

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Journal of the National Collegiate Honors
Council –Online Archive

National Collegiate Honors Council

Spring 2021

The Recruitment and Retention of Diverse Students in Honors: What the Last Twenty Years of Scholarship Say

Jason T. Hilton

Jessica Jordan

Follow this and additional works at: <https://digitalcommons.unl.edu/nchcjournl>



Part of the [Curriculum and Instruction Commons](#), [Educational Methods Commons](#), [Higher Education Commons](#), [Higher Education Administration Commons](#), and the [Liberal Studies Commons](#)

This Article is brought to you for free and open access by the National Collegiate Honors Council at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Journal of the National Collegiate Honors Council –Online Archive by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

The Recruitment and Retention of Diverse Students in Honors: What the Last Twenty Years of Scholarship Say

JASON T. HILTON AND JESSICA JORDAN

Slippery Rock University

Abstract: Common to most colleges and universities across the United States, honors programs are often criticized as havens for academically elite and privileged students. To help address concerns about the recruitment and retention of diverse honors students, this study presents a systematic review (2000–2019, inclusive) of published literature relating to diversity in honors education ($n = 66$). Identifying six emergent themes, authors examine the types of research presented in the literature; how diversity is defined by scholars; and programmatic best practices for increasing student diversity. A thorough description of one program's flexible, innovative, and adaptive strategies for curricular improvement, recruitment practices, and the admissions process reveals how research-driven initiatives can yield substantial gains in recruiting and retaining students from minority and lower socioeconomic backgrounds. A discussion of inclusive community building and social justice orientation is provided, and ideas for future research are suggested.

Keywords: scholarly periodicals; content analysis; diversity in education; educational equalization; Slippery Rock University (PA)—Honors College

Citation: *Journal of the National Collegiate Honors Council*, 2021, 22(1):115–133

Honors programs in higher education vary in size, student makeup, and overall programming across institutions, but, as they continue to evolve, one area of growing concern has been recruiting and retaining students from diverse backgrounds. A systematic review, modeled on Denyer and Tranfield (2009), of the last twenty years (2000–2019) of scholarship on the recruitment and retention of diverse students in honors can enable

a better understanding of definitions of diversity, methodologies commonly used to study diversity, best practices for recruiting and retaining diverse students, and areas in need of further investigation. As a consequence of this kind of research, the Slippery Rock University Honors College has substantially increased its recruitment and retention of students from minority and low socioeconomic backgrounds within a mid-sized, public university in western Pennsylvania.

Honors programs in colleges and universities are home to some of higher education's best prepared, motivated, and engaged students. Although inquiry into the enrollment of diverse students in higher education includes a significant body of research, less scrutiny has been paid in the past to the types of academic programs as well as co-curricular opportunities to which students from minority backgrounds, lower socioeconomic status, and first-generation college students have access once they are admitted into higher education (Bastedo & Gumpert, 2003). Given this lack of scholarly focus, many honors programs have failed to adequately address issues of enrollment and retention for diverse students or to realize the benefits of a culturally diverse honors population (Pittman, 2004). Addressing gaps in the enrollment and retention of honors students from diverse backgrounds is a necessary first step in creating honors programs that are inclusive and fully engaging. Nearly twenty years ago, both Pittman (2004) and Bastedo and Gumpert (2003) pointed out that little research had been done into why there appeared to be such a disparity in the enrollment and active participation of minority students in honors programs. This research now exists and can be used to guide changes within honors programs to create more inclusive honors spaces.

METHODOLOGY

We first established a search protocol to identify all peer-reviewed publications including the term "diversity" in the traditional sources of published honors scholarship that can be found in international databases. These publications include *Honors in Practice* (2005–2019), the *Journal of the National Collegiate Honors Council* (2000–2019), and the *NCHC Monograph Series* (2000–2019). Additionally, the scope of peer-reviewed publication sources extended to all manuscripts found within ERIC and Education Source databases published between 2000 and 2019 that include the search terms "higher education," "honors," and "diversity." This time range was chosen both to capture the previous twenty years and to correspond to the volume and issue of the first honors-specific journal, the *Journal of the National Collegiate Honors*

Council (JNCHC). A total of 176 manuscripts were gathered from the NCHC publications and the database search within Education Source and ERIC. Initial review allowed 110 manuscripts to be removed from the analysis as false positives; these occurred primarily in the non-honors-specific publications when authors referred to a diversity of ideas or wished to honor something, leaving a final collection of 66 manuscripts for analysis.

With a final body of manuscripts established for systematic review, manuscripts were coded for the following attributes: year, source, general scholarship type (quantitative, qualitative, mixed-method, theoretical/philosophical), research method(s) employed, N of study participants where applicable, and type(s) of diversity addressed. A summary of key findings from each manuscript was also created, which allowed the aggregative and algorithmic aspects of the systematic review process to take place (Denyer & Tranfield, 2009).

We used a spreadsheet to compile the characteristics of each manuscript, allowing for initial descriptive and comparative statistics to be generated relating to the composition of the scholarship. Additionally, we summarized, collated, and analyzed key findings according to an iterative approach common to qualitative research (Tracy, 2019) that makes use of initial, secondary, and tertiary coding cycles so that emergent themes can be presented with as much fidelity to the initial reported findings as possible.

