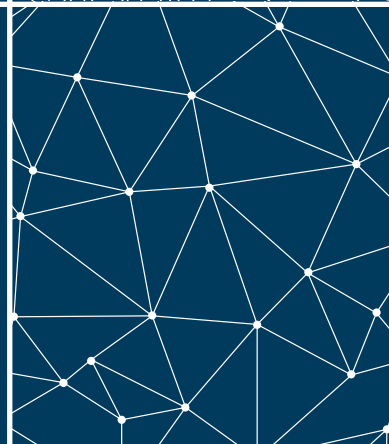
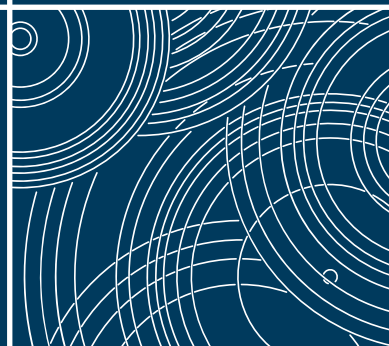
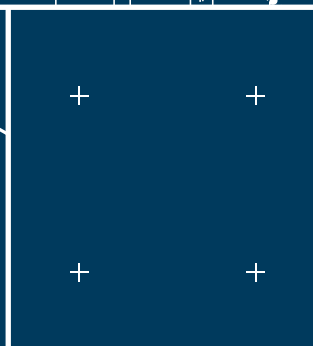
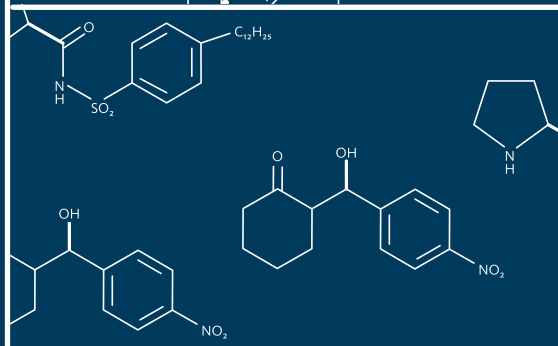
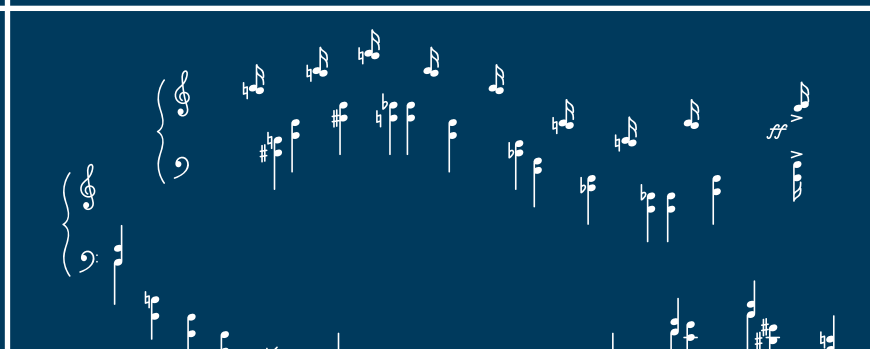
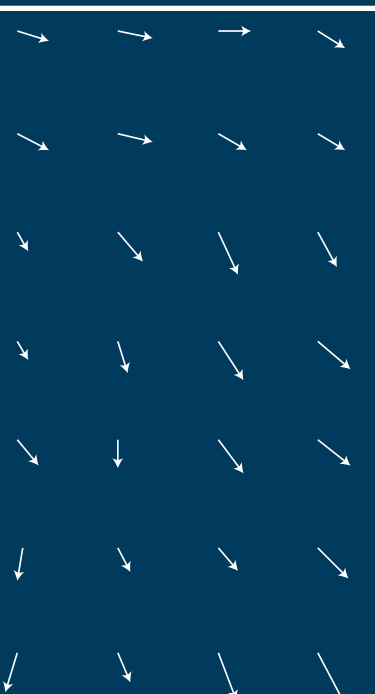


HONORS LINK 2022





The start of the academic year is always an invigorating and exciting time in the Honors College. Each fall brings a renewed sense of promise and possibility — perhaps this year more than any before. In October, we announced an unprecedented \$7.5 million fundraising campaign as part of Believe It: The Campaign for Oregon State University, a \$1.75 billion capital campaign led by the OSU Foundation. Since the beginning of campaign fundraising five years ago, the honors community has already stepped up to contribute more than \$5 million to support the amazing students in the Honors College. This is an inspirational testament to the commitment of alumni, family, friends and faculty to the Honors College mission of inclusive excellence and to their belief in the boundless potential of honors students. And, as you will see in this year's Honors Link, this confidence is not misplaced. In the pages that follow, you will read not just about the academic achievements of honors students, but about their personal growth as they forge new paths at home and abroad, from immersing themselves in unfamiliar countries to conducting drone research with NASA. You will also learn more about the brilliant faculty and mentors who guide Honors College students and about the greater community of alumni and family whose support is so essential to student success. As I reflect on these stories and look back at the last two years — the challenges we have overcome and the milestones we have reached — I feel more grateful than ever for the strength of the Honors College community and even more confident that the best days for the college, and for the students who make it so great, lie ahead. Thank you for your support.

Toni D. Doolen

Toni Doolen
Dean, Honors College

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Oregon State University
Honors College



Expanding opportunity – again.

Honors College to offer one of the first online degree options.

Oregon State University's nationally ranked online undergraduate programs are about to add a new distinction. Starting in spring term 2023, the Oregon State Honors College will become one of the first honors programs in the world to be fully accessible to online students.

"The expansion of the Honors College opportunity to all undergraduates at Oregon State, regardless of campus or learning modality, is a critical milestone in our history and has the potential to set a model for honors colleges and programs around the country," says Honors College Dean Toni Doolen.

One-third of undergraduates at Oregon State are currently enrolled online through OSU Ecampus, almost three times the percentage from ten years ago. Growth in Ecampus has been the most significant factor in the 30.3% overall increase in enrollment at Oregon State University over the past decade.

As with expanding the Honors College to OSU-Cascades in 2017, adding an Ecampus honors degree pathway fulfills longstanding priorities for Doolen: access and opportunity.

"We feel that from an equity perspective, just the fact that you're an Ecampus student should not prevent you from earning OSU's highest undergraduate degree," she says. "Being a land grant university, this is about how we can serve all our students equitably."

PANDEMIC BUILT ONLINE EXPERIENCE IN THE HONORS COLLEGE

College leadership has considered the prospect of expanding the Honors College to Oregon State's online degree offerings since as early as 2016. For several years, the Honors College has offered a variety of successful colloquia courses through Ecampus as an option for Corvallis and OSU-Cascades honors students, building a core of faculty familiar with intentionally developing the distinctive elements of honors classes — highly engaged, collaborative learning — for the online format. Translating the honors thesis experience and the Honors College's cocurricular offerings to a fully remote context was a more speculative challenge — until spring 2020, when the university switched to emergency remote delivery of almost all programming due to the COVID-19 pandemic.

Through the next year and a half, honors staff, faculty and student leaders built and implemented a range of online programs and supported hundreds of students at every stage

of the thesis process, from identifying and launching research to finalizing, defending and presenting their work. Succeeding through unprecedented and unexpected challenges reinforced the viability of a successful fully online honors experience and built a base of knowledge within the college.

"What we learned through the pandemic is we can do a lot of things in a remote way and space that are quite successful," Doolen says.

