

HONORS PROGRAM



ewu.edu/honors

Honors Newsletter

Fall 2020 Edition

This newsletter is designed to keep our students, alumni, and friends informed about the benefits of being a part of the EWU Honors Program. It's also a place to share individual students', alumni, and staff experiences. The newsletter is designed to offer students a forum for the exchange of helpful resources, events, and other opportunities available to Honors students. For more information about the Honors Program, please visit ewu.edu/honors. You're also welcome to e-mail Dori Roberts, Coordinator and Student Advisor for the Honors Program, at droberts@ewu.edu to find out more about the wonderful opportunities available to EWU prospective Honors students.

EWU Honors Program Mission

At Eastern Washington University, the Honors Program, a community of scholars, focuses on developing and empowering students to become leaders in using their intellectual passions to generate innovatively and socially just solutions to the local, regional, and global challenges of the 21st century.

A Word from the Dean of University College, Dr. Lynn Briggs

What Honors promises: Connection, Community, Collaboration.

What COVID let us deliver: some connection, some community, and some collaboration.

On behalf of Honors at EWU, I apologize for this epic pandemic and how it interrupted the in-person connection, community, and collaboration. However, as I am learning from things like “meeting” with Caden on Zoom, in-person isn’t the only way to make these qualities real.

Last spring, I (co-)taught online for the first time. Dr. Brian Davenport and I experimented with a mini version of a course that he plans to expand. I learned that the connections that I have made with the students in our “coffee talks” are as real as any in-person connection. Some feel even more so, since when someone speaks on Zoom the distractions are minimized. I don’t have many “SQUIRREL!” moments in those interactions.

Unfortunately, not everyone has high-speed internet, anytime access to a computer with a good camera and microphone, and lighting that allows them to be seen. Fortunately, Honors students like you notice these problems of what is euphemistically called the “digital divide”, but is more accurately noted as the shameful inequity in American economic society. I believe that you intellectually, socially, community-engaged learners are poised to solve these problems. I trust your commitment to making EWU, this region, and the world that you will inherit, more robust and fairer.

So, don’t forget this – don’t forget that someone you care about wasn’t able to Zoom for a group assignment because she had to share the computer with her brother. Don’t forget that another classmate had to teach his little sister while his parents had to be at work doing an essential but less highly compensated job. Remember. Remember that these are not COVID problems, or electronic problems, or even individual problems, but they are community problems. For now, we see that we, as an Honors community, are only as strong as the weakest digital link in the chain.



An Interview with Dr. Judy Rohrer

By Cristal Blanco-Sanchez

The Director of the Women's and Gender Studies program, Dr. Judy Rohrer, grew up in Hawaii and received her B.A. from Bryn Mawr College, a liberal arts school in Pennsylvania.

She went on to attend the University of Hawaii at Mānoa where she earned her M.A. and a PhD in Political Science. Her favorite things to do outside of class are swimming, hiking, and backpacking in summer.

"I had the pleasure of taking 'Social Justice and Political Resistance' as an Honors First-Year Experience (FYE) course with Professor Judy Rohrer. This has been one of my favorite classes I have taken at Eastern Washington University because of how in-depth we went each time our class met.

We were a small class of seven students, and we became comfortable talking about deep issues surrounding our society. "Through this course, I not only learned what social justice truly is, but I was also able to do a hands-on project, which was organizing a collective action event. With the help of Dr. Rohrer, Lisa Logan, the Women and Gender Education Center (WAGE center), and the Visual Communications and Design Club, my project partner Madison Stephens and I were able to host a successful body positivity draw-off on campus."



INTERVIEW QUESTIONS

Q: Why did you choose to teach this subject (SJPR)?

A: "I have a PhD in Political Science and went into that discipline because of my interest in social justice. I have always been a part of what I do in my courses. I teach women, gender, and sexuality studies courses, indigenous studies, and I was the Director of the Institute For Citizenship and Social Responsibility. I wanted to gather some resources and make a space where we can talk about how we can make the world a better place."

Q: Why did you decide to make your course an Honors course?

