

With **HONORS** 2017



MILTON DANIEL HALL
Learning to Change the World



Smaller classes.

Top professors.

Great expectations.



The Honors College
is a community

of high achievers who challenge
each other to reach their goals, all
while being leaders in the classroom, on
campus, in their communities and
in the world.

If you love to discuss and debate,
explore deeply and dive into intellectual
challenges, then the Honors College
could be for you.

This is your
opportunity
to excel and
surpass even
your own
expectations.

If your GPA and test scores qualify,
you'll discover a varied curriculum that
is stimulating, supportive and crosses
all disciplines. You'll enjoy co-curricular
opportunities designed to foster
interaction among scholars from
all areas of the University.

*Claire Duerson at
the 9/11 Memorial in
NYC. The trip was
part of Dr. Pitcock's
"Cultural Memory in
the U.S." class.*

A young woman with long, wavy blonde hair is shown in profile, looking upwards and to the left. She is wearing a black leather jacket over a white skirt with a dark floral pattern. The background is a blurred outdoor setting with a tree trunk on the right and other people in the distance. The text "WHY HONORS?" is overlaid in a white, serif font across the middle of the image.

WHY HONORS?

THIS is **WHY** for us



“I chose Honors because of the individualized attention from teachers, plus the opportunity to live with a community of scholars who would encourage me to expand my perspective and comfort zone.”

KAVI NALLAMALA
Freshman Speech-Language
Pathology major



“My Honors classes are the primary way I break out of the business school bubble. It’s so easy to get consumed by finance and entrepreneurship. The Honors College allowed me to explore history, journalism, philanthropy and other avenues that would not have been open to me otherwise. It’s given me a more well-rounded college experience.”

ADAM BEASLEY
Senior Entrepreneurial
Management major



“Being immersed in new cultures helped me better understand who I am as a person. I have a stronger curiosity to travel, a deeper appreciation for other cultures of the world and a different outlook on life.”

RYKER THOMPSON
Business/Finance Major,
Honors Frog Camp,
Honors Abroad

“Being in the Honors College is a prestige and honor in itself. It’s the challenges, the quality of classes, the approachable professors and the insightful discussions in class that have changed my journey here at TCU.”

RAAVI BALDOTA

Sophomore Modern Dance and Strategic Communication major



“Honors students are some of the most engaged learners and leaders on campus. The unique curriculum and small class sizes allow for a degree of authenticity and intimacy that you don’t always find in other academic spaces. Honors provides ample opportunities to examine deep questions and engage in meaningful dialogue, which creates a truly holistic educational environment that is both engaging and transformative.”

DR. LYNN HAMPTON

Lecturer



“One of the most exciting things about Honors is the freedom from disciplinary boundaries. In my classes, we’ve read philosophers, historians, political theorists, activists, physicians, biologists, psychologists, anthropologists and a linguist. Students build confidence in thinking about diverse kinds of research and experience, and they make connections across all of it and their lives outside of class.”

DR. MIKIO AKAGI

Assistant Professor of the History and Philosophy of Science

The best **10** reasons
to choose Honors



1

Choose your own adventure

Honors students are active creators of their own academic experience, not passive recipients. Honors classes provide the unique opportunity to be in the driver's seat and customize your curriculum.

2

Challenge yourself

Never been one to shy away from a challenge? Then Honors is right up your alley. It's designed to push you beyond your comfort zone to ask big questions—ones that don't always have clear-cut answers. Think of it as "a playground for the mind" where you can explore new things. Although you'll sometimes fail, you'll learn the most through reflection and trying again—all in a safe environment with experts to guide you.

3

Dive deep

Honors classes aren't all about "more work." They're about providing more depth, greater interaction and meaningful reflection. Honors encourages you to pose new ideas and explore relevant issues that transcend curriculum.

4

Interesting, interdisciplinary classes

You'll address issues facing our world and life's great questions through engaging curriculum like Honors Colloquia and Cultural Visions courses. Honors stands at the crossroads of all disciplines, so the possibilities for blending any major with an array of Honors-supported activities are endless!

5

Find your home away from home

Your majors and backgrounds may be different, but you'll find like-minded high achievers in Honors. Together, you'll learn, live and play, encouraging each other to soar to new heights while building valuable networks. Freshmen live in Milton Daniel, a LEED-certified building with access to upperclassmen mentors, study pods and a Great Room for socializing.

6

Honors-only experiences

Freshmen have the exclusive opportunity to attend an international Frog Camp, and first- and second-year Honors students participate in unique intercultural

experiences called Honors Abroad. There are also milestones and celebrations that are only available with Honors, like the McDorman Scholars Dinner and the Laureate Ceremony.

7

Achieve distinction

The Honors College is a great place to start building your résumé. Graduating with Honors shows you've gone above and beyond, and many Honors students enjoy acceptance to excellent graduate schools and career placement at world-class organizations. Laureates also have a strong track record of receiving prestigious scholarships, like the Fulbright, Truman and Mitchell.

8

Unique perspectives

Honors isn't just about being book smart. It's about encouraging independent thinking, cross-cultural awareness, creative problem-solving and critical-thinking skills—which are also among the top attributes sought by employers.

9

Learn from the best

Honors professors are renowned scholars and

caring mentors. The smaller class sizes mean you'll get to know your professors on a deeper level, and vice-versa. There's also abundant access to undergraduate research and collaborative opportunities with faculty, including capstone projects such as the Honors thesis. When faculty know you, they can support you as you advance.

10

Be a leader

Honors students tend to be highly involved. They're orientation leaders, Frog Camp facilitators, Connections mentors, student athletes, cheerleaders, Showgirls, TCU Marching Band members, resident assistants, TCU Ambassadors, sorority/fraternity members, Student Foundation members and Student Government Association officers, to name a few!

BONUS

Priority enrollment

It's true—Honors students have first dibs when it comes to registering for classes. Plus, many Honors classes help students complete their TCU Core Curriculum and major or minor requirements.



Dr. Diane Snow

Runner. Neuroscientist. Bookworm. Foodie. Honors Dean.

Can you tell us a bit about your philosophy on Honors? I'm a fan of the "apprenticeship model" of learning, which relies on one-on-one interactions between faculty and student. Honors employs small class sizes and abundant access to faculty in all aspects of learning. Teaching is based on the practice of being a "guide on the side" and not a "sage on the stage." It's about serving as a facilitator for students as they make their own discoveries. I believe in giving students flexibility to learn in their own styles, confronting them with questions that may not have answers, and deliberately placing them in "uncomfortable" scenarios that require them to dig deep to find the intersections of ideas and think innovatively.

We encourage students to not accept being "fed" information, but rather, to be discerning consumers of knowledge, always asking, "Why?" They should stretch themselves, wrestle with difficult issues and practice reflection. The Honors College provides an incubator for interdisciplinary learning and teaching—bringing together disparate ideas, methods and inquiries to find common ground and meaning. Students can experiment with their own ideas, try on new perspectives and challenge their own beliefs—all in a safe environment with other high-achieving students and exemplary faculty.