SUPPORTING THESIS SUCCESS FOR ONLINE STUDENTS

The COVID experience demonstrated that honors student thesis research and writing translate readily to an online environment. Remote collaboration has long been a core

feature of the research enterprise for faculty and for many students, and more than a year of remote living and learning increased familiarity with the tools that facilitate success in this kind of work.

Regardless of location or modality, the most important element in thesis completion is often strong mentorship, and the Honors College has worked closely with faculty and leaders in the largest undergraduate Ecampus programs — computer science in the College of Engineering; fisheries, wildlife and conservation sciences in the College of Agricultural Sciences; natural resources in the College of Forestry; and psychology in the College of Liberal Arts — to confirm their commitment to supporting online honors research.

Since the beginning of the college in 1995, each thesis has been a unique experience, and that will not change, says Doolen. "What I love about our current thesis process is that every process looks different. There is no student thesis process that looks like another."

NEW POSSIBILITIES IN THE ECAMPUS "CLASSROOM"

Oregon State University Ecampus is a global leader in distance education — consistently ranked in the top 10 by U.S. News & World Report — because of the ability of faculty to create and deliver highly effective courses asynchronously, with students completing projects and engaging with the class at different times. Oregon State faculty who teach online routinely employ teaching strategies and tools that integrate experiential learning elements. These strategies also help students make connections between classroom work and real-world challenges, and discussion and collaboration are key components of many Ecampus classes.

This experience has established a strong foundation for bringing honors courses — which are also highly experiential and collaborative — into Ecampus. The Honors College has offered Ecampus courses since fall term 2018, and faculty surveys indicate strong enthusiasm for the opportunity Ecampus provides to teach honors classes in new ways.

As with all Oregon State faculty who are new to teaching online, Honors College instructors will participate in a six-week Ecampus workshop, working directly with an instructional designer to develop their classes specifically for online delivery. Ecampus also supports professional development opportunities, faculty luncheons and forum events where instructors can share ideas and best practices for online course design and teaching.

CREATING A HOLISTIC HONORS EXPERIENCE

One of the most significant — and exciting — challenges in delivering a full Honors College experience to Ecampus

students is creating robust community engagement and cocurricular opportunities. These are critical to meeting the Honors College learning outcomes of engaged and scholarly inquiry, and there is little precedent at other institutions. Some of the offerings created by the Honors College during the pandemic, such as virtual research presentation events, online conversation groups and remote connections with alumni, point in promising directions, but developing programming will entail innovation and new thinking.

The potential impact of this development, though, is enormous. The Honors College and Ecampus have the opportunity to make Oregon State a national leader in this space, expanding the possibilities for online learners. The Honors College and Ecampus are jointly supporting the creation of a new professional faculty position in the Honors College to lead in creating cocurricular programming for Ecampus learners that enhances their experience and builds community.

READY FOR NEW OPPORTUNITIES

Faculty and staff are ready for an Ecampus Honors College pathway — and so are students. A survey of current Ecampus students indicated that while awareness of the Honors College and an honors education more broadly was low, interest was high: nine out of 10 survey respondents expressed at least some interest in earning an honors degree.

While prospective Ecampus honors students are typically different demographically than the first-time college students who make up most of the honors community on the Corvallis campus, they share a strong interest in how honors experiences can enhance their career skills development. This provides a robust basis for thinking about cocurricular opportunities.

At the same time, Honors College leaders recognize that the likely differences between on-campus and Ecampus students are significant. Fifty percent of current Ecampus students have high financial need, a much higher percentage than in the current Honors College population. The college recently implemented a lower differential tuition for part-time students, which will benefit many Ecampus students. Still, thinking carefully about delivering value, as well as financial support systems, will be critical to program success.

For Doolen, this is a welcome challenge, with the potential to drive innovation and new thinking on campus as well. "We have always prided ourselves on our capacity for agility, adaptation and innovation," she says. "We'll invent, we'll fail, we'll try new things, we'll do more invention. This is a new horizon for us and for honors education more broadly. I don't doubt that we will figure out how to do this and do it well."



All in the family.

Building relationships with parents enhances students' Honors College experience.

It isn't only students who find unique opportunities in the Honors College. When prospective students express interest in joining the college, parents, guardians and family members are included throughout the admissions and orientation process. And they are welcomed into the honors community along with their students when their honors experience begins.

Since 2015, the Honors College has set a standard at Oregon State University for high family engagement. "Families continue to be important parts of the social structure supporting student success, even after students move away from home," says Honors College Dean Toni Doolen. "Including them in the community offers far-reaching benefits, and our ability to deliver highly-personalized interactions gives us the unique capacity to connect with families on an individual level."

MAKING CONNECTIONS EARLY AND OFTEN

When interested students visit campus, Honors College student ambassadors involve parents in presentations and question and answer sessions, while keeping the focus on the students and their concerns. And after students have decided to attend Oregon State, Doolen, Associate Dean Susan Rodgers and other leaders host a special parent and family session during new student summer orientation sessions. This gives a face to the university for students and families at the outset of their experience. Doolen says they emphasize to parents that while OSU is a big place, the Honors College is there to help their students — and them — navigate the university and find resources and support.

"Sue and I hand out our business cards and basically say, 'before you get frustrated, call me or email,'" Doolen says. She encourages parents to urge their students to contact her directly as well. And not just about problems, but to share ideas or draw on Doolen and Rodgers' extensive network of campus connections to launch research experiences.

The Honors College also hosts — in partnership with parents of current students or alumni — summer send-off events where incoming students can meet each other and parents can make connections before classes start. There were 11 of these events in summer 2022, held in the Portland and Seattle metro areas, Corvallis, the Coast and the Bay Area at parks and parents' homes, as well as online. Honors College leaders attend all of them, along with current students.

"Send-offs establish that students and families are joining a community that includes other students and families, as well as staff and faculty," says Doolen. The college maintains these connections by sending quarterly newsletters to families and hosting remote events each term for families to meet university leaders and learn more about Oregon State and the Honors College.

IDEAS COME FROM PARENTS

The Honors College receives regular input about the family experience and how to deepen engagement from a Parent and Family Leadership Circle, which had 12 member families in 2021-2022. The summer send-offs, newsletters and Zoom

events were all ideas initiated by the PLC, building the most robust set of family opportunities on campus.

According to parent Tom Beer, it's a bidirectional exchange with university and college leaders sharing information and PLC members giving feedback. Parent Dana Hammer says serving on the PLC provides another connection to Oregon State and the opportunity to share experiences as parents.

Members are asked to attend three one-hour meetings during the academic year. The fall and spring meetings are held during Family Weekends, and in the winter, parents are invited to a virtual State of the College presentation given by Doolen, in addition to an in-person meeting. Parents serving on the PLC are asked to make a \$2,500 gift to the Honors College, which funds differential tuition scholarships. These scholarships support students who might not otherwise be able to enroll in the Honors College, furthering the college's access mission, which PLC members share.

TOM AND ANGIE BEER: CONNECTING WITH STUDENTS

Portlanders Tom and Angie Beer have hosted several summer send-off events, even after their daughter Sofia earned her honors baccalaureate in 2021 (their elder daughter Maria graduated from Oregon State in 2019). He says the send-offs benefit both students and parents. It's an opportunity to get questions answered, calm nerves and start the school year with more confidence.

The Beers also served on the PLC, and Tom, who is the chief medical officer for multi-cancer early detection at Exact Sciences and a part-time faculty member at Oregon Health & Science University, has participated in several career seminars, working with pre-med students on interviewing skills and helping them learn about the process of becoming a doctor. He especially enjoyed interacting with students.

