

Honors Link



Oregon State
University



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Hello.

As Oregon State University concludes its 150th anniversary celebration this year, I am excited to share stories in this edition of *Honors Link* about how the Honors College is furthering OSU's outstanding history of education, outreach and research. Read on to gain insight into how the honors thesis allowed one student the opportunity to balance her artistic and scientific ambitions; the accomplishments of some of our faculty, alumni and students; the HC's expanding slate of professional development opportunities; the long-term impact of the honors experience for alumni and the way scholarship support can spark deep personal connections between students and donors. As the Honors College has grown over the last few years – we now enroll over 1,400 students – our leadership team has grown as well, and we have also featured here a profile of our three deans focusing on how the continued pursuit of our individual academic passions augments our work with honors students. We look forward to another exciting year together. Thank you for your contributions to our community.

Toni Doolen
Dean, Honors College

Welcome.

04

Leadership in Action

The deans of the Honors College on how engagement in research inspires their leadership



09

A Stage for Inspiration

How one HC engineering student maintained her passion for theater

17

Be More

Catching up with HC students outside of the classroom

12

Faculty Excellence

Announcing the 2018 Honors College Eminent Professors

22

Alumni Spotlight

Dr. Jeremy Cutsforth-Gregory '05, the Honors College 2018 Alumni Fellow

13

Looking Ahead

A profile of professional opportunities offered to HC students

23

Completing the Circle

Two decades after graduation, one HC alum's thesis charts her professional direction

15

Investing in Dreams

Sometimes a scholarship is just the start of a donor's impact

25

With Gratitude

Recognizing the generosity of HC alumni and friends

On the cover From left to right: Honors College Assistant Dean Ben Mason, Dean Toni Doolen and Associate Dean Tara Williams.
Photographs by Chris Becerra.



LEADERSHIP IN ACTION

The Deans of the Honors College

Dean Toni Doolen, Associate Dean Tara Williams and Assistant Dean Ben Mason all balance active research programs with their leadership positions in the Honors College. This engagement is not only inseparable from their identities as faculty members, it enhances their HC roles by helping them keep in touch with the perspectives and concerns of the students and faculty they interact with every day.

Meet the Deans



DEAN
TONI DOOLEN

Honors College Dean Toni Doolen, whose faculty line is in the School of Mechanical, Industrial and Manufacturing Engineering, studies engineering tools and techniques and how to more effectively apply these within organizations. She earned her doctorate in industrial engineering in the subfield of engineering management, researching how an engineering manager or leader can improve productivity and employee and customer satisfaction. Her work encompasses the social, as well as the technical, issues of engineering and management.

“I’ve been in organizations long enough to know that our

biggest issues are not just technical but social,” she says. This perspective informs her work in the Honors College: “My scholarship is very connected to the work I do. It applies not just in engineering organizations, but in any organization that is trying to do transformational work or to effectively deliver different outcomes.”

Toni often speaks of the Honors College as a hub of innovation on campus, and her focus on how organizations work, change and innovate is proving particularly useful as the Honors College moves to grow from 1,200 to 1,800 students in just a few years. (Continued on page 7)



ASSOCIATE DEAN
TARA WILLIAMS

As an expert in medieval studies in the School of Writing, Literature and Film, HC Associate Dean Tara Williams often has students in her classes who arrive completely unfamiliar with the course material. The challenge of teaching and introducing people to a new topic inspired her to try to take on some of the big questions in teaching from the perspective of an administrator. “Part of what got me interested in administration was that teaching medieval studies is challenging – but also rewarding. Having to figure out how to do that successfully in the classroom made me more interested in how to do

that on a larger scale.” Her work in the Honors College, in turn, contributed to her most recent book, *Middle English Marvels: Magic, Spectacle, and Morality in the Fourteenth Century*, which was published this year. The book examines how poets in the fourteenth century use visual descriptions to pose moral questions that are still relevant today. “The very beginning of that book came out of an honors colloquium I co-taught on magic and witchcraft in the Middle Ages and the Victorian period. The excitement of the students made me think of that topic in terms of my research as well.” (Continued on page 7)



ASSISTANT DEAN
BEN MASON

HC Assistant Dean Ben Mason studies natural hazards engineering as a faculty member in the School of Civil and Construction Engineering, specifically how soil moves during earthquakes and tsunamis and what that means for coastal infrastructure. The outcomes of his research focus on keeping coastal communities safe through improved building and planning. Since joining the Honors College as assistant dean in the fall of 2017, Ben has continued to advise graduate students, teach and write articles. Because his research is dependent on external funding, he also still collaborates with colleagues to submit research grants.

