

2023 North Carolina Honors Association Conference

# Infinite Possibilities:

## Sharing Innovations in Honors Education



**BARTON**  
COLLEGE

Hosted by the Whitehurst Family Honors Program at Barton College



# North Carolina Honors Association

## Why Honors?

Honors education ignites passion for lifelong learning and encourages student creativity, collaboration, and leadership in the classroom and beyond.

It is characterized by in-class and extracurricular activities that are measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education. Honors curriculum serves as a laboratory for inventive and experiential education that can be implemented in the traditional classroom. Honors experiences include a distinctive learner-directed environment and philosophy, provide opportunities that are appropriately tailored to fit the institution's culture and mission, and frequently occur within a close community of students and faculty.

## Infinite Possibilities: Sharing Innovations in Honors Education

In the face of ever-changing student populations with characteristics and proclivities that vary from year to year, honors colleges and programs continually evolve and adapt to maximize the academic and co-curricular experiences for undergraduates. Drawing from similar recruitment pools, it behooves NCHA member institutions to share their unique approaches to how they define and deliver honors education, thereby inspiring other institutions through stories of their success

## Executive Board Members for 2022–2023

### President:

Gerard Lange, Barton College

### Future President:

Jill Granger, Western Carolina University

### Immediate Past President:

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### Student at Large:

Fernando Cuevas, UNC Greensboro

### Student at Large:

Casey Perkins, East Carolina University

# Conference Itinerary

## Friday, November 3

1:45–2:00 p.m., Welcome  
2:00–2:50 p.m., Concurrent Sessions 1A and 1B  
3:00–3:50 p.m., Concurrent Sessions 2A and 2B  
4:00–4:50 p.m., Concurrent Sessions 3A and 3B  
5:00–5:30 p.m., Keynote address  
5:30–6:00 p.m., Open Forum with Students  
Open forum with Faculty and Staff

## Saturday, November 4

9:00–9:50 a.m., Concurrent Sessions 4A and 4B  
10:00–10:50 a.m., Concurrent Sessions 5A and 5B  
11:00–11:50 a.m., Concurrent Sessions 6A and 6B  
12:00–1:00 p.m., NCHA Executive Meeting

**The poster session will  
run throughout the event**

## Participating Institutions

Appalachian State University  
Barton College  
Catawba College  
Central Piedmont Community College  
East Carolina University  
Greensboro College  
Livingstone College  
NC State University  
Queens University of Charlotte  
UNC Charlotte  
UNC Greensboro  
Western Carolina University



## Keynote Address

Kevin N. Pennington is Vice President of Academic Affairs at Barton College. Dr. Pennington's research has ranged from a study on the post-translational modifications of proteins in the IKK/ NF- $\kappa$ B signaling axis in both cancer and immune cells, to a work on the identification of stress-induced transcription factors in tetrahymena, a ciliated protozoan.

## Main Link

<https://us06web.zoom.us/j/81269496355>  
Meeting ID: 812 6949 6355

Welcome Session, 1:45–2:00 p.m.  
Keynote Address, 5:00–5:30 p.m.

# Poster Session

**Tiger Woods: The Outside Factors  
Affecting The Pressures in His Game**

Daniel Adkins, Barton College

Faculty mentor, Dr. Gerard Lange

<https://youtu.be/7LjAiwKONM>

**Impact of Book Buddies on the WCU Community**

Mykala Anderson, Western Carolina University

Faculty mentor, Dr. Jill Granger

<https://youtu.be/W6ZNf1KoJLg>

**Teaching to Remember: Variations in Teachers'  
Instructional Language in Kindergarten.**

Kylan Davis, UNC Greensboro

Faculty mentor, Dr. Jennifer Coffman

[Link pending]

**Richard Adams: How Life Experience Shape Perspective**

Gianna Ferigne and Miranda Holmes, Barton College

Faculty mentors, Dr. Gerard Lange and Dr. Rob Cagna

<https://youtu.be/kb8u3XpH2sQ>

**The Roles of the Ferlin Family in Human  
T-cell Leukemia Virus Type I infection**

Abby Frugé, East Carolina University

Faculty mentor, Dr. Isabelle Lemasson

[https://youtu.be/DirLGRrlhco?si=DeyMajh\\_4skYK7RU](https://youtu.be/DirLGRrlhco?si=DeyMajh_4skYK7RU)

**Main Street Marketplace: Purpose of Food Pharmacy  
Program and Addressing Food Insecurity**

Evelyn Kauserud, Catawba College

Faculty mentor, Dr. Suzanne Bowser

[https://youtu.be/U\\_tr-J1ps4I?feature=shared](https://youtu.be/U_tr-J1ps4I?feature=shared)



**Factors That Impact Farmer Willingness to Participate in Conservation Programs**

Matthew Mair, Appalachian State University

Faculty mentor, Dr. Greg Howard

<https://www.youtube.com/watch?v=BDUlw9wXUfs>

**James Baldwin: The Impact of Racial and Ethnic Identities on Society**

Cole McCarthy, Samantha Serio, and Alyssa Krasovich, Barton College

Faculty mentors, Dr. Gerard Lange and Dr. Rob Cagna

<https://www.youtube.com/watch?v=jHYZK5EPMDY>

**Crack Sealants in Highway Infrastructure**

Caleb Messer, East Carolina University

Faculty mentor, Dr. Amin Akhnoukh

<https://youtu.be/dU6oOm5Cvlw>

**Investigation of Neurodegenerative Disease-related Cofilin-Actin Rod Dynamics Using a Novel Optogenetic Approach**

Davis Roberts, East Carolina University

Faculty mentor, Dr. Robert Hughes

[https://youtu.be/HFd3I\\_Dhyvl](https://youtu.be/HFd3I_Dhyvl)

**Tarka Takes on Tourism: Effects of Literary Tourism**

Grace Roper and Brigitte Sander, Barton College

Faculty mentor, Dr. Gerard Lange and Dr. Rob Cagna

<https://youtu.be/4IEUb6H4NBQ>

**Parental Socialization and Personal Behavioral Styles Relating to Mental and Academic Outcomes In Young Adults of Color**

Tiffany Tan, UNC Greensboro

Faculty mentor, Dr. Gabriela Stein

[https://youtu.be/5TZef0CP\\_sg](https://youtu.be/5TZef0CP_sg)

**Friday, 2:00–2:50 p.m.**

## **Concurrent Session I A**

<https://us06web.zoom.us/j/81269496355>

Meeting ID: 812 6949 6355

**Building an Honors Program: From Zero to Launch!**

Dr. Deninne Pritchett, Central Piedmont Community College

**Driving the Needle: Encouraging Retention of Women  
in Collegiate Stem Programs**

Stephanie Stewart, East Carolina University

Faculty mentor, Dr. Diane Majewski

## **Concurrent Session I B**

<https://us06web.zoom.us/j/85356136766>

Meeting ID: 853 5613 6766

**Ink on Paper: Engaged Learning in Archival Research**

Dr. Gerard Lange, Dr. Rob Cagna, and Ms. Naija Speight, Barton College

**Got Milk?; What a Nearly 100 Year Old Letter Taught Us  
About College Today**

Kloe Martin and Zach Kashubara, Barton College

Faculty mentors, Dr. Gerard Lange and Ms. Naija Speight

**The Used Book Fair: Promoting Recreational Reading on Your  
Campus**

L. Wyatt Wilson, Western Carolina University

Faculty mentor, Dr. Jill Granger

**Friday, 3:00–3:50 p.m.**

## **Concurrent Session 2A**

<https://us06web.zoom.us/j/81269496355>

Meeting ID: 812 6949 6355

**A New Interdisciplinary Capstone Pathway at the UNC Charlotte Honors College: Capstone Students as Scholar-Teachers**  
Dr. Melinda Adnot, UNC Charlotte