A: "Because of the FYE and my interest in social justice, I was already thinking of teaching it. I heard the Honors program was looking for FYE's and I had taught it previously at Western Kentucky University. Also, because of the recent rethinking of how the Honors program is going to exist, heading more towards social justice instead of traditional courses."

Q: How did you plan the material you taught in class?

A: "I taught the class based on the course I had taught before. I updated the material, and thought about what is happening locally in Washington state, and what is happening in terms of electoral politics, climate change activism, and the increase in sunrise care.

Q: What courses have you created or proposed over the last few years?

A: Social justice and social policy expertise in Political Science and the intersection of social justice. Apart from this, within Women and Gender Studies, we are working on developing different courses."

Q: *Can you tell me a little bit about your upcoming course: Intersectional Activism?*

A: “[Intersectional Activism] emanates from student workers and others that wanted some time to talk about how we get smart about being intersectional in our organizing. A lot of what is in the course comes from students that wanted to talk about these issues. Also, it focused on getting some people from the community involved that would be able to [provide] some training for students, instead of just me talking the whole time.”

Q: *Do you have a favorite course you like to teach?*

A: "Right now, it's ‘Social Justice and Political Resistance in Honors’.

Q: *What is your favorite part of your job as a Professor?*

A: "I love learning and being in the classroom with students. I learn as much from them as I hope that they learn from me.

An Interview with Dr. Brian Davenport

By Caden Petersen

First of all, how are you adjusting to the COVID reality?

It's been a bit strange. My family decided to shelter at my mother-in-law's in Colville, as her home is much larger than our small apartment. Our two-year-old is really enjoying all the time at grandma's house, and all the space to run around and play. We have settled into a routine, which is nice in that it feels normal, but it is also starting to get boring. On the whole, though, we are doing well and learning as we go.

In my work at EWU, it has changed, but it has also provided more opportunities. I can still connect with the faculty that I work with, just in different and creative ways. The same is true for students. One of the positives is that because there is no travel time needed to go back and forth to campus and meetings,

it seems like it is easier to connect with people even though we cannot meet in person.

So, it has been nice joining others and exploring work and life in ways that likely would not be happening were we not all at our desks and connecting virtually. That said, like most folks, I am getting tired of staring at a screen all day.



You co-taught the online course, “Community Engagement in the COVID Reality,” with Dr. Lynn Briggs. What is the course all about?

At its core, this course was about encouraging each other to really explore both HOW we can create connections to others, even though we cannot join them in person, and also WHY we create connections with others. We explored what each of us gets out of connecting to others. We explored some core personal concepts like gratitude, generosity, and hope, and talked about how those concepts relate to connecting with others, and how connecting with others can influence those concepts in our lives. So, while it was about connecting with others, it was also about exploring who we are as individuals.

How are your students engaging with their communities online?

It's interesting; not many students did online connecting for this course. Instead, they found very creative ways to connect with others while still maintaining social distancing and community health guidelines. For example, one student created signs of encouragement to post in the laundry room at her apartment complex. This was great as we were able to connect positively with others, even though we may not know who that person is or see them interact with what we have created. It really gets at the fact that connection doesn't have to be experienced by each person at the same time. By placing those signs, the student had hope that others would experience the encouragement in some unknown future. This is a connection, just not how we typically think of it, and it will also positively impact the community, but again, just not how we think of it.

Another student opted to connect with someone they had worked with previously by simply going on a socially distant walk. This is also great as it is a reminder that while there are restrictions, these restrictions don't mean we can't see one another, it just means we can't be close to one another.

Was it or is it still a challenge for students to engage with their communities with the lack of hands-on and face to face interaction?

I'm not sure. I thought it would be a challenge, but even in the first week of the course, students were able to creatively come up with ways of connecting. They didn't share that it was a challenge thinking of these, though I imagine it took a little time to think of a creative solution to the restrictions we find ourselves in. On the whole, though, every week, students found ways to interact with others positively and stretched themselves to really consider what that means and how this can have value. They are also definitely inspiring each other. Someone might do something one week, and another student will see that as a great idea and build on it the next week. It was really great to see how creative everyone is and how they can inspire one another.

With everyone at home, are there certain needs that communities have that have become more prevalent?

