

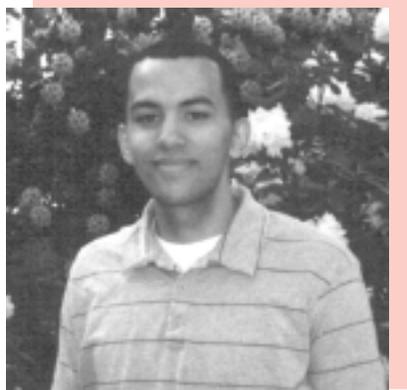
UHC Students - More Than GPA and Test Scores

Students in the University Honors College (UHC) are highly qualified by any standard. The average GPA of those offered admission this year was 3.95; the average SAT score was 1377; the average OSU GPA for current UHC students is 3.67; putting them among the top 3% of all OSU undergraduates; the list of other academic distinctions is lengthy. So what? Is that all there is? Are these 500+ students merely a collection of statistics reflecting hours of work and uncanny ability to ace standardized tests? Read on...

UHC students are actively engaged in learning, sports, community service, creating knowledge through exciting research projects, and generally enjoying life. Each is inspirational with a fascinating story; all are far more than grades and test scores. Several are student athletes: Stephen Copeland plays varsity baseball; Tami Halleck is a volleyball player; Kelly Knox managed the Men's Basketball Team; Kathy Freeborn and Steven Hyde row, others have been swimmers or gymnasts. Countless UHC students participate in Intramural sports, and many are rabid about Ultimate Frisbee. UHC students hail from countries far and wide—India, Romania, Egypt, Brazil. About 40 UHC students a year study abroad. Service to others ranges from Loren Cochrun, serving a 2-year mission with the Church of Latter Day Saints, to Heather Turner, reading stories to elderly residents at Heart of the Valley Care Center. UHC student research ranges from Aaron Brewster, studying the function and significance of A-DNA with Prof. P. Shing Ho, to Melissa Warming, examining the significance of Pre-Christian Symbolism in Ukrainian Ritual Cloths with Prof. Elaine Pedersen. Diversity, intellectual curiosity, service to others, and motivation to excel are overriding characteristics. What follows are

the stories of four UHC students; multiply their contributions by 500+ and their impact on the wider community is apparent.

Kathy Freeborn, a senior in Ag Business Management and Ag & Resource Economics was reared on a farm near Dallas, Oregon. By age three she was working with her dad, driving the pickup at age 5, using the gear shift by age 7. In high school, Kathy was named State Star Farmer for Future Farmers



of America (FFA). After starting with an FFA project of 28 acres in grass seed and wheat, her farming responsibilities expanded. She is now a partner in the family farm, managing 30 head of cattle and 180 acres of crops. She farms every weekend when not rowing on the Varsity JV 2nd 8 Women's boat, serving as Correspondence Director of the CAS Ag Executive Council, or participating in UHC activities. In her spare time, she is active in Collegiate Future Farmers of America, Sigma Alpha—Professional Agriculture Sorority, and Women for Agriculture. To add spice to her life, she goes 4-wheeling and plays golf. During winter term, Kathy completed 22 credits, including two Honors classes, with perfect grades. Kathy chose OSU because of the College of Ag and the UHC. She

was the top student at her high school and investigated honors programs after reading a *US News and World Report* article. She is delighted to be on crew, even though she practices 6 days a week, with PAC-10 competition throughout the spring. Kathy's academic strategy is simple: "I go to class all the time and take notes." Kathy's future may include Law School or a Master's Degree, as she is interested in agriculture law and policy. Her future vision includes continuing the family farm.