**Ageism Simulation Experience**  
Caroline Roach, Corinne Denham, Walker Fuller, and Catherine Wood, Barton College  
Faculty mentor, Dr. Gerard Lange

**The Eye of the Beholder; A Psychoanalytical Perspective of Tell-Tale Heart**  
Sa’Nya-Esmeralda Polo, UNC Charlotte  
Faculty mentors, Dr. Matthew Rowney and Dr. Malin Pereira

## **Concurrent Session 2B**

<https://us06web.zoom.us/j/85356136766>

Meeting ID: 853 5613 6766

**Broadening the Anxious Mind: Why Eastern Religions and Ideologies Improve Anxiety Management**  
Jasmine Spero, Greensboro College  
Faculty mentor, Dr. Henry Kuo

**A Visual Historical Timeline Comparison of the Tang Dynasty and the Rest of the World**  
Skyler McNeely, Queens University of Charlotte  
Faculty mentor, Dr. Barry Robinson

**East to West: Exploring “The Laozi and Anarchism,” by Matthieu B. Agustoni**  
Astrid Bridgwood, Queens University of Charlotte  
Faculty mentor, Dr. Eric Mullis

**Friday, 4:00–4:50 p.m.**

## **Concurrent Session 3A**

<https://us06web.zoom.us/j/81269496355>

Meeting ID: 812 6949 6355

**Queering Honors: Using Honors Curriculum to Foster a Sense of Belonging for LGBTQ+ Students**  
Dr. Angela Bolte and Mr. Eric Toler, UNC Greensboro

**“Lesbian Recruitment Camp”: A Brief Queer History of the Girl Scouts**  
Lukas Tucker, UNC Greensboro  
Faculty mentor, Dr. Mandy L. Cooper

**Micro-Influencer Marketing in the Fashion Industry: The Effectiveness of Tik Tok Campaigns Among College Females**  
Carson Allred, East Carolina University  
Faculty mentor, Dr. Christine Kowalczyk

## **Concurrent Session 3B**

<https://us06web.zoom.us/j/85356136766>

Meeting ID: 853 5613 6766

**A Secure Relationship with God: Client-Therapist Relationships as a Model for Individuals’ Relationships with God**  
Heaven Thornton, Greensboro College  
Faculty mentor, Dr. Henry Kuo

**Monet’s Rouen Cathedrals: An Impressionist Exploration of Time, History, and Religion**  
Astrid Bridgwood, Queens University of Charlotte  
Faculty mentor, Dr. Siu Challons-Lipton

**Change of Life**  
Kaydence Jones, UNC Greensboro  
Faculty mentor, Mr. Eric Toler





**Friday, 5:00–5:30 p.m.**

## **Keynote Address**

<https://us06web.zoom.us/j/81269496355>

Meeting ID: 812 6949 6355

**Dr. Kevin N. Pennington**

Vice President of Academic Affairs at Barton College

**Friday, 5:30–6:00 p.m.**

## **Open Forums**

**Open Forum with Students**

<https://us06web.zoom.us/j/85356136766>

Meeting ID: 853 5613 6766

Student, take this opportunity to meet with students from other institutions to build connections and share what Honors is like in your college or program.

**Open Forum with Faculty and Staff**

<https://us06web.zoom.us/j/81269496355>

Meeting ID: 812 6949 6355

Faculty and staff, take this opportunity to meet with colleagues from other institutions to share your insights and pedagogical practices.

**Saturday, 9:00–9:50 a.m.**

## **Concurrent Session 4A**

<https://us06web.zoom.us/j/83894280445>

Meeting ID: 838 9428 0445

**An Innovative Solution to Encourage Honors  
Students Community Engagement**

Chandler Bumgarner and Cole Panaccione, Western Carolina University

**Policing in Schools: SROs and the School-to-Prison  
Pipeline in Guilford County**

Sydney Rogers, Greensboro College

Faculty mentor, Dr. Nicolas Eilbaum

**The Fairness of Disciplinary Action in North Carolina's  
Local Education Agencies: Risks and Recommendations**

Sasha Sembur, UNC Charlotte

Faculty mentor, Ms. Kimberly Mitchell

## **Concurrent Session 4B**

<https://us06web.zoom.us/j/89606210562>

Meeting ID: 896 0621 0562

**ECU Honors MAKERS Program**

Aydan Lawler, East Carolina University

Faculty mentor, Dr. Diane Majewski

**Importance of Student-to-Student Mentorship  
in the Honors College Experience**

Kasey Perkins, Kylie Murray, and Whitley McCoy, East Carolina University

Faculty mentor, Dr. Diane Majewski



**Saturday, 10:00–10:50 a.m.**

## **Concurrent Session 5A**

<https://us06web.zoom.us/j/83894280445>

Meeting ID: 838 9428 0445

**You Only Get One Chance To Make A First Impression**

Dr. Diane J. Majewski, East Carolina University

**Guided Imagery and Music**

Brooke Justice, Queens University of Charlotte

Faculty mentor, Dr. Varvara Pasiali

**The Portrayal of Women Trombonists  
in Representative Iconography**

Raven Sizemore, UNC Greensboro

Faculty mentor, Dr. Randy Kohlenberg

## **Concurrent Session 5B**

<https://us06web.zoom.us/j/89606210562>

Meeting ID: 896 0621 0562

**CURE: Assessing Student Learning Outcomes of  
Community Engagement Among Honors First-Year Students**

Mr. Colin Townsend, Western Carolina University

**The Impact of the COVID 19 Pandemic on Elementary  
Students' Reading Levels**

Grace Greene, Barton College

Faculty mentor, Ms. Angela Gurgainus

**Saturday, 11:00–11:50 a.m.**

## **Concurrent Session 6A**

<https://us06web.zoom.us/j/83894280445>

Meeting ID: 838 9428 0445

**Demonstration of Covalent Intermediates in the Mechanism of Peptidoglycan O-Acetylation in Gram-Negative Bacteria**

Jalen London, University of North Carolina at Charlotte

Faculty mentor, Dr. Suzanne Walker

**Exploring Syntheses of Compounds from Artocarpus Trees: Applications in Medicinal Chemistry**

Kiran Soma, NC State University

Faculty mentor, Dr. Joshua Pierce

**Seasonal Foraging Strategies: The Foraging Response of Captive Coquerel's Sifakas When Food Availability Changes**

Jessica Jacob, UNC Greensboro, and Dr. Lydia K. Greene, Duke University

Faculty mentor, Dr. Charles Egeland

## **Concurrent Session 6B**

<https://us06web.zoom.us/j/89606210562>

Meeting ID: 896 0621 0562

**Autobiographical Avatars: Exploring themes in Narrative of the Life of Frederick Douglass, an American slave**

Kamari Scales, Alkayla Tanner, Kaiya Simmons, and Ellis Dogbe-Gakpetor, Livingstone College

Faculty mentor, Dr. Da'Tarvia Parrish

**Expanding Classics: Comparative World Mythology and its Reception in Gaming**

Ethan Divon, UNC Greensboro

Faculty mentor, Dr. Aisha Dad

**Ballad of a Boy and His Town**

Jay Clarkson, UNC Greensboro

Faculty mentor, Dr. Angela Bolte

# Abstracts

In order by the last name of the primary presenter.

**Tiger Woods: The Outside Factors Affecting The Pressures in His Game**, Daniel Adkins, Barton College; Faculty mentor, Dr. Gerard Lange (Poster presentation)

This case study analyzes the pressures that Tiger Woods has faced throughout his entire career as a golfer and his life and how it has affected his personal life and performance on the golf course. The purpose of this project was to create a line of inquiry through lectures given in class, with the main theme of pressure. Through this line of inquiry, three branches are created to allow for a deeper connection to the individual lectures that were given. The result of the individual research is this case study of Tiger Woods, with the branches being Societal, Physical, and Mental/Emotional pressure. These branches are laid out as each aspect of pressure that Woods has been through in his life. As you analyze the connection of lectures, it is important to notice that among all this pressure, Tiger Woods still dominated for most of his entire career and still competes at a high level today. Using his methods to overcome pressure can definitely be helpful to overcome pressures that we face ourselves.