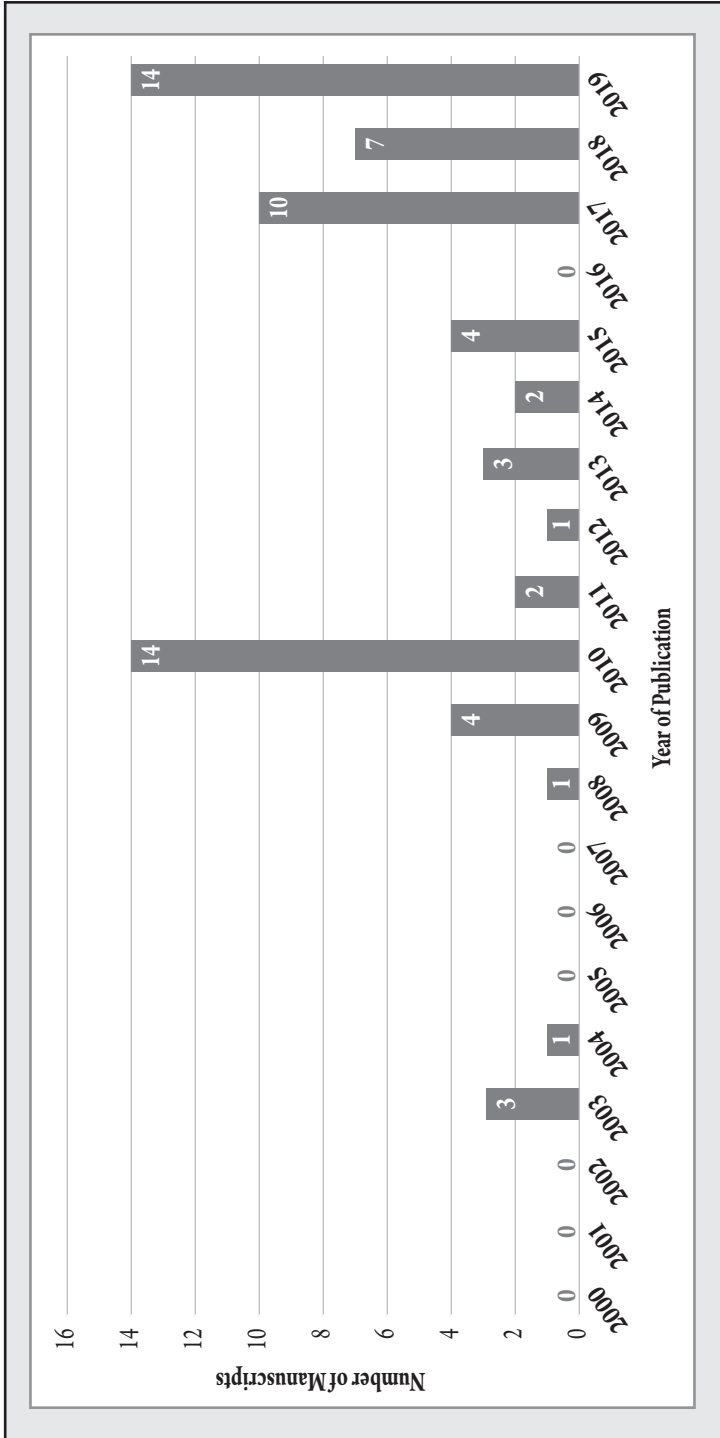
FINDINGS

Descriptive and Comparative Statistics

The National Collegiate Honors Council (NCHC) is by far the primary publisher of peer-reviewed scholarship relating to diversity in honors. Its three publication sources—*Honors in Practice (HIP)*, the *Journal of the National Collegiate Honors Council (JNCHC)*, and the NCHC Monograph Series—represent 92.4% ($n = 61$) of the publications relating to diversity in honors, with outside sources accounting for only 7.6% ($n = 5$) of manuscripts on the same topics.

The rate of publication of manuscripts that address diversity and recruitment in honors has accelerated in recent years, with a full 53% of the manuscripts ($n = 35$) having been published in the past five years (2015–2019). Spikes in publications occurred in 2010, 2017, and 2019, when NCHC monographs or *JNCHC* issues with a special focus on diversity were published (see Figure 1).

FIGURE 1. NUMBER OF MANUSCRIPTS PUBLISHED ADDRESSING HONORS AND DIVERSITY



Methodologies vary and often reflect the backgrounds and interdisciplinary nature of those who engage in the scholarship of honors. As a result, all methodological approaches appear across this body of scholarship although qualitative and theoretical methodologies dominate the published works (see Figure 2).

Case studies and literature/experience-based descriptions of best practices are the two most common research methods employed within the scholarship (see Figure 3). Other methods employed but not included in Figure 3 make up less than 5% of the studies published. They include descriptive analysis, factor analysis, focus group interviews, propensity score matching, literature reviews, and thematic analysis.