What attracted you to TCU? During my 30+ years as a scientist and researcher, I've had the opportunity to work with many undergraduate students. I've been amazed by their curiosity, drive and intellect, and I felt privileged to have the opportunity to work alongside them. In 2016, I received a

call asking me to consider applying for the dean position. That prospect seemed very exciting, since it was a chance to create abundant opportunities for high-achieving students, to help grow a college and to contribute to an entire campus. It was one of the best decisions of my life!

What makes a student successful in Honors programs? Honors students are so much more than just "smart." They are curious, self-motivated and have a passion for learning. They're willing to be accountable for their own education and that of their peers. They're also collaborative, introspective and respectful people who are willing to learn from others. I think one of the most common traits of a successful Honors student is an unflappable tenacity, or "grit." They don't take no for answer, and to quote one of my idols, physicist Richard Feynman, they're insatiably hooked on "the pleasure of finding things out."

What makes TCU's John V. Roach Honors College stand out from programs at other universities?

It stands out because TCU stands out. This

is a "people place." That feeling was palpable when I first visited campus and has remained true in the time I've been a Horned Frog. So it's no surprise the Honors College is also characterized by this core principle of "people first," which exists at all levels—from students to staff to faculty. The norm is to meet each student where they are and help them grow from there. TCU Honors is not a "cookie cutter" operation—everyone's unique qualities are cherished.

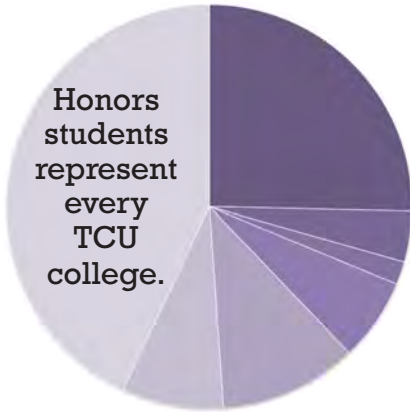
What is your leadership style?

Collaborative. I like lateral leadership where all members of the team are valued for their contributions. I love the statement by Pierre Levy about collective intelligence that states, "No one knows everything, but everyone knows something." It reminds us that everyone has something to teach us if we allow them and are constantly open to new ideas and methods.

What qualities do you look for in your faculty?

Insatiable curiosity. People who possess this attribute drive themselves toward success through passion and tenacity. And, of course, they have to be plain-old nice to fit in with Team Honors!





Neeley School of Business – 25%

Bob Schieffer College of Communication – 4%

College of Education – 2%

College of Fine Arts – 7%

AddRan College of Liberal Arts – 11%

Harris College of Nursing & Health Sciences – 8%

College of Science & Engineering – 43%

And Honors students hail from all over:

China | Ecuador
 Greece | Guatemala
 Honduras | India
 Italy | El Salvador
 Thailand | Venezuela
 Vietnam



1,207

total Honors students in 2016-17

275

average number of Honors students admitted each year

=13%

of the TCU undergrad population is in Honors

32/42

Phi Beta Kappa inductees from 2017 are in Honors

26

Fulbright Finalists between 2010 and 2017

80+

majors represented

93%

of the 2016-17 Chancellor's Scholars are also in Honors

68%

of Honors students participate in some type of study abroad* experience

1 in 4

Honors students has more than one international experience*



\$175,000

donated to local philanthropies through the course "On Human Nature: Giving & Philanthropy" in 2016-17



3.87

average GPA

1450/1600

average SAT

32

average ACT



Numbers represent the class matriculating in Fall 2016, unless noted.

*Includes International Frog Camp, Honors Abroad, a semester abroad, summer programs, etc.

With so many class choices and opportunities for involvement, the Honors curriculum can seem confusing, but it need not be!

LOWER DIVISION

The Honors path(s)

TCU offers more than one.

Here are the

3

opportunities

to join.

Option 1:

Join before freshman year.

Students are invited to join Honors based on their TCU application; there is no separate application process at present. Factors considered include high school curriculum, leadership, GPA and SAT or ACT scores. Those accepted (typically the top 5-6% of TCU students) receive formal invitations between December and April.

Option 2:

Apply after completing 12 graded hours with a 3.5 GPA or higher.

Continuing and transfer TCU students interested in joining Honors can be considered for admission at this point. Contact an advisor at honors@tcu.edu for application details.

YEARS

1&2

FIRST & SECOND-YEAR STUDENTS COMPLETE 15 HONORS HOURS (5 CLASSES)

Cultural Visions 6 hours (2 classes)

These classes offer specially designed opportunities to understand world cultures and local communities.

Example courses:

Cultural Memory in the U.S.

Cultural Contact Zones: Asia

Philosophy & Science of Social Justice

Honors Electives 9 hours (3 classes)

Classes are available in many different disciplines and are designed to meet TCU core and major requirements.

Example courses:

Understanding Religion

Microeconomics

International Politics

Students who complete Lower-Division requirements earn the **KATHRYNE MCDORMAN HONORS SCHOLAR** distinction. This is the halfway point in the Honors journey.

Students may now choose one of two tracks:

DEPARTMENTAL HONORS or **UNIVERSITY HONORS**

Or, they can choose **BOTH**.

UPPER DIVISION

YEARS
3&4

DEPARTMENTAL HONORS

6 hours (2 classes)

Students typically take a seminar in the spring of junior year and a research class in the fall of senior year)

Steps to Departmental Honors:

- Develop a research or creative project
- Work with a research committee
- Present project during senior year
- Final project posted in library catalogue

UNIVERSITY HONORS

12 hours (4 classes)

Small, discussion-based classes that resemble graduate school seminars.

More than a dozen colloquia are offered each semester. Examples:

Nature of the Universe | *Nature of Values: Mindfulness and Millennials* | *Engaging Difference: Race, Color and Culture*

GPA

REQUIREMENTS

END OF YEAR 1:
3.0

END OF YEAR 2:
3.25

END OF YEAR 3:
3.4

END OF YEAR 4:
3.5

Students who complete Upper-division requirements earn the **PAUL AND JUDY ANDREWS HONORS SCHOLAR** distinction.

Students completing both Lower-division and Upper-division requirements may **BECOME A LAUREATE.**

Option 3:

Some students choose to only participate in the second half of the Honors journey, which typically begins around junior year.




JOHN V. ROACH
HONORS COLLEGE
AT TEXAS CHRISTIAN UNIVERSITY



What is a Laureate?

Students who complete both Lower-division and Upper-division Honors with a GPA of 3.5 or higher are named Honors Laureates.

The day before graduation, students, family and guests gather for the Honors Laureate Ceremony— one of the College’s most-loved traditions.

