

Honors *Academics*



**Fall/Winter 2023
Newsletter**

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The Newsletter of The Wood Honors College at Shippensburg University
A Publication of the Honors Student Organization (HSO) Media Committee
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Photo Credit: Alyssa Roadcap, Honors Junior

Letter from the Editor

by Mackenzie Longworth, Honors Junior

As I begin to prepare for academics beyond the Wood Honors College at Shippensburg University, I reflect upon how each Honors academic experience has prepared me for the next step. The mission of the Wood Honors College is to provide talented and motivated students with a transformative undergraduate experience and a supportive academic community that allows them to become leaders in their professions and communities. The Wood Honors College strives to offer the highest quality education possible through innovative Honors general education courses, Honors interdisciplinary seminars, and enriching experiential learning opportunities. These guiding principles are shown throughout this edition of the Honors newsletter, which highlights the academic experiences that the Wood Honors College offers.

General education courses are essential to a student's success as they are critical to making a well-rounded individual. Honors classes are taught by the university's top professors and are small in class size, which encourages and facilitates deeper learning and understanding. These courses also allow students to connect with their professors on a deeper level than that of regular general education courses. The articles by Dr. Shari Horner and Dr. Mark Sachleben, accompanied with students' perspectives (p. 3), highlight these qualities. Every Honors general education course that I have taken has been a different, yet beneficial, experience. In my second semester, I took Honors Literature with Dr. Erica Galioto. Here she pushed me to my full potential like no other professor had before through rigorous textual analyses.

“Although I didn't consider myself an 'English person' before this class, Dr. Galioto shifted my mindset and showed me what I was capable of and what I could accomplish. Ask any other Honors student if Honors classes made them a better student, and I am sure they will agree.”

The Wood Honors College also offers interdisciplinary seminars which explore critical global topics and issues from multi-disciplinary perspectives. In the case of Dr. Luis Melara's Global Pandemics course (p. 2), fields like biology, politics, economics, psychology, and statistics are discussed. In my own experience in spring 2023, I took the Reach Out Service-Learning Seminar with Dr. Gretchen Pierce. This course opened my eyes to the culture of the Dominican Republic, specifically regarding their lack of medical resources. This knowledge will help me be a more compassionate, knowledgeable physical

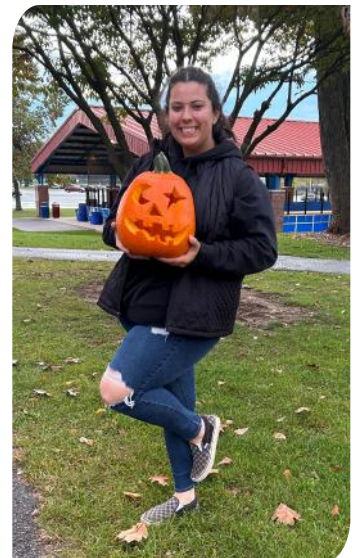
therapist, which is a testament to the goal of these seminars.

Some might think that academics are confined to the classroom. However, the articles in this newsletter discuss the opportunities that Honors students have taken to connect academics outside of the Shippensburg University campus. Kayla Dalhouse (p. 4) and Tara Czekner (p. 5) participated in study abroad programs in Costa Rica and Sweden to earn academic credit while also studying environmental issues and sustainability. Holly Plank, Honors '13 (p. 6), took every opportunity presented during her time in the Honors Program as she participated in Honors conferences, Honors study abroad opportunities, and Honors service-learning programs. Holly demonstrates that one experience can ignite a passion and promote involvement in every way possible.

Honors students work hard in their classes to complete projects and assignments. For example, Jenna Cornell and Hannah Cornell (p. 7) contributed to the S.U.P.E.R. Map in their Honors Pennsylvania Elections Seminar in fall 2022. They recently presented their project at the National Collegiate Honors Council Conference in Chicago this past November. The work completed by the students in this class was highlighted at this conference for hundreds to see and learn from. Jenna and Hannah won first place for their research poster in the social sciences category. Every Honors student is encouraged to submit their projects to present at such prestigious events.

The Honors Student Organization (HSO) plans events to allow students to take a break from their academic coursework. Although some events may only last thirty minutes to an hour, the purpose is to connect students within the Honors community to create stronger bonds outside of the classroom. A few of the many events that took place this semester are highlighted to show the range of activities fully planned by students (p. 10). The HSO creates opportunities for all students to strengthen and apply their leadership skills.

