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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, 2018**) invites research essays on any topic of interest to the honors community.

The issue will also include a Forum focused on the theme “Honors and Social Justice.” 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 [http://www.nchchonors.org/uploaded/NCHC_FILES/Pubs/Thinking_Critically,_Acting_Justly.docx], is by Naomi Yavneh Klos of Loyola University New Orleans. In her essay, “Thinking Critically, Acting Justly,” Yavneh Klos asks readers to consider two questions: “first, how to engage our highest-ability and most motivated students in questions of justice; and second, how honors can be a place of access, equity, and excellence in higher education.” She describes the ways her program has wedded traditional and experiential educational goals with justice education to fulfill the Jesuit honors mission to “embrace diversity; foster reflection and discernment; promote social justice and preferential care for the poor and the vulnerable; and bring ‘intellectual talents into service of the world’s great needs.’” Rejecting the notion that a student’s qualification for honors can easily be identified by test scores and high school GPA, she suggests ways that admissions policies and curriculum decisions can achieve equitable and inclusive excellence for the public good.

Contributions to the Forum may—but need not—respond to Yavneh Klos’s essay. Prospective authors are also encouraged to consider the issues raised by the NCHC monograph *Occupy Honors Education*, which is forthcoming in early November 2017.

Questions that Forum contributors might consider include: What kinds of honors admissions policies best serve the cause of inclusive excellence? Is the notion of “inclusive excellence” an oxymoron? Can virtue and social justice really be taught at all? How might honors faculty and administrators address the notion that they should teach practical skills and “book learning,” leaving matters of morality and justice to parents and religious groups? Is social justice a partisan issue, part of a left-wing agenda? While diversity in an honors humanities curriculum is common practice, how might the sciences or engineering or computer science achieve a goal of inclusivity?

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

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.
Richard I. Scott—Rick to all his friends in the NCHC—was an honors administrator for three decades at the University of Central Arkansas (UCA) until his retirement this year as Dean and Professor of the Schedler Honors College. While building the honors program and then college at UCA, he was also building honors education worldwide through his service to local, regional, national, and international organizations. Throughout most of this time, he was continuing to contribute to research on hunger and food insecurity in his position as Professor of Sociology.

Rick began his academic career at the University of Nebraska, where he earned his PhD, before joining the sociology department at UCA in 1983. It took him only three years to move into the field of honors. Since then, he has published a half-dozen articles in JNCHC and HIP and has made well over twenty-five presentations at the annual NCHC conferences in addition to papers presented at Southern Regional Honors Council conferences and in the Netherlands. During this time, he has also served as program reviewer and consultant to honors programs and colleges around the country.

In 2010, Rick was elected vice president of the NCHC, subsequently serving as president-elect, president, and past president. As president, Rick inaugurated—among several other major agendas—a national census of...
honors programs and colleges, which became the basis for his seminal research studies on the demography of honors, including not just NCHC members but non-members as well, providing and analyzing data that honors administrators can use to evaluate and support their programs or colleges.

Rick has remained dedicated to the NCHC beyond his tenure as an officer not only through his publications but also by serving as a co-chair of the Research Committee and a current member of the Assessment and Evaluation Committee. The value of his service has been recognized on his home campus, where in 2017 he received the inaugural UCA Award for Outstanding Commitment to Study Abroad, and by the NCHC, where he was selected as an NCHC Fellow and the inaugural recipient of the Sam Schuman Award for Excellence in Honors Education.

In appreciation of his past and continuing work in the service of honors, we proudly dedicate this issue of JNCHC to Rick Scott.
EDITOR’S INTRODUCTION
Ada Long
University of Alabama at Birmingham

Since its inception in the year 2000, the *Journal of the National Collegiate Honors Council* has adopted a theme for each issue, typically in a Forum inviting submissions from members on such topics as “Honors in the Digital Age” or “Honors Culture.” For the current issue, we experimented with an Open Forum aimed at collecting essays on topics that members find significant or controversial in the current climate of honors. We should have anticipated that we would receive fewer submissions than usual since most of us, given an infinity of options, need a prompt to get our thoughts started. The essays we include in this issue’s Open Forum, though few, are provocative in their subject matter and might provide directions for future essays and Forum topics.