Absolutely. As a society, we are becoming aware of the inequity of internet access and the significant negative impact that is having on one person. This is a social justice issue that I think most didn't know but are becoming acutely aware of now.

With employment ending for so many, we are seeing a significant increase in the need for assistance with basic needs like food and housing. 2nd Harvest has seen an increase in demand that is unprecedented.

There is also an increase in domestic violence incidents. Finding a way to let people know what resources are available to help is so critical to this. So many don't know that there is help.

Mental health needs are also present. This entire situation is definitely not great for those who struggle with depression, me included, as well as anxiety and a host of other concerns. How do you get help when you can't connect with people?

All that said, some phenomenal organizations are doing outstanding work in these areas and meeting needs in ways that they have never done before. At least in Spokane County, we have some absolutely amazing heroes that don't often get recognized, but they are the ones keeping our community together right now.

How can people isolated at home during the pandemic engage with and serve their communities?

The first and easiest way is to ask, what can I do that would simply brighten someone's day or help them feel less alone? Leaving cards of encouragement in mailboxes (don't lick the envelopes), flowers on the porch or inspiring quotes in chalk on the sidewalk are all easy ways to make the community you are in a little better and a little brighter. While these seem small, it is the small bits of encouragement that all of us need when things are hard. The key is to get creative and to start intentionally thinking about how you can do something for those around you.

Beyond that, everyone can start looking around online in their community to see what needs are being shared. In Spokane, the United Way is collecting opportunities to serve, though many of them require in-person work. Just a look at their homepage shows they are looking for people to make masks as well as create some hand drawings for heroes. They also have a special link for Covid-19 needs at:

https://www.volunteerspokane.org/need/?s=1&need_init_id=2945 Again, the key here is to shift your thinking to deciding that you are going to find a way to help and then go looking for it. Once this happens, Googling, calling an organization you care about, or simply posting the question on social media will help you quickly find ways to help.

Most importantly, know that you can make a difference. It may be small, but if most of us are honest, the small acts of kindness and service we have experienced in our lives have really impacted us the most. There are certainly times when the big service or kindness has changed our lives, but most of the time, it is the simple encouragement or small gesture that helps us get through the day and know that the world can be a kind and good place.

Doing this for others is the beginning of serving and creating community. And once you have done this, invite someone you know to join you. This is how it grows, and it becomes more fun, too.

Students and Covid-19: Their Experiences:

A Reflection on Western Regional Honors Council Conference and COVID-19

By Danica Jenck

It all started with an e-mail to Dr. Jackie Coomes. Dr. Coomes sent out an announcement titled "EWU Honors Notes: A Digest of EWU Honors News 12/1/2019" through the Canvas Honors Program page that I remembered reading, and making a note to send an e-mail about the conferences that were mentioned near the bottom of that announcement. However, it was one of those things that I put on the back burner because finals week was coming up, and I'd get to it if I did.

A few days passed, and I sent an e-mail to Dr. Coomes early Wednesday morning. The odds are that I sent that e-mail a day after talking about it with my parents on the phone about an academic conference in Colorado. Somehow talking about it was both a reminder and motivation to get more information. That e-mail led to a meeting with Dr. Coomes about the available conferences. It turned out that the deadline for submitting a proposal for the National Undergraduate Research Conference was due that Friday, and the deadline for the Western Regional Honors Council (WRHC) was, January 9. In that meeting, Dr. Coomes and I discussed information about the conference I wanted to attend and logistics about making it happen. I remember leaving that meeting feeling motivated and invigorated. I wanted to submit a proposal for a presentation that I did about the Philosophy of *Urinetown* and focus more on the Malthus influence in the play. I felt ready to take on the world.

Before submitting my proposal, I talked with my “History of Ancient Western Philosophy” instructor, Dr. Christopher Kirby, about the conference, the project, and how I could improve it before submitting it. The original idea that I had focused on was more on the philosophy of the ancient Greek world that could still be seen in modern theatre, especially in the play *Urinetown: The Musical*. After getting pointers, I submitted my revised proposal a few days later, and waited.

