

# 2019 Honors Link



**Oregon State**  
University



Every year brings new stories and new opportunities, but this is a particularly exciting time in the Oregon State University Honors College. We are continuing to grow, with over 500 new students joining our community this fall. This brings the total number of honors students to 1,500, almost tripling our size from 10 years ago. And that community — which now includes students at OSU-Cascades in Bend as well as in Corvallis — is thriving, as you will see in this edition of *Honors Link*. Read here about some of the first honors graduates who completed their entire education at OSU-Cascades; about how the college is working to grow its inclusivity and accessibility, in service to the OSU land grant mission; and about the support we've received from faculty, students and families. We are so grateful for the strength of our community, and it is because of the people who make up the Honors College — the alumni, the friends, the faculty and, above all, the students — that I have so much confidence looking toward the future. Thank you for your contributions.

*Toni L. Doolen*  
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HONORS LINK is published by  
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**Oregon State University**  
**Honors College**

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# Access is central to the mission of Oregon State and the Honors College.

*“We need to develop an academic community  
that mirrors the one that our students will  
eventually be working and living in.”*

*Dean Toni Doolen*

## The Honors College is proving that exclusivity doesn’t produce excellence, inclusion does.

When Oregon State University was established in 1868, higher education was a privilege only for the well-to-do. At the time, the land grant mission of education for all people was a revolutionary concept.

More than 150 years later, that mission of access, along with a stronger commitment to equity and inclusion, is guiding the Honors College in removing unnecessary barriers and proactively recruiting and supporting students who might otherwise never apply.

“We have so many students who, at one time, felt like they weren’t ‘Honors College material,’” says Associate Dean Tara Williams. “But the truth is, there is no such thing as a typical honors student. What our students have in common — more than great grades or test scores — is a commitment to getting as much as possible out of their college experience.”

Esther Vega (see page 4) definitely has. Admitted on the strength of her application and a solid high school GPA, she discovered an affinity for engineering through her own classes and classes her friends in the Honors College residence hall were taking. She then applied engineering principles of optimization and efficiency for her honors thesis, examining relationships between teachers and Latinx parents in K-12 schools.

Honors College selection criteria still includes elements such as cumulative high school GPA and SAT or ACT scores. However, the application essay is critical to understanding an applicant as a complete person, Williams says.

“We use the essay as a place for prospective students to show us strengths that might not be apparent from their transcripts, or even from their extracurricular activities. It’s our most direct insight into the way they think.”

The essay also gives the Honors College an opportunity to select the students they believe have the greatest capacity to benefit from this environment and become change-makers down the line. Mohammed Shakibnia (see page 6) has

examined critical race theory and social justice issues in his coursework, honors thesis and through a research internship, all experiences that will prepare him for his intended career as an immigration lawyer.

“The challenges the world is facing today cannot possibly be solved by a single approach or a single worldview,” Williams says. “We need students from different disciplines and diverse backgrounds who can come together to collaborate and innovate effectively.”

A great deal of time and energy has gone into developing an admissions process that seeks to understand a student’s potential. A similar level of thought has gone into addressing the financial challenge some Honors College students face.

As in some other academic programs at Oregon State, the Honors College charges differential tuition, an additional \$500 per term that enables the college to provide intimate seminar-style classes, individualized academic advising and support in completing an undergraduate thesis. Based on discussions with students, the Honors College established a differential tuition scholarship, with the application and selection criteria designed by a small group of students to allow for a more personalized look at an applicant’s financial situation.

“The FAFSA doesn’t tell the whole story,” says Dean Toni Doolen. “Our application gives students the freedom to explain nuances like family dynamics, personal financial commitments, whether siblings will be attending college down the line. Any student who has the qualifications to be a part of the Honors College shouldn’t be denied the opportunity.”

Helping to close the gap for students that otherwise would be unable to participate is just one of the ways the Honors College is putting a welcoming community first. Scholarships have made the honors experience possible for Vega, Shakibnia and many others.

“We want all our students to feel like they are completely safe, that their worldview will be respected, that they fit in and that they’re adding value,” explains Doolen. “What we hear a lot from prospective students when they visit campus is ‘I’ve found my people.’ So for students who really are thrilled about higher ed as the place to expand their learning, we’re the place for you.”