The first essay in the Open Forum should spark both interest and concern as it describes a potentially dangerous predicament that any honors administrator or faculty member could encounter in our age of fake news, confrontational politics, and willful misunderstandings. Surely many among us have imagined with dread a *60 Minutes* interviewer appearing at our office door with lights, cameras, and questions focused on our rationale for offering a course on the Koran or an admissions policy that is either too exclusive or inclusive. The essay “Teaching an Honors Seminar on #BlackLivesMatter in East Texas” describes just such an experience. The authors—Ervin Malakaj, Jeffrey L. Littlejohn, Kimberly Bell, Patrick J. Lewis, and Julia D. May—describe a course they offered last spring as part of the Difficult Dialogues honors seminar series at Sam Houston State University (SHSU). “The seminar considered the complex historical, economic, and cultural forces that produced the movement along with the various responses to it,” but by mid-semester it became “a target for fake news blogs and websites.” An intellectually rigorous seminar that combined scholarly analysis, critical thinking, and experiential components, the seminar was one that might be proudly offered in any honors curriculum, but soon it became the victim of a smear campaign, first locally and then nationally. Because the honors college at SHSU offers scholarships, headlines appeared like “Need money? Texas college will pay you to feel guilty about your whiteness” and “Disgrace on Campus.” Donors and alumni began calling the president of SHSU to express their shock and withdraw their support. Fortunately for the honors college, the administrators at all levels of SHSU were both savvy and supportive,
arranging news releases and interviews that caused the uproar to die down, but “the toxic discourse created by fake news outlets threatened the very foundation that provides students and faculty the venues in which such matters can be addressed,” venues that are essential to honors education everywhere. Caveat praeceptor!

Craig Kaplowitz of Judson University offers an excellent follow-up essay in “Helping with the ‘How’: A Role for Honors in Civic Education,” beginning with the opening sentence: “The current political moment in the United States puts an exclamation point on years of growing concern for our civic culture.” Kaplowitz argues for the momentous role of honors education when “purely tactical maneuvers substitute for honest debate and substantive process, where self-critique and healthy nuance are rare, and where means and ends are often confused.” In teaching students to apply the basic principles of academic research—accurate use of data and sources, understanding of methodologies, detailed analysis of evidence, honest consideration of conflicting arguments, fair and accurate interpretation of ideas—we can help them become not just better scholars but better citizens: “honors programs and colleges have distinct opportunities to help our students navigate and enhance our public space, thereby providing a vital service for them and for our communities.” The conditions that imperil a seminar on #BlackLivesMatter are precisely the reason we need to prepare our students to take their scholarship into the public arena.

Ken Mulliken of Southern Oregon University (SOU) also links scholarship with citizenship in “A Part Of . . . or Apart From: A Reflection from South Africa.” In one component of the Democracy Project, “a comprehensive international examination of democracy organized by the SOU Honors College,” a group of students, faculty, and community partners traveled to South Africa. This field trip was part of a series of international travel projects that have included trips to, for instance, India, Austria, and the Czech Republic as well as a series of student-led symposia. In their study of comparative democracies, they have both examined and experienced firsthand the commonality of the human experience and the importance of a sense of belonging: “A successful and sustainable democracy depends on all of us to be informed and take action; it requires seeing others ‘as a part of rather than apart from.’”

Part of recognizing the commonality of human experience is understanding anxiety, crisis, and despair in the people around us, an understanding that is especially important for honors educators as they identify and help students in trouble. In “Mental Health Needs in the Honors Community:
Beyond Good Intentions,” Maureen Kelleher of Northeastern University, Boston, argues that “we are uniquely situated in honors to expand our view beyond the individual to the larger social environment in which our students interact.” Given the interdisciplinarity of honors, its personal connections to students, and its wide range of institutional connections, honors educators have multiple resources not available to others on campus. These resources need to expand by engaging in “the national discourse on mental health.” Kelleher provides separate to-do lists for faculty and staff, students, and the NCHC in advancing this national discourse and addressing “mental health needs and the larger issue of wellbeing on college campuses.”

