

Why Honors?

The watchword in Honors is excellence. The University Honors College (UHC) is a beacon drawing top-quality students to OSU. Once enrolled, Honors is designed to be a transformational experience, a transformative investment that leverages intellectual capital in the most positive of terms. Students join dedicated faculty in a journey of participative learning and discovery. Drawing on the strengths of a major research university, Honors provides motivated students with access to extraordinary programs within a close-knit community that hones the best of the best. That is our story in a nutshell and we continue to work to enhance the attractiveness of Honors as an exemplary educational option for undergraduate students. Certainly students themselves recognize that Honors provides a value-added educational experience as they apply in droves.

The question remains, why Honors? Why should various constituencies care? First and foremost, the quality of students gracing OSU with their presence exerts a positive influence well beyond the bounds of the UHC. When Honors students boast academic credentials that merit admission to the nation's most prestigious colleges and universities, what is the inducement to come to Oregon State? Within the context of resource decisions, how and why does an administrator prioritize Honors in comparison with many worthy petitioners? And viewed externally, given that not all students will participate directly in Honors, what is the rationale for public support in an era when tuition costs threaten equitable access to higher education? It is prudent to examine why talented students seek UHC admission at a rate far beyond capacity and to ask what benefits accrue to increased investments in the UHC for OSU and for Oregon.

An indivisible premise of the social contract is that through cooperation, disparate skills and resources

within a community can be focused to buttress the greater good. A corollary imperative to nurture the development of individual persons is immediate and establishes the rationale for public investment in education. Society reaps dividends from its institutions of higher learning when the goals and accomplishments of learners, mentors, and discoverers are juxtaposed and intermingled. A continuum of activities encompassing discovery and dissemination of knowledge produces an engine for the creation of well-being, prosperity, and intellectual vigor.

High-achieving students choose Honors because it ensures a small college experience coupled with the advantages of a major university. Among the benefits: classes are small; taught by faculty whose professional reputations are international in scope; learning is predicated on a participatory model; and the process has priority over the product. That is, the experience of learning and continuing to learn is kept front and center. Merely mastering the material is never sufficient; application and conceptualizations are vital as well.

Community influences in Honors are equally important and central to the experiences of students and faculty. The achievements of peers encourage accomplishment and the overall level of awareness leads all students to concern themselves with an expanding range of issues.

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Honors draws top students to OSU and then enriches their academic experience by facilitating contact with like-minded mentors and peers. In return, the impact of the UHC community is distributed campus-wide. Honors students are known for their community service and campus involvement. They are sought after by campus employers who value responsibility and competence. Honors students are fully integrated into broader student life, including in classrooms where they take a majority of their coursework outside the UHC. Honors students represent virtually all majors, cutting across and enlivening academic life in outstanding programs across OSU.

"I am surrounded by people who are incredibly bright and shockingly grounded, people who take their education seriously but aren't too stiff for a game of volleyball or a squirt-gun fight, people who hear about events and ask how they can get involved."

—Kalan Guiley, (2004) HBS, Mechanical Engineering/Philosophy/Pre-Med

Investments in Honors appreciate in value. The UHC draws students to OSU who would otherwise go to other top-flight universities. In fact the campus has recognized that Honors offers leverage in student recruitment that measurably affects the overall quality of the OSU student body. In a straw poll of entering freshmen during the fall of 2002, more than half of incoming students indicated that the presence of the UHC was a determining factor in their decision to enroll at Oregon State. Hypothetical removal of that portion of the entering UHC class (amounting to less than 2% of all incoming students) would have resulted in measurable differences in the profile of the first-year class—in terms of average high-school GPA and percentage of students who graduated in the top 10% of their high-school class. Perhaps even more important is the fact that resources directed to Honors have palpable returns. Students who enter the UHC receive

OSU degrees at a rate that matches and exceeds that of small selective colleges and which far exceeds that of the general OSU student population.¹

The community of UHC alumni is growing and stands to become a powerful source for recruiting new students and supporters to the UHC and OSU. These young alumni will join those of the former Honors program (program closed in the wake of Ballot Measure 5) and other graduates of distinction who become productive citizens in Oregon and around the world.

The University Honors College is also a model for academic unity. All too frequently the perception is that teaching, learning, and research are consigned to separate silos. In Honors a different model is yielding laudable results and the seminal acts of discovery and dissemination occur simultaneously as undergraduate thesis projects share center stage with instructional innovation by senior faculty.