James Patrick became fascinated with medicine when he dissected a cow eye in 5th grade. His AP biology in high school gave James an opportunity to do research on lung cancer. He knew he wanted to go to college and create new knowledge, and he knew that OSU was the best place to do so in Oregon. Living in Avery Lodge, James met three Honors students—Scott Bain, Simeon Andrews, and Corey McManus. They sparked his interest, and he saw an opportunity to do research in the form of the UHC thesis. As his research interest was toxins and the human nervous system, he sought out projects and pestered Prof. Linda Ciuffetti until she hired him to work in her lab. He is still there 12 hours per week. James' hard-working, single mother of three pushed

More than GPA..., con't from page 1

him to aim for medicine. When he was a third grader, visiting his mother at work, he saw kids in a hospital “game room,” a place for sick kids to gather. He remembers thinking, “Why them? What happened to them? What is their medical history? Why are they sick and I’m not?” As a volunteer at OHSU he observed day surgery, took vital signs, and generally did whatever the staff asked. Today, he volunteers in the ER at Good Samaritan Hospital in Corvallis, on Fridays from 9 pm to the wee hours. He observes and participates, running errands, changing beds, talking with and comforting patients and families. Another of James’ volunteer efforts is with MARS—Male Advocates for Responsible Sexuality—a service of the Benton County Health Department. In his work with MARS, James facilitates discussion and counseling sessions for young men in area high schools, as well as holding clinic hours at the Benton County Health Department for 11 hours a week. As James notes, young men are more inclined to discuss reproductive health issues with him, since he is “non-old and non-female.” Recently, James presented information about MARS to the Corvallis City Council as part of the requirements for State funding. When James is finished volunteering at the ER, teaching with the MARS program, and working in the lab, he takes some time to serve as an officer with Avery Lodge, complete 18 credits of coursework, study for medical school admission tests, go for a run, play some Ultimate Frisbee, and participate in living group and church activities. This summer he will participate in the Minority Medical Education Program at Yale University. The experience will give James a chance to shadow physicians, take classes, and discover what it is like to be a first-year medical student.

Katie Miles loves children, and as a Pre-Med major she is pursuing her dream to work in pediatrics. As a teenager, she began volunteering at the Oregon City hospital and later participated in cancer research at OHSU. She became interested in pediatric oncology and in working with babies who fail to thrive. When she started at OSU, Katie decided to continue volunteering when Phil Usera asked for volunteers to

work at the Motor Fitness Clinic. Every Friday, 5 – 7:30 PM, Katie works with her special charge, 4-year-old Sean. Sean has Spinal Muscle Atrophy (SMA) a form of muscular dystrophy. Katie’s relationship with him has moved from the swimming pool, to serving as respite care provider for the family. Sean’s father is a student, and his mother cannot work as they have another child. Katie is thrilled to be part of this “amazing family.” When Katie is not working with Sean, she is probably at Garfield Elementary serving as a SMART



volunteer, or working for Campus Crusade for Christ. At other times, she is at one of two local pools giving swimming lessons to an autistic child. Although it was difficult, Katie gave up competitive swimming when she started college. When she is not involved with service activities, she is likely assisting the UHC Student Steering Committee. Katie and several other UHC students have also taken the lead in organizing a new OSU chapter of a collegiate honor society. Katie is the VP for Community Service and Secretary. The group even persuaded Pres. John Byrne to be their faculty advisor. Katie has volunteered with Community Outreach, at their free clinics, and hopes her schedule will allow her to do so again. Next year, she will participate in a preceptorship with a Corvallis physician. Any spare time is spent in the outdoors—hiking, camping, skiing, and traveling. According to Katie, “My life is really busy, but I am so happy. I’m doing it and it’s fun!”