Kelleher’s essay—the last in the Open Forum—is an apt lead-in to the first of nine research essays in this issue of JNCHC: “Aided by Adderall: Illicit Use of ADHD Medications by College Students” by Amber D. Rolland and Patricia J. Smith of the University of Central Arkansas (UCA). Rolland and Smith investigate “the interplay between mental health issues (e.g., stress, anxiety, and depression), prevalence of and motivation for illicit use of ADHD medications, and enrollment in a program with high academic performance expectations, including honors programs, residential colleges, and scholarships.” Previous research has focused on the correlation between illicit use of ADHD medications and such factors as age, race, gender, athletics, Greek life, general anxiety, academic stress, and parental pressure. Rolland and Smith contribute a new correlation study that focused on 230 students in academically challenging programs at UCA. The authors report that “we anticipated that the prevalence rate of illicit use of ADHD medications would be significantly higher . . . but this expectation was not supported by the results of our study.” Rolland and Smith nevertheless stress the need for further research in this area as well as special attention to programs that address the unique qualities and needs of honors students.

The next research essay—“Honors Student Thriving: A Model of Academic, Psychological, and Social Wellbeing”—addresses the special needs of high-achieving students that Rolland and Smith described. Amanda Cuevas and Jennifer Bloom of Florida Atlantic University and Laurie A. Schreiner and Young Kim of Azusa Pacific University investigate “the pathways that predict a psychological sense of community, campus involvement, spirituality, student-faculty interaction, living on campus, certainty about a major, degree goals, and first choice of institution.” The goal of their study was to “better understand honors students’ levels of academic determination, engaged learning, positive perspective, diverse citizenship, and social connectedness.” The
authors developed a hypothetical model of honors student thriving, which they tested with Structural Equation Modeling (SEM) and Confirmatory Factor Analysis (CFA). One of their findings was that “the overall thriving levels of honors students are not significantly different from traditional students” but that honors students scored significantly lower in social connectedness. Based on their results, the authors identify the most significant pathways for honors student thriving as a psychological sense of community, campus involvement, student-faculty interaction, and living on campus. They conclude with four recommendations for helping honors students thrive.

Helping honors students thrive is also the focus of “Transformative Learning: Lessons from First-Semester Honors Narratives” by Kyler Knapp, Phame Camarena, and Holly Moore of Central Michigan University (CMU). The authors first describe transformational models related to the model they adopt. They then report on a qualitative study of transformational learning as reported by twenty-two first-semester honors freshmen in forty- to sixty-minute interviews. Based on key words and phrases that the freshmen used in describing what they found transformative, the researchers coded and analyzed the programming elements the students described, e.g., the Honors 100 class (especially the Personal Development Project), other honors classes, the honors community, honors culture, and the welcome event. The authors conclude that their results “demonstrate that, beyond strong end-of-course evaluations and persistence to the next semester, intentional programming based on transformative processes and goals can have a substantial impact on student outcomes at a deeper level.”

Also concerned with helping honors students thrive, Jeffrey P. Hause of Creighton University describes “Two Neglected Features of Honors Advising.” Previous research has pointed to some of the key roles that advisors play in creating a welcoming environment, building a relationship of trust with students, and helping them envision and plan their future. Hause contends that practicing attention and discerning a vocation are characteristics of good advising that deserve greater focus, especially in honors advising. By focusing on attention and vocation, he argues, honors advisors can mirror the pedagogies of the honors classroom in facilitating “students’ increased intellectual autonomy.” Drawing on philosophical traditions and practices, Hause parses in detail his concepts of attention and vocation, which—like the honors classroom—help students “avoid preconceptions, prejudices, and unwarranted assumptions” in working through their lives as well as their honors courses, inspiring self-knowledge as well as knowledge about the academic disciplines.
Rates of retention and completion of an honors program are one way of measuring student thriving, and considerable research has been devoted to correlating these rates with characteristics of honors students, program policies, and components of the honors experience. After reviewing this research, Joanna Gonsalves presents the results of a study measuring the impact of outdoor orientation on completion of an honors program in “Effects of Outdoor Orientation Program Participation on Honors Completion.” Her study “tracks outcomes for five cohorts of students who joined the Salem State University Honors Program from the fall of 2008 through the spring of 2013 (N = 278), building cohort profiles and determining program completion rates. The study focused on the correlation between participation in the outdoor orientation at Salem State and graduation rates. In the combined group of cohorts, the graduation rates for honors students was high (89% completed their degrees, and 67.6% completed the honors program), and the study revealed that the outdoor orientation was a predictor for honors program completion although not for completion of a degree. As Gonsalves indicates, the results of her study are “consistent with the honors literature that emphasizes the importance of community-building programming for honors student success.”

