



# FACULTY HANDBOOK

Dorothy & Bill Cohen Honors College

This handbook is designed for faculty teaching in the Dorothy and Bill Cohen Honors College. The goal is to give faculty teaching in Honors some context for their individual classes and some resources that will be helpful before and during the semester. More information about faculty engagement in Honors is available on the [Opportunities for Faculty](#) page of the college website.

## COLLEGE OVERVIEW

The Dorothy and Bill Cohen Honors College at Wichita State University challenges ambitious students in any major to build a better future through rigorous classes, solving problems within and across disciplines, independent and collaborative research, and community service.

## What is Honors Education?

The National Collegiate Honors Council defines Honors Education as "characterized by in-class and extracurricular activities that are measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education. Honors experiences include a distinctive learner-directed environment and philosophy, provide opportunities that are appropriately tailored to fit the institution's culture and mission, and frequently occur within a close community of students and faculty."

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## National Collegiate Honors Council

Visit the [National Collegiate Honors Council \(NCHC\)](#) website for more information

Also see additional [opportunities for faculty and staff development](#) and publications from the NCHC.

The Cohen Honors College is an institutional member of NCHC and the [Great Plains Honors Council](#).

## HONORS FACULTY FELLOWS

Honors faculty fellows develop independent or collaborative projects to advance Honors education and high-impact practices across campus. They research best practices, develop preliminary honors course or research project designs, develop new academic programs, and present project outcomes, when relevant, to the Cohen Honors College Faculty Council. Fellows are expected to share their Honors work with their departments and colleges to promote additional understanding and collaboration.

For a list of current fellows, visit the [faculty\\_fellows\\_page](#) of the college website.

## OUR HONORS CURRICULUM MODEL

The Dorothy and Bill Cohen Honors College curriculum and co-curricular activities correspond most closely to the Breadth and Enduring questions model of Honors education, offering a range of seminar and department honors courses with opportunities and financial support for research and creative scholarship, service learning, and other kinds of applied learning but no common requirement to complete a sustained, complex research or creative project. This breadth and flexibility were central to the original college vision. Faculty recognized the university's diverse student population and success with first-generation and transfer students. They wanted to build a model that would provide multiple access points for students and opportunities for faculty experimentation.



## OUTCOMES

In addition to University General Education outcomes, Honors education aims to help students:

- Develop their ability to analyze and synthesize a broad range of material;
- Understand how scholars and professionals think about problems, formulate hypotheses,
- research those problems, and draw conclusions about them; and/or to help students understand how creative artists approach the creative process and produce an original work;
- Become more independent and critical thinkers, demonstrating the ability to use knowledge and logic when discussing an issue or an idea, while considering the consequences of their ideas, for themselves, for others, and for society;
- Work collaboratively in diverse groups;
- Reflect on individual and professional development.



# The Honors Difference

The main difference between Honors courses and regular courses isn't workload but the approach taken to the material. The typical Honors course takes a more participatory approach to learning — less lecture, more discussion. Statistics show that Honors students earn higher grades in their Honors courses than in their regular courses.

## How We Welcome Students to Honors

### Honors Initium Novum and Induction Ceremony

The Honors Induction ceremony welcomes new Honors students and families each year during move-in weekend. New students are invited to take the [Honors House](#) quiz developed by the Wichita State Honors Events and Activities Team (WHEAT) student organization. They also are encouraged to join the Honors conversation with an Induction reading. This year's thought piece proposed by an honors faculty member and selected by the student planning committee "Six Habits of Highly Empathic People."

Faculty are encouraged to read the thought piece and refer to it in fall classes. You are invited to be sorted into Honors Houses as well! Find more information and links on the [Initium Novum and Induction Ceremony website](#).

### Honors Hours

Students will be encouraged to attend Honors Hours offered during the fall semester to meet faculty and learn about resources and opportunities available in Honors, such as:



[First-Year Research Experience in STEM program](#)

[Cohen Enhancement Scholarships](#)

[National Student Exchange](#)

## How Students Graduate with a Cohen Honors College Distinction

Students in any major can earn a distinction from the Cohen Honors College. Honors offers several "tracks" or paths that challenge students to do more meaningful work in classes and beyond the classroom. Some departments offer honors in the major. For more information about Honors curriculum paths, visit the college website: [website](#).



[Current Students page](#)

[Graduating with an honors distinction page](#)

Students take many types of courses to earn Honors credit. Visit the [Honors Courses](#) page for more honors course information and a list of courses offered in recent semesters.