As OSU moves forward with its *Strategic Plan for the 21st Century*, arts & sciences; earth systems & natural resources; technology & commerce; life sciences & public health have been designated as priorities. The probity and skill of Honors students will extend the reach of each as every Honors student holds dual citizenship and every faculty member who teaches in Honors has another academic home-base and each will carry innovations formulated in Honors into their other instruction, thereby benefiting students not directly enrolled in the UHC. The presence of Honors affects every angle of academic life, and extends well beyond the green expanse of the OSU campus.

In a recent issue of *Black Issues in Higher Education* (Feb. 26, 2004) Honors colleges were identified as "the hottest institutional growth centers on the postsecondary landscape." Honors is not just for a privileged few but for a more diverse mix of students than might at first meet the eye.

Honors delivers on its promise. ■

¹ 80% of undergraduates entering Honors receive an OSU degree within six years. This compares with a rate of 60.4% for all OSU undergraduates.

Why Honors?

Make A Difference

Honors has many special friends and alumni who give freely of their time and resources to help make the UHC a success. Amongst this group is a woman who has made OSU a special part of her life since coming to Corvallis in 1951 to attend college. Just recently she stepped forward to create an endowed scholarship for UHC undergraduates. Her name is Margaret Walton.

Margaret grew up in Rainier, Oregon and jokingly says, "Corvallis is the largest town that I have ever lived in." She graduated in 1955 from the College of Business. While at OSU she met her husband Jim. Margaret comments, "Jim was my business law professor until we started dating,

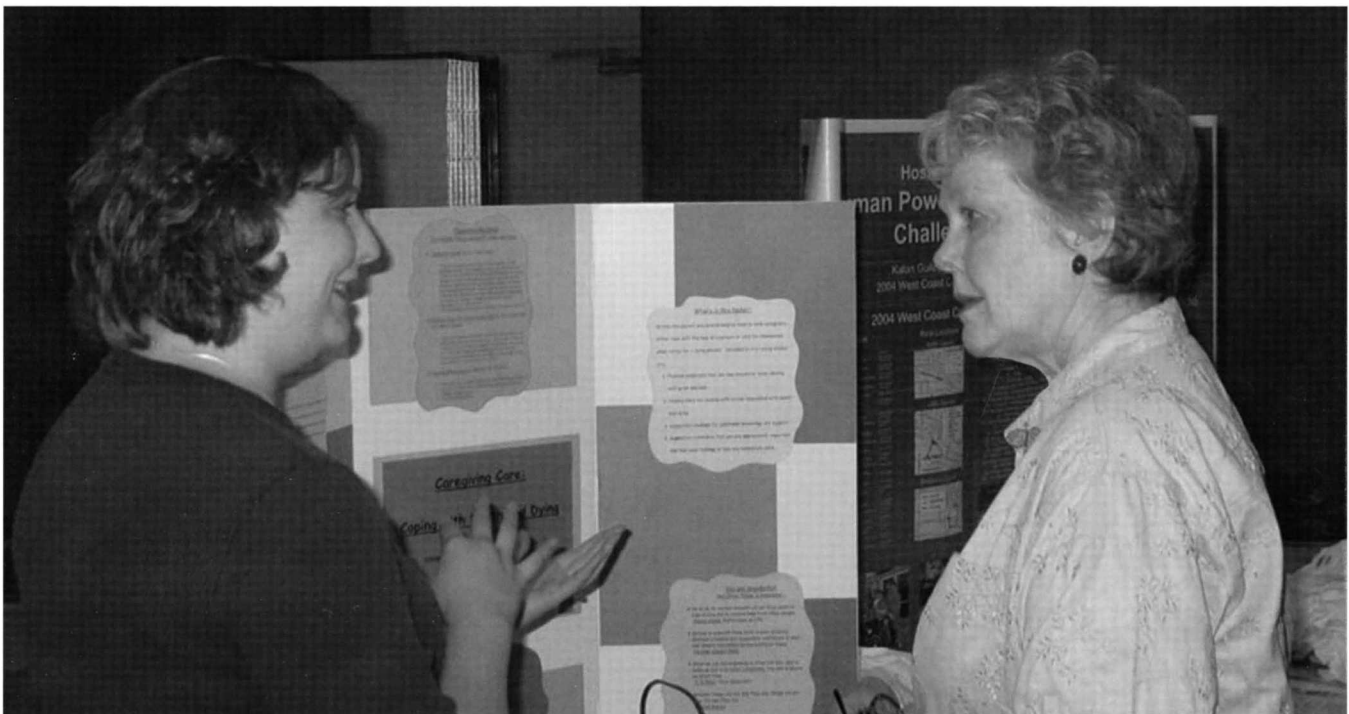
then I switched to another section for obvious reasons."