In addition to helping honors students thrive, honors administrators share the goal of benefiting non-honors students as well and certainly not harming them. The next research essay, “How the Implementation of Honors Sections Affects the Academic Performance of Non-Honors Students,” offers reassurance in that regard. One argument against honors is that taking the most academically gifted students out of the classroom works to the detriment of other students, but Art L. Spisak, Sam Van Horne, and Keri C. Hornbuckle show that “implementation of honors sections for selected core courses in the University of Iowa (UI) College of Engineering did not adversely affect non-honors engineering students taking those same core courses.” The introduction of engineering honors sections in 2015 allowed for determining “whether the academic outcomes of non-honors students prior to the first offering of honors engineering course sections differed from the academic outcomes of non-honors students after the implementation of the honors program.” In only one of five core courses did they find a statistically significant difference in final grades favorable to honors students, and they found a statistically significant difference in subsequent courses favorable to non-honors students. These results indicated that “the creation of honors sections of the core courses did not hurt the academic performance of the non-honors students.”
Beyond helping honors students thrive without having negative consequences for non-honors students, an important goal of most honors administrators is to improve the quality of education on their home campus and beyond. Addressing the role of honors in the broader context of higher education, Inge Otto and Chris de Kruif of Leiden University “focus on factors that promote or block the diffusion of innovations from Dutch honors programs to other components of the Dutch higher education system.” In their essay “Stimulating the Diffusion of Innovations in Honors Education: Three Factors,” the authors discuss a recent meeting of honors educators in the Netherlands and what these thirty-six experts identified as the three most important conditions for educational innovation in Dutch honors programs: “the need for a safe environment in the classroom,” “the need to establish communities of teachers,” and “the need for institutional support.” The authors discuss previous research on these three topics in relation to the broader context of the field of educational innovations in the Netherlands. Drawing on the honors educators’ comments about each topic as well as providing directions for future research, they conclude: “By considering the three factors that emerged from the expert meeting in light of research about innovation in higher education, organizational psychology, and business management, we were able to contextualize these factors and evaluate their relevance.” Their hope is that this work will influence both innovative education in the Netherlands and honors education elsewhere.

Admissions and enrollment management are areas that have elicited substantial research. “Moving from Forecast to Prediction: How Honors Programs Can Use Easily Accessible Predictive Analytics to Improve Enrollment Management” offers a new approach to enrollment management based not just on forecasting general enrollment using historical data but on predicting the enrollment of any one individual student. The authors—Joseph A. Cazier, Leslie Sargent Jones, Jennifer McGee, Mark Jacobs, Daniel Paprocki, and Rachel A. Sledge of Appalachian State University—suggest that honors administrators can use this predictive method to shape an incoming class that includes, for instance, students from multiple backgrounds. They illustrate the method with a hypothetical student, predicting her likelihood of accepting an honors offer based on her GPA, SAT, intended major, geographical location, gender, race, and socioeconomic status. Using this method, directors can calculate the “[c]umulative probabilities that students will accept enrollment offers based on academic and demographic factors” in order to “optimize their enrollment pools.” The authors write that their method is
“easily accessible to honors directors where a small amount of data collection and basic spreadsheet software allow them to capture most of the benefits without needing the skills of a data scientist.”