"Oregon State students are fun to be around," Tom says. "They have so much talent and energy. If you can be helpful in their journey toward academic and personal success, it's really rewarding."

Beer also believes volunteering for the Honors College sends a message about contributing to the community. "When you make time for this, you hope your kid sees that and internalizes it as a value they carry forward themselves," he says.

While Tom recognizes the appropriate level of parental involvement varies among students, "it was really important to me to convey to my daughters that I have full confidence in them to take care of themselves," he says.

Doolen endorses this approach. "Being an undergraduate is about learning to make your own decisions and growing as an independent person, and we are very mindful that engagement

with parents doesn't impinge on the student experience in a negative way." The college also is careful that PLC members are not provided with any special knowledge or other advantages unavailable to the full Honors College family community.

Beer encourages Honors College parents to get involved, even if they cannot donate or serve on the PLC. "You can calibrate your involvement," he says. "You don't have to do everything. Even a little involvement is worth it."

DANA AND KEITH HAMMER: GIVING BACK TO THEIR ALMA MATER

Dana and Keith Hammer have longstanding ties to Oregon State. Dana, a senior instructor at the University of Colorado and clinical associate professor at the University of Washington, graduated from OSU in 1990. Keith graduated in 1994, and Dana's parents and brother are alumni as well. They encouraged daughters Delaney and Karina to consider OSU, but also to explore their options. Being accepted into the Honors College, with the prospect of stronger connections with faculty, smaller classes and other benefits, led both to choose Oregon State.

The Hammers hosted the first Honors College send-off in Seattle in August 2021. During the PLC meeting in fall 2021, Dana had the idea to host a pre-decision day event in April 2022, ahead of the traditional May 1 college decision day, to help convince admitted students to commit to Oregon State and the Honors College. They hosted another send-off event this past summer.

Dana appreciates how the Honors College "takes a big university and makes it feel smaller. They know my kids by name," she says. "We love OSU and had such a positive experience there. We want to give back."

As with the Beers, the Hammers want to stay in touch with their students, but let them find their own way and decide what interests and excites them. "They're in charge of their world. I'm not going to helicopter," Dana says. "They know if they need us, we're there, but kids need to make their own decisions."

BOTTOM LINE IS COMMUNITY

While Doolen and Rodgers agree that it's important for parents to give their students space to be an adult and make their own decisions, they also welcome connections and communications with parents.

"I've had some wonderful conversations on a family weekend with the parents and the student," Rodgers says. "We have this great conversation, and it feels like it builds the community to be even stronger."

That's the bottom line, Doolen says. "We view families as a part of the community that supports students' success."



Believe it.

Honors College launches unprecedented fundraising effort as a part of new OSU campaign.

This October, the Oregon State University Foundation officially launched a new ten-year \$1.75 billion campaign, and as a part of this effort, the Honors College has set a goal of raising \$7.5 million by 2027. Most of this will go directly to students in the form of need-based retention scholarships, experiential learning scholarships and recruitment scholarships.

“This is a transformative moment for the college,” says Honors College Dean Toni Doolen. “The Honors College has never before had goals built into a university fundraising campaign, and we are seizing this opportunity to dramatically expand the support we can provide students with financial need, both now and in the future.”

Fundraising for the campaign began in 2017, and the college has already raised over \$5 million toward its goal. In the past three years, annual contributions to the Honors College have averaged over \$1.25 million, which exceeds the highest total for any previous individual year.

This success has been driven by a growing number of Honors College Champions, donors who have made contributions of \$100,000 or more. There have been 13 champion-level gifts in the campaign so far, given by 10 families.

“This level of commitment to honors students is as inspiring as it is unprecedented,” says Doolen. “Access to the full Honors College experience for all students ready to engage with us, regardless of their financial need, aspirations, identity or background, is one of our most fundamental values and is central to our role as the Honors College at Oregon’s land grant university. Realizing this goal is only possible through the support of our community.”

While Honors College Champions have been leaders in fundraising efforts, the college has seen growth across the board. In 2022, gifts came in from 168 households, more than in any previous year. And the college has consistently ranked in the top ten for dollars raised at the annual OSU day of giving, Dam Proud Day.

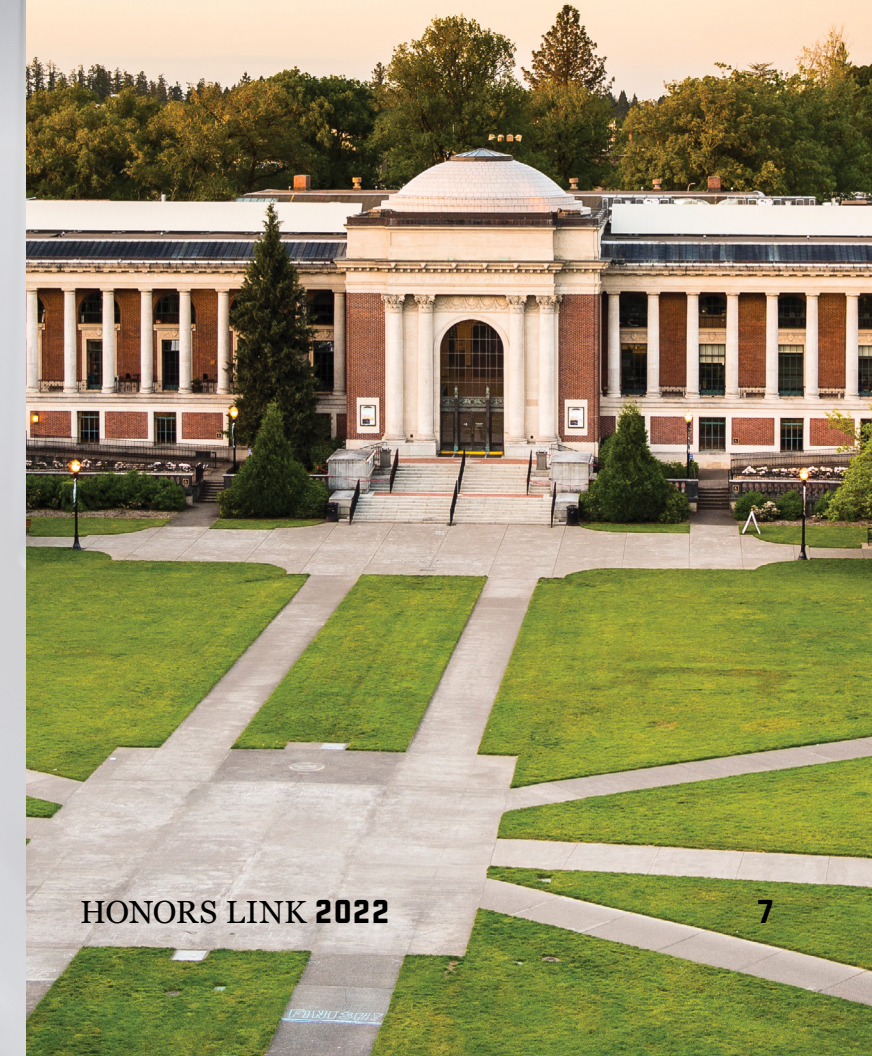
“We knew this campaign had the opportunity to change our sense of what was possible in the Honors College,” Doolen says. “But I’ve been amazed at how alumni, families, faculty and friends have all come together to support honors students and the honors experience. This endorsement of our belief that a better future starts here, with each individual honors student’s experience, adds impact beyond the contributions themselves. I can’t wait to see what’s to come.”