The waiting wasn’t as bad as it could have been. As excited as I was, I was already mentally preparing myself for receiving a rejection e-mail or no response. I found myself in that limbo state of anticipation that one might feel waiting for their crush to confess to them, only psyching myself out into thinking that they were “not that into me”, as each day went on, and no response came.

But then a response came. I was accepted. I was elated. But my work was not done. I focused on school while the process for preparing for the conference loomed over my shoulder, waiting for me to grab at the opportunity before it ran me over with regret and melancholy at the weight of it all. I submitted a stipend request and received a confirmation e-mail. I looked up information about hotels, closed the tab 30 seconds later, and continued doing homework for the next three hours as my mind ran around in a hellish choir of internal screaming. News of the first person in Washington state confirmed to have COVID-19 came out. All I could focus on was the next immediate thing that sought my attention, and the next thing I knew, the opportunity looming before me was barely a centimeter behind me, breathing down my neck.

The process itself of figuring out how to make traveling to Colorado for the conference was daunting. I am incredibly grateful to my fellow WRHC nominee, Hope Sands, and Honors Coordinator Dori Roberts for giving me a hand when I reached out and asked for help figuring out how to prepare and travel to the conference a few days before a critical deadline passed.

And then I got an e-mail that said that the conference was canceled. About a week prior to this e-mail, I had received a stipend check. Dr. Coomes sent e-mails about canceling the stipend checks. Hope and I talked about how upsetting it was that the conference got canceled. Uncertainty, disappointment, and fear clung to the air and stuck to my throat, leaving an uncomfortable lump that did not leave. I had really wanted to go.

Why am I sharing my story? Part of it is because Dr. Coomes requested that Hope and I write an article about our experience at the WRHC conference. This then morphed into sharing my story and how I feel about missing presenting at my very first academic conference weeks after I should have presented. I hope reading this would help to encourage you to chase after your dreams, even though the actualization of it becoming a reality is uncertain, or it seems like it’s too big of a dream to chase. I barely had a quarter done at Eastern before I sent my proposal for a presentation at the WRHC conference.

However, now more than ever, it’s important to share stories of what life was like prior to the pandemic making the future look bleak. Remembering that the *me* that did homework at a friend’s home at noon one day and nothing the next did not always have the “Stay at Home Order” as my reality. I look forward to a future when the pandemic is over, and I can go to next year’s WRHC and experience the true academic conference experience.

Maybe next year I’ll be going with you to WRHC. I can only imagine.

My COVID-19 Experience-To-Date

By KJ

Note: This was written last spring, but is still relevant to our collective reality

It is currently April 11, 2020, at the beginning of the spring quarter. At the end of the winter quarter, the public was caught off guard. A deadly virus arose in China. While the world looked on, the virus spread very quickly. Soon it was no longer just in China. The alarm was raised, albeit rather lightly; the virus could become the next pandemic.

We dealt with this announcement mostly with humor, as our government was not yet concerned. The comparison of past centuries having a pandemic in the year 2020 was often a joke most pressing on one's mind. In the back of your mind, the possibility of a pandemic seems far-fetched and too scary to think about for too long.

Toward the end of the winter quarter, Eastern Washington University became concerned as the virus started spreading to other countries. Winter quarter was suddenly shortened, no finals week. Teachers were told, finals online, or fit them in the last week of the quarter. Complete panic from my part for a second; I was not ready for my finals to be rushed up a week. Luckily one of my teachers canceled the final I was most worried about—big sigh of relief.

Teachers had many different reactions to this order. Some teachers canceled the finals altogether, others fit them in that last week. Unfortunately, some teachers decided to spread the final out over multiple periods, causing students to take multiple finals all week long. Stress on campus was extremely high. Yay, we got to enter spring break; well sort of.

I work in the math office at EWU and tutor. During the first few weeks of March, the virus spread fast! Many countries were declaring a pandemic. EWU moved all of its classes online and told the students and essential staff to practice social distancing. That order by the president caused quite a problem for the professors. At that point, I started going through all the equipment laying around. Teachers needed headsets, computers, and maybe a little bit of sanity. Spring break was extended another week.

I did my best to ride the wave of chaos. Outside school, people were panic buying, toilet paper of all things, Lysol, and meat. The crowds were swelling at grocery stores, hardware stores, and Costco.

Orders to social distance a constant, death tolls everywhere you look. Meanwhile, I learned new systems to continue my work from home. During that time, I received an e-mail from my aunt.

That e-mail involved a sewing guild letter. The guild was asked to produce masks for the frontline workers, due to the shortage from the panic buying of the public. That order gave me a place to center. Sewing would help me disperse that nervous energy in my system. I knew what to do regarding the virus. Social distance, only go out when necessary, wash your hands, and keep calm, fear helps no one. So, the sewing would help calm my mind.

So much change all at once was a lot to take in. The sewing helped calm myself; it gave me purpose. Due to my days with the fire department, I am more accustomed to front-line operations than riding coattails. The view from the coattails position is rather vague and unhelpful. The health officials say one thing, the President counteracts it with something else.

The guild I am now a part of has sewn over 7,000 masks in a little over two weeks. The fire department and one of the hospitals provided some materials for our guild to make masks and coordinated with our local quilt shops. One of those shops is just two blocks from my house. However, like all good crafters, I have my own stash of materials to work with. I followed the pattern given by the hospital with cotton fabric and elastic I had on hand. A few friends and relatives supplied more fabric, and my masks total is near 300. Finally, some American companies are converting their factories over to produce personal protective equipment (PPE) for the frontline people. It is about time!!!

Spring quarter has started; I will continue to sew masks as homework allows. The officials believe we have successfully flattened our curve; hopefully, in a few weeks, life can slowly return to normal.

Community Spotlight

West Plains Roaster Interview

By Narya Naillon



West Plains Roasters has stolen the heart of Cheney residents and Eastern Washington University students, and it's easy to see why; the storefront is clean, bright, and modern. The greenery of all kinds fills the space, the smell of coffee lingers in the air. However, my favorite part, and what keeps me coming back (besides the most delicious coffee and pastry items you will ever taste), are the people behind West Plains Roasters. Andy and Hannah are some of the most welcoming and kind business owners I've had the pleasure of meeting, which is why I am honored to share Cheney's best-kept secret with all of you. I was able to ask Andy a few questions; the interview is below.

Who are the people behind West Plains Roasters?

My lovely wife Hannah and myself (Andy)

How did you get the idea for West Plains Roasters?

We have collectively worked over 20 years in coffee, and we love our community here in Cheney. So naturally, with our love for coffee and the community, we were more than excited to fulfill our dream in the community we adore.

What made you choose Cheney for West Plains Roasters?

My wife's entire family is from Cheney WA and have been a staple in the community for over 25 years. After living in Africa for a bit, and moving home for a few years, we knew it was time to make our way to Hannah's hometown of Cheney. We also had a great group of friends who all settled in Cheney, so we were excited to be closer to them!

You have quite a following of loyal and happy customers; what do you think sets you apart from other coffee shops in Cheney?

It's less about what sets us apart; it's all about community for us, not competition. Everyone is offering their best, and we are fortunate to offer the same. Our best! We are just grateful that the community has embraced what we are up to.

What's your favorite thing on the menu?

Cold Brew... lots of it!

What was the most difficult part about starting your business?

Patience and a willingness to be a DIY Ninja.

What would your advice be for students hoping to own a business?

First, if you're seriously interested in starting a business, you already have everything you need. No one wakes up prepared for what each day brings, but nothing can compete with determination and a willingness to learn. One thing that we hugely recommend is to be planted in your community for at least a few years first. Get to know the local scene. What is their need? Is it being fulfilled? Is what your offering, no matter how amazing, going to be received well? Having an incredible business in a community that does not value what you offer is still a business that will fail. You cannot "will yourself into success" if the community does not want to buy it. You will at some point be a mechanic, a plumber, a graphic designer, a teacher, a student, an employee, a leader, etc. if you're not ready to facilitate each and every role in your field of business; be prepared to spend two to three times as much money, or do it yourself. I could go on and on, but I'd rather share a cup of coffee with you and chat about it instead.

