Westminster’s Honors College welcomed 83 new students this August — the largest group to join Honors in its history. Some students have raised concerns that the growth would come at the expense of a close community. However, the college is being “intentional about making sure students continue to feel a sense of community,” said Honors College Dean Richard Badenhausen, by introducing a dedicated academic adviser, more training and responsibilities for peer mentors, and new programming to ensure students feel connected.

The growth of Honors — 67 first-year students and 16 lateral-entry students — coincided with the transition from a program to a college.

“We felt we had done all we could as a program and wanted to enhance curricular offerings and meet the increased demand we’ve had for spots in Honors,” Badenhausen said.

Rather than boosting the number of students in each seminar, the Honors College will offer more seminars each semester, permitting the college to accommodate the growing number of students without compromising quality in the classroom.

In preparation for the growth, Westminster hired Stephanie Santarosa as the assistant director of Honors and fellowship advising. Her primary role is to serve as a dedicated academic adviser for students, oversee some co-curricular programming, and support the operations of the new college. Steph is also responsible for organizing the college’s peer mentors to ensure all new students feel welcome.

Peer mentors are the first introduction many new students have to the Honors College. These upper-class students help strengthen the community among new students by hosting events throughout the fall semester.

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Welcoming New Faculty and Staff to the Honors Team
Honors College brings on three individuals to help students achieve the full Honors experience

BY ANDREW FRANKS

Alicia Cunningham-Bryant
Director of Fellowship Advising

Stephanie Santarosa
Assistant Director of Honors and Fellowship Advising

Kael Weston
Writer-in-Residence

Chosen by various search committees from a vast pool of candidates, three talented individuals have recently joined the Honors community: Stephanie Santarosa, Alicia Cunningham-Bryant, and Kael Weston.

Santarosa, the new assistant director of Honors and fellowship advising, prefers to say she hails from North America, since she was reared in every corner on the continent from Alaska to California and even Ontario, where she went to high school. Though she left behind many addresses, Steph never left behind her desire to involve herself in education. She has been the recipient of numerous awards and asks that any Honors student who needs assistance come to her, as she will happily provide counseling.

Cunningham-Bryant, the new assistant professor and director of fellowship advising, is a native of California. Though she once believed she would go into law, she came to realize it was not her heart’s desire. However, there was one subject she found absolutely fascinating: archaeology. She delved into that realm, aiming to know the ancient world better than the back of her hand. Alicia has conducted fieldwork in Egypt and Sudan, working to better understand the cultures of the old world, and has an intricate understanding of a number of ancient languages and scripts. After her studies and her work as an archaeologist, Cunningham-Bryant found herself a place at Westminster College. She is currently teaching Welcome to Thinking I but is hopeful to be teaching classes on archaeology in the coming years.

Weston, the Honors College writer-in-residence, is a native Utahan who served in the U.S. State Department for more than a decade, including seven years during the conflicts in Iraq and Afghanistan. He witnessed the chaos in Fallujah during the Iraq War and has seen the effects wars have on the soldiers back at home. He wrote the highly acclaimed book *The Mirror Test: America at War in Iraq and Afghanistan* based on these experiences. Weston found his place at Westminster College through an old friend from Iraq, U.S. Marine Corps veteran Kim Adamson, a senior justice court judge in Salt Lake City and member of the Board of Trustees.

Come January, Weston will teach a class called ‘Going to War,’ which will discuss the actions of the United States in Iraq and Afghanistan. He said he will even take the class to an internment camp to illustrate the effects of war at home. Additionally, he will teach a May Term class called ‘War Movies,’ in which he will analyze how films depict war. All in all, Weston hopes to broaden the Honors community’s understanding of international affairs, especially pertaining to war. 

The new positions and faces in the Honors College seek to accommodate the growing population and need for new opportunities.

Photo Courtesy of Katie Saad

Stephanie Santarosa, the new assistant director of Honors and fellowship advising, interacts with first-year students on their first day in the Honors College at orientation on Aug. 18.
When The Tall Friend first started bringing me to Nunemaker Place, time passed wholly uneventfully. I spent most of my days asleep or silently singing to myself with my eyes closed. I had no interest in what the Short Friends were saying or in doing anything other than what pleased me most.