*You can join the Honors College community of supporters by making a tax-deductible campaign gift **online**. Contact Kellie Parker, the Honors College director of development, if you have any questions at kellie.parker@osufoundation.org or 541-207-6182.*

Honors College Champions

The Honors College Champions have made leadership gifts of \$100,000 or more in support of honors students and programming. “These individuals and families have opened new possibilities for the college,” says Dean Toni Doolen. “Our entire community is so grateful for their trust and their support.”

- » Kevin Ahern and Indira Rajagopal
- » Anonymous
- » Mike and Janice Burgett
- » Dee and James Davis Estate
- » Carol Isbell Estate
- » George and Leslie Kennedy
- » Ken and Paula Krane
- » Carol and Rich Pickard
- » Patrick and Vicki Stone
- » Wayne and Marta von Borstel



Going back out there.

The Honors College welcomes the return of international opportunities.

The opportunity to study abroad — one of the most rewarding parts of many students' undergraduate experience — has been difficult to access since the beginning of the COVID-19 pandemic. However, with a little luck and a lot of persistence, it's still possible — as faculty, staff and students have made clear.

18 DAYS IN FRANCE: GAINING NEW INDEPENDENCE ABROAD

Like many planned opportunities, the Honors College study abroad program in France was canceled in spring 2020. In summer 2022, faculty members James Sterns and Dominique Bachelet made it the first HC international program to return — albeit with new challenges and experiences.

With students back on campus in the fall of 2021 and vaccinations both widely available and required at OSU, Sterns and Bachelet started arranging logistics with OSU's partner provider in France, including visits to street markets,

historic landmarks and museums. By spring 2022, more than two dozen students had expressed interest.

But with the ongoing pandemic bringing unpredictable challenges and changes, faculty and students had to remain in close contact — and be highly flexible.

"There was definitely some apprehension, particularly on the front end. Most students had not traveled internationally before," says Sterns. Faculty leaders had concerns as well. "There's always a possibility that something happens during study abroad programs. It seemed much more likely with COVID. 'Are we really going to do this?' was a legitimate question."

At the time, France required proof of a negative COVID test within 48 hours before departure from the U.S. Many places in France required a health pass for anyone 16 and over, and students needed to provide proof of vaccination to a local pharmacy upon arrival to receive a pass.

Despite these hurdles, students and faculty headed to France in June 2022.

"We were worried about the students getting sick, so we wanted them to wear their masks as often as they could, especially in Paris, where the crowds were amazing," Bachelet says. While students took masking seriously and prioritized personal health, a handful caught the virus en route to Lyon. They were isolated in a separate hotel for the mandatory seven-day quarantine and rejoined the group in Paris for the last half of the trip.

COVID introduced other challenges, too. Speakers in Paris were hesitant to present in person, and certain site visits required participants to split into groups or forgo the visit altogether. The France that Sterns had once known had undergone a transformation induced by a slowed economy and a workforce that was just beginning to welcome back in-person interactions. "Everybody was a little rusty — the

service providers, the restaurants, the tourist industry and us as travelers," he says.

Still, expectations were not only met, they were often exceeded. Students took a tour of the world's largest urban rooftop farm, attended a concert at Sainte-Chapelle, picnicked at the Tuileries Garden, explored the Martel champagne cave in Reims and day-tripped to the northern French city of Arras.

Students adapted quickly to life in an unfamiliar country. In some ways, the experience of navigating the uncertainties of COVID prepared them well. "Pretty soon, they realized they could explore on their own," Bachelet says. "They didn't need us to hold their hands."

An early morning trip to Montmartre in Paris served as a lesson in how to beat the crowds typical in the afternoon. It was during this quiet morning, Bachelet says, that students got to experience the city as the locals do and witness the change in atmosphere as visitors began to fill the streets. "They're in a city with a history and culture — and people who live there full-time — that is affected by tourism."

Between group outings, students could explore on their own. Sterns was thrilled to see how far they chose to branch out. One student took a solo 15-mile bike ride through the French countryside; one took the train from Lyon to visit Disneyland Paris; and four others spent a day in Geneva, making it back in time for dinner. "They became pretty bold," he says. "It was fun to see how much they really changed from day one to day 18."

Leading a large group of young travelers through post-lockdown France reinforced for Sterns the value of international experiences. "Reading some of the feedback we've gotten and some of the comments students have

made, it's never been more evident to me that this study abroad program — even if it was only for 18 days — will alter the trajectory of some of these students' lives," he says. "Study abroad is almost singularly the most impactful thing I can do as a university professor."

GILMAN SCHOLARSHIP BRINGS INTERNATIONAL OPPORTUNITIES TO UNDERREPRESENTED STUDENTS

LeAnn Adam, OSU's director of national and global scholarships advising, witnessed the dramatic impact of the pandemic on students' international opportunities firsthand. While scholarships continued to be awarded, COVID restrictions abroad and widespread uncertainty about travel were enough to deter some applicants throughout 2020 and into 2021, even with updated policies that allowed some funds to be used for virtual programs.

Designed to provide study abroad opportunities to historically underrepresented students, the Gilman Scholarship — available exclusively to students eligible for a Pell Grant — offers \$3,000 to \$5,000 or up to \$8,000 if students are studying a critical language. "It's one of my favorite things to work on," Adam says. "It makes such a big difference when students get those funds, no strings attached." But with the pandemic, applications for the Gilman Scholarship plummeted.

Working with OSU Global Opportunities, Adam's office reached out to Gilman-eligible students during the 2021-22 academic year, highlighting both the program and offering assistance with the application. "Our office is there to support them. We're here, and we're helpful. It's a prestigious scholarship, but it's super accessible. Its whole intent is to provide access to students who have been historically underrepresented in education abroad.

That applies to race and ethnicity, as well as where students go and the academic disciplines they represent," she says.

The Gilman program remained adaptable as various COVID restrictions came and went, and students could even use their scholarships after they graduated for the first time. "They were really flexible in allowing students to do what made sense for them and still be able to use their funding," Adam says.

With international travel opening up, scholarship applications are back on the rise, especially for the Gilman Scholarship. By March 2022, 23 students had applied. Of those, a record-breaking 21 students from nine colleges, all with high financial need, were awarded \$80,500 in scholarships for a study abroad program or internship of their choice.

While the 2022 application cycle has seen a rebound, COVID-related obstacles still linger. Students have had to navigate cancellations, switch or delay programs or, in one case, decline an award altogether. But for those who have steadily pursued their goal to study abroad, Adam remains optimistic that they will thrive in their respective programs and future travels.

"It requires a lot of flexibility and persistence," she says. "But I think those are great qualities for students to have for a successful experience abroad. You have to constantly adjust."

The art of engineering buildings.

Honors graduate Alex Saccente applies her passion for art to engineering.



No question about it, Alex Saccente, '22, was going to study art when she went to college. Art was her passion, and she'd been painting and sketching for years. At the start of her senior year in high school, Alex poured everything into completing her advanced placement art portfolio.

A couple of teachers at Wilsonville High School had a different idea. Recognizing their student's aptitude for math and science, they encouraged Alex to contemplate a future in engineering.

"The idea was way out there for me," Alex says. "I really like math and science. I really like solving problems, but I had never given engineering much thought." Still, the wild notion took root, and she started thinking about the possibility.

When Alex explored what engineering had to offer and what she could offer back, she quickly realized that creativity is as essential as math and problem-solving skills for successful engineers.