FIGURE 2. OVERALL METHODOLOGICAL APPROACH

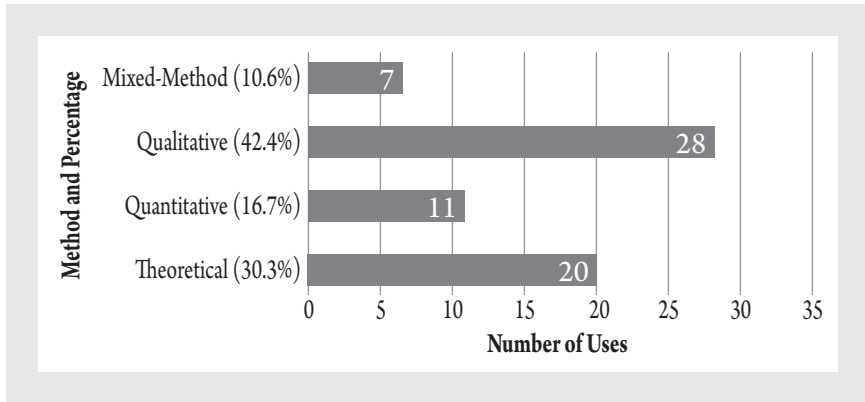
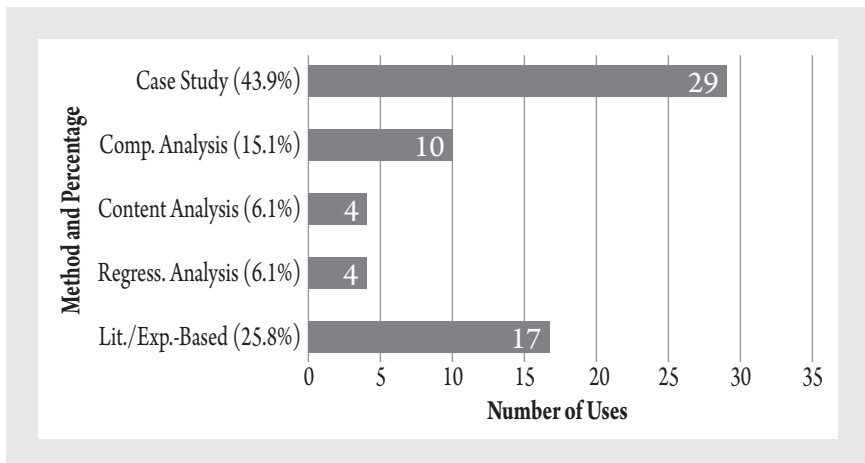


FIGURE 3. SPECIFIC RESEARCH METHODS EMPLOYED



The scholarship of diversity in honors heavily favors scholarship with very few study subjects ($n = 10$ or less) or with no study subjects at all. When no specific study subject is identified, scholarship is instead written as an explanation of perceived best practices gathered from the theory espoused in previous literature, from personal experience, or from both (see Figure 4).

In defining diversity, scholars often refer to multiple types within the same manuscript. Most often scholars refer to students from different racial (74.2%, $n = 49$) and ethnic (72.7%, $n = 48$) backgrounds, with many also defining diversity in terms of socioeconomic status (42.4%, $n = 28$) and gender (37.8%, $n = 25$). Discussion of first-generation college students (24.2%, $n = 16$), sexual orientation (16.7%, $n = 11$), and immigrant/international students (13.6%, $n = 9$) regularly appear as well. Age, religion, disability, veteran status, political ideology, and population density (rural, suburban, urban) are each mentioned rarely (6.1% or less, $n = 4$ to 1), as shown in Figure 5.

What becomes clear in this analysis is that the scholarship relating to diversity in honors has grown over the past two decades and that it is dominated by those who engage in qualitative research and those employing theoretical approaches to explain or argue for best practices relating to diversity in honors. Scholars most often engage in single-subject case studies or write expository works based on previous literature and/or their own experiences with no apparent study subject at all. When scholars are discussing diversity, they most often define diversity in terms of race, ethnicity, socioeconomic status, and gender.