**A New Interdisciplinary Capstone Pathway at the UNC Charlotte Honors College: Capstone Students as Scholar-Teachers**, Dr. Melinda Adnot, University of North Carolina at Charlotte (Oral presentation)

Beginning in Spring 2023, the University Honors Program at UNC Charlotte launched an innovative curricular model that connects the first-year experience and senior capstone project. This new capstone format asks our seniors to engage in individual academic inquiry on a topic of their choosing and to design and lead a seminar series on their topic for a small group of incoming honors students. The goal of this model is to create a more cohesive curricular experience in the University Honors Program: when students enter they will engage in a small, discussion-based community of inquiry led by a senior student, they will see deep interdisciplinary inquiry modeled by their professors in their honors coursework, and for their own capstone experience they will have the opportunity to lead a seminar themselves or choose to complete the capstone/thesis in their disciplinary honors program. In this session, I will discuss lessons learned from our first year of implementation and plans for program development and evaluation in the coming year.

**Micro-Influencer Marketing in the Fashion Industry: The Effectiveness of Tik Tok Campaigns Among College Females**, Carson Allred, East Carolina University; Faculty mentor, Dr. Christine Kowalczyk (Oral presentation)

Digital influencer marketing alone is a whole new field of study that still has much research to be done on it. With the rise of micro-influencers comes an even deeper level of personalized advertising. These modes of marketing are increasingly popular among younger generations on the application Tik Tok. The fashion industry specifically has taken the reins on this strategy with many micro-influencers advertising clothing to a female audience in their video content. This study will look into the contributing factors to the effectiveness of this type of marketing when it comes to consumer purchasing decisions. The results will be analyzed to determine any themes or connections between the types of content, authenticity levels, visual background locations, and end purchase results. Research for this study is to be collected through 100-150 anonymous surveys completed by female college students to gain a consumer perspective on their micro-influencer of choice. The results of the surveys will determine the relationship (if any) between factors such as authenticity, types of content created, location of video content, or frequency of posts and the end result consumer purchase decisions.



# Abstracts Continued

In order by the last name of the primary presenter.

**Impact of Book Buddies on the WCU Community**, Mykala Anderson, Western Carolina University; Faculty mentor, Dr. Jill Granger (Poster presentation)

Smoky Mountain Elementary School is a community partner with WCU, the Book Buddies program allows students to work with elementary students, teachers, and the honors college in a volunteer capacity. This opportunity allows students to grow in their leadership opportunities, adaptability, communication, and understanding of the community they have chosen to be a part of for the next four years. It also allows for SMEs to have additional volunteers/adults in the classroom to give attention to students. Because SMEs is a Title 1 school, providing adults who can give one-on-one care, reading assistance, and curating relationships boosts interest in school. I would like to look into how SMEs students enjoy and feel impacted by the program, how SMEs teachers feel the program is useful, why honors college students choose to be a part of the program, and how they feel it helps them to grow.

**Queering Honors: Using Honors Curriculum to Foster a Sense of Belonging for LGBTQ+ Students**, Dr. Angela Bolte and Mr. Eric Toler, University of North Carolina at Greensboro (Oral presentation)

The University of North Carolina Greensboro, with its roots as the UNC System's Women's College, has long focused on including those traditionally excluded from academia and providing those individuals a place to belong. Considering this history, Lloyd International Honors College has striven to reflect the founding principles of UNC Greensboro. Given UNC Greensboro's particular history of fostering a sense of belonging for LGBTQ+ students, we propose to explore the ways in which the Honors College fosters a sense of belonging for our LGBTQ+ honors students, a significant and visible population within the Honors College. (paragraph break) This presentation will focus on the ways in which belonging is fostered through honors curriculum, in particular courses taught by honors faculty with backgrounds in feminist and queer theory. Focusing on four courses, *Birds, Bees, and Philosophers*; *Unicorns, Vampires, and Aliens: Philosophy and Speculative Fiction*; *(Re)Imagining Freedom: Personhood, Human Rights, and the Perils of Inclusion*; and *LGBTQ History and Theory*, this presentation will focus on exploring how instructors use the curriculum in these courses to foster a sense of belonging that ultimately extends beyond the classroom.

**East to West: Exploring "The Laozi and Anarchism," by Matthieu B. Agustoni**, Astrid Bridgwood, Queens University of Charlotte; Faculty mentor, Dr. Eric Mullis (Oral presentation)

Comparative philosophers have long underscored the alignment between ancient Chinese Daoist philosophy and contemporary Anarchist theory. Both align themselves with non-hierarchical, collective social structures which connote harmony and, often, alignment with nature to promote human flourishing. One such thinker is Matthieu B. Agustoni, Swedish philosopher, political scientist, and author of the article "The Laozi and Anarchism." In this article, Agustoni selects passages from the most original Daoist text, *The Laozi*, and compares these with contemporary philosophical writings on anarchism. Notably, Agustoni breaks anarchism into categories, including "weak," "strong," "balance-of-reason," and "absolute-reason," hoping to place *The Laozi* in one of these categories. This paper seeks to critically analyze Agustoni's article and goals of categorization, bringing forth further examples of the similarities between western Anarchism and Daoism through later iterations and translations of *The Laozi*, seeking to understand the ways in which contemporary political and philosophical thought can be informed by cross-cultural, historic influences.

**Monet's Rouen Cathedrals: An Impressionist Exploration of Time, History, and Religion**, Astrid Bronwood, Queens University of Charlotte; Faculty mentor, Dr. Siu Challons-Lipton (Oral presentation)

Claude Monet is an artist who the public knows instinctively. Much like Vincent Van Gogh's "Starry Night," (1889) Claude Monet's name has become synonymous with his late career series presenting elegant water lilies, floating on cool pools of still, serene water. These are images which contemplate infinity, nature, and time; they serve only as a final, crystalline example of his life-long investigation of the ephemeral. Monet's "Rouen Cathedral," series (1890s) saw the artist obsessively re-create in paint the same facade of the same cathedral at every possible time of day, recording the surface as changed by light and color. This series was Monet's investigation into fundamental Impressionist ideas of time and modernity, without which his iconic, near-religious water lilies would never have been made. This paper investigates Claude Monet's attempts at recording the Rouen Cathedral surface, investigating the philosophical influences which shaped his brush, seeking to understand the series which perfected Monet's voice and whose impact is felt in the later works which would come to define his career.

**An Innovative Solution to Encourage Honors Students Community Engagement**, Chandler Bumgarner and Cole Panaccione, Western Carolina University

Service Learning is a cornerstone within the Brinson Honors College. Honors students are often intrigued by the thought of implementing their own community service project. However, these students face unique challenges on how to adequately serve their community with finite resources. Due to these barriers, students are not able to make direct impacts on their communities. Our goal is to increase community involvement with honors students by eliminating many difficulties associated with arranging a community service project. The Community Service Committee on the Brinson Honors College Board of Directors aims to alleviate the financial barriers from these students by offering Community Engagement Mini-Grants. Honors students who are awarded a mini-grant will use the funds provided by the committee to directly impact their community. Honors students submit a proposal through a rolling application process, allowing students to receive funds within weeks of their proposal submission. The community service co-directors also provide guidance to mini-grant recipients throughout their project. This support provided in addition to the funding, alleviates many stressors that is associated with coordinating a community service project.