# ¡Bienvenidos al Honors College!



Student ambassador Esther Vega has a simple, yet powerful way to connect with some of the parents she meets on campus tours and at college fairs: she speaks to them in Spanish.

“These parents just want to be heard and listened to,” she says. “It’s so much more comfortable for them. And to me, it’s a sign of respect.”

Making sure prospective students and their families feel welcome is why Esther took on the project of translating an Honors College brochure into Spanish. And it’s why she brings Mexican candy to recruiting events, even if it’s gone within minutes.

Although Esther was a little indecisive at first about what to study at Oregon State, she landed on industrial engineering, which she describes as the science of optimization and efficiency in systems. The Honors College encourages interdisciplinary study, and the system she chose to examine for her thesis was K-12 education. She wanted to see how community programs could better connect teachers and Latinx parents.

Esther’s thesis is a byproduct of TEAMS: Teachers Educating All Multilingual Students. This \$2.5 million U.S. Department of Education grant is helping in-service teachers at five Oregon districts earn their English for Speakers of Other Languages endorsement.

Esther’s research focused on events to bring teachers and parents together in a welcoming and safe space. She says both groups were hesitant to talk to each other.

“Teachers are nervous to talk to parents because they don’t speak the parents’ native language, and they don’t really

understand their culture,” she says. “And minority parents are nervous to go to schools and talk to teachers in what is not their first language.”

What overcame that hesitation, she found, was parents and teachers realizing they had a common goal: to help their students excel in school. Other findings from her research were specific and practical. For example, many parents don’t use email, so community events were better attended when promoted on Spanish-language radio stations.

Esther says she makes being welcoming a priority because the Honors College welcomed her. She applied “on a whim to see if I could get in.” Esther knew she had the grades but was less confident about her test scores.

“I think something amazing about the Honors College is that they take a holistic approach to selecting students,” Esther says. “It’s nice to be seen as more than a test score.”

Scholarships have made much of Esther’s college experience possible. She earned a differential tuition scholarship from the Honors College, a Finley academic scholarship from OSU and two industrial engineering schol-

arships. An URSA Engage scholarship helped fund her thesis, and an Honors Experience scholarship allowed her to attend a professional conference at Harvard.

With another two years to go before completing her degree, Esther says she’s most grateful for her friendships in the Honors College and her relationships with multiple faculty mentors.

“It has definitely taken a village to get me where I am today,” Esther says. “I like my village.”

“*Me siento tomada en cuenta en el Honors College. Puedo ejecutar mis ideas gracias a los recursos que he obtenido aquí.*

*Esther Vega*

*(I feel like I’m taken seriously in the Honors College. I was able to execute my ideas because of the resources I’ve gotten here.)*





# YODA IS HIS ROLE MODEL.

YES, THAT YODA. Mohammed Shakibnia says the Jedi Master was known for being a wise paragon of virtue, “but he wasn’t infallible. He made mistakes, and acknowledging them is really what true wisdom is about.”

Mohammed is writing his honors thesis on the socio-political aspects of “Star Wars” and how science fiction can help us address issues like race and injustice. He considers “Star Wars” a deeply political text, with working-class, exploited communities rebelling against an oppressive empire. “I think we can learn a lot of lessons from that in terms of fighting authoritarianism in our own society,” he says.

Mohammed first became politically conscious in high school, and his Honors College experience — with a dual major in political science and philosophy — is helping him shape that consciousness into a career path as an immigration lawyer.

“In particular, philosophy helps you understand the root of issues in society,” he says. “You read a lot of theory and different perspectives from philosophers throughout history. It helps you to think critically, and that’s what allows a good lawyer to operate.”

Mohammed did not get into the Honors College when he first applied, but after his first semester at Oregon State, he was invited to join. With plans to attend law school at UCLA, he’s trying to complete his undergraduate degree with no debt. He lives at home with his family in Corvallis and works as a soccer coach and referee to help cover costs. He’s earned a Sandra W. and John R. Potter Scholarship from the Honors College for

the past three years and an Honors Experience Scholarship to attend a conference. He also completed an internship this past summer, jointly funded by the Honors College and the Oregon State University Center for the Humanities.

