students with disabilities and the value of course planning for a diverse group of students,” Yager makes a plea for recognizing, understanding, and accommodating the needs of students with ASD, an increasingly prevalent disorder in the United States. She offers background, insights, and advice about how to create a positive environment for these students, who are often bright and high-functioning but “are likely to have problems with social

and emotional interaction, difficulty with nonverbal communication, and sometimes difficulty with relationships.” Given that honors programs already attract ASD students and that the numbers of these students will probably keep increasing, this essay will help honors administrators design honors courses, social events, and extracurricular activities that respect the needs of these and all students.

“Varying Formats for Two-Year-College Honors Seminars” addresses issues specific to two-year-college faculty and administrators. Ce Rosenow and Katie Morrison-Graham of Lane Community College and Erik G. Ozolins of Mt. San Jacinto College offer two models for honors seminars at two-year colleges: “the three-credit interdisciplinary courses offered at Mt. San Jacinto College and the four-credit, team-taught interdisciplinary seminars at Lane Community College.” Both models are designed to increase the success at transfer institutions of a student population that typically includes “returning students, veterans, parents, and economically disadvantaged members of the community.” The comparison of two different seminar models, along with advice about selecting faculty, recruiting students, and gaining community support, should be useful to two-year-college honors administrators who are designing or redesigning their seminars.

In “A Global Endeavor: Honors Undergraduate Research,” Mimi Killinger, Kate Spies, and Daniella Runyambo describe a research experience at the University of Maine that was designed to “make individuals more decent as well as competitive in a global society.” Combining critical thinking and integrative learning with the traditional approach to undergraduate research, the UMaine Honors College, like the honors college at the University of Central Arkansas, encourages active learning abroad through a scholarship program for honors students, and it also “steers students toward thesis projects rooted in academic arenas that focus on moral concerns.” Killinger served as faculty advisor to two such projects undertaken by Spies and Runyambo, and the three of them illustrate the trajectories and benefits of thesis projects that promote moral growth in a global context.

In her essay “Honoring Controversy: Using Real-World Problems to Teach Critical Thinking in Honors Courses,” Sarita Cargas argues that it is not enough to promote or practice critical thinking in the honors classroom; honors teachers must also explicitly teach critical thinking skills to their students and give them the tools to transfer these skills outside the classroom. In her 300-level course on controversy and critical thinking at the University of New Mexico, Cargas has students consider arguments against fracking, for

instance, or against genetically modified foods, as presented in films, books, and articles that persuade them that these practices are wrong. She then has them consider opposing points of view to complicate and upset their easy judgments. Finally, she has them learn the common tools—analyzing implicit assumptions, for instance, or examining how data are selected—that they can transfer to any context in their other classes and their lives.

This volume concludes with a delightful and informative essay called “Garden Variety Experiential Education: The ‘Material Turn’ and Environmental Ethics,” in which Allison B. Wallace describes her junior seminar, called “Philosophy, Principles, and Practices of Organic Horticulture,” at the University of Central Arkansas. The seminar is designed to “encourage honors students to think deeply on the subject of manual skill as a means of connecting intellectual endeavor to the material world” and to “begin to learn, literally first-hand, the ecological reasons for an ethical relationship to nature.” The students spend a third of the course sessions in classroom discussion and two-thirds working in the campus garden, along with extra hours when the garden makes special demands. The course includes final meditations and periodic class dinners. Wallace provides an in-depth discussion of the theoretical premises of the course and the challenging readings she assigns, which—along with laboring in the garden—“contribute to the development of self-confident yet paradoxically humble adults who are inclined to greater thoughtfulness about the material enactment of their intellectual and ethical commitments.”

ABOUT THE AUTHORS

JACOB AILTS is a senior majoring in entrepreneurial studies at South Dakota State University. Ailts is a two-term president of SDSU's Honors College Student Organization. He has attended and presented at NCHC three times and was SDSU's nominee for NCHC Student of the Year in 2015.

BERNICE BRAID, a past president of NCHC, is Professor Emerita of Comparative Literature, retired Dean of Academic and Instructional Resources, and former Director of the University Honors Program at Long Island University. She has been designing and implementing City as Text™ laboratories for NCHC conferences, Honors Semesters, and Faculty Institutes since 1978.