**Ballad of a Boy and His Town**, Jay Clarkson, University of North Carolina at Greensboro; Faculty mentor, Dr. Angela Bolte (Creative work)

In an environment saturated with generalizations and fluctuating expectations, it can be difficult to express oneself. This song explores the decision of a young trans boy to walk into a cave, never to be seen again by his hometown, who still considers him a girl. The town, too frightened to walk into the cave themselves, assumes him dead, but the boy finds new life within the cave's walls. He is free from constricting gender roles and has a newfound opportunity to feel self-comfort, at last.

# Abstracts Continued

In order by the last name of the primary presenter.

**Teaching to Remember: Variations in Teachers' Instructional Language in Kindergarten**, Kylan Davis, University of North Carolina at Greensboro; Faculty mentor, Dr. Jennifer Coffman (Poster presentation)

During elementary school, children learn foundational skills that support lifelong learning, including strategies to deliberately remember information. Teachers do not often directly teach children memory strategies; however, past research has found that many instructional practices are linked to children's growing memory skills (Coffman & Cook, 2021). Coffman et al. (2008) created a coding scheme called the Taxonomy of Teacher Behaviors to examine memory-relevant aspects of elementary school teachers' instructional language. Notably, they found that a subset of codes (an index called Cognitive Processing Language) was linked to children's memory performance and strategy use (Coffman et al., 2008). Numerous studies have found associations between teachers' use of higher levels of Cognitive Processing Language (CPL) and students' memory and academic outcomes. However, past research has primarily focused on first-grade teachers. Little is known about kindergarten teachers' use of CPL or how educators' background characteristics are related to their likelihood of using CPL in a classroom. This poster is designed to examine how teacher behaviors differ based on teacher background characteristics and across subjects (math and language arts) during kindergarten.

**Expanding Classics: Comparative World Mythology and its Reception in Gaming**, Ethan Divon, University of North Carolina at Greensboro; Faculty mentor, Dr. Aisha Dad (Oral presentation)

Classical reception informs almost every genre of modern literature. From children's novels to horror films, the classical world has shaped the ways modern society tells its stories. Even with this immense influence, the study of reception in gaming is lackluster. While more disciplines progress into this fresh field of study, classics seem to have remained rooted in the past. This research seeks to tackle one of the largest issues with inspiring research in gaming reception: accessibility. Because many researchers are not acquainted with the world of gaming, they do not have the tools to study games. To begin overcoming this barrier, this research creates a database which distills the vast quantity of data into a more easily understood engine, also highlighting the beginnings of pedagogical strategies to gaming. By simplifying gaming, this research allows researchers to engage with games while encouraging the implementation of game studies into classics education.

**Richard Adams: How Life Experience Shape Perspective**, Gianna Ferigne and Miranda Holmes, Barton College; Faculty mentors, Dr. Gerard Lange and Dr. Rob Cagna (Poster presentation)

Richard Adams is a well-known author who has been exposed to different life events. These events impacted his passions, what he writes about, and what is important to him. Growing up in an atmosphere where nature surrounded him, helped create a desire to show others the importance of protecting the environment. As he got older he continued to express this passion through his novels and participation in the Clean Air Act. In WWII Adams joined the Army where so much violence and hatred had been taking place, all of these emotions are easily seen throughout his books. Adams let his experiences impact what he did with his life.

**The Roles of the Ferlin Family in Human T-cell Leukemia Virus Type 1 infection**, Abby Frugé, East Carolina University; Faculty mentor, Dr. Isabelle Lemasson (Poster presentation)

Over 20 million people are infected with Human T-Cell Leukemia Virus type 1 (HTLV-1). HTLV-1 infection causes diseases like aggressive Adult T-Cell leukemia and HTLV-1 associated myelopathy. Those who develop these complications have a poor prognosis due to lack of treatments. Our laboratory has focused its research in understanding how HTLV-1 spreads within the infected host. The CD4+ T-cells are the main target of HTLV-1. HTLV-1 infection between T-cells requires a cell-to-cell contact between the infected and healthy cells. This cell-to-cell contact allows the HTLV-1 envelope glycoprotein (Env) to move to the cell-to-cell juncture and form a virion. Our laboratory recently reported that HBZ, a protein encoded by HTLV-1, plays a role in HTLV-1 infection. We found that HBZ activates transcription of a cellular gene called MYOF, which codes for myoferlin. We found that myoferlin is abnormally overexpressed in HTLV-1 infected T-cells due to HBZ expression. We have identified myoferlin as having a role in HTLV-1 infection by stabilizing the Env protein levels. Consequently, we found that reduced expression of myoferlin in HTLV-1 infected T-cells inhibits viral infection of new cells by reducing the level of Env. My project has been to research if other members of the Ferlin family, otoferlin and dysferlin, are also expressed in HTLV-1 infected cells. We have found that dysferlin mRNA is expressed while otoferlin mRNA was not expressed in HTLV-1 infected T-cells

**The Impact of the COVID 19 Pandemic on Elementary Students' Reading Levels**, Grace Greene, Barton College; Faculty mentor, Ms. Angela Gurgainus (Oral presentation)

According to research findings, reading levels of K-5 students in North Carolina suffered drastically from the COVID-19 Pandemic. In this study, data from an elementary school in North Carolina along with district data, and data from the surrounding community were collected and examined to gauge the impact of the pandemic on students' reading levels. What was found from this data is that students' reading levels, both within the school and the surrounding district, dropped drastically from before to during the pandemic. Student reading levels showed improvement for both for the 2021-2022 school year when students started shifting back towards in-person learning. This research also shows that the pandemic produced many unforeseen challenges to students' reading and writing progression and we are just now seeing the lasting impacts of those challenges back in the classroom. This data was found through numerical data examination, along with conducting interviews of students, teachers, and parents from the specified school. Next steps in this research will entail looking into what national and global scholars are saying about students' reading levels post pandemic, along with how other subjects have been impacted as well.

# Abstracts Continued

In order by the last name of the primary presenter.

**Seasonal Foraging Strategies: The Foraging Response of Captive Coquerel's Sifakas When Food Availability Changes**, Jessica Jaco, University of North Carolina at Greensboro, and Dr. Lydia K. Greene, Duke University; Faculty mentor, Dr. Charles Egeland (Oral presentation)

The Duke Lemur Center (DLC) maintains the only colony of Coquerel's sifakas (*Propithecus coquereli*) outside of Madagascar. In the wild, Coquerel's sifakas are frugo-folivores and eat a diverse, plant-based diet that tracks seasonal and local availability. Leaves serve as a primary food source during the dry season when fruits and flowers are scarce. At the DLC, sifakas are kept in large, forested enclosures from April to October where they can forage on plants native to North Carolina. In the spring and summer, different plant foods are available for the lemurs to feed on. In this study, the foraging activity of six Coquerel's sifakas was recorded for three days per lemur in each season. Statistical analyses were conducted on total foraging rate, plant part (e.g., young versus mature leaves), and the number of species consumed. Like wild sifakas, captive sifakas prioritized young leaves over mature leaves when available, possibly for their higher nitrogen content and lower concentration of secondary compounds. Greater foraging rates and a wider plant-species distribution were observed in the summer—perhaps as a compensatory strategy due to the lower availability of preferred foods. This study helps us understand feeding flexibility in a critically endangered primate.

**Guided Imagery and Music**, Brooke Justice, Queens University of Charlotte; Faculty mentor, Dr. Varvara Pasiali

I would like to further my knowledge about Guided Imagery and Music (GIM). I interviewed Dawn Miller virtually who has a master's degree in music therapy and currently practices GIM on October 2nd at 1:30 p.m. EST. I asked her questions about GIM and gained more insight to why it is an effective music therapy model, how it works in group settings/individual settings, different adaptations to GIM, and much more. Each week, I have/continue to read one assigned reading concerning GIM practices. I will present my information to the North Carolina Honors Association (NCHA) conference at the beginning of November to share my knowledge about what I have learned about GIM.