FIGURE 4. NUMBER OF STUDY SUBJECTS

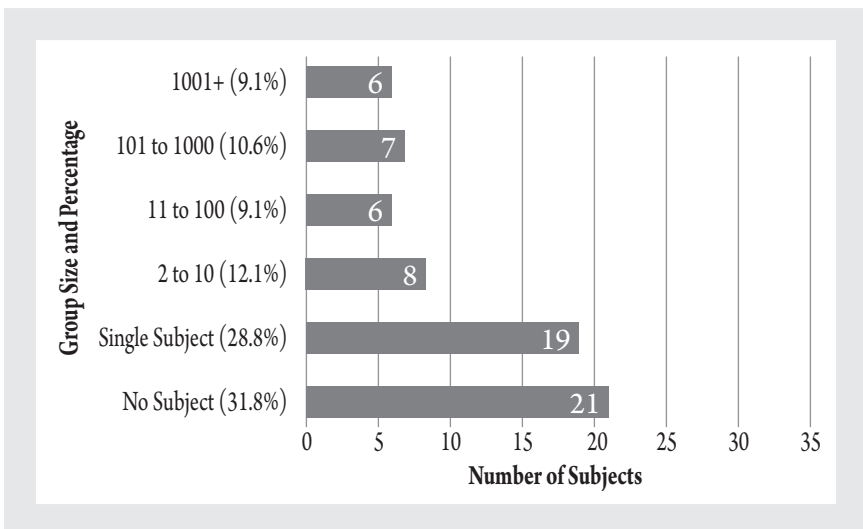
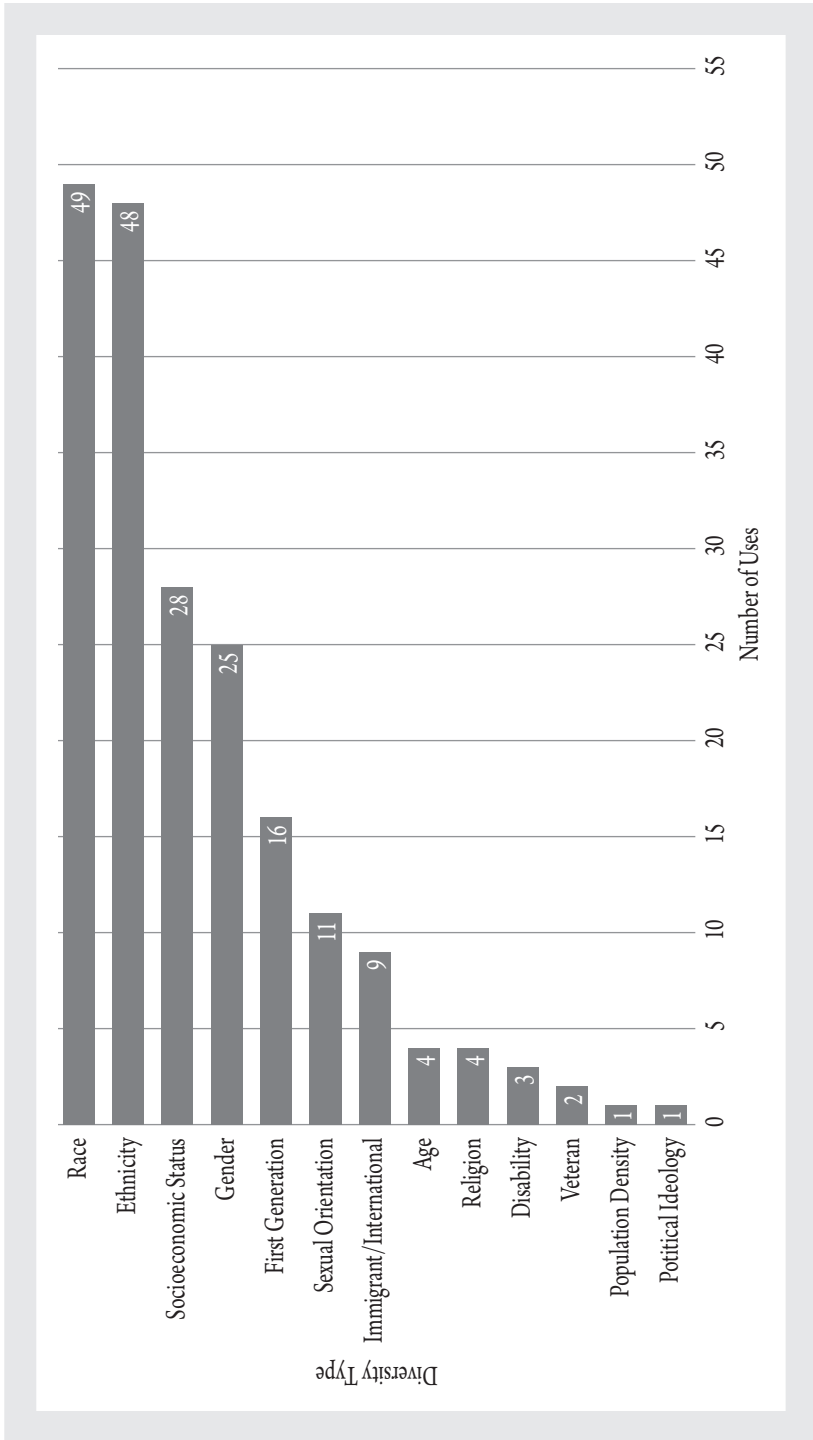


FIGURE 5. DIVERSITY TYPE IDENTIFIED IN MANUSCRIPT



Emergent Themes

Six themes that relate to the recruitment and retention of diverse students into honors programs are common in the scholarship from 2000 to 2019. These include, from most prevalent to least, program-level improvements (including curriculum and co-curriculum), inclusive community building, course-level improvements, holistic admissions, recruitment practices, and study abroad/cultural immersion experiences. Additionally, orienting toward social justice appears across four of the six themes, highlighting such an initiative as effective in the recruitment and retention of diverse students into honors programs.

Program-Level Improvements

Many of the articles describe improvements to honors curricula and co-curricula, including alternatives to mere checklists for the completion of programs that value access, equity, and excellence (Klos, 2018, 2019; Materon-Arum, 2010). Often this improvement includes intentionally embedding High-Impact Practices (HIPs) within the honors program, including requirements for undergraduate research and experiential/service learning, as well as social justice approaches to programming that are geared toward challenging conversations about diversity and empowering honors students (Ghosh, et al., 2010; Jones, 2017; McCoy, 2010; Stoller, 2017; Walters et al., 2019). The inclusion of such requirements allows honors programs to think of their benefits less as transactional, credential-driven outcomes than as spaces for transformative learning in which honors students engage in knowledge production, cultural immersion, and social change.

Another common suggestion is to break down academic silos that can surround honors programs and instead cultivate connections to other areas of the college and university—the office for minority affairs, for example—and include minority-related events as a part of an honors program's co-curriculum (Materon-Arum, 2010). Additionally, connections with global studies can support both the inclusion of international students in honors and study abroad opportunities for honors students (Yaneva et al., 2010). Connections with the office for students with disabilities can ensure that curricular and co-curricular programming follow principles of universal design for learning (Arcus, 2010). Kraemer et al. (2004) suggest connecting honors with libraries, which can provide individualized support for honors theses, host specialized research classes, and serve as a more inclusive location for

displaying student work. Such connections can broaden the range of what is considered honors programming and permit honors students to take advantage of the opportunities present in other areas of student engagement.

