

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Journal of the National Collegiate Honors
Council –Online Archive

National Collegiate Honors Council

2022

JNCHC 23:1 Backmatter

Follow this and additional works at: <https://digitalcommons.unl.edu/nhcjournal>



Part of the [Curriculum and Instruction Commons](#), [Educational Methods Commons](#), [Higher Education Commons](#), [Higher Education Administration Commons](#), and the [Liberal Studies Commons](#)

"JNCHC 23:1 Backmatter" (2022). *Journal of the National Collegiate Honors Council –Online Archive*. 701.
<https://digitalcommons.unl.edu/nhcjournal/701>

This Article is brought to you for free and open access by the National Collegiate Honors Council at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Journal of the National Collegiate Honors Council –Online Archive by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

ABOUT THE RESEARCH AUTHORS

KELSEY DANIELS is the monitoring and evaluation manager for International Literacy and Development. She has previously taught English as a second language at Lane Community College and the Australian National University College. She holds an M.A. from the Graduate Institute of Applied Linguistics and an Ed.D. from Vanderbilt University.

JENNIFER S. FEENSTRA is Professor of Psychology and co-director of the honors program at Northwestern College, Iowa. Her research focuses on flourishing in adolescence and young adulthood. Along with courses in psychology, she teaches an honors course on wellness and does research on college student success and positive youth development.

ELANOR KAMANS is a college teacher at the Hanze University of Applied Science, department of Applied Psychology. She is a Senior Researcher at the professorship “Talent Development in Higher Education and Society” of the Hanze University. Her current research interests concern inclusivity of (honors) education, student motivation, and sense of belonging.

SAMANTHA KING-SHAW is a PhD student in the Global Gender and Sexuality Studies program at the University of Buffalo, SUNY. She holds a BA in women’s studies from Washington State University. Her research interests include twentieth-century Black history, literature, film studies, and queer theory.

MOLLY KNOWLTON is Director of Recruitment for the College of Arts and Sciences at Drexel University. She has previously worked in admissions, enrollment, career services, and college & career readiness at Colgate University, University of Pittsburgh, Vanderbilt University, and the Tennessee Department of Education. She holds an M.Ed. from the University of Pittsburgh and an Ed.D. from Vanderbilt University.

ARIE KOOL is a college teacher at the Hanze University of Applied Science, department of Nursing in Groningen, the Netherlands. He is a fellow researcher at the professorship “Talent Development in Higher Education and Society” of the Hanze University. His research interests are student characteristics in honors education.

ANGELA KING TAYLOR is the associate dean of students at the University of Missouri. She has previously served in the areas of faculty affairs, student affairs, and academic advising. She holds an M.S.Ed. from Old Dominion University and an Ed.D. from Vanderbilt University.

MARCA V. C. WOLFENSBERGER is Professor of Talent Development in Higher Education and Society at Hanze University of Applied Sciences in Groningen, the Netherlands, and Honors Director at Utrecht University, the Netherlands. She is proud to be an NCHC Fellow, and she currently serves on the NCHC Research Committee. She is co-founder and current president of the European Honors Council and serves on the *Journal of the European Honors Council* board. Her research interests include transdisciplinarity, community building in learning communities, and talent pedagogies.

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

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, 320pp). Exploring the history, pedagogy, and administrative structures of mentored student learning, this collection of essays lays a foundation for creative curricular design and for honors contracts being collaborative partnerships involving experiential learning. This book offers a blueprint for building 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.

Place, Self, Community: City as Text™ in the Twenty-First Century edited by Bernice Braid and Sara E. Quay (2021, 228pp). This monograph focuses on the power of structured explorations and forms of immersion in place. It explores the inherent integrative learning capacity to generate a sense of interconnectedness, the ways that this pedagogical strategy affects professors as well as students, and instances of experiential learning outcomes that illustrate the power of integrative learning to produce social sensitivity and engagement.

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.

NCHC MONOGRAPHS & JOURNALS

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 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>.

NCHC Publications Order Form

Purchases may be made by calling 402-472-9150, emailing nchc@unl.edu, visiting our website <<http://www.nchchonors.org>>, or mailing a check or money order payable to: NCHC • Knoll Suite 250 • University of Nebraska–Lincoln • 440 N. 17th Street • Lincoln, NE 68588. FEIN 52–1188042