SARITA CARGAS, DPhil, is an assistant professor in the University of New Mexico Honors College. She earned a 2014–15 UNM Teaching Fellowship to focus on the pedagogy of critical thinking. Her primary research and teaching is in the area of human rights.

KUO-LIANG CHANG served as an assistant professor of economics at South Dakota State University. Chang taught honors sections of macroeconomic and microeconomics, and he was named Honors College Teacher of the Year.

ASHLEY KANAK is pursuing a master's degree in educational leadership at Minnesota State University, Mankato and will graduate in 2016. She served as Honors Program Graduate Assistant while completing coursework at the university.

MIMI KILLINGER is Associate Professor and the Rezendes Preceptor for the Arts at the University of Maine Honors College. She teaches interdisciplinary seminars in the honors college's Civilizations sequence as well as a Cultural Odyssey course introducing honors students to local arts and culture. She has also been an ongoing, active supporter of undergraduate research.

KATIE MORRISON-GRAHAM was the co-coordinator of the Lane Community College Honors Program from 2011 through 2014. She holds a PhD in neuroscience from the University of California Los Angeles and has been a faculty member of the science department at Lane Community College since 1993.

LAWRENCE J. MROZEK, PhD, has served on the faculty at the University of Central Arkansas, Wright State University, Ohio State University, and California State University, Northridge. His research focus is on areas related to understanding and creating inclusive environments on college campuses.

TIMOTHY NICHOLS is Dean of the Van D. and Barbara B. Fishback Honors College at South Dakota State University. He teaches numerous interdisciplinary honors courses and leads SDSU's common reading program and student leadership development initiatives.

ERIK G. OZOLINS is Professor and Chair of Anthropology and since 2008 Co-Director of the Honors Enrichment Program at Mt. San Jacinto College. He is also a research associate at the Western Science Center and a past president of the Honors Transfer Council of California.

CE ROSENOW is the Honors and Special Projects Faculty Coordinator at Lane Community College. She holds a PhD in English from the University of Oregon, and her research focuses on American modernisms and poetry. She blogs about honors education at <https://blogs.lanec.edu/honorroll>.

DANIELLA RUNYAMBO is originally from the DR Congo, and she is currently an undergraduate at the University of Maine. She earned her bachelor's degree in biology with a concentration in pre-medical studies and a minor in neuroscience in May 2015. Daniella hopes to go to medical school. Meanwhile, she is planning to do medical mission trips to several regions of Africa with Partners for World Health.

PATRICIA JOANNE SMITH is Assistant Dean of the Schedler Honors College at the University of Central Arkansas. She is in her eleventh year of honors administration at UCA. She serves as an assistant professor in the Leadership Studies Program, and her research interests include honors administration, student self-efficacy, and assessment.

KATE SPIES is currently an undergraduate student at the University of Maine. She earned her bachelor's degree in English with a minor in pre-medical studies in May 2015. Kate is now attending veterinary school, where she explores her interests in public and animal health and how the two intersect.

ALLISON B. WALLACE is Associate Professor of American Studies at the University of Central Arkansas. Her teaching and research interests include experiential education, food history, and nature writing. The author of *A Keeper of Bees: Notes Toward Hive and Home* (Random House, 2006), she is currently writing on nineteenth-century sugar refining.

GIOVANNA WALTERS is Assistant Director of the Honors Program and University Fellowship Coordinator at Minnesota State University, Mankato. She teaches first-year experience courses and upper-level seminars focused on leadership and service learning for the honors program.

SUSAN YAGER is Professor of English and Faculty Director of the Iowa State University Honors Program. Her research interests focus on medieval English literature, especially Chaucer, and on pedagogy. She recently co-edited a collection of essays, *Interpretation and Performance: Essays for Alan Gaylord*.

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.

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

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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.

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

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 (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.

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.

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 that accommodates the need and desire for articles about nuts-and-bolts practices by featuring practical and descriptive essays on topics such as successful honors courses, suggestions for out-of-class experiences, administrative issues, and other topics of interest to honors administrators, faculty, and students.

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