

## *Life After Honors - Next Steps*

The Honors Baccalaureate is just the ticket. It provides students with a tangible outcome and a prestigious, distinctive diploma from OSU. The Honors experience is one of inquiry-based learning in an enhanced and enriched academic environment, and the Honors thesis is crucial. UHC classes and co-curricular activities are also part of this outstanding undergraduate experience. Almost any UHC student you ask would say that Honors was one of the high points of undergraduate life at OSU. There is, however, life after OSU, so what comes next? Where do UHC graduates go; what do they do? As a majority of UHC undergraduates are enrolled in either science or engineering, you might assume UHC graduates all immediately rush off to medical school or high-paying, high-tech jobs. Although graduate school and gainful employment are definitely choices for many, there are other things graduates do, too. As usual, it is difficult to generalize about UHC students—their individuality is legendary, and it continues with their post-graduation plans. Do UHC graduates find that their Honors experience makes a difference in their future? The answer is a resounding, “Yes!” Here are some of their stories, as life continues after the UHC....

Spending time away from the academic grind—working and preparing for graduate school—is a pattern for many UHC graduates. Sarah Normandin (HBS, Microbiology, 2000) remained at OSU after graduation to work in a lab and prepare her applications to medical school. She has recently been admitted to OHSU and is ready to move on. Charity Dean (HBS, Microbiology, 2000) remained in her hometown of Junction City to marry her high school sweetheart, work and prepare for medical school. She worked at the Lane Memorial Blood Bank in Eugene as Quality Assurance Coordinator. She reports that the year away from academics gave her an opportunity to pursue hobbies and do volunteer work, as well as get married. Now, she is ready to return to the books. In a recent email to the UHC, Charity described a report she presented to the Quality Assurance Committee of the Blood Bank:

“The committee is comprised of our CEO, myself, my assistant, and our Medical Director. You can imagine my surprise when the M.D. turned to me in wonder and said, ‘Where did you learn to write such an in-depth research report? This is amazing!’ I grinned and thought of you guys. Writing my Honors thesis may have been my most academically PAINFUL experience, but the skills I gained from that struggle are advanced enough to impress even the blood bank executives! Thanks for pushing me.”

Not only did Charity’s thesis work impress her boss, but her undergraduate experience as a whole must have been impressive: she interviewed at six medical schools—OHSU, Colorado, Tulane,

Pittsburgh, St Louis, and Vermont. She and her husband are in the process of deciding where to go come August. Charity is interested in pediatric surgery and hopes to return to Africa, site of her undergraduate internship, for further schooling.

After graduation, Rita Strobel (HBS, Biochemistry/Biophysics, 1998) worked as a research associate at the prestigious Hastings Institute in New York. After two years, she applied for graduate school at Yale, where she is studying ethics. When asked for a briefing on graduate life at Yale, Rita responded: “I suppose it’s pretty much like graduate life anywhere. Too much reading and writing in too little time, paltry income from campus jobs, and students have no clue why they’re there or what they’ll do with their degrees....”

Christa Svensson (HBS, Anthropology, 1999) spent two years working, then began applying for graduate programs in museum studies. Christa’s Honors thesis was a project at the Jensen Museum of the Arctic at Western Oregon University. For that project, she designed an exhibit entitled: The Men’s World. Christa will begin her graduate work at the University of Washington’s interdisciplinary program in museology.

Kerry Jacques (HBS, Exercise & Sport Science, 1999) took graduate classes and worked about 6 months at OSU right after graduation, then moved to Washington, D.C. to work in a research lab at the National Institutes of Health. She is working with proteins and cell signaling/migration and will apply to medical school for 2002. Her Honors thesis was recently reworked and accepted for publication in the *Journal of Sports Medicine and Physical Fitness*. As with all UHC graduates, Kerry benefited from all her hard work as an undergraduate.

“Overall things are going really well. OSU, the EXSS department, and the UHC have prepared me well for life outside of Corvallis in a highly competitive academic environment. I feel very fortunate to have come in contact with everyone in the Honors college...it was the advice, help, and guidance that I received at OSU that has led me to where I am today, and has helped me realize some of my future

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goals and aspirations. For that, I thank you very much.”