Student Creative Works

“Winter Butterflies”

By Keri Kelly



A Poem by Reanna Guerrero

**2 inches between us
staring into your
Brown and white seas**

The two passageways so vivid

**A voice tells me to jump in, but I am
scared I slip my life jacket on
To make sure I
keep safe, But-
it doesn't help because**

**The waves swallow me into the depths of
your seas How is it possible that I am back
in the water?**

**I see the shark, there it is again
Closing my eyes, holding on tight, I
scream
Intensively waiting for the shark to gnaw on me.**

But wait, it doesn't –

**He tells me to take my life jacket
off for it won't hurt me this time
Opening my eyes, I look around and see
colors. I see greens, blues, purples, red, and
pinks.**

**The stormy clouds begin to
evaporate the boggle of noise
start to dissipate Anxiety, fear,
and loneliness slip away the
universe slowly disappears
For some reason I feel safe, this time I feel
right...**



Group photo of students enrolled in Dr. Natalia Ruiz-Rubio's Honors FYE course for winter 2020.

As a component of Dr. Ruiz-Rubio's course, students were required to participate in a community engagement experience.

Dr. Ruiz-Rubio's class volunteered with the organization "Blessings Under the Bridge", which provides services and hope to homeless people under the I-90 Bridge in the winter months of January and February of 2020.

HONS 196-001 "The Way I Remember: Legacies of Memory, Trauma, and Silence in the Americas"

This course fulfills an EWU Humanities and Fine Arts BACR (Breadth Area Requirement)

This course focuses on the ethics and politics of memory in the Americas. Considering current theoretical debates on memory and trauma in the US, the border with Mexico, and Latin America, class discussions will draw on readings representing a wide range of cross-cultural examples. Art—literature, film, music, photography, and visual art—speaks of the unspeakable when confronting a community's traumatic past. We will survey these artistic representations to understand how trauma, memory, and mourning determine the ways in which the past is (or is not) represented. The course examines the way these texts, practices, and spaces function as a mode of witnessing the traumatic past, mediating between subjective and collective memories at a local, national, and trans-national level.

Scholarship Highlights

The Washington State Opportunity Scholarship, <https://www.waopportunitiescholarship.org/> is for low and middle income students who graduated from a Washington high school. Their Baccalaureate Scholarships provide up to \$22,500 in flexible financial aid support and access to career-launching support services for students pursuing high-demand STEM and health care majors. Several EWU Honors students receive the Washington State Opportunity Scholarship.

Juniors in college may apply for the **Goldwater Scholarship**, <https://goldwater.scholarsapply.org/>. The Goldwater scholarships are for students who intend to pursue careers as research scientists or mathematicians. Applicants work with the EWU liaison to Goldwater to build their application and submit it by January. Only five students from any institution may apply for it.

Not STEM-intending? Here is another great source of scholarships:

If you are a member of **Phi Eta Sigma**, the freshman honor society, check out their scholarships at: <https://www.phietasigma.org/scholarships>. Several EWU students applied for their Distinguished Member Scholarships of \$5,000 each in April 2020. These scholarships are granted to outstanding Society members for full-time undergraduate study. Two other scholarships through Phi Eta Sigma are:

- The [Thomas Arkle Clark Scholar-Leader of the Year Endowed Scholarship](#), named in honor of the founder and first Grand President of Phi Eta Sigma. This scholarship, valued at \$10,000, is presented each year to the member who exemplifies the ideals of Phi Eta Sigma. The Clark Scholar-Leader is selected each year from among the entire pool of scholarship applicants, both graduate and undergraduate
- The James E. Foy-John W. Sagabiel Undergraduate Leader Scholarship Award will be awarded for the first time in 2020 at the amount of \$10,000. This new award was created to honor the legacy of two of Phi Eta Sigma's most dedicated and revered leaders, Dean James Foy and Dr. Jack Sagabiel.

And, finally - don't forget to complete your EWU Scholarship application and look at the Financial Aid and Scholarships website for more discipline-specific scholarship opportunities.

Why do research as an undergraduate?

First, *what is undergraduate research?* It is research conducted by an undergraduate student while being mentored by an experienced researcher such as a faculty member. In some cases, undergraduates join the experienced researchers in their labs or the field to help with ongoing research. In other cases, the undergraduates seek mentorship to conduct a research project they are interested in and that they design and carry out.