Cristian Ion came from Romania in 1996, when he was 16 years old. Cristian expected to find a land of opportunity, richness, and freedom—much as he had seen in the movies. Cristian chose OSU because he was impressed by the “warm welcoming I got from everyone at OSU, including the Honors College.” The Honors

environment was perfect for a self-described “shy, immigrant student who was barely speaking English.” Another aspect of his integration to OSU was the experience of living in McNary. UHC students, faculty, staff, and the hall environment all combined to give Cristian the confidence to excel. His confidence increased when he was selected for two study abroad experiences in Lyon, France. He went to Lyon during his sophomore year; and returned again this year. This past year he focused on studying, working on his UHC thesis, and engaging in community service in Lyon. This past fall he worked in the Oregon Center of French Studies in Lyon and has been named an International Ambassador of Lyon by the city of Lyon. He continues to work as an intern in the Organic Synthesis Laboratoires at University de Chimie Physique Electornique, where he is researching and testing the synthesis of flavopiridol. Cristian will complete

Honors diplomas in Chemistry, International Studies in Chemistry, and French when he graduates in 2003. Cristian’s thesis is on the French Paradox—red wine, chemistry, and nutrition. Cristian has been active in OSU’s International Students Association and as an International Ambassador. Cristian sees volunteering as another way of learning in a new situation and environment, and to gain new skills. He hopes to attend medical school and perhaps to return to Romania. He credits his communication skills, leadership, and teamwork to studying in the UHC, and he is confident that one day he can make a difference—for his patients and the people of his home country.

The University Honors College at OSU is comprised of 500+ students and each has a story similar to these from Kathy, James, Katie, and Cristian. They participate in class activities, community service, sports, research endeavors, and they greet each effort with passion and good cheer. Although Honors students are known for their academic success, each is more than GPA or test scores. These students are a tribute to strong motivation and hard work, and they represent what is best about the future.

Meet the Honors Regents

Tom Wall, Chair

It is a privilege to introduce the current Board of Regents of the UHC. Each member was selected for their special talents and proven ability in demonstrating leadership vital to the future of Honors. The Board is essentially an advisory group to the UHC administration focused on development and programming.

The Board is in its second year and is developing policies and procedures consistent with the mission and future direction of the UHC. The Board consists of seven community members, one faculty member, and the Dean (ex officio). These individuals serve on a voluntary basis through their commitment to OSU. The Board meets three times during the academic year. If you have any questions or suggestions, please do not hesitate to get in touch.

Your Honors Board of Regents:

Martie Blodget and her husband moved from the northeast to Eugene six years ago. She has had a long and varied career in information systems. She pursues many outdoor activities including hiking, biking, skiing, and kayaking besides volunteering at Sacred Heart Hospice and South Eugene High School. Her current professional interest is in the area of bioethical issues.

Bill Bogley is Professor of Mathematics at OSU. He has taught introductory calculus courses for the UHC and currently serves as Chair of the University Honors College Council. He was awarded the Sandy and Eva Sanders Eminent Professorship in 2001. In 2000, he was awarded the UHC Outstanding Teaching Award. He is married and has two children ages 4 and 1. He graduated from Dartmouth (1981) and completed his Ph.D. (1987) at the University of Oregon. He enjoys the outdoors and is an avid skier.

Joe Hendricks is Dean, University Honors College, and an ex officio member of the UHC Board of Regents. Joe reports that the various advisory groups are key to Honors

success and crucial for future development.

Kathy Kralj and her husband live in Gresham, Oregon where she is currently a College Counselor at La Salle High School. Previous experience has included college counseling at St. Francis Academy and Mt. Hood Community College. She serves as a mediator for the City of Gresham and recently completed a term on their Board. She and her husband have three children ages 24 to 14.

Bryce Payne graduated from OSU and the UHC in 1999 with degrees in Computer Science and Business. Following graduation he earned an MBA from the University of Oregon and is currently employed by Wells Fargo Bank in San Francisco. While at the U of O he served as a consultant to the University Office of Communication on web strategy and implementation and was a graduate teaching fellow. At Wells Fargo he assists in underwriting large loans in the Portland and Seattle area.