# College Highlights 2019-2020

Cohen Honors College students, faculty, staff, and alumni continued to do more meaningful work on campus and in the community in 2019-20. The Honors College Student Council moved forward changes to the college bylaws designed to allow qualitative admission and increase diversity and inclusion in Honors. The faculty council approved several new curriculum proposals including a public science honors track, revised psychology honors track, and four new seminars. Four Honors first-year seminars will be offered in fall 2020. Dr. Redger-Marquardt, new assistant teaching professor and director of the honors leadership academy, recruited an interdisciplinary team of faculty from psychology, industrial engineering, design, and sport management to serve as collaborative instructors and thought leaders for the first leadership academy in spring 2021. This curricular and co-curricular leadership experience is funded by the original college naming gift.

We predict our overall enrollment will increase to over 700 this year due to substantial engagement in recruitment and advising leading to higher application yield and retention. See Table 1 below.

In addition to large-scale recruitment communication initiatives and new in-person high school visits in collaboration with Undergraduate Admissions, we have increased participation in academic pathway programs and cohorts such as the NSF-funded Summer Research Institute (SRI) and the donor-funded First-Year Research Experience (FYRE) program. We recruited two students into Honors through their participation in SRI. The number of Honors Baccalaureate majors has increased to eight for fall 2020. We graduated four H.B. students in spring 2020.

<https://remote550.wichita.edu/430>

Category	# Students 2019	# Students 2020	Notes
Anticipated Fall College Membership	695	788	No dismissals in June
Total College Members in June	550	430	
Members in Good Standing	349	394	
Members on Probation	81	156	
Members Dismissed	99	0	Due to COVID-19
Honors College Distinction Graduates	51	74	
Department Honors Distinction Graduates	8	6	
Total New Honors Admits	408	338	44 indicated not enrolling as of 6.30.20
Anticipated Admission Yield	265	237	70% yield predicted in fall 2020



# College Governance

Faculty and student participation in the University and College governance is vital to the proper functioning of the University. Faculty interest in direction and development of the Honors College not only reflects their formal right to contribute to University decision making but indicates their responsibility to do so as professional scholars and researchers.

At the college level the major contexts for faculty and student participation in the determination of college-wide policy are meetings of the college faculty and students (the General Assembly), the University Honors College Council comprised of the Honors College Student Council and the Honors College Faculty Council, Scholarship committees, and ad hoc committees as may be created.

Visit the [Mission and Governance](#) page of the college website for links to the college bylaws and other governance information.

## University Honors College Council

The University Honors College Council is the governing board and decision-making body for the college. The full council meets at least once each semester and is comprised of the Student Council and the Faculty Council. The University Honors College Council is chaired by the Dean and chaired administratively by the Assistant to the Dean.

## Honors College Faculty Council

The Honors College Faculty Council consists of 9 faculty, one from each of the Senate divisions; the College Dean, *ex-officio* non-voting, and the College Advisor, *ex-officio* non-voting. Members are selected by recommendation of the Council Chair to the Dean by May 1st each year. A faculty chair is elected by a vote of the majority at the first meeting of the fall semester. Each member serves a 3-year term.

The Honors College Faculty Council currently meets on the 3rd Thursday of each month when classes are in session from 3:30 p.m. to 5:00 p.m. The agenda and the minutes of each meeting are generally posted the day before the meeting on the faculty council page of the college website.

Douglas Parham – Health Professions  
Holger Meyer – LAS Math/Natural Science  
Elaine Bernstorf – Fine Arts  
Nathan Filbert – (chair 2019-2020) - University Libraries  
Samantha Gregus – LAS Social Sciences  
Patrick Bondy – LAS Humanities  
Jeremy Patterson – Applied Studies, Institute for Interdisciplinary Innovation  
Roy Myose – Engineering  
Atul Rai – Business  
Jessica Raburn – Honors Advisor, *ex-officio*  
Kimberly Engber – Honors Dean, *ex-officio*

## Honors College Student Council

Chair - TBD  
Vice-Chair: Abby Sheahan  
Director of Records: Analisa Bridge  
Treasurer: Tyler Stice  
Director of Outreach: Emma Carter  
Director of Diversity Initiatives: Jacquelyn Martinez  
Director of Marketing: Cali Keith  
Director of Recruitment: Jadie Chauncey

### Ex officio voting members - selected by process external to council

SGA Senator: Jacob Tubach  
SGA Senator: Ella Ihrig  
Honors LLC RA: Skylar Russell  
WHEAT Student Org. President: Emma Ahrenholtz