**Main Street Marketplace: Purpose of Food Pharmacy Program and Addressing Food Insecurity**, Evelyn Kauserud, Catawba College; Faculty mentor, Dr. Suzanne Bowser (Poster presentation)

Main Street Marketplace (MSM) is a non-profit organization providing income-based access to fresh foods. MSM designed the Food Pharmacy Program (FPP) to address food-insecure families who fall into the “gap of support” group, referring to families living below a living wage, but above the poverty threshold that would allow government assistance. FPP aims to decrease nutritional insecurity by increasing access to healthier foods for food-insecure residents, specifically in the gap group. The FPP is designed to improve overall health, thereby decreasing chronic diseases, type 2 diabetes, cancer, and heart disease. Rowan County residents are affected by Adverse Childhood Experiences (ACES) which are traumatic events throughout childhood such as abuse, neglect, and exposure to violence. ACES can have adverse long-term effects on physical and mental health and general well-being. FPP aims to increase self-efficacy and resilience and decrease perceived stress in this same gap group. After families are recruited, pre-assessment includes physical, emotional, and mental health testing and questionnaires. During the 6-month period, 3 meals/week will feed 4–6 family members for \$10/meal. Free access to the local YMCA is provided and they will attend 2 free nutrition education classes. Each week a registered dietitian will provide education, encouragement, and connection to other participants in the program. Two additional assessments will occur at 3 months and after the 6-month period. The MSM aims to improve overall health by providing useful information on healthy food choices as well as resilience and well-being education throughout the program.

**Ink on Paper: Engaged Learning in Archival Research**, Dr. Gerard Lange, Dr. Rob Cagna, and Ms. Naija Speight, Barton College (Oral presentation)

Teaching students to ask questions and question answers has long been an approach to pedagogy in honors education. Pursuit of that goal led Barton College to develop a 4-credit course in archival research where students engage in a semester-long learning lab that blends archival studies, undergraduate research, and visual arts. Throughout the course, an emphasis is placed on the relentless asking of questions not just about archives and artifacts, but also of themselves. Lessons include working with digital databases to complete case studies and exploring primary materials to hone observational and research skills. Partnering with the college library, students engage with the K.D. Kennedy, Jr. Rare Book Room collection that includes works ranging from a first-edition copy of Shakespeare’s longer poems, to an early edition of *The Hobbit* signed by J. R. R. Tolkien. But in the class, students also learn bookbinding, cooking, recording StoryCorp-like podcasts, and how to write in 18th century cursive with a dip pen by candlelight.

**ECU Honors MAKERS Program**, Aydan Lawler, East Carolina University; Faculty mentor, Dr. Diane Majewski (Oral presentation)

In this presentation, we will share an overview of the ECU Honors College Arts Residency MAKERS program. The curator will describe the program’s benefits and provide examples of past projects created by our MAKERS. A goal of the presentation will be to encourage other honors colleges to develop similar programs that can inspire students from all different majors to explore their creativity through art and innovative outreach.

# Abstracts Continued

In order by the last name of the primary presenter.

## **Demonstration of Covalent Intermediates in the Mechanism of Peptidoglycan O-Acetylation in Gram-Negative Bacteria**, Jalen London, University of North Carolina at Charlotte; Faculty mentor, Dr. Suzanne Walker (Oral presentation)

Both Gram-negative and Gram-positive bacteria perform modifications of the peptidoglycan layer, a protective matrix of disaccharides and peptides, usually to increase cell viability or promote successful division. These modifications are mediated through different protein pathways. In our project, we are specifically looking at Peptidoglycan O-acetyltransferases A and B (PatA and PatB) which are responsible for the O-Acetylation of the C6 hydroxy group within the MurNAc residues of Gram-negative bacteria. O-acetylation already has been proven to provide lysozyme resistance and provide greater intracellular survival within macrophages; however, we are taking a more mechanistic approach in which we discern the intermediate stages of the acetyl group. We effectively purified PatA of *Campylobacter jejuni* within *Escherichia coli* and visualized the intermediate using radioactive Carbon-14 acetyl. Our research already suggests that Acetyl-CoA transfers the acetyl group to the tyrosine of PatA. We theorize that PatA then transfers the acetyl group to the serine of PatB and lastly is translocated to the MurNAc within the peptidoglycan layer. Thus, our future work includes separately purifying PatB and testing both active and inactive mutants for peptidoglycan acetyltransferase activity within polymerized Lipid-2 using high-resolution mass spectrometry. Such a description of Peptidoglycan O-acetylation could contribute to studies on inhibition through B-lactam antibiotics.

## **Factors That Impact Farmer Willingness to Participate in Conservation Programs**, Matthew Mair, Appalachian State University; Faculty mentor, Dr. Greg Howard (Poster presentation)

Payment for ecosystem services (PES) programs provide financial incentives to farmers who voluntarily adopt conservation practices. The decision to participate in a PES program is primarily influenced by the attributes of the contract offered and the characteristics of the decision-maker. We surveyed 197 farmers in the Tar-Pamlico watershed, presenting them with demographic questions and a choice experiment. Farmers were asked to choose between two hypothetical PES contracts or a status-quo option of neither program. For our experiment, the contract attributes include limits on nitrogen application, cover crop requirements, and payment per acre. Decision-maker variables include the farmer's age, education, and threat appraisal (i.e., their perceived level of concern regarding nutrient loss on their farm). Performing a conditional logit regression model, we analyze the effect of each contract attribute and decision-maker variable on the willingness of a farmer to participate in a PES program. Consistent with previous literature, we observe a highly significant positive relationship between payment and participation. As expected, we find a negative effect for strict nitrogen limits. We also observe a significant positive relationship between threat appraisal and participation. By understanding these factors, we can inform policy decisions for how PES programs are implemented and targeted.

**You Only Get One Chance To Make A First Impression**, Dr. Diane J. Majewski, East Carolina University  
(Oral presentation)

First-year student engagement has been studied at length. Students who are socially connected, feel a sense of belonging and become involved on campus persist at higher rates than those who do not (Tinto, 1993; Goodenow, 1993; Astin, 1984). Designing a positive campus community to help students feel connected starts with the orientation process. We have a unique opportunity to engage students right after they are admitted and decide to matriculate. In the past, orientation activities for the Honors College at ECU occurred only in the summer and in conjunction with university orientation activities. The focus of these events was limited to addressing curriculum and course registration needs. Two years ago, we decided to make a change. Realizing student engagement is so much more than just course work and registration, it was time to build a comprehensive orientation experience for honors students. Now called Honors On Board (HOB), we require our students to participate in a comprehensive, year-long orientation experience designed especially for honors students attending ECU.

**Got Milk?; What a Nearly 100 Year Old Letter Taught Us About College Today**, Kloe Martin and Zach Kashubara, Barton College; Faculty mentors, Dr. Gerard Lange and Ms. Naija Speight (Oral presentation)

This presentation takes a deep dive into a letter that was written just under a hundred years ago. In the letter a young man by the name of Eugene Taylor, just a common student at Atlantic Christian College (ACC) wrote a direct letter to the president of the college, President Hilley. Within the letter you see the deeper possibilities behind what was actually being said. Access was granted to look at not only the surface of the letter, but continuously ask questions about it. Within this process many different angles be could taken; how livestock was used as a way of paying your way through college, how we now grant scholarships for athletic abilities that bring in money for the school, how a presidents plead for a student to bring as many friends as he could at that time reflects the enrollment rates of the school, and along with the importance of coming up with the money to pay for tuition and the inflation rates. Through the course of this research students were able to find answers to all of these questions.