That internship aligned with issues he’d previously worked on as a leadership liaison at the Ettihad Cultural Center: Islamophobia in the legal system and in society. Mohammed worked with Associate Professor Christopher Stout on a project studying race, gender and religion in the political campaigns of Muslim women during the 2018 U.S. elections.

The internship “gave me a different insight into how research is done,” Mohammed says. “It’s a very meticulous process.”

Mohammed examined how the women were covered in the media and some of the rhetoric used against them. His work also involved coding — a new experience — scraping tweets and running them through algorithms to identify trends in messaging. He and Stout are still compiling their findings, but he says “the data show empirically that these Muslim women are conflated a lot more with terrorism,” even though those messages are not true.

A theme of social justice runs through Mohammed’s college experience. “We have a lot of work to do to make college more accessible to all,” he says. “I’m very lucky. I have access to these opportunities where a lot of students don’t.”

With the opportunities he’s had, Mohammed intends to work toward a more just world where education is treated as a human right. Yoda would surely approve.





# Small setting, **BIG** opportunities as the **HONORS COLLEGE** grows at OSU-Cascades.

Small classes. One-on-one relationships with faculty. A more personal college experience. They're big reasons why many prospective students choose OSU-Cascades or apply to the Honors College.

What many students don't know is they can do both.

The first Honors College cohort at OSU-Cascades started in fall 2017 and has since grown to 31 students — with room for more.

For high-achieving high school students who want to live in Central Oregon, having the Honors College at OSU-Cascades means they can take advantage of advanced classes and a variety of research and internship opportunities offered at the Bend campus. They'll also graduate with the Honors Baccalaureate, Oregon State's most prestigious undergraduate degree.

The honors experience at OSU-Cascades is similar to Corvallis, with unique classes like Supernatural Physiology and Politics of Diseases comprised of students from different majors. Pat Ball, a senior instructor in biology, emphasizes that while the honors coursework may be more in-depth or complex, "the key is different work, not more work."

The small classes also allow faculty to know their students individually. "It allows us to connect with them better, understand their strengths and weaknesses and get to know what their dreams are," Ball says. "For me, this brings out the desire to help them achieve those goals, because they feel like part of a family."

Such student-faculty relationships deepen throughout the honors thesis process, and it benefits them both. Honors College students bring a "mindset of curiosity," says Tim Burnett, an instructor of kinesiology. Students' theses can start the inquiry process or add knowledge to a faculty member's field of study.

"An Honors College student might be the person you need to move your research further," Burnett says. He served as an advisor for Casey Collier '19 (see page 12), whose thesis on the bioenergetics of rock climbing helped Burnett test data collection technology and identify trends in his larger research study.

Gertrude Villaverde '19 (see page 10) wrote her thesis under the mentorship of Chris Hagen, an associate professor of energy systems engineering. Villaverde and her team won third place in an international student design contest to develop hydrogen-based energy systems.

"This is a really impactful project," Hagen says. "We're working with NW Natural on a proposal to change the way energy is managed in the Pacific Northwest, and students like Gertrude are integral to that process."

Ultimately, the reasons why a student would choose the Honors College are the same, whether it's in Corvallis or Bend. The Honors College exposes students to new ideas and topics they might not have seen otherwise. It can be an ideal stepping stone for graduate school. It offers a supportive community of like-minded students from a variety of academic programs. It encourages them to unleash their creativity and pursue their curiosity wherever it leads.

Including to OSU-Cascades.



# SHE WAS ALREADY GOING PLACES.

## THE HONORS COLLEGE offered new DESTINATIONS.

**GERTRUDE VILLAVERDE '19** knew she wanted to be an engineer and chose OSU-Cascades for its signature program in energy systems engineering. The multidisciplinary program fit her interests in sustainability and addressing climate change. She joined the first freshman class when the Bend campus expanded to a four-year university in 2015.

Two years later, when the Honors College was added, Gertrude joined its initial cohort and is one of the first OSU-Cascades-admitted students to graduate with the Honors Baccalaureate.

The main attraction for Gertrude was the honors thesis and the opportunity to complete in-depth research at a level that's more typical for graduate school. "The thesis alone made it worth it," she says, "just the whole process of research, taking different stakeholders into account and finding solutions."

