Co-curricular activities are an important aspect of the UHC experience and are predicated on an assumption that mutual leveraging will enhance a sense of community and reinforce the ethics of leadership that are integral to participation learning. Having McNary Hall as a designated residence fosters a sense of communal membership via the shared rituals of residential life.

The faculty experience is also crucial to the long-run success of the UHC and to the faculty member's professional satisfaction. Interacting with competent and highly motivated UHC students is not only rewarding but stimulating. Opportunities to nurture inquiry and perhaps gain valuable research collaborators outweigh the modest remuneration received.

The Honors Promise

The UHC is intended to provide an enriched educational environment for highly motivated and high-achieving students drawn from the panoply of OSU majors. UHC students are expected to be active participants in their own learning and to participate in the community of scholars that is the UHC. To the extent possible, UHC classes are intended to be interactive, intercultural and interdisciplinary and support an experience that is cumulative and cooperative. The goal of the UHC is to provide a model instructional/learning agenda while respecting the diversity of student characteristics in all its guises. The UHC recognizes that personal initiative is essential for a meaningful education.

Mickaila Johnston, (Radiation, Health Physics), defends his thesis.

Senior Projects...Then Graduation

After completing their coursework, the senior project is the last hurdle facing UHC students. Whether it is a traditional research project, a creative effort or a service oriented exercise, the capstone project is designed to be not only the culmination but the integration of a student's undergraduate experience.

The logic behind the capstone requirement is that direct, hands-on experience in inquiry-based learning is a surefire way to put students at the heart of a participatory education. Doing their thesis is widely reported to be one of the high points of the students' honors experience, although it is often begun with considerable trepidation and uncertainty.

There are no two ways about it, students learn best when they are actively involved with ideas. With their thesis requirements, there is no escape and despite the seemingly endless nature of the task, the result is reported to be the "best thing to happen while at OSU" because students themselves steer the process. Guided by a mentor and a thesis committee (similar to a graduate student's major professor and committee), UHC students undertake their projects after taking the "Introduction to Thesis" class during their junior year. With an approved proposal in hand, students undertake a two to three term voyage of discovery.

UHC students may only get a taste of what it is like to create knowledge as well as assimilate it, but it is an important aspect as it helps provide a sense of coherence that is not easily obtained. When undergraduates are involved in inquiry-based learning, there are no spectators. Faculty members also report the experience is worthwhile because of opportunities to work with students who are enthusiastic, even avid in their pursuit of new ways of knowing. As one Psychology professor noted, the UHC student project pointed out to him the holes in his own knowledge. A pretty powerful comment coming from a professor who is no slouch in his own right.

OSU President Paul Risser and Les Risser congratulate University Honors College graduate Anne Marie Vasallo, (Economics).
Students Organize Campus Forums

by Leahs Gross
UHC Student (Bioresource Research)

The University Honors College Steering Committee organized/sponsored three open forums this past year. The Fall Forum was a panel discussion about the purpose of a university education. The members of the panel included Professor Lani Roberts from the Philosophy Department, Carole Caghey from the Department of Apparel, Interiors, Housing and Merchandising, Stan Gregory from Fisheries and Wildlife, and Jonathan King from the College of Business.

International Experience

A great many UHC students leave the country to pursue various study abroad opportunities. During 1997-98:

- 25 UHC students studied abroad or are currently studying abroad.
- Study locations included Costa Rica, England, Germany, Japan, Ecuador, Russia, Austria, France, Chile, Vietnam, and Italy.
- In May, the International Degree Program held a special informal orientation in McNary Lounge for UHC students. More students are expected to take advantage of this opportunity next year.

Support of UHC students’ interest in an international educational experience is important to the UHC. The Head Adviser spends considerable time assisting students before and after their time abroad, as well as responding to questions and other matters via email while they are overseas. UHC credit is granted for up to 20 percent of the students’ Honors track. This credit is applied to the students’ upper division electives, and provides encouragement and additional incentive to participate in international experiences.

The University Honors College has provided me with a stimulating and challenging environment coupled with a warm background of friends, support, and fun.

Rachael Roone
(Marine Biology/Zoology)

"The University Honors College has provided me with a stimulating and challenging environment coupled with a warm background of friends, support, and fun."

Mark Mokrysz (Math), his cousin Donna Kingston, and Stacie Gibbines demonstrate a traditional Inupiaq tribal dance. The dance was passed down through family elders and only recently relearned by Mark and his cousins.
Words from the Past...

Greetings to all of those from the late 80s, early 90s era of Honors at OSU. Do you remember how we used to long for more staff, more courses (including more "real" courses), better funding, and a larger, more attractive physical facility for Honors? Do you remember how our answer was Measure 5 and the elimination of the University Honors Program?

Well, Honors is back, stronger than ever after a tragic absence of several years. Under the able leadership of Dr. Joe Hendricks (my former colleague in Sociology), all of those dreams of the past have become a reality. We have not only a Program but a full scale University Honors College in which we can all take pride.

Congratulations to Joe and the staff and students of the University Honors College on a wonderful beginning that promises to get even better. And best wishes to all of you who have known me for a decade ago. I trust that your Honors experience has served you well.

Gary Tiedeman
Professor & Acting Chair, Sociology
Directs: Liberal Studies
Directs: University Honors Program
January 1988 - June 1991

Gifts are Tax Deductible
Leadership Learning Communities: Ethics in Practice

With the support of a grant from the W. K. Kellogg Foundation, University Honors College students had a special opportunity this past academic year to engage in various forms of service-learning with a unique twist. They could elect to participate in one of six diverse tracks linked to group discussions of real ethical dilemmas faced by practitioners and professionals in many walks of life.

