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## Editorial, Volume 2 - 2006

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A PUBLICATION OF THE NATIONAL COLLEGIATE HONORS COUNCIL

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## JOURNAL EDITORS

ADA LONG

DAIL MULLINS

UNIVERSITY OF ALABAMA AT BIRMINGHAM

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## JOURNAL EDITORS

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The cover design of *Honors in Practice* was created by Patrick Aeivoli of Long Island University: C. W. Post Campus.

The cover photograph shows an unidentified honors student ascending a wrought-iron slinky at the City Museum in St. Louis as part of his City as Text© exploration during the 2005 NCHC Conference. The photograph was taken by May Ashour, a student at Maryville University in St. Louis.

## EDITORIAL POLICY

*Honors in Practice (HIP)* accommodates the need and desire for articles about nuts-and-bolts issues, innovative practices in individual honors programs, and other honors topics of concern to the membership. *HIP* complements the semi-annual scholarly journal of the NCHC, *Journal of the National Collegiate Honors Council (JNCHC)*. Both journals employ a double-blind review system. *JNCHC* publishes scholarly essays that stress research in and on honors education. *HIP* publishes practical and descriptive essays: descriptions of successful honors courses, suggestions for out-of-class experiences, administrative issues, and other matters of use and/or interest to honors faculty, administrators, and students. Submissions and inquiries should be directed to Ada Long at [adalong@uab.edu](mailto:adalong@uab.edu) or, if necessary, 850.927.3776.

## DEADLINE

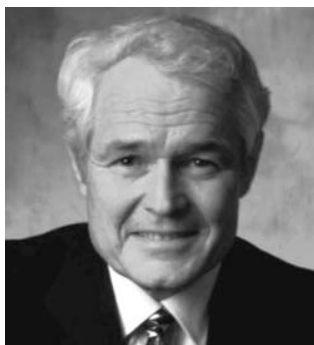
*HIP* is published annually. The deadline for submissions is January 1.

## SUBMISSION GUIDELINES

1. We will accept material by e-mail attachment (preferred) or disk. We will not accept material by fax or hard copy.
2. If documentation is used, 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 preferred; endnotes are acceptable.
3. There are no minimum or maximum length requirements; the length should be dictated by the topic and its most effective presentation.
4. Accepted essays will be edited for grammatical and typographical errors and for infelicities of style or presentation. Authors will have ample opportunity to review and approve edited manuscripts before publication.
5. We also accept submissions of honors course syllabi. A call for such submissions is sent to the NCHC listserv prior to January 1, but, if you would like more information about how to submit a syllabus, contact Ada Long at the email address below.
6. All submissions and inquiries should be directed to Ada Long at [adalong@uab.edu](mailto:adalong@uab.edu) or, if necessary, 850.927.3776.



# DEDICATION



**TED L. ESTESS**

Most members of the National Collegiate Honors Council know Ted Estess as Chair of Beginning in Honors. BIH is a central feature of the annual conference and a key service of the NCHC, providing a gateway into the organization and into the honors community for large numbers of annual newcomers. Ted has organized and presided over BIH for over a decade, welcoming participants to honors education with his inimitable charm, wit, efficiency, and style. He has also served NCHC as a member of the Conference Planning Committee (1996–present), the *JNCHC* Editorial Board (2001–present), and a dozen or so other committees, including the Executive Committee.

Ted is Dean of the Honors College at the University of Houston, where he is also Professor of English and holds the Jane Morin Cizik Chair. After serving as Honors Director at LeMoyne College in Syracuse, Ted went to Houston in 1977 to chair its rather small honors program, which under his leadership has grown to an Honors College that enrolls 1150 students. With degrees in English from Baylor (B.A.), Theology from Southern Seminary (M.Div.), and Humanities from Syracuse University (Ph.D.), Ted has a distinguished career in teaching and research, including a book on Elie Wiesel (Ungar Press) and scholarly articles on such writers as Samuel Beckett, Walker Percy, Mary Gordon, William Kennedy, and Joseph Heller. He has also written and given readings of his numerous works of creative non-fiction, including the recent *Fishing Spirit Lake*. His teaching awards include The University of Houston Teaching Excellence Award and (six times) the “Top Prof” Award from Mortar Board.

For hundreds, perhaps thousands, of honors educators and administrators, Ted has been the First Face of Honors, and we have all benefited from his outstanding work on Beginning in Honors, his other services to NCHC, his remarkable accomplishments at the University of Houston, his scholarly acumen, his gentle wisdom, and the laughter he never fails to evoke from audiences, colleagues, and friends. We are proud to dedicate this volume of *Honors in Practice* to Ted L. Estess.