But the Honors College sent Gertrude in unexpected directions as well. She took classes outside her major, studying the traditional ecological knowledge of Native Americans, the

chemistry of pharmaceuticals and the plays she saw at the Oregon Shakespeare Festival in Ashland.

"Not only did I learn a lot more, I think it made my degree program more satisfying," she says.

Gertrude's honors thesis grew out of an international student design contest to develop hydrogen-based energy systems. Guided by her faculty mentor, Associate Professor Chris Hagen, Gertrude and her team came up with an ingenious solution that takes advantage of excess renewable energy, meets high-energy demand periods and reduces carbon dioxide emissions.

Spring snowmelt increases the flow through hydropower dams, generating more electricity than there is demand. Gertrude's thesis proposes using that electricity to power an electrolyzer, which splits water into oxygen and hydrogen gases. The hydrogen can then be stored in underground reservoirs until the hydrogen/natural gas blend is needed. The team worked with NW Natural on potential sites for the project, as well as a

pricing option to make it economically feasible. Their proposal won third place against 34 teams worldwide.

Gertrude also completed an internship, which along with her thesis experience — conducting extensive research and reporting on it effectively in a short amount of time — helped her land a job at Energy 350 in Portland before she graduated.

Both the Honors College and OSU-Cascades are known for being close, supportive communities, and Gertrude found they more than lived up to their reputations.

"You know every single one of your professors, and every single one of your professors knows you," she says. "Everyone is very supportive here, from the professors to the students. I don't know if I would have gotten this far without my colleagues."

The Honors College and the honors thesis "may seem daunting, but if you're aiming for excellence, this is the way to go," Gertrude says. "You will get more than you imagined out of this."

She has.



# STAYING IN BEND

and joining the Honors College set him up to go further.



**The Honors College at OSU-Cascades was made for students like CASEY COLLIER '19. The Bend native recognized the opportunity when he transferred in the fall of 2017.**

"I have always been somebody who likes to achieve my greatest potential," Casey says. "I like a challenge." He recognized that if he wanted to continue his education further, the Honors College could give him an edge when applying to graduate school.

Casey had earned a scholarship at Central Oregon Community College for his first two years and works as a physical therapy aide at a local clinic. Transferring to OSU-Cascades allowed him to pursue an Honors Baccalaureate in kinesiology while continuing to work in the field and stay in Central Oregon.

Casey wanted his honors thesis to be related to his major and found both a research project and a mentor with kinesiology instructor Tim Burnett. Burnett was beginning a study on the bioenergetics of rock climbing, "basically, how much energy people are using when they climb in an indoor environment," Casey explains.

Answering that question aims to guide physiologists, athletes and coaches on nutrition for long-duration/repeated climbs. He and Burnett developed a protocol for testing and data collection with both male and female climbers. They climbed wearing a mask, which captured the gases they exhaled for analysis using a portable metabolic device. Muscle fatigue in the forearms was measured using a handheld dynamometer before and after each climb. The data collected could tell how much energy climbers were using and whether it was coming from carbohydrates or fat.

Sampling for Burnett's study is still in progress, so Casey's thesis describes trends indicated by results with a couple of test subjects. These pilot tests also helped to validate their testing protocol.

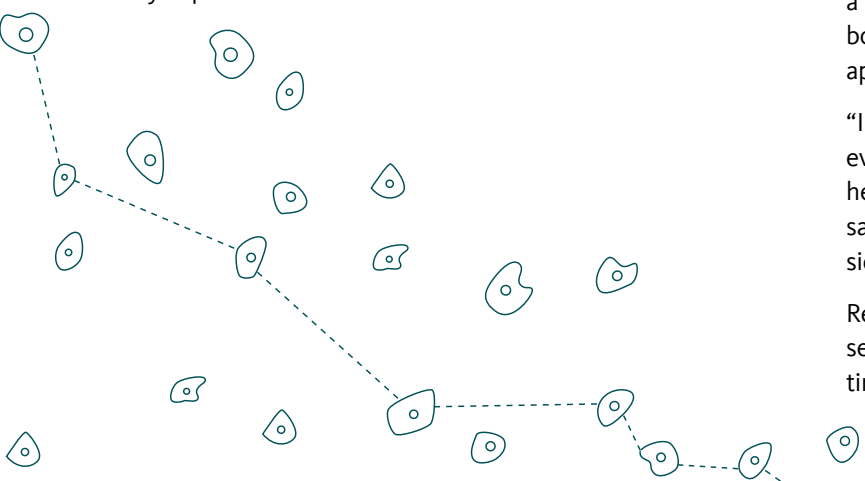
While Casey compiled the data and crunched the numbers, Burnett mentored him throughout the writing process for his thesis.