We hope you enjoy this newsletter, which reflects upon Honors Academics throughout the fall 2023 semester!



Mackenzie participating in the annual Honors pumpkin carving contest

Elevating Education: Honors Gen Eds

Honors Introduction to Women's Studies

In HON 102, students learn about the experiences and status of women and LGBTQ+ individuals. We consider "women" and "gender" to be socially and culturally constructed categories that organize how we think about our world and our place(s) in it. Using an interdisciplinary, multicultural, historical, and intersectional perspective, we explore how gender intersects with categories of race, ethnicity, class, sexuality, and culture. We cover hard topics (reproductive rights or workplace discrimination), more lighthearted ones (the *Barbie* movie or gender-reveal parties), and pretty much everything in between. Readings include works by writers such as Virginia Woolf, Alice Walker, and more. One of the foundational practices in the mid-20th century women's rights movement was "consciousness-raising groups" in which women came together to share personal stories about their lives. In doing so, they discovered that problems they thought were unique to themselves actually exemplified widespread inequities of power and privilege. This recognition that "the personal is the political" allowed them to work collectively and collaboratively to create change. My class captures this spirit of community and collective action through generative small and large group activities that recognize the value of using personal experiences and viewpoints to enrich our analysis of gender issues on a regional, national, and global scale. More than any other class I teach, this Honors class allows the students (and me) to draw daily connections between the course content and our lived experiences. It can be exhilarating and sometimes uncomfortable, but that's exactly what college should be. ~Dr. Shari Horner, Professor of English



General education courses provide an opportunity to learn about topics outside of my major. Honors courses are always more enriching, and thus, contribute positively to my education. Dr. Horner's kindness, in combination with the positive environment created by other Honors students, allows for an enjoyable classroom experience. Our class discussions go beyond what I encounter in some of my other courses, which is a testament to Honors academics.

~Kayla Thompson, Honors Sophomore

Honors World Politics

My first experience with teaching Honors courses at Shippensburg University came when I was asked to serve as an instructor for the PASSHE Summer Honors Program in Europe in 2009. Since that time, my Applied Diplomacy Class, in which students participate in the Washington Model Organization of American States each year, also serves as an Honors course, and I also teach international relations as an Honors general education course. One of the keys to meaningful education is to have students participate in their own learning, with the agency to explore themes and interests. While every instructor has an idea about what a course should encompass and what content should be covered, it is paramount that instructors experiment with how the content can be delivered. In my introductory Honors course, which focuses on current global politics, I usually encourage students to help me design assignments, so they have ownership in their education. Before providing detailed directions for an assignment, I ask students how they might want to approach a project. I try to lay out what my goals for the assignment are, particularly what skills I am trying to enhance and develop. We can then collectively think about using the course content to facilitate our goals. As such, students are actively thinking about what we are discussing in the course while at the same time being conscious about the learning process as well. Secondary education in the United States does not focus on current global politics to any great extent. Most students come to my classes with only a rudimentary understanding of how international relations occur. It is challenging for me to provide introductory materials through lectures while also encouraging students to participate. Of course, this is what makes teaching an Honors course both interesting and fun. ~Dr. Mark Sachleben, Professor of Political Science



In Honors World Politics, I have gained knowledge that has allowed me to better understand world events. Through Dr. Sachleben's detailed and engaging lectures, I am learning about the interactions between world powers, why there are tensions between certain peoples, and much more. With the material I have learned thus far, I can turn on the news and have an understanding of why current events are occurring.

~Aaron Kolaric, Honors Junior

Elevating Education: Honors Seminars

by Dr. Luis Melara, Professor of Mathematics

The Honors Global Pandemics seminar was created during the COVID-19 pandemic to provide an interdisciplinary setting for Honors students to learn about global pandemics and their impacts on society at various levels including economic, public policy, public health, science, technology, societal norms, myths, vaccinations, treatments, and outbreaks.

The course begins by discussing the role of mathematical and statistical modeling in forecasting the spread of a disease. We do this by first learning about the different types of modeling, the value of modeling, and their limitations.

Forecasting the spread of a disease is like forecasting the weather – you’re predicting the future. In this course, we learn how to forecast and how to make decisions based on those outcomes.