His ongoing research activities in his field have proven invaluable in his role in the Honors College, particularly as he works with students on their own research. “If I’m advising students to write their theses, it’s nice for me to ‘remain in the trench,’ so to speak. It keeps me grounded in that world, in what students are experiencing. As an administrator, I can change hats and haven’t lost touch with students’ main, day-to-day interactions with the institution.” Ben’s primary role in the Honors College is helping students succeed in completing their thesis projects. He teaches an HC (Continued on page 8)

Dean Toni Doolen
(Continued from page 5)

“Part of what I’ve learned is that organizations are messy and complicated systems. You do things with one intent, but there can be unintended consequences of your actions. I’m comfortable with that because I’ve seen it for years in many organizations. We’ve grown a lot in the Honors College. This comes with positives but also with challenges and opportunities. I work with leaders in the college and out, and we talk about how to navigate that change. We have the ability to take risks and try things, and if we fail, we learn and move on.”

Toni spends much of her time as dean talking with alumni of Oregon State or with other people and organizations outside of the university who support the work of the Honors College. She also collaborates with university leadership to implement and support the college’s goals and tell the honors story.

“Even though the college is small, our network is huge. I enjoy having conversations with other faculty on campus about the problems we’re working on. I like being able to surround myself with people from all different disciplines.



I have a tremendous amount of passion for the Honors College and its benefits to students from all disciplines. The issues we face nationally and internationally won’t be resolved by any one way of thinking or one discipline. In the Honors College, part of the learning outcome is for students to, of course, be experts in a particular discipline, but they also should have the opportunity to work with people outside of their fields. Working on those big problems is the inherent purpose of the college.”

Despite an intense schedule – particularly as she currently serves as dean of both the

Honors College and the College of Education – Toni says she remains active in her discipline because it is a key part of her identity and has a direct bearing on her current leadership work. She uses engineering management frameworks and methodology in the design of metrics the Honors College uses to allocate resources or make decisions. “I still think of myself as a scholar of engineering management,” she says. “It’s integral to who I am as a leader.” She still sits on Ph.D. committees and is currently advising an undergraduate student’s research. Until this past December, Toni also served as an editor

of the peer-reviewed *Engineering Management Journal*, reviewing articles and helping manage the peer review process. She is currently co-authoring a paper with a past graduate student.

Collaboration with other faculty and students is a key element of her scholarly work, and she appreciates that her role in the relatively small Honors College community allows her to still work closely with students. “I know them by name when they come in to chat about their thesis or courses,” Toni says. “I like that I still have a direct connection with students.”

dean also allows her to work with faculty and students from all different backgrounds and majors. “As the person who puts together the overall curriculum – we will have about 350 sections this year – looking at the courses that represent the diversity of faculty and students’ interests is exciting,” Tara says. Of course, in the end, she is driven to continue work in her field of scholarship, even with a major administrative position, because she enjoys it. “It’s not an easy thing to balance, but we do it because we believe in all aspects of our work.”



Assistant Dean Ben Mason
(Continued from page 6)

408 thesis workshop, in which he guides students through completing their drafts and setting writing goals, preparing for the thesis defense and designing their poster presentations.

Ben also organizes faculty-student matching receptions, where students can meet

with potential faculty mentors. In addition, he has taught in the Honors College London Experience for two summers.

His other main focus and passion, though, is supporting first-generation and underrepresented students. “I identify as a first-generation student, so I have a desire to give back.”

The reason he both teaches in his field and engages in the

Honors College is ultimately about working with students from across the university.

“I became a faculty member to work with students. It’s a privilege of the job to interact with talented students who are ambitious and want to do things. You learn a lot from that. The secret is that we often learn even more than the students do, if we allow ourselves to.”

Associate Dean Tara Williams
(Continued from page 6)

As an active scholar, Tara has continued to attend conferences in her field, even as her role in the Honors College has expanded in recent years from half- to full-time. Continued engagement in her discipline

enriches her work as associate dean, she says. “It better positions me to talk with students and faculty when I have something I’m interested in learning about and studying. Students and faculty all have interests that they’re studying and research projects that they’re pursuing. It helps me to connect with them when

I can discuss my research interests and learn more about theirs – we have a shared enthusiasm.”

As a part of her work in the Honors College, Tara runs a learning community for faculty new to honors teaching, covering course design, experiential learning and student engagement.

She also works on international programs: She organizes a summer honors program in London that is open to both continuing and incoming first-year students – a first for OSU – and she has been working with faculty on developing new global programs.

