2018

"Breaking Barriers in Teaching and Learning" - About The Authors

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ABOUT THE AUTHORS

RICHARD BADENHAUSEN is Founding Dean of the Honors College at Westminster College in Salt Lake City, Utah. Currently president-elect of NCHC, Badenhausen is a two-time member of the NCHC Board of Directors, an NCHC-Recommended Program Reviewer, and an editorial board member of Honors in Practice. He is the 2014 recipient of Westminster’s Gore Excellence in Teaching Award and the 2016 NCHC Samuel Schuman Award for Excellence at a Four-Year Institution.

HANNE TEN BERGE is senior team leader with Educational Consultancy and Professional Development at Utrecht University, The Netherlands. Her main subject is curriculum development, with an expertise in talent development. She works on several projects in higher education in The Netherlands, developing the pedagogical concepts of honors education. She is a program leader of a course on honors teaching.

MEG CASE is Professor of English and Chair of the Department of English Literature at Roger Williams University. She teaches British literature (Eliza Haywood through Jane Austen) as well as literary theory and general education courses. Her Honors Advisory Council and honors program teaching experiences have enriched her investment in developing her work with first-year-experience best practices.

MILTON D. COX is Director of the Original Lilly Conference on College Teaching, presenting the scholarship of teaching and learning for 38 years. He is founding and continuing editor-in-chief of the Journal on Excellence in College Teaching and the Learning Communities Journal. This year, Cox and his colleagues at the Center for Teaching Excellence at Miami University are celebrating 40 years of
faculty learning communities, Cox’s area of research and applica-
tion in higher education.

**SUSAN E. DINAN** is Dean of the Pforzheimer Honors College at
Pace University, overseeing the college at the New York City and
Westchester campuses where she is also Professor of History. She
is author of “How Gender Differences Shape Student Success in
Honors” and “The Importance of the First-Semester Experience:
Learning Communities and Clustered Classes,” both in the *Journal
of the National Collegiate Honors Council*.

**JAMES FORD** is Founding Director of Rogers State University’s
Honors Program, and he oversees RSU’s leadership and interna-
tional programs as Director of Academic Enrichment. He is also
Professor of Humanities, Philosophy, and Religious Studies. He
is an NCHC-Recommended Program Reviewer, co-chair of the
NCHC Assessment and Evaluation and Teaching and Learning
Committees, and an Editorial Board member of the *Journal of the
National Collegiate Honors Council*.

**ANNMARIE GUZY** is Associate Professor of English at the Uni-
versity of South Alabama. A 2015 Fellow of the National Collegiate
Honors Council, she has served on the NCHC Board of Directors
and Publications Board as well as the Awards and Grants, Diversity,
Research, and Teaching and Learning Committees. In addition to
having worked on the editorial board of *FYHC: First-Year Honors
Composition*, she is the author of *Honors Composition: Historical
Perspectives and Contemporary Practices* (2003), and she currently
sits on the Editorial Board of *Honors in Practice*.

**MATTHEW CAREY JORDAN** is Dean and Chair for Humani-
ties in the Jack, Joseph and Morton Mandel Humanities Center at
Cuyahoga Community College. He holds a PhD in philosophy from
Ohio State University. His principal interests are in the philosophy
of religion, moral philosophy, and honors education, particularly
issues related to disagreement and community.
About the Authors

LESLIE G. KAPLAN is Associate Director of the Hicks Honors College at the University of North Florida, where she has been teaching honors classes since 2005. She has a PhD in folklore and folklife from the University of Pennsylvania.

BARBARA J. MILLIS, now retired after a thirty-year career in faculty development, has co-authored or edited four books and published numerous teaching-related articles, including IDEA papers on metacognition and cooperative, deep, and active learning. She has offered workshops at professional conferences and for over 300 colleges and universities and has won both teaching and research awards. She currently serves as one of two Executive Editors of College Teaching.

KEN R. MULLIKEN earned his degrees in the University of Missouri system. For a decade he served as a professor of history and global studies and as Department Chair at the University of Saint Mary. Mulliken launched the Honors College at Southern Oregon University, working as its inaugural Executive Director. He serves currently as Associate Vice Chancellor for Undergraduate Education at the University of Illinois-Springfield and as President of the Western Regional Honors Council.