During the ceremony, students are called to the stage one-by-one, accompanied by a TCU mentor who hoods the student with the Honors stole, and they receive their Honors Laureate certificate from the TCU Chancellor.

As the student processes, a passage is read that shares his or her accomplishments at TCU, favorite memories and post-graduation plans.

Finally, Laureates sign the Roll of Graduates, a royal purple leather-bound book that contains the signatures of all past Honors College graduates. This treasured book is displayed in the Honors College office year-round.

Laureates wear Honors regalia at TCU commencement, including a stole and cords.



Beyond TCU

Honors Laureates boast an incredible list of post-graduation plans. Here are highlights from the Classes of 2016 and 2017.



Masters and Ph.D. programs

- Rice University
- Clemson University
- University of Georgia
- University of Texas
- Vanderbilt University
- George Washington University
- Johns Hopkins University
- UNT School of Pharmacy
- LBJ School of Public Affairs at UT

Medical schools

- UT Southwestern
- UT Houston McGovern Medical School
- UNTHSC San Antonio
- UNTHSC Fort Worth
- Texas A&M College of Medicine
- Baylor College of Medicine in Houston
- University of Kansas
- University of Washington
- University of California, Davis

Law schools

- Harvard University
- Duke University
- Baylor University
- Washington University-St. Louis
- Tulane University
- Southern Methodist University
- University of Texas
- Georgetown University
- Loyola University Chicago
- Pepperdine University

Employers

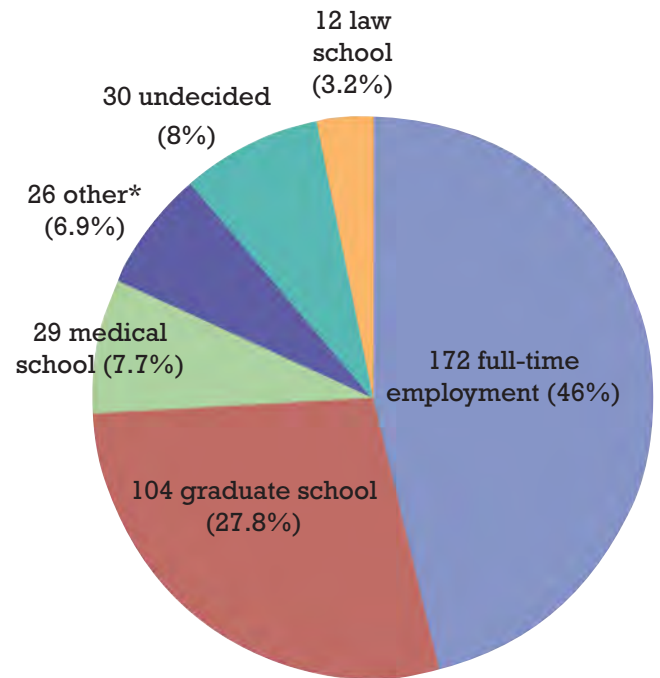
- Amazon
- Bain Capitol
- Cook Children's Hospital
- Deloitte Consulting
- Goldman Sachs
- Omni Hotels & Resorts
- Ernst & Young
- CitiGroup
- Raymond James
- Hewlett Packard
- Microsoft
- Target
- Sabre
- Frito-Lay
- Bank of America
- Merrill Lynch
- The Richards Group

Fulbright destinations

- Greece
- India
- Italy
- Thailand
- Germany

What's next?

Classes of '16 and '17
[373 total]



*Other includes internships, service, part-time work, travel





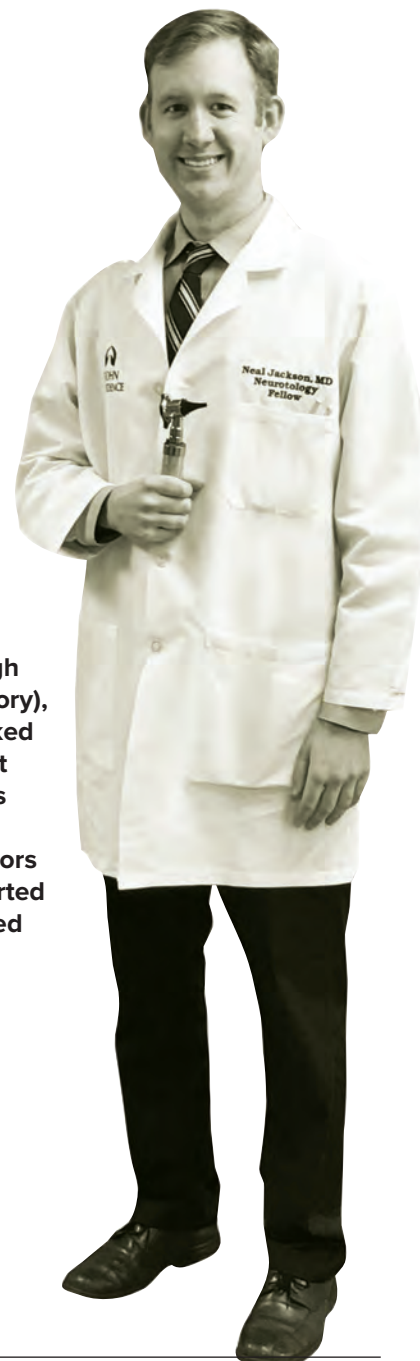
Alumni Spotlight

Neal Jackson '07 NEUROSCIENCE

From my first weeks as a freshman to presenting my thesis, I had a multitude of defining experiences with the Honors College. Serving as an officer in the Honors Student Cabinet all four years allowed me to interact meaningfully with some of the sharpest student and professor minds. It also gave me first-hand exposure in the form of dinners and one-on-one conversations with visiting lecturers, including Dr. Sanjay Gupta, Ben Stein and Jim Carville.

Those were memorable events, but without a doubt, the most enduring impact came from the long-term relationships with the Honors professors who guided my senior thesis, which was an in-depth study of health care integrating neuroscience and history. I studied the evolution of national health care policy as experienced by a local physician group in Fort Worth—a study that now helps me every day as a surgeon. My Honors experience motivated me to complete two internships on Capitol Hill in Washington, D.C., and to get involved as a student leader in medical school by serving as student body president. It would be hard to imagine my four years at TCU without the Honors College. The nurturing environment and world-class opportunities provided me tools for a lifetime of learning and the confidence to pursue my dreams.

Neurotology/Otology/
Skull Base Surgery Fellow
at Michigan Ear Institute |
Otolaryngologist/Ear, Nose &
Throat Surgeon at LSU Health
Sciences Center | Med School:
The University of Texas Health
Science Center at San Antonio
| Student Body President,
Medical School Class Officer



“I wanted a more personalized curriculum that would prepare me for my career as a surgeon.”