What becomes clear from the scholarship is that approaches to creating honors programs that are more inclusive must ensure that honors curricula and co-curricula are aligned with the outcomes and missions of both the honors programs and their universities (Mulliken, 2018) and that programs are meeting their diversity and inclusionary goals (McCoy, 2010). Regular assessment of honors programs can determine the degree of success in meeting diversity and inclusionary goals. Guided by assessment, honors programs should continually evolve their programming both to create flexibility for students and to remain connected to the changing nature of a diverse student body (MacDonald, 2019; Yarrison, 2019). Program-level changes centered on providing honors students with opportunities to work toward important ends, such as social justice, while also connecting them to supportive campus resources can help recruit and retain students from less privileged backgrounds, encouraging them to see honors as an opportunity to pursue goals they view as more important than simply earning an honors credential.

Inclusive Community Building

A consistent theme that emerges is mentoring practices specifically designed to support diverse students who enter honors programs. Mentoring programs should be formal and structured and should include opportunities for out-of-class involvement (Sanon-Jules, 2010), offer intensive opportunities to engage in tutoring (Pearson & Kohl, 2010), and form both faculty-student mentoring relationships (Dowd et al., 2015; MacDonald, 2019) and peer-to-peer relationships that can connect diverse students with one another (Materon-Arum, 2010; Sanon-Jules, 2010).

Scholars also point to the need for faculty and staff within honors programs who are diverse themselves and appropriately trained in diversity issues (Jones, 2017; Pearson & Kohl, 2010; Werth, 2003). Training for faculty and staff should include the ability to detect and resist deficit-minded perspectives and to challenge notions that established pedagogy fits all students equally (Jones, 2017; Sanon-Jules, 2010).

A final way that is often suggested to build an inclusive community in honors is to orient activities toward social justice. Dzieszinski et al. (2017), for instance, suggest having the honors community confront historical issues of elitism and privilege by reframing the honors experience within a context

of diversity, social equality, and responsibility, thereby envisioning itself as working toward a more equitable future. Others argue that social justice orientations must be built from the ground up, paying close attention to and taking direction from the experiences of honors students and the communities from which they come, rather than taking a top-down approach in which social justice directions are determined by administrators (Ashton, 2009; Coleman, 2010; DeLeon, 2010). Social justice orientations appeal to and include a broad group of potential honors students, and the two methods described here have yielded gains in the recruitment and retention of diverse students in multiple honors settings.

Course Level Improvements

Scholarship on retaining more diverse students in honors programs also focuses on ways to enhance honors-specific courses that foster inclusivity. Building on the often-cited pedagogical work of Paulo Freire (2018), scholars suggest that honors courses should encourage opportunities for self-reflexivity, critical deliberation, multiple position taking, and class outcomes oriented toward democratically envisioned opportunities for social justice (Ghosh et al., 2010; Kotinek, 2010; Mulliken, 2018; Riek & Sheridan, 2010; Stoller, 2017; Werth, 2003). Once again, a social justice orientation is often encouraged in the research, highlighting the high degree of impact it can have on recruiting and retaining diverse students into honors.

Additionally, service learning (Ghosh et al., 2010; Simons et al., 2011) is a pedagogical process that can be particularly effective at “engender[ing] understanding and respect for difference and teach[ing] the skills to live, work, and learn with people representing multiple worldviews, backgrounds, and circumstances” (Ghosh et al., 2010, p. 129). In many cases, the majority of honors students realize the benefit of service learning, gaining a greater respect for and understanding of individuals from different backgrounds and with a wider array of life experiences (Ghosh et al., 2010).

Finally, undergraduate research opportunities embedded within honors courses provide opportunities for students to engage in the scholarly production of knowledge (Baxter & Newell, 2012; Dubroy & Leathers, 2015; Pattillo & Tkacik, 2015), which empowers them by providing the opportunity to contribute to what we know and to see the methods behind the truths we often accept in social and scientific settings. Opportunities for empowerment of this sort can be appealing especially to students from disadvantaged backgrounds.

Holistic Admissions

Scholars often challenge the honors community to look beyond GPA and standardized test scores in their admission practices, citing ways that these measures replicate structural inequalities and generally serve as poor predictors of honors program completion (McKay, 2009; Smith & Zagurski, 2013). Scholars urge that honors programs instead engage in “holistic admissions” (Badenhausen, 2018; Pearson & Kohl, 2010; Trucker, 2014), direct examples of which include factoring in the challenges that minority, first-generation, and those from lower socioeconomic backgrounds often face when making decisions (Mead, 2018); creating pathways for transfer students (Thomas et al., 2019); and allowing students to highlight their personal strengths as qualifications for admissions into honors programs (Yarrison, 2019). Jones (2017), using a mixed-method comparative analysis of 397 students, found that by engaging in a holistic admissions process, an honors program increased its diversity with no negative impact on retention and graduation. As more honors programs engage in holistic admissions processes, they differentiate themselves from a historical positioning of honors as a place that primarily benefits students from privileged backgrounds. On the contrary, holistic admissions enables honors programs to seek out students who demonstrate motivation and grit, not just those who happen to do well in standardized testing situations.

Recruitment Practice

Scholars suggest nuanced recruitment strategies that are specifically geared toward diverse groups, including word-of-mouth recruitment efforts led by students who are themselves diverse as well as specific efforts to demonstrate that the program is founded on inclusivity and geared toward social justice (Longo & Falconer, 2003; Honeycutt, 2019; Sanon-Jules, 2010; Yaneva et al., 2010). Because various types of diversity are intersectional, using financial scholarships to incentivize students from lower socioeconomic groups has the benefit of increasing students from minority racial and ethnic backgrounds while also increasing first-generation students (DeFrank-Cole et al., 2009). Once again, scholars are citing the positive impact that a social justice orientation can have by citing how less privileged students benefit from being members of an honors program.

