Fall 2016

Front Matter, Vol. 17, No. 2

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ISBN 978-0-9911351-3-4
AP AND DUAL ENROLLMENT CREDIT IN HONORS

JOURNAL EDITORS
Ada Long and Dail Mullins
University of Alabama at Birmingham

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Cover photo by Linda Frost
CALL FOR PAPERS

The next issue of *JNCHC* (**deadline: March 1, 2017**) invites research essays on any topic of interest to the honors community.

The issue will also include a Forum focused on the theme “National Scholarships and 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, posted on the NCHC website <http://nchchonors.org/jnchc-lead-essay-first-do-no-harm>, is by Lia Rushton, formerly National Scholarship Advisor at the University of Alabama at Birmingham. Based on her experience, Rushton provides thoughtful and nuanced perspectives on the role of scholarship advisors in her essay “First, Do No Harm.” She considers the opportunities and pitfalls of the application process for successful and unsuccessful students as well as the faculty and staff who support these students in what can be a life-changing experience, for better or worse. From her experience in helping students win Rhodes, Marshall, Goldwater, and Truman scholarships among many others, Rushton distills both general and particular suggestions for making the process beneficial for all involved.

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

Questions that Forum contributors might consider include: Has the expanded focus on competition for national scholarships enhanced or diminished the quality of honors education? Should potential candidates for national scholarships be identified as incoming freshmen or as students who have already proven successful in college? Should national scholarship advisors, whose numbers have proliferated rapidly in the past two decades, be housed in and associated with honors or operate independently of honors? What ethical complexities arise from the amount of help available to national scholarship applicants? Do national scholarship candidates take on a role similar to athletes in boosting an institution’s reputation and rankings, and what are the consequences for the students? Does the competition for national scholarships help focus students’ interests in scholarship, extracurricular commitments, study abroad, and/or service activities? Does the competition broaden or narrow students’ interests? Does the competition enhance or disrupt the sense of community often associated with honors?

Forum essays should focus on ideas, concepts, and/or opinions related to “National Scholarships and Honors” and not just on practices at individual institutions.

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 and colleges, 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.
DEDICATION

Dail W. Mullins, Jr.
1944-2016

by Ada Long

Dail Mullins and I started team-teaching together in the UAB Honors Program in 1984 and continued our teaching partnership for twenty years, during which I taught literature and he taught science in semester-long courses with titles like “Science and Religion on a Pale Blue Dot,” “The Earth in Our Shadow,” and “What We know and Why We Know It.”

Dail was a biochemist, and after he became first a teacher and then associate director of the honors program, he was always just a little nostalgic for benchtop science, but he consoled himself by devising lectures like “The Fate of the Earth,” “Dead Bees and Homosexual Flies,” and “Human Rights and the Crunch to Come,” earning him the title “Dr. Doom.” The students adored him.

Already partners in honors teaching and administration, in 1990 we became partners in life as well, hosting raucous annual parties for honors students and faculty in our downtown loft, feeding them dinner in smaller groups, putting them up when they didn’t have a place to stay, bailing them out of financial difficulties and occasionally jail, and in 2002 introducing his son,
Chris, to our all-time favorite honors student, now Ashley Mullins. Fifteen months ago, Chris and Ashley gave us an adorable granddaughter, Cleo.

In 2000, we became partners in founding the *Journal of the National Collegiate Honors Council*, which we have co-edited ever since. After we retired to an island in 2004, we founded the other NCHC journal, *Honors in Practice*, which we also co-edited together until his death on September 28, a day after he finished proofreading one of the essays for this issue of *JNCHC*.

As editors, we didn’t agree on everything. I didn’t like his commas, and he thought my sentences were too long. But our tastes were so alike that they were nearly interchangeable, and when Dail would say “Sweetie! Is this 52-page analysis of data on a 15-student honors seminar *for real*?!” I knew I had an “I regret to inform you” letter on my hands.

As in all our partnerships, we played different roles. In the NCHC, Dail headed the Science and Math Committee, for instance, while I worked on Honors Semesters, but we always found a way to merge the roles, as in the NCHC Faculty Institute we co-facilitated on “Island as Text: Coastal Ecology and Culture” on Skidaway and Tybee Islands in 2003.

On our own island, we ran the annual county-wide coastal cleanup and the St. George Island Trash Patrol, where I would get everybody organized with my trusty clipboard and Dail would haul tons of trash in his old Ford pickup. Also on our island, we hosted several meetings of the Honors Semesters Committee and the Publications Board; he made the gumbo, and I made the ceviche.

As always in honors, students should have the last word, and this collage of his students’ words about Dail characterize his legacy:

“A legend is gone; the world is a darker place. . . . Dail Mullins, aka Dr. Doom, was irreverent, fun, open-minded, and blindingly intelligent. . . . Dail had a child-like curiosity paired with a fierce intellect. . . . He was hilarious, gentle but tough as old boots, loving, sharp as a tack, fun, intelligent, irreplaceable. . . . For all his Dr. Doom bluster, Dail Mullins was a sweet soul who liked to take care of others. He noticed the details not just of the universe, but of the individual. . . . He was a great guy who would make you have to think even if you didn’t want to. . . . I am grateful for my time with him. My condolences to Ada Long and the universe. . . . I’ll see you in the cosmos, dear teacher, dear friend.”

dedication