So when Alex came to Oregon State and the Honors College, she started in the civil engineering program. But at the start of her sophomore year, another door opened: the College of Engineering added a degree in architectural engineering — the first of its kind in the Pacific Northwest.

Alex made the switch and found architectural engineering suited her perfectly. It combines the structural elements of

buildings with design elements such as lighting, acoustics, climate control and electrical systems. An architect designs a building, but an architectural engineer makes it work.

That's how Alex would summarize her major during the campus tours she led as a College of Engineering student ambassador, a role she loved. "It's so interesting to meet prospective students from different backgrounds and share some of my experiences and hopefully inspire them," she says.

Alex completed three internships during her time at Oregon State. The first was in 2019 at NASA's Ames Research Center in Mountain View, California, where she and a team of a dozen students from across the country customized the capabilities of multicopter drones. "I worked a lot on the math and physics needed to design the user interface," Alex says. "It was all very new to me, but it was one of my favorite experiences."

Though the work itself was unrelated to her major, Alex acquired skills she knew would come in handy: software coding, research techniques, communication skills, teamwork and technical paper writing. She and her colleagues wrote a paper based on their drone research and presented it at the 2020 American Institute of Aeronautics and Astronautics forum. "That experience gave me a solid understanding of how to go about writing my Honors College thesis," she says.

Her second internship in 2020, done remotely because of COVID-19, was with the TallWood Design Institute in the College of Forestry. TallWood is an industry-academic collaboration focused on advanced timber products design, manufacturing and construction. Alex compiled a database on research about mass timber structural fire engineering for the institute's website.

Her third internship in 2021 — also virtual — was with the National Science Foundation's Natural Hazards Engineering Research Infrastructure at the University of California, San Diego. Alex's work included research associated with the facility's large, outdoor shake table, which simulates ground motion during an earthquake to model a building's structural resiliency.

Alex is now pursuing a master's degree in civil engineering, also at Oregon State. She plans to conduct research into the design and construction of earthquake-resilient buildings.

"I took a class about earthquakes, and it completely fascinated me," she says. "Our infrastructure is not ready, and the research possibilities in earthquake-related engineering are endless," she says.

Is Alex glad she changed her original plans? Definitely, she says. "Engineering blends all the things that are important to me."

This story was originally published by the College of Engineering.

"I didn't know what awaited me when I chose to major in engineering, but it turned out to be the best decision of all."

— Alex Saccente, '22

HENDRICKS SCHOLARSHIP

celebrates academic excellence, research, engagement.

Paris Myers, a double major in bioengineering and fine art, was selected as the 2022 recipient of the Joe Hendricks Honors College Scholarship for Academic Excellence. Josh Brenne, Angelina Conrow, Clare Jayawickrama and Maya Livni were named runners-up for this prestigious award.

Named for Joe Hendricks, the founding dean of the Honors College, the scholarship recognizes students for academic accomplishments, research and campus engagement. This year, a record 36 students were nominated by faculty, and the recipient and runners-up were selected by an Honors College committee. Paris and the runners-up each received scholarship awards in recognition of their selection. The Hendricks Scholarship was created by alumni and friends to acknowledge Hendricks upon his retirement.



Photos courtesy of students.

PARIS MYERS, '22

Paris' experience in the Honors College, and her future plans, have been deeply shaped by her time as a visiting undergraduate research intern at Harvard's John A. Paulson School of Engineering and Applied Sciences. Her internship, which she continued remotely over the 2021-22 academic year, involved a new research framework for implicit and explicit emotional and physical human factors as parameters in design and engineering.

After graduation, Paris heads to the Massachusetts Institute of Technology, where she will join the biomechatronics laboratory at the MIT Media Lab. Paris says the freedom to immediately begin research work in the Honors College, extensive faculty support and the Hendricks Scholarship have empowered her to pursue a career as a full-time researcher.

"The professors [at Oregon State] are genuinely excited to help you mobilize and actualize your research questions and interests," she says.



JOSH BRENNE, '22

Josh, a biochemistry and molecular biology major, understands the value of community. A leadership liaison at the OSU Asian and Pacific Cultural Center and former co-president of the Asian Pacific American Student

Union, he also worked as a certified nursing assistant at a care home in Corvallis.

Josh says figuring out what to do for his thesis was a multiyear process involving "a deep desire to learn more about myself and the communities I've spent time with." Exploring his interests in psychology and personal identity development, he found "incredible help developing this idea from mentors all along the way."

Being nominated for the Hendricks Scholarship "means that at least some people have been impacted by my work," he says. "I want to continue making an impact for as long as I can."



CLARE JAYAWICKRAMA

Clare, a fourth-year student majoring in bioengineering, works in the lab of Distinguished Professor Stephan Giovannoni in the Department of Microbiology, serves as a peer mentor for the OSU Stem Leaders Program, is the student music

coordinator for the Newman Center and volunteers for the St. Vincent de Paul Food Pantry.

She is also working on her honors thesis — an examination of the impacts of oxygenase enzyme activity on seasonal hypoxia events on the Oregon Coast. She values the honors community for the support she's received throughout her thesis process and the opportunities she's had to build relationships with faculty and peers. "I have been able to meet fellow students from different fields and majors that I wouldn't have met otherwise," she says.



ANGELINA CONROW, '22

Angelina, a double-major in psychology and English, has made serving others a priority — one that is perfectly aligned with her career aspirations. As an undergraduate, she created content for virtual mental

health prevention with a startup company, worked as a crisis counselor for Crisis Text Line and volunteered at the Newman Center. She plans to continue her education with the goal of opening her own counseling clinic, motivated by what she sees as a lack of mental health services.

Angelina's thesis examined stereotypes of Asian American women, focusing specifically on prejudice and clothing type. The project has been her favorite Honors College experience. "I never thought I would enjoy research as much as I have," she says. "It's been really rewarding to conceptualize and work on a project from start to finish."



MAYA LIVNI

Maya, a fourth-year biochemistry and molecular biology major, has been building community throughout her time in the Honors College. Her extensive involvement in campus programs includes serving as president of the

Honors College Student Association, vice president of the Biochemistry Club and coordinator for the Honors College "Forgot Your Lunch?" program. She's volunteered with Stone Soup, Community Outreach Inc. and the Adaptive Exercise Clinic and has also worked as a learning assistant for Principles of Biology.

Maya says being nominated for the Hendricks Scholarship provides "a nice sense of validation that the work I do is important for my community and myself. It gives me new energy to continue to work hard to make small changes in the environments I live within."



OUTSTANDING THESIS AWARDS RECOGNIZE EXCELLENCE IN SCHOLARSHIP AND WRITING.

Congratulations to Brandt Bridges, Kiera Dwyer and Brian Muhich, recipients of the 2022 Honors College Outstanding Thesis Awards. Abbie Glickman is the runner up.

The Outstanding Thesis Award recognizes outstanding scholarship and writing in students' honors theses. Students are nominated by their Honors College thesis mentor, and this year's awards were made in three categories: engineering; science; and the humanities, social sciences and business. Winners and the runner-up each received a scholarship prize.



BRANDT BRIDGES, '22

Brandt, an English major with a minor in Spanish, won the humanities, social sciences and business category, an award made in partnership with the Oregon State University Center for the Humanities. His thesis, "Beyond the Gaze: A Reassessment of Race in Ken Kesey's One Flew Over the Cuckoo's Nest," is an analysis of the widely-read novel and an assessment of "the construction of racial identity in Oregon during the national Civil Rights movement." Brandt was nominated by Raymond Malewitz, an associate professor in the School of Writing, Literature and Film in the College of Liberal Arts.

