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HIP

Honors In Practice

A PUBLICATION OF THE NATIONAL COLLEGIATE HONORS COUNCIL

***HIP* Now and *HIP* Then**

Volume 14 | 2018



Honors in Practice

A PUBLICATION OF THE
National Collegiate Honors Council

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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CONTENTS

Editorial Policy, Deadline, and Submission Guidelines	v
<i>Dedication to Katherine E. Bruce</i>	vii
<i>Editor's Introduction.</i>	ix
Ada Long	

HIP NOW

<i>Including Families in the Honors Experience.</i>	3
Melissa L. Johnson	
<i>Hearing the Marginalized Voice in the Great Books Curriculum.</i>	15
Jennie Woodard	
<i>Student Preferences for Faculty-Led Honors Study Abroad Experiences</i>	27
Nicholas R. Arens, Hanna Holmquist, and Rebecca C. Bott-Knutson	
<i>A Structured Course for Personal and Professional Development</i>	43
Deirdre D. Ragan	

HIP THEN: THE FIRST TEN YEARS

<i>Tenure and Promotion in Honors</i> (Vol. 1, 2005)	61
Rosalie Otero	
<i>Honors in Chile: New Engagements in the Higher Education System</i> (Vol. 2, 2006)	69
Juan Carlos Skewes, Carlos Alberto Cioce Sampaio, and Frederick J. Conway	
<i>The Fessenden Honors in Engineering Program</i> (Vol. 3, 2007)	85
Michael Giazzoni	
<i>Majoring in the Minor: A Closer Look at Experiential Learning</i> (Vol 4, 2008)	91
Bernice Braid	
<i>Ending in Honors</i> (Vol. 5, 2009)	99
Samuel Schuman	

<i>Becoming Part of a Story</i> (Vol. 6, 2010)	109
Ted L. Estess	
<i>Designing a Collaborative Blog about Student Success</i> (Vol. 7, 2011).....	119
Melissa L. Johnson, Alexander S. Plattner, and Lauren Hundley	
<i>Honoring the National Parks: A Local Adaptation of a Partners in the Parks Adventure</i> (Vol. 8, 2012)	129
Joan Digby and Kathleen Nolan	
<i>“In Landlessness Alone Resides the Highest Truth”; or, At Sea with Honors</i> (Vol. 9, 2013).....	143
Don Dingedine	
<i>Ask Me about ISON: The Risks and Rewards of Teaching an Interdisciplinary Honors Course on a Scientific Event Unfolding in Real Time</i> (Vol. 10, 2014)	157
William L. Vanderburgh and Martin Ratcliffe	
 About the Authors	 168
 NCHC Publication Descriptions and Order Form.....	 172

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 peer 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.

ABOUT THE AUTHORS

HIP NOW

Nicholas R. Arens is a graduate assistant for the Van D. and Barbara B. Fishback Honors College at South Dakota State University. His academic background is in mechanical engineering. Arens serves as co-instructor for the honors first-year seminar course, facilitates programming across campus, and has participated in four study abroad programs.

Rebecca C. Bott-Knutson is Dean of the Fishback Honors College and Associate Professor of Animal Science at South Dakota State University. Her research interests include student development and learning in addition to the health and well-being of animals. Bott-Knutson provides leadership for the college and teaches honors orientation, colloquium, study abroad, and senior seminar courses.

Hanna Holmquist is Academic Advisor and Student Services Specialist for the Van D. and Barbara B. Fishback Honors College at South Dakota State University. Her academic background is in psychology and communication studies. In addition to advising, she also teaches honors orientation, leadership, and study abroad courses.

Melissa L. Johnson serves as the associate director of the University of Florida Honors Program as well as an affiliate faculty member for the Bob Graham Center for Public Service. She is a member of the NCHC Board of Directors and co-chair of the Professional Development Committee.

Deirdre D. Ragan is the incoming honors program director and teaches in the mechanical engineering department at The Citadel. Her interests include student mentoring, universal design for learning, specialty materials, and renewable energy.

Jennie Woodard is currently a lecturer in the University of Maine Honors College, where she teaches first- and second-year courses. Her research interests are film, sports, and popular culture. She is also an instructor in the Women's, Gender, and Sexuality Studies Program.

HIP THEN

Bernice Braid, NCHC past president, Fellow, and inaugural Founder's Award recipient, is Professor Emeritus of Comparative Literature at Long Island University Brooklyn, where she designed cross-disciplinary curricula for the University Honors Program and directed the program for thirty-seven years. She was one of the founders of NCHC's Honors Semesters, into which she introduced *City as Text*™ to be the integrative field-based seminar in 1981. She continues to experiment with, write about, and facilitate faculty workshops and institutes on experiential learning strategies for liberal education.

Frederick J. Conway was in 2006 a lecturer in the Department of Anthropology at San Diego State University. He had research interests in natural resources in Chile and visited the Honors Program at the Universidad Austral de Chile in 2004 and 2005, the second time to assist with an evaluation of the program.

Joan Digby has been involved in honors education for the lifetime of a mule, and she has worked as hard as this animal as well as all the cats and horses she cares for as if they were her students. Her most recent teaching focuses on sustainable environment and literature related to the human connection to nature. She is a past president of NCHC, a former chair and still member of the Publications Board, and the originator of Partners in the Parks, to which she is passionately committed.

