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About The Authors

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ABOUT THE AUTHORS

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CHRISTINE GARBU TT served as Living/Learning Community Specialist in the West Virginia University Honors College residence hall from 2009 to 2014. She now volunteers in the honors residence halls at Oklahoma State with the Garbutt’s dog, Huxley, as part of the Oklahoma State University therapy dog program, Pete’s Pet Posse.

KEITH GARBU TT became inaugural Dean of the Oklahoma State University Honors College in July 2014. Previously he was Dean of the West Virginia University Honors College. His essays about
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**MARK JACOBS** is Vice Provost and Dean of Barrett, the Honors College, at Arizona State University, where he has served since 2003. Prior to that position, he was a professor of biology and oversaw honors research projects for 28 years at Swarthmore College, where he also served as associate provost.

**MELISSA L. JOHNSON** is Associate Director of the University of Florida Honors Program. She is the 2014 to 2016 chair of the Advising High Achieving Students Commission through the National Academic Advising Association, as well as an editorial board member for *Honors in Practice*.

**LESLIE SARGENT JONES** is the head of the Appalachian State University Honors College. She has published on cellular mechanisms of epilepsy and in the *Journal of Undergraduate Neuroscience Education*. She is Faculty Advisor of *IMPULSE*, an international undergraduate neuroscience journal.

**LISA W. KAY** is Associate Professor of Statistics at Eastern Kentucky University. She served as Associate Director of the EKU Honors Program from 2006 to 2013 and is a member of the Science and Mathematics Committee of NCHC. She is currently Graduate Program Coordinator in EKU’s Department of Mathematics and Statistics.

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**CORY LEE** studied German and biology at the University of Florida, where as a sophomore he served as Student Honors Organization Treasurer. After graduating, he continued his research as a Fulbright grantee at the Freie Universität Berlin, where he is currently pursuing his master’s degree in biochemistry.

**MEREDITH LIND** is Executive Director of Commonwealth Honors College at the University of Massachusetts Amherst. She spearheads special initiatives involving academic programs and administrative necessities. Her publications have ranged from literary work in *Iowa Woman*, nonfiction in *The Portable Companion*, and writing and editing research reports on energy analysis and facilities planning.

**KAREN LYONS** retired as Associate Director of the University of Nebraska-Lincoln Honors Program in 2015 and holds emeritus status in the English Department. She has published in NCHC monographs, has served on NCHC’s Publications Board and Semesters Committee, and is currently a member of the Portz Fellowship Committee.

**PATRICIA MACCORQUODALE**, Dean of the University of Arizona Honors College, is Professor of Gender & Women’s Studies and Sociology. Her scholarship focuses on the entry of women into traditionally male professions, gender and justice, sexuality, sociology of education, and feminist pedagogy.

**ELIZABETH MCNEILL** is currently living in Gießen, Germany, and working as an editor for a bilingual academic review journal. She studied history and interdisciplinary studies (gender representation
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**ANGELA D. MEAD** is Director of Student Services for the Appalachian State University Honors College. She has conducted research and presented nationally on academic advising, honors students, first-generation college students, and honors students who are also first-generation college students.

**JOY OCHS** directs the Mount Mercy University Honors Program, where she also teaches English literature. She has designed NCHC projects including Partners in the Parks and Place as Text faculty institutes. Her articles on experiential learning can be found in *Honors in Practice* and *Shatter the Glassy Stare*, both NCHC publications.

**VICKI OHL** is Associate Vice President for Academic Affairs and Professor of Piano and Theory at Heidelberg University in Tiffin, Ohio. Interested in American popular music of the early twentieth century, she is the author of *Fine and Dandy: The Life and Work of Kay Swift* (Yale University Press).

**RACHAEL POE** recently graduated from the University of Tennessee at Chattanooga with a major in English literature and a minor in art history. She is a contributing writer and photographer for *The Pulse*, Chattanooga’s alternative newsweekly, and a copyeditor for *The Heroic Age*, an academic journal about early medieval northwestern Europe.