However, in my twilight years I have begun listening more carefully to what people say in Nunemaker Place. Many Short Friends worry about whether they are “good enough” in their writing and class discussions. Sometimes, the Short Friends wonder if they are even good people.

At first, these questions seemed trivial to me. After all, The Tall Friend has only ever referred to me as a “Good girl!” I have never once felt inadequate. However, upon repeatedly hearing about the doubts of the Short Friends, I began to interrogate myself along similar lines: “Am I really a good girl?”

I founded my investigation on this hypothesis: I am a pet; thus, my owner determines who I am, what I am, and what qualities I embody. He speaks who I am; I am good only if The Tall Friend calls me such. This suggests that nothing I do determines if I am good or not; my agency is null and the meanings of my actions are artificial and external to me.

My investigation has turned over the implicit circularity in the meaning of my life. I am good only when The Tall Friend says I am; The Tall Friend calls me good when I do good; I only do good when The Tall Friend says I do good. For me, good is defined by The Tall Friend.

What is good anymore? Who am I if I am not a good girl? I do not know who I am, because I cannot separate myself from the dictations of The Tall Friend: “Good girl, Scoutie” only means something when he says it, even though he means only to support me. He is not to blame; this circle has caught him, too. There is no one to blame.

Notwithstanding, this confusion has also created a small feeling of liberation and not a manic nihilism. If I am indeed correct that someone other than me determines the meanings of my actions, then failing to be good or accomplish my goals no longer means I lose an essential part of myself. Failure, instead, is an exposure of the contingency of whatever it means to be good at a particular time. Ultimately, what “good” means changes and new actions are defined by new circles of meaning.

It seems to me that Short Friends should not ask, “Am I good?” but instead should ask, “When I fail to be good, what possible avenues do I open?” When the Short Friends’ prompts disappoint or when I fail in any of my various projects (sleeping, defending Nunemaker, and so on) neither I nor the Short Friends should shame ourselves. We should not believe that we have lost some essential part. We should see an opportunity to unveil a new path. Letting go of what you think makes you who you are is difficult, but it is better than chasing a tail you will never catch. *HM.*
Students in Westminster’s Honors College have said Nunemaker Place is an important resource for the community — but worry rapid growth may negatively impact student use of the building.

For many, Nunemaker is the common denominator that unifies the dynamic and diverse Honors community. All Honors students, no matter their class standing or major, are welcome to use the kitchen, nap on the bean bags, or eat from the candy bowls.

“I think [Nunemaker] is very important to the Honors community,” said Charlie Saad, a senior chemistry major and applied math minor. “I think it’s kind of ground zero for the Honors community and it’s the place they can all turn to.”

Nunemaker was named for Avon executive and Presbyterian philanthropist Irene Nunemaker, who financed its construction in 1977. The wood and concrete building is located on the bank of Emigration Creek and was originally a religious activities center and relaxation space for Westminster students, faculty, and staff.

Nunemaker became home to the Honors College in the summer of 2004 and provides office space for Richard Badenhausen, dean of the Honors College, and Stephanie Santarosa, assistant director of Honors and fellowship advising. The building also offers a study and hangout space for students and hosts numerous Honors events, including Student Honors Council programming, Honors orientation, and, until recently, Tuesday Conversations.

In addition to its practical functions, Nunemaker serves as a physical representation of the Honors learning community, which Badenhausen said is “essential.”

“Honors is one of those more intangible programs,” he said. “Honors can mean many different things at different institutions, and so the fact that there’s a physical location associated with the Honors College is really important.”

Recent changes have some students concerned about Nunemaker’s future. In 2017, the Honors College welcomed its largest incoming class — 67 traditional-entry and 16 lateral-entry students.

As a result, the first-year Tuesday Conversations program was moved from Nunemaker to HWAC 354. Many upper-class Honors students said they worry this switch will negatively impact the community.

“I loved, as a first-year student, congregating in Nunemaker with my other peers in my cohort,” said Katy Molinari, a sophomore public health major. “I felt like having it in Nunemaker added to the atmosphere. If you move it to HWAC I feel like that kind of takes away from the experience.”