Through an interactive exercise, we demonstrate the simple spread of a disease by assuming one student in a class has it and spreads it to the rest of the class. The exercise runs through an entire cycle of an epidemic. At each step, the number of individuals at various stages of the disease are recorded. This data is organized and then graphed. The plots include a graph of infected individuals which not long ago, public health officials referenced during the “flatten the curve” campaign.

From here, we move to the use of technology in forecasting and students use NetLogo, an agent-based modeling software, where the rules for the spread of diseases can be adjusted. In the case of epidemiological agent-based models, the software generates the same curves students plotted through the interactive class exercise.

This course is enriched by presentations from distinguished guest speakers. These individuals represent a diverse spectrum, including professionals from renowned organizations such as Deloitte and DSV Air and Sea, a historian delving into the historical context, and a program director from a UK nonprofit organization who shared invaluable pandemic insights from Bangladesh. Additionally, our guest lineup features federal government scientists and accomplished mathematicians.

These speakers have shared compelling perspectives on the profound impact of pandemics within their respective fields. The topics covered have been wide-ranging, spanning discussions on the repercussions of COVID on the workforce, insights into the intricate dynamics of the supply chain, reflections on the historical Spanish Flu outbreak in the United States during the early 1900s, and an insider’s view of the Newsom administration in California.



Class members pictured with guest speaker, Lourdes Castro Ramirez, Secretary of the California Business, Consumer Services, and Housing Agency

Each presentation has contributed to a comprehensive understanding of the multifaceted dimensions of pandemics and their far-reaching implications. A pivotal aspect of the course involves student presentations, fostering collaborative learning and in-depth exploration of historical epidemics. Their presentations are structured to encompass a comprehensive analysis of significant global pandemics.

This engaging activity serves as a platform for students to identify recurrent themes, notably in preventive measures and societal responses. This approach not only enhances their understanding of epidemiological principles but also encourages critical thinking and historical contextualization.

Finally, the course culminates with an individual writing assignment where students are asked to address how the COVID-19 pandemic impacted their major field. Through these various activities, students learn about epidemics through both experts and their own independent research. As the instructor for this course, my goal is to help guide students through their own discovery of how diseases impact our society.

Honors Junior, Nick Kornilow, offered his perspective of the Global Pandemics Seminar: "This seminar took a multidisciplinary approach to learning about how pandemics affected lives across towns, cities, and countries. Looking at math modeling allowed us to see how data was collected to create the graphs commonly seen on the news. The various speakers gave insight to how pandemics, both social and biological, affected policy, economics, healthcare, and foreign affairs. Researching specific historical pandemics gave insight into how different diseases affected different populations and how governmental actions varied between countries. It also allowed us to see relevant information on how government agencies formed responses to threatening pathogens. Through learning about world pandemics in this multidisciplinary fashion, the major themes of this class can be applied in a practical sense to enable us to become better educated about epidemiological events that may arise in the future."

Honors Academics Abroad: Costa Rica

by Kayla Dalhouse, Honors Senior

The Benjamin A. Gilman International Scholarship Program provides funds for students who may find it difficult to afford the expenses associated with study and intern abroad programs. By providing recipients with skills critical to our national security and economic prosperity, students are able to apply what they learned abroad from STEM-research, language immersion, or cultural awareness to everyday life and society.

Since I was young, I have always been interested in traveling and experiencing new places. Coming to Shippensburg, I knew they had strong programs for studying abroad but as a student-athlete on the track team, the track season made the idea seem really far away and out of reach. Fortunately, my advisors pushed me to explore study away opportunities and supported me throughout the process. I began looking for summer study abroad programs in Spanish-speaking countries and figuring out which programs would allow me to take classes necessary for my major or minor since I was about to end my junior year and did not have that many classes left to take.

Once I narrowed down my options, it was time to discuss finances. Obviously, studying abroad is not cheap, but there are many ways to find support financially and that was a big priority of mine.

“I talked with my advisors about my potential options and they brought up the idea of applying to the Benjamin A. Gilman International Scholarship and offered to help me through the application process. They instilled confidence in me and made me believe that I could actually win such a prestigious award!”

