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"Breaking Barriers in Teaching and Learning" - About The Authors

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ABOUT THE AUTHORS

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HANNE TEN BERGE is senior team leader with Educational Consultancy and Professional Development at Utrecht University, The Netherlands. Her main subject is curriculum development, with an expertise in talent development. She works on several projects in higher education in The Netherlands, developing the pedagogical concepts of honors education. She is a program leader of a course on honors teaching.

MEG CASE is Professor of English and Chair of the Department of English Literature at Roger Williams University. She teaches British literature (Eliza Haywood through Jane Austen) as well as literary theory and general education courses. Her Honors Advisory Council and honors program teaching experiences have enriched her investment in developing her work with first-year-experience best practices.

MILTON D. COX is Director of the Original Lilly Conference on College Teaching, presenting the scholarship of teaching and learning for 38 years. He is founding and continuing editor-in-chief of the *Journal on Excellence in College Teaching* and the *Learning Communities Journal*. This year, Cox and his colleagues at the Center for Teaching Excellence at Miami University are celebrating 40 years of

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faculty learning communities, Cox's area of research and application in higher education.

SUSAN E. DINAN is Dean of the Pforzheimer Honors College at Pace University, overseeing the college at the New York City and Westchester campuses where she is also Professor of History. She is author of "How Gender Differences Shape Student Success in Honors" and "The Importance of the First-Semester Experience: Learning Communities and Clustered Classes," both in the *Journal of the National Collegiate Honors Council*.

JAMES FORD is Founding Director of Rogers State University's Honors Program, and he oversees RSU's leadership and international programs as Director of Academic Enrichment. He is also Professor of Humanities, Philosophy, and Religious Studies. He is an NCHC-Recommended Program Reviewer, co-chair of the NCHC Assessment and Evaluation and Teaching and Learning Committees, and an Editorial Board member of the *Journal of the National Collegiate Honors Council*.

ANNMARIE GUZY is Associate Professor of English at the University of South Alabama. A 2015 Fellow of the National Collegiate Honors Council, she has served on the NCHC Board of Directors and Publications Board as well as the Awards and Grants, Diversity, Research, and Teaching and Learning Committees. In addition to having worked on the editorial board of *FYHC: First-Year Honors Composition*, she is the author of *Honors Composition: Historical Perspectives and Contemporary Practices* (2003), and she currently sits on the Editorial Board of *Honors in Practice*.

MATTHEW CAREY JORDAN is Dean and Chair for Humanities in the Jack, Joseph and Morton Mandel Humanities Center at Cuyahoga Community College. He holds a PhD in philosophy from Ohio State University. His principal interests are in the philosophy of religion, moral philosophy, and honors education, particularly issues related to disagreement and community.

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LESLIE G. KAPLAN is Associate Director of the Hicks Honors College at the University of North Florida, where she has been teaching honors classes since 2005. She has a PhD in folklore and folklife from the University of Pennsylvania.

BARBARA J. MILLIS, now retired after a thirty-year career in faculty development, has co-authored or edited four books and published numerous teaching-related articles, including IDEA papers on metacognition and cooperative, deep, and active learning. She has offered workshops at professional conferences and for over 300 colleges and universities and has won both teaching and research awards. She currently serves as one of two Executive Editors of *College Teaching*.

KEN R. MULLIKEN earned his degrees in the University of Missouri system. For a decade he served as a professor of history and global studies and as Department Chair at the University of Saint Mary. Mulliken launched the Honors College at Southern Oregon University, working as its inaugural Executive Director. He serves currently as Associate Vice Chancellor for Undergraduate Education at the University of Illinois-Springfield and as President of the Western Regional Honors Council.

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BECKY L. SPRITZ is Professor of Psychology and the former Director of the Honors Program at Roger Williams University. She cultivates teaching and learning opportunities that challenge students academically and foster students' personal growth. She, herself, enjoys teaching courses that connect students to local and global communities through experiential learning.

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JANINA TOSIC works as faculty and organizational developer at Münster University of Applied Sciences in Germany. She worked in this area previously at Niederrhein University of Applied Sciences and Bielefeld University. Tosic is trained in chemistry, with expertise in organizational culture and curriculum development in STEM disciplines; she also designs and teaches writing-intensive and project-based courses.

ROB VAN DER VAART recently retired as the honors dean of Utrecht University and the dean of the University College Utrecht in The Netherlands. He was a program leader of a course on honors teaching.

TODD ZAKRAJSEK currently holds positions at the University of North Carolina at Chapel Hill as Associate Professor in the College of Medicine and as Adjunct Associate Professor of Faculty Development in the College of Veterinary Medicine at North Carolina State University. Prior to his current positions, Zakrajsek founded centers for teaching and learning at Southern Oregon State University and Central Michigan University. He has published widely on the areas of faculty development and student learning.

JOHN ZUBIZARRETA is Professor of English, Director of Honors, and former Director of Faculty Development and Dean of Undergraduate Studies at Columbia College. He was the 2010 Carnegie Foundation/CASE U.S. Professor of the Year for Baccalaureate Colleges and the 1994 CASE Professor for South Carolina. He has led faculty development workshops, presented papers, and delivered keynote addresses worldwide on American and comparative literatures, teaching and learning, faculty and administrative evaluation, and honors education. Zubizarreta is a Past President of NCHC and SRHC; an NCHC Fellow; an NCHC-Recommended Program Reviewer; Co-Chair of the Teaching and Learning Committee; and editorial reviewer for *Honors in Practice*, *Journal of Excellence in College Teaching*, and *College Teaching*.

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:

Dr. Jeffrey A. Portnoy
General Editor, Monograph Series
Honors College
Perimeter College
Georgia State University

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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.

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.

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 Anmarie 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.

Occupancy 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-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 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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from *Breaking Barriers in Teaching and Learning*—

“The Teaching and Learning Committee of [NCHC recognizes] that the fundamental mission of honors education centers on the power of excellence in teaching and learning . . . inside and outside the classroom. What we deem as vital dimensions of the honors enterprise—both philosophical and practical—should be the imperatives that drive all . . . teaching, all . . . courses and programs, all . . . learning experiences. . . . [T]he essays in this volume have wider application beyond the honors classroom or program, and we hope that readers—within and outside of honors—will adapt and use the various ideas, practical approaches, experiences, and models shared in the various chapters. . . .

All of the contributions . . . inspire us to retool the ways in which we teach and create curriculum and to rethink our assumptions about learning. Collectively, they challenge us to deconstruct perceptions that just because we teach, students learn; that our disciplinary training makes us automatically effective teachers; that rigor is a function of amount and difficulty of work rather than complexity and integration of work; and that students learn in uniform ways. Responding to the challenges presented directly or indirectly by the contents of our volume requires that we remain open to breaking barriers that prevent us from achieving the highest goals of honors education. Breaking free of barriers allows us . . . to innovate. . . .”

— *John Zubizarreta and James Ford*