Aware of student concerns, Badenhausen said he and Santarosa have been looking for different ways to bring students into the building. Student Honors Associate Katie Saad created a survey that was emailed to students asking how Nunemaker could best accommodate their future needs.

“We feel really strongly that we want to shape this space so that it is a place that students want to come to and that they can have their needs met.”

Richard Badenhausen

In addition to its practical functions, Nunemaker serves as a physical representation of the Honors learning community, which Badenhausen said is "essential."
A SMILE AND A HANDSHAKE:

HOW A NETWORK OF FRIENDLY FACES AND ADDITIONAL SUPPORT CAN MAKE THE DIFFERENCE DURING YOUR WESTMINSTER EXPERIENCE

The Honors journey starts even before Honors Orientation in August. For me, it started with a smile and a handshake, as it does for many of us. I recall making myself comfortable on the couches in the lobby of Nunemaker, my parents by my side, and Scout sitting dutifully next to Richard. “Any guy with a dog in his office must be chill enough to not be that scary,” I thought to myself. Looking back on how terrified I was, I can’t help but laugh. But I also can’t help but feel compassion.

For many students in Honors, and in colleges everywhere, the journey starts with doubt, or at least a bit of anxiety. I can see it when prospective students ask me how hard Honors is going to be in comparison to “regular” classes. My answer is always that it isn’t harder necessarily, rather, that it is different. Adjusting to Honors does take time but it isn’t any harder than adjusting to other aspects of college, such as living with strangers, learning to manage new schedules, and encountering a wide variety of new perspectives that peers bring to campus from around the world.

What makes Honors special is that, for every challenge it presents to adjusting students, it presents solutions to those challenges.

Although my adjustment began with a smile and a handshake in Nunemaker, many students begin this process over the summer in their home state when they receive a letter in the mail. Garret Wilcox (’18) recalls the beginning of his Honors journey fondly: “One of my Peer Mentors, Amanda, wrote me a letter over the summer before freshman year. Having the engagement and knowing I would have a community to support me if I ever needed help made the transition to college life in a new state a lot easier.”

Honors Peer Mentors are the initial system of support in the journey of an Honors student. The great thing about Peer Mentors too is that they aren’t just the students that are assigned to your Honors Orientation group at the beginning of the year.

BY ELAINE SHEEHAN

Honors Students come together to compete in the annual athletic faceoff against Honors faculty and staff at the end of the Spring 2017 semester.

Photo Courtesy of Elaine Sheehan
“Peer Mentors” also come in the form of other older students that are willing to reach out. Kara Kornhauser replied excitedly when I asked her about her relationships with other Honors students that “having older honors students in classes and as mentors has given [her] the opportunity to ask questions about Westminster and get a better sense of the school and the program.” She is grateful that her tour guide and students in her Outdoor Orientation were in Honors and could help her feel confident while starting college.

My involvement in Honors is due entirely to my older peers and my professors believing in me. An Honors student in one of my classes recognized my ability to write well before I even dared to share my writing with anyone but my most trusted confidants. James insisted I write for Honorable Mention and offered endless amounts of help on my first story, reassuring me even when I was ready to quit for fear of failing. To this day, two years after he graduated, I still reach out to him every once in awhile just to chat about life advice, discuss my research, and ask for tips on navigating college, even though I should theoretically know after three whole years. It was Honors friends like him that helped me even after I had “transitioned” to college. They recognized that support is necessary even after the first year of college.

When asked about times when she felt supported by the program, Elizabeth Johnson (’19) recalled taking her final for Arts and Performance, an Honors seminar that requires being vulnerable and sharing one’s thoughts through artistic mediums: “I took a major risk in sharing some of my responses but the entire class supported me and made me feel comfortable sharing what the class meant to me.” The class itself felt more like a group of tightly knit friends by the end of the semester than it did a group of students from different majors and backgrounds.