"It was very one-on-one. He would make revisions and suggestions, which basically taught me how to write a formal, journal-style research paper," Casey says. "I'm very thankful that I did the Honors College because I was able to work on a real research project."

Beyond the thesis, Casey has completed internships working for a local chiropractor and another emphasizing public health. In both internships and in his job as a physical therapy aide, he's applying his coursework and research experience.

"I absolutely use what I learned in my kinesiology program every day because I'm working with patients one-on-one, helping them recover from injuries and regain function," Casey says. "Everything from the biomechanical to the psychological side of things that I've learned may apply, which is great."

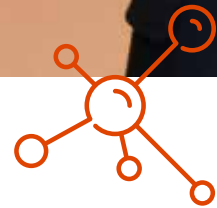
Recognizing that college is "a once-in-a-lifetime opportunity to set yourself apart," Casey has pushed himself throughout his time at OSU-Cascades. And he continues moving forward.





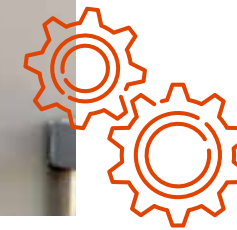
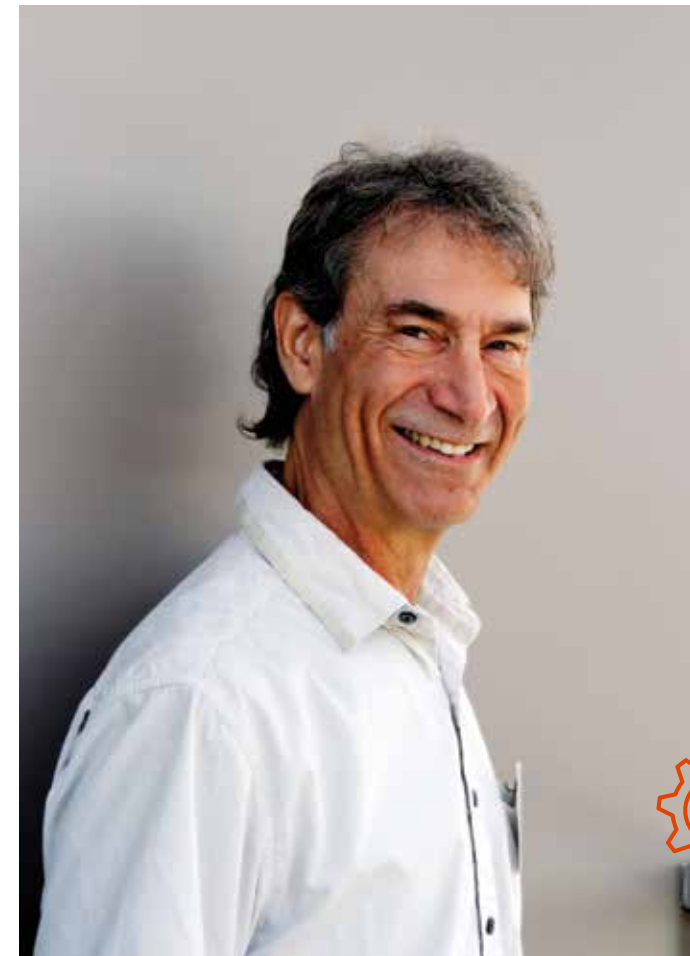
# 2019 HONORS COLLEGE EMINENT PROFESSORS

Each year, the Honors College recognizes two faculty members for outstanding teaching, research and undergraduate mentorship. For 2019, the honorees are Bob Mason from the College of Science and Jim Liburdy from the College of Engineering.