FAVORITE HONORS MEMORIES:

- The dean taking us to a national Honors conference in New Orleans
- Dr. Pitcock helping me craft my personal statement for medical school
- Having pie and ice cream with professor Andy Fort at his home during my first semester freshman years

ADVICE FOR HONORS STUDENTS:

“Be open-minded for opportunity, including an opportunity that only you might see. I’ve been told that I was the first TCU Honors student to pursue a senior honors thesis outside of my major. My major was neuroscience, but I had an interest in studying the evolution of health care policy. I realized I could pursue that

interest through my minor (history), and when I asked the dean about writing a thesis outside of my major, the Honors College supported me one-hundred percent.”

Fogelson Honors Forum

October 26, 2016

The Fogelson Honors Forum is an annual community event established through a gift from the estate of Buddy Fogelson and his wife Greer Garson. The forum brings renowned speakers, eminent scholars and professionals to campus.

The College welcomed the Peabody Award-winning creators of the *Serial* podcast, Sarah Koenig and Julie Snyder, for the 2016 Fogelson Honors Forum. Their presentation, “Binge-Worthy Journalism,” provided a behind-the-scenes look into the creation of the acclaimed podcast, which has been downloaded more than 175 million times, making it the most listened-to podcast in history. *Serial* allowed Koenig, a former reporter, and Snyder, a former radio host, to utilize their narrative and investigative journalism skills to report an in-depth true crime story.

Prior to the forum, the College held a three-part dinner series called “Inside *Serial*: Our Fascination with the Podcast,” which gave students the chance to engage in discussions and connect the podcast to larger issues. The topics were “*Serial* and Memory,” “*Serial* and Criminology,” and “*Serial* and Binge-Worthy Journalism.”

“Artistry creates intimacy, which creates empathy. That’s what takes a story from interesting to meaningful.”

—Julie Snyder, producer of NPR’s “*Serial*” podcast and guest at the 2016 TCU Fogelson program “Binge-Worthy Journalism”



SAVE THE DATE!

10.25.17

2017 Fogelson Honors Forum
October 25

An Evening With Bill Nye

For updates: honors.tcu.edu



HONORS **events**



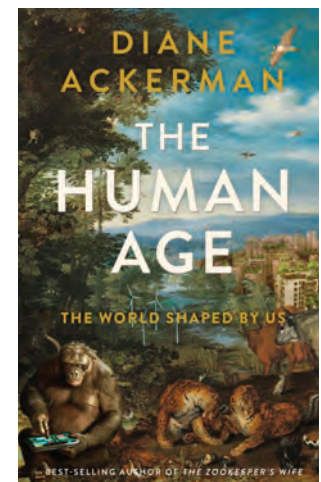
What Makes Us Human?

Ronald D. Moore Humanities Symposium

November 3-5, 2016

Keynote presenters: Carl Safina, author of *Beyond Words: What Animals Think and Feel* | Diane Ackerman, author of *The Human Age: The World Shaped by Us*

This three-day symposium featured presenters and panels from TCU, Texas A&M, UT Austin and the Earthville Network from a variety of disciplines, including philosophy, anthropology, evolutionary biology, fine arts, cognitive science, artificial intelligence and literature. The event was co-sponsored by the AddRan College of Liberal Arts, the College of Science and Engineering and TCU Press.



Snow Storm Series

This year, the Honors College initiated a new series of evening programs called the “Snow Storm Series: Brainstorming with Dr. Snow and Friends.” Hosted by the dean, these informal discussions allow students to interact with community leaders and ask big questions. The inaugural guest was Chancellor Boschini, whose topic was “How Will the TCU of Tomorrow Resemble the TCU of Today?” About 30 students attended and engaged in meaningful dialogue. Other Snow Storm Series guests have included Dr. Lisa Vanderlinden (Anthropology), Dr. Mark Dennis (Religion) and Dr. Jane Torgerson (Brown-Lupton Health Center).



Q *How did you come up with the idea for your “Snow Storm” series?*

Dean Snow + brainstorm = “Snow Storm”

“As I spent more and more time with Honors students, I heard similar requests for more direct access and time with faculty. Students want to ‘pick their brains’ and ask lots of questions. So, I created a small group setting where I could bring in experts to talk about pressing issues like immigration, food and body image, sexuality and personal identity, race and diversity, and more. Truth be told, it was also a little selfish, because I am also a life-long learner and look forward to hearing what these experts have to say!”

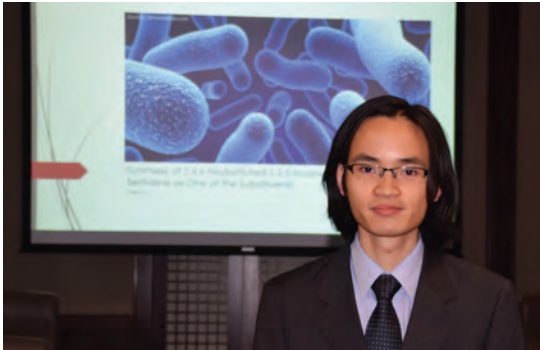
—Dr. Snow, dean of the John V. Roach Honors College



HONORS **week**

April 17-21, 2017

Follow Honors on social: #TCUHonors



Research

Academic inquiry is essential to an Honors education. Upper-division students can shape their own capstone projects by selecting subjects that fit their interests and majors.

Honors thesis topics from 2017 included:

Jacob Velasquez
Political Science, AddRan
College of Liberal Arts
**PRIMARY PROBLEM:
IDEOLOGICAL
EXTREMISM AND
PRIMARY ELECTIONS IN
THE UNITED STATES**
Supervising Professor:
Grant Ferguson

Kaitlyn Upton
Biology, College of
Science & Engineering
**DNA BARCODING INSECT
SPECIES FOR TEXAS
HORNED LIZARD DIET
ANALYSIS**
Supervising Professor:
Dean Williams

Kelsey Ritchie
Journalism, Bob Schieffer
College of Communication
**THE SYRIAN REFUGEE
CRISIS: MEDIA
COVERAGE AND
HUMANITARIAN AID**
Supervising Professors:
Daxton Stewart and Eric Cox

Kim Taylor
Kinesiology, Harris College of
Nursing & Health Sciences
**PERSONALITY TYPES AND
EXERCISE**

Supervising Professors: Gloria
Solomon and Debbie Rhea

Blair Middlebrook
Entrepreneurial Management,
Neeley School of Business
**WHY DO I SPEND 40
HOURS A WEEK IN
AN OFFICE? WHY
MEANINGFUL WORK
MATTERS AND HOW
TO CREATE IT**
Supervising Professor:
Brad Harris

Abigail Gardner
Theatre, College
of Fine Arts
**HOW DEEP IS THE
OCEAN?: A HISTORICAL,
ANALYTICAL AND
CREATIVE
EXPLORATION OF
THE WORLD OF
IRVING BERLIN**

Supervising Professor:
Alan Shorter

Mary Lauren Shea
Early Childhood Education,
College of Education
**CAREER UNCERTAINTY
IN PRESERVICE
TEACHERS**
Supervising Professor:
Michelle Bauml



Guiding the Journey

ADVISING
WORKSHOPS
OFFERED



Ask an Advisor



Caffeinated
Conversations



What Not
to Wear



Supper for
Seven



Rapid Résumé
Review



Around the World
in 30 Seconds

Each Honors student has a dedicated academic advisor to serve as a guide along the Honors journey. Advisors help students navigate the curriculum, develop success strategies, and identify goals and post-graduation plans.