Over the course of a few months, I wrote and revised my Gilman essays and after applying, I received news that I had won. This took a large weight off my shoulders and allowed me to really look forward to studying abroad without the stress of worrying about my finances. With the help of the Gilman, the Honors study abroad scholarship, and a few others, I was able to study abroad in Costa Rica for five weeks in June 2023. I studied at a private arts university in San Jose, Costa Rica and took Environmental Impact and Social Development and Intermediate Spanish 1. When thinking about studying abroad,



Kayla and her classmate planting a tree in the Veragua Rainforest during a reforestation project

I knew there was going to be an academic component involved, but I did not think I was going to find my classes as valuable as I did. I learned how the people of Costa Rica look at the environment from personal and governmental levels which has motivated me to do my best to decrease my negative impacts on the Earth.



Kayla's class ziplining through the Cloud Forest of Monteverde

In my intensive Spanish course, I gained much more confidence in my Spanish skills and was able to truly hone in on my conversational skills because the three-hour class was taught completely in Spanish. It was also fascinating to see how the classes differed from the ones I have taken at Shippensburg. My classes and those of my peers were all presentation-based. There were no tests but a lot of group and individual presentations, big and small.

Outside of academics, living in Costa Rica was an amazing experience. We went on excursions every weekend around the country because San Jose, the capital city, is not the main tourist destination. On our numerous hikes, we saw plants and animals indigenous to Costa Rica that we do not have here in the United States. We also traveled to a few beaches around the country and experienced Costa Rica and Caribbean culture. For my environmental class, we had an included field trip to Veragua Rainforest, one of the most diverse rainforests in South and Central America. While there we explored the surrounding landscape on night hikes, learned about current research on rainforests, and helped plant trees for a reforestation project. There was not a single experience in Costa Rica that I did not find extremely valuable. When in San Jose, I made an effort to walk around the city's neighborhoods, eat at the sodas (aka mom and pop restaurants), and experience the local culture as much as I could during the week. In the end, five weeks was not long enough to take in Costa Rica as much as I wanted, but it inspired me to continue to travel and experience new parts of the world.

Honors Academics Abroad: Sweden

by Tara Czekner, Honors '23

In truth, I applied to the University of Gothenburg's Summer School for Sustainability on a whim after reading about this opportunity in the Honors Weekly Update. I had never traveled alone before, even domestically, so taking two flights outside of the United States was wholly uncharted territory for me. Nevertheless, the Wood Honors College had never steered me wrong, and with the guidance of Ms. Mary Burnett, Dr. Steve Burg, and Dr. Lonce Bailey, I found myself heading into a brand new experience in Sweden in July.

The Summer School was split into several components: academic classes, group excursions, and personal travel days. As a philosophy minor, I applied for Justice: Ideas and Ideals in Fiction, Philosophy, and Religion, one of five available classes offered through the university. I arrived on the first day of class accompanied only by the one book we had been told to purchase (*This Here Flesh: Spirituality, Liberation, and the Stories That Make Us* by Cole Arthur Riley), which I had read cover-to-cover on my first flight. The class was taught by a Canadian professor, who, as was the Swedish tradition, went simply by his first name: Martin. Over the five weeks we would be in his class, Martin arranged the course so that we would be in class only three days out of the week; the rest, he explained, were for exploring everything Sweden had to offer. Each class would have a different reading, from Shakespeare to the Christian Bible to Plato, which would be explained in a two-hour lecture in the morning, followed by a two-hour seminar in the afternoon.

In the break between classes, we students would trickle out of the enormous glass Pedagogen building to the Seven-Eleven (Swedes love Seven-Eleven) across the street for a snack and a coffee, known as fika. Oh, fika. In our meeting with Dr. Burg before flying across the Atlantic, he had mentioned the tradition, but I had been more preoccupied with the idea of navigating three airports on my own. However, once we arrived in Gothenburg, it was clear that fika was a bigger deal than I had imagined. Fika usually consisted of a pastry, often a cinnamon bun, and a warm drink. Sometimes, the university would provide a fika, especially during long events like the Welcome Ceremony



Tara outside of Pedagogen, the university building where classes were held



Tara visits the Gothenburg Museum of Art

on the first day. But at any given time during the afternoon, you could find cafes packed with Swedes looking for their sweet fix for the day. It was wonderful, and I miss having an excuse to grab a daily pastry!