Margaret is eloquent about Honors, "I look upon the UHC as the 'flagship program' at OSU, the 'best of the best.' The energy, enthusiasm, curiosity, imagination of the students is compelling."

From the likes of Margaret Walton this is high praise indeed. Margaret was the first women president of the Oregon State University Alumni Association and is a past member of the Oregon State University Foundation Board of Trustees so she knows accomplishment when she sees it. As a volunteer member of the Honors Board of Regents, Margaret assists the UHC in its

long-range planning to ensure that the experience Honors provides its students is top-quality. "I feel the UHC offers a unique opportunity to gifted students in many ways. They have the advantage of a small college with its comfort zone, special help and attention, while, at the same time, they are afforded the advantages of a large university and its expansive opportunities. Continuing my involvement as a volunteer on OSU boards and committees keeps me in touch with the exciting things going on as the University grows. Being a member of the UHC Board of Regents is both stimulating and

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Jennie Mieger (2004) HBS, Exercise and Sport Science, discusses her Honors thesis with Margaret Walton, at the annual thesis poster fair.

Make A Difference..., con't from page 3

very rewarding. It is a distinct honor for me to be part of that group!"

In the spring of 2004, Margaret decided to create an endowed scholarship for Honors students; she had thought about it long and hard and decided this was the time to do something further to give to others. "In doing some updating of estate planning, I knew I wanted to make a gift to the UHC. Making the gift now gives me great pleasure, and I hope that my gift in some way might be the impetus that will encourage a high school graduate to apply to the Honors College when he or she may not have been able to without some financial assistance."

The Margaret Lance Walton

Endowed Scholarship will provide scholarships for Oregon high school seniors, admitted to the UHC, who hail from high schools with graduating classes of 100 or fewer students. Margaret was pleased that the UHC was able to be so flexible with how she wanted her gift to make a difference. "I graduated from a small high school in Oregon, and making the move to OSU was a big and somewhat intimidating experience. For someone in a similar circumstance, knowing that there is some aid available and that he or she really is *wanted* at OSU just may make a difference. Once here, I am confident they will stay!"

When asked if Margaret,

who has several grandchildren of her own, would recommend the UHC to her grandkids or to her own friends she beamed and replied, "ABSOLUTELY!" Have no doubt, Margaret Walton's scholarship will make a dramatic difference to those students who receive the help she has so graciously provided.

To answer any questions you might have about this scholarship, or to visit with the Honors College Development Officer about how you, too, can make a difference in the UHC with a gift of your own, please do not hesitate to contact Aaron Escobar at (541) 737-9330. ■

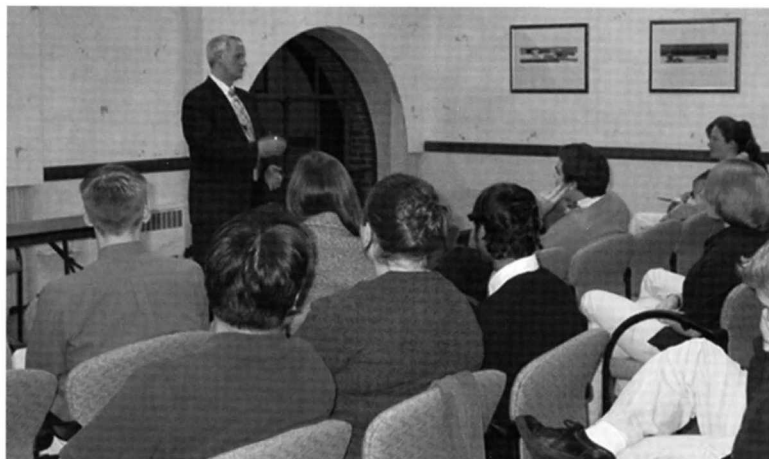
Words From the Past...

We conclude our review of OSU's Honors Program (1965-1991)

It is satisfying to see the vigor of the University Honors College today. My involvement began in the late 1950's with the College of Science Honors Program, heading up that program from 1963-1965. We had about 260 students and 50 faculty involved. During that time, we joined with the College of Liberal Arts to offer a combