Engage...Explore...Evolve

Here in the UHC we talk a lot about the "Honors Experience." This is a shorthand way of describing the diverse totality of opportunities available to Honors students and their cumulative effect on students' undergraduate careers. But it's also the statement of an ideal: education as a total experience that goes beyond the classroom, beyond homework and books, beyond any single thing to inspire and influence every part of a student's life. The Honors Experience should facilitate the realization of each student's promise as a person, in the university and after.

The Honors Experience, then, is a journey through a wide range of individual experiences that each offer opportunities for growth or discovery. When our students arrive on campus, we want to make sure that they can engage with the opportunities available to them in the UHC, OSU, and the outside community and explore the wealth of experiences possible through Honors and the greater university. The result of this will be that students grow and develop, evolving into leaders in their chosen fields and in the community at large.

In the past year, we've been able to add opportunities that will further our ability to support Honors students in each phase of their passages through OSU. You can read more about some of these changes in the pages that follow, but a few significant developments are highlighted below.

Next year, we will be moving our Honors-themed residence to West Hall, concluding our long and happy partnership with McNary Hall. West – formerly the primary residence for international students on campus – offers our students a number of attractive features and attributes. Rooms are suite-style, with two rooms joined by a shared bathroom (in contrast to the communal bathrooms found in most residence halls). West is also a smaller residence hall than McNary, which gives us the opportunity to offer programming that will create a tight, integrated Honors community experience. The hall itself will be a way for new Honors students to engage right away and build a solid foundation for their collegiate careers.

We are also extremely excited to roll out two new scholarships supported by OSU Foundation funds in the 2011-2012 year. The first, called the Honors Experience Scholarship, will provide Honors students with up to $2,000 in support of extracurricular experiences, including study abroad, internship, research, and service learning. We hope to fund every student who proposes qualifying expenses, allowing our students to explore the kind of opportunities we want every one of them, regardless of financial situation, to be able to access. You can read about some of the projects we've funded so far in the pages that follow.

The second new scholarship, the Honors Promise Finishing Scholarship, provides ten of our most outstanding students with $5,000 awards in their senior years. Made via a faculty nomination process, these are now one of our most prestigious awards, recognizing students who have achieved at the highest level throughout their time at OSU and supporting them in the completion of their capstone thesis projects. One of our recipients, Chelsea Parker, is featured in a story below.

Our Promise scholars exemplify the potential of our students to grow and evolve through their Honors journey. But they are not alone: every one of our students has a unique story that inspires and amazes. For those of us who work here in the UHC, that is our Honors Experience – the kind of enrichment that comes from interacting with these talented and promising young people and helping them come into their own. We hope that we capture some of the "Honors Experience" in this year's Honors Link. Thank you so much for your support! Enjoy!

Dan Arp, University Honors College Dean

West Residence Hall - Photo by Kimberly Kenny
Dan Euhus First UHC Graduate to Receive Alumni Fellow Award

Capping a year of homecomings, OSU Chemical Engineering Associate Professor Dan Euhus was recognized this fall as an Alumni Fellow for the University Honors College by the OSU Alumni Association. Dan is the first UHC alumnus to receive this award, which is one of OSU’s most distinguished alumni recognitions, honoring recipients’ contributions to their fields and their communities. Each OSU college has the opportunity to nominate a graduate as an Alumni Fellow every two years. This was the first year that the UHC put forward one of its own since its founding in 1995, Dan’s first year at OSU.

The award was another major milestone in a year full of them for Dan and his family. Dan returned to OSU as a faculty member just this past winter after working for eight years in the energy industry, moving to Corvallis from Texas with his wife and three sons.

Dan quickly reintegrated himself into the Honors community, co-teaching a UHC colloquium on energy issues during the spring term, a class that will be repeated this winter (an article details the class in this year’s Honors Link). As a part of the celebration of his Alumni Fellow award, Dan also hosted a mentorship coffee with OSU students interested in careers in alternative energy research and participated in a “Dean and Friends” lunch conversation on biofuels. The Dean and Friends series gives UHC students the chance to discuss a topical issue with local experts in a casual setting. Dan’s session was one of the most popular of recent years, testifying to the considerable and growing student interest in energy issues and alternative energy research on the OSU campus.