Serving as associate

HC Staff 2018

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Toni Doolen

Associate Dean
Tara Williams

Assistant Dean
Ben Mason

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Student Success and
Engagement**
LeeAnn Baker

**Director,
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A STAGE FOR INSPIRATION

Annie Parham graduated last winter from the Honors College with an H.B.S. in civil engineering. But as she begins her engineering career, she brings another passion from her time at Oregon State with her.

During her years at Oregon State, Annie performed in OSU theater shows almost every term. “I’ve always been a very theatrical person,” she says. “I went to theater camps as a kid and was in the Oregon Children’s

Theater Young Professionals Company. In college, I wasn’t sure if I would have time for everything.”

During her first year, though, she took an honors colloquium with Dr. Randall

Milstein, “Science of Art, Art of Science,” and it supported her interest in pursuing both theater and engineering. “[Dr. Milstein] encouraged me to keep a hand in the arts, to keep the right brain and left brain happy.”

That inspiration carried through her undergraduate years, all the way to her honors thesis. At the end of her junior year, the theater director announced that students would have the

opportunity to write and act in a “devised” play, and Annie wanted to participate. “I thought, ‘I’m not going to have time because of the thesis,’ but I talked to the director and realized I could write a thesis about doing this.”

Devised theater begins with an inspiration – an event, a text, a piece of art – and creators develop a story and show around that inspiration. The theater students at Oregon State, under the mentorship of Dr. Elizabeth Helman, began with Rainer Maria Rilke’s *Letters to a Young Poet*. “It’s perfect for college students in the

arts. It’s all about finding yourself as an artist,” Annie says.

Equipped with inspiration and a name, *The Upward-Beating Heart* (which comes from a sentence in one of Rilke’s *Letters*), Helman held auditions in fall term in which interested students had to create a two- or three-minute performance piece based on a quote from Rilke and participate in a group exercise. Helman selected 11 students to be involved in the play, and Parham was one of them. Over winter break, the students studied Rilke’s

Letters, and in the first few weeks of winter term, they analyzed the work letter by letter, discussing themes and meanings across different translations, and wrote personal reflections on their explorations.

Students pitched different ideas for the subject of the show and a context in which to ground the ideas from Rilke’s *Letters*. They found something that resonated in the Spanish Civil War. The oppression of intellectuals and artists during this time spoke to both Rilke’s encouragement of the young poet to develop true artistic expression and the political

HC graduate Annie Parham ’18, center, wrote about devised theater for her thesis.

and cultural climate of the present day. “Looking back,” Annie says, “the auditions were two days before the election; we found out the result around the same time as our results, and we began writing around the time of the inauguration. It was perfect. There was nothing else we could have done.” The group studied the history, issues and conflicts of the Spanish Civil War period, ultimately creating

I want to try to keep doing theater for the rest of my life. I don't know if I could've gotten through engineering without theater or theater without engineering.



six stories with 11 characters and incorporating student-composed music. “The whole process of working with 11 different people from different backgrounds and the very intense ethical and political discussions we had came out in the writing. It’s about artists being oppressed by a government that doesn’t want their voices heard, so it was specific for us but also globally relevant.”

Annie’s thesis addresses the process of writing a devised show, particularly the way that personal, political and current events affect the creation of a devised play. She researched past students’

creative thesis projects to get ideas for structuring her own.

Annie says the writing process of the thesis was a challenge, particularly balanced against an engineering internship and classes. She would come home with two more hours of schoolwork and didn’t necessarily want to write. “But it was easier because it was something I was passionate about. I could spend hours talking about the play,” she says.

The most memorable moment in this project, Annie says, was “when we performed and got standing ovations – seeing that people really

liked the play, the fact that we could create something that had a positive response.” She also vividly remembers the exciting process of creating the characters with other cast members. After one particular development in the story of the character who would become her role, Ana, she thought, “I definitely want to play her – I am her!” Getting to perform as someone you helped create was amazing.”

Overall, pursuing both of her passions enriched her college experience in unique ways, and she plans to continue cultivating both. “I want to try to keep doing theater for

the rest of my life. I don’t know if I could’ve gotten through engineering without theater or theater without engineering.”

And, as she starts her career with Jacobs CH2M in Portland, her theater-centered thesis has inspired her to consider pursuing graduate school.

“I wasn’t planning on going to grad school, but now, I think maybe I could do it. I had a glimpse into writing a thesis, and next time, I could see myself writing a technical thesis. The honors undergraduate thesis is such a great opportunity.”