The Honors College has four dedicated academic advisors. Students are assigned based on their last names and can meet with their advisor by appointment.

Q&A with advisor Jason Dunn

How does being an Honors student help after college?

Honors students are often challenged to try new things, expose themselves to new ideas and meet new people. The most successful Honors students are the ones who can make connections between their knowledge, passions and these new experiences. Those four years of exploration can help prepare them to adapt to an ever-changing world and find a way to make their mark by pursuing something they care deeply about.

If you could only give one piece of advice to an incoming Honors student, what would it be? Don't be afraid to make a mistake. In fact, embrace them and enjoy the opportunity to learn in a safe space.

Do you have any expert résumé tips for soon-to-be-grads? Avoid making a laundry list of all the things you did. Instead, focus on the depth of your experiences and how they can be applied in your potential new role. Also, consider what makes you unique. You never know when a seemingly random experience or skill can be the differentiator to get you an interview.

What is your favorite part of your job?

I love watching students' confidence grow as interests are refined and experiences begin to chisel and sculpt a clearer picture of where they're headed. The process is unique for each student; the timing is never the same, and they all end up in different places.

Can you elaborate on the types of programming Honors provides? "Caffeinated Conversations" and "Supper for Seven" are opportunities for students to connect with professors, alumni or other guests of TCU in a small setting. Both provide a venue for dialogue that can wander from academic topics to personal experiences to current events and more.

We also provide programming where students can participate in Q&A about the Honors curriculum, study abroad or matters pertaining to career preparation.



A-E:
CAMERON
NAVARRO

F-L:
JASON DUNN

M-R:
MARIE MARTINEZ

S-Z:
DONNA
SCHONERSTEDT



Being an Honors student is unlike any other experience available at TCU. It's a smaller home within a larger university that offers service learning, collaborative projects and leadership opportunities.

Community

Honors students enjoy a “living-learning community” inside the classroom and out, having fun together through abundant programming and activities in daily life.

First-year Honors students live in Milton Daniel Residence Hall. The defining space of the Honors community features welcoming lounges and convenient study pods, enabling students to gather around watching a movie or baking in the kitchen.

Upper-division Honors students living in the hall serve as Resident Assistants and Community Regents. Programming includes activities such as Q&A sessions with award-winning professors, Frog Film and football tailgates.

Honors students have exclusive access to the centrally located Neal Living Room in Scharbauer Hall, where students meet to study and for Honors Breakfasts that bring the community together to share food, fun and ideas.

Leadership

Honors students lead in both the classroom and the community. The College offers numerous opportunities to hone leadership skills, with organizations such as:

Honors Cabinet

Students provide feedback and collaborate with Honors professors, staff and student leaders to help shape the evolution of the College.

Honors Ambassadors

Spread the word about the Honors advantage by attending events and talking with prospective Honors students and parents.

Honors College Community Service

Find meaningful service opportunities in the Fort Worth community while building friendships with fellow Honors students. This year, activities included:

- Handing out water to participants in the Cowtown Marathon
- Organizing a clothing drive benefiting the International Newcomer Academy, a Fort Worth Independent School District language center for immigrant students

One of the welcoming study lounges in Milton Daniel, the Honors residence hall.





“A rising tide raises all boats.’ Honors programs enrich and support the entire student experience.”

—Dean Snow

Honors student life

TCU Honors students go beyond. Way beyond.

Dallas, TX

Maddie Reddick '16 and Blair Guilfoile '16 represented TCU Honors at the Philanthropy Lab National Conference, where 13 schools debated for four \$25,000 grants. They advocated for—and won—a grant for Educational First Steps (EFS), a nonprofit that transforms daycare centers in at-risk neighborhoods into accredited preschools, and they also helped secure a matching grant from the Sid Richardson Foundation. Combined with the gift from the Spring 2016 “Nature of Giving” course (\$28,500), Honors students secured more \$78,000 for EFS in 2016.

Seattle, WA

Seniors Grace Anderson and Annaliese Miller presented at the 2016 National Collegiate Honors Council. Anderson spoke about Vivaldi and treble choral works, while Miller presented a paper that blended the topics of radical Victorians and environmental science.

Louisville, KY

Dean Snow took Honors students Emily Dickson and Julia Zellers to the IdeaFestival®, an event designed to inspire collaborative thinking. The dean gave a presentation titled “He Thought, She Thought,” which explored the differences between male and female brains.

Cultural Pilgrimages

Ireland

Students and faculty took a Cultural Pilgrimages trip to the Wicklow Mountains

in Ireland. Each student selected a theme for his or her own personal pilgrimage—such as sports, food, nature or community service.

Cultural Pathways

Eastern Europe

First- and second-year students explored Warsaw and Krakow, Poland; Budapest, Hungary; and Prague, Czech Republic with Dr. Beata Jones.

Cultural Routes

Central and Southern Europe

In summer 2016, Dr. Ron Pitcock led 14 first-year students to Berlin and Munich, Germany; Interlaken, Switzerland; and Cinque Terre, Florence and Rome, Italy. Honors-exclusive experiences like this one allow students to earn Cultural Visions credits while spending three weeks abroad with fellow students and Honors faculty.

Cultural Contact Zones

Panama

Students in Dr. Peter Szok's “Native American Art and Politics” course organized an exhibition of works by Panamanian painter Alejo Deleon at the Fort Worth Community Arts Center in March. Deleon belongs to the Guna community, one of Panama's eight Native American ethnicities. Organizing the exhibition gave students a greater understanding of the Guna, including their cultural traditions and interactions with the outside world.



Cultural Memory

New York City, NY

Dr. Ron Pitcock's “Cultural Memory in the U.S.” class explored the Big Apple during spring break and visited the set of the TODAY show. The course explores the role of literature and film in creating a collective consciousness, with a concentration on how writers and film directors mediate the literary and historical foundations of that remembrance.

More in NYC

Tu Minh Ngoc, a winner of the “Many Languages, One World” essay contest, enjoyed an all-expense paid trip and the opportunity to attend the Global Youth Forum at Hofstra University. He and the other winners worked on a collaborative project and eventually presented to the United Nations General Assembly on the UN 2030 Agenda for Sustainable Development.