### Ex officio non-voting members

Kimberly Engber, Dean  
Jessica Raburn, Academic Advisor



# Honors College Advisory Board

James Blakemore, Assistant Professor of Chemistry,  
University of Kansas

Dorothy & Bill Cohen, Honorary Members

Sharon Iorio, Faculty Emerita, School of Communication, Dean Emerita

Michael Jones, Partner, Martin Pringle

Christopher McHugh, Joseph, Hollander & Craft

Judge Eric Melgren, U.S. District Court Judge

Rebecca Morgan, Fulcrum Consulting

William Pate, Ad Hoc Analytics

Joy Vann-Hamilton, Educational Entrepreneur

Joan Wagner, Boeing Distribution

Christopher Wettig, CFO, Legends Senior Living



# Teaching & Office Resources

## **What Makes Your Course an Honors Course? Please Tell Your Students!**

Our student council asks that all faculty include a statement on the syllabus telling students what makes the work in the course more meaningful work. Below are some suggested concepts and resources.

### **Getting Students Involved in a Serious Way**

“It seems useful to recall that one ‘conducts’ a seminar. The analogy with a musical conductor is appropriate and instructive. The subject of the seminar (and the texts or problems being considered) forms a kind of score; the students will already have, with greater or lesser degrees of success, mastered the score before coming to class. The expectation is, in fact, that they will have prepared for class by reading the material, by thinking up something to say. The work of the conductor is to draw out this intellectual music, to arrange it, set the tempo of play. Imagine an orchestra, if you will, without a conductor. There would be no pace, no emphasis, no interpretation.”

**Jay Parini *The Art of Teaching* (2005)**

### **Finding Purpose**

“It may seem counterintuitive to assert that honors students have a unique need for a first-year seminar on finding academic purpose. We assume that our most academically successful students must know why they are striving so hard to achieve so much, but a decade and a half of teaching first-year students taught me otherwise. When polled on the first day of class on whether Bleicher 94 they have ever been asked why they are going to college, rarely do more than two respond positively, and they are almost always the first in their family to attend college. The vast majority have never questioned if or why they are college bound; it is simply an assumption transmitted by family, friends, and teachers.”

**Elizabeth Bleicher “Teaching Critical University Studies: A First-Year Seminar to Cultivate Intentional Learners” *Honors in Practice 16* (2020)**

<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1306&context=nchchip>

### **Creating the Space for Failure**

“Creating the space for failure is an essential component of my approach to honors education and what I believe to be the core of the honors course. In teaching more than a dozen honors freshman seminars, I have learned that our students have been trained to be risk-averse and GPA-minded, a reality heightened by the labels “high-achieving” or “honors.” Nationwide our students come to their first year from a variety of backgrounds, and this is especially true in Mississippi. Some leave private school education, where parents paid more per year in tuition than they will in university fees. Others come out of school environments where desks are broken, lunch periods are held in silence under teacher observation, and 1980s textbooks have to be shared between small groups.”

**Ashleen Williams “Intellectual Risk” *Honors in Practice 16* (2020)**

<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1323&context=nchchip>

### **Engaging in Civil, Scholarly Exchange**

“Let students launch discussion topics. Avoid directing conversation with an opening post or question. I prefer not to end discussions at a particular time or end of week. Keep dialogue open to encourage learning as a recursive and generative process.”

**John Zubizarreta “Using the Online Forum for Honors Learning” *Honors in Practice 16* (2020)**

<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1325&context=nchchip>



# Teaching & Office Resources

## Instructional Design & Accessibility

Workshops, training, and individual consultations are available for faculty with the Instructional Design and Access (IDA) group in the Media Resources Center.



Email [IDA@wichita.edu](mailto:IDA@wichita.edu) if you can't find answers to your questions on their webpage.

The Shocker United Curriculum Subcommittee has created a website with Curriculum Design and Teaching Methodology for help during this unusual year.

IDA offers an Academic Resource Conference every year. This year, they have “unchained” this experience and are offering materials and training online throughout the summer. Please make a habit of checking the ARC conference website once a week or so for new training opportunities, and be sure to read their email promotions for more specific information throughout the summer. They have a wealth of information about online and hybrid teaching for all levels of experience and ability.

IDA Course Set-Up Service. Would you like IDA to help with your hybrid or online course setup? Fill out an online request form, to unlock this free service.





# Teaching & Office Resources

## Before the Semester



### Customizable Syllabus

Use the [Word document](#) here as a template for any new syllabus you create. It includes a hyperlink (also provided below) with all of the required university policy statements and resources so your syllabus does not get overly long.