While some UHC students take a year or so off to earn money, prepare for further study or just for rejuvenation, others actually speed up their graduation to take advantage of an opportunity. This is exactly what Ravi Puri (HBS, Philosophy, 1999) did. Ravi was scheduled to graduate in spring of 2000, but received an early acceptance for Law School, so he revamped his schedule, sped up his thesis work, and graduated early, heading to Lewis and Clark Law School in August, 1999. Although Ravi is incredibly busy with his law studies, he does keep in touch via email; here is a recent report:

“...the UHC is one highlight that comes up frequently in my mind. For an attorney, the main component is writing...with my Honors thesis completed, many employers take that into consideration when hiring. In addition, with the UHC professors teaching valuable skills, I was able to pass the Multi-state Professional Responsibility Exam (MPRE) with knowledge from an undergraduate Honors ethics course. Lawyers and Ethics can actually go together; it just helps to start at an early stage.”

After law school finals, Ravi will spend the summer working for Bonneville Power Administration. Next year, he will sit for the bar exam, and all those nights of reading material for Honors classes will pay dividends once again.

Sometimes UHC graduates will go far away for further studies, then find themselves back at OSU. Nikia Braxton (HBS, Liberal Studies, 1998) left for graduate work at Emory University in Atlanta. After successfully completing her Master’s of Public Health at Emory, Nikia returned to the northwest, where her future plans include working toward her PhD in Public Health at OSU.

UHC graduates from a variety of majors take jobs in numerous locations and fields of interest. Kyle Reese (HBS, Mechanical Engineering, 2000) is a mechanical engineer in Annapolis, Maryland: “applying my knowledge of mechanical engineering to the relatively new world of financial engineering.” Molly Gleason (HBS, Home Economics, 1998) is a registered dietician who

is the area manager for School Food Services for Salem/Keizer Public Schools. Ann Beebe (HBS, Apparel Design, 2000) works in apparel design with Nike in Beaverton. Jessica Brown, (HBS and HBA, Environmental Science and International Studies, 1999), is serving in the Peace Corps in Macedonia where she continues her passion for the environment. She is assigned to a resource center working for the conservation of Lake Ohrid, a UNESCO World Heritage Site. She writes “everyday is an incredible experience” and when not working she teaches English and sings in the local choir. Miranda Dodd (HBS, Geology, 1999) is with the Peace Corps in Mauritania. Miranda describes her work as “community health, health education, and water sanitation and disease control.” She works to devise and implement various health-related projects for the people of her village and region, and is learning the local language, Pular. Miranda and her colleagues go door-to-door to vaccinate every child under five against polio.

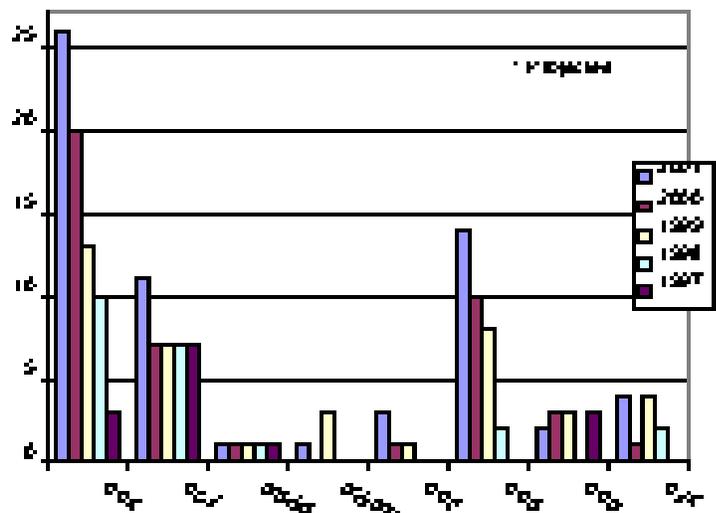
Cary Sullivan (HBA, Psychology, 1997) moved on to a full scholarship for law school after having trained for three years with the Olympic crew team and traveled the world in the bargain. Cary reports he is now married to a former OSU soccer player. Matt Tadlock, (HBS, Microbiology, 1998) also recently checked in to say he is doing well after his third year of medical school.

Whether they go directly from OSU to graduate school or take time off, UHC graduates find increased options for higher education because of the strong foundation Honors classes and the thesis provided. The fact that they stay in touch is most gratifying. From management positions to financial engineering; from apparel design to Peace Corps, UHC graduates are also entering the world of work and making a difference. The next steps for UHC graduates are as varied and interesting as the students themselves. The enriched academic environment; the support and nurturing of dedicated faculty and advisors; the chance to produce results in the Honors thesis project—these are stepping stones to the bright future UHC students enjoy.