**M**ason came to Oregon State in 1991 and has served as chair of the biology program since 2002, as well as associate head, acting head and director of undergraduate studies in the Department of Integrative Biology since 2014. In those roles, he has facilitated offering honors biology courses, including the popular Biology 21xH series and upper-division course options. He has also taught honors biology courses and was a thesis mentor to six honors students, several of whom became co-authors on published papers.

The J.C. Braly Curator of Vertebrates at Oregon State, Mason conducts research both in the laboratory and in the field. He focuses on the red-sided garter snake and bridges the gap between biochemistry and behavioral ecology, incorporating laboratory analysis of hormones or pheromones with animal behavior. In addition, he recently served as president of the Oregon State Faculty Senate. In recognition of his many contributions to the Honors College and OSU communities, a committee of faculty peers selected Mason as the 2019 Sandy and Elva Sanders Eminent Professor in the Honors College.



**L**iburdy came to Oregon State in 1998 as the inaugural James R. Welty Professor of Mechanical Engineering. He has taught numerous honors courses, including engineering science, introductory fluid mechanics, experimental fluid dynamics in nature and heat transfer. In the classroom, he has been a leader in integrating multidisciplinary perspectives and experiential learning.

In Liburdy's experimental fluid dynamics in nature course, for example, students explore how nature adapts and thrives within its moving fluid environment and how both plants and animals respond to their changing environment. He has mentored seven honors students through their thesis research involving thermal-fluid sciences. His own research focuses on developing and understanding the use of flapping airfoils for energy production. His work is a combination of experimental and theoretical methods for developing models to predict power production based on biomimetic designs of wind turbines. He has served as chair of the Fluid Dynamics Division of the American Society of Mechanical Engineering.

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, see [honors.oregonstate.edu/faculty-awards](https://honors.oregonstate.edu/faculty-awards).



# FAMILIES

can have their own journeys  
in the

## HONORS COLLEGE.

Kathy Pinard did. When her son Zac entered the Honors College in the fall of 2015, she joined the Parent and Family Leadership Circle to be more connected to his experience. Four years later, she's a member of the Board of Regents — the Honors College leadership advisory board — and a parent of a soon-to-be honors alumnus.

Kathy had been a member of the honors program while a student at Oregon State. It had fewer students than today's Honors College and did not confer the Honors Baccalaureate degree, but it did have similar colloquia and thesis requirements.

"I was very excited for Zac to attend OSU and amazed at how the Honors College had grown," Kathy says. "I was so impressed by the Honors College that I wanted to know more about it and be involved in some way."

The Parent and Family Leadership Circle meets quarterly with Honors College and Oregon State leadership to provide feedback about their experience and network with other families. Members also contribute to differential tuition scholarships, ensuring that all qualified students can fully participate in the honors experience. "An extra bonus was having a good excuse to be on campus and visit Zac every term," Kathy says.

Kathy also hosted Honors College send-off events at her home in California for incoming students and their parents. "It was a great opportunity for them to meet each other and hear about both the Honors College and OSU," she says.

Now on the Board of Regents, Kathy is participating in more long-term strategic and financial discussions for the Honors College. She and her fellow board members also evaluated the top application essays, with the winner recognized at the annual new student induction ceremony in the fall. "It was a daunting task to choose the best one from such compelling essays," she says.

Like many parents, Kathy had a difficult time sending her student off to college. Knowing that Zac would have the Honors College to support him made the transition easier. Through her involvement, Kathy was able to see the dedication faculty and staff brought to their roles — helping students like Zac to grow and thrive in the college.

"Meeting some faculty members, I was impressed with their energy and how much they enjoyed working with Honors College students," Kathy says. "Staff members clearly care not just about the academics, but also the emotional well-being of the students. It is amazing how in touch they are when they have so many students to support."

Kathy has a simple piece of advice for families considering whether they should get involved: "Do it!"

"It was a great experience for me," she says. "I certainly felt more in touch with what was going on in the Honors College and was able to have more meaningful conversations with my son about his participation and experiences."

For more information about the Parent and Family Leadership Circle, visit [honors.oregonstate.edu/honors-college-parent-and-family-leadership-circle](https://honors.oregonstate.edu/honors-college-parent-and-family-leadership-circle).