Second, *why do research as an undergraduate?* In a report published by the *American Association for the Advancement of Science*, researchers found that students who participated in undergraduate research opportunities reported higher levels of understanding, confidence, and awareness. The authors reported the results from a survey of undergraduates who had participated in either science or social science research projects, but students in the humanities also participate in conducting research or creative works. Undergraduates reported their value for the opportunities to build understanding of how to conduct research and reported an enhanced level of confidence to conduct research in the future. Students reported broader understandings of future opportunities in their chosen fields.

Third, *what are the benefits of doing research as an undergraduate?* Conducting research can help you refine your ideas about your career goals and at the same time contribute to your academic and professional identity. When doing research, you are likely to practice and receive feedback on skills that your future employers appreciate, such as critical thinking, decision-making, planning, time-management, computer use, writing, presentation and speaking skills. When interviewing for that great job, or applying to graduate school, you can share what you learned during the research process, and you can demonstrate that you are self-directed and motivated. By working with a mentor researcher, you will get to know them well, and they will know you well-enough to write an in-depth letter of recommendation. Finally, one of the best benefits of doing research is that you feel like and actually be an expert on a particular topic, and you will know how to share that expertise with a larger audience.

Fourth, *how do I get started?* Talk to a faculty member you have had for a class, or to your faculty advisor. There are many opportunities at EWU starting with the **EWU Student Research and Creative Works Symposium**, a venue to present your research. EWU is a member of the **Council on Undergraduate Research** which has an annual meeting, the National Conference on Undergraduate Research.

For opportunities outside of EWU, peruse the NSF site for Research Experiences for STEM Undergraduates at <https://www.nsf.gov/crssprgm/reu/>. Or, for Social, Behavioral, and Economic sciences, see: <https://ls.berkeley.edu/academic-programs/social-sciences/graduate-diversity-office/sbes-alliance-schools/summer-research>.

Honors-specific venues for sharing your work include the following **Conferences**:

National Collegiate Honors Council

Western Regional Honors Council

National Society for Minorities in Honors

Various discipline-specific conferences: talk to your faculty advisor about these opportunities.

and Journals:

UReCa

Scribendi

Skyline: The Big Sky Undergraduate Journal: <https://bigskyconf.com/sports/2014/8/21/skylinejournal.aspx>

Many more at: <https://unl.libguides.com/c.php?g=51642&p=333909>

Honors Spotlight



Abigail Greiner, 2020-21 Student Trustee

The Eastern Washington University Board of Trustees includes a student trustee who serves a one-year term. Like the other trustees, our student trustee applies for the position, goes through an interview process, and is appointed by the Governor.

On July 1, we welcome Abigail Greiner, *a current student in Eastern's University Honors Program*, as well as our student trustee for the academic year 2020-2021. Abigail is a senior who will graduate in 2021 with a bachelor's in arts and education, focused on English education for secondary students, and an endorsement in special education.

During her three years at Eastern, Abigail has been active with many student organizations. As a board member, she is committed to empowering the student's voice, learn more about students' Eastern experiences, and support the things that students most want and need.



The Eastern Washington University Army ROTC “Fighting Eagles” battalion is pleased to announce that Cadet Christian Goldbach was selected for the Society of American Military Engineers (SAME) ROTC Award of Merit.

The award was established to annually recognize outstanding engineering cadets across the nation. The [SAME ROTC Award of Merit](#) is a bronze medal that was first authorized for cadets back in 1948.

Goldbach is a mechanical engineering major entering his final year at Eastern. ***Besides excelling academically as a current student in the University Honors Program at Eastern***, he has also been a four-year member of the university’s [Ranger Challenge team](#) and regularly achieves the maximum score on the Army Physical Fitness Test.