2018 HONORS COLLEGE EMINENT PROFESSORS



David McIntyre
Marisa Chappell

Each year, the Honors College recognizes two faculty for outstanding teaching, research and undergraduate mentorship with the Honors College Eminent Professor awards. In 2018, Marisa Chappell of the School of History, Philosophy and Religion was named the Honors College Sandy and Elva Sanders Eminent Professor, and David McIntyre of the Department of Physics was named the Honors College Eminent Professor.

Marisa Chappell, associate professor and director of graduate studies in the School of History, Philosophy and Religion, specializes in 20th-century U.S. history and researches topics such as welfare reform and grassroots community organization. Marisa earned her B.A. from Emory University and a Ph.D. from Northwestern University, and she joined the faculty at Oregon State in 2005. She has served as a thesis mentor for three honors students, has taught several honors courses

and was nominated by students for the HC Outstanding Professor award in 2014. Her innovative “History Games” course, which she co-teaches with Associate Professor Amy Koehlinger, gives students the opportunity to apply their learning as they role-play critical moments in history. They make decisions and solve problems in character, developing skills such as negotiation, using evidence to support an argument and public speaking, while strengthening their historical knowledge. Marisa is currently part of a grant-funded team working on bringing the “Reacting to the Past” methodology, developed by a historian at Barnard College and the inspiration for “History Games,” to other disciplines at Oregon State.

“I hope to be the kind of teacher who is always evolving my approach to teaching,” Marisa says. She calls her classes “eclectic,” combining lecture, guided analysis of historical documents,

discussions of readings and historical interpretation. “I want students to have some knowledge of what happened, but also to appreciate historical interpretation and develop the transferrable skills that provides.” Marisa says she enjoys teaching honors students and particularly appreciates that “the smaller classes are conducive to this kind of deep engagement.”

David McIntyre is a professor of physics who has been teaching at Oregon State since 1989, after earning his B.S. from the University of Arizona and a Ph.D. from Stanford University. He has mentored two honors students’ thesis projects and was one of four faculty members who led the inaugural Honors College London Experience in the summer of 2016. He also regularly teaches the honors recitation for the introductory physics course. He allows students’ curiosities to drive class discussion, asking them to submit a question each week about the course material or about any sort of physics question on their minds. “When students are first starting out, they’re very eager. I appreciate how curious they are. I try to make it centered around them,” David says. He has brought in lively demonstrations to spark that curiosity. For instance, he has used a Levitron – a magnetic toy – to show how frogs float using magnetism.

While teaching a course on Isaac Newton in the Honors College London program, he took particular advantage of the possibilities for designing tangible experiences that illustrated and underlined course themes, including a trip to Greenwich to do navigational measurements with a sextant. “I try to present things in different ways. Everyone learns differently. In

physics we have equations, graphs and words – all different ways to say things.” He says that over the years, he has continuously refined his teaching, finding out how to reach students and better determine what they already know and need to know. And, in turn, the students’ energy and curiosity inspire him in his teaching. “I got into academia because you’re guaranteed to work with younger and younger people and their energy. It’s why I’m in it. It’s just fun,” David says.

The Honors College Eminent Professor awards are made possible through the generosity of Honors College donors, particularly Ruth Beyer and Joseph (Sandy) and Cheryl Sanders.

For a list of previous honorees, visit honors.oregonstate.edu/faculty-awards.

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LOOKING AHEAD

Professional Opportunities for Honors College Students

Even as they prepare for their next class, midterm or final project, most honors students keep at least one eye on the future. To help them prepare for what's next, the Honors College has developed a range of opportunities for students to explore career paths, build networks and develop professional skills while they are still undergraduates.

Through the popular Dean and Friends lunch series, for example, students can connect with Oregon State alumni and honors community members to hear about their professional

journeys and build valuable connections. In 2017-2018, the Honors College held 19 of these lunches throughout the year.

Opportunities to explore different fields also take students off campus. For the last several years, the Honors College has organized professional tours of places such as Boeing, Nike, the Port of Portland and the Portland Art Museum. "We want students to gain appreciation for the diversity of skill sets and knowledge needed to get jobs done," says LeeAnn Baker, director of student

success and engagement in the Honors College. "For example, a specific type of engineer may be working on a cross-disciplinary team."

The Honors College curriculum – particularly the interdisciplinary colloquia courses – helps students build unique collaborative and communications skills. Workshops offered in partnership with the Oregon State Career Development Center on topics such as networking and articulating the value of an honors education further enhance students' professional

abilities. "'Soft skills' might seem inherent," LeeAnn says, "but oftentimes that is not the case. It's important to practice and develop strategies. So much of the market is based on building a network."

She says honors students often overlook one of the most valuable and prominent parts of their honors experience – the thesis.

