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## ABOUT THE AUTHORS

**MEGAN SNIDER BAILEY** is an instructor in the University of Alabama Honors College. She received her PhD in instructional leadership with a concentration in social and cultural studies from the University of Alabama. Her research interests include experiential education, service learning, and college student learning.

**SUKETU P. BHAVSAR** is Director of Kellogg Honors College at Cal Poly Pomona and past Director of the Honors Program at the University of Kentucky (UK). Currently President-Elect of NCHC, he is a two-time Board member and recommended Program Reviewer for NCHC. He was a recipient of the Provost, Dean of A&S, and Alumni teaching awards at UK. He received his doctorate in astrophysics from Princeton University.

**REBECCA C. BOTT-KNUTSON** is Dean of the Van D. and Barbara B. Fishback Honors College at South Dakota State University and serves on the NCHC Professional Development Committee. Bott-Knutson earned her PhD in biomedical sciences from Colorado State University. Her research interests include student development and learning as well as animal health and well-being.

**LISA L. COLEMAN** is a member of the NCHC Publications Board and served as co-chair of the Diversity Committee from 2004 to 2016. She co-edited two NCHC monographs on diversity: *Setting the Table for Diversity* (2010) and *Occupy Honors Education* (2017). She is Professor Emeritus at Southeastern Oklahoma State University, where she directed the honors program from 2000 to 2016. She is a 300 RYT yoga and meditation teacher, and her article on Virginia Woolf and yoga is forthcoming (Clemson UP 2021).

**LAUREN COLLINS** is a postdoctoral Teaching, Research, and Mentoring Fellow at the Davidson Honors College at the University of Montana, where she teaches research methods and community-engaged courses. Her research focuses on the social context of global education with particular attention to reciprocal relationships and equity in university-community relationships.

**LAURA DICKINSON** is Professor of Communications at Seminole State College. In 2010, she won the Florida Communication Association Professor of the Year Award. She has been teaching honors public speaking, communication, and science/communication hybrid courses for over ten years in the Grindle Honors Program.

**ANNE DOTTER** directs the honors program at Johnson County Community College where she teaches American studies. A member of the Diversity and Inclusion Committee of NCHC for a decade, Dotter is a Recommended Program Reviewer and has recently joined the editorial board of *Honors in Practice (HIP)*. Her research interests include critical race and gender theory; visual culture; and the interconnectedness of inclusion with well-being.

**ANDREA DAWN FRAZIER** has a PhD in educational psychology, and she currently teaches educational research courses at Columbus State University. Her research interests encompass the educational experience of students of color and girls, with recent work exploring possible selves as a pathway to STEM degree attainment for underrepresented students.

**ROBERT GILL** is an honors college instructor and night reference supervisor at the Schwob Library at Columbus State University in Georgia. He received his MSHSA from Spertus College in Chicago. His research interests include nontraditional education, film, history, and social justice.

**MICHAEL G. GONDA**, Associate Professor, Department of Animal Science, South Dakota State University, is an active mentor of honors students. Students regularly contract his classes for honors credit each semester, and he mentors one or two honors projects annually. Gonda won the SDSU Honors Engagement Award in 2020.

**ANNMARIE GUZY** is Associate Professor of English at the University of South Alabama, and she is the author of the NCHC monograph *Honors Composition: Historical Perspectives and Contemporary Practices*. A 2015 Fellow of the NCHC, she has served on the NCHC Board of Directors and the Publications Board, and she is currently working on the NCHC-National Association for Gifted Children joint task force on prospective organizational collaborations.

**ALECIA M. HANSEN** graduated from South Dakota State University with a BS in agriculture education and Honors Distinction in May of 2020. Throughout her time at SDSU, Alecia focused on the agriculture education program to better the future of it and of herself. She is currently teaching at Springfield High School in the agriculture department.

**MOLLIE HARTUP** is Instructor and Coordinator of Student Development and Retention in the Youngstown State University Honors College. Past professional experience in communication, event planning, and magazine editing has inspired several seminars that she teaches. Her research focuses on benefits of face-to-face communication and organizational practices that foster knowledge exchange.