**James Baldwin: The Impact of Racial and Ethnic Identities on Society**, Cole McCarthy, Samantha Serio, and Alyssa Krasovich, Barton College; Faculty mentors, Dr. Gerard Lange and Dr. Rob Cagna (Poster presentation)

The materials contained in the James Baldwin collection all relate to and relay some of the same topics and concepts. The materials can all be traced to a single theme of the impact of racial and ethnic identities on society. This theme was then further broken down into more in depth subsections. These three subsections are identity, activism and change, and society. These subsections were then further broken down into three more subsections . For the topic of identity the subsections that correlate with this topic are social identities, what is ethnicity and what is race. The next topic activism and change was broken down into the subsections of what is social change, civic engagement and protesting, and governmental reforms. Lastly, the topic of society was broken down into the subsections of law and order, education and religion.

# Abstracts Continued

In order by the last name of the primary presenter.

**Social Words Predict Social Problems: Connecting Idiographic Measures of Self-Discrepancy and Interpersonal Problems**, Vaeda McGarr, University of North Carolina at Greensboro; Faculty mentor, Dr. Kari Eddington (Accepted as an oral presentation but was unable to attend)

Self-discrepancy theory suggests that discrepancies between how individuals view themselves (i.e., actual self) and how they believe they ought to be (i.e., ought self), how they would like to be (i.e., ideal self), or how they fear they might become (i.e., feared self) can result in negative affect. The idiographic content of SDT—self-generated descriptors—can be useful in examining specific discrepant life-domains, but has largely been ignored. The concept of social self-guides—defined as ideal or ought self-guides reflecting social behavior, traits, or preferences—is presented in this study. Social self-guides can be revealed through idiographic measures of self-discrepancy and may be related to issues in interpersonal functioning. The present study utilizes free-responses provided by a sample of 247 college students describing their ideal, ought and feared-selves, as well as rated discrepancies relative to each descriptor provided, and an inventory of interpersonal problems (IIP-32) to investigate how discrepancies with social self-guides are associated with interpersonal problems. It is predicted that interpersonal discrepancies will predict more interpersonal problems than general self-discrepancies. If discrepancies with social self-guides are associated with interpersonal difficulties, those guides could be used to inform targets for intervention.

**A Visual Historical Timeline Comparison of the Tang Dynasty and the Rest of the World**, Skyler McNeely, Queens University of Charlotte; Faculty mentor, Dr. Barry Robinson (Oral presentation)

In my capstone class, I am researching how a centralized government contributed to a flourishing culture in Tang China. In this presentation, I want to extract information and present a visual historical timeline comparing events around the world to what was happening during the Tang dynasty period. I will compare and contrast government structures from both China and the rest of the world to discuss leadership and varied philosophical beliefs.

**Crack Sealants in Highway Infrastructure**, Caleb Messer, East Carolina University; Faculty mentor, Dr. Amin Akhnoukh (Poster presentation)

Cracks are ubiquitous in concrete and reinforced concrete structures and are generally caused by the material volume instability (e.g., shrinkage), mechanical or environmental loading. Regardless of the cause of the cracking, cracks reduce the service life of concrete structures because they allow water and other aggressive agents to ingress into concrete at a higher rate. While design to control cracking may be possible for new structures, the effects of cracks on the existing concrete structures need to be somehow mitigated. To mitigate the effects of cracks, they are commonly sealed using a sealant. Different types of sealants are commercially available, and their effectiveness depends on their ability to penetrate into the cracks and withstand the mechanical loads and weathering. We will review the existing published literature on the performance of different sealants and their installation/application methods. Existing literature on the test methods and the performance criteria for different sealants will also be reviewed. After performing literature review, we will compare the current NCDOT specification with specifications from other DOTs across the US. We will also evaluate the performance requirements of the NCDOT specification with the published data and information in the literature. Based on these comparisons we will evaluate whether the current NCDOT specification needs to be updated.



**Importance of Student-to-Student Mentorship in the Honors College Experience**, Kasey Perkins, Kylie Murra, and Whitley McCoy, East Carolina University; Faculty mentor, Dr. Diane Majewski (Oral presentation)

One of the most important components of the undergraduate experience is the sense of belonging with a strong group of peers. While this is an important feeling for young adults, it is also difficult and daunting to find. This is especially true for first-year college students who are also simultaneously transitioning to college. Our research looks at how an Honors College or honors program can help generate student mentor relationships between underclassmen and upperclassmen. These relationships not only have the potential to help students academically and professionally, but also, and more importantly, they help students connect with each other and find their community. These connections help students expand their networks, form relationships with people from different backgrounds, and get involved with the university and surrounding community. We have used this research to implement a pilot mentorship program to foster relationships between students. Additionally, we will discuss how honors faculty can help support this student-led initiative and be involved with the program so that they also foster personal relationships with students.

**The Eye of the Beholder; A Psychoanalytical Perspective of Tell-Tale Heart**, Sa'Nya-Esmeralda Polo, University of North Carolina at Charlotte; Faculty mentors, Matthew Rowney and Malin Pereira (Oral presentation)

The short story Tell-Tale Heart written by Edgar Allen Poe, tells the story of a man who murders his elder neighbor. Tell-Tale Heart is a widely known short story and its fundamental moral is that "we should not commit crimes because in the end, our own sense of guilt will expose us," (Reynolds, 2022), however, there is a lot more to be said for the text itself. Specifically, in how it can be used to provide examples of critical theories created by Sigmund Freud, and Julia Kristeva. In *The Uncanny*, Freud attempts to answer the question concerning why certain things fill us with a unique feeling of fear and unease, a feeling that Freud argues is distinct from mere fear (3). Similarly, Kristeva in *Powers of Horror* analyzes "the abject," the reference to the human reaction of horror, or more specifically the horror that is felt when there is a loss of distinction between a subject and object, or between self and other (1). Using Freud's, *The Uncanny*, and Kristeva's *Powers of Horror: An Essay on Abjection*, this paper will apply psychoanalytic theory to Tell-Tale Heart to offer us a new and deeper understanding of the short story.

**Building an Honors Program: From Zero to Launch!**, Dr. Deninne Pritchett, Central Piedmont Community College (Oral presentation)

The idea of developing an honors program can initiate great excitement but also comes with great responsibility. To build a program that appropriately serves the student population, provides continuity between the goals of the institution and the honors program, while also being anchored to the characteristics of an honors education, requires intentionality. (paragraph break )The challenges associated with building an honors program should be considered from the start. Where to begin building an honors program structure that leaves room for growth and expansion, what to include, how to gain support, recruitment, and sustainability should be priorities. In this presentation, I will share my experiences building an honor program from an idea on paper to the first day launch, what I have learned, and how we plan to move forward to retain students as well as sustain and grow our honors program.



# Abstracts Continued

In order by the last name of the primary presenter.

**Ageism Simulation Experience**, Caroline Roach, Corinne Denham, Walker Fuller, and Catherine Wood, Barton College; Faculty mentors, Dr. Gerard Lange and Mr. Shawn McCauley (Oral presentation)

This presentation showcases real-life type scenarios in which participants experience what it is like to age and how older generations perform day-to-day tasks. This includes (but is not limited to) blurred vision, difficulty hearing, and altered movements of the hands and legs. The simulation helped largely in the understanding of what it is like to age and how it could be beneficial to help older generations adapt to aging.