**JAMAICA AFIYA POUNCY** is University Scholars Program Coordinator and National Fellowships Coordinator for Texas A&M University. She previously served as the Honors Housing Coordinator for Texas A&M University.

**JOHN R. PURDIE II** is Associate Director of University Residences at Western Washington University. He earned a PhD in educational leadership and policy analysis from the University of Missouri-
About the Authors

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**Remko Remijnse** is co-founder and partner at 2by4-architects. After graduating with honors at the TU-Delft in 2001, he worked for Claus and Kaan Architects in Rotterdam. Since 2002, he has lectured and taught at the TU-Delft, the Academy of Architecture in Rotterdam, and the University of Applied Sciences in Rotterdam, where he is head of the Bachelor of Architecture Department.

**Samantha Rieger** recently earned an MA in higher education, and she is currently teaching English as an adjunct instructor at Caldwell Community College and Technical Institute. She is an alumna of the Appalachian State University Honors College.

**Jessica Roark** was a member of the Oklahoma State University Honors College staff for over ten years before her current appointment as Interim Director of the Henry Bellmon Office of Scholar Development and Undergraduate Research at Oklahoma State University. A Fellow of the National Collegiate Honors Council, she is also a past president of the Great Plains Honors Council.

**Rusty Rushton** is Associate Director of the University Honors Program at the University of Alabama at Birmingham. He has published poems in over 30 journals, including the *Paris Review* and *Berkeley Poetry Review*. At UAB he teaches seminars in English and American literature as well as the honors program’s team-taught interdisciplinary course. He is a member of the NCHC Publications Board.

**Robert (Bob) Spurrrier** served as Director of the Oklahoma State University Honors College and Professor of Political Science until his retirement in 2014. He is a Fellow and past president of the National Collegiate Honors Council, served as NCHC Secretary, and originated NCHC’s Developing in Honors Workshops.
PAUL STROM is on the faculty of the Honors Residential Academic Program at the University of Colorado Boulder and was the program’s faculty director for 14 years. He teaches classes on ethics and nonviolent social transformation and now enjoys living in the mountains.

ASHLEY SWEENEY is currently a medical student at the University of Missouri and was a member of the honors program at Oral Roberts University from 2009 to 2013. Her current focus is on the interface of public health and health economics. She is considering specializing in radiology.

TAMARA VALENTINE is Director of the University of Nevada, Reno Honors Program. She earned her PhD in linguistics from the University of Illinois, Urbana-Champaign. A sociolinguist, she has published articles and presented papers on topics related to English as an International Language, South Asian languages and linguistics, language and gender, and cross-cultural communication.

MELISSA WOGLOM is Director of Student Programs at Commonwealth Honors College at the University of Massachusetts Amherst. In her role, she works closely with the Office of Residential Life to develop the programmatic aspects of the honors residential college.
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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General Editor, Monograph Series
Honors Program
Georgia Perimeter College
555 N. Indian Creek Drive
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jeffrey.portnoy@gpc.edu

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Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook by Rosalie Otero and Robert Spurrier (2005, 98pp). This monograph includes an overview of assessment and evaluation practices and strategies. It explores the process for conducting self-studies and discusses the differences between using consultants and external reviewers. It provides a guide to conducting external reviews along with information about how to become an NCHC-Recommended Site Visitor. A dozen appendices provide examples of “best practices.”


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.

Honors Programs at Smaller Colleges by Samuel Schuman (Third Edition, 2011, 80pp). Practical and comprehensive advice on creating and managing honors programs with particular emphasis on colleges with fewer than 4,000 students.

The Honors Thesis: A Handbook for Honors Directors, Deans, and Faculty Advisors by Mark Anderson, Karen Lyons, and Norman Weiner (2014, 176pp). To all those who design, administer, and implement an honors thesis program, this handbook offers a range of options, models, best practices, and philosophies that illustrate how to evaluate an honors thesis program, solve pressing problems, select effective requirements and procedures, or introduce a new honors thesis program.