William A. Bogley (Assoc. Professor, Mathematics), popular Honors calculus teacher has been named the first Eminent Professor by the Honors Board of Regents and the University Honors College Council. The recognition is supported through a generous contribution by Joseph and Cheryl Sanders in honor of Mr. Sanders’ parents. In a ceremony in May, President Paul Risser and Mr. and Mrs Sanders presented Bill with a plaque naming him the Sandy and Elva Sanders Eminent Professor of the University Honors College, 2001-2002.

UHC Degrees by College and Year



## John Byrne: Still Teaching, Still Learning

### A UHC Faculty Profile

The similarity between being OSU President and teaching a UHC course—communication. Emeritus President (1984-1995) Dr. John Byrne had not been in the classroom for 27 years before getting back to teaching a UHC colloquia, *Leadership and Personal Success*. Over a lunch-time conversation, Dean Hendricks enticed Dr. Byrne back to his first love, interacting with students. He designed a *Leadership and Personal Success* course so he could share what he had learned through his experiences as a teacher and as OSU President.

The goal of Dr. Byrne's course was to help students develop habits that will steer them to leadership and personal success. Of course, this cannot be accomplished in 10-1hr meetings, so he gave students a sampling of these habits in hopes they would carry away new or refreshed skills and put them to use in their own lives. Some of the components dealt with writing, public speaking, art appreciation, and listening. As Dr. Byrne points out, listening well is essential.

A pleasant surprise to Dr. Byrne was the quality of students. "They will be leaders," he noted, "we will see books written by these students." He wanted students to look at and experience different dimensions of leadership. Among other assignments, he asked them to look at all artwork in the Valley Library and write about their perceptions of a self-selected piece. Dr. Byrne was again pleasantly surprised by the students' ownership and engagement with this assignment.

Dr. Byrne's favorite memory will be of the students and the diverse characteristics each brought to class. He enjoyed learning of the perspectives gained from students representing 6 academic colleges. Students reported this was the kind of experience everyone needs and they were happy to have the opportunity to take such a course.

Outside the University, Dr. Byrne likes to play the saxophone, do art, and ski. He traveled to India for 3 weeks after Winter term and is keeping-up a heavy schedule of professional advice and consulting.

In visiting the OSU Archives web page documenting Dr. Byrne's presidency (<http://osu.orst.edu/Dept/archives/exhibits/presidents/byrne.html>), there are some great photos. One is of Dr. Byrne playing his saxophone during half-time at an OSU basketball game. Athletics had offered free admission to anyone who brought a musical instrument to the game. At half-time, all musicians joined the OSU band. There is also a photo of Dr. Byrne milking a cow at Ag Day. As an Oceanographer, milking a cow was not his forte, but he certainly appears game. Perhaps that is why as President or teacher he is so effective.

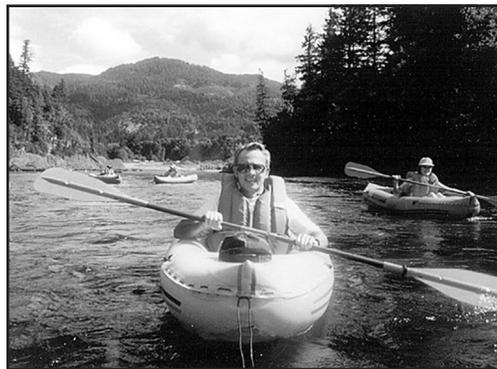


Photo taken by Graham Spanier (former Provost) on a rafting trip on the Umpqua River in 1989 or 1990.

### Leveraged Learning: The Horizon is the Goal

A great university attracts great students—and that is the role of OSU's University Honors College. The dividends of participatory learning are legendary; the litany of benefits to OSU of high achieving students is equally impressive. Without doubt, Honors could attract more students than it can accommodate—provided the covenant is not broken. The UHC is appealing to those who value learning as an attitude, not a grade—who see learning as discovery, guided by mentoring, propelled by curiosity.

