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50th Anniversary Issue

Forum on the Value of Honors

with essays by James Herbert and by 39 college and university presidents

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THE VALUE OF HONORS

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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CALL FOR PAPERS

The next issue of *JNCHC* (**deadline: March 1, 2016**) invites research essays on any topic of interest to the honors community.

The issue will also include a Forum focused on the theme “Research in 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, which has been distributed on the NCHC listserv and posted on the NCHC website <http://nchchonors.org/jnchc-lead-essay-an-agenda-for-the-future-of-research>, is by George Mariz of Western Washington University. His essay—titled “An Agenda for the Future of Research in Honors”—calls for a more scholarly and professional approach to honors research that goes beyond a focus on individual institutions and provides measurably verifiable claims about the success of honors at the national and international level. He calls for a clear agenda of topics and methodologies that are most relevant to honors research.

Contributions to the Forum may—but need not—respond to Mariz’s essay.

Questions that Forum contributors might consider include: What are the major research questions that need to be addressed in future studies of honors? As NCHC publications have moved away from local and anecdotal accounts of success in honors, has the evolution been entirely salutary, or has anything been lost? While the research that seems increasingly to dominate in honors has become primarily data-driven, what do the humanities have to offer? Is honors a real discipline, like history or chemistry or engineering, or is it special in a way that requires a different concept of a field of research? Does research and publication in honors count toward tenure and promotion, and should it? What specific changes should be made in NCHC journals to accommodate the future needs of honors administrators and faculty for relevant research?

Especially enterprising authors may wish to look back eleven years to *JNCHC* 5.1 (spring/summer 2004) <http://digitalcommons.unl.edu/nchcjournal/231/>, which was also devoted to the theme “Research in Honors.” That earlier issue of *JNCHC* itself looked back twenty years to see where honors research had been in 1984, so writers can potentially explore a thirty-year history of research in honors to see where it has been, where it is now, and where it might be going.

Forum essays should focus on ideas, concepts, and/or opinions related to “Research in Honors.”

Information about *JNCHC*, including the editorial policy and submission guidelines, is available on the NCHC website: <http://nchchonors.org>.

Please send all submissions to Ada Long at adalong@uab.edu.
EDITORIAL POLICY

*Journal of the National Collegiate Honors Council* 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, 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. Submissions and inquiries should be directed to Ada Long at adalong@uab.edu.

DEADLINES

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

SUBMISSION GUIDELINES

We accept material by email 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.), 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.

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 or, if necessary, 850.927.3776.
As we celebrate the fifty years that the National Collegiate Honors Council has served and promoted honors education in the United States and around the globe, we also rightly honor Bernice Braid, who has been essential to the organization for an almost equal number of years. If any one person embodies the highest values of honors education, that person is Bernice Braid, who has been a passionate innovator, sustainer, and supporter of all that is best in honors. She is a founder and presiding genius of the NCHC, setting the path not just of the organization but of honors and, to a large degree, higher education.

Bernice began her distinguished academic career at LIU Brooklyn in 1964 and started teaching honors courses in 1965, the same year as the founding of NCHC. She became the director of the LIU Honors Program in 1968, and she soon became a leader far beyond her own campus, serving as president of the Northeast Region of the NCHC in 1977–78 and as national president in 1979–80. She has served on the Board of Directors/Executive Committee a total of twenty-three years between 1976 and 2011, and during that time she has published some forty essays and books.
What everyone in the NCHC, in honors, and throughout higher education knows about Bernice is her pioneering role in experiential education and active learning. Through Honors Semesters, Faculty Institutes, City as Text™ excursions, journal articles, monographs, workshops, campus consultations, and daily infusions of her prodigious energy, she has created experiential education as a pedagogical strategy in honors and far beyond. She deserves the credit for what so many others have subsequently adopted and adapted.

Bernice has served as a consultant, evaluator, or workshop leader at over sixty colleges and universities in the United States and several more in other parts of the world such as Spain, Chile, Greece, the Netherlands, and the Czech Republic. Students around the globe have caught fire about experiential education, cultural studies, and public service through participation in one of the more than thirty Honors Semesters she has organized, and faculty have honed their teaching skills in more than twenty-five Faculty Institutes. Any member of NCHC during the last three decades knows Bernice as the founding mother and annual organizer of City as Text™. Thousands have experienced cities with Bernice’s maps, handouts, instructions, and insights as their guides, and hundreds have returned to their home campuses to adopt her learning strategies in their own programs and courses. Bernice was practicing and teaching active learning for at least two decades before the rest of the country caught up with her, and—in this as in all things—Bernice has kept the NCHC in the forefront of excellent education.

Bernice’s keen intellect and superhuman energy are the impetus behind many of NCHC’s finest achievements. She has not just contributed to our history; in many ways she is our history. In honoring the NCHC on its fiftieth anniversary, we also honor Bernice Braid for making the NCHC what it has been, what it is, and what it will be in its next fifty years.
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.
# NCHC Publication Order Form

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