Study Abroad/Cultural Immersion

A final approach often suggested for enhancing the recruitment and retention of students from disadvantaged backgrounds is providing students with cultural immersion and/or study abroad opportunities. The value of such opportunities ranges from assisting students in the development of a passion for the educational process (Pattillo & Tkacik, 2015) to fostering a sense of global citizenship (Brown & Cope, 2017). The impact of study abroad and cultural immersion experiences goes beyond the physical act of travel to include the cultural education students acquire when preparing for the experience (Heber et al., 2010). Adopting a critical reflective approach throughout the experience assists students in better understanding the full experience while favorably disposing them toward diversity and inclusion (Montgomery & Vasser, 2011). As a result of such experiences, honors students learn to live with each other's differences, and students who have not previously had access to travel opportunities gain an opportunity often reserved only for the most privileged.

TAKING ACTION

Profiting from this analysis and lessons learned through twenty years of scholarship on the recruitment and retention of diverse students in honors, our institution made meaningful gains in the recruitment and retention of underrepresented minority students and students from lower socioeconomic backgrounds in our honors program. Changing our honors program in three related ways has enabled us to cast a much broader net for students from more diverse backgrounds. These changes included connecting students to outlets for diversity-related and social justice-related opportunities at the program level, altering our recruitment process to emphasize a social justice orientation, and moving to a holistic admissions process.

At the program level, we began by connecting honors with multiple offices across our campus, e.g., student engagement and leadership, community-engaged learning, global studies, gender studies, and our office of inclusive excellence. By creating pathways for students to earn honors credit by becoming involved with one or more of these offices, we created meaningful connections with each office. Current honors students can participate in opportunities more likely to be centered on social justice and with a broader and more diverse array of fellow students. Additionally, students who were not in honors but were heavily invested in these areas can now see how their

passions connect to an honors education, with some of them no doubt applying to enter our honors program. These program-level changes permitted our honors program to become far more inclusive.

Working with these same offices, our honors program tailored our recruitment strategies to appeal to a more varied body of students. We moved our recruitment message from “honors as the place of the academically elite” to “honors as the place for those who want to create change.” We never lowered our academic standards but instead gave those standards a social justice focus. In consultation with the offices mentioned earlier, we revamped our recruitment materials so they explain how honors students can become active in social change by choosing courses and co-curricular activities that give them greater agency on campus, in their community, and in their future lives. This message and the involvement of our current students in efforts to create social change have become the primary thrust of our mailers, recruiting events, and honors orientation process.

Finally, to ensure our ability to recruit highly motivated students from a much broader background, we shifted from a traditional eligibility based on high school GPA and SAT/ACT scores to a holistic admissions process. To be eligible for our honors program now, students require two out of the following six qualifications: (1) 3.8 high school GPA, (2) 3.25 college GPA, (3) 1220 SAT or 25 ACT, (4) active or veteran military status, (5) letter of recommendation from a teacher, school administrator, professor, or work supervisor, or (6) recommendation from Student Engagement and Leadership, Community-Engaged Learning, Global Studies, Gender Studies, or Inclusive Excellence. These changes were implemented within one year.

Prior to these changes, underrepresented minority (URM) students represented between 3.5% and 5% of the yearly recruitment into our honors program. Following the changes, we are seeing a steady increase in this percentage, with our most recent recruitment year including nearly 30% URM students. Because socioeconomic status is intersectional with race/ethnicity, we have also nearly quadrupled the number of students in our honors program who are Pell Grant eligible. We had already benefitted from high retention rates (over 90%) among our honors students, and those rates have been unaffected by these changes over the last two years. Mirroring the findings of Jones (2017), these three changes have resulted in our honors program becoming one of the leading recruiters of URM students in our university with no negative impact on our retention or graduation rates.

CONCLUSION

The ways that diverse students can be recruited into and retained within honors programs in higher education constitute a growing area of interest among scholars. While scholarship on diversity has in the past focused largely on racial and ethnic diversity, many of today's scholars are broadening their perspectives to include other types of diversity. Suggestions for enhancing the recruitment and retention of a full diversity of students in honors are varied but relatively consistent across the body of recent literature. Perhaps most salient in the new scholarship is the emphasis on integrating social justice orientations within program- and course-level improvements, recruitment strategies, and inclusive community building. A social justice orientation in each of these spaces provides greater purpose to being in honors and appeals to students who wish to improve society by overcoming discriminatory practices. Social justice goals are particularly appealing to students from disadvantaged backgrounds and as a result can have the largest impact on the recruitment and retention of diverse students.

For those wanting to ensure that honors is an inclusive space within higher education, where significant opportunities are not hoarded by the privileged but instead directed toward equitable educational opportunities, the best practices presented by the last twenty years of scholarship can serve as a meaningful guide. In the case of Slippery Rock University, this scholarship guided changes in our honors program, recruitment strategies, and admissions process. As a result, we changed from an exclusive honors program that provided credentials to students from majority backgrounds into an inclusive program that appeals to a more diverse body of students, connects them to issues of social justice, and creates opportunities for them to engage in social change, all while maintaining a rigorous and interdisciplinary program of study.