Now a faculty member, Dan has relished the opportunities the UHC affords to work closely with students. This had been one of the major draws of the UHC for him both as a student and as a professor. Dan and the other Alumni Fellows of 2011 were formally recognized at a reception on November fourth and at the OSU Homecoming football game against Stanford on the fifth.

Gary Ferngren and Kathleen Dean Moore Named UHC Eminent Professors

This past spring, Kathleen Dean Moore and Gary Ferngren were named the UHC Eminent Professors for 2011. These awards recognize outstanding OSU faculty for their academic achievements and dedicated service to the University Honors College and its students. The Honors Experience at OSU is built upon accomplished faculty members’ commitment to undergraduate education, and Eminent Professors exemplify this spirit of engagement.

Kathleen Moore, a Distinguished Professor in the Department of Philosophy and the founding director of the Spring Creek Project, is one of the world’s foremost writers and thinkers on environmental ethics. She is the author of several books and essay collections, and she has been particularly dedicated to bringing environmental philosophy to popular audiences and professionals in fields that are closely tied to the natural world. Professor Moore’s intellectual interests have inspired her investment in innovative teaching techniques that guide students to see philosophical topics in tangible, real world ways. During winter term of 2011, she brought this dedication to a UHC course in “Practical Reasoning for the Environmental Professional.” The class culminated in a March weekend spent in the snowy forests of the McKenzie River headwaters, where students discussed the moral issues ingrained in the daily work of natural resource professionals under the trees and stars. Uniquely distinguished as a scholar, communicator, and educator, Kathleen Moore is a model of the achievement, creative commitment, and passion that defines the UHC spirit of engagement.

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In honor of his years of outstanding service to the University Honors College, Gary Ferngren was recognized as the 2011 Sandy and Elva Sanders Eminent Professor. Ferngren is a Professor in the Department of History with research interests in the histories of religion, ancient medicine, and the relationship between science and religion. Recognized as one of OSU’s top teachers, he has shown a strong commitment to the UHC. Professor Ferngren has received several awards for teaching, including the university’s highest teaching prize, the Elizabeth Ritchie Award for Outstanding Teaching. For over thirty years, he has offered a colloquium in the works of C.S. Lewis, first for the OSU Honors Program and, since its founding in 1995, for the University Honors College. The course has become a favorite institution in the UHC curriculum, and it has consistently received superlative reviews from students. Longstanding relationships with dedicated, skilled faculty like Gary Ferngren create the traditions that are the fabric of the shared Honors Experience, knitting a community that links students past, present, and future.

The UHC Eminent Professor awards are made possible through the generosity of donors, particularly Ruth Beyer and Joseph (Sandy) and Cheryl Sanders. By facilitating and rewarding the contributions of OSU’s top scholars to the Honors curriculum, UHC Eminent Professorships support the continued advancement of the creative, innovative programs the UHC can offer to high-achieving students at Oregon State University.

UHC Classroom Dedicated to Margaret and Thomas Meehan

This fall, the UHC classroom, StAg 233, was named the Margaret E. and Thomas R. Meehan University Honors College Classroom. Margaret and Thomas were both longtime faculty in the OSU Department of History. Margaret was also the Director of the Honors Program at OSU, which preceded the UHC, until her retirement in 1985, and Thomas, who passed away in 2006, was a highly-decorated educator who regularly taught classes through the Honors Program. Margaret and Thomas exemplified the dedication to students and innovative coursework that is at the core of our ideals, and the naming of our main classroom for them commemorates their support of the UHC and their commitment to the values that inspire Honors at OSU past, present, and future.
Joe Hendricks - A Life with Honors

In the UHC community, Joe Hendricks is known first and foremost as the founding Dean of the University Honors College, but recent recognitions have brought another side of his legacy into focus – his contributions to the field of gerontology. At the 2011 annual meeting of the American Sociological Association this past summer, Joe was presented with the Matilda White Riley Distinguished Scholar Award for his work in sociology, an accomplishment unmatched by any of his predecessors or peers.

In 2009, Joe received the Robert W. Kleemeier Award from the Gerontological Society of America for his exemplary contributions to quality of life through research in aging. Joe presented a keynote lecture at the Society’s annual scientific meeting the following year. Before that, he received the Clark Tibbitts Award from the Association for Gerontology in Higher Education in 2004, an annual award recognizing outstanding work advancing gerontology and geriatrics education.