Internships have long been familiar to college students. Typically, undergraduates are placed in agencies, businesses, or campus offices doing whatever chores as may be assigned to them, receiving academic credit in return. Occasionally they prepare written summaries of their experience and sometimes they are asked to demonstrate a connection between their on-site experience and their academic major. The rationale is noble and such internships can provide a valuable link between knowledge and practice whether or not they raise larger issues. Recognizing UHC students will one day emerge among the leaders of their generation, the UHC joined forces with the Kellogg Foundation to provide a unique learn and service package. Over the course of the 1997-98 academic year nearly 60 students participated in six diverse "Leadership Learning Communities" wherein they could elect to serve as peer mentors, undergraduate teaching assistants, computer consultants, forum coordinators, newsletter staff or community volunteers (working at such agencies as Habitat for Humanity, Community Outreach, Good Samaritan Hospital, Center Against Rape and Domestic Violence, and so on) and returning to campus to participate in a series of ethics workshops coordinated by UHC graduate teaching assistant Winston Cornwall (Ph.D. candidate, Education) to hone in on questions of ethical practice.

The year began with an overnight retreat to a wilderness camp for the would-be poor mountaineers. Accompanied by Cornwall, Jane Schulte and writing instructor Carole Anne Catana, they discussed the responsibilities of being persons in positions of authority. Regardless of their track, all students were asked in exercises to identify their own "values inventory" and work on a series of case studies with Cornwall or Courtney Campbell, coordinator of the Ethics Certificate in Philosophy. The students quickly came to realize that ethical decisions loom large and are often more complex than they might at first glance. They also came to realize that personal agendas shape ethical agendas for themselves and for the diverse constituencies represented in most issues.

To provide real life examples, students role-played, focused on case studies and position papers on the ethics of leadership, identified ethical quandaries in their particular service-learning track and met in plenary sessions to share perspectives on the types of issues that cut across many types of leadership. In every instance they were asked to anchor their views on principles of transformational leadership skills, in well-conceived positions and to offer as well as receive peer critique.

At the conclusion of each term students were asked for an assessment and evaluation of the process and the term's activities so the UHC could be responsive to their input and make appropriate modifications to future terms.

News of the Leadership Learning Communities spread quickly as a result of a campus News & Communication Services press release that ran in a number of local newspapers in Corvallis and across the state during the fall. In the spring, a reporter from the Eugene Register-Guard sat in on some of the ethics workshops and his feature story "Training in ethics, his home at OSU: Today's youth discuss tomorrow's standards" ran on February 23, 1998. President Paul Risser also included a photo layout on the Kellogg Foundation Award and the Leadership Learning Communities in his annual report on the state of the university.

According to Cornwall, students benefited as they learned to utilize a series of pivot points to explore such issues as accountability and preferential treatment; privacy and corporate or societal good; altruism and selfish interest. As Cornwall noted in an article that ran in the Corvallis Gazette Times, "What they have found to be a unifying theme behind their ethical exposure is the issue of personal responsibility. These are students who are highly motivated and they get frustrated when they encounter students who don't want to get involved." By practicing the skills of ethical leadership now, Joe Hendricks, UHC Dean, noted UHC students would be more prepared when they assume important roles later. He noted, "The learning curve does not stop at the edge of campus."

One related outcome of the Leadership Learning Communities initiative was a special Leadership Summit organized by UHC students to bring together elected or appointed officers of all student organizations (see Page 5).

UHC Holds First OSU Leadership Summit

Scott McGregor and Kyle Shaver (left photo) review notes at the event. Participants, including OSU President Paul Risser and Linda Pashke (center photo, far left and right) and Corvallis Mayor Helen Berg and City Manager Jon Nelson (right photo) dialogue with students.

On Saturday, May 16 1998, members from the newly elected executive councils of the Associated Students of Oregon State University, the Inter Fraternity Council, the Memorial Union Programming Council, Panhellenic, and the Residence Hall Association met and discussed their roles in student leadership and what direction they would like to see the university go in the next year.

The idea for a leadership summit came from a UHC forum last spring about the Greek system. The noticeable lack of communication between student groups became very evident, and further discussion in the University Honors College Steering Committee prompted us to initiate a plan for a Leadership Summit. Twelve student leadership organizations were invited to attend, representing every college at OSU.

Larry Roper, Vice Provost for Student Affairs, Phyllis Lee, Director of Multicultural Affairs, and Les Risser, wife of OSU President Paul Risser, supported the effort from the beginning and played important roles in deciding what kind of sessions would best fit the students' needs.

In the end, there were seven group discussions in two sessions. Discussion topics, with their respective discussion facilitators included:

• Presidents and Coordinators (Donald Johnson, Assistant Director of the Memorial Union)
• Programming (Linda Pashke, Coordinator for Student Organization Development)
• Financial Management (Eric Hansen, Assistant Director of Residential Life)
• Publicity (Jill Schuster, Director of Marketing)
• Community Relations (Jon Nelson, Corvallis City Manager; Mayor Helen Berg; and Chamber of Commerce President Julie Manning)
• Existing Diversity in Student Organizations (Cessa Heard-Johnson, Diversity Development Coordinator)
• Ethics in Leadership (Winston Cornwall, University Honors College Graduate Teaching Assistant)

In addition, President Paul Risser and Les Risser attended the summit and participated in two group discussions. Responses to the Leadership Summit were very positive, both from the facilitators and the participants. There is hope this will become an annual event that grows to encompass more student organizations and a broader range of topics. The Summit was a chance for new executive officers to come together, discover their common goals, and realize the potential that exists in student leadership across campus.