The **Leveraged Learning Campaign for Honors** is directed to three initiatives:

- **Excellence Fund:** To provide funding for Honors students to work on an innovative, creative thesis project. With the watchword being state-of-the art inquiry, lack of support is often the most limiting factor. Through a challenge pledge by an anonymous donor, the goal is an endowment that will fund senior projects so they are indeed stepping-stones, not merely capstones.
- **Eminent Professorship Fund:** Through the Eminent Professorship Fund, selected faculty will be recognized through private support for superior Honors coursework. Not only will it provide recognition of extraordinary effort, but simultaneously increase the capacity in Honors, thereby permitting growth in the student body. Sandy and Cheryl Sanders established the first endowment in honor of Mr. Sanders' parents.
- **Honors Scholarship Fund:** The fact that financially strapped students perform at an Honors level is ample testimony of their potential. Scholarship funds will help attract more of the best and brightest to OSU and ensure their ability to concentrate on academic success. Sally J. Tripp has established the first earmarked scholarship fund through a generous donation.

If you would care to join us and invest in the future, please specify which initiative is of interest and direct your contribution to the OSU Foundation.

OSU Foundation, Oregon State  
University, Corvallis, OR 97339-1438

## Campus Without Boundaries: Silver Valley, ID

How would you respond to the following invitation?

Want to go to northern Idaho for Spring break? Want to spend a week in a small mining community listening to speakers and passionately discussing and analyzing the events that created the second largest Superfund site in the United States? Want to learn how 100 years of mining and smelting in the Coeur d'Alene mining district resulted in environmental contamination, public health issues (lead and heavy metal poisoning), and the economic devastation of a small rural community? You will work as a team to develop solutions and address significant issues related to the Superfund site cleanup and local stakeholders including all of the following: the Coeur d'Alene Indian Tribe, the State of Idaho, Idaho Department of Environmental Quality, Northwest Mining Association, Panhandle Health District, School Superintendents, Shoshone Natural Resources Coalition, Silver Valley People's Action Coalition, Silver Valley mining companies, Terragraphics, Inc., The Lands Council, EPA, and residents of various Silver Valley communities. You will participate in an innovative experiential education project that will change your life. Participation is by application only.

As background you should know a bit of history. The Coeur d'Alene mining district was once the most prodigious lead and silver-producing area in the world. The district encompasses a 25-mile valley of the South Fork of the Coeur d'Alene River. From 1884 to 1984 over ninety lead/zinc/silver mines extracted more than one billion ounces of silver from the region. Thus, the appellation *Silver Valley*. Mining and smelting in Silver Valley created an economic boom, thousands of jobs and the development of new mining and ore-processing technologies. Mining left a legacy of massive environmental pollution, a children's lead-poisoning epidemic, labor unrest, and categorization as a Superfund site.

Students who signed-up traveled to Idaho this year with Professors Michael Mix, Lani Roberts and Patricia Muir who created two challenging courses designed to introduce students to the real world issues, complicating factors and conflicting values surrounding clean-up of large-scale

environmental crises. In Winter term they familiarized themselves with the history and geography of Silver Valley, technologies used by the mining and smelting industries to extract and purify ore-bearing rock, environmental regulations surrounding the mining and smelting industries, Superfund statutes, and the values and rationale of stakeholders.

During Spring break students traveled to the area to meet and interview stakeholders and local groups, and tour the Superfund site, mining and smelting facilities and historical districts. They focused on seven questions presently under discussion: 1) whether to expand the Superfund site to include the entire Coeur d'Alene Basin and the Spokane River system; 2) whether to declare the existing Bunker Hill (BH) Superfund Site "clean" or to require additional clean-up of the entire BH Site, or parts of it; 3) determining who, or which agency—EPA, State of Idaho, existing mining companies, other sources of federal funds, or some combination will fund future clean-up; 4) determining if Coeur d'Alene Basin water quality standards should be established by the State of Idaho or EPA; 5) establishing the role of the State of Washington in all issues; 6) assess whether children remain at risk for lead exposures; and 7) whether Silver Valley schools are safe and clean relative to lead contamination. Following their trip students wrote an analysis of the positions and values of two conflicting stakeholder groups. The goals of the paper were to recognize the legitimacy of each groups' concerns and articulate their positions without bias. Without question, students will be able to apply skills and knowledge gained in these courses to other complex issues.