ADA LONG

# Editor's Introduction

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An appropriate title for this second volume of *Honors in Practice* would be "Innovations in Honors." The essays describe new programs, initiatives, and strategies from Chile as well as from numerous regions and types of institutions within the United States. Readers can find here a great plenty of ideas that might thrive in their own institutions while, at the same time, learning about faraway practices and programs. Even a random reader who happened upon this volume and knew nothing of honors education would find much to excite the imagination. A reader who is deeply involved in honors will be able to put this excitement into action with adjustments large or small to an existing honors program or college.

We begin the volume with an essay entitled "Honors in Chile: New Engagements in the Higher Education System" by Juan Carlos Skewes of the Universidad Austral de Chile, Carlos Alberto Cioce Sampaio of the Universidade Regional de Blumenau, and Frederick J. Conway of San Diego State University. The authors describe a remarkable new honors program they have developed at the Universidad Austral de Chile (UACH). Funded by the Chilean Ministry of Education, the pilot program is an intriguing adaptation of the honors concept to unique challenges (rural setting, rainy weather, and poorly prepared students) and opportunities (strong infrastructure, national concern about inequities in education, and a setting that provides a living laboratory for environmental studies) within a specific geographical and cultural context. The UACH Honors Program, focused on "Environmental Studies and Sustainable Human Development," has been developed within the Center for Environmental Studies, which is "a transdisciplinary space created in 2002 to bring together faculty from the natural and social sciences to study environmental problems and contribute to policy making at the national and local levels." Originally inspired by honors education in the United States and aided by an NCHC consultant, Bernice Braid, the UACH Honors Program surely can and will serve as an excellent model not only for Chile and Latin America but also for the United States. The innovative, context-based, and focused mission of this new program might well be an inspiration for new honors programs anywhere.

The second essay also reveals the importance of context to successful program design. In "Dominican University of California's Honors Program and its Relation to University Heritage and Mission," Jayati Ghosh, M. Patricia Dougherty, and Kenneth Porada describe the restructuring of an honors

## EDITOR'S INTRODUCTION

program in accordance with the unique history and values of their institution. A redesign that began as a way to make the program more appealing and feasible for students became also an opportunity to make it specifically Dominican in its structure and mission. The rooting of this program in its particular context has led to new prominence and leadership as well as success within the larger university. It has also provided academic and ethical coherence for the honors experience.

Consideration of context has often been an important element of not just the design but the curriculum of honors programs and colleges. One of the "Honors Initiatives" included in this volume is described in "Community Beyond Honors: Butler University's Community Fellows Program" by Margaret Brabant and Anne M. Wilson. Butler's Center for Citizenship and Community applied for and won a grant from HUD's Office of University Partnerships for a Community Outreach Partnership Center, later obtaining a COPC New Directions grant as well and partnering with the Honors Program to provide small stipends to teaching fellows from the community. Each fellow has taught an Honors Program course designed to connect students to their communities through study, service learning, and contact with community leaders. Brabant and Wilson describe the design and success of these courses, asserting the importance of interaction between academic and civic communities.

Matthew L. Smith and Jason C. Vallee, in "Leadership in Scholarship Program," also describe a new collaborative effort between an honors program and a community-based, on-campus initiative. The Community Leadership Institute at Johnson & Wales University, like the Community Fellows Program at Butler University, fosters interaction between honors students and community leaders. Combined with other academic and organizational improvements, the Leadership in Scholarship Institute has already had significant benefits for student retention at Johnson & Wales University. This kind of collaboration with other on- and off-campus organizations in the interest of broadening and contextualizing honors education may well be an evolving trend in honors programs and colleges.

Michael K. Cundall, Jr., describes a different kind of initiative—internal rather than external—that he has undertaken at Arkansas State University. Using his own Undergraduate Scholars Day as an example and illustration, he explains "How to Develop and Promote an Undergraduate Research Day." He describes the benefits and challenges of organizing this kind of opportunity for undergraduates to give formal presentations of their research, and he gives a detailed chronology of what an organizer needs to do as well as when and how to do it. Anyone seeking to start or improve an undergraduate research day will find this essay useful.

The final essay in this volume's section on "Honors Initiatives" is "An Honors Pilot Course: Cross-Cultural Service and Inquiry-Based Learning in Mérida, Mexico." Theresa A. Minick and Victoria Bocchicchio describe an ambitious cross-cultural course that has been piloted at Kent State University.

## ADA LONG

The course includes a ten-day learning and service experience in Mérida that is preceded by extensive preparation and succeeded by multi-faceted strategies for reflection upon, communication about, and further development of what the students have learned. The authors have presented an excellent model for making study abroad an academically and personally valuable experience for students.

