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JNCHC

Journal of the National Collegiate Honors Council

Forum on Gifted Education and Honors

Vol. 19, No. 2 | Fall/Winter 2018



Journal

OF THE National Collegiate Honors Council

GIFTED EDUCATION AND 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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Cover image composed by Christopher Mullins

CALL FOR PAPERS

The next issue of *JNCHC* (**deadline: March 1, 2019**) invites research essays on any topic of interest to the honors community.

The issue will also include a Forum focused on the theme “Current Challenges to Honors Education.” 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 is posted on the NCHC website <https://www.nchchonors.org/uploaded/NCHC_FILES/Pubs/Shunning_Complaint.pdf?1541382325179>, is by Richard Badenhausen of Westminster College. In his essay, “Shunning Complaint: A Call for Solutions from the Honors Community,” Badenhausen asks readers to consider the weightiest problems currently facing honors education and then home in on one of them, not just to complain about the problem but to “lay out the path” toward a solution.

Badenhausen’s essay is itself a Call for Papers, clearly explaining the kinds of essays he hopes to elicit, ones that take on “intractable, sticky problems that have no easy answers and require complex solutions, strategic thinking, long-term effort, and collaboration with multiple units.” Examples he provides include the need for pathways into honors for underrepresented groups; the prevalence of mental, domestic, and economic challenges faced by our students; the increasing number of AP and IB credits that students bring with them into honors; legislative agendas that threaten to compromise or undermine honors education; the fact that honors innovations are often coopted by and credited to other organizations; the need to place honors at the center of our campus cultures; and the growing disrespect for the written word. None of these challenges has an easy answer, and many other obstacles in the path of honors also merit substantial consideration in the quest for creative solutions. The hard part is not defining the problems but imagining ways through them.

Please send all submissions to Ada Long at 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.

Starting in 2019, all submissions to the journals must include an abstract of no more than 250 words and a list of no more than five keywords.

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.), employing internal citation to a list of references (bibliography).

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.

ABOUT THE AUTHORS

PATRICK BAHLS is a professor of mathematics and the director of the honors program at the University of North Carolina, Asheville, where he has received several teaching awards. Besides his work in honors pedagogy and administration, he has research interests in mathematics, rhetoric and composition, and urban studies.

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.

JENNIFER LEASE BUTTS, PhD, serves as Assistant Vice Provost for Enrichment Programs and Director of the Honors Program at the University of Connecticut. Her research interests include honors education, honors pedagogy, honors students and giftedness, and the psychosocial development of honors students.

JACLYN M. CHANCEY is Assistant Director for Curriculum, Assessment, and Planning for the University of Connecticut Honors Program. She earned her PhD in gifted education and counseling psychology at UConn, and her current work focuses on the application of gifted education theory and pedagogy in the honors context.

NICHOLAS COLANGELO is Director Emeritus of the Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development and Dean Emeritus of the College of Education, University of Iowa.

A. MUSU DAVIS is the director of the honors program in the School of Arts and Sciences at Rutgers University, where she directs advising and student services. She holds a PhD in urban education from Temple University. Her research interests are the experiences of undergraduate Black women and higher education administration.

CORINNE R. GREEN is a PhD candidate at the Gifted Education Resource Institute in the Department of Educational Studies at Purdue University. She earned her BS in psychology from the University of Houston Honors College. Her research interests include leadership of high-ability programs that support whole-person intellectual, emotional, and cultural development.

ANMARIE GUZY is Associate Professor of English at the University of South Alabama, and she is the author of the NCHC monograph *Honors Composition: Historical Perspectives and Contemporary Practices*. A 2015 Fellow of the NCHC, she has served on the NCHC Board of Directors and the Publications Board, and she recently worked on the NCHC-NAGC joint task force on prospective organizational collaborations.

JONATHAN D. KOTINEK is Associate Director for the University Honors Program at Texas A&M University, where he has served for fifteen years. He co-edited the NCHC monographs *Occupy Honors Education* (2017) and *Setting the Table for Diversity* (2010), was co-chair of the NCHC Committee on Diversity Issues 2006–16, and served on the NCHC Board of Directors 2011–14. Kotinek earned his PhD in educational psychology from Texas A&M in 2013 and focused on the experience of early entrance to college in his dissertation research.

CHRISTOPHER M. KOTSCHVAR is a 2018 graduate of the South Dakota State University Fishback Honors College. He continues to pursue his Doctor of Pharmacy degree at South Dakota State with an anticipated graduation date in May 2020. He was heavily involved with honors education and leadership during his undergraduate years.

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SURACHAT NGORSURACHES is an associate professor at Harrison School of Pharmacy, Auburn University. His research focuses on pharmaceutical economics and policy. He has also collaborated with his clinical faculty members in clinical research and the scholarship of teaching and learning.

ABOUT THE AUTHORS

BETSY GREENLEAF YARRISON, who teaches in the Klein Family School of Communications Design at the University of Baltimore, is the founding director of their Helen P. Denit Honors Program. She serves on the Executive Board of the Maryland Collegiate Honors Council and chairs NCHC's Education of the Gifted Special Interest Group.

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 Monograph Series:

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

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.

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 Anmarie 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.

Occupancy 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-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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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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