	Member	Non-Member	No. of Copies	Amount This Item
Monographs:				
Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook	\$25.00	\$45.00		
Beginning in Honors: A Handbook (4th Ed.)	\$25.00	\$45.00		
Breaking Barriers in Teaching and Learning	\$25.00	\$45.00		
Building Honors Contracts: Insights and Oversights	\$25.00	\$45.00		
The Demonstrable Value of Honors Education: New Research Evidence	\$25.00	\$45.00		
Fundraising for Honor\$: A Handbook	\$25.00	\$45.00		
A Handbook for Honors Administrators	\$25.00	\$45.00		
A Handbook for Honors Programs at Two-Year Colleges	\$25.00	\$45.00		
The Honors College Phenomenon	\$25.00	\$45.00		
Honors Composition: Historical Perspectives and Contemporary Practices	\$25.00	\$45.00		
Honors Programs at Smaller Colleges (3rd Ed.)	\$25.00	\$45.00		
The Honors Thesis: A Handbook for Honors Directors, Deans, and Faculty Advisors	\$25.00	\$45.00		
Housing Honors	\$25.00	\$45.00		
If Honors Students Were People: Holistic Honors Education	\$25.00	\$45.00		
Inspiring Exemplary Teaching and Learning: Perspectives on Teaching Academically Talented College Students	\$25.00	\$45.00		
Internationalizing Honors	\$25.00	\$45.00		
Occupy Honors Education	\$25.00	\$45.00		
The Other Culture: Science and Mathematics Education in Honors	\$25.00	\$45.00		
Partners in the Parks: Field Guide to an Experiential Program in the National Parks (Specify <input type="checkbox"/> 1st Ed. or <input type="checkbox"/> 2nd Ed.)	\$25.00	\$45.00		
Place as Text: Approaches to Active Learning (2nd Ed.)	\$25.00	\$45.00		
Place, Self, Community: City as Text™ in the Twenty-First Century	\$25.00	\$45.00		
Preparing Tomorrow's Global Leaders: Honors International Education	\$25.00	\$45.00		
Setting the Table for Diversity	\$25.00	\$45.00		
Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education	\$25.00	\$45.00		
Teaching and Learning in Honors	\$25.00	\$45.00		
Writing on Your Feet: Reflective Practices in City as Text™	\$25.00	\$45.00		
Journals:				
Journal of the National Collegiate Honors Council (JNCHC) Specify Vol/Issue ____/____	\$25.00	\$45.00		
Honors in Practice (HIP) Specify Vol ____	\$25.00	\$45.00		
Total Copies Ordered and Total Amount Paid:				\$

Name _____ Institution _____
 Address _____ City, State, Zip _____
 Phone _____ Fax _____ Email _____

Print-on-Demand publications will be delivered in 4-6 weeks. Shipping costs will be calculated on the number of items purchased. Apply a 20% discount if 10+ copies are purchased.

FORUM ESSAYS ON “THE VALUE OF HONORS TO ITS GRADUATES”

Authors: Paul Ewing, University of Toledo; Andy Walker, University of Tennessee at Chattanooga; Laura Barrett, LIU Brooklyn; John Major, Ohio State University; Teri Grieb, Columbia College, South Carolina; James A. Keller, University of Delaware; LLeweLLyn Cooper, University of Alabama at Birmingham; Ayesha Ahmed, Northeastern Illinois University; Mary Beth Messner, Youngstown State University; Eric W. Miller, West Virginia University; Sara McCane-Bowling, Eastern Kentucky University; Michelle Panuccio, Youngstown State University; Lia M. Shore, Georgia Perimeter College, Dunwoody; Jennifer N. Dulin, Texas A&M University; Pepper Hayes, Westminster College; Merry Benner Chiu, Adelphi University; Kathryn M. MacDonald, College of New Rochelle; Corey D. Clawson, Utah State University; Jamie Beason, University of North Carolina at Charlotte; Joshua and Brandi Mulanax, Rogers State University; Taylor C. Bybee, Utah State University; Mark Donovan, California State Polytechnic University, Pomona; Colin Christensen, Emory & Henry College; Heather Ness-Maddox, Middle Georgia State University; Claire Guthrie Stasiewicz, University of New Mexico; Seth Blanton, Rogers State University; Ashley Gerstle (née Offenback), Penn State University; Mary Anne Matos, Johnson County Community College, Overland Park, KS; Eli Pemberton, Monroe College; Jonna Nunez, Community College of Baltimore County; Tambria Schroeder, SUNY Brockport; Christopher Kotschevar and Nicholas Arens, South Dakota State University; Sean Collier, Emory & Henry College; Grace Anne Cunningham, Texas A&M University; Emma Labovitz, Appalachian State University; Chloe Salome Margulis, LIU Post; Autumn Barszczowski, Point Park University; Angeline Best, University of Iowa; Samantha Bronow, Oklahoma City University; Emily McAndrew, University of Tennessee at Chattanooga; Joseph Gazing Wolf, California State Polytechnic University, Pomona; Samantha Koprowski, William Paterson University; Quimby Wechter, University of Hartford; Daphne Watson, Northeastern Illinois University.

PORTZ-PRIZE-WINNING ESSAY, 2021

Refusing Erasure: Nugent, Fire!!, and the Legacies of Queer Harlem
Samantha King-Shaw

RESEARCH ESSAYS

“Best of Both Worlds”: Alumni Perspectives on Honors and the Liberal Arts
Angela King Taylor, Kelsey Daniels, and Molly Knowlton

Dutch Honors Alumni Looking Back on the Impact of Honors on their Personal and Professional Development
Arie Kool, Elanor Kamans, and Marca V. C. Wolfensberger

Perfectionism and Honors Students: Cautious Good News
Jennifer S. Feenstra