Most of the students participating in the Summer School lived in Utlandagatan, a neighborhood a short tram ride away from Pedagogen. When it was time for the group excursion, we would gather in a group to wait for the bus on the main street outside the apartments, often shivering in the damp and cold weather. My favorite excursions were to Marstrand and GoCo Health Innovation City, a beautifully isolated island and a new community housing health legends like AstraZeneca that was designed to be a completely sustainable living-working city of scientific intellectuals respectively. The best days were the ones where we were free to travel anywhere we liked. Along with my new friends hailing from Belgium, Germany, Scotland, and Sweden, I frequented museums, like the National Art Museum and the Volvo Museum, and local libraries. We even took several day trips away from the city, catching early morning buses to Oslo and Stockholm.

Every experience was a learning one - sustainability is everything in Sweden. Every dining location had vegetarian options, and some venues were completely meatless. Instead of one trash can, there would be a huddle of them, each for a different type of recyclable material. During my time in Sweden, I learned a lot about sustainability and the ability that all of us have to take steps to reduce our impact. But I also learned about the importance of coming together to do so. As much as we all need to take steps to better ourselves, true sustainability is not achievable without cooperation.

Although there were two hundred of us from around the world, the students of the Summer School overcame differences to collaborate on projects, schedules, and travel plans, which demonstrated the real lesson of the summer school: it is possible to unite to promote a sustainable lifestyle, an incredible truth that I am grateful to the Wood Honors College for helping me learn.

Information about the 2024 Summer School for Sustainability in Sweden is available at <https://www.gu.se/en/study-in-gothenburg/exchange-student>.

Alumni Reflection on Honors Academics

by Holly Plank, Honors '13

As I sit down to write this reflection, my mind drifts back to the first time I wrote for the Honors newsletter. Back then, the reality of being part of the Honors Program was just beginning to sink in. As a freshman, I discovered an advertisement for the 2010 PASSHE Summer Honors Program in Egypt, featuring place-based courses in Anthropology and GIS. Despite the odds of being chosen over upperclassmen, my enthusiasm was fueled by the engaging Honors World History courses led by Dr. Christine Senecal and my Honors courses in the Department of Geography and Earth Science, taught by Dr. Tim Hawkins and Dr. Claire Jantz. With the encouragement of my family and the mindset that “no” was the only answer if I did not try, I applied and was selected to participate. This mindset, combined with my commitment to embrace all that the Honors Program offered, shaped my path from the Honors Program to Teach for America and ultimately to a career in academia as a teacher educator and researcher.

Today, I am a Ph.D. candidate in the Department of Teaching, Learning, and Leading at the University of Pittsburgh. My research blends mixed methods and community-engaged approaches, grounded in critical frameworks that bridge the realms of culturally sustaining preK-12 STEM education, anti-racist teacher preparation/coaching, Environmental Justice, transdisciplinary learning, and research-practice partnerships. Each of these research interests traces back to my experiences in the Honors Program.

Without the Honors Program, I might have missed the opportunity for undergraduate research as an Earth and Space Science/Secondary Education major at Shippensburg University. From my first semester, the Honors courses offered research opportunities within a supportive academic community. Notably, my culminating project in Sprawl Nation, an Honors interdisciplinary seminar, ultimately led to an opportunity to present my research at the National Collegiate Honors Council (NCHC) conference in Phoenix, Arizona in 2011.

“Little did I know how much that conference would prepare me for graduate school or that the class and project itself would ignite my enduring passion for environmental justice.”

Later, I seized another opportunity to attend an NCHC conference in Boston with Dr. Kim Klein, sharing insights on our award-winning Honors newsletter and the strategies she employed to overcome the challenges of integrating Honors with education majors like myself.

In my junior and senior years, my focus shifted toward preparing for a career as a middle school science teacher. Involvement in Reach Out, with two trips to Santo Domingo, Dominican Republic in 2012 and 2013, ignited my desire to formulate strategies for teaching science and environmental education in historically under-resourced schools. The knowledge, skills, and mindset I developed during my time with Reach Out equipped me to support learners with diverse cultural, language, racial, and socioeconomic backgrounds. I remain profoundly grateful for the invaluable mentorship of Dr. Gretchen Pierce who guided Reach Out for many years.