The final essay in this issue of *JNCHC* analyzes data collected in NCHC’s 2014 *Admissions, Retention, and Completion Survey* (ARC). Three authors—Andrew J. Cognard-Black of St. Mary’s College of Maryland, Patricia J. Smith of the University of Central Arkansas, and April L. Dove of Greenville Technical College—present their analysis in “Institutional Variability in Honors Admissions Standards, Program Support Structures, and Student Characteristics, Persistence, and Program Completion.” The authors focus on identifying “common practices in honors admissions as well as the national trends in standard measures of student persistence like second-year retention, honors program completion, and graduation rates,” and they “examine the assumption that too much variability in honors from school to school prevents us from identifying generally accepted practices and standards.” Among their many findings are that—while two-year colleges have lower retention rates than four-year institutions and have fewer honors-specific support structures like housing, study abroad, and priority registration—there is little statistical variability in these areas among the averages for research/doctoral universities, master’s universities, and baccalaureate colleges. The authors also found “more similarity than difference across programs and colleges in the common measures of admissions, retention, and completion.”
ABOUT THE AUTHORS

**Kimberly Bell** is Dean of the Elliott T. Bowers Honors College and Professor of English at Sam Houston State University, where she teaches courses in classical and medieval literature and the history of the English language. Her research interests include manuscript study and genre and cultural game theory.

**Jennifer Bloom** is Associate Professor and Coordinator of the Higher Education Leadership M.Ed. program at Florida Atlantic University. She is also a co-founder of the Appreciative Advising and Appreciative Education movements. Her research interests include Appreciative Advising, Appreciative Education, appreciative administration, and career paths in higher education administration.

**Phame Camarena** is Director of the University Honors Program and Professor of Human Development at Central Michigan University. He is a member of the NCHC Publications Board and Diversity Committee. His scholarly work focuses on self-development and educational achievement in diverse populations.

**Joseph A. Cazier** is Director of the Center for Analytics Research and Education (CARE) at Appalachian State University and Dean’s Club Professor in Information Systems. He has served as an honors program director and member of the University Honors Advisory Council. He loves mentoring students and using big data analytics techniques to solve real-world problems.

**Andrew J. Cognard-Black** teaches on the faculty of the honors college at St. Mary’s College of Maryland. Since 2013, he also has worked with the NCHC national office to develop a series of surveys that explore institutional characteristics of honors programs and colleges in the United States. He earned his PhD in sociology from Ohio State University. His research interests include the sociologies of higher education, work and occupations, and social inequality.

**Amanda Cuevas** is Director of the Office of Appreciative Education at Florida Atlantic University. She was Founding Fellowships Director in the Frederik Meijer Honors College at Grand Valley State University while earning her
PhD in higher education from Azusa Pacific University, where she researched honors student thriving.

April L. Dove is Director of the Greenville Technical College Honors Program and Associate Professor of Sociology in the Department of Behavioral and Social Sciences. Her research interests include collective behavior and social movements, political protest, immigration, Middle East studies, and honors education at two-year institutions.

Joanna Gonsalves is a professor of psychology and a former Commonwealth Honors Program director at Salem State University. She teaches in honors, conducts research on civic engagement and student development, and coordinates a campus-based youth mentoring program.

Jeffrey P. Hause is Professor of Philosophy and of Classical and Near Eastern Studies at Creighton University, where he is Director of the Honors Program. His research interests include ethics, the history of ethics, and philosophy and literature.

Keri C. Hornbuckle is Professor of Civil and Environmental Engineering and former Associate Dean for Academic Programs in the University of Iowa College of Engineering.

Mark Jacobs is a recent graduate of Appalachian State University, earning an MBA with a concentration in business analytics. His interest and experience in data analytics led him to pursue research opportunities involving best management practices and data standardization.

Leslie Sargent Jones recently retired from leading the Appalachian State University Honors College, prior to which she was Associate Dean of Honors at the University of South Carolina, where she was also a neuroscience researcher and medical school educator.

Craig Kaplowitz is Director of the Honors Program and Professor of History at Judson University. He is a historian of recent U.S. domestic policy and politics, and he currently serves on the Assessment and Evaluation Committee and the Small Colleges Committee of the NCHC.

Maureen Kelleher is a member of the Honors Faculty and Associate Professor of Sociology at Northeastern University. She currently serves as a member
of the NCHC Board of Directors. For ten years she was Director of the University Honors Program. She is currently researching issues related to higher education.

Young Kim is Assistant Professor in the Department of Higher Education at Azusa Pacific University and a visiting scholar in the UCLA Department of Education. Her research interests include college impact, college student development, conditional effects of college experience, and diversity and educational equity in higher education.