"In the thesis process,

students gain both verbal and written communication skills, which employers list as major skills they want to see," she explains. "They have to defend a thesis, write in the particular style of the discipline, figure out a question and how to answer it, lead a team – including their mentor and committee – and manage a long-term project over multiple terms. These are not experiences every undergraduate has."

Working with partners and contacts both on and off campus, the college has developed several internship opportunities specifically to help honors students take the first step to a career. One of these is the Michigan Clinical Outcomes Research and Reporting Program (MCORRP) internship made possible by Dr. Kim Eagle, an Oregon State alum. Another is a long-standing honors student staff position in the Oregon State University

Special Collections and Archives Research Center.

"We want to offer skills and strategies that help students be successful and opportunities to think outside of what they've already considered. What they might end up doing, they might not be thinking about now. There are many stepping stones from college to future career, so the question now is how to take that first step."

LeeAnn Baker, Honors College director of student success and engagement. "We want to offer skills and strategies that help students be successful and opportunities to think outside of what they've considered."



Honors alum **Trisha Chau '18** was the HC MCORRP intern in summer 2017. During this experience she had the support of Oregon State alum Dr. Kim Eagle. "[Dr. Eagle] said, 'Do what you love because you only live once,'" Trisha says. "The mentorship was as important as the project itself."



Honors alum **Ethan Heusser '18** served as a student archivist in the Special Collections & Archives Research Center at OSU's Valley Library, where he dug through millions of items in the extensive collection to find materials for patrons doing research. "This experience has been really valuable because

there aren't many positions within the humanities," Ethan says. "I'm interested in how traditional humanities scholarship has changed now that we have computers, how we can use algorithmic analyses of texts and how we store massive amounts of information so it's serviceable."

INVESTING IN DREAMS

For Honors College scholarship donors John and Sandy Potter and their scholarship recipients, the personal connection that emerges from financial support has long-lasting rewards.

The Potters both had long careers at Oregon State. John worked for the United States Department of Agriculture in a lab on the edge of Oregon State's campus and had an appointment in the horticulture department. Sandy did research and advising in the zoology department. In that position, she worked with students in the honors program that existed on OSU's campus until the early 1990s, work that led her to serve on the committee that established the university's Honors College in 1995.

After they retired – John in 1998 and Sandy in 2000 – they knew they wanted to continue supporting students. “We had set up scholarships in our wills, but then we talked to friends who had a good time meeting with

students. When I was at OSU, I did a lot of advising, and the importance of meeting with students came from that. I was interested in what they were doing and what their dreams were,” Sandy says. John and Sandy decided to establish a scholarship in the Honors College more quickly, with the guideline that their award support students through several years, allowing for them to get to know their scholarship's beneficiaries.

One of the students who received the Potter's scholarship was Lexi Welch, who graduated in 2017 with her H.B.A. in human development sciences and a minor in public health. She currently works with the Oregon Department of Human Services to help people receiving Temporary

Assistance for Needy Families benefits. Ultimately, she would like to work in adoption assistance, helping children find families; her honors thesis focused on racial, ethnic and economic disparities in the Oregon foster care system.

Receiving the Potter Scholarship allowed Lexi to focus on schoolwork. “I still worked quite a bit, but not as much as I would have had to without their support,” she says, adding that this also allowed her to pursue experiential learning opportunities, such as an Honors College service trip to Ethiopia.

But the Potters' assistance extended beyond the scholarship. Sandy helped Lexi apply and prepare her interview for another

scholarship, given by the Philanthropic Educational Organization, which focuses on the education of women. Over time, Lexi became close to the Potters.

“They ask questions about you and remember things that you don't expect them to remember. They have a genuine interest in the students, in our lives,” Lexi says.

“I appreciated that connection. I'm from Bend and have a sister going to OSU, but I didn't have any connections within the community, so [the Potters] made me feel like I had a support system in Corvallis. I've stayed connected with John and Sandy. After graduation, we met up before I moved to Portland, and we still email occasionally. John

and Sandy care about who they're giving money to. Once they invest, they are not only financially invested in your success,” she says.

Jessica Bramlett, who will graduate this fall with a degree in biohealth sciences in the pre-physician assistant program, has known she wanted to work in healthcare since a friend was diagnosed with cancer and overcame the disease.

She plans to take a gap year after graduation to gain some working experience, and then she plans to apply to physician assistant programs and focus on pediatric oncology. Throughout her time at Oregon State, she has worked two part-time jobs during school and three jobs over the summer to pay her rent and living expenses.

“I know I want to go to graduate school and do internships that you need in the field, but I haven't been able to do internships or other experiences because I've had to work so much,” Jessica says.