Holly with Reach Out participants in the Dominican Republic

In my science teaching methods courses, I encountered Dr. Joseph Shane, whose research explored the intersections of science and religion in education. Inspired by his courses and support during my student teaching, I aspired to train science teachers. Today, I am engaged in a collaborative endeavor to reimagine teacher education, particularly in the context of fostering racial justice and equity in diverse settings. As part of this initiative, I co-designed a role known as Teacher Candidate Coach, which I am currently piloting. In this role, I provide guidance and support to pre-service teachers across school placements as they develop their teaching practices. The pre-service teachers I coach in the field are also enrolled in my Teaching and Learning in STEM methods course, creating a robust support system that includes their cooperating teacher, field supervisor, and university methods instructors.

Recently, I completed a fellowship with the National Science Foundation’s Community for Advancing Discovery Research in Education (CADRE). In the spring of 2024, I will defend my dissertation, “Empowering Historically Underrepresented Youth in STEM: Integrating Environmental Justice and Data Science in Relevant and Agentic Lessons.” Never in my wildest dreams did I anticipate that my experiences in Honors seminars, Reach Out, and Dr. Shane’s class, would serve as the inspiration for my dissertation and future research agenda.

As I prepare to apply for postdoctoral positions and faculty roles in science education, I will not be held back by the fear of rejection. Thanks to the Honors Program and Shippensburg University faculty, my journey has prepared me for what lies ahead.

Presenting Honors Academics

by Hannah Cornell, Honors Senior and Jenna Cornell, Honors Junior

In the beginning of November 2023, we had the honor of presenting at the National Collegiate Honors Council (NCHC) Conference held in Chicago, Illinois. The NCHC Conference, which is held annually, is a celebration of the achievements of Honors students and professors. Students and faculty from Honors programs and colleges across the world come to share their research and creative projects, learn from notable speakers, and make meaningful connections with peers and faculty.

We were selected to present our research detailing Shippensburg University Pennsylvania Elections Research (S.U.P.E.R.) Map, which was created in Dr. Alison Dagnes' Pennsylvania Elections Seminar in fall 2022 by a team of incredibly dedicated students that included Chase Burdick, Joseph D'Ambrosio, Garrett Funk, Trevor Grohowski, Piper Kull, Jonathan Miller, Hannah Moats, Ewan Moore, Allyson Ritchey, Ethan Rosenberry, Taylor Smith, Lilly Tiska, Skylar Walder, Regina Yeung, and ourselves. S.U.P.E.R. Map, which was conceptualized by Dr. Alison Dagnes with the expertise of Dr. Jan Smith, is a visual depiction of Pennsylvania voter data in the election years between 2014 and 2022. The data, which was primarily illustrated county-by-county, examined voter registration numbers, election outcomes, voter participation, and other topics. Our poster highlighted the outcomes of the research that we visually compiled into a series of political maps. Our primary finding was that maps of voter data in the state of Pennsylvania depicted a trend of increasing political polarization and strengthening of the urban/rural divide in the last nine years.



Jenna Cornell (left) and Hannah Cornell (right) present their research on the the S.U.P.E.R. Map project in Chicago.

One of the most notable benefits of attending the NCHC Conference was having the opportunity to learn from hundreds of knowledgeable, successful faculty and students from around

the world. Dozens of sessions were offered each day for scholars to sit down and expand upon their work and gain crucial information and tips for how to continue to develop. Each speaker presented a unique topic, which allowed each attendee to find something they were interested in. While there, we were both able to attend presentations related to our major areas of study. Jenna visited presentations about social media, communications, and journalism while Hannah listened to presentations about English. However, we also made it a priority to attend the keynote and plenary speakers at the conference. The plenary speaker, Dr. Henrik Syse, former vice chair of the Nobel Peace Prize Committee, gave a particularly powerful speech about using the Nobel Peace Prize as a teaching tool. He stressed the importance of treating each other with respect and dignity in order to achieve peace - something that is more important now than ever.

During our time in Chicago, we had quite a few fun and unique experiences. In one instance, we found ourselves along the Riverwalk in the early morning and eventually made our way to Navy Pier, where we visited shops and food stands with hundreds of diverse options. This day quickly became Jenna's favorite day of the trip. It is also noteworthy that Jenna was able to see the Bean, a metal sculpture actually called Cloud Gate, which was on her bucket list. While it was behind several gates due to repaving processes for increased accessibility, it was great to see, even if from a distance. Jenna also got to buy a mini-Bean sculpture from a local gift shop. Hannah enjoyed riding the L through the heart of Chicago, learning about the history of the city, and trying some amazing food in an Italian market. While we enjoyed so many explorational experiences, the awards ceremony held on Saturday night was particularly memorable.