Skyping in Space

In what would have been science fiction a mere decade ago, students and professors had the opportunity to enjoy a video chat with Col. R. Shane Kimbrough, currently working on the International Space Station (ISS). Col. Kimbrough is the father of TCU freshman Taylor Kimbrough, who hails from Houston and is majoring in Motion Science.

Diane Snow, dean of the Honors College, facilitated the call. She has an avid interest in space herself and currently conducts research with Kentucky Space related to the effects of microgravity on nervous system function. Snow also serves on the advisory board for both the Exomedicine Institute (a nonprofit dedicated to the health benefits of microgravity) and Space Tango, Inc. (a for-profit company focused on the commercialization of space).

Col. Kimbrough started the Skype call with brief background about living and working on the ISS.

In contrast to the slow, quiet Hollywood images we picture, the ISS races the Earth at a speed of 17,500 mph. Kimbrough described great joys, like observing repeated sunrises and sunsets, seeing abundant aurora borealis, experiencing the beauty of the turquoise water of the Bahamas and the intense reds of the Sahara Desert, and working daily in a collaborative environment with multiple nations. He repeatedly talked about enjoying his service to human advancement through the research being conducted on the ISS.

The call lasted for about 36 minutes, while the ISS was in range, and students were able to ask Col. Kimbrough questions. Dean Snow also shared some details of her research and encouraged students to be open to opportunities in space science. "Our life paths are rarely linear, and you just never know where an opportunity might take you," she shared.



Students volunteer at Como Community Center as part of the “Nature of Values: Empathy” class.

**Students in the Spring ‘17
“Giving & Philanthropy” class
chose five charities to support:**

- \$16K — Educational First Steps
- \$13K — Rivertree Academy
- \$20K — Touch A Life
- \$30K — CASA of Tarrant County (Court Appointed Special Advocates)
- \$21K — Mercy Clinic of Fort Worth



Inside the Honors Colloquia: Course Spotlights

One of the best parts of being an Honors student (and professor) is the unique classes. Colloquium topics change from semester to semester, but each course provides a transformative educational experience that encourages the kind of thought and inquiry typically found at the graduate level.

These small, discussion-based classes are specially designed to fulfill the Honors mission by providing exposure to global issues and emphasizing exploration and experiential learning.

HUMAN NATURE: GIVING & PHILANTHROPY

Dr. Ron Pitcock

Gain an understanding and appreciation for the meaning and importance of philanthropy while participating in real philanthropic endeavors. Research Fort Worth nonprofit organizations, visit and conduct interviews, develop memorandums, and ultimately, argue the merits of each charity. You'll learn to make moral judgments as you engage in micro-decisions while considering macro-consequences.

NATURE OF VALUES: EMPATHY

Dr. Wendy Williams

Explore and experience empathy in its individual, interpersonal and civic modes. Readings in literature, psychology, sociology and philosophy supplement your semester-long service-learning projects, which involve service with a local community partner. The goal is to develop a coherent theory of empathy as well as a practical understanding of it.

“Students take ownership of their learning in this class. Past students supported Como Community Center, an organization servicing an economically underprivileged yet culturally robust community five miles from TCU. They sponsored an awareness event, created a literacy program, designed and maintained a website, established a nutrition and fitness program, wrote grants and ran a book drive that collected more than 1,000 books!”

—Dr. Williams

CEREBRAL PALSY AND DANCE

Dr. Eric Simanek and Dr. Nina Martin

Discover how movement can help improve the lives of people living with cerebral palsy. This unique interdisciplinary class fuses research from the sciences with theories from fine arts, creating a one-of-a-kind learning experience. Examine research exploring the efficacy of movement practices, both quantitative and qualitative. You'll learn from guest lecturers, develop funding and grant plans, conduct pilot studies and participate in experiential learning activities at Cook Children's Cerebral Palsy Clinic, Lone Star Equestrian and other local sites.

RACE, COLOR, CULTURE: A CONTEXT FOR UNDERSTANDING U.S. DIVERSITY IN THE 21ST CENTURY

Dr. Lynn Hampton

Examine the concept of racial progress in the U.S. by studying the social forces that have facilitated or impeded intergroup relations over the years. Explore complex themes such as racial and ethnic identity, race relations, images in the media, stereotyping and stigma. You'll also cover prominent debates such as the intersection of race and class in American society, the placement of the “color line,” and the notion of colorblind racism.

“The courses I've developed for Honors are central to my research, which is focused on the areas of critical race theory, social inequality and the sociology of education. I've intentionally designed classes to engage the TCU Honors community in meaningful dialogue across differences through classroom discussions. This learning space introduces students to a world larger than their own experiences by expanding their personal boundaries and enlarging their sense of community.”

—Dr. Hampton



Honors Accolades

Boller Award Winner

The Boller Award Competition recognizes outstanding student presentations. Faculty judges select the winner from a group of finalists.

2017 Winner:

Gunnar Nystrom

Biology, College of Science & Engineering
Cause for Concern: Biological Implications of Heavy Metal Contamination in Kazakhstan's Syr Darya River

Supervising Professor: Marlo Jeffries

2017 Honorable mentions:

Kelsey Ritchie

Journalism, Bob Schieffer College of Communication

The Syrian Refugee Crisis: Media Coverage and Humanitarian Aid

Kathryn Jaslikowski

Spanish & Hispanic Studies, AddRan College of Liberal Arts

Women's Education in Francoist Spain: How to Be an Actor for the State



Fulbright Scholars

The Fulbright Program is one of the top scholarships in the world, and TCU had three Fulbright recipients this year—two of whom are from Honors. **Philip Antinone '16**, an Honors Laureate with a bachelor's in music education, will teach English in Italy. **Nicholas Barnette**, an English and Film, Television and Digital Media double major, will teach performance and theatre to young students in Greece. "The application process for this scholarship is rigorous, and these three students—as well as our recent winners—worked diligently to identify countries and opportunities that fit their educational goals, skills and training," said Dr. Ron Pitcock, director of prestigious scholarships at TCU. "Their success speaks volumes about how TCU faculty support and educate their students."



Nicholas Barnette and Phil Antinone (left) are Fulbright finalists



Kelly McGovern and Alex Sborov are friends, Women's Golf teammates and fellow Honors students. McGovern is headed to law school at the University of Pennsylvania, while Sborov landed a job at Nike.

Kari Hancock was named a Clark Society Scholar. She was also the Big 12 Scholar-Athlete of the Year for NCAA Women's Equestrian.



Along with faculty mentor Dr. Mark Dennis, Honors students James Griffin and Grayson Scott represented TCU and presented papers at the ASIANetwork Conference in Chicago in April.



Addison & Randolph Clark Society Scholars

Kari Hancock, Gunnar Nystrom and Taven Sparks were named to the 2016-2017 class.

Ronald E. Moore Creativity Contest

Annelise Severson and Kaylee Bowers were two of the four winners of a campus-wide competition. To enter, students submitted a creative piece relating to the symposium's theme, "What Makes Us Human?"