The Potters' support has helped her balance her work and studies. In fact, in her final year, they increased her scholarship, which allowed Jessica to decrease her work hours and focus more on her schoolwork. Without the scholarship, she says, “I'd be working more than I am now – it's a burden. I'd be a lot busier, more stressed out. School is still stressful, but now I can put more energy into my schoolwork.”

Jessica, like Lexi, has found the personal connection with the Potters to be just as important as the financial

support. “They have been so amazing to me. When I found out I got the scholarship, they met with me right away, and they were really comfortable people to talk to. They always want to hear about what's going on in my life. They care about the scholarship recipients. It's nice to get to thank them in person and tell them how much I appreciate it,” she says.

Jessica is thankful to have the support of two people who care about her success and relate to the challenges students face. “They're both professors – they know what it's like to be a student, how hard it can be.” As she approaches the finish line of her honors degree and her thesis, she has reflected on the importance of her relationship with the Potters: “I want them to be at the

[thesis] defense. They've had such a big impact on my education.”

The Potters say they have enjoyed getting to know Lexi and Jessica and appreciate the opportunity to give back to students. “I had support as an undergraduate that was very important to me, and I see how important it can be to others,” Sandy says.

“It's fun to be supportive of people who are bright and motivated,” John says. “[The scholarship] helps them get through school and helps them pursue their dreams.”

It's fun to be supportive of people who are bright and motivated. [The scholarship] helps them get through school and helps them pursue their dreams.