Winning the gerontology 'triple crown' reveals the extent and accomplishment of Joe’s research. In addition to more than 20 other awards and recognitions, the UHC’s Dean Emeritus is credited with numerous insightful and innovative publications in the behavioral and social sciences. He has published nearly 150 scholarly articles and is author or editor of more than two dozen books, including the first textbook in gerontology geared toward upper-division classes.

Joe was the Chair of the Department of Sociology at OSU before becoming the first UHC Dean in 1995. The College was then only the eleventh degree-granting honors program in the country, and Joe continues to attend operas and hit the slopes.

At the helm of the UHC, Joe was able to make an impact on countless students, a legacy that is still going strong. Former UHC students continue to contact their former Dean to voice their appreciation for experiences that he helped to establish. “I hated you at the time,” wrote one student about the Honors thesis, “but that was a good experience.” Another student Joe is still in touch with told him in an email, “I want to thank you for inspiring me to become a plastic surgeon,” a note which he printed out and carried with him to joke with colleagues, “Do I really look that bad?”

“I was a good soloist. But having learned to play an instrument, you’re always interested if you can conduct an orchestra.”

Joe stepped down as Dean of the UHC in 2008 and served as an Associate Provost before retiring from OSU in 2009. He now lives with his wife, Hazel, at a riverside condo in Bend. An avid skier and appreciator of music, Joe continues to follow developments in the UHC with great interest, looking at many recent changes and wondering, “Why didn’t I think of that?” He, along with many former Honors students, supports the Joe Hendricks Scholarship for Academic Excellence, which each year recognizes an outstanding Honors student, most recently bioengineering major Ishan Patel. Throughout his work and career, Joe has had the lifelong goal of “improving the lives of others and the lives of students,” and his many recognitions – whether in the form of professional awards or personal letters – testify to a lifetime of success.

New UHC Advisor

Leanna Dillon

This fall, the UHC welcomed a third advisor to the team. Leanna Dillon recently graduated from the University of Denver with a Master’s degree in International and Intercultural Communication with a focus in gender and human rights. She spent over two years abroad as a Peace Corps Volunteer in Cape Verde, an experience that solidified her commitment to promoting diversity and social justice. Exploring new cultures, languages, and ideas is a continuing passion of Leanna’s, and she is excited to bring this perspective to the UHC.

Returning to her home state of Oregon, she has kept her adventures to revisiting the Oregon coast and uncovering all that Corvallis has to offer. Leanna’s higher education experience includes previous positions as Assistant Registrar at Chemeketa Community College and Academic Advisor at the University of Denver. She is delighted to be back in Oregon and looks forward to meeting and collaborating with students, staff, and faculty.
When Phil McFadden talks about protein structures, it’s hard not to get swept up in his enthusiasm. The Associate Professor of Biochemistry and Biophysics still remembers the excitement he felt upon his first glimpse of the protein lysozyme. He seeks to instill that same feeling for the beauty of chemical form in the popular and innovative UHC colloquium Protein Portraits, which culminates in students creating a unique protein structure of their own design for a standing display. These structures are not what you would normally find in science textbooks but are, rather, “portraits,” creative representations of proteins and their actions constructed from unconventional materials. In its last iteration this past spring, one student depicted the prion proteins linked to mad cow disease with colorful ribbons spiraling out of a ceramic cow’s head. Another used a halved globe and photograph collage to describe the proteins involved in HIV. At the end of the course, students display their work publicly in an exhibit that is part science fair, part art show. Some pieces — especially the edible ones — don’t last very long, but the protein portraits that can withstand the test of faculty and student hunger are kept in the Francis Cripps Reading Room of the Agricultural and Life Sciences Building on rotating display.

“In the everyday world we individualize our homes with house paint and landscaping, we decorate our rooms with rugs and furnishings, and we decorate our bodies with clothing and a hair style. Why not add a few artistic flourishes to a favorite protein? If we give ourselves something unique to remember it by, perhaps we will better bring an invisible protein into our mind’s eye where imagination can grab hold,” says Professor McFadden.

There are certainly plenty of proteins to keep the imagination busy. Nearly 77,000 protein structures are currently catalogued by the Protein Data Bank, and that number increases by a couple hundred each day. In its three iterations, the course has produced 36 protein portraits integrating scientific fact with artistic creativity.