This feeling of support in moments of vulnerability is also felt acutely when interacting with professors. Jessica Taghvaeie (’19) was deeply impacted by an important interaction with her professor, Kara Barnett. “When I was going through a difficult time in the Honors Program, Kara went out of her way, whether within or outside of her office hours, to help me brainstorm ideas for my prompts and regain confidence in my writing skills,” says Jessica. “During this time where I had begun to doubt my intellectual ability, Kara acted as more than a professor, but a friend I knew I could always count on and who has continued to support me in all my future endeavors.” Professors acknowledge that students will oftentimes need support throughout their time at Westminster, not just during the first year.

When Honors students are most in need, both their peers and professors will be there to support them. Gano Hasanbegovic (’18) recalls a particular moment in which he was glad for support from members of the Honors community. “There was this [independent] group tabling on campus that began saying some pretty Islamophobic things to me,” he recounts. “A friend in Honors supported me, backed me up, and told professors about it. The group was kicked off campus thanks to them.”
Of the many students I interviewed, all of them expressed gratitude for the support they received throughout their Honors journey. They were all able to mention at least a handful of mentors, professors, or friends (and those who fit into all three of these categories) that had made an impact on their time at Westminster.

So for every hour of extra reading or additional ounce of stress due to what seems like impossibly high standards, there is someone to sit with you while you read and tell you that your prompt is actually pretty good. There is also someone to talk to about the new world views you are encountering. There is someone to prompt you to share your writing, your research, or your work of art. There is someone to care for you.

As I near graduation, I think more and more about the Honors Banquet at the end of the year. As is tradition, I will give my little speech, my “Senior Moment,” of the highlight of my Honors experience. It is impossible to think of one, single moment but I know what my advice will be to the first-year students. I will tell them that each time they reach out to another Honors student it will make a difference, even if it’s as simple as starting with a handshake and a smile. H.M.

What makes Honors special is that, for every challenge it presents to adjusting students, it presents solutions to those challenges.

continued from Page 1

To better deal with the growing number of first-year students, peer mentors will be receiving leadership and mentoring training from Santarosa. They will have more responsibilities as the college continues to grow, and Badenhausen said he hopes they continue to play a key leadership role in keeping the Honors community close and connected.

An additional effort to build the Honors community is Lunch with the Dean, a new event where first-year students are invited to join Badenhausen in Nunemaker Place for a light lunch every few weeks. Because Badenhausen teaches just one Welcoming to Thinking seminar this fall, these lunches are an opportunity for all first-year students to engage with the college dean. It also provides a more “intimate setting” for students to meet peers they may not have class with. H.M.
Student Profile: Hive Caretaker Nate Woolridge

BY MADELYN BAYLES

When junior Honors student Nate Woolridge first came to Westminster College, he had no previous experience beekeeping. But the beekeeping position piqued his interest when he stopped by the college’s Environmental Center, so he decided to give it a try.

Woolridge said he learned much of what he knows about beekeeping from books and various online sources. He also received help from the previous student beekeeper and from Will Deutschman, the head of Westminster’s chemistry department, whom he refers to as his beekeeping “sensei.”

Although Woolridge has enjoyed his time beekeeping, he said it has a steep learning curve and he’s encountered some difficulties along the way — from wax moths (pests whose larvae chew through comb) to one of the hives attempting to replace its queen and ultimately ending up without one at all. Without a queen, worker bees began laying drones: male bees who, unlike worker bees, do not collect nectar or otherwise contribute to the honey-making process.

Fortunately, Woolridge’s other hive is doing well. Altogether, this hive is made up of around 20 frames, 10 or 11 of which he estimates are purely honey. Because the hive is still in its first year, Woolridge said he plans to hold off on harvesting its honey until next year, after he has split the hive and created a second colony.

As concerns rise over colony collapse disorder, which occurs when worker bees abandon their hive, Woolridge said the importance of local beekeeping cannot be overstated. His bees, through pollination, have already had a significant impact on Westminster’s campus gardens, and have also positively affected students, he said.

Woolridge said he enjoys talking to people about bees and often brings his friends to visit one of his hives. Last year, the Environmental Center held a bee-focused event where it showcased soaps and lip balms made from the campus bees’ honey. In the future, Woolridge said he would like to broaden his bees’ influence at Westminster by holding similar outreach events.