Housing Honors edited by Linda Frost, Lisa W. Kay and Rachael Poe (2015, 352pp). This collection of essays addresses the issues of where honors lives and how honors space influences educators and students. This volume includes the results of a survey of over 400 institutions; essays on the acquisition, construction, renovation, development, and even the loss of honors space; a forum offering a range of perspectives on residential space for honors students; and a section featuring student perspectives.

If Honors Students Were People: Holistic Honors Education by Samuel Schuman (2013, 256pp). What if honors students were people? What if they were not disembodied intellects but whole persons with physical bodies and questing spirits? Of course . . . they are. This monograph examines the spiritual yearnings of college students and the relationship between exercise and learning.

Inspiring Exemplary Teaching and Learning: Perspectives on Teaching Academically Talented College Students edited by Larry Clark and John Zubizarreta (2008, 216pp). This rich collection of essays offers valuable insights into innovative teaching and significant learning in the context of academically challenging classrooms and programs. The volume provides theoretical, descriptive, and practical resources, including models of effective instructional practices, examples of successful courses designed for enhanced learning, and a list of online links to teaching and learning centers and educational databases worldwide.
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 (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.

Place as Text: Approaches to Active Learning edited by Bernice Braid and Ada Long (Second Edition, 2010, 128pp). Updated theory, information, and advice on experiential pedagogies developed within NCHC during the past 35 years, including Honors Semesters and City as Text™, along with suggested adaptations to multiple educational contexts.

Preparing Tomorrow’s Global Leaders: Honors International Education edited by Mary Kay Mulvaney and Kim Klein (2013, 400pp). A valuable resource for initiating or expanding honors study abroad programs, these essays examine theoretical issues, curricular and faculty development, assessment, funding, and security. The monograph also provides models of successful programs that incorporate high-impact educational practices, including City as Text™ pedagogy, service learning, and undergraduate research.

Setting the Table for Diversity edited by Lisa L. Coleman and Jonathan D. Kotinek (2010, 288pp). This collection of essays provides definitions of diversity in honors, explores the challenges and opportunities diversity brings to honors education, and depicts the transformative nature of diversity when coupled with equity and inclusion. These essays discuss African American, Latina/o, international, and first-generation students as well as students with disabilities. Other issues include experiential and service learning, the politics of diversity, and the psychological resistance to it. Appendices relating to NCHC member institutions contain diversity statements and a structural diversity survey.

Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education edited by Peter A. Machonis (2008, 160pp). A companion piece to Place as Text, focusing on recent, innovative applications of City as Text™ teaching strategies. Chapters on campus as text, local neighborhoods, study abroad, science courses, writing exercises, and philosophical considerations, with practical materials for instituting this pedagogy.

Teaching and Learning in Honors edited by Cheryl L. Fuiks and Larry Clark (2000, 128pp). Presents a variety of perspectives on teaching and learning useful to anyone developing new or renovating established honors curricula.

Writing on Your Feet: Reflective Practices in City as Text™ edited by Ada Long (2014, 160pp). A sequel to the NCHC monographs Place as Text: Approaches to Active Learning and Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education, this volume explores the role of reflective writing in the process of active learning while also paying homage to the City as Text™ approach to experiential education that has been pioneered by Bernice Braid and sponsored by NCHC during the past four decades.

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.
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“Where does honors really live?

*Housing Honors* attempts to answer [that question] by showing the shapes honors takes in terms of the buildings and porches and study rooms and residential learning communities that contain and shelter it. It is also a book about how those spaces in turn shape the honors experience itself, whether it is the intimacy of a musty old living room or the grandeur of a LEED-certified, gray-water-catching honors center…. Where people live and work is never incidental to how they live and work; the two are always connected. What that means for educators and students working in honors is something this volume seeks to understand.”

—Linda Frost