**Investigation of Neurodegenerative Disease-related Cofilin-Actin Rod Dynamics Using a Novel Optogenetic Approach**, Davis Roberts, East Carolina University; Faculty mentor, Dr. Robert Hughes (Poster presentation)

The presence of actin-cofilin rods in neurons is a common feature of a multitude of neurodegenerative diseases, including Alzheimer's disease, Parkinson's disease, and Huntingtin's disease (Bamburg, et al 2010). These rods form under oxidative and energetic stress conditions such as ATP depletion, glutamate excitotoxicity, or a highly oxidative environment, and ultimately lead to synapse loss. These stress conditions shift the equilibrium of actin, an ATP binding protein, to a primarily ADP-bound state. In our lab, we have created a light activated switch ('CofActor') for monitoring cofilin-actin rod formation in living cells. This allows real-time monitoring of cofilin-actin interactions in cells undergoing applied energetic or oxidative stress. In previous work, we used the CofActor system to monitor these interactions over short time scales (10–20 minutes). In this work, we investigate whether we can use the CofActor system to monitor cofilin-actin interactions over longer time periods (3–4 hours). We specifically asked whether the rounded cofilin-actin clusters formed over the short time scale could eventually transition into linear cofilin-actin rods. We used fluorescence microscopy to monitor the CofActor system expressed in HeLa cells under energetic stress (ATP-depleted) conditions induced with a cocktail of Sodium Azide (NaN<sub>3</sub>) and 2-deoxy-D-glucose (2-DG).

**Policing in Schools: SROs and the School-to-Prison Pipeline in Guilford County**, Sydney Rogers, Greensboro College; Faculty mentor, Dr. Nicolas Eilbaum (Oral presentation)

In recent years School Resource Officers (SROs) and law enforcement in schools have been subjected to many discussions and debates. As opposed to the spike of SROs in the late 1990s and early 2000s, more school districts are now reconsidering taking law enforcement out of schools to disrupt the school-to-prison pipeline. Though some studies have shown that there is a connection between SROs and more students entering the school-to-prison pipeline, many studies argue that despite these connections that were prevalent in the past, SROs and law enforcement have become vital to students' safety on campus with the rise of school shootings and on-campus violence. In addition, although Guilford County has a relatively older program, there is not much research on SROs in Guilford County Schools. By looking at crime statistics provided by the North Carolina Department of Public Instruction (NCDPI) as well as interviewing department leaders, the main objective of this study is to determine whether there is a disconnect between the goals of SROs and their actual impact on students, as well as understand how that disconnect came to be.

**Tarka Takes on Tourism: Effects of Literary Tourism**, Grace Roper and Brigitte Sander, Barton College; Faculty mentors, Dr. Gerard Lange and Dr. Rob Cagna (Poster presentation)

Henry Williamson's *Tarka the Otter* is a prime example of the long-term impact literary tourism can have on an area. A very popular book in England, it has had a constant following since its publication in 1927. Due to its popularity, the novel has created a small tourism industry in North Devon, where the novel is set. Literary tourism is the concept that books can inspire visitors to real places. Categorized as part of cultural tourism, it can have widespread and long-lasting effects on areas. *Tarka the Otter* has subtly and thoroughly been woven into the social and cultural life in Devon, England.

**Autobiographical Avatars: Exploring themes in Narrative of the Life of Frederick Douglass, an American slave**, Kamari Scales, Livingstone College; Faculty mentor, Dr. Da'Tarvia Parrish (Oral presentation)

Under the framework, *Becoming \*Belonging \* Being: The Academic Evolution of Techno-Humanity*, freshmen Honors students at Livingstone College engaged in avatar explorations and a critical analysis of the *Narrative of the Life of Frederick Douglass, an American Slave*. These disciplined-based digital projects parallels Douglass' experiences to practices that permeates today's society and showcases Douglass a 21st century avatar for human rights.

**The Fairness of Disciplinary Action in North Carolina's Local Education Agencies: Risks and Recommendations**, Sasha Sembur, University of North Carolina at Charlotte; Faculty mentor, Ms. Kimberly Mitchell (Oral presentation)

This paper explores the issues of racial equity, disciplinary action, education, crime rates, and the school-to-prison pipeline. The study focuses on the State of North Carolina and aims to examine the disproportionate disciplinary actions faced by Black and Hispanic students during the 2021-2022 academic year. Additionally, the research investigates the correlation between disciplinary actions in schools and local crime rates in the same period. Using data obtained from the North Carolina Department of Public Instruction and the North Carolina State Bureau of Investigation, statistical analyses were conducted to analyze disciplinary data and index crime rates. The findings reveal a concerning pattern of racial disparity in disciplinary actions, with Black students facing higher rates of suspensions and expulsions compared to their white counterparts. The study also demonstrates a moderate positive correlation between discipline rates and local crime rates, suggesting the existence of a school-to-prison pipeline phenomenon. Based on the results, several policy recommendations are proposed to address these issues and promote a fairer learning environment. These recommendations include initiatives focused on three stakeholders: the students, the parents, and the administrators. Additionally, administrator support and diversity training are emphasized to foster inclusive school environments. The research underscores the importance of addressing racial disparities in disciplinary actions and their impact on the educational outcomes and future prospects of marginalized students. By implementing the suggested policy recommendations, it is hoped that the school-to-prison pipeline can be mitigated, leading to a more equitable and supportive educational system for all students.

# Abstracts Continued

In order by the last name of the primary presenter.

**The Portrayal of Women Trombonists in Representative Iconography**, Raven Sizemore, University of North Carolina at Greensboro; Faculty mentor, Dr. Randy Kohlenberg (Oral presentation)

As early as the Sixteenth Century, women trombonists were depicted in icons ranging from sculptures to paintings. Gender stereotypes and male domination became woven into the connotation of the term trombonist. The iconographic history of the trombone, however, illustrates that women have been playing the trombone from its earliest appearances in iconography. The depictions of women trombonists in iconography reinforces an understanding of the pivotal role of women as musicians throughout the history of western music. This information is essential for women to understand how their role has been omitted in written documentation. The purpose of this presentation will be to trace the portrayal of women trombonists in selected icons from the Sixteenth through the Twentieth Century. Representative images have been selected and arranged by century with commentary on the relevance of each figure. Depictions of male trombonists will be included to compare how they were portrayed in relation to similar and less frequent portraits of women. Social and musical expectations for women as trombonist will be included to provide context for the selected images. Iconographies predating the Sixteenth Century or beyond the Twentieth Century are beyond the scope of this study.

**Exploring Syntheses of Compounds from Artocarpus Trees: Applications in Medicinal Chemistry**, Kiran Soma, North Carolina State University; Faculty mentor, Dr. Joshua Pierce (Oral presentation)

The development of antimicrobial agents with potency against multi-drug resistant bacteria is an important and medicinally-relevant objective as the efficacy of several classes of antibiotics has been reduced due to clinical resistance. Found in *Artocarpus hirsutus* Lam. and *Artocarpus heterophyllus* Lam, respectively, cudraflavone C and artocarpesin are two natural flavones with promising bioactivity against MRSA, VRSA, and *Enterococcus* bacterial strains, thereby serving as a scaffold for antibacterial drug discovery. Herein, an approach to these flavones that uses fluorines as phenol placeholders is explored, allowing for simplified synthesis and easy access to structural analogs. The developed compounds can be probed against strains of *Staphylococcus aureus* to determine their potency.

**Broadening the Anxious Mind: Why Eastern Religions and Ideologies Improve Anxiety Management**, Jasmine Spero, Greensboro College; Faculty mentor, Dr. Henry Kuo (Oral presentation)

In the field of psychology, the main solutions for a patient struggling with anxiety would be to either manage symptoms with medication (which has its complications) or to attempt to use cognitive behavioral therapy (CBT) to change the way the patient thinks about their anxiety and thus the behaviors associated with it. Many with anxiety already have a tendency to over-analyze their thoughts and behaviors; while this may be helpful for some, dwelling on it further than necessary can create a dangerous obsession in others. This is where Eastern ideologies, with their common themes of balance, nature, and letting go of control, have been found to be helpful through studies done on psychotherapy methods like Morita therapy. However, while these studies have proven the success of such treatments, they have failed to study what exactly it is about these ideologies that is beneficial in psychotherapy, especially in regard to the different types of anxiety. To fix this I will be studying and researching several religious texts from Taoism, Buddhism, and Zen-Buddhism to provide a more religious insight into the reasons why Eastern philosophies such as Taoism and Buddhism are a beneficial additive to mainstream Western anxiety treatments.