*"What stands out to me is how they (Honors College staff) make such a personal connection with the students."*

*— Kathy Pinard*





## BREWING UP HER THESIS.

The idea struck microbiology major Sushumna Canakapalli '19 when she was home brewing ginger beer, a favorite pastime: this could be her honors thesis.

"My microbiology classes, studying genome sequencing and a course on the human microbiome were catalysts," she says. "I thought it could be a cool project."

Sushumna searched microbiology websites for faculty who could help her investigate the topic in a lab setting. She found her thesis mentor in Si Hong Park, an assistant professor in the Department of Food Science and Technology, who was already doing research on the microbiome of foods.

Unlike most beer and wine, ginger beer brews through spontaneous fermentation, drawing on microbes in the environment or in the materials used. This opens up a greater range of possibilities in its microbiome.

This was also one of the reasons why making the ginger beer itself became the most challenging part of her project. "It would never come out the same way," Sushumna says. "I was used to making it at home, and now I was making it in a lab setting. I had several hunches as to why it didn't come out as well in the lab, but no scientific reason."

Ultimately, the cause might have been a concurrent study on the microbiome of cheese. The two projects shared supplies in the lab, which likely affected the fermentation. This underscored for Sushumna the importance of careful planning and communicating around resource use in the lab.

Sushumna's thesis poster won the science category at the 2019 Honors College Thesis Fair. She's taken lessons learned to the University of California, Davis, where she began working on a master's degree in food science and technology this fall.

"I already knew I wanted to do something food science related, but the thesis helped me develop skills and know a little bit more before diving into a graduate program," she says. "Also, it let UC Davis know that I'd be able to do the work there."

Sushumna believes she's come a long way from her first-year biology lab. Then, when asked to write a research question and proposal, "I had no idea what to even ask," she recalls. "Now I have an idea of a project I want to do and have enough information to know what to do."

"I'm kind of glad I waited so long to start my thesis. I'm sure I could have found something earlier, but it wouldn't have been as much fun."



## COMMUNITY BUILDER:

Summer storytelling class helps students make connections.

The Honors College is known for a strong sense of community. But what happens over the summer, when some students stay on campus, some go back home, and others go somewhere else?

A new Ecampus colloquium course offered last summer allowed honors students to connect with each other and share deeply personal experiences — just as if they had been together in a classroom. The Art (and Science) of Storytelling was taught by Inara Scott, an associate professor in the College of Business.

In one activity, students were asked to use a self-image to tell a story. They distilled an important part of their life into a word or phrase, writing it either on themselves or on a piece of paper. The students then took photos of their writing and shared it with the class.

"By sharing a picture, students cross a barrier that can often exist in online classes, which is the barrier of sight,"

Scott says. "I think connecting visually is a really important part of building a community, and that's one of the reasons I love this activity."

The class used social media stories, videos and other creative elements, all designed to build cohesion among students who couldn't learn together face-to-face. Even though the class never met in person, the students were still able to learn a great deal about each other — and themselves. By telling stories, regardless of medium, students were able to learn effective presentation, what stories most impact their daily lives and how it feels when they share integral parts of their story with others.

"Like all students, honors students are surrounded by stories," Scott says. "Learning to tell their own stories can help them grow in life and help them connect to other students across a variety of backgrounds and cultures."







Ken and Paula Krane don't want Honors College students to miss out on an experiential learning opportunity just because they can't afford it. The Kranes established a scholarship that turns those opportunities into realities.

"College isn't all in the classroom," Paula says. "We want to help make their college experience better, to make something they can build on and look back on. Travel can make you a total person and give you a better understanding of the world."

The Kranes' scholarship is working exactly as intended. It allowed public health major Jenna Fitzgerald to complete a 10-week internship in South Africa at a youth care education center. She worked with at-risk adolescent boys from diverse backgrounds, developing a curriculum and teaching more than 20 lessons in emotional and mental health, sexual health, hygiene and physical activity. She was the first intern at the center, and the program she developed continues today.

"I was able to apply the skills I've learned in class," she says. "I was so impacted by the boys and the people there."

Interacting with people face-to-face provided invaluable context for Jenna's work in public health. Although the boys had previously received multiple



lessons on HIV, she learned through small group discussions how stigma or other cultural ideas impact the way healthy practices are adopted. Not only did the boys need more knowledge, they needed a framework to apply that knowledge, she says.