Leadership Awards

Outstanding Program Award
Sarah Price

Legacy Award for Service
Sarah Price

Religious Life Leadership Award
Zach Gutierrez

Footsteps for Social Justice Leadership Award
Graham Watson

Clark Society Scholarships
Michael Drake
Julia Zellers

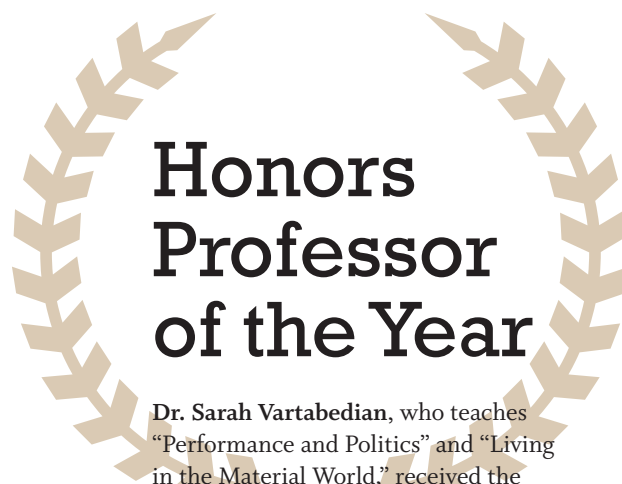
Leadership Scholars
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Joanna Baxter

Pillar of University Leadership Awards
Clayton Dana-Bashian
Phat Do
Kendall Wulbrun
Michelle Nguyen
Brian Niebuhr
William Mitchell
Allison Davis

Tucker Award for Leadership and Service
Alex Sborov

Leadership and Loyalty to TCU
Kelsey Ritchie

Senior Legacy Finalists
Annaliese Miller
Mekaila Murray
Ryker Thompson



Honors Professor of the Year

Dr. Sarah Vartabedian, who teaches "Performance and Politics" and "Living in the Material World," received the Honors Professor of the Year Award at Honors Convocation in April 2017.

Nominated and chosen by students, the winning professors hail from all TCU schools and colleges.

2016	Juan Carlos Sola-Corbacho, Honors
2015	Dan Williams, Honors
2014	Wendy Williams, Honors
2013	Michael Chumley, Biology
2012	Jim Riddlesperger, Political Science
2011	Giridhar Akkaraju, Biology
2010	Bill Moncrief, Business
2009	Scott Williams, Modern Languages
2008	Blaise Ferrandino, Music
2007	Stephen Quinn, Economics
2006	Mike Dodson, Political Science
2005	Jodi Campbell, History
2004	Blake Hestir, Philosophy
2003	Ronald Pitcock, English
2002	Sara Sohmer, History
2001	Darren J.N. Middleton, Religion
2000	Richard F. Galvin, Philosophy
2000	Bonnie Blackwell, English
1999	Linda K. Hughes, English
1998	John Breyer, Geology
1997	Rhonda Hatcher, Mathematics



“My hope is that the students sense how much I love teaching and learning with them. They are really the driving force behind my classroom culture.”

—Dr. Sarah Vartabedian

- 1995 C. David Grant, Religion
- 1994 David E. Minter, Chemistry
- 1993 Robert S. Doran, Mathematics
- 1992 Anantha S. Babbili, Journalism
- 1991 Philip S. Hartman, Biology
- 1990 Roger L. Thomas, Psychology
- 1989 Nadia Lahutsky, Religion
- 1988 Mark Thistlethwaite, Art History
- 1987 Marjorie D. Lewis, English
- 1986 Dale A. Huckaby, Chemistry
- 1985 Tom W. Copeland, English
- 1984 Charles M. Becker, Economics/Finance
- 1983 Paul F. Boller, History
- 1982 Kathryn S. McDorman, History
- 1981 Bob J. Frye, English
- 1980 Walton H. Rothrock, French
- 1979 Kenneth T. Lawrence, Religion
- 1978 Donald Jackson, Political Science
- 1977 Arthur J. Ehlmann, Geology
- 1976 Ronald Flowers, Religion
- 1975 H.C. (Jim) Kelly, Chemistry
- 1974 George P. Fowler, Religion
- 1973 Ted E. Klein, Jr., Philosophy and Emmet G. Smith, Music
- 1972 Judith D. Suther, French
- 1971 John W. Bohon, History
- 1970 Ann Ashworth, English
- 1969 Jack L. Cogdill, Theatre Arts
- 1968 Jim W. Corder, English
- 1967 Frank T. Reuter, History
- 1966 James A. Dyal, Psychology
- 1965 Betsy F. Colquitt, English
- 1964 Winton H. Manning, Psychology and Charles R. Sherer, Mathematics
- 1963 Paul G. Wassenich, Religion
- 1962 John T. Everett, Jr., Government
- 1961 Leo L. Baggerly, Physics
- 1960 Joseph Morgan, Physics
- 1959 Marguerite Potter, History
- 1958 Lorraine Sherley, English
- 1957 Louise S. Cowan, English and Donald A. Cowan, Physics





Promotions & New Hires

Dr. Ron Pitcock, Assistant Dean

Dr. Pitcock is no stranger to the Honors College. He already serves as the J. Vaughn and Evelyn H. Wilson Honors Fellow and teaches Honors Colloquia like “Nature of Giving” and “Nature of Values,” as well as a Cultural Visions class titled “Cultural Memory in the U.S.” He is also the director of prestigious scholarships.

Fun Fact: Named one of the “Best 300 Professors in the U.S.” by *The Princeton Review* (2012).

Dr. Rob Garnett, Associate Dean

Dr. Garnett brings a wealth of Honors experience. During his 20+ years at TCU, he has supervised numerous Honors theses, taught Honors sections of Introductory Macroeconomics, and served as a member of the Honors College Advisory Council and Self-Study Review Team.

Fun Fact: Editor of five books and author of more than fifty published essays.

Colby Birdsell, Honors College Coordinator

Birdsell plans events, organizes projects, represents the College at various functions and manages the budget.

Fun Fact: Holds a Master of Arts in History from TCU. Her graduate thesis studied women’s historical roles in the AddRan College of Liberal Arts.

Shelly Frank, Director of Development

Frank supports the work of the Honors College and its programs through strategic fundraising initiatives and gift planning.

Fun fact: Married to Stephen Quinn, a TCU Economics professor. They have two sons.

Cameron Navarro, Academic Advisor

Navarro provides advising services for Honors students with last names starting with A through E. He earned his B.A. in Religion from Southwestern University and is currently working toward his Master of Social Work.

Fun fact: Plays drums for a local band.

Dr. Mikio Akagi, Assistant Professor of the History and Philosophy of Science

Dr. Akagi is the Honors College’s first tenure-track assistant professor. He recently completed his Ph.D. in Philosophy at the University of Pittsburgh, and he holds a Master of Science in Philosophy from the University of Edinburgh. In the Honors College, he teaches unique interdisciplinary courses such as “Nature of the Universe: Disease, Disorder and Disability.”