In the 1980's Biology Professor Michael Mix began studying how metals released by mining and smelting in the Silver Valley affected aquatic life and water quality in the Coeur d'Alene and Spokane River systems. He recognized that the issues surrounding the mining and smelting industries, their effects on the environment, and the Superfund designation centered on numerous stakeholders and the local citizenry and that in order to evaluate the clean-up processes he needed to understand their perspectives.

Dr. Mix thinks too many students gradu-

ate from OSU hoping to effect change in similar situations but do not often have real-world experience or an appreciation of how multiple points of view are involved. The Spring break course was designed to correct that tendency. Here is what one student had to say: "My eyes have been opened to a whole new realm of experience, that of law and politics, science, society, government, morality, the Earth . . . these things are inseparable . . . somehow I always knew that, but [this course] made me unable to ignore it for even a second, ever again."

In their evaluations students asserted that the trip opened their eyes to the need to understand multiple disciplines, changed their lives, made them better people, and was the most positive learning experience during their tenure at OSU. They repeatedly mentioned that they hoped the University will offer more such classes. Funding allowed this class to happen without any charges to the students except for food and tuition. Support was obtained from the Program for Ethics, Science and the Environment, a L.L. Stewart Faculty Award, and the University Honors College.

Great job, Professors Mix, Roberts and Muir; we will expect to see these students creating solutions for other environmental problems in the future. Already a line is forming for participation next Spring.



*Lee Ting (OSU, Electrical Engr., 1965), VP & Managing Director, Geographical Operations, Hewlett-Packard (Ret.) and now a venture capitalist, returned to campus in April to meet with Honors students in COE and COB. The focus of the evening session was on bringing concept to reality, in the students' theses projects.*

## Current events...

What is happening at the UHC? Needless to say, students stay busy. A forum every quarter, victory in the Academic Civil War via the High Five Challenge (broadcast date 9/1/01), a dance and “catered” lunch to raise money for the OSU food drive, and plenty of outdoor adventures.

Our Fall Forum, “Election Education”, was held November 1<sup>st</sup> in the MU lounge. James Sager, president of the Oregon branch of the National Education Association discussed the measures on November’s ballot that could drastically reduce funding for higher education. Of the 26 measures that were on the ballot, at least 11 could have had an impact on higher education. Sager explained how these measures could have negative effects on the quality of higher education and its cost.

This Winter President Risser was our featured forum speaker. Prior to the forum he and Les Risser shared dinner with 17 UHC students; everyone had a wonderful time getting to know each other. At the forum President Risser fielded questions about residence hall changes, transportation and parking on campus, diversity and harassment issues, and budget cuts. It was definitely an enlightening event.

UHC students trumped the Ducks during the High Five Challenge. Jon Barbur, Mike Durham, Jeff Glanville, Patrick Lew and Erik Sorenson were victorious in matches against the University of Oregon and Portland Community College. The Ducks even had a law student on their team. Our UHC team made an impressive showing in categories such as Lakes, Asian History, Royalty and Anatomy, but they did have a rough time with the Cooking category. Congratulations High Fivers.

For the first time ever, the UHC held a dance, for fun and as a fundraiser for the OSU food drive. It was a success! The dance was held in the MU Ballroom. UHC students artfully decorated the ballroom and the ballroom dance club asked to borrow the decorations for their next event. Students donated a can of food to the OSU Food Drive for admission. There was no shortage of fun, the music and dance styles varied from break-dancing to ballroom. Even the staff attended.

We raised significant funds for the OSU Food Drive through a hot soup lunch, “catered” in the SLUG. The Gables Restaurant donated 10 gallons of their famous Chicken Bisque soup. Great Harvest Bread Company donated 100 whole-wheat rolls and Phil Usera, Amber Leis and Rachel Hochman each donated 3 gallons of home-made soup. McNary Dining Hall loaned bowls and spoons. Each serving sold for \$2. After the total from the dance and the lunch students raised 1,049 pounds of food.

Of course there are always outdoor adventures planned for those willing to brave Oregon weather. This fall students camped at the Oregon Dunes for the weekend. In addition to 30 students, Jane Siebler, her spouse and father, plus Rachel Hochman and her fiancé traveled south for the trip. Everyone hiked and romped on the dunes. Saturday night’s spaghetti dinner was also a hit. In Winter almost 100 students went to Sunriver for fun in the snow. Joe Hendricks, Jane, Rachel and their respective spouses all shared the weekend with UHC students. Everyone skied, snow-shoed and played trivial pursuit into the wee hours.