DAHLIANI REYNOLDS is Assistant Professor of Writing Studies, Rhetoric, and Composition at Roger Williams University. She teaches first-year courses in the honors program as well as advanced courses in the Professional and Public Writing minor, and she serves on the Honors Advisory Council.

BECKY L. SPRITZ is Professor of Psychology and the former Director of the Honors Program at Roger Williams University. She cultivates teaching and learning opportunities that challenge students academically and foster students’ personal growth. She, herself, enjoys teaching courses that connect students to local and global communities through experiential learning.
JANINA TOSIC works as faculty and organizational developer at Münster University of Applied Sciences in Germany. She worked in this area previously at Niederrhein University of Applied Sciences and Bielefeld University. Tosic is trained in chemistry, with expertise in organizational culture and curriculum development in STEM disciplines; she also designs and teaches writing-intensive and project-based courses.

ROB VAN DER VAART recently retired as the honors dean of Utrecht University and the dean of the University College Utrecht in The Netherlands. He was a program leader of a course on honors teaching.

TODD ZAKRAJSEK currently holds positions at the University of North Carolina at Chapel Hill as Associate Professor in the College of Medicine and as Adjunct Associate Professor of Faculty Development in the College of Veterinary Medicine at North Carolina State University. Prior to his current positions, Zakrajsek founded centers for teaching and learning at Southern Oregon State University and Central Michigan University. He has published widely on the areas of faculty development and student learning.

JOHN ZUBIZARRETA is Professor of English, Director of Honors, and former Director of Faculty Development and Dean of Undergraduate Studies at Columbia College. He was the 2010 Carnegie Foundation/CASE U.S. Professor of the Year for Baccalaureate Colleges and the 1994 CASE Professor for South Carolina. He has led faculty development workshops, presented papers, and delivered keynote addresses worldwide on American and comparative literatures, teaching and learning, faculty and administrative evaluation, and honors education. Zubizarreta is a Past President of NCHC and SRHC; an NCHC Fellow; an NCHC-Recommended Program Reviewer; Co-Chair of the Teaching and Learning Committee; and editorial reviewer for Honors in Practice, Journal of Excellence in College Teaching, and College Teaching.
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 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.”


Breaking Barriers in Teaching and Learning edited by James Ford and John Zubizarreta (2018, 252pp). This volume—with wider application beyond honors classrooms and programs—offers various ideas, practical approaches, experiences, and adaptable models for breaking traditional barriers in teaching and learning. The contributions inspire us to retool the ways in which we teach and create curriculum and to rethink our assumptions about learning. Honors education centers on the power of excellence in teaching and learning. Breaking free of barriers allows us to use new skills, adjusted ways of thinking, and new freedoms to innovate as starting points for enhancing the learning of all students.


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 (Fourth 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.

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.
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“The Teaching and Learning Committee of [NCHC recognizes] that the fundamental mission of honors education centers on the power of excellence in teaching and learning . . . inside and outside the classroom. What we deem as vital dimensions of the honors enterprise—both philosophical and practical—should be the imperatives that drive all . . . teaching, all . . . courses and programs, all . . . learning experiences. . . . [T]he essays in this volume have wider application beyond the honors classroom or program, and we hope that readers—within and outside of honors—will adapt and use the various ideas, practical approaches, experiences, and models shared in the various chapters. . . .

All of the contributions . . . inspire us to retool the ways in which we teach and create curriculum and to rethink our assumptions about learning. Collectively, they challenge us to deconstruct perceptions that just because we teach, students learn; that our disciplinary training makes us automatically effective teachers; that rigor is a function of amount and difficulty of work rather than complexity and integration of work; and that students learn in uniform ways. Responding to the challenges presented directly or indirectly by the contents of our volume requires that we remain open to breaking barriers that prevent us from achieving the highest goals of honors education. Breaking free of barriers allows us . . . to innovate. . . .”

— John Zubizarreta and James Ford