"I can't think of a better way to wrap up my time here at OSU than to be selected for the Outstanding Thesis Award — it feels great to have my efforts over the past few years validated," Brandt says.



KIERA DWYER, '22

Kiera, an environmental economics and policy major, won the science category. Her thesis, "Impacts of Prior Risk Experience and Personal Values on Support for Climate Change Policies," used a quantitative survey to determine the perceptions and experiences of Oregon residents during the 2020 wildfire season.

Kiera's mentor, Cara Lawson, an instructor in agricultural communications in the College of Agricultural Sciences, shared in her nomination that Kiera's work "shed great insight on some of the many influences that affect an individual's support or rejection of climate change policy and revealed much work in this area is still needed." Kiera says that she was ecstatic to learn of her award and eager to share the news with her mentor. "Cara has been there for constant guidance, and I would not have been able to complete my thesis without her."



BRIAN MUHICH, '22

Brian, a chemical engineering major with minors in materials science and chemistry, won the engineering category. His thesis, "Enhanced Oxygen Evolution Reaction Activity in Ni Substituted CoSx Electrocatalysts from Reaction-Induced Restructuring," was nominated by Zhenxing Feng, an associate professor of chemical engineering in the College of Engineering. Feng says Brian's research displayed outstanding work in the field of electrocatalysis, and it also led to a first-author paper that Brian submitted to the Journal of the American Chemical Society.

"I think this represents the best part of the Honors College thesis experience: helping students get a head start on the skills that usually take a couple of years of work or advanced degrees to get," Brian says.



ABBIE GLICKMAN, '22

Abbie, a physics major with a minor in mathematics, was nominated for her thesis, "Connecting Computational Thinking and Mathematics: An Examination of Linguistic Opportunities and Challenges." A transdisciplinary research project, the thesis examined how K-12 mathematics teacher candidates create meaning around computer science and mathematics concepts in a computational thinking setting. Abbie was nominated by Rebekah Elliott, an associate professor of mathematics education in the College of Education.

"My honors thesis let me do a deep dive into the subject of how people learn, which was very fascinating for me and is something I hope I can continue to look more into in the future," Abbie says.

OTHER NOMINEES

Nominations included theses ranging from psychology and English to microbiology and theater arts, by students from a variety of majors and colleges:

- » **Angelina Conrow**, '22, English and psychology: "Prejudice of Asian American Women: Clothing Influences Stereotypes." Nominated by Regan Gurung, professor in the School of Psychological Science in the College of Liberal Arts and associate vice provost and executive director of the Center for Teaching and Learning.
- » **Megan Sherman**, '22, psychology: "Modifying Perception: How Clothing and Context Influence the Objectification of Women." Nominated by Regan Gurung, professor in the School of Psychological Science in the College of Liberal Arts and associate vice provost and executive director of the Center for Teaching and Learning.
- » **Alima Matyeva**, '22, computer science with a minor in new media communications: "A Comparison and Analysis of Selected Holidays in Kyrgyzstan, Russia and the United States." Nominated by Dave Kovac, instructor in the Honors College.
- » **Annelise Hartinger**, '22, history and medical humanities with minors in chemistry and biology: "The Rare COVID Experience: Systemic and Health Factors, Coping and Support Among Adults with Rare Diseases During COVID-19." Nominated by Kathleen Bogart, associate professor in the School of Psychological Science in the College of Liberal Arts.
- » **Clare Elsbree**, '22, business analytics: "Black Friday Pricing Behavior at Walmart." Nominated by Xiaohui Chang, associate professor of business analytics in the College of Business.
- » **Marina Keller**, '22, mechanical engineering: "Significance of High-Pressure-Torsion Processing on an Aluminum-Lithium Aerospace Alloy." Nominated by Megumi Kawasaki, associate professor in the School of Mechanical, Industrial, and Manufacturing Engineering in the College of Engineering.
- » **Libby Brennan**, microbiology and theater arts with a minor in chemistry: "Measuring uptake of the Vitamin B1 precursor 4-amino-5-hydroxymethyl-2-methylpyrimidine (HMP) by the marine bacterioplankton SAR11 strain HTCC7211." Nominated by Steve Giovannoni, Distinguished Professor and head of the Department of Microbiology in the College of Agricultural Sciences and the College of Science.

2022 eminent professors, eminent mentor make amazing contributions to the Honors College.

Each year, the Honors College recognizes faculty for outstanding teaching, research and undergraduate mentorship. For 2022, Robert Drummond, a senior instructor in the School of Writing, Literature and Film in the College of Liberal Arts, is the Margaret and Thomas Meehan Eminent Professor. Randall Milstein, a senior instructor in the College of Science and the College of Earth, Ocean, and Atmospheric Sciences, is the Sandy and Elva Sanders Eminent Professor. Kathleen Bogart, an associate professor in the School of Psychological Science in the College of Liberal Arts, is the Margaret and Thomas Meehan Eminent Mentor.

“The eminent professor and mentor awards recognize the amazing contributions of some of the Honors College’s most dedicated faculty partners,” says Honors College Associate Dean Susan Rodgers. “Professors Bogart, Drummond and Milstein are models for our entire community. I am so happy to recognize their many contributions to the Honors College.”



Robert Drummond has led several honors colloquia courses since joining Oregon State in 2011, including Fan Mania or Maniacal Fans? The Social Impact of Obsessive Sports Fans; From Zombies to Preppers: America’s Apocalypse Addiction; and a student favorite, The Truth Is Out There: The Rise of Conspiracy Theories. He has also twice co-led an Honors College summer study abroad trip to France, where he teaches Outsiders to Insiders: Exploring Myth vs. Reality in Modern-Day France. In addition, he has served as a thesis mentor and thesis committee member for several honors students.

“I love teaching honors students because, regardless of their majors or planned careers, they are people who are hungry to expand their minds, to stretch their thinking outside their comfort zones and grapple with intellectual challenges and concepts across a range of disciplines and issues,” he says.

Drummond has co-authored numerous short stories, co-presented at conferences around the U.S. and served on several committees at Oregon State, including the Diversity, Equity and Inclusion Committee. In 2022, he was nominated for the Isabelle Brock Outstanding Instructor Award for his exceptional contributions through teaching and mentoring in the College of Liberal Arts.

“It is an absolute honor to be counted among the ranks of the fantastic professors who have won this award in the past,” Drummond says. “I already get so much from teaching Honors College students. This award feels like icing on the cake.”



Randall Milstein served as an astronomer-in-residence for the Oregon NASA Space Grant Consortium from 2016-2022 and has been a faculty member at Oregon State for over three decades. He has taught classes in astronomy, physics, botany, energy alternatives, zoology, geology and environmental science. In 2019, he received the College of Science Distinguished Service Award for his extraordinary efforts during the 2017 OSU total solar eclipse event.

Milstein’s research interests include astrogeology, impact-cratering dynamics and archaeo-astronomy, and he is a frequent outreach speaker and contributor to panel discussions, videos and podcasts for the Annares Project for Alternative Futures.

Milstein has taught in the Honors College since 2013, leading honors colloquia courses, including The Art of Science — The Science of Art; Crises, Catastrophes and Cataclysms in Earth History; and, most recently, Comparative Planetology. He has also served as a committee member or mentor for 12 honors student theses.

“When asked about teaching in the Honors College, I always tell people I consider it to be my honor to guide and share with such inspiring, talented and motivated students,” Milstein says. “The best part of my job is I get to learn something new each day, and I invariably learn it from my students.”