Don Richards lives in Boston where he is Vice President of Mergers and Acquisitions of Iron Mountain Incorporated. Iron Mountain is a leading company in records and information management. Prior to joining Iron Mountain in December 1997, Don practiced corporate law with Bingham Dana LLP in Boston from 1992 to 1997. He holds a Juris Doctor degree from Cornell University (1992), and was an undergraduate in the old Honors Program at OSU with a BS in Business Administration in (1986), and Political Science (1989).

Joseph D. (Sandy) Sanders Jr. graduated from OSU (then OSC) (1955) with a degree in Civil Engineering. In 1996 he retired as a construction supervisor with Peter Kiewit Sons. Sandy and wife Cheryl have seven children and fourteen grandchildren between them. Sandy has revived the Alpha Sigma Phi fraternity and established the Sanders Eminent Pro-

fessorship in the UHC.

Tom Wall is the current Chair of the Board and a Clinical Psychologist in private practice in Seattle. He completed his Ph.D. (1974) at the University of Washington and is an Associate Clinical Professor in both the Departments of Psychiatry and Behavioral Science and the Department of Psychology at the UW. For six years he served on the Board of Seattle Country Day School, a private school for gifted children. His wife is an Educational Psychologist in private practice and they have two children both of whom are in the UHC. Tom and his family enjoy hiking, skiing, and developing the family farm.

Margaret Walton graduated from OSU (then OSC) (1955) with a degree in Business Education. She was an active member of Mortar Board, Talons, and various other student groups. She married James Walton and has three children and seven grandchildren. Her husband passed away in 1993. She has many active community involvements. She was the first female President of Corvallis Country Club, and President of the Samaritan Village Board of Directors. She has been President of the OSU Alumni Association and received the Dan Poling Alumni Service Award. She was an advisor to OSU Mortar Board for three years and twice served as President of the local PEO Chapter. Currently she volunteers two days a week at Crossroads Conversational School teaching English to spouses of international students and visiting professors.

Oregon State University and the University Honors College are indeed fortunate to have such a diverse and distinguished group of volunteers serving as Honors Regents with such able administrators as Bogley and Hendricks. Each Board member has made a commitment with their time and financial support. In their role as advisors the Board wishes students, faculty, and supporters to know they are open to being contacted for

Unique Learning Opportunities: A Two-way Street Professors Anita Helle and Rebecca Warner

Take two busy College of Liberal Arts (CLA) faculty members, with full scholarly schedules, mix in a two-course sequence of “linked” courses crossing disciplinary boundaries, add two L.L. Stewart grants, and you have a formula for Honors innovation. Working in concert to provide innovative and challenging learning opportunities, Professors Anita Helle (English) and Rebecca Warner (Sociology) have created a special opportunity for Honors students in the form of two linked courses designed to build connections across disparate categories of the baccalaureate core (OSU’s general education requirement).

Professors Warner and Helle had previously worked together as part of CLA’s Master Teacher program, but in designing a linkage entitled “*Families We Live, Families We Live By*” they encountered issues not previously part of their repertoire. In bringing together Warner’s Soc 312H: *Sociology of the Family*, and Helle’s Eng 362H: *Women’s Voices in American Literature*, the two sought to build bridges across family, gender, and cultural studies to stimulate their students as well as themselves through the cross-fertilization opportunities two diverse fields might provide. One of their basic themes is an examination of how meaning is created in the context of family lives. That is, as we spin out narrative accounts, are we creating scripts to live

