

2014

15.2 About the Authors, NCHC Monographs and Journals

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ABOUT THE AUTHORS

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JOAN DIGBY is Professor of English at LIU-Post where she is also Director of the Honors Program and Poetry Center. Particularly interested in literature expressing the human connection to nature, she has most recently developed an Equine Studies Minor on her campus. With her husband, poet and colleague John Digby, she publishes limited editions of poetry and fiction; their publications can be found at <<http://www.pp-pub.com>>.

DEBORAH ENGELEN-EIGLES teaches in the Departments of Sociology and Gender Studies at Century College in White Bear Lake, Minnesota. She is Co-Director of Honors@Century, anticipated to launch in fall 2016. Her areas of scholarly interest include disability studies and social psychology, both of which she explored as a 2011–2012 Fulbright Scholar in Seoul, South Korea.

ANMARIE GUZY is Associate Professor of English at the University of South Alabama, and she holds a PhD in Rhetoric and Professional Communication from New Mexico State University. She currently serves on the NCHC Teaching and Learning Committee and the editorial boards for *Honors in Practice* and *First-Year Honors Composition*, and she is the author of the NCHC monograph *Honors Composition: Historical Perspectives and Contemporary Practices*.

BEATA M. JONES is Honors Faculty Fellow and Professor of Business Information Systems Practice at Texas Christian University where she teaches a variety of honors classes, advises undergraduates on honors theses, and leads honors study abroad programs. During 2005–2012, she served as the founding director of the Neeley Fellows business honors program, achieving a four-year graduation rate of more than ninety percent. Her research interests focus on promoting state-of-the-art pedagogy and technology by responding to the needs of millennial students while addressing economic trends.

JAN LEVINSOHN MILNER is a member of the Departments of Sociology and Gender Studies at Century College near St. Paul, Minnesota. She is the co-director of a new honors program set to launch in the fall of 2016. She teaches in the area of race and ethnicity and studies immigrant entrepreneurship.

CE ROSENOW is an instructor of English at Lane Community College, and she is the faculty coordinator for the Lane Honors Program. She holds a PhD in English from the University of Oregon, and her research focuses on American modernisms and poetry. She blogs about honors education at <https://blogs.lanec.edu/honorroll>.

GARY THORGAARD is Professor of Biological Sciences at Washington State University (WSU). In addition to teaching in the honors college, he teaches courses in genetics and fish biology and conducts research on the genetics of trout and salmon. Outside the university, he enjoys traveling and fishing in the Pacific Northwest.

JAY TRUCKER is Associate Professor of English at the Community College of Baltimore County, Dundalk Campus, where he also serves as Honors Program Director. He is most interested in research that seeks to use honors programs to increase community college persistence and completion.

GIOVANNA WALTERS is Assistant Director of the Honors Program and University Fellowship Coordinator at Minnesota State University, Mankato. She earned an MEd in curriculum and instruction in 2013 at the University of Cincinnati. During her undergraduate studies, she was an active member of the University of Cincinnati University Honors Program.

CATHERINE M. WEHLBURG is Associate Provost for Institutional Effectiveness at Texas Christian University. She has taught psychology and educational psychology courses for more than a decade, serving as department chair for some of that time and then branching into faculty development and assessment. She has served as editor of *To Improve the Academy* and is currently Editor-in-Chief for the *New Directions in Teaching and Learning* series. Wehlburg regularly presents workshops on assessment, academic transformation, and the teaching/learning process.

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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General Editor, Monograph Series
Honors Program
Georgia Perimeter College
555 N. Indian Creek Drive
Clarkston, GA 30021-2396

jeffrey.portnoy@gpc.edu

(678) 891-3620

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.

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.

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 (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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Annmarie Guzy

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Beata M. Jones and Catherine M. Wehlburg

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Giovanna Walters

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