“We were honored to win first place for our research poster in the social sciences category. Our poster was one out of hundreds of creative, innovative, and powerful research presentations, so we were very proud to know that the work our class did was as notable and one-of-a-kind as we intended it to be.”

Ultimately, the NCHC Conference was another incredibly memorable experience that is offered through membership in the Wood Honors College. We recommend that all Honors students look to present at conferences just like this one to enhance their undergraduate academic experience.

HSO: Supporting Students' Academics

Orientation Committee

Honors Orientation is an excellent preparation tool for students as they transition into college. Much of the programming presented is centered around the development of community, which is beneficial for all new students as they adjust to their surroundings and make new friends. Moreover, students also have the opportunity to learn about the offerings of the Honors College, such as Honors classes, Honors resources, the Honors Student Organization, and Honors experiential learning opportunities, which provides them greater insight for what to expect during their first semester.

~Keegan Fonder, Orientation Committee Co-Chair



Mentor - Mentee Committee

The Honors Mentor-Mentee committee works diligently to pair every first-year student with an upperclassman in their major, which provides students with a resource for all the academic and personal questions they may have throughout the year. Each semester, we plan a scheduling night to give mentees an opportunity to work with their mentor and construct their spring class schedule. Other events strengthen the sense of community the Wood Honors College was built on. We strive to help students get involved both in academics and extracurricular activities to bridge the gap and ease the nerves that naturally come with transitioning from high school to college life.

~Janaia Rohrbaugh, Mentor-Mentee Committee Co-Chair



Honors Read

The goal of Honors Read is to help students nurture their love for reading by hosting various book-related events. We want students to break away from the stereotype that reading is boring and realize that when done on their own time, reading can be fun and even an escape from reality. Each semester, students vote on which book they would like to read and discuss. Through our book discussions, we give students a space to talk to others about what they read and rediscover what they love about reading. Additionally, we encourage students to explore their creativity through various artistic events, such as round-writing.

~Annikka Stangil, Honors Read Co-Chair



Wellness Committee

The Honors Wellness Committee is focused on improving the overall physical and mental health of Honors students through unique opportunities and resources. The Wellness Committee holds events such as destress with a doggo, yoga, stargazing, and hikes in an effort to support the mental, emotional, and physical health of students. When a student's health and wellness needs are met, they can thrive academically and use their energy toward their education. Students can meet their academic goals in a healthy way while managing their overall wellness as college students.

~Makayla Hall, Wellness Committee Co-Chair



Wood Honors College Semester Recap



Rail Inail Cleanup



Pumpkin Carving



Holiday Card Drive



Starbucks Photo-Contest



New York City Snip



Deatress with a Doggo



Flower Pot Painting



Honors at Homecoming

Consider a Gift to Support Wood Honors College Students!

Please consider making a gift to these important funds that support the academic pursuits of Honors students highlighted in this newsletter. To make a gift, visit the SU Foundation website at <http://www.sufoundation.org/initiatives/academics/honors/>.

- Wood Honors College Endowment: Supports Honors students' undergraduate research and creative projects, participation at national and regional conferences, and other educational opportunities that are central to the Wood Honors College experience.
- The Wood Honors College Endowment for International Education: Supports the new biannual Honors International Seminar.
- Wood Honors College Colloquium Fund: Supports Honors interdisciplinary service-learning projects around the world.
- Wood Honors College Scholarship Fund: Supports merit scholarships for incoming Wood Honors College students.
- Wood Honors College Study Abroad Scholarship Fund: Supports students who desire to expand their academic experience and cultural horizons by studying abroad.
- Wood Honors College Associates Fund: Supports the most urgent needs of the College.

Thank you for your generosity!

Shippensburg University
FOUNDATION

Congratulations, December Graduates!



Kelsie Baus
Julia Ferreira
Keegan Fonder
Taylor Gemmell
Cristina Ledesma
Leah Moffitt
Seth Pearson
Paige Stanley
ElliAnn Strauss
Brian Weller
Regina Yeung