The humanities and science find common ground in exploring the tantalizing question of what it means to be human. Students in Protein Portraits have the opportunity to use both scientific and artistic methods to describe a piece of the human puzzle that helps us resist disease, holds us together, and allows us to breathe: proteins. As Salvador Dali’s paintings have changed the way many people look at clocks, protein art from the course allows people to approach an essential component of our makeup from unexpected angles that uncover new meanings, resonances, and significance.

Anna Vigeland, now a graduate student in cellular and molecular biology at the University of Hawaii in Manoa, took the course this past spring and said she enjoyed viewing proteins in artistic terms that related form and function. “It was a different way to see them; as descriptions in some science classes can be dense, it was helpful to take a step back and appreciate them.”

In the near future, perhaps more people will be able to appreciate proteins in a similar way, at least this is Professor McFadden’s hope. Just as iPhones and nanotechnology made the leap from imagination to devices and tools that have altered our lives, he predicts that structures in the protein world will also make the transformation from fantasy to fact, fact to art, and finally slip into the vernacular. His dream is to have a protein portrait emerge from the course that becomes a piece of the mood of the times, perhaps as a favorite toy of children who will learn while they play. “The protein portraits are works of art; they are expressions of the heart,” says Professor McFadden. By forming personal bonds with natural building blocks, his students will continue to uncover the art of science and find science in art.

Photo by Chris Becerra

Protein Portraits

Photo by Chris Becerra

Courses
A new course in the UHC is offering students the opportunity to delve into both the qualitative and quantitative aspects of one of the most important contemporary issues in the US – energy production and consumption. With a three to eight instructor-to-student ratio during its first iteration this past spring, students walked away from this unique interactive learning experience with a better understanding of predominant and emerging energy technologies and the social and political issues surrounding the energy economy.

Energy IQ: Resources, Responsibility, and Renewability Today and Tomorrow is the brainchild of Dan Arp, the Dean of the UHC, who also co-taught the course. It culminates in the UHC alumnus returned to OSU in December, 2010 and says he was glad to experience the same atmosphere with the same interesting people, topics covered, and amount of information gathered that led us to form opinions based on facts.

One assignment from the spring tested students’ critical evaluation skills by asking them to consider possible outcomes if the Alaskan ANWAR refuge were to be drilled for oil and to predict how long these resources could be sustainably utilized. Students came back with estimates ranging from three weeks to 30 years, all based on seemingly reputable sources. Students and professors then sat down together to critically evaluate the information and each source. Realizing the extraordinary range of possible viewpoints on energy issues, students were encouraged to cite every source they used, even if it was an obscure online reference, and they formed habits of examining sources critically by evaluating them in the context of wider agendas.

“Energy IQ will be offered again this upcoming winter term, and other IQ-style courses are in the works. The goal of these courses is to survey one topic – such as water use or food issues – in depth from various angles. IQ colloquia seek to achieve the overarching UHC goal of enriching the mindfulness, creativity, and engagement of Honors students by equipping them with skills of analysis and collaborative discussion that will extend well beyond the classroom.”

Going into Energy IQ last spring, UHC sophomore Fallon Fumasi “wasn’t really sure what to expect from it, but as it went on I was amazed at how much I had learned from this class. I would say this is the class to take! It doesn’t matter what your major is. I just think it will make people more aware of what they are actually doing and how they can change for the better.”
Promise & Experience

Last year, the UHC received OSU Foundation donor-provided funds to bring two new scholarship opportunities to our students over the next three years. The Honors Promise Finishing Scholarship recognizes the accomplishments of senior UHC students who have shown a record of achievement throughout their undergraduate careers. Ten outstanding students were selected from a pool of faculty nominees by an award committee to receive this $5,000 award, which supports them in the final phases of their undergraduate careers. The Honors Experience Scholarship will provide any UHC student up to $2,000 in support of learning experiences that occur outside of the classroom, such as study abroad, internship, research, and service learning. Awardees provide the UHC with an account of the experience and its impact on their educational direction. What follows are a selection of stories emerging from experiences funded during the summer of 2011.