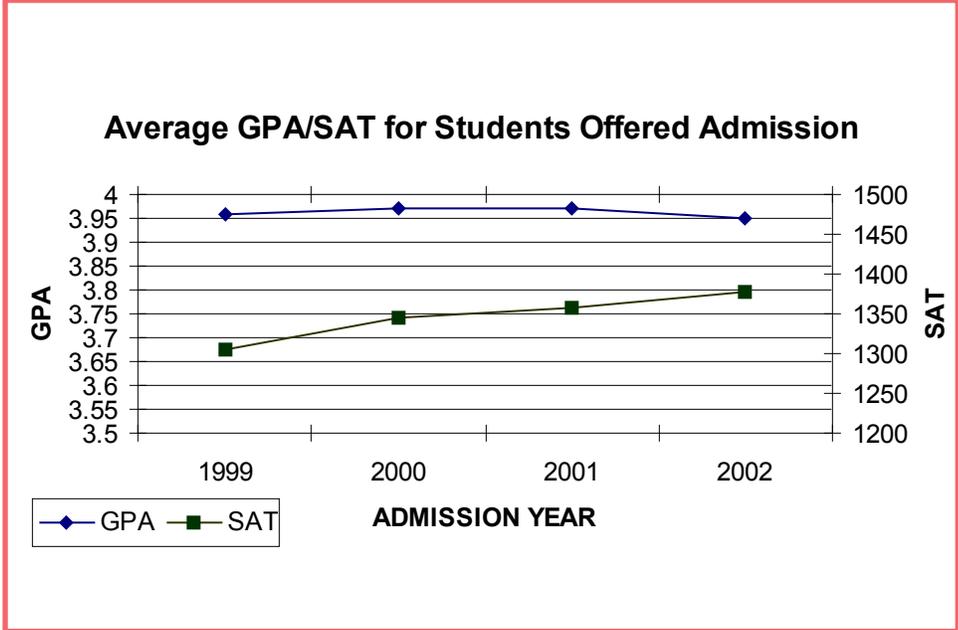
by as well? It is rare to really find yourself or your family while sitting in the classroom. Yet, Professors Helle and Warner had exactly that goal in mind—setting out the subject matter in such a way that Honors students enrolled in the two-course sequence encountered themselves and their families via the creation and reading of texts pertaining to family life. In the process of their reflective writing, knowledge is brought to life and families are seen as created entities anchored in time, place, and circumstance. The same is true in literature as in life, and that literature that continues to speak to readers over the years is literature that reflects the readers’ experiences of their own families. Students in the two classes read what others have said in a variety of genres, including poetry, fiction, memoirs, and sometimes films, then use them as models as they write about their own family experiences. Through their writing and reading, students set a high standard for their own productive questioning of families in literature and in life.



Julian Uselman, a student enrolled in the sequence, offers an instructive appraisal, “By teaching two traditionally unrelated classes in a conjoined format, students are able to make inclusive comparisons, and draw from many more diverse areas in order to learn.” Another student, Melissa Warming, adds, “What is really great about the linked courses is not only having an opportunity to use knowledge in an interdisciplinary way, but watching two terrific professors model how to share knowledge as well as learn from the other’s field. It is rare, even at the university level, to see two classes linked together to demonstrate how information connects.”

Professors Helle and Warner, in turn, remark that not only is it a gaffe to underestimate students, but that their own ideas and insights into their own scholarship have benefited from the interaction with Honors students and from one another. The next step is to export what they have learned to their other classes. As they noted virtually in unison, the experiences they are having with Honors students is why they became teachers in the first place.

Warming is of the opinion that the sequence should be made an annual addition to the Honors curriculum so other students could have comparable opportunities. Besides their unique classroom cooperation, Professors Warner and Helle are active mentors for Honors thesis projects and proud to be listed as *University Honors College Faculty*.



Words From the Past...

We continue with our view of OSU's Honors Program (1965-1991)

I told someone the other day that it would be great to be able to go around one more time and if I could, Honors program involvement would be at the top of my list. Now in retirement, after nineteen years at Oregon State University and twenty-one at Montana State University I am still active in an Honors program. I am especially pleased to have this brief connection with the OSU University Honors College.



In the raging sixties, when I was director of the OSU Honors Program, it was branded as elitist by many but the fact that it was open to students from all colleges or schools and that any student who wanted in could get in but had to meet the requirements to get out tended to defuse the elitist charge. The Honors students I knew seemed to prefer independent studies, were “turned on” by the colloquia, and were quite adventurous. In general, they developed strong ties to their faculty mentors and faculty established interesting interdisciplinary connections with their peers.