Professor Profile: Community Activist Julie Stewart

BY DIANA KHOSROVI

Westminster College’s Honors College not only transitioned from a program to a college this year, but also experienced the biggest incoming first-year class in its history. In spite of its growth, the community remains tight-knit — thanks, in part, to staff and faculty like Julie Stewart, the new assistant director of the Honors College.

Julie Stewart joined the Westminster faculty in 2013. In Spring 2016 she helped launch the brand new Honors course, Data/Society/Decision-Making, which added a new interdisciplinary conversation to the Honors curriculum.

“I was first inspired to be a professor when I had a class in which we didn’t sit through a lecture but actually sat down and talked about the issues,” Stewart recalled. “One of the reasons why I love this Honors College so much is because we get to do that same thing of sitting around the table and talking about the issues.”

Stewart said this seminar model is largely successful because of the college’s ambitious students, who are able to think critically about texts and bounce off each other’s ideas in class; the college’s unique style of co-teaching; and Honors College Dean Richard Badenhausen’s steadfast vision to help the college grow and succeed.

Stewart, who teaches traditional and lateral-entry students in addition to her responsibilities as assistant director, said she isn’t afraid of the college’s expansion and doesn’t think anyone else should be either.

“I definitely think it’s going to be a balancing act to keep this intimate community with the growth of our community,” Stewart said. “But I can see that with the new crucial additions to faculty, there is a strategic plan in place [...] and we will be able to stay the wonderful family that we have always been.”

On top of her involvement with Honors students, she also serves as the Assistant Director of Honors Teaching, Learning, and Assessment and as the head of Westminster’s customized major program, where she supports students in creating programs that better cater to their unique interests.
The American artist Allan Kaprow, who initiated a new form of art in the 1960s called “Happenings,” famously said: “The line between art and life should be kept as fluid, and perhaps indistinct, as possible.” Kaprow espoused blurring lines to find a new way of being that renounces hierarchy and boxes. To me, the Honors classroom is the best realization of Kaprow’s ideals — one where lines blur each time we meet to allow curiosity, creativity, and passion for our respective fields to flourish.

For example, there is a liminal space that exists in our classrooms where the unexpected happens. I think we all have experiences that can range from a moment, to a pause, to a full on everyone-holding-their-breath to see what unfolds next. That space is quite exciting and often followed by a rush of input from students and instructors.

Faculty expertise may be divergent, yet become crystallized through working together. I’ve been fortunate in co-teaching with a neuroscientist (Russ Costa), an arts educator (Heidi Van Ert) and a visual artist (Matt Kruback), and will teach next term with a professor of environmental studies (Brent Olson). Our academic backgrounds meet in the space of perception as we work within our fields to understand the larger questions that unify us: How do we learn and know? How do we see, and see things differently to both come together and draw (respectfully) apart?

The Honors College also supports teaching in the Clemente Course at East High, where we bring these same questions and a passion for learning to prepare select students for college. Paired with a Teaching Fellow (Honors student Emma Metos), we engage in broader issues through art by drawing on students’ experiences and backgrounds. Just as in the Honors classroom, lines blur and break down, providing us the space to truly engage with and learn from each other. HM.

Honors students come from a variety of geographic locations, age groups, academic fields, and life experiences. So how, if we are all so different, does the community remain cohesive?

I think there are multiple explanations for this, including the initial bonding at first-year orientation, the shared struggle in Welcome to Thinking, and the classes we take together throughout our college experience. But I also think it’s something more than the time we spend together that connects the community. After all, just because you spend time with people doesn’t mean you’ll make meaningful connections with them.

For me, there is another factor at play that explains this community: curiosity. All Honors students, regardless of their background or life goals, have a desire to know more about the people and ideas that surround them.

But our curiosity is not concerned with just gathering information and storing it for later use. Our special brand of “Honors curiosity” demands that we look critically at texts, question our own assumptions, and recognize that life does not operate in disciplines. This inquisitive nature is enhanced by class discussion, use of the team-teaching model, and repeatedly asking, “So what?”

Honors curiosity is also not limited to the classroom. Walk around campus and you’ll find Honors students discussing the ethics of big data, strategies for political activism, and whether science is really objective. We recognize that curiosity is a group activity — we are at our most curious when others voice questions or ideas that help us think deeply.

Overall, our community remains cohesive because our different backgrounds and experiences become fuel, not barriers, for curiosity. HM.
Kate Bradshaw ('03) is now chair of Westminster's alumni board.

Mike Acord ('07) is a pediatric radiology fellow at The Children's Hospital of Philadelphia.

Creed Archibald ('09) teaches ninth grade English at Highland High School in Salt Lake City.

Bryan Craven ('10) started as manager of strategic marketing at Micron Technology in Boise, Idaho.

Sara Dunham (née Rees, '10) completed medical school at the University of Utah and, this summer, started a family medicine residency in Ventura, California.

Demetri Coombs ('11) recently graduated from Drexel University Medical School — where he received the Medical Humanities Scholar Award — and started his six-year residency in plastic reconstructive surgery at the Cleveland Clinic. His capstone project on medical ethics was also recently published in *Annals of Anatomy*.

Cassidy Jones ('11) published a co-authored article in the *George Wright Forum* (vol. 34, issue 1) called "Bringing Parks Back to the People: Revisiting the Dual Mandate and Core Values of the National Park Service."

Jake Wayman ('11) graduated from the Virginia Commonwealth University School of Medicine in Richmond, Virginia. He will be staying at VCU for a three-year residency in emergency medicine.

Allie Roach ('12) moved to Seattle and is now senior research associate at Novo Nordisk, a Danish multinational pharmaceutical company.

Jennifer Cain (née Mattis, '13) just began the veterinary science PhD program at the University of Kentucky studying equine parasitology.

Kellie Garrigan ('13) is the vice president of content and training for Onfire Learning, a company that provides a learning management system and curriculum designed for personalized education.

Jeff Pedersen ('13) recently graduated from Dartmouth College Medical School.

Fehmi Yasin ('13) has received funding from the National Science Foundation’s Graduate Research Opportunity Worldwide program to spend a year conducting research at Hitachi’s Central Research Laboratory in Hanoiama, Japan during his Physics Ph.D. studies.

Nicole Bedera's ('14) co-authored article, “Who Gets to Define Campus Rape?” appeared in the *New York Times* on Sept. 18.

**NEWS & NOTES**

**Chris Cunningham ('15)** has moved congressional offices, joining the staff of Elizabeth Esty (D-Connecticut) as a legislative correspondent.

**Emma DeLoughery ('16)**, now a second-year student at the Mayo Clinic Medical School, is first author on a new publication called “Use of Three Prostaglandins in Improving Bleeding Outcomes in the Warfarin Patient with Intracranial Hemorrhage,” in *Blood Coagulation and Fibrinolysis* (2017). The data collected in this project was gathered with the support of her Honors College Summer Research Grant.

**Adia Thornton ('16)** is now a marketing coordinator at CHG Healthcare in Salt Lake City.

**Jeremy Dormitzer ('17)** started a job as a software engineer at HubSpot in Boston, Massachusetts.

**Sean Lynne ('17)** started his studies at University of Chicago's Pritzker School of Medicine.

**Tim Lindgren's ('17) essay** “Ecocide, Genocide and the Failure to Protect Alternative Life-systems,” written with the support of an Honors College Summer Research Grant, has been accepted for publication in *The International Journal of Human Rights*. He just started graduate studies at SOAS (School of Oriental and African Studies), University of London.

**Jake Smith ('17)** had a photograph published in the 2017 issue of *Scribendi*, an arts and literature journal produced by the University of New Mexico. He also had a short film accepted for the companion website.

**Catherine Blakemore ('17)** has been accepted into the Masters of Strategic Communication program at Westminster College and will begin the program in January 2018 while continuing to run her business full time.

**Rachel Darata ('18)** is co-author with geology professor Tiffany Rivera and others on a paper in the journal *Earth and Planetary Science Letters* called "The duration of a Yellowstone super-eruption cycle and implications for the age of the Ophirui subchron."

**Nicole McKenna ('18), Ember Bradbury ('19), Annette Donald ('19), and Abby Leinbach ('19)** are currently serving as leadership for Westminster’s Collegiate Honors Council.