JOHN POTTER

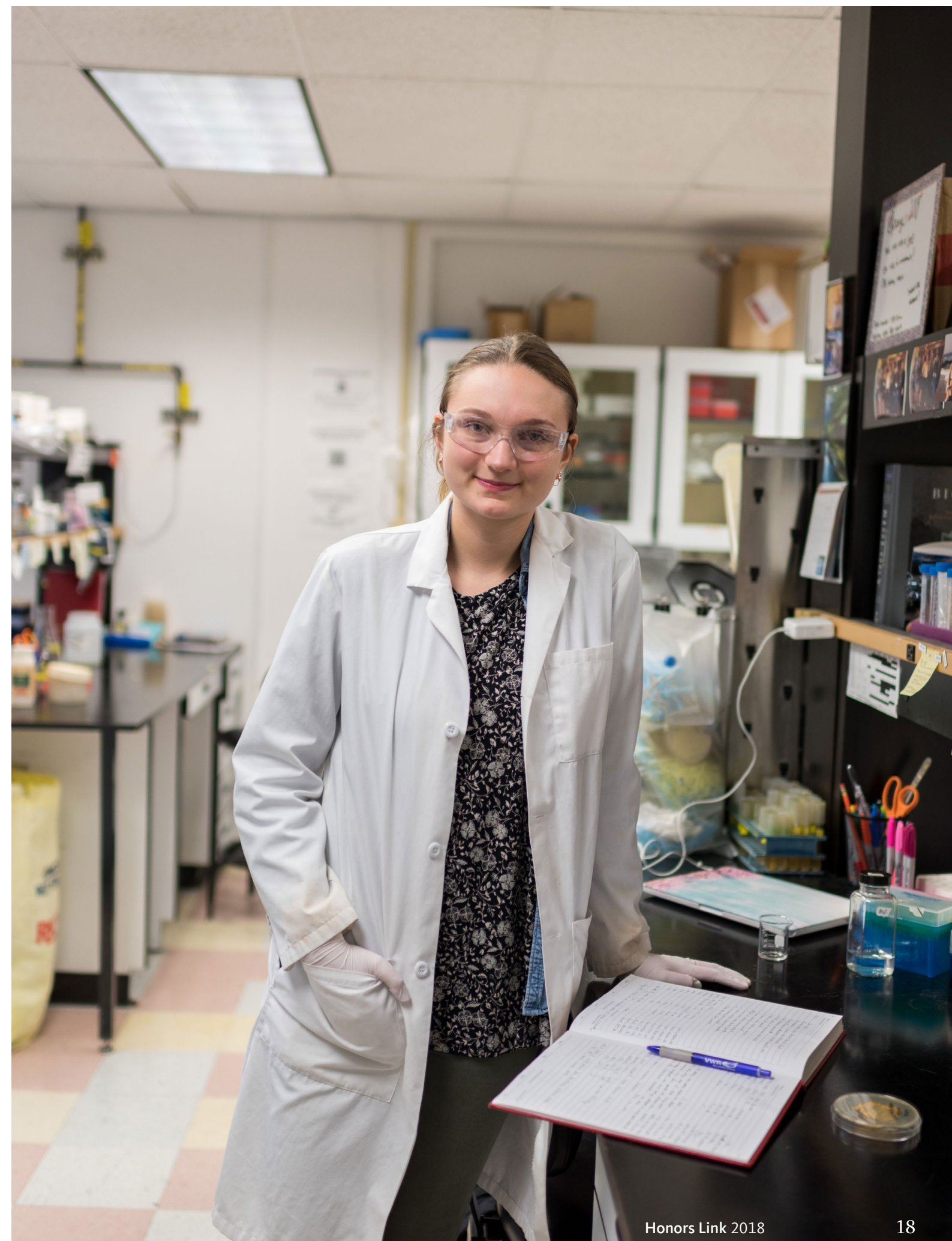


The Potters meet with scholarship recipients Lexi Welch '17 (left) and Jessica Bramlett '18 (center) at a reception in the Honors College.

Be More

When HC students aren't hitting the books, they're pursuing what's next. We caught up with a few, camera in hand.

Intrigued by the “unpredictable yet utterly gratifying research process,” HC student **Delaney Smith '19**, already has significant scientific accomplishments in her research career at both OHSU and Oregon State. At OSU, Delaney has done extensive research in Professor Jeff Chang's lab (pictured here) in the Department of Botany and Plant Pathology, where Delaney is working towards characterizing the ecological role of a toxic protein delivery system encoded by the plant pathogen *Agrobacterium tumefaciens*, utilizing experimental techniques in molecular biology as well as bioinformatics and programming to study interbacterial pathogens in the plant pathogen. Delaney aspires to enter graduate school to earn a dual M.D./Ph.D. in molecular biology, which would enable her to practice as a physician, conduct biomedical research and teach. This year, Delaney was awarded the Barry Goldwater Scholarship, the top undergraduate award in the country for sophomores and juniors in STEM fields.





Ryan Khalife '18 has a deep interest in U.S. foreign policy in the Middle East. He conducted research on U.S. drone strike policy and studied abroad in Cuba. He was a finalist for both the prestigious Marshall and Schwarzman Scholarships and has demonstrated leadership on campus through service in ASOSU and through mentorship in the INTO OSU conversant program. He was also the lead intern for history faculty member Christopher Nichols' Citizenship and Crisis Initiative.



HC alum **Jeremy Banka '18** developed every detail of his game Wayfarer – the tabletop playing surface, an instruction manual and more than 200 playing cards – for his Honors College thesis, with the mentorship of Bill Loges, associate professor of new media communications. His project not only allowed him to confront challenges in graphic design (his major) but also presented challenges in gaming design itself, such as decreasing the length of time it takes for players to learn the rules.



HC student **Naomi Sakaguchi** '19, studies animal science and is in the Honors College Pre-Vet Scholars Program. Growing up in Tigard, Oregon, she had cats, hamsters, fish, frogs and horses, and she always knew she wanted to be a veterinarian. She also serves as an Honors College ambassador.

Photograph by Chris Becerra

ALUMNI SPOTLIGHT

Jeremy Cutsforth-Gregory, M.D.

This October, honors alum Jeremy Cutsforth-Gregory was recognized as a 2018 Alumni Fellow of the Honors College by the OSU Alumni Association. Dean Toni Doolen and the Honors College nominated Jeremy for the award, noting his combination of accomplishment and service. "In his willingness to engage his talents in leadership and community building, Jeremy models the values we seek to impart to all students who pass through the Honors College," says Toni.

Jeremy is currently a senior associate consultant in the Department of Neurology at the Mayo Clinic in Rochester, MN. He is also an assistant professor of neurology at the Mayo Clinic College of Medicine and Science. He graduated summa cum laude with three honors degrees – an H.B.S. in biochemistry and biophysics with a minor in chemistry, an H.B.A. in international studies and an H.B.A. in Spanish – in 2005. After spending a year teaching math in his hometown of Pendleton, Oregon, he went on to complete a medical doctorate in 2010 at the Mayo Medical School, the most selective medical school in the country.

Jeremy's career has been marked by accomplishment since his time at Oregon State. While an undergraduate, he was recognized four times with the Waldo-Cummings Outstanding Citizen Scholar award. As chief resident of the Mayo Clinic Department of Neurology, he earned the Henry W. Woltman Award for clinical excellence, and a year later, first-year medical students voted him Teacher of the Year. In 2017, graduating medical students recognized him with the Golden Stethoscope Teacher of the Year award. In addition to his clinical, teaching and mentorship work, Jeremy has remained active in his research and professional communities.