During forty-one years as teacher, research scientist, and administrator I have developed a number of opinions about a university including the following: that undergraduate education is the primary mission of the university; that undergraduates should be encouraged to participate in university research or other creative activities; that international education always be a part of the curriculum; that the teaching of tolerance and the techniques for civil discourse should be woven into all courses just like writing and critical thinking; and that college presidents if they aren't doing so should use foundation money to purchase memberships for their vice presidents and deans in organizations should that support or relate to the above, instead of the local country club. Scholarship support should be another priority because it is too frequently an afterthought.

Finally, congratulations to OSU for reviving the Honors Program as the University Honors College. Let us hope, in the next state budget crisis this college does not go on someone's chopping block as it has in the past.

Stuart E. Knapp, Honors Program Director; 1968-1970

University Honors College — 2001-2002

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HonorsLink® is a publication of the Oregon State University Honors College

Life's Dessert

“Would you like to see the dessert list?”

Having just completed a wonderful entrée, you await the waiter's return to your table. It is a special evening, and you and your guest are not sure you are ready to end the evening. You anxiously await the waiter's pending request, knowing exactly what will be asked.

You reply that you wouldn't mind looking it over. As it is a special evening and you still have a little room, you gladly tell the waiter, “I'll have the chocolate mousse.”

My work in philanthropy is similar to that of the waiter. As people reflect on whether or not they have had their fill—healthy savings, roof over head, children provided for, ample income, other lifelong concerns—it is time to think about life's dessert, *giving*.

As the director of development for the University Honors College, I am charged with asking you if you want to look at the dessert list.

“Can I interest you in scholarship support? Perhaps an endowment? Maybe an Eminent Professorship?”

“Giving to the Honors Excellence Fund for undergraduate research feels wonderful.”

“The Honors Program Fund is absolutely divine. Would you like to try it?”

In the same vein as the waiter, I am used to hearing no, not today, thanks. That is OK. What makes my work so special is when people are ready to talk about philanthropy. There comes a time when just about everyone is ready for dessert...

”Would you like to see the list?”

Pick up the phone and let me outline our confections.

Lawson Knight, OSU (1994), is a Development Officer with the OSU Foundation. If you are ready to “see the list,” he can

Students Discover The McNary Experience

A typical student's day: Wake up. Go to class. Go home.

A typical University Honors College student's day: Wake up (sometimes very early). Go to class. Go home to McNary Hall.

McNary Hall is currently home to a large contingent of UHC students, where they and other students live, eat, sleep, and play every day.

Nancy Raskauskas, an Honors first-year student majoring in fisheries and wildlife, lives in McNary. She is one of those who wakes up very early. Twice a week Raskauskas gets up at 5:45 a.m. to get ready for crew practice, which entails biking to Gill Coliseum and then running stairs.

After her classes, she rushes to afternoon crew practice on the Willamette River. "If I'm late," she explains, "I literally miss the boat."

When Raskauskas comes home, she enjoys being able to find hallmates to have dinner at the adjacent McNary Dining Center. Honors first-year student Jane Clark also enjoys having a coterie of friends at McNary to have dinner with – in fact that is why she signed up to live in McNary.

"I wanted to be in an atmosphere with other Honors students who were more focused and conducive to academics – people who came for the college experience of learning," she says. But she adds humorously, "And for the moveable furniture" – referring to the relatively new solid wood furniture in all McNary rooms selected through a poll of students at the time.

Bob Baddeley, an Honors sophomore, also awakens early in the morning, but for a different reason. He likes to read on-line news on Slashdot.org and *The New York Times.com*. No messy morning paper for Baddeley – McNary's fast and always-on Internet connections make it easy to live a dot com lifestyle. Baddeley then departs for four to six hours of classes.