The title of the first essay in this volume's section called "Honors Strategies" reveals an especially demanding strategic challenge: "They Filched Our Program! How to Turn That into a Good Thing." Anne M. Wilson and Melissa Ludwa describe the dilemma that can arise from the success of an honors program: Innovative ideas that have been developed for and in the program become attractive to the institution as a whole, which then co-opts the ideas and implements them for all students. In order to remain distinctive, the program then develops new ideas that may also be co-opted. While this kind of success is praiseworthy, it can also threaten the existence of a program, which might start to seem superfluous if all its ideas are institutionalized. So far the authors are staying ahead of the crowd by constantly conceiving and implementing new ideas, one of which was described earlier in this volume in the essay entitled "Community Beyond Honors: Butler University's Community Fellows Program."

In "Fun and Games of Teaching: Simulations in a Social Problems Course," Lisa New Freeland describes in detail a simulation-based pedagogical strategy of game playing she uses in her classes. She has found the strategy especially effective in honors classes, where students tend already to be more active participants than in other classes. New Freeland has found that her students, despite occasional resistance initially, develop greater abilities for critical thinking, synthesis of ideas, and application of knowledge outside the classroom than they do in more traditional classroom structures. She has also found that she learns more by adopting a pedagogy that requires her to close her mouth and open her ears.

In his essay "Using Peer Review in Honors Courses," Jeff Stowell describes another successful classroom strategy for engaging students. He gives a brief, lucid, and helpful account of his experience using peer mentors in his introductory honors courses in psychology. Stowell provides data to show that peer mentors have improved students' grades and that students have found the process helpful to their performance. He also gives suggestions about how to implement peer mentoring effectively based on his experience during the past several years.

In the next section of this volume we provide a report on the highly successful NCHC Faculty Institute entitled "Miami and the Everglades: Built and Endangered Environments" that took place January 11–15, 2006. Peter Machonis, the prime mover and one of the facilitators of the Faculty Institute, gives an overview of the experience, and then Joy Ochs, in an essay entitled "'You're Not Typical Professors, Are You?': Reflections on the NCHC Faculty Institute in Miami and the Everglades," gives a participant's up-close and

## EDITOR'S INTRODUCTION

personal narrative about its value. The NCHC sponsors Faculty Institutes on a regular basis, and we hope to have such reports in the future volumes of *Honors in Practice*.

Another new feature of this volume that we hope to make permanent is the final section called "Sample Honors Syllabi." We sent out a call for syllabus submissions on the NCHC listserv and then selected six that reflect a variety of disciplines, class levels, and approaches. This year we received over thirty publication-worthy submissions, from which we selected one each in the humanities, social sciences, and sciences; two interdisciplinary courses; and one introductory one-hour course for freshmen. All syllabi adhere to a standard format so that they serve as accessible snapshots of successful honors courses. Contact information about the authors is provided for readers who wish to request further information. Others of the submitted syllabi will be posted on a new section of the NCHC web site (<http://nchchonors.org/>).

This volume of *Honors in Practice* not only contains essays about innovations in honors but also implements some innovations of its own. We hope you will find the materials enjoyable and useful, and we invite your suggestions about future volumes. Letters to the Editor, whether intended to be private or public, are always welcome. Contact us at [adalong@uab.edu](mailto:adalong@uab.edu).

# ABOUT THE AUTHORS

**Victoria Bocchicchio** is the Coordinator of Curriculum and Senior Thesis for Kent State University's Honors College. She has been involved in developing other service-learning Honors courses such as the "Raising the Dead, Recovering the Past" class which takes students to Memphis, TN to work on restoration of one of the oldest African-American cemeteries in the country.

**Margaret Brabant** serves as the director of Butler University's Center for Citizenship and Community. She is also an associate professor and chair of the Political Science department. She has published on the service-learning pedagogy, medieval political philosophy, and feminist thought. Her scholarly and teaching interests converge in her concern to help develop a more informed and involved citizenry.

**Frederick J. Conway** is a lecturer in the Department of Anthropology at San Diego State University. He has research interests in natural resources in Chile, and visited the Honors Program at the Universidad Austral de Chile in 2004 and 2005, the second time to assist with an evaluation of the program.

**Michael K. Cundall Jr.** (Dr. Mike) is Assistant Dean of The Honors College and Assistant Professor of Philosophy at Arkansas State University. A relative newcomer to honors, Dr. Mike finds the focus on interdisciplinary research in honors complements his own research. He recently graduated (2002) from the University of Cincinnati in the Philosophy and Sciences Ph.D. track. His research interests include autism, humor, social cognition and issues in the philosophy of science.

**M. Patricia Dougherty, O.P.**, is Professor and Chair of History at Dominican University of California. She teaches European history and women's history at the undergraduate and graduate levels; her research centers on 19th-century France. She was "Teacher of the Year" in 1994. She co-directs a summer program in France for students and faculty of Dominican universities. She has been Director and then Co-director of the Honors Program since 2000.