**KAYLA L. KUTZKE** is a high school agricultural education teacher. She graduated from South Dakota State University in May 2020 with a degree in agricultural education and a minor in animal science. She graduated with Van D. and Barabara B. Fishback Honors College Distinction and is a past recipient of the Honors College Land Grant Mission Award.

**MICHAELA NIVA** is a senior at the University of Montana. She is majoring in anthropology with a minor in international development and a certificate in migration studies. She is interested in addressing issues related to refugee youths' access to education and grade school retention on Native American reservations. She plans to attend graduate school to further her research on these issues. Ultimately, she wants to make sure that all children, internationally or domestically, have equal access to a quality education.

**ROSEMARIE A. NOLD**, Animal Science Assistant Department Head at South Dakota State University, serves on the Honors Faculty Committee and teaches an honors section of Introduction to Animal Science Laboratory. She is a past recipient of the Honors College Advocate Award and a finalist for Honors Teacher of the Year.

**MARYAH THOMPSON** is Legislative Correspondent and Staff Assistant for Congresswoman Gwen Moore. She is an alumna of the Columbus State University Honors College, earned a BS in psychology while serving as a Diversity Peer Educator, and has research interests in diversity, equity, and implicit bias in the criminal justice system.

## ABOUT THE AUTHORS

**CINDY S. TICKNOR** is Dean of the Columbus State University Honors College and Professor of Mathematics Education. A campus leader in undergraduate research, she has produced work in the field of STEM education that resulted in over \$3 million in grants to support the recruitment and retention of underrepresented groups.

**JOHNIQUA WILLIAMS** is the coordinator of the Louis Stokes Alliances for Minority Participation at Columbus State University and serves as chair of the university's Diversity Committee. She is responsible for identifying institutional priorities, programs, and initiatives that advance CSU's inclusive excellence agendas for faculty, staff, and student populations.

## 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.

We accept material by email attachment in Word (not pdf).

Direct all proposals, manuscripts, and inquiries about submitting a proposal to the General Editor of the NCHC Monograph Series:

Dr. Jeffrey A. Portnoy  
General Editor, NCHC Monograph Series  
Professor Emeritus of English  
Honors College  
Perimeter College  
Georgia State University  
[jportnoy@gsu.edu](mailto:jportnoy@gsu.edu)

## 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.

***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.

***Building Honors Contracts: Insights and Oversights*** edited by Kristine A. Miller (2020, 322pp). Exploring the history, pedagogy, and administrative structures of mentored student learning, this collection of essays engages in creative curricular design. The book offers a blueprint for building collaborative experiential honors contracts that transcend the transactional.

***The Demonstrable Value of Honors Education: New Research Evidence*** edited by Andrew J. Cognard-Black, Jerry Herron, and Patricia J. Smith (2019, 292pp). Using a variety of different methods and exploring a variety of different outcomes across a diversity of institutions and institution types, the contributors to this volume offer research that substantiates in measurable ways the claims by honors educators of value added for honors programming.

***Fundraising for Honors: 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 A. 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.

## NCHC MONOGRAPHS & JOURNALS

**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.

**Internationalizing Honors** edited by Kim Klein and Mary Kay Mulvaney (2020, 468pp.). This monograph takes a holistic approach to internationalization, highlighting how honors has gone beyond providing short-term international experiences for students and made global issues and experiences central features of curricular and co-curricular programming. The chapters present case studies that serve as models for honors programs and colleges seeking to initiate and further their internationalization efforts.

**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.

## 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-Reily 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, Latinx, 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.

## NCHC MONOGRAPHS & JOURNALS

***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.

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***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 of applied research publishing articles about innovative honors practices and integrative, interdisciplinary, and pedagogical issues of interest to honors educators.

***UReCA: The NCHC Journal of Undergraduate Research and Creative Activity*** is a web-based, peer-reviewed journal edited by honors students that fosters the exchange of intellectual and creative work among undergraduates, providing a platform where all students can engage with and contribute to the advancement of their individual fields. To learn more, visit <<http://www.nchc-ureca.com>>.

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