Tucker Doyle

As long as I can remember, I knew my future was anchored to the biological sciences, but I could never pinpoint my niche. This instantly changed in the spring of 2011 when I took an ornithology class. I was immediately captivated by the study of birds. I found the intelligence and coordination displayed by the most inconspicuous of avian species so remarkable that I knew I’d found my career.

This summer I had an opportunity to take on a research internship under Dr. Jim Rivers within the Department of Forest Ecosystems & Societies working on his study of Tachycineta swallows. Beginning in spring term, I monitored the changing state of nests and the competition between swallows for nest materials and food. I participated in testing the hypothesis that coexisting species differ in their aggressive behaviors by quantifying the reaction of nesting females to a simulated territorial intrusion of a competitor of the same or different species. Results from this study will provide information on the role of aggression in partitioning nest resources between the two species and the role it plays in the fitness of their offspring.

I could not have imagined a more rewarding way to spend a summer than waking with the early sunshine and mountain biking six miles through the Bald Hill natural area to the project’s field sites. This was a feat made possible by the University Honors College, as the Honors Experience Scholarship I received was one of my only methods of financing my summer stay in Corvallis to participate in this research.

Chamroeun Lim

This past summer I had both the honor and privilege of returning to Cambodia to work at an orphanage for HIV-infected children in partnership with the non-governmental organization Youth Star Cambodia. With the funding of the UHC, I have had the opportunity to teach English to local university students and work with rural farmers on their business planning in addition to volunteering at the orphanage. This internship experience has truly changed my life and taught me to appreciate that each day is a miracle. It was simply heartbreaking to work with those innocent children while knowing that “one day” they might no longer be with us. However, until that “one day” comes, I still have hope.

This experience motivated me and gave me the courage to create my online business, the Cambodian Career Development Network. All the proceeds of my work are donated to the Cambodian Rainbow HIV-infected orphanages for the improvement of living conditions and the provision of meals for the children. I am committed to making the remaining days of these children as enjoyable as possible, though I sincerely wish that the “one day” will never come for any of them, or for any child around the world.

By paying young Cambodian university graduates in underserved rural communities for one year of volunteer service, Youth Star Cambodia helps children catch up with their studies so they do not drop out of school and provides volunteers with a life-transforming journey. Over the course of this summer/fall internship, I was able to apply what I have learned in my project management classes, Management Practicum I & II, and put the motivational theories that I have learned in my organizational behavior class into practice. I led teams in implementing the Community, Youth, and Education Development programs and helped parents find jobs, which would enable their children to receive an education and escape the poverty cycle. I have also had the opportunity to teach English to local college students and share the knowledge that I have acquired here at OSU.

After graduation, I plan to work for Teach For America before applying to the US Department of Foreign Service as an Economic Officer. I have valued education since I was a child, when I did not have the opportunity to attend a formal school because of my family’s socioeconomic status. Coming from an impoverished family myself, I have witnessed the physical and emotional impact that poverty has on the growth and development of a child when his/her family does not have enough food or adequate shelter. These life-changing experiences have shaped me into the person I am today. They are also my inspiration to someday become the US Ambassador to the United Nations.

I would like to extend my sincerest appreciation to the University Honors College; Sandra and John Potter, who support another UHC scholarship I receive; and my faculty supervisor, Professor Jack Drexler, for their help and unconditional support throughout my college career and most especially for this scholarship that truly has changed my life.
Olivia Girod

During the summer of 2011, I participated in a six-week study abroad program through AIA International in Segovia, Spain. I chose this program to help in the completion of my Spanish minor and to continue the development of my speaking and comprehension skills. I took three semester-long courses, taught entirely in Spanish, and participated in program excursions to various historical and educational sites near Segovia. I stayed with a host family with five children, becoming fully immersed in the language and culture. I also had an unpaid internship at the Segovia Visitor Center.

The funds I received from the UHC helped to begin paying back a student loan I took out for this program. I had previously never taken out a loan, but the experience of studying abroad and learning the language firsthand truly outweighs the financial burden.

I do not plan to allow my immersion in the Spanish language and culture to stop with the completion of my Spanish minor. I love the Spanish language, and it is my goal to continue to integrate its use into daily life. In my future career, knowing Spanish will be a useful asset, and I also intend to use my Spanish skills outside of work as a volunteer with local organizations. I will cherish the memories and lessons I learned while abroad in Spain for my lifetime. I am so grateful to be able to have the opportunity to do so.