**Driving the Needle: Encouraging Retention of Women in Collegiate Stem Programs**, Stephanie Stewart, East Carolina University; Faculty mentor, Dr. Diane Majewski (Oral presentation)

Many universities are beginning to push for diversity, equity, and inclusion in their undergraduate programs. However, gender disparities persist in science, technology, engineering, and mathematics fields, undermining these principles and social progress. Using the metaphor of a speedometer, “Driving the Needle” aims to address this issue by inspiring participants to display confidence, make meaningful connections, and build a strong network of empowered women at their home institutions. We delve into the root causes of gender disparity, from implicit biases to the absence of peer mentorship and highlight the benefits of a diverse STEM workforce. The evidence-based approach explores how students can use their platform as honors students to cultivate inclusive STEM ecosystems. Ultimately, “Driving the Needle” aims to facilitate programming and policy to better support female students as they navigate male-predominated fields. We foster a greater understanding of what equity means, so that women are not just retained in their undergraduate programs, but ensured success.

**Parental Socialization and Personal Behavioral Styles Relating to Mental and Academic Outcomes In Young Adults of Color**, Tiffany Tan, University of North Carolina at Greensboro; Faculty mentor, Dr. Gabriela Stein (Poster presentation)

Young adults of color often receive messages from their parents on handling race-related experiences, emotions, and academics. Effective and supportive ethnic-racial (ER), academic, and emotion socialization generally leads to better mental and academic outcomes. In addition to parental socialization, a personal behavioral style involving perfectionism and John Henryism (JH), a long-term high effort style of coping, may also predict academic grit. This study examined which aspects of family socialization or this behavioral style were most salient for young adults’ mental well-being and academic grit. College students of color filled out questionnaires about ER socialization, academic socialization, emotion socialization, perfectionism, JH, mental well-being, and academic grit. Results show that family socialization was not a salient predictor of mental well-being and academic grit when controlling for race, age, and gender. When JH and perfectionism were factored in, JH was positively correlated with mental well-being and academic grit. Perfectionistic striving for excellence was also associated with higher academic grit. Thus, a personal behavioral style involving perfectionism and JH may outweigh family socialization processes for young adults of color. However, further longitudinal research is needed to see whether having high ideals for oneself or expending high effort to cope can come at a cost.

# Abstracts Continued

In order by the last name of the primary presenter.

**A Secure Relationship with God: Client-Therapist Relationships as a Model for Individuals' Relationships with God**, Heaven Thornton, Greensboro College; Faculty mentor, Dr. Henry Kuo (Oral presentation)

Increasingly often, clinical psychology and religion are being discussed together. However, an issue not so frequently discussed in these cases are the similarities between the roles of a therapist and God. This project seeks to fill this conversational gap. More specifically, my work will draw parallels between the individual-God relationship and the client-therapist relationship. I will look at these relationships through the lens of attachment theory. To expand on this, there is the concept of "active open-mindedness" that can be encouraged in therapy which can promote open-mindedness in the client. Using this concept, this thesis will examine the complexities of how the individual-God and client-therapist relationships are related. In particular, I will use existing literature to create a parallel framework between a securely attached relationship with God and a securely attached relationship with a therapist. Upon this framework, I will use supporting sources to infer that in the same way that therapy can make for a more open-minded person, so too can a securely-attached relationship with God make a person more open-minded. This project matters in a general sense because it seeks to encourage open-mindedness, which can result in a more welcoming, hospitable church body that encounters differences charitably. I want to argue that there is a better way to share the love of Christ through accepting active open-mindedness and rationality.

**CURE: Assessing Student Learning Outcomes of Community Engagement among Honors First-Year Students**, Mr. Colin Townsend, Western Carolina University (Oral presentation)

For the past eight years, Brinson Honors College (BHC) has held an annual event for our incoming first-year Honors students. The Conference on Undergraduate Regional Engagement (CURE) is a one-day academic conference-style event designed to introduce Honors students to the issues that most impact the residents of western North Carolina, as well as introduce them to certain skills needed to successfully engage in service learning and community engagement. The student learning outcomes for the conference and USI 101 Honors Forum, a one credit hour transition course required of all incoming Honors freshmen, are assessed as part of the BHC's annual reporting. The assessment and assessment results will be discussed, focusing on a matched pre- and post-survey, with the aim of determining how much knowledge about the region the students gained during their first semester at the university.



**“Lesbian Recruitment Camp”: A Brief Queer History of the Girl Scouts**, Lukas Tucker, University of North Carolina at Greensboro; Faculty mentor, Dr. Mandy L. Cooper (Oral presentation)

The Girl Scout organization has, for decades, been a haven for young queer women, and later also transgender youth (albeit there remains some debate surrounding which transgender youths are to be accepted into scouting). This presentation will examine the Girl Scouts as a queer space by identifying legal cases regarding queer identity and youth, media coverage on queer inclusion in scouting, how the Girl Scouts has held an inclusive history for decades, challenges to that inclusion, queer, lesbian, and feminist history, and above all else— how denying children the opportunity to meet other lesbians and queer people alienates them from their own identities. The ability of the Girl Scouts to adapt to modern expectations of inclusion continues their legacy as a brand that young people and girls can look up to as they grow and come into identities of their own.

**The Used Book Fair: Promoting Recreational Reading on Your Campus**, L. Wyatt Wilson, Western Carolina University; Faculty mentor, Dr. Jill Granger (Oral presentation)

The Western Carolina University Brinson Honors College Board of Directors or “Board” can be further broken down into four distinct committees: Community Service, Fundraising, Programming, and Whee Turn the Page. The last committee, Whee Turn the Page, is dedicated to promoting recreational reading within the Brinson Honors College as well as the greater campus community. In an effort to reach a wider audience, a Used Book Fair—modeled after the Scholastic Book Fair—was created. The preparation, execution, and outcome of the Used Book Fair delivers a method to both successfully promote reading to college communities, but also to raise funds for continued programming. The Used Book Fair created a space where “Board” could interact with students outside of the Brinson Honors College and cater to both audiences through the pull of economically friendly book and nostalgia. Additionally, it allowed for the Brinson Honors College and Board to develop more professional relationships with our library, Hunter Library. The success of this program points to the continued need for positive recreational reading spaces among college students and a sustainable way to develop these positive spaces.

# North Carolina Honors Association

## Membership Information

### All North Carolina Honors Colleges and Programs are welcome to join NCHA.

NCHA dues are \$25.00 per year per institution. Current dues-paying member institutions can register for the conference at a reduced rate for all faculty and students attending. Note: dues are separate from conference registration.

### NCHA now accepts PayPal!

Many Honors Programs and Colleges have asked for the convenience of paying dues by credit card. Dues paid via PayPal are \$25.00 plus an additional \$3.00 fee to cover processing costs. You may pay your \$28.00 directly to NCHA via PayPal here. Please be sure to note the name of the member institution are paying dues for in the comments of your payment in PayPal.

NCHA still allows dues to be paid via check. Dues paid by check remain \$25.00.

Please send your check (payable to NCHA) to:

NCHA  
c/o Kate Bruce, Treasurer  
PO Box 537  
Kure Beach, NC 28449

Contact Dr. Kate Bruce ([bruce@uncw.edu](mailto:bruce@uncw.edu)) at UNCW for more details about joining or paying annual dues.

## Contact

Questions about the NCHA should be directed to [nchonsassociation@gmail.com](mailto:nchonsassociation@gmail.com)