Don Dingledine is Associate Professor of English at the University of Wisconsin Oshkosh, where he teaches courses in American literature (including a seminar on *Moby-Dick*) and a Writing-Based Inquiry Seminar on the American Civil War. As honors faculty, he also teaches literature, composition, and interdisciplinary courses across the curriculum for the Honors College at UW Oshkosh. He received his PhD in American literature from Temple University and has published on Stephen Crane, Rebecca Harding Davis, John William De Forest, and Ann Petry, as well as on the rock musical *Hedwig and the Angry Inch*.

Ted L. Estess is founding Dean of the Honors College at the University of Houston. He has served NCHC in a number of ways, including co-chairing the Beginning in Honors workshop with Sam Schuman for many years. Currently, he is Professor of English in the Houston Honors College, where he

also holds the Jane Morin Cizik Chair. He has published essays on twentieth-century authors and two books of creative non-fiction: *The Cream Pitcher* (Inleaf Press, 2010) and *Fishing Spirit Lake* (Lamar University Press, 2014). He also authored *Elie Wiesel* (Ungar Press, 1980; republished in the Modern Literature Monographs series). Estess prepared “Becoming Part of a Story” to read on the occasion of his retirement (after twenty-five years) as Dean of the Honors College at Houston.

Michael Giazsoni served as an academic advisor and Director of Fellowships at the Honors College of the University of Pittsburgh from 2002–2012. Unfortunately, after he left the Honors College, the Fessenden Honors in Engineering Program was retired. He now directs the university’s dual and concurrent enrollment office, College in High School.

Lauren Hundley graduated from the University of Florida College of Pharmacy in 2015. She completed a first-year residency at the Dorn VA Medical Center in Columbia, SC, and a second-year residency in pain and palliative care at the North Florida/South Georgia VA. She currently practices as a clinical pharmacy specialist in pain management at the Orlando VA.

Melissa L. Johnson is the associate director of the University of Florida Honors Program. She earned her PhD in educational technology in 2012, and her dissertation focused on early adopters of online learning in honors.

Kathleen Nolan is Professor and Chair of Biology at St. Francis College in Brooklyn, New York. She has her BS from Northeastern University and her PhD from CUNY Graduate Center. Her research and teaching focus on ecology, genetics, environmental biology, and aquatic ecosystems.

Rosalie Otero, Professor Emerita from the University of New Mexico Honors College, is past president of the NCHC and WRHC. She has the distinction of being the first faculty member to be tenured in an honors program in the nation. She is a member of the NCHC Editorial Board for *JNCHC* and an NCHC program reviewer.

Alexander S. Plattner graduated from the University of Florida Honors Program in 2013 with a bachelor’s degree in mathematics and biochemistry. He is currently an MD/MBA candidate at the University of North Carolina at Chapel Hill, graduating in May 2018. After graduation he plans to pursue a residency in pediatrics.

Martin Ratcliffe is Adjunct Lecturer in the Emory Lindquist Honors Program at Wichita State University and Director of Professional Development at Sky-Skan, a planetarium company. He is a columnist for *Astronomy Magazine* and co-author of *Cosmology and the Evolution of the Universe*. When not traveling the world training planetarium staff, he teaches the honors courses “Big Bangs to Black Holes” and “Dynamic Astronomy.”

Samuel Schuman is a former president of NCHC, creator of the Beginning in Honors workshop, and author of *Beginning in Honors: A Handbook*. He is past Chancellor of the University of Minnesota, Morris. Among Sam’s publications are *Seeing the Light*, a study of contemporary religious colleges and universities; *Leading America’s Branch Campuses*, a collection of essays he edited for the ACE; and the NCHC monograph *If Honors Students Were People*, an exploration of holistic honors education. Sam died too young in 2014.

Carlos Alberto Cioce Sampaio in 2006 was a Post-Doctoral CAPES Fellow in Socioeconomics at the Universidad Austral de Chile. He was Coordinator at the Laboratory for the Management of Organizations which Promote Other Economy (LaGOE) of the Post-Graduate Program in Business Administration and Regional Development of the Universidade Regional de Blumenau.

Juan Carlos Skewes is a professor of the Department of Anthropology of the Jesuit Universidad Alberto Hurtado of Chile. He is former Director of the Honors Program at the Universidad Austral de Chile and Associate Researcher of the Center for Environmental Studies. Skewes is a member of the Social Sciences Committee of the National Commission of Accreditation.

William L. Vanderburgh is Associate Professor of Philosophy at Wichita State University and Executive Director of the Office for Faculty Development and Student Success, the unit to which the Emory Lindquist Honors Program reports for now; in July 2014, it will become an honors college with its own dean. His main research area is the history and philosophy of science. item, accounted for 14% of students’ desired outcomes from studying abroad.

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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General Editor, Monograph Series
Honors College
Perimeter College
Georgia State University
555 N. Indian Creek Drive
Clarkston, GA 30021-2396

jportnoy@gsu.edu

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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.

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.

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 (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-Reily 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.

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.

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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