On the Front Lines: Air National Guardsman pitches in at short-staffed Second Harvest



Mariah McLeod joined the EWU Honors Program in the fall of 2017 and graduated from Eastern this spring with a degree in Exercise Science and a concentration in Pre-Occupational Therapy, as well as a minor in Psychology. In addition to all of Mariah's achievements, she also ranked within the highest honors designation for all students at Eastern, that of *Summa cum laude*, and was accepted into the extremely competitive *master's Program in Occupational Therapy* at EWU. **Congratulations, Mariah!!**

Wed., April 8, 2020

"I wanted to part of something bigger than me," said Air National Guard Staff Sgt. Mariah McLeod about joining the military while assisting the folks at Second Harvest food bank in Spokane on Tuesday, April 7, 2020. The guard has been brought in to help because of the huge demand due to COVID-19. (Kathy Plonka / The Spokesman-Review)

By Emma Epperly emmae@spokesman.com(509) 459-5122

Editor's note: Our series On the Front Lines recognizes those in the community who are confronting the coronavirus pandemic head-on, while the rest of us do our part by stepping back.

Staff Sgt. Mariah McLeod was one of 15 uniformed Air National Guardsmen packing boxes of fruit inside Second Harvest's Spokane distribution center Tuesday morning.

The Air National Guard sent 20 guardsmen to local food banks, including those 15 at Second Harvest, to help with the increased need for food in Spokane as unemployment numbers soar due to the COVID-19 pandemic.

“This came across and I jumped on it right away, even though I’m a full-time student,” McLeod said of the assignment.

McLeod, 25, has been in the guard for about five years.

She transferred to Eastern Washington University from Montana Western three years ago to study exercise science and hopes to get her master’s in occupational therapy.

In the military, McLeod serves as a public health technician, making pandemic service a good fit.

The guardsmen work alongside Second Harvest volunteers, packing boxes and sorting food in the distribution center.

“They’re really helpful,” McLeod said. “Everyone is working toward a common goal, for sure.”

Many of the food bank’s volunteers are older retirees who have extra time on their hands and want to give back, said Drew Meuer, senior vice president of philanthropy. That also makes many of the volunteers high risk for having complications if they catch COVID-19, he said.

With fewer volunteers and more work, the Air National Guard deployed across the state to help out.

“We’re just here to help on humanitarian missions and help out the community,” McLeod said.

The effort to aid food banks – stretched thin at a time when the economy is all but shuttered – coincided with an announcement Tuesday by state leaders about [a new statewide relief fund](#).

McLeod said she is excited to be staying busy and helping her community during this stressful time.

When asked how the community could in turn support Air National Guard members during this time, she said they’re taken care of, before noting that Second Harvest could definitely use more volunteers. There so much work to do back there,” McLeod said as she got up to head back to work.

The students of the Honors Program Newsletter Committee sent out a request to all of our Honors students, asking questions related to not only what they were doing with their time during the cent COVID-19 pandemic quarantine, but also their thoughts and activities as an Honors student.

Question: What is one thing you do to combat your boredom while social distancing? (Humor welcome, and so is more than one idea.)

Walks, Binge watching "Lucifer" on Netflix, Things I shouldn't put on this survey

I haven't had the opportunity to get bored, online classes have me completely tied up. Can I please get some boredom time?

Play Pokémon ROMs and browse memes and miss outside.

One thing I do to combat my boredom while social distancing is making plans on video, calling friends and then sleeping through the times set for us to video call. So now I just message them, and voice call only if they are still up at 3 am.

Headstands

Yard work, college, zoom nights & rearranging my room.

I sit outside and take a breath of fresh air.

Question: How do you plan to stay active in Honors as you from progress through your years at EWU?

Participating in the Honors Club, joining orientation zoom meetings, and taking honors courses

Not sure, but I would like to learn more about the opportunities as we go.

Read newsletters and whatever else comes along

I plan on staying active in Honors as I progress through my years at EWU by continuing to take Honors classes and continue participating in events and workshops on campus.

Just graduated... I think?
Volunteering around the community, taking the Honors classes, and contributing to all the surveys and questionnaires

I plan to join the Honors Club.

Question: What is your talent or something you have wanted to try?

I'm talented at Minecraft, Chemistry, environmental science. Not at walking.

I like to sing.

Knowing too much about computers

I've always wanted to try driving a motorcycle and feel what it's like riding on a highway with no one else driving.

Somersaults

Rock Climbing!

I have wanted to try a handstand.