Milstein’s selection as an Eminent Professor was announced during the 2022 Honors College Student Association Spring Gala by Associate Dean Rodgers. “My first reaction to hearing I had been awarded this recognition was a deer in the headlights moment,” he says. “I had come to the honors gala to celebrate my students’ successes. I had not expected to hear Dean Rodgers call my name from the podium.”



Kathleen Bogart, a faculty member at Oregon State since 2012, has mentored six honors students and served on the thesis committees of many more. Her research spans the study of disability, ableism and rare disorders — areas in which she not only specializes but for which she is an avid advocate. She is the faculty advisor for OSU’s Disabled Students Union and serves on the Moebius Syndrome Foundation Scientific Advisory Board and the American Psychological Association Committee on Disability Issues in Psychology. She also co-founded DARN!, the Disability Advocacy and Research Network, a community for disabled psychology scholars and allies. Her work has been featured in the New York Times, Psychology Today, the Financial Times and Science Magazine.

“My first reaction was complete surprise and delight! I had no idea one of my students sneakily nominated me for this award,” Bogart says.

Annelise Hartinger, a fourth-year honors student, nominated Bogart, who is her thesis advisor. “I have never worked with anyone who was able to balance motivation and accommodation the way she does to foster my growth as much as possible,” Annelise says.

Bogart believes students like Annelise, who is disabled, are drawn to her work because it introduces projects aimed at making the world a better place for those living with disabilities. “One of my favorite things about mentoring is that I get to bring together students with lived experience of disability or who are allies in my lab,” she says. “We all learn from each other. It is very satisfying to guide a student toward finding an actionable research project that is meaningful to them and the community.”

The sounds of science. Turning data into music.



If DNA could make music, what song would it sing? If you are Honors College alumna Lili Adams, your guess might be something along the lines of the Mario Brothers theme song — that is, of course, if the DNA you're listening to comes from the North American *Lionepha* beetle.

Born in China and raised in Portland, Oregon, Lili graduated from Oregon State with an Honors Bachelor of Science in biochemistry and molecular biology in 2020. Today, she works as a research technician for Genentech, a San Francisco-based biotechnology company. Her work is focused on cancer immunology — a topic she finds both fascinating and rewarding. But her first foray into original research began in the Honors College, where her ear for music and aptitude for science combined to form what would evolve into a truly unique honors thesis.

APPLYING PATTERNS FROM SCIENCE TO ART

Her thesis, “Sonification of DNA Chromatogram Data of *Lionepha* Species,” transformed scientific data into musical notes using DNA extracted from three species of the *Lionepha* beetle. “When I first started it, I didn’t know where it would go,” Lili says. “I wanted to combine art and science. They both have patterns and can reinforce each other in some capacity.”

Having grown up dabbling in different musical mediums — piano, saxophone and guitar — Lili knew from the start that her research would combine her longtime passion for music, her majors and her work in the lab of integrative biology professor David Maddison. Where to begin or what that research would look like, on the other hand, was not immediately clear, prompting Lili to do something she now encourages students to do when they find themselves butting up against uncertainty: She turned to her support network of friends and family for advice.

“If you’re struggling with your honors thesis, or any moment where you feel a bit stuck, reach out to anyone you can,” she says.

In the end, it was her roommate who provided exactly what Lili needed to kick-start the project — an introduction to Dana Reason, an assistant professor of contemporary music in OSU’s School of Visual, Performing and Design Arts. A composer, pianist and musicologist, Reason had the technical knowledge and experience in the arts Lili was seeking, and Lili’s existing relationship with Madison helped her build a bridge between art and science for her thesis.

With Reason as her thesis mentor, Lili, Reason and Maddison began meeting regularly to brainstorm ways to bring the vision for the project to life. “Dr. Reason kept pitching ideas and kept encouraging me to do more,” Lili says. Looking at the sources of data she had, she decided to take photos of beetles and convert those pixels into numbers, which would then be translated into music or sound. The idea ultimately evolved from photos to DNA, which Lili would go on to analyze and convert to music.

Using DNA collected from three *Lionepha* beetle species, Lili divided amino acids into four categories: polar, non-polar, basic and acidic, then assigned a major key to each category following music theory concepts. Polar amino acids were assigned a higher range of notes, non-polar amino acids were designated as mid-tone notes and lower range notes were assigned to basic and acidic.

The result produced something akin to the soundtrack of a video game. “Very rhythmic, on beat,” she says.

FINDING MULTIDISCIPLINARY, PRACTICAL USES

Though pleased with the initial outcome, Lili found the process of completing the project to be not without its challenges. Aside from being unfamiliar with the coding programs used to transform data into sound, she sometimes found herself questioning the validity of her topic. What was the value in taking already useful data sets and translating them for auditory consumption?

It turns out there are multiple uses for the sounds produced from information like that collected from the *Lionepha* beetle. “You can just appreciate the music itself,” Lili says, “but you can also sense different patterns that are amplified auditorily versus visually. It highlights certain patterns better than visual communication.”

In hospital settings, for example, complete silence is often hard to come by. In its place, you are more likely to find rooms packed with machines — monitoring heart rate, blood pressure, oxygen levels and other information — each sending various sounds to alert health care workers of any dips or rises that occur. These sounds, whether slow and steady or quick and high-pitched, broadcast information across multiple senses, allowing staff to focus their visual sense on one task while monitoring multiple others through their sense of sound. “They can multitask more efficiently this way,” Lili says. “Its use is very multidisciplinary.”

SUPPORT AND COMMUNITY MAKE THE DIFFERENCE

Lili says completing her honors thesis was a rewarding experience, but it was also a process of trial and error, with moments of self-doubt and frustration. When notes weren’t working out or when late nights in the student study lounge yielded little progress, she would return to her support network, especially Reason.

“She had a lot of confidence in me and constantly encouraged me. It really pushed me to keep going,” Lili says.

Beyond her mentor’s support, Lili also found the sense of community in the Honors College left a strong impression. “The Honors College encourages and fosters critical thinking, pushing yourself and reaching your fullest potential,” she says. “It was forming those communities in those classes and meeting new people that made the difference.”



Honors College raises over \$50,000 for scholarships on Dam Proud Day 2022.

Oregon State University’s third annual Day of Giving, Dam Proud Day, was another big success for the Honors College. Held on April 27, Dam Proud Day raised \$57,982 for the Honors College, the eighth-highest total among more than 50 participating units at Oregon State. With 101 gifts, the college exceeded its goal of 75 for the day, and the total contributions surpassed the amount raised in 2021.

“This is yet another amazing day for the Honors College,” says Dean Toni Doolen. “I am blown away by the support of the honors community.”

All donations went toward Differential Tuition Scholarships for honors students. Differential tuition primarily funds honors coursework and student programming, making many of the unique elements of the Honors College possible. Each year, returning honors students can apply for a Differential Tuition Scholarship to help offset this cost, which is currently \$1,500 per year for full time students.

By meeting this year’s goal of 75 contributions, the college unlocked more than \$30,000 in challenge gifts donated by honors alumni, families, staff and faculty:

- » The Alumni Challenge, created by Eric, ’00, and Heather MacKender; Karen Bolin, ’82; and Duane, ’77, and Rebecca Coen
- » The Deans and Faculty Challenge, created by Joe Hendricks and Hazel Reeves; Dan and Wanda Arp; Toni, Ph.D. ’01, and Erick Doolen; Kerry Ahearn; and Jim and Bonnie Krueger
- » The Parent Challenge, created by Susan Lair and Douglas Trobough; Dan, ’81, and Margaret Porth; Jill and Randy Thomas; Kevin and Anne Spencer; and Michael and Suzy Cordisco

“We saw gifts from every constituency in the Honors College — alumni, faculty and staff, family and even students — and we have increased fundraising in each day of giving,” Doolen says. “That kind of commitment really demonstrates the depth of the support for the college and honors students. I can’t wait to see what we do next year.”