Opportunities for Further Research

Much of the research in the twenty-year body of scholarship on diversity in honors has been qualitative in nature. These studies most commonly are $n = 1$ case studies that focus on current practices within a specific institution. Such an approach has limited generalizability/transferability. There is an evident need for more quantitative studies as well as studies across multiple institutions, both to diversify the types of evidence used to guide honors programs and to allow evidence of best practices to be triangulated in multiple

ways. Additionally, many of the works published, especially in *Honors in Practice* and the *Journal of the National Collegiate Honors Council*, are rather brief and lack the traditional complexity and depth found in other areas of social science scholarship. An effort to produce more substantive scholarship, such as the studies represented in the NCHC Monograph Series, would likely result in a more systematic contribution to understanding effective ways to recruit and retain diverse honors students.

ACKNOWLEDGMENTS

We would like to acknowledge the wonderful help peer reviewers have given to the final writing of this document. Their anonymous contributions undoubtedly led to a more meaningful and impactful scholarly work.

REFERENCES

- Arcus, D. (2010). Welcoming Einstein: Students with disabilities in the honors program. In L. L. Coleman & J. D. Kotinek (Eds.), *Setting the Table for Diversity* (pp. 41–59). National Collegiate Honors Council.
- Ashton, W. A. (2009). Honors needs diversity more than the diverse need honors. *Journal of the National Collegiate Honors Council*, 10(1), 65–67.
- Badenhausen, R. (2018). Making honors success scripts available to students from diverse backgrounds. *Journal of the National Collegiate Honors Council*, 19(1), 9–14.
- Bastedo, M. N., & Gumport, P. J. (2003). Access to what? Mission differentiation and academic stratification in U.S. public higher education. *Higher Education*, 46(3), 341–59.
- Baxter, B. K., & Newell, B. M. (2012). Science, power, and diversity: Bringing science to honors in an interdisciplinary format. In E. B. Buckner & K. Garbutt (Eds.), *The Other Culture: Science and Mathematics Education in Honors* (pp. 85–101), National Collegiate Honors Council.
- Brown, S., & Cope, V. (2016). Cosmopolitan courtesy: Preparing for global citizenry. In L. L. Coleman, J. D. Kotinek, and A. Y. Oda (Eds.), *Occupy Honors Education* (pp. 107–34), National Collegiate Honors Council.
- Coleman, F. D. (2010). The problem with diversity: Moving past the numbers. In L. L. Coleman & J. D. Kotinek (Eds.), *Setting the table for diversity* (pp. 239–49). National Collegiate Honors Council.

- DeFrank-Cole, L., Cole, R., & Garbutt, K. (2009). Does broad-based merit aid affect socioeconomic diversity in honors? *Journal of the National Collegiate Honors Council*, 10(1), 61–64.
- DeLeon, M. R. (2010). *Mira al espejo*: A reflection on serving Latina/o honors students in Texas. In L. L. Coleman & J. D. Kotinek (Eds.), *Setting the table for diversity* (pp. 61–75). National Collegiate Honors Council.
- Denyer, D., & Tranfield, D. (2009). Producing a systematic review. In D. A. Buchanan & A. Bryman (Eds.), *The Sage handbook of organizational research methods* (pp. 671–89). Sage Publications Ltd.
- Dowd, J. E., Roy, C. P., Thompson, R. J., Jr., & Reynolds, J. A. (2015). “On Course” for supporting expanded participation and improving scientific reasoning in undergraduate thesis writing. *Journal of Chemical Education*, 92(1), 39–45.
- Dubroy, T.-A., & Leathers, K. Q. B. (2015). An epic mission. *Journal of the National Collegiate Honors Council*, 16(2), 121–24.
- Dziesinski, A., Camarena, P., & Homrich-Knieling, C. (2017). A privilege for the privileged? Using intersectionality to reframe honors and promote social responsibility. In L. L. Coleman, J. D. Kotinek, and A. Y. Oda (Eds.), *Occupy Honors Education* (pp. 81–106). National Collegiate Honors Council.
- Freire, P. (2018). *Pedagogy of the oppressed*. Bloomsbury Publishing USA.
- Ghosh, J., van der Ryn, J., Alcaria, R., Haman-Dicko, A., Torres, A. D. M., & Hoang, P. (2010). The Dominican University Honors Program and service learning: Case studies focusing on engaged learning and social responsibility in diverse communities. In L. L. Coleman & J. D. Kotinek (Eds.), *Setting the table for diversity* (pp. 115–34). National Collegiate Honors Council.
- Heber, K., Lukens-Bull, R. A., & Paulson, C. R. (2010). Nonviolent ways to win the war on terror: A student’s reflection on study abroad placed into the institutional context of the UNF honors program. In L. L. Coleman & J. D. Kotinek (Eds.), *Setting the table for diversity* (pp. 171–200). National Collegiate Honors Council.
- Honeycutt, J. B. (2019). Community college honors benefits: A propensity score analysis. In A. J. Cognard-Black, J. Herron, & P. J. Smith (Eds.), *The*