### University Policies and Resources

All of the required policy statements and recommended resources to include on your course syllabus are found on [this webpage](#), which is updated regularly.



### Classroom Changes

Submit any requests for HNRS course classroom changes to the Assistant to the Dean, [Carla Mann](#), and copy the [Dean](#). The Registrar's office will not accept requests made by individual instructors.



### Book Orders

Textbook adoptions are to be submitted each semester for each CRN. Faculty in Honors submit book orders directly to the [Shocker Store](#). Even if you don't require any textbooks for your course please let the Shocker Store know so that they can mark your course as 'No Text Required'.

Adoptions are normally due based on the following timeline:

Summer  
March 15

Fall  
April 15

Spring  
October 15

### Clearance for non-Honors Students for Courses

Honors (HNRS) Seminar Courses: non-Honors students may take one HNRS course prior to applying to the Cohen Honors College. They are required to submit their request using the Honors Seminar Course Permission Form at [wichita.edu/honorsform](http://wichita.edu/honorsform).

You also may give a non-Honors student permission to take your seminar course by sending the student and course information to [Jessica.Raburn@wichita.edu](mailto:Jessica.Raburn@wichita.edu)

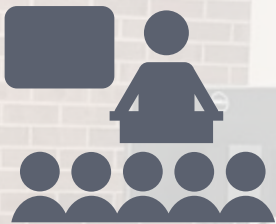
**Departmental Honors:** As the professor for your class, it is at your discretion to allow or not allow non-Honors students into your class. If you wish to allow the student in, please either email the student and course information or forward the email from the student with your consent to [Jessica.Raburn@wichita.edu](mailto:Jessica.Raburn@wichita.edu). The student as well as yourself will be notified via email when the clearance to register has been provided.





# Teaching & Office Resources

## During the Semester



### Classroom Technology – Call x3588 for help

If you have trouble with the computer in the seminar room during your class, please call x3588 for help. The Campus Media Services team provides faculty with instant classroom technology help or schedules training or maintenance, as needed, for a later date. In addition, the team provides multimedia equipment to faculty, staff, and students. Our student assistants and staff have basic training on the equipment, but they aren't trained to troubleshoot technical issues.

If you have repeated technical trouble due to the equipment not working correctly:

Let Carla Mann in the main Honors Office know



Submit a Troubleshooting form online describing what's happening.



### Laptop Checkout: Faculty

Laptops are available for faculty and staff to checkout through the office assistants at the college reception desk.



### Printing, Copying & Scanning

- The copier (also capable of scanning documents to email) is available in the workroom for course materials as needed – no code needed.
- Faculty may submit a request for copies of their handouts, tests, exams, etc. to the front desk 24-hours in advance or by using the Honors College Faculty Printing Request Form available at the bottom of the faculty portal page on the college website.

### NEWS



### Submit News or Events to the Honors Newsletter

Use Newsworthy Submission form to tell us something newsworthy about you or advertise an event in the Weekly Update email sent every Friday. Submit information by Thursday noon. We want to hear from you!



### Honors Option Agreements

Honors students may reach out to you in non-Honors courses you are teaching to inquire about completing an Honors Option Agreement. These agreements are negotiated between the student and the professor. The Honors criteria for the course should address one or more of the Honors Outcomes, be appropriate for the profession, and more than simply assigning more of the “same”. A detailed description and process instruction may be found at [wichita.edu/honorsforms](http://wichita.edu/honorsforms).



# Teaching & Office Resources

## During the Semester



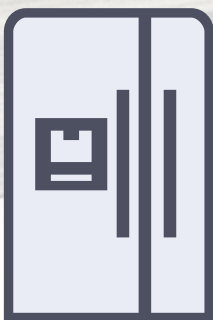
### Faculty Workspace

- A faculty workspace is available in the Shocker Hall Honors office.
- Bring your own laptop.
- Small lockable cabinets or drawers for storage are available on a first-come, first-served basis. Ask the Assistant to the Dean or Administrative Specialist for a key.



### Mail Service

- All outgoing, campus, and inter-office mail delivery and pickup occurs daily in our office.
- We can provide postage for any outgoing school-related mail with a WSU return address. You may complete a postage request form with the student assistants at the reception desk.
- Personal mail containing the correct postage can be dropped off at the reception desk in the “Outgoing Mail” box for pick up by the campus post office.