Similarly, after learning that some boys shared a bathroom with 60 other people, Jenna had to rethink a lesson in basic

hygiene focused on brushing teeth for a period of time that would be impractical, if not impossible, in that environment.

Paula says OSU gave them a place of belonging when they first came to Corvallis in 1974, and they've wanted to give back. Ken taught physics and chaired the Faculty Senate committee

that established the Honors College in 1994. In addition to the honors experiential learning scholarship, the Kranes have funded scholarships for orchestra, theater and physics at Oregon State. Setting up scholarships now allows them to meet the students they help support.

Jenna met the Kranes in person at a lunch they hold annually for awardees, and she sent them a postcard from South Africa. "I told them how much their generous donation helped and that I was able to learn a lot," she says. "It made it more worthwhile to know who was giving me funding and helped me stay focused and carry out my goals."

"That's the greatest part — getting to know the students," Ken says. "We've tried to encourage other faculty to set up scholarship funds. You can do it for a very modest sum; you don't have to do an endowment."

And as both Jenna and the Kranes have seen, even a modest investment can prove immensely rewarding.



# UP FOR THE CHALLENGE

Generous donors contribute \$31,000 to the Honors College on the first OSU Dam Proud Day.

Boosted by multiple challenge gifts, 139 donors contributed more than \$31,000 to the Honors College on the inaugural Dam Proud Day (April 30, 2019). Both numbers — total donors and dollars raised — ranked in the top ten for all Oregon State units participating in the 24-hour fundraising event.

“The day of giving was a tremendous, inspiring success for the Honors College and for our entire community of students, families, alumni, staff and friends,” says Honors College Dean Toni Doolen. “The funds raised will have a huge impact and testify to the passion and commitment of our community, especially given the relatively small size of our college compared to other academic units.”

Funds raised by the Honors College will primarily support Honors Experience Scholarships, which provide financial support for students participating in out-of-class opportunities such as research, global experiences, service learning and professional conference attendance.

Alumni, faculty and staff, family members and other supporters of the Honors College offered matching gifts or challenges to build on their own contributions:

» Honors alumni Adam Bean and Jaimee and Adam King matched each of the first 30 alumni gifts made with \$100 contributions, a \$3,000 total match.



- » Alumnus John Hurd made a \$3,000 gift after 10 current students contributed.
- » Honors College parents Tom and Angie Beer, Chuck and Nancy Huston, Kathy Pinard, Susan Lair and Douglas Trobough, Joachim Strenk, and Maryam Zare and Baiju Patel provided a \$320 match of every gift from student family members up to \$4,800.
- » The Cynipid Fund contributed \$100 for each of the first 10 contributions from Oregon State faculty and staff, a \$1,000 total match.

» Current and past deans of the Honors College contributed \$3,000 to challenge the full Honors College community to make 65 total gifts — a number reached by mid-afternoon and ultimately doubled.

“I am just overwhelmed by the support of our challenge donors, by the work of our current students and staff members and by our entire honors community,” Doolen says. “These gifts are providing an absolutely essential resource for our students, one that allows them to engage in truly transformative learning experiences. We made a real difference, and I am so thankful to everyone who contributed.”

The next Dam Proud Day will be on April 30, 2020.

## With Gratitude

# HONOR ROLL

The Honors College and its students are grateful for the support of alumni and friends. Gifts create scholarships that allow all students to participate fully in our unique, transformative opportunities and ensure that Honors College programming remains innovative and responsive to changing student and community needs.

This list includes all donors to the Honors College in the past five years. Thank you! You have made a difference.

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# GET INVOLVED

The Honors College offers many opportunities for alumni and community members to connect with our outstanding students and programs. Our Dean and Friends series of lunches brings guests to campus to discuss their stories with small groups of students. Through the Honors Internship Program, we can facilitate placing uniquely skilled and committed undergraduates in work opportunities. And even small contributions to Honors College scholarship funds can make a meaningful impact on students' lives. To learn more about getting involved, contact [honors.college@oregonstate.edu](mailto:honors.college@oregonstate.edu) or visit us online at [honors.oregonstate.edu](http://honors.oregonstate.edu).





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