- demonstrable value of honors education: New research evidence* (pp. 203–27). National Collegiate Honors Council.
- Jones, D. M. (2017). From good intentions to educational equity in an honors program: Occupying honors through inclusive excellence. In L. L. Coleman, J. D. Kotinek, and A. Y. Oda (Eds.), *Occupy honors education* (pp. 33–79). National Collegiate Honors Council.
- Klos, N. Y. (2018). Thinking critically, acting justly. *Journal of the National Collegiate Honors Council*, 19(1), 3–8.
- Klos, N. Y. (2019). Congregational honors: A model for inclusive excellence. *Journal of the National Collegiate Honors Council*, 20(1), 9–18.
- Kotinek, J. D. (2010). Passing for black: White privilege and black identity formation. In L. L. Coleman & J. D. Kotinek (Eds.), *Setting the table for diversity* (pp. 229–38). National Collegiate Honors Council.
- Kraemer, E. W., Keyse, D. J., & Lombardo, S. V. (2004). Beyond these walls: building a library outreach program at Oakland University. *The reference librarian*, 39(82), 5–17.
- Longo, P., & Falconer, J. (2003). Diversity opportunities for higher education and honors programs: A view from Nebraska. *Journal of the National Collegiate Honors Council*, 4(1), 53–61.
- MacDonald, K. M. (2019). Taking on the challenges of diversity and visibility: Thoughts from a small honors program. *Journal of the National Collegiate Honors Council*, 20(1), 19–24.
- Materon-Arum, E. (2010). African American males in honors programs: Suggestions and best practices for success. In L. L. Coleman & J. D. Kotinek (Eds.), *Setting the table for diversity* (pp. 91–98). National Collegiate Honors Council.
- McCoy, M. L. (2010). A place for diversity: Experiential projects in honors curricula. In L. L. Coleman & J. D. Kotinek (Eds.), *Setting the table for diversity* (pp. 135–50). National Collegiate Honors Council.
- McKay, K. (2009). Predicting retention in honors programs. *Journal of the National Collegiate Honors Council*, 10(1): 77–88.
- Mead, A. D. (2018). Socioeconomic equity in honors education: Increasing numbers of first-generation and low-income students. *Journal of the National Collegiate Honors Council*, 19(1), 25–31.

- Montgomery, S. L., & Vasser, U. P. (2011). Taking it global. *Journal of the Nation Collegiate Honors Council*, 12(1), 37–39.
- Mulliken, K. R. (2018). HON 315: Perspectives on twentieth-century American identity. In J. Ford & J. Zubizarreta (Eds.), *Breaking Barriers in Teaching and Learning* (pp. 179–99). National Collegiate Honors Council.
- Pattillo, B., & Tkacik, M. (2015). Opportunities in honors for underserved students. *Journal of National College of Honors Council*, 16(2), 133–36.
- Pearson, B., & Kohl, D. (2010). African American males and honors programs: Why are enrollments so low? What can be done? In L. L. Coleman & J. D. Kotinek (Eds.), *Setting the table for diversity* (pp. 31–39). National Collegiate Honors Council.
- Pittman, A. A. (2004). Diversity issues & honors education. In J. M. Carubia & R. S. Engel (Eds.), *Innovations in Undergraduate Research and Honors Education: Proceedings of the Second Schreyer National Conference [2001]*. Retrieved from <<https://digitalcommons.unl.edu/nchcschreyer2/25>>
- Riek, E., & Sheridan, K. (2010). Setting the table for diversity. In L. L. Coleman & J. D. Kotinek (Eds.), *Setting the table for diversity* (pp. 21–29). National Collegiate Honors Council.
- Rizvi, S. A. A., Naqvi, S. M. A., & Batool, M. A. (2016). Cultural diversity in higher education benefits and challenges. *International Journal of Innovation in Teaching and Learning (IJITL)*, 2(2).
- Sanon-Jules, L. B. (2010). How honors programs can assist in the transition of gifted first-generation and African American college students. In L. L. Coleman & J. D. Kotinek (Eds.), *Setting the table for diversity* (pp. 99–113). National Collegiate Honors Council.
- Simons, L., Williams, E., & Russell, B. (2011). An exploration of the value of service-learning: Characteristics of traditional and honor service-learners. *Journal of Effective Teaching*, 11(1), 6–18.
- Smith, P. J., & Zagurski, J. T. V. (2013). Improving retention and fit by honing an honors admissions model. *Journal of the National Collegiate Honors Council*, 14(2), 55–71.

- Stoller, A. (2017). Theory and resistance in honors education. In L. L. Coleman, J. D. Kotinek, and A. Y. Oda (Eds.), *Occupy Honors Education* (pp. 3–32). National Collegiate Honors Council.
- Thomas, C., Ruiz, E. A., van Beek, H., Furlow, J. D., & Sedell, J. (2019). Being honors worthy: Lessons in supporting transfer students. *Journal of the National Collegiate Honors Council*, 20(1), 79–105.
- Tracy, S. J. (2019). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2nd ed.). Blackwell Publishing.
- Trucker, J. (2014). Honors and the completion agenda: Identifying and duplicating student success. *Journal of the National Collegiate Honors Council*, 15(2), 69–92.
- Walters, G. E., Cooley, A. J., & Dunbar, Q. (2019). Opening doors to engage a more diverse population in honors: A conversation. *Honors in Practice*, 15, 55–64.
- Werth, A. (2003). Unity in diversity: The virtues of a metadisciplinary perspective in liberal arts education. *Journal of the National Collegiate Honors Council*, 4(2), 35–51.
- Yaneva, G., Zubizarreta, J., & Miteva, N. (2010). International students and the challenges of honors. In L. L. Coleman & J. D. Kotinek (Eds.), *Setting the table for diversity* (pp. 77–90). National Collegiate Honors Council.
- Yarrison, B. G. (2019). The case for heterodoxy. *Journal of the National Collegiate Honors Council*, 20(1), 25–37.

The authors may be contacted at

jason.hilton@sru.edu.