Conner Olsen

This summer and fall I have been working as an intern with the Oregon Climate Change Research Institute (OCCRI) under the mentorship of Dr. Heather Lintz and Dr. Allen Milligan. I have been studying phytoplankton to chart the relationship between the dynamics of their populations and variations in their environment. In particular, I have been culturing diatom species and testing it against a theoretical model of stochastic disturbance. Essentially, this entails connecting an abrupt change in the model output with a small change in the frequency and intensity of the input.

The benefits I have received through this internship include utilization of lab equipment to perform tests on diatom species, MATLAB programming skills, and a better understanding of how to develop and test a theoretical, stochastic model in climate change science. The scholarship money I received from the University Honors College allowed me to focus on my internship and classes rather than spend all of my time working to pay for school.

In the future, I plan on completing an Honors BS in Environmental Engineering, using this project as part of my Honors thesis, and continuing on to graduate school in a related discipline. My goal is to have this work published in a peer-reviewed, scientific journal before graduation.

Chelsea Parker - No Time Like the Present

UHC senior Chelsea Parker’s personal planner is a monument to time management. “It’s color coded,” she tries to explain, “and this box is my homework, and this one is my sorority to-do list.” There are still other boxes and sections, all filled and highlighted in different colors: The fact that this complexity simplifies is testimony to a very full life indeed.

Chelsea lives by the mantra that college is a time for discovery, pushing her experience to incorporate the widest range of opportunities. Her family moved midway through her high school career, and she didn’t have the chance to become as involved during high school as she would have liked. She’s made up for this in college. “I came to OSU with the intention to find leadership opportunities, and I found lots of them.” Currently, she has four jobs — working as a UHC office assistant, as a UHC Envoy, as an OSU Tour Office guide, and as the Editor of The Catalyst, an undergraduate research journal — and she is the President of Sigma Delta Omega sorority for women in science, the Treasurer of the Chemistry Club, an active member of the Biochemistry Club, and involved in the Mortar Board honors society. She has also participated in intramural basketball and been on the OSU equine polo team. “College is one of the best places to meet new people and find new learning experiences that help you find your niche,” she says with characteristic understatement.

She’s found her academic niche in the UHC and in OSU’s challenging Biochemistry and Biophysics program, a major that brought together her interests in biology and chemistry. This past summer, she had a research internship at the University of Texas-Southwestern in Dallas that gave her unique experience in a laboratory setting, cementing her interest in the field. Chelsea’s busy extracurricular and employment schedule has actually, she says, helped her to stay on top of her schoolwork demands by forcing her to be organized and develop plans for finishing all of her tasks. It’s a system that clearly works: Chelsea was named the OSU Student Employee of the Year for 2010-2011. After graduation, Chelsea plans to take a couple of years off before applying to graduate school to pursue scientific research in a non-academic setting. It is a well-earned break, but Chelsea hardly regrets her busy collegiate life. She sees it, rather, as maximizing once-in-a-lifetime opportunities to explore many different interests and pursuits, which is, for her, what college and the UHC are all about. And as far as her specific plans during her time off, they haven’t yet been scheduled.

Photo contributed by Conner Olsen

Photo contributed by Olivia Girod

Photo by Gildha Cumming
Elliott Finn - A Life of Sustainable Growth

Throughout his adult life, Elliott Finn has immersed himself in nature and environmental issues both inside and outside of school. It is his aspiration to help build an environmental movement that brings people together, and this year, his commitment was honored with a Udall Scholarship. These prestigious awards are made to 80 American students each year who display unique dedication to environmental or Native American causes.

This past August, Elliott and the other Udall Scholars met in Tucson, Arizona for the Udall Scholarship Conference, where he worked with renowned professors and other students united in a shared passion for the environment. Elliott collaborated there with a small group of students to coordinate a presentation on how to influence environmental policy decision makers and encourage advocacy. “The biggest thing for me wasn’t the teachers or keynote speakers, but rather the fellowship of the students who I got to share ideas with,” says Elliott.

