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About the Authors

Scott Carnicom worked at Middle Tennessee State University for seven years, during which time he completed an ACE Fellowship in residence at Kenyon College in Ohio. In 2014, he became the founding Dean of the College of Natural, Behavioral, and Health Sciences at Lock Haven University in Pennsylvania.

Zachary Cureton recently completed an Honors BA in Russian and a BA in psychology at the University of Texas at Arlington. He spent a year at Saint Petersburg State Polytechnic University and the Moscow Institute of Higher Economics in Russia, where he studied Russian language and culture while completing an honors thesis on the effects of cultural immersion on individual development. His research on intergroup relations under Jared Kenworthy contributes to a continued interest in interculturality and globalization.

Stephanie R. deLusé is a Principal Honors Faculty Fellow in Barrett, the Honors College at Arizona State University. An interdisciplinarian, she publishes in literary journals that include The MacGuffin, Emrys, Rougarou, The Griffin, and TRIVIA: Voices of Feminism as well as in academic journals such as Family Court Review, Issues in Integrative Studies, and Family Process. She has essays in popular books like The Psychology of Survivor, The Psychology of Joss Whedon, and The Psychology of Superheroes, and she co-authored the book Arizona State University, with another in progress.

Ted Estess served first as Director and then Dean of Honors at the University of Houston. Currently, he is Professor of English in the Honors College, where he also holds the Jane Morin Cizik Chair. In addition to scholarly publications, including a monograph on Elie Wiesel, he has published a collection of stories entitled The Cream Pitcher and a collection of honors talks entitled Be Well: Reflections on Graduating from College. In a considerably different version and under a different title, “Making Pictures” appears in Be Well.

Brian Etheridge is Associate Provost for Academic Innovation at the University of Baltimore, a position he assumed in 2013 after six years of honors administration at two universities. Incorporating the university honors program, the teaching center, and a new experiential learning program, his office coordinates and supports innovation across the university.

Kristy Goodwin is Director of Recruitment and Outreach at Governors State University and Guest Lecturer at the University of Illinois Chicago for the College of Education–Urban Education Program. She has been in higher education for approximately twenty years working in many administrative capacities. She has published work in the College and University Journal for...
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the American Association of Collegiate Registrars and Admissions (AACRAO) and presents annually at AACRAO’s national conference.

Kevin Gustafson is Associate Professor of English and Associate Dean of the Honors College at the University of Texas at Arlington. He has published broadly on medieval and early modern literature and rhetoric, most recently an edition and translation of the Middle English alliterative poem Cleanness for Broadview Press.

Sarah Harlan-Haughey is CLAS-Honors Preceptor of English at the University of Maine. As a medievalist she aims to situate the literature of the past in the context of today’s concerns. Her research interests include interdisciplinary medieval studies, honors education, literature and the environment, and studies in oral traditions.

Melissa Ladenheim is a preceptor in the University of Maine Honors College, where she also holds the position Coordinator of Advancement. She is a frequent presenter at NCHC on both honors pedagogy and civic engagement. She holds a MES from Yale University and a PhD in folklore from Memorial University of Newfoundland.

Kristy L. Lindemann-Bioshi is Assistant Professor and Director of the BA/MA Program in Applied Psychology at St. Francis College. Her research interests are in comparative cognition, and she currently works with the sea lions and trainers at the Long Island Aquarium and Exhibition Center as well as a collaborative project involving demographics and behavior of the wild seal population in New York City waters.

Elizabeth Nix is Assistant Professor of History and Associate Director of the Denit Honors Program at the University of Baltimore. The co-editor of Baltimore ’68: Riots and Rebirth in an American City, Nix conducts oral history projects and writes about the intersection of history and the arts.

Martin Ratcliffe is Adjunct Lecturer in the Emory Lindquist Honors Program at Wichita State University and Director of Professional Development at Sky-Skan, a planetarium company. He is a columnist for Astronomy Magazine and co-author of Cosmology and the Evolution of the Universe. When not traveling the world training planetarium staff, he teaches the honors courses “Big Bangs to Black Holes” and “Dynamic Astronomy.”

David M. Rhea is Director of the University Honors Program and Assistant Professor of Communication Studies at Governors State University. His research interests include election campaign advertisements, debates, and humor. He is overseeing Governors State University’s transition from a two-year to a four-year honors program in 2013–2014.
Sam Schuman is a Past President of the NCHC and has served as Chancellor at the University of North Carolina Asheville and the University of Minnesota, Morris. He is the author of the recent monograph If Honors Students Were People: Holistic Honors Education and The Beginning in Honors Handbook.

William L. Vanderburgh is Associate Professor of Philosophy at Wichita State University and Executive Director of the Office for Faculty Development and Student Success, the unit to which the Emory Lindquist Honors Program reports for now; in July 2014, it will become an honors college with its own dean. His main research area is the history and philosophy of science.

Paul Walsh is Director of Instructional Technologies and Co-Director of the Center for Excellence in Learning, Teaching, and Technology at the University of Baltimore. Walsh supports faculty engaged in new approaches and promising practices both online and on campus.
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.

If Honors Students Were People: Holistic Honors Higher 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.

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.
NCHC Publication Order Form

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