Spring quarter brought another Forum, our Women’s Symposium, and the Spring rafting trip. The Spring Forum focused on finding common goals on the two sides of the abortion debate, e.g. better prenatal care, more services for expectant mothers, etc. Britt Conroy spearheaded the Forum with help from the Steering Committee. The Women’s Symposium was entitled, “Experiences with Sexism: A day in the life of an OSU student.” Seven students presented 13 vignettes about their own and their friends’ experiences with sexism as students. The Spring trip took place over Memorial Day weekend, with a float trip on the Umpqua River. Honors students lead busy lives and are well-grounded.



From left: Erik Sorenson, Mike Durham, Rachel Hochman, Patrick Lew, Jeff Glanville, Jon Barbur

## From Druids to Darwin and Beyond: Tracing Human Thought through Ancient Texts, Sites, and Landscapes



What is unique about the upcoming UHC 18-day September trip to the British Isles? Rather than a “packaged tour,” thirteen UHC students have planned their trip from its inception. They began meeting in late fall with Instructor Carole Ann Crateau, mapping the itinerary, based on the BritRail and Irish passes. With “must see” sites in mind, they collectively designed the trip. Leaving on September 2<sup>nd</sup>, they will arrive in Dublin, travel through southern Ireland, stopping to visit a site in Newgrange that dates to 3200 BCE, move on to Kilkenny and then ferry to Wales and Tintern Abbey. From there they travel north through the Lake District to Oban, Scotland. From Oban, they head east to Edinburgh, with a stop at Stirling Castle. Following two nights there, they will travel south visiting Hadrian’s Wall, Durham Cathedral, through York and Oxford, stopping at Stonehenge, and then to London for four days. Their final leg will take them via the Chunnel to Paris for four days, before returning to Portland.

During spring term, students met to prepare for the trip and to hear guest lectures on Irish and British history, along with the history of scientific thought, particularly looking at Darwin. His grave at Westminster Abbey is on the itinerary.

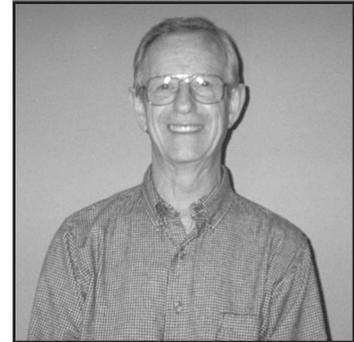
During the summer, students will choose two books from a literature list, and view a few recommended films. They will also prepare to act as “Tour Guide for the Day,” each student presenting on a different day.

While traveling, students will read excerpts of original texts at each site, locating thought and landscape through literature. They will journal daily and meet regularly to discuss their observations and connections with lectures and texts.

As a conclusion to the experience, they will document their adventure with photos and journal excerpts for both the Honors web page and an office scrapbook. These students’ goals include: “gaining cultural, political, and historical perspectives,” “achieving an enlightened outlook on our culture through a better understanding of its European roots,” and “learning the history surrounding each structure and location.” In other words, they want to explore and sound the depths as pilgrims in a foreign land. Who knows where it will lead?

“I heard a woman’s voice that wailed between the sandhills and the sea: The famished sea-bird past me sailed into the dim infinity.” Aubrey De Vere, *In Ruin Reconciled*.

## Words from the Past...



*We continue with our view of OSU’s Honors Program (1965-1991)...*

Studies at the University pass very quickly and so do the years which follow! Grads of 1971-1974 understand this. I appreciate the chance to send greeting to all of you: past graduates and current students.

Remember Professor Bill Pott’s colloquium on James Joyce’s *Finnegan’s Wake* for 17 years and Professor Warren Hoverland and Dr. Craig Leman’s colloquia on medicine and ethics? They volunteered their time over and over to help open new vistas for serious thinking. The Honors work was challenging but the rewards were great for both students and faculty.

OSU provided my wife and me wonderful opportunities to develop our abilities, expand our thinking and see the world in new contexts. Working with Honors Program students was a high point in our lives.

I believe it is essential for all of us to make positive opportunities happen for others in the communities in which we live.

