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About the Authors

Julie M. Barst is Assistant Professor of English at South Dakota State University, where she specializes in nineteenth-century British literature, women's studies, Australian literature, and composition. She has published articles in *Prose Studies* and *European Romantic Review*, and her co-written essay on peer review appeared in last year's *Honors in Practice*.

Mark Boren is Associate Professor of English at the University of North Carolina Wilmington. He has an MFA from SUNY Buffalo and a PhD in literature from the University of Georgia.

Betty Carlson Bowles received her PhD in health studies and master's in nursing from Texas Woman's University and is Assistant Professor of Nursing at Midwestern State University, specializing in maternity nursing. She is a trainer for Education for Physicians in End of Life Care and for End-of-Life Education for Nurses.

Stephen R. Campbell, Professor Emeritus of Mathematics at Belmont University, still relishes the learning process and enjoys sharing it by tutoring students at all levels. He also continues to find rewarding teaching opportunities among the immigrant population of Nashville and at the Narrow Gate Foundation of Williamsport, Tennessee.

Leda Cempellin received her PhD at the University of Parma in Italy and is currently Assistant Professor of Art History at South Dakota State University. She has authored a book on American photorealism, monographs on Don Eddy and Leigh Behnke, and several articles and exhibition catalogues. Her recent scholarship focuses on contemporary art; gender and art; the scholarship of teaching and learning; and undergraduate research.

Aaron T. Coey is a PhD candidate in biophysics at Stanford University, where he researches the mechanisms by which viruses inhibit a host's immune responses. He completed a BS in biochemistry and BA in microbiology at Miami University in 2011. Aaron is author of several papers, and his honors thesis, "A Complete Guide for Working with KCNE1 in Lipid Bilayers," now serves as the handbook for his undergraduate laboratory.

Kevin W. Dean is Director of the Honors College, Professor of Communication, and advisor for the Honors Student Association at West Chester University. Active for fourteen years with the Pennsylvania State System of Higher Education Honors Program Directors, he delivered two presentations at the

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2011 NCHC conference. He holds a PhD from the University of Maryland, MA from Miami University (Ohio), and BA from Bowling Green University.

Joan Digby has been involved in honors education for the lifetime of a mule, and she has worked as hard as this animal as well as all the cats and horses she cares for as if they were her students. Her most recent teaching focuses on sustainable environment and literature related to the human connection to nature. She is a past president of NCHC, a tri-chair of the Publications Board, and the originator of Partners in the Parks, to which she is passionately committed.

Mark Farris is Professor of Mathematics at Midwestern State University. After serving as Director of the Honors Program for seven years, he now enjoys life as just a faculty member.

Juliana Felts is the coordinator and an alumna of the Midwestern State University Honors Program. She is currently pursuing her PhD in humanities with a concentration in literary studies focusing on translation at the University of Texas at Dallas. She enjoys the opportunity to work with MSU Honors Program students while continuing her own education.

Marty Gibson received her PhD in health studies from Texas Woman's University and her master's in nursing from University of South Alabama. She is Assistant Professor of Nursing at Midwestern State University, specializing in community nursing. She is a Certified Health Education Specialist and serves as a resource for community agencies.

Robert W. Glover is CLAS-Honors Preceptor of Political Science at the University of Maine. His teaching and research interests center on political theory, immigration, and protest. He is co-editing a book on the use of non-traditional "texts" in the classroom: *Teaching Politics Beyond the Book: Film, Texts and New Media in the Classroom*.

Ellen J. Goldberger is Director of the Honor Scholars Program at Mount Ida College and Professor in the School of Arts and Sciences, where she teaches courses in leadership, conflict resolution, and mediation. She earned her BA from Harvard University, her MA from Southern Connecticut State University, and her JD from the University of San Diego.

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Sarah Harlan-Haughey is CLAS-Honors Preceptor of English at the University of Maine. She holds master's and doctoral degrees from Cornell in medieval studies and works to situate medieval literature in the context of concerns that are relevant today. She writes about Old English and Old Norse literature as nature writing.