**Taylor Stevens ('18)** is editor-in-chief of *The Forum*, Westminster’s student news organization, for a second year. She was also recently hired as a staff reporter covering government for *The Salt Lake Tribune."

**Zoey Gray ('18)** conducted summer research on barriers to accessing community gardens for underserved populations in Salt Lake City.

**Carissa Christensen ('18)** will intern with the Take Back the Night Foundation on a national level to help increase awareness about Title IX and sexual assault on college campuses. She is also working on bringing more events focused on these issues to Westminster and other local universities.

**Jadie Adams ('18)** will present her mathematical research in tiling theory at the Joint Mathematics Meeting in San Diego.

**Holden Rasmussen's ('18) modified version of a paper** called “Science Towards Ethics: Epistemological Humility and the Violence of Scientism,” which was written for the Science, Power, and Diversity seminar, will be published in the Fall 2017 issue of the *Undergraduate Research and Creative Activity (UReCa)*, the peer-reviewed undergraduate journal of the National Collegiate Honors Council.

**Jadie Adams ('18), Allie Nelson ('18), & Calen Smith ('19)** recently presented their work at the SACNAS National Diversity in STEM Conference this fall.

**Ambrur Staab ('19)** has a paper under review for publication and is the vice president of the Pre-Professional Health Society.

**Carolyn Janecek’s ('19) paper** “The Veneer of Objectivity” has been selected for publication in *Undergraduate Research and Creative Activity (UReCa)*, the peer-reviewed undergraduate journal of the National Collegiate Honors Council.

**Jessica Taghvaiee ('19)** has been selected as a McNair Scholar. She is currently serving as an immigration intern at Catholic Community Services in its immigration and refugee services department. Her mentoring program, The Generation Project, has received the Civic Engagement Center’s Merit Take Action grant for 2017-2018. She is also the new co-leader of Salt Lake City’s Congressional Action Team (SLCAT) for UNICEF.

**Calen Smith ('19)** presented his research on neurogenetics at the Cognitive Society for Interdisciplinary Learning.

**Haley Schiek ('20)** teaches a Vinyasa flow yoga class at Westminster College’s Health, Wellness and Athletic Center every Wednesday at 4:30 p.m., which is free for students.

Did you do something notable? We want to know! Email your news and notes to Richard at rbadenhausen@westminstercollege.edu.
MEET THE SHC

Who is your best friend in Honors and why?

Holden Rasmussen: Olivia Perez and I have known each other since the eighth grade. We never planned to attend the same college, let alone be in the same academic and social circles after high school, but here we are! We spend a lot of time talking about music, current events, and what we’re doing in school. She’s a political science major and I’m a philosophy major, so we’re pretty well-versed in important topics that matter to both of us; our conversation is never dry.

What is your favorite Student Honors Council event?

Julie Norman: One SHC event I really enjoyed was a Prof Picks the Flick with Julie Stewart. The film, “A Better Life,” was so timely and the perspective of a sociologist was simply fascinating.

Elaine Sheehan: My favorite SHC event was probably the chili cook-off we had last year. Nothing brings a community together better than good food, a break from finals, and a chance to escape into good conversation with old friends!

What’s the most interesting conversation you’ve had with someone in Honors?

Diana Khoorovi: It’s hard to pick just one… Han Kim always knows how to start an interesting and passionate discussion about human rights and social justice for Asian Americans in our society. We’re both super passionate for this stuff – so much so that we started a new organization on campus this year, the Asian American Student Association, where the conversation can continue.

Richard's Dream

by Jessica Taghvaiee
Note From the Editors

With this issue of *Honorable Mention*, we hope to showcase multiple facets of Westminster’s Honors College and address concerns related to its rapid expansion. Despite the many changes, our intimate community has remained and is still what defines the Honors College. That community is diverse — members come from different age groups, academic fields, geographic locations, races, ethnicities, and life experiences — but cohesive. Honors students, faculty, and staff come together to create a welcoming and supportive environment to facilitate academic exploration and personal growth. As we grow and take on the challenges that come with transitioning from a program to a college, our sense of community is what will allow us to overcome those difficulties. We look forward to seeing what comes next. *HM.*