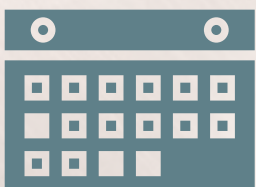


### Office Space and Kitchen Use

- HNRS seminar faculty have access to the student and office areas 24/7 with the WSU ID. If you have trouble, talk with one of our office assistants at the front desk or email [honors@wichita.edu](mailto:honors@wichita.edu) for help.
- Please feel free to use the kitchen including the refrigerator and the microwave.

### Reserving the Seminar Room or Meeting Room

- The seminar room (capacity of 10 in fall) and the meeting room (capacity of 2 in fall) are available to reserve by completing this online form: [Honors Room Reservation Form](#)
- Honors courses have scheduling priority in the seminar room, and a room schedule is posted outside the door each day for reference.



If you have additional Shocker Hall room reservation questions, please contact [Erin LeBegue](#).



# Honors Faculty

## Faculty Program Directors

**Neal Allen, PhD**  
Coordinator, Honors Law and  
Public Policy Track

**Moriah Beck, PhD**  
Director, First-Year Research  
Experience (FYRE) program

**Heidi Bell, PhD**  
Director, Summer Research  
Institute

**Chelsea Redger-Marquardt, EdD** Director,  
Lead for Tomorrow Honors Leadership  
Academy

## Current Honors Seminar Teaching Faculty

Neal Allen, PhD, Department of Political Science, Coordinator of the Honors Law and Public Policy Track

Heidi Bell, PhD, CPT, Department of Human Performance Studies

Elaine Bernstorf, PhD, School of Music, Honors Faculty Fellow

Laura Bernstorf, MID, lecturer, Cohen Honors College

Peter Cohen, PhD, Department of Public Health Sciences and Leadership Consultant

Kimberly Engber, PhD, Department of English, Dean, Cohen Honors College

Robin Henry, PhD, Department of History

Louis Meduene, PhD, lecturer, Cohen Honors College

Martin Ratcliffe, lecturer and Honors Faculty Fellow, Cohen Honors College

Carolyn Shaw, PhD, Department of Political Science and Associate Vice President for Strategic Enrollment Management

Roy Wenzl, lecturer, Cohen Honors College

For a complete list of Honors affiliated faculty see the Honors College website



# Honors Faculty Fellows

## Cohen Faculty Fellows

### Elaine Bernstorf

- Continue development of Honors first-year seminar focused on creativity.
- Evaluate and revise 300-level creativity seminar.
- Design an activity to engage Honors first-year students in 2020-21. This could be as simple as a dinner with one or two faculty members or organizing attendance at a fine arts event. Honors LLC students may be required to attend.

### Mythili Menon

- Design undergraduate research in linguistics syllabus and outcomes model
- Evaluate viability of a new honors linguistics track and/or other department honors opportunities
- Present research model and honors opportunities to English department and Honors faculty council in 2021

### Atul Rai

- Research business/accounting honors course models and develop a syllabus for an accounting for entrepreneurs honors course for non-business majors.
- Revise current HNRS Contract Bridge course syllabus to create a proposal for a 100- or 300- level general education social and behavioral sciences honors seminar.
- Continue administrative work related to development of travel seminars.

## Frick Faculty Fellow

### Moriah Beck

- Cultivating the first-year research experience (FYRE) program so that it can welcome its third class of freshmen to research AY 20-21.
- Continue working with chemistry faculty to change the structure of general chemistry laboratories to better prepare students for careers in STEM fields.
- Recruiting more faculty across the STEM disciplines to transition from expository lab experiments to course-based undergraduate research experiences (CUREs).

## Staying Connected

#MoreMeaningfulWork



twitter.com/CohenHonors\_WSU



facebook.com/lindquistghost



instagram.com/cohenhonors\_wsu

# Contact Information

Shocker Hall, Building A, Campus Box 102,  
phone: 978-3375 email: [honors@wichita.edu](mailto:honors@wichita.edu)

**Kimberly Engber, Dean**  
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**Carla Mann, Assistant to the Dean**  
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**Trish Gandu, Assistant  
Director/Recruitment &  
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**Angelique Banh, Marketing  
Graduate Assistant**  
[honorsoutreach@wichita.edu](mailto:honorsoutreach@wichita.edu)

**Jadie Chauncey, Student  
Assistant**  
**Cali Keith, Student Assistant**  
[honorsassistant@wichita.edu](mailto:honorsassistant@wichita.edu)  
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The Dorothy & Bill Cohen  
**HONORS  
COLLEGE**