Carolyn Haynes serves as Director of the University Honors Program and Professor of English at Miami University. She received her PhD from University of California, San Diego in comparative literature and has authored *Innovations in Interdisciplinary Teaching* (2002) and over twenty-five articles on student learning, pedagogy, assessment, and curricular issues.

William H. Hooper is Professor of Computer Science at Belmont University. He holds an AB in engineering science from Dartmouth College and a PhD in computer science from Vanderbilt University. His research interests include the hardware and software of distributed computation, and he frequently collaborates with artists, musicians, and other scientists to enhance their computational tools and practices.

Bonnie D. Irwin, formerly Dean of the Honors College, is Dean of Arts & Humanities at Eastern Illinois University, where she is also a professor of English. She currently serves as Immediate Past President of NCHC. Her research interests include the reception of the *1001 Nights* in American popular culture and the writings of Arab American women.

Michael B. Jendzurski is a third-year kinesiology/exercise science major with a minor in communication at West Chester University, where he is president of the Honors Student Association. Drawing from two research/service projects in South Africa, he co-presented a paper on international education at the 2011 NCHC conference in Phoenix. He plans to pursue a doctoral degree.

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Mimi Killinger is the Rezendes Preceptor for the Arts in the University of Maine Honors College. She teaches honors preceptorials in the college's Civilizations sequence and also coordinates a course entitled "A Cultural Odyssey," which introduces honors students to local arts and culture.

Jordan P. LaBouff is CLAS-Honors Preceptor of Psychology at the University of Maine. He holds a master's in neuroscience and a doctorate in experimental social psychology from Baylor University. His primary research interests involve the cultural evolution and expression of religiousness, humility, and implicit attitudes.

Julie D. Lane is Assistant Professor at South Dakota State University where she teaches courses in constitutional law, political theory, and women and politics. She earned her PhD from the University of Texas at Austin in 2009. She is currently continuing her scholarship on sexual violence and rape law.

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Timothy J. Nichols is Dean of the Honors College at South Dakota State University. He chairs the campus common read committee and teaches courses in leadership, agriculture, qualitative research, Honors Orientation, and Honors Colloquium. He is a proud and busy husband and father of two teenage daughters.

Kathleen Nolan is Professor and Chair of Biology at St. Francis College in Brooklyn, New York. She has her BS from Northeastern University and her PhD from CUNY Graduate Center. Her research and teaching focus on ecology, genetics, environmental biology, and aquatic ecosystems.

Rebecca Pyles is Dean of the Honors College and Associate Professor of Biological Sciences at East Tennessee State University (ETSU). Her research interests focus on development and evolution of vertebrates while also pro-

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moting undergraduate research, honors, and international education at ETSU. She received her PhD from the University of Kansas.

Kim Robinson, who has both a PhD and RN degree, is currently a psychologist at a private psychiatric hospital in Wichita Falls, TX. Previously, she was an assistant professor at Midwestern State University for eight years. She designed a hybrid course in public health that she has taught for several summers at Queen Mary University in London, England.

Charlie Slavin is Dean of the University of Maine Honors College. His degrees in mathematics were sprinkled with liberal doses of interdisciplinary study, so he is excited about having a diverse constellation of colleagues. He much prefers watching Sam play hockey and soccer to attending “blah, blah, blah” meetings.

Christine Stewart-Nuñez is the author of *Snow, Salt, Honey* (Red Dragonfly Press 2012), *Keeping Them Alive* (WordTech Editions 2011), *Postcard on Parchment* (ABZ Press 2008), *Unbound & Branded*, and *The Love of Unreal Things* (Finishing Line Press 2006, 2005). She teaches in the English Department at South Dakota State University.

Celia Szarejko is Professor and Systems Librarian in the Charles C. Sherrod Library at East Tennessee State University. Her interests are web development, digital collections, and library adaptation to life in the digital age. She holds an MLS from Syracuse University and an MBA from the University of Maryland.