Kyler Knapp is a graduate of the Central Michigan University Honors Program with a BS in family studies and psychology. He is currently a graduate student in the Human Development and Family Studies PhD program at Pennsylvania State University. His research interests focus on adolescent identity and wellbeing in family and cultural contexts.

Chris de Kruif is Associate Professor in Administrative Law and from 2012–2017 was Director of Studies of the Honours Academy at Leiden University; as such, she oversaw all extracurricular honors programs of the university. Currently, she is Director of Studies at the Faculty of Law (Leiden University). Her teaching covers honors courses as well as undergraduate and post-academic courses.

Patrick J. Lewis is Professor of Biological Sciences and Associate Dean of the Honors College at Sam Houston State University. His research focuses on the evolution of various vertebrate lineages, primarily in Africa, and he teaches zoology and paleontology. He also organizes the seminars for the honors college each semester.

Jeffrey L. Littlejohn is Professor of History at Sam Houston State University. His research focuses on civil rights and civil liberties. He has published numerous pieces on the Black Freedom Struggle in America and serves as director of the East Texas History digital project and mobile app.

Ervin Malakaj is Assistant Professor of German at Sam Houston State University, where he also coordinates the German Program. His research focuses on media history, German film studies, and social justice approaches across the curriculum.
Julia D. May served as Sam Houston State University’s Associate Director of Communications and Public Information Officer prior to her retirement in August 2017. Her 37-year career with the university included responsibility for media relations, publications, content management and production, and public relations.

Jennifer McGee is Associate Professor of Educational Research and Evaluation in the Department of Curriculum and Instruction at Appalachian State University. She teaches classroom assessment, research methods, and applied statistics in the College of Education.

Holly Moore is an alumna of the Central Michigan University Honors Program and holds a BS in sociology with a minor in psychology. She is currently a master’s student in the College Student Affairs Leadership program at Grand Valley State University and works as a graduate assistant academic advisor in the College of Community and Public Service.

Ken Mulliken is Executive Director of the Honors College at Southern Oregon University. He is President of the Western Regional Honors Council, chairs the NCHC Advocacy Committee, and serves on the NCHC Teaching and Learning Committee.

Inge Otto is a consultant in the domain of higher education at Hobéon Management Consult, the Netherlands. Previously, she was a researcher at the Honours Academy at Leiden University and at the Research Center for Talent Development in Higher Education & Society (Hanze University of Applied Sciences, Groningen). In both contexts, she carried out research projects about honors education.

Daniel Paprocki is currently an MS candidate in applied data analytics at Appalachian State University. He holds a master’s degree in mechanical engineering and is former Assistant Director of the Industrial Assessment Center at North Carolina State University. His main interests are energy conservation and the use of analytics to reduce our energy footprint.

Amber D. Rolland is a second-year biochemistry PhD student at the University of Oregon. She graduated from the Schedler Honors College at the University of Central Arkansas in 2016 and served on the NCHC Board of Directors in 2015.
Laurie A. Schreiner is Professor and Chair of the Department of Higher Education at Azusa Pacific University. Among her primary research interests are student success and thriving, college student satisfaction and retention, and college sophomores. She has developed the Student Satisfaction Inventory, the Thriving Quotient, and the Sophomore Experiences Survey.

Rachel A. Sledge is a graduate of the Appalachian State University Honors College and College of Health Sciences. While at Appalachian, she had the unique opportunity to work and advocate for the college as a student employee and member of the Honors Vanguard. An aspiring doctor of physical therapy, she currently works for CarePartners Rehabilitation in Asheville, NC.

Patricia J. Smith is Interim Dean of the Schedler Honors College and Assistant Professor in Leadership Studies at the University of Central Arkansas. She has worked in honors education for over a decade and has made it a central part of her research.

Art L. Spisak is Director of the University of Iowa Honors Program and a professor in the Classics Department. He is currently President of the National Collegiate Honors Council (2017). He has been involved with honors education as a faculty member for twenty years and as an administrator for over ten years.

Sam Van Horne is a senior institutional research analyst in the Office of Institutional Research and Effectiveness at the University of Delaware. His research interests include the interventions that support student learning with digital course materials and the factors that promote college student retention and degree attainment.
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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Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook by Rosalie Otero and Robert Spurnier (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.”


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.

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 communities, 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 Publications Order Form

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