**Jayati Ghosh**, Director of Honors Program at Dominican University of California, teaches interdisciplinary business courses. She earned her Ph.D. from University of Waterloo, Canada. She co-edited the book entitled *HIV and AIDS in Africa: Beyond Epidemiology* (Blackwell Publishers). Some of her recent works have been published in journals such as *Social Science and Medicine*, *Journal of Social Aspects of HIV/AIDS*, and *Asian Profile*. From 2002 she has served as the faculty sponsor of Alpha Chi National Honors Society.

## ABOUT THE AUTHORS

**Melissa A. Ludwa** is in her fifth year as Honors Program Coordinator at Butler University. She has a B.A. in Communication Studies and Creative Writing and graduated *magna cum laude*, having completed Butler University's Honors Program. Melissa is currently pursuing an M.S. in School Counseling.

**Peter Machonis** is Associate Professor of French Linguistics and Senior Honors Fellow at Florida International University, where he co-teaches an interdisciplinary honors seminar on the Florida Everglades. Author of two books on the history of the French language and a specialist in Lexicon-Grammar, Machonis recently contributed an article on early Everglades authors to *Les Écrivains en voyage* published by l'Harmattan. When asked "what does French have to do with the Everglades?" he responds: "Audubon!"

**Theresa A. Minick** is coordinator of basic Spanish studies in the department of Modern and Classical Language Studies at Kent State University and teaches the Honors Intermediate Spanish courses. She also teaches the technology and multimedia courses for pre- and in-service teachers across languages. Her research interests are related to multicultural education, service-learning, CALL, and Computer-Mediated-Communication.

**Lisa New Freeland** is Assistant Professor of Sociology at Eastern Illinois University in Charleston, IL. She teaches courses in sociological theory, demography, and social problems. Both her experience in honors courses and her use of simulation games and group tasks in learning are in direct relation to her current research topics of gifted students and gendered labor groups.

**Joy Ochs** is Associate Professor of English and Director of the Honors Program at Mount Mercy College in Iowa. As a result of her participation in the NCHC Faculty Institute, she is developing a campus-as-text workshop as part of her college's assessment efforts.

**Kenneth Porada** is Provost and Professor of Psychology at Dominican University of California in San Rafael. Prior to that, he served as Vice President for Academic Affairs and Interim President at Heidelberg College in Tiffin, Ohio. His areas of academic specialization include neuropsychology and psychopharmacology.

**Carlos Alberto Cioce Sampaio** is a Post-Doctoral CAPES Fellow in Socioeconomics at the Universidad Austral de Chile. He is Coordinator at the Laboratory for the Management of Organizations which Promote Other Economy (LaGOE) of the Post-Graduate Program in Business Administration and Regional Development of the Universidade Regional de Blumenau.

## ABOUT THE AUTHORS

**Juan Carlos Skewes V.** is Director of the Honors Program at the Universidad Austral de Chile, member of the university's Center for Environmental Studies, Director of Graduate Studies for the Faculty of Philosophy and Humanities, and Associate Professor in the Institute of Social Sciences, where he teaches anthropology. He is also Associate Professor at the Universidad de Chile. He is past president of the Colegio de Antropólogos de Chile.

**Matthew L. Smith** is the Director of the Community Leadership Institute at Johnson & Wales University, which serves as the umbrella program on campus for leadership and community engagement programming. The Leadership in Scholarship Honors Program is housed in the CLI and was designed by Matt with the help of Jason Vallee (co-author) three years ago. Matt has been recognized with the university for his work in developing young leaders by the International Leadership Association as well as on campus as a two-time President's Award winner.

**Jeffrey R. Stowell** is Assistant Professor in the Department of Psychology at Eastern Illinois University, where he teaches biological psychology, learning, and introductory psychology. Jeff earned a Ph.D. in Psychobiology from The Ohio State University. His research interests include the study of stress-health relationships. He also has an interest in the pedagogical benefits of technology in the classroom.

**Jason C. Vallee** is the faculty chair of the Leadership in Scholarship Honors committee at Johnson & Wales University and oversees the academic component of the program. He is a top-rated College of Business faculty member where he serves as an Assistant Professor of Economics and Management. He is currently in the final stages of his Ph.D. in Human and Organizational Systems at Fielding Graduate University.

**Anne M. Wilson** is in her second year as Honors Program Director at Butler University. She is also a faculty member in the Department of Chemistry teaching organic chemistry. Dr. Wilson has mentored over fifteen students in undergraduate research in her ten years at Butler, resulting in four publications with student co-authors. She has also been involved in interdisciplinary efforts through the Honors Program teaching *Food* and the sesqui-centennial course *150 Years of Butler University*.



## NOTES

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