

## ABOUT THE AUTHORS

**HANNAH BASTA**, BA, is currently studying at the University of Virginia School of Law. Her paper in this issue is on her thesis topic and the product of over a year of research spent at both Georgia State University and the University of Pennsylvania. Her research interests include Roman law and society.

**KARI LYNN BESING** is a current master's student at Indiana University in the Higher Education and Student Affairs Program and holds an assistantship in the Office of Medical Service-Learning at Indiana University School of Medicine. She has a BS in chemistry with a minor in mathematics from the University of Alabama.

**LESLIE BICKFORD** is Assistant Professor of English and Director of the Office of Nationally Competitive Awards at Winthrop University. She has served on the honors committee for five years and directed many English honors theses in addition to assisting numerous honors students with applications for nationally competitive awards and fellowships.

**CRAIG T. COBANE** is Executive Director of the Mahurin Honors College and is the Jarve Endowed Professor in Honors at Western Kentucky University. He earned his BS from the University of Wisconsin-Green Bay and his MA and PhD from the University of Cincinnati, all in political science. He also serves as the institution's Chief International Officer and is the recipient of multiple teaching awards, grants, and fellowships.

**ANDREW J. COGNARD-BLACK** is on the faculty at St. Mary's College, the Maryland Public Honors College. Since 2013, he also has worked with the national office of NCHC to develop a series of surveys that explore institutional characteristics of honors programs and colleges in the United States. He earned his PhD in sociology from Ohio State University. His research interests include the sociologies of higher education, work and occupations, and social inequality.

**STEVE B. DELOACH** is Professor of Economics at Elon University. He actively engages honors students in research on topics such as microfinance and related issues in development economics. He has taught honors seminars and has served on Elon's Honors Advisory Committee.

**LINDA FROST** is Dean of the Honors College at the University of Tennessee at Chattanooga and has worked in honors at Eastern Kentucky University and the University of Alabama at Birmingham. Co-chair of the Publications Board and member of the NCHC Board of Directors, Frost is the editor of *Housing Honors*.

**JACOB ANDREW HESTER** is Assistant Director of Student Services at the University of Alabama Honors College, where he oversees college-wide student services and teaches a seminar on the evolution of cultural values, norms, and behaviors in American society. His research interests include public policy, funding, and program evaluation in higher education.

**AUDRA JENNINGS** is Director of the Office of Scholar Development and Associate Professor in the Honors Academy at Western Kentucky University. She earned her BA from Murray State University and her MA and PhD from Ohio State University, all in history. She is the author of *Out of the Horrors of War: Disability Politics in World War II America* (University of Pennsylvania Press, 2016) and is the recipient of many research awards, grants, and fellowships.

**EMILY A. JOHNSON** is a third-year PhD student in the program for higher education leadership at The University of Texas at Austin and a graduate research assistant for Student Success Initiatives. Her research interests include student success, inclusive data use, pedagogy for equity-mindedness, and the gender and sexuality spectra.

**ASHLEY JONES** is a doctoral student in the Higher Education Leadership Program at The University of Texas at Austin. Her professional background is in residence life and student activities. In addition, Jones is drawn to topics that explore intersections between LGBTQ student identity development and spirituality and organizational leadership.

**JOHN A. KNOX** is a professor of geography and undergraduate coordinator for the atmospheric sciences program at the University of Georgia. He earned his PhD in atmospheric sciences at the University of Wisconsin-Madison after receiving his BS in mathematics at the University of Alabama at Birmingham, where he was part of the inaugural class of the University Honors Program. In 2014 he was selected as the CASE/Carnegie Foundation for the Advancement of Teaching Professor of the Year for the state of Georgia.

**TRACIE A. J. LOWE** is a doctoral student at The University of Texas at Austin in the Department of Educational Administration. She works as a graduate research assistant with the Longhorn Center for Community Engagement. Her research interests include the experiences of Black students in graduate education programs and equity in higher education.

**TOM MOULD** is Professor of Anthropology and Folklore and Director of the Honors Program at Elon University. He publishes primarily on the study of oral narrative, sacred narrative, American Indian studies, Mormon studies, ethnography, contemporary legend, and public assistance, but he has also produced video ethnographies and museum exhibits on expressive culture in the U.S.

**RICHARD J. REDDICK** is award-winning Associate Professor in Educational Administration and Assistant Director of the Plan II Honors Program at The University of Texas at Austin. His research focuses on the experiences of faculty of color at predominantly White institutions; mentoring between faculty and Black students; and work-life balance in academia.

**DAVID M. RHEA**, PhD, is Director of the University Honors Program since 2013 and Associate Professor of Communication at Governors State University in University Park, Illinois. His research interests include election campaign advertisements, debates, and humor.

**LIA RUSHTON** is an educational consultant based in Birmingham, Alabama. She earned her MA in Latin at Bryn Mawr College and her BA from Wellesley College. She served as fellowships advisor and instructor at the University of Alabama at Birmingham, where she received the 2001 Outstanding Teacher Award from the University Honors Program, and as Academic Dean and classics teacher at St. George's School in Newport, Rhode Island.

**RICHARD I. SCOTT**, PhD in sociology, is Professor and Dean at the Schedler Honors College, University of Central Arkansas, where he has worked for more than three decades. Former NCHC Board of Directors member and past president, he was named a Fellow in 2011 and in 2015 became the inaugural recipient of the Sam Schuman Award for Excellence at a Four-Year Institution.

**STEPHEN C. SCOTT** is a first-year law student and W.E.B. Du Bois Fellow at the West Virginia University College of Law. He received his undergraduate degrees in political science and multidisciplinary studies from West Virginia University in 2016. His research interests include African American social mobility and law and higher education.

**PATRICIA J. SMITH** earned her doctorate in higher education administration. She is Assistant Dean of the Schedler Honors College and Assistant Professor in Leadership Studies at the University of Central Arkansas. She has worked in honors education for over a decade and has made it a central part of her research.

**ASHLEY N. STONE** is a doctoral candidate in the Higher Education Leadership Program at The University of Texas at Austin and a senior graduate research assistant for the Longhorn Center for Academic Excellence. Her research focuses on the experiences of rural students in higher education.

**JAMES THOMAS** earned a BA in liberal arts from Concordia University at Austin. Returning to his alma mater to work in the dean of students' office, he realized his passion is working alongside undergraduate students. As his career progresses, he has worked with Richard Reddick on various research projects.

**ANTON VANDER ZEE** is Assistant Professor of English at the College of Charleston, where he also directs the Office of Nationally Competitive Awards and teaches in the honors first-year experience.

## 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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## NCHC 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 (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 (First Edition, 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.

***Partners in the Parks: Field Guide to an Experiential Program in the National Parks*** edited by Heather Thiessen-Reilly and Joan Digby (Second Edition, 2016, 268pp). This collection of recent photographs and essays by students, faculty, and National Park Service rangers reflects upon PITP experiential-learning projects in new NPS locations, offers significant refinements in programming and curriculum for revisited projects, and provides strategies and tools for assessing PITP adventures.

***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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