Julie Urda is an assistant professor at Rhode Island College. She received her BA in psychology from Dartmouth College, MBA from Boston University, and PhD in management from INSEAD. She chairs the Rhode Island College Honors Program in Management and Marketing.

Allison B. Wallace is the author of *A Keeper of Bees: Notes on Hive and Home* (Random House, 2006) and numerous essays and articles on American writers. She is Associate Professor in the University of Central Arkansas Honors College.

Bradley E. Wilson is Associate Professor and Chair of the Philosophy Department as well as Director of the Honors Program at Slippery Rock University. He specializes in the history and philosophy of science, especially evolutionary biology, ecology, and medicine. He earned his BA from Purdue University and his MA and PhD from the University of North Carolina at Chapel Hill.

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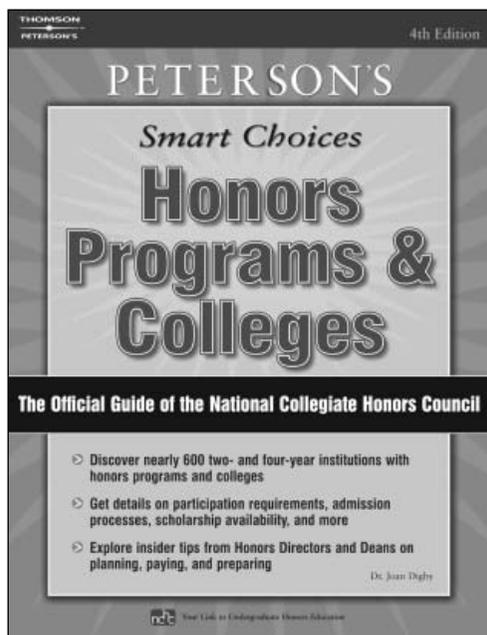
Linda Wyatt is Project Manager in the East Tennessee State University (ETSU) Honors College. She received her EdD in post-secondary and private sector leadership from ETSU and has published recently in *The Journal of Continuing Higher Education*. Her research interests include adult learners, assessment strategies, and intercultural communication.

Lonnie Yandell is Professor of Psychological Science at Belmont University. His teaching interests include cognitive psychology, perception, and consciousness, and he is active in the scholarship of teaching. He enjoys helping undergraduates develop a passion for research as well as improving their research skills.

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The official guide to NCHC member institutions has a new name, a new look, and expanded information!

- Peter Sederberg's essay on honors colleges brings readers up to date on how they differ from honors programs.
- Lydia Lyons' new essay shows how two-year honors experiences can benefit students and lead them to great choices in completing the bachelor's degree and going beyond.
- Kate Bruce adds an enriched view of travels with honors students.

These and all the other helpful essays on scholarships, community, Honors Semesters, parenting, and partnerships make the 4th edition a must in your collection of current honors reference works. *This book is STILL the only honors guide on the market*, and it is your best tool for networking with local high schools and community colleges as well as for keeping your administration up to date on what your program offers.

Peterson's Smart Choices retails for \$29.95.

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NATIONAL COLLEGIATE HONORS COUNCIL MONOGRAPHS & JOURNALS

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."

Beginning in Honors: A Handbook by Samuel Schuman (Fourth Edition, 2006, 80pp). Advice on starting a new honors program. Covers budgets, recruiting students and faculty, physical plant, administrative concerns, curriculum design, and descriptions of some model programs.

Fundraising for Honor\$: A Handbook by Larry R. Andrews (2009, 160pp). Offers information and advice on raising money for honors, beginning with easy first steps and progressing to more sophisticated and ambitious fundraising activities.

A Handbook for Honors Administrators by Ada Long (1995, 117pp). Everything an honors administrator needs to know, including a description of some models of honors administration.

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 (Second Edition, 1999, 53pp). How to implement an honors program, with particular emphasis on colleges with fewer than 3000 students.

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.

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.

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.

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.