Another successful year: the Honors College surpassed its goal for Dam Proud Day, receiving a total of 101 gifts. All donations supported Differential Tuition Scholarships for honors students.



WHAT'S NEXT for the class of 2022?

The Honors College is excited to share the degrees earned, future plans and thesis projects for a selection of this year's graduating class. We're proud of all honors graduates and are confident they will accomplish great things in the future.

Rory Corrigan

Degree: H.B.S., Ecological Engineering

Rory joined Anchor QEA Consulting Engineers in Bellingham, Washington, where he's a junior hydraulic engineer working on fish passage improvement and habitat restoration.

Thesis: Annelid Habitat Suitability Analysis of the Klamath River



Lauren Lee

Degree: H.B.S., Public Health

Lauren is currently working as a scribe and research assistant at Oregon Health & Science University before applying to medical school.

Thesis: Exploring Asian and Asian American Specific Body Mass Index Cut-Points



Brandt Bridges

Degree: H.B.A., English

Minors: Spanish and Writing

Brandt is currently living in Madrid, Spain, where he's teaching English.

Thesis: Beyond the Gaze: A Reassessment of Race in Ken Kesey's "One Flew Over the Cuckoo's Nest"

Kira Corbett (OSU-Cascades)

Degree: H.B.S., Computer Science

Kira has been busy since graduation. She continues to work at the nonprofit Dirty Freehub, which connects people with their communities through gravel cycling, and she is interning at RaceManager developing software for athletic events. Kira is also simultaneously working on a startup company and racing cyclocross competitively.

Thesis: Rhizome: Toward an Information Centric OS Shell

Meet more graduates from the class of 2022 and see where they're headed next at
honors.oregonstate.edu/hc-graduates.



2022

HONORS COLLEGE GRADUATES

Sydney Acito
Jonathan Alexander
Amanda Appel
Claire Baboyan
Alexander Baird-Appleton
Ke'ala Barnard
Jaden Berger
Jumanah Bilal
Phillip Bindeman
Deven Bishnu
Sierra Bishop
Peter Bloch
Mackenzie BodyFelt
Michael Boly
Chloe Bowman
Coleman Boyd
Anneli Brackbill
Elizabeth Brennan
Josh Brenne
Brandt Bridges
Sarah Briggler
Hannah Briggs
Anna Brousseau
Gabriella Brown
Hans Brown
Maximillian Brune
Nya Buckner
Sydni Burt
Cyrus Butler
Lily Butler

Georgia Carroll
Lilian Chan
Daisy Chen
Mikayla Chen
Owen Cherry
Sarah Clampitt
Nolan Clements
Cameron Clonch
Jane Coneybeer
Angelina Conrow
Willow (Emily) Cope
Kira Corbett*
Robert Cornwell-Arquitt
Hannah Corpe
Rory Corrigan
Emily Cowles
Brynley Cozzi
Mackenzie Cummings
Nolan Delgado
Rachel Devyldere
Ian Diaz
Alexa Dietz
Johanna Donnelly
Brianna Donner
Jaden Downing
Gabriel Dreyer
Mary Driskell
Catherine Du
Carissa DuBois
Kyle DuFrene

Kiera Dwyer
Emily Eagen
Victoria Ebert
Jacob Edgerton
Claire Elsbree
Alyssa Estenson
Daniel Eyberg
Meagan Fabbi
Danielle Fleming-Craig
Jessica Garcia-Ramirez
Andrea Garcia-Ortiz
Kathryn Gerl
Abbie Glickman
Denice Gonzalez
Mylene Gorzynski
Lainey Goss
Austin Green
Katelin Gregor
Dylan Gregory
Gabriela Griffin
Nolan Grogan
Lynn Gumpinger
Christopher Guske
Jordyn Hamilton
Natalie Harris
Annelise Hartinger
Amani Hawash
Benjamin Haxby
Carver Heine
Dylan Heppell

Phillip Hernandez
Robert Heussnet
Rya Hickey*
Abby Hughes
Kaitlyn Hughes
Darke Hull
Andreea Iorga
Matthew Jacobsen
Drew Jacobson
Teagan James
Michelle Jeliaskova
Brandon Jeong
Benjamin Johnson
Natalie Johnson
Miranda Jones
Alexandra Kaiser
Hannah Kapoor
Randi Kasthuriarachchi
Marina Keller
Hannah Kennedy
Adam Kerr
Alexis Knight
Rujul Kumar
Anna Laptova
Cooper Lash
Alexander Laub
Tiffany Le
Lauren Lee
Azriella Lewis- Lopez
Vicki Liang

Annabel Lofts
Elizabeth Lofurno
Alice Lulich
Benjamin Mabrey
Ellie MacGregor
Alyssa Mackenzie
Emma Maddox
David Madison
Snigdha Malladi
Adah Mallery
Noelle Mannen
Madeleine Marie-Rose
Jordyn Marshall
Maria Martinez
Ali Martz
Sophie Mathews
Alima Matyeva
Nicholas May-Varas
Anna McAllister
Emily McAllister
Haley McGeorge
Daniel McNeil
Alissa Meeker
Samantha Miller
Laura Moon
Taylor Mottern
Zoe Moulton
Brian Muhich
Paris Myers

Saki Nakai
Nathaniel Neal
Claire Nelson
Caileun Nguyen
Darlene Nguyen
Michelle Nguyen
Mindy Nguyen
Cara Nixon
Jacob North
Jordan Northrop
Josie O'Horrow
Dylan Oster
Cassidy Parker
Lucas Parvin
Sarabeth Pearce-Smith
Dylan Perfect
Maija Linh Pham
Cedric Pimont
Katherine Polte
Ridwana Rahman
Owen Ramsey
Jacob Rauenhorst
Noa Rayzman
Lyell Read
Eric Rebarchik
Katharine Rhoades
Rachel Richards*
Carolyn Richardson
Hannah Robinson

Zackry Rogers
Rees Rosene
Nikita Rubocki*
Sara Rumbaugh
Lindsey Rutter
Alexandra Saccente
Ashley Saindon
Pico Sankari
Garrett Sather
Carlo Schettini Mejia
Tory Schroeder
Grace Scuderi
Sneha Shah
Laurel Shepard
Megan Sherman
Kelsey Shimoda
Lewis Shotton
Evelyn Sixta
Thomas Snyder
Priscilla Sorbello*
Maksim Sorkin
Alden Sosnovske
Samantha Stone
Kaavya Subramanian
Najma Suri
Nicholas Svoboda
Kevin Sy
Savannah Taggard
Angela Tam

Tegan Thurston
Rylie Tiffin
Jose Torres
Abigail Tweten
Teresa Valdez
Allison Van Horn
Rohan Varma
Juan Vasquez
Aishwarya Vellanki
Leah Venkatesan
John Vergis
Samuel Wagner
Irene Walker
Casey Ward
Carly Werdel
Natalie White
Lissette Wilhelm
Calder Wilson
Harry Winsper
Derek Wong
Portia Woods

*OSU-Cascades graduate


Includes students who graduated in fall term, 2021 and winter, spring and summer terms, 2022.




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