There is more to the McNary experience than the convenient food service, moveable furniture, and an intellectual community. Part of the McNary experience is planning social and educational events with the building's student government: Hall Council. Both Baddeley and Raskauskas are members of the McNary Hall Council, where Baddeley is president and Raskauskas is the recycling coordinator.

"Hall Council was a way for me to get involved," says Raskauskas, who has a personal interest in conservation. "It was a way for me to become a better recycler and help the hall be better at recycling."

Baddeley enjoys Hall Council because everybody is so friendly and wants to do activities for the building and the community. He was on Hall Council last year and liked it so well that he ran for president this year.

McNary has hosted numerous social programs, such as dances and The Simpsons TV show marathon. On the serious side, McNary has held student presentations and discussions on stem cell research, bio-terrorism, and the social impact of the sex industry. McNary students are well focused and well balanced.

Student government is not the only game in McNary town. Clark, who has an interest in international studies, and other students in McNary have found time to write for the UHC publication *The Chronicle*. "It was fun for me to get a chance to state some sort of opinion about something and a way to get more involved with the Honors College," she says. Clark is one of many students who are planning on coming back to McNary next year for another experience. "I enjoy being surrounded by intelligent people and having intelligent conversations with them," she says.

Campbell named Eminent Professor by UHC



Courtney Campbell, Associate Professor of Philosophy at Oregon State University, was named as the second Eminent Professor by the University Honors College on Nov. 26.

"Bloody Hands: Ethics of Just War," was designed and taught to University Honors College students by Campbell this fall to address the events of Sept. 11. Campbell was formally recognized by the UHC prior to the final session of the class.

The Sanders Eminent Professorship is a designation given by the UHC in recognition of extraordinary effort and success in honors instruction. The award is supported by a donation from Sandy and Cheryl Sanders in honor of Mr. Sanders' parents.

In addition to this fall's class, Campbell has offered a number of honors courses on ethics and biomedical practice.

Reprinted courtesy of OSU This Week

Honors Roll: Donors of Distinction 2001-2002

Good things happen when good people step-up to make them happen. Honors is fortunate to have a number of good friends and we have a responsibility to ensure good things take place for our students and for the university. This past year has seen a gratifying array of contributions and support. Both are key to Honors' achievement and both are greatly appreciated. At a time when state funds are hard to come by, and deserving causes are plentiful, the benefactors who are loyal supporters of the Honors experience are all the more important. One day we hope to have an endowment, or perhaps even to have gifts comparable to those bestowed on other Honors operations around the country. If that time comes, rest assured that the focus then will remain as it is now, thoroughly on enhancing the opportunities we provide to those Honors students who will emerge as leaders of tomorrow. If ever the phrases intellectual capital and leveraged learning opportunities had meaning, it is in the context of student success.

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UHC Alumna - Nutritionist in Brazil

Since graduating from the UHC in Nutrition and Food Service Management (1997), I have been privileged to practice nutrition in a variety of settings in the Amazon basin in Brazil. My specialty, known as nutrition surveillance, plays a crucial role in the public health of our community, where poverty and food shortages are rampant. Working with the Brazilian Ministry of Health, and with a small staff of trainees, I monitor weight gain and nutritional status of babies and children up to five years old, identifying those in need of nutritional intervention.

Last year, with the help of the local government and the Ministry of Health, we established a no-fee milk bank with powdered whole milk for at-risk children, pregnant women, and nursing moms. This year, I am the local coordinator for a nutrition intervention program based on income transfer that is funded by the federal government and is part of the largest nutrition intervention in the history of Brazil. Upon completion, we will be reaching more than 2200 needy individuals in my community alone. The most important aspect of this latter effort is our quest to lower local infant mortality rates. To this end, we have designed a strong nutritional orientation for pregnant women. Following birth, we provide lactation support and breastfeeding advice through a pilot project, PROAME (Exclusive Breastfeeding Program), which has enjoyed a tremendous community response. Within six months of initiation we were seeing 200 infants a month.