Fun fact: Connoisseur of Scottish whiskey and ex a cappella singer.

Dr. Lynn Hampton, Lecturer

Dr. Hampton teaches Honors courses such as “Cultural Contact Zones: U.S. Schooling & American Society” and “Nature of Society:

Engaging Difference.” She received her undergraduate degree in political science and Africana studies from Wellesley College and her doctorate in sociology from Vanderbilt University.

Fun Fact: Serves on the executive committee for the new Comparative Race & Ethnic Studies program.

Dr. Sarah Vartabedian, Lecturer

Dr. Vartabedian teaches Honors courses such as “Language, Communication and Cultural Identity: Performance and Politics” and “Nature of Society: Living in the Material World.” She earned her B.A. and M.A. in communication studies from the University of North Carolina at Chapel Hill and her Ph.D. in rhetoric and language from the University of Texas at Austin.

Fun Fact: Has traveled extensively throughout Europe, South America and Asia to analyze numerous politically divisive monuments.

Faculty Publications & Presentations

Akagi, M. (Accepted; pub. 2017). Rethinking the Problem of Cognition. *Synthese*, 10.1007/s11229-017-1383-2.

Akagi, M. (2016). *Cognition in Practice: Conceptual Development and Disagreement in Cognitive Science*. Dissertation. Pittsburgh, PA: University of Pittsburgh.

Beller, J.A., Hering, T.M. & **Snow, D.M.** (2014). High-throughput quantitative assay for analyzing neurite outgrowth on a uniform substratum: The cell-substratum assay. J.B. Leach and E.M. Powell (eds.) *Neuromethods: Extracellular Matrix*. New York: Humana Press.

Burczak, T., **Garnett, R.** & McIntyre, R. (Accepted; pub. 2017). *Knowledge, Class and Economics*. Routledge.

Dennis, M. (Accepted; pub. 2017). *The Dunhuang Manuscripts Nai 93 and Tama 24: An Exploration of Questions of Authorship, Text, and Value in Relation to Prince Shotoku's Shoomangyo-gisho*. *Manuscript Studies*.

Dennis, M. (2017). *Reimagining the Relationship Between Authorship and Textual Value in Prince Shotoku's Sangyo-gisho*. *Textual vs. Extra-Textual: Dynamics of Religious Authority in East Asian Buddhism*. Brill.

Dennis, M. (2016). *Enlivened Learning: How to Play the Karma-based Moksha Game in*

the College Classroom. *Education About Asia*, 5-8.

Garnett, R. (Accepted; pub. 2017). Adam Smith's Oikeiosis Revisited. *Adam Smith Review*, 10.

Garnett, R. (2016). *Ethics and Learning in Undergraduate Economics Education. Considerations on Professional Economic Ethics: Views from the Economics Profession and Beyond*. DeMartino, G. & McCloskey, D. (eds.). 714-733. Oxford University Press.

Hering, T.M., Beller, J.A., Calulut, C.M., Centers, A. & **Snow, D.M.** (2014). Proteoglycans of reactive rat cortical astrocyte cultures: Abundance of N-unsubstituted glucosamine-enriched heparan sulfate. *Matrix Biology*, 41:8-18. <http://dx.doi.org/10.1016/j.matbio.2014.11.006>

John, S. (2016). *Ramiro Guerra, the father of Cuban Modern Dance*. Routledge Online Encyclopedia of Modernism. New York: Routledge, Taylor & Francis.

John, S. (2016). *The Dancer's Guide to Cuba*. *Dance Magazine*.

John, S. (2015). "Narciso Medina," *Dictionary of Caribbean and Afro-Latin American Biography*. Oxford University Press.

Lauer, L. (2016). *The Transition Academy: Seizing Opportunity in the Age of Disruption*. CASE Books.

Lauer, L. (2017). *Making Our CASE in a Changing World*. Reimagining CASE. Council for the Advancement and Support of Education.

Lemmon, V.P., Ferguson, A.R., Popovich, P.G., Xu, X.M., **Snow, D.M.**, Igarashi, M., Beattie, C.E. & Bixby, J.L. (2014). Information about a Spinal Cord Injury Experiment: A Proposed Reporting Standard for Spinal Cord Injury Experiments. *J. Neurotrauma*, 31:1354-1361. <http://dx.doi.org/10.1089/neu.2014.3400>

Szok, P. (2014). *Restuarantes, rumba y más: Gringo's Guide to Latino Fort Worth*. Fort Worth, TX: TCU Press.

Williams, D. (2016). *Her Book The Only Hope She Had: Self and Sovereignty in the Narratives of Ann Carson*. McLeer Balkun, M. and Imbarrato, S.C. (eds.) *Women's Narratives of the Early Americas and the Formation of Empire*. New York: Palsgrave Macmillan.

Williams, W. (2017). *Free-and-Easy, Japanesey: British Perceptions of the 1885 Japanese Village*. Felluga, D.F. (ed.) *BRANCH: Britain, Representation and Nineteenth-Century History*. Extension of Romanticism and Victorianism on the Net.

Williams, W. (2017). "So Very Japanny": The British Reception of The Mikado in 1885. Franco Felluga, D. (ed.) *BRANCH: Britain, Representation and Nineteenth-Century History*. Extension of Romanticism and Victorianism on the Net.

Williams, W. (2016). *George Eliot: Unsung Poet of Sympathy*. *Critical Insights: George Eliot*. Ed. Peel, K.R. (ed.) Pasadena, CA: Salem Press.

Vartabedian, S. (Accepted; pub. 2017). *No Cause for Comfort Here:*

False Witnesses to 'Peace.' *Southern Communication Journal*.

Vartabedian, S. & Drumheller, K. (2017). *Moral Mapping: Transcendence in Religious Iconography*. *Journal of Communication and Religion*, 39(4).

Faculty Creative Activity

Havana Love Letters (Cartas De Amor). Chor. and libretto by **John, S.** Score by Diamond, J. Bertolt Brecht Theater, Havana. 3-4 June 2016. Performance.

HONORS NEWS



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John and Jean Roach,
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TCU

Mark and Linda
Wassenich, for endowing
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"I believe students need to be exposed to other cultures, economies and experiences outside the boundaries of TCU. To fully understand what it is to be a global citizen, students must be immersed in places and interact with people who are different than themselves. It's important that funds are available for students to embark on experiences in other countries, because they'll come back to TCU with a different point of view. This awareness and expanded worldview will follow them back to the classroom and the larger community."



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“As a member of the John V. Roach Honors College, I pledge to dedicate myself to intellectual inquiry, life-long learning and critical thinking, to demonstrate personal and academic integrity, and to engage others in earnest and respectful discussion with an open mind.”

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