Jeremy was recognized at the OSU Alumni Association Fall Awards Celebration in Corvallis. During his visit, he also met with Honors College students and pre-med and biochemistry and biophysics students.



Below, top: Graduation from Mayo Medical School (now the Mayo Clinic School of Medicine) in 2010.

Below, middle: Vacation with his mother in Crater Lake, 2016.



Above: Receiving a Golden Apple Teacher of the Year award from Mayo Clinic School of Medicine in 2015.

Photographs contributed by Jeremy Cutsforth-Gregory

Thesis to Career

COMPLETING THE CIRCLE

Twenty years after graduating from the Honors College, Meadow Clendenin found herself at a job interview with Toyota explaining what set her apart from the many other qualified candidates.

The answer? Her honors thesis.

“It jumped off my résumé because I didn’t have experience working in the auto industry, but I had spent more than a year researching marketing in the U.S. and Japanese auto industries and had a minor in Japanese language and culture,” Meadow says. “When they asked, ‘Why do you want to work for Toyota?’ I was able to say, ‘This is a full circle moment for me. I was graduating college 20 years ago presenting my research on marketing practices in the United States and Japanese auto industries, and now I’m looking at working for a Japanese auto company that is a real marketing powerhouse.’”

Toyota hired her as managing counsel. The circle was complete.

Meadow graduated from Oregon State in 1999 with an H.B.A. in international business and a minor in Japanese. She went to business school and thought she would start a fast-paced career in international business. Then she realized she liked traveling for fun more than professionally.

She ended up working for Marsh, a professional services company in Portland, for five years, eventually becoming assistant vice president. Her experience had piqued an interest in the law, and she decided to head to law school, earning her J.D. from the Emory University School of Law in 2007. She wanted to become a deal lawyer, so she moved to Dallas, where she first worked for McGuireWoods, a large firm, and then a private equity fund – which began

closing the business she supported in August, 2017, leading her to that full-circle moment.

“Things have a way of working themselves out,” she says. “I couldn’t have predicted it.” For her honors thesis, Meadow worked with Steve Kim, a professor of marketing at the time, on a cross-cultural study of marketing practices. “He needed help doing marketing research. It was easier to focus on one industry, so the auto industry made a lot of sense.” Plus, she says, “I love cars. The first thing I did when I graduated: I bought myself a Lexus, which is Toyota’s luxury brand.”

Meadow also had a background in Japanese, not only a minor in the language, but also experience living in Japan over summers. She would

visit her mother, who was the director of an English program in Kobe, Japan. There, Meadow took college-level Japanese classes before ninth grade. She continued studying Japanese during her senior year at a high school in Portland and then at Oregon State. “So when I was looking for a topic, a comparative study between the U.S. and Japan made sense,” she says.

The cultural knowledge that led to her thesis with Dr. Kim served her well as she began working at a company heavily influenced by Japanese culture.

“One example is *Kaizen*, or continuous improvement. I was already familiar with that concept because of research I had done in my thesis. It was nice to walk into a

company, even though the industry was brand new to me, where I had that knowledge. A lot of American companies have a different mentality – maybe various viewpoints may be considered, but the boss ultimately makes the decision. When working in a more consensus-driven culture, more deference and consideration is paid to what the actual group response is to an idea.”

Meadow says Toyota is one of the most diverse places she has ever worked, and its inclusive culture contributes to that diversity. “The legal industry as a whole has struggled with diversity, especially with how to retain women lawyers. Toyota has done a great job attracting diverse workers and supporting the idea that people

should not just live to work but work to live,” Meadow says.

Her interview with Toyota was not the first time her thesis has helped her: “Even in law school, it helped me write my way onto the *Emory Law Journal*.” One could get in the journal either by having outstanding grades or through great writing, and, while her grades were respectable, she had to complete a write-on project to earn her spot. “I was going on vacation after the first year of law school. Usually, to write on, people had two or three weeks. I had 10 days, but I did the write-on project and earned a spot on the law journal. I had already written a thesis, and that helped prepare me for this rigorous writing project.”

Another Honors College experience she has relied on over the years was a course with Carole Crateau, a writing instructor in the Honors College from 1995 to 2003. Meadow says that she remembers one particular day in Carole’s class, which was one of the first the college offered. “We were sitting in class one day breaking down one sentence, analyzing it, making it more concise, to convey the same amount of information in fewer words. That resonates with me every single day as a lawyer. It’s really hard to convey complicated ideas concisely. Carole helped me to be analytical, really self-analytical, to

For me, as hard as it was to complete my thesis, it clearly has paid dividends.

MEADOW CLENDENIN ’99



HONOR ROLL

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