The experience built on his history of political involvement. During the summer of his freshmen year, Elliott was an energy and environmental policy intern for Oregon Senator Jeff Merkley in Washington, DC. As an intern for Senator Merkley, he worked on research projects with environmental and legislative assistants and staff. After finishing his college degree, Elliott plans to work with disadvantaged youth to help them access and enjoy their local environments. Experiences with wild areas have fueled his own passion for environmental causes since a young age, and he wants to make sure others have the same chances he did. “The value of these experiences is great,” Elliott says, “and it has been the foundation of his own accomplishments. I feel that the Udall Scholarship isn’t an individual award, but a testament to the community I’ve had the opportunity to be a part of. There are so many people I know that have helped me, worked with me, and taught me.” He looks forward to being able to return the favor.

Ishan Patel Receives Goldwater Scholarship

Ishan Patel, a UHC senior majoring in bioengineering from Redmond, Oregon, received a 2011 Barry M. Goldwater Scholarship, one of the nation’s most prestigious awards, to pursue his study of blood chemistry and clot formation. Created by the US Congress in 1986, Goldwater scholarships cover eligible expenses for undergraduate tuition, fees, books, and room and board. They are awarded to the nation’s top students in science, math, and engineering.

Clots prevent blood loss when arteries and veins are damaged, but if they form in the absence of injury, they can contribute to heart disease, stroke, and other cardiovascular problems. Ishan has worked with Dr. Owen J.T. McCarthy and other researchers to study the influence of medications and innate blood chemistry on clot formation.

For the past three summers, Ishan has worked on a tabletop model that simulates blood flow in veins and arteries, finalizing the project in 2011 while on an Undergraduate Student Research Fellowship Award from the American Heart Association. Ishan was also recognized this fall with the UHC’s Joe Hendricks Scholarship for Academic Excellence. This honor is given to one student each year, selected by a faculty panel from a pool of nominees.

These awards acknowledge a remarkable résumé of accomplishments for an undergraduate, even within the UHC. Ishan has authorship credits on four publications and has presented at numerous conferences, including the International Society of Thrombosis and Haemostasis in Kyoto, Japan this past July. He is also already an active educator, working as a teaching assistant on campus and in science education outreach in the community.

“This scholarship means that all of the hard work that I have done is being recognized,” said Patel, “and it serves as inspiration that someone from a very rural community can achieve a national recognition. Further, I feel like this scholarship is a huge personal accomplishment for me and is a starting point for my future career in blood research. Ishan’s current goal is to develop a clinical test for an individual’s risk of developing blood clots.
Giving in Honors

Supporting students is our number one priority. Here at Honors we are committed to a “high-touch” approach to our educational mission, and philanthropic support is integral to what we are able to provide to our students. Our donors are key to our success, and without them Honors would not have the luster that attracts the best and the brightest to OSU.

To contribute to the University Honors College you can

- Use a credit card by visiting campaignforosu.org, choosing “Give Online” under “How to Give,” and selecting “University Honors College” from the drop-down menu.
- Send a check payable to the OSU Foundation with “UHC” in the subject line to: OSU Foundation, 850 SW 35th Street, Corvallis, OR 97333.
- Make a payroll deduction contribution: email Tawna McCravens (tawna.mccravens@oregonstate.edu) at the OSU Foundation for a payroll deduction authorization form.
- Contact Ryan Robinson at 503.533.3406 or ryan.robinson@oregonstate.edu at the OSU Foundation to discuss giving options and other UHC funds.

UHC general funds provide support for students and activities in the University Honors College, including scholarships, coursework, and extra- and co-curricular opportunities. To learn more about the UHC and the programs we offer, please visit our web site (http://www.oregonstate.edu/dept/honors/) or contact us at 541.737.6400. The UHC is also on Facebook (https://www.facebook.com/OSUHonors) and Twitter (http://twitter.com/OSUHonors).

Thank you for your support

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Thank you!
UHC Graduating Class of 2010-2011


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Lower Middle Row:
Nicole Bauer, Kiya Wilson, Lee Collins, Ryan Frederick, AnnaRose Adams, Brittany Snyder, Anna Vigeland, Nicole Chun, Olga Rodriguez-Walmisley

Front Row: Natalia Garza, Cameo Cheung, Christine Schneider, Celene Christensen, Katherine Weaver, Danika Kusuma, Molly Zook, Theresa Nguyen, Danielle Asson, Stephanie Wenning