*Leonard J. Weber, Honors Program Director, 1970-1974*



*Lincoln School’s 5th grade students in Susan Klinkhammer’s class meet with their HC 199 Honors writing class writing buddies. The group convened in McNary Lounge to celebrate their final work, a volume of folktales, with a book signing and reading by authors. Carole Ann Crateau incorporates outreach activities as a key component of the HC 199 assignments.*

## HONORS ROLL: DONORS OF DISTINCTION

Without the generous support of friends and supporters, Honors would not have achieved its present luster. Large gifts or small, all contributions to Honors via the OSU Foundation enhance opportunities we can provide to Honors students. When the University Honors College opened in 1995 one thing that readily became apparent was the need for fund raising to augment what could be provided through regular budgetary appropriations. Fortunately, there are many generous supporters who recognize the leverage their charitable contributions can provide. Before any time elapses, we want to acknowledge the support of our friends, and share our gratitude by enumerating the names of those who have stepped forward. Henceforth we will report by year and by level but this initial Honors Roll includes names of all benefactors to date. Thank you donors, together we will make it happen.

### Individual Donors

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## The Best is Yet to Come

By Bryce Payne

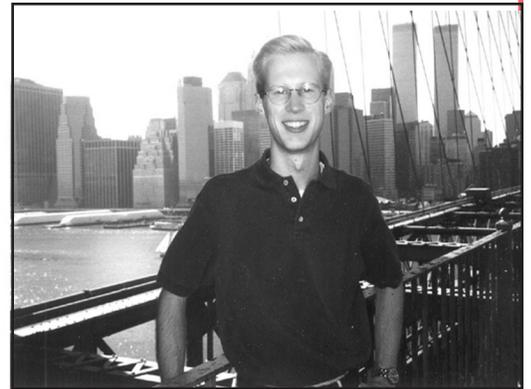
I returned to the OSU campus recently to meet Galen Rowell, a photographer whose work with the Dalai Lama of Tibet has gained international acclaim. It was an opportunity I had longed for since early high school, when I first discovered Rowell's work. Once home at OSU again, I found myself reflecting on my experiences there.

The UHC is what kept me at OSU. From its launch in 1995 to my graduation in 1999, the UHC became one of my favorite aspects of OSU. It fit the way I looked at the world: through a multidisciplinary lens. And it gave me skills that I draw on daily—critical thinking, reasoning and presentation skills. It gave me contacts, which have proved invaluable. The Honors thesis experience honed my research skills and cultivated strong project management skills.

Perhaps the most exciting thing the UHC imparted in me was a sense of confidence in my abilities. I still remember the first UHC Steering Committee meeting when I suggested the UHC should have a newsletter to build a sense of community. Carole and Joe said “go for it.” And so that is exactly what Kevin Stoller and I did, with the help of a small, dedicated staff that first year. Every time I see today's *Chronicle*, I am amazed to see what has become of that simple idea.

When I returned from my study abroad in England in 1998, I needed to get serious about what lay next for my career. The choice was industry or graduate school. With a booming economy and a skill set that was in demand (technology & business), returning to industry seemed a natural choice. Bucking convention, I decided I wanted to shoot for an MBA. I was told a good program would not accept someone like me without five years of work experience. When they did, the choice was clear.

And so it came to be that I accepted a position in the Oregon MBA program, where I am currently finishing my final quarter. In my first year, I was elected the director of the college's High-Tech Club and secured a position advising the University on web design and strategy for its services to journalists and communicating news and events online. Over the summer, I worked with Wells Fargo's Real Estate Group in Portland, helping service a new market niche. This job gave me a chance to apply my finance training and learn better how development is done. It also fueled my creative side, as we sought to shorten a six-month process to three weeks. Coming back to school for my last year, I accepted a position in career services, where I am managing the launch of a major new web service for alumni, employers and students. Academically, I have remained true to my multidisciplinary nature, broadly mixing courses in global strategy, marketing, finance and eBusiness. And as an entrepreneur, I helped conceive an idea that recently placed second in a business plan competition. As this chapter of my life comes to a close, I am preparing to return to Europe for part of the summer to do some photography and relax. Then I will begin my career with Wells Fargo & Co. in their Real Estate Group, where I will be managing relationships with top-tier developers in the Pacific Northwest. Specifically, I will be analyzing market opportunities, project finance and helping to make the world a more livable place through the support of good design and development. An assignment at headquarters in San Francisco awaits me in 2002. Beyond that? We'll see. The best is yet to come.



*Bryce M. Payne (HBS, Business Administration and HBA & HBS Computer Science, 1999)*