Clearly, I love what I do, and I am often reminded of the quality of the preparation I received in the Department of Nutrition and Food Management and the UHC, despite the fact that my specific field (international nutrition) is not elaborated in any single OSU college. In terms of support, guidance, referral to sources outside the University, and the presentation of creative challenges, the Honors staff is to be congratulated.

Going a step further, it can be said that further proof of Honors' success is in the continued camaraderie that it seeks to maintain with its students long after they graduate. I wish to offer thanks to Honors for giving me the freedom to pursue my passion as well as the structure to achieve it.



Heidi Marie Arnold Gil (in lab coat) lives in Porto de Moz in the Amazon basin, Brazil. She is married to a Brazilian and has one child.

University Honors College

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Close One Door, Open Another

By Kalan Guiley

Coming out of high school I ran straight into Hodgkin's Lymphoma. Needless to say, the encounter forced an immediate priority shift, and among the resulting changes was abandoning my plans to attend college in New York and enrolling instead at Oregon State University, in my hometown of Corvallis.

OSU quickly became my home, and after one term, I applied to the University Honors College. I joined a community that has played many roles in my life since, most notably as a guidance counselor and facilitator of my learning. The UHC has reminded me, and allowed me, to keep the focus on learning. The support and the opportunities within the UHC have given me the resources to be successful personally and academically, while guiding me through many of the defining moments of my education.

One such experience began when I was invited to teach an early-bird Spanish class at Inavale Middle School. Imagine my reaction. I was a Mechanical Engineering student and, even though I have reasonable command of Spanish, I had no direct teaching experience. I was aware of the challenge teaching would bring; still, my time at Inavale became one of my most treasured educational experiences. In teaching Spanish to the 15 or so students who arrived at 7:45 three days each week, I not only learned about the language and about teaching, but about myself.

I learned I enjoy working with children. Making a difference in the lives of others is extremely important to me, even if my influence was only visible in moments when rowdy (and often seemingly disinterested) children correctly conjugated verbs. These lessons have helped to shape the way I approach my own education and my life.

Joining the OSU chapter of the American Society of Mechanical Engineers (ASME) has also been very instructive. I initially joined as a first-year student, probably because the first year was free, but my continued involvement with ASME has provided me with invaluable experiences. At the end of my first-year, I became Vice Chair of the OSU Section, and was asked to host the 2002 Regional Student Conference. At the end of my sophomore year I was elected Chair of the OSU Section and selected as Region VIII's representative to the national student section committee. In July 2002 I will travel to Istanbul, Turkey as part of an ASME student exchange to present a couple of seminars.

All of my experiences with ASME have reinforced how much I like working with others, but it has also taught me that Mechanical Engineering is not the ideal match I anticipated. I have realized that the majority of engineering jobs do not meet the criteria I find most important, but I have also learned that engineering can be a great starting point.

One of the most enlightening experiences I have had at OSU, however, has been joining the Speech and Debate team. Throughout the 2000-2001 season I competed in eight major tournaments, including an international tournament in Prague, Czech Republic, where I won second place in the impromptu speaking competition, and my partner and I placed fifth worldwide in debate. The true benefit of forensics has not been any award, however. Rather, it has been the chance to be aware of what is happening in the world, and to discuss issues of importance.

All of these experiences, which I truly believe I would not have been inspired to undertake without the supportive atmosphere of the UHC, have led to drastic change in my education, and its implications for the rest of my life. My degree has evolved from Mechanical Engineering to Mechanical Engineering and Philosophy with a Pre-Med option and a minor in Spanish. I am currently considering adding a Mathematics minor, too.

When I graduate, I plan to attend medical school and work in Pediatric Oncology, a future that varies remarkably from what I would have anticipated three years ago, and a future I am sure I will enjoy. OSU and Honors have made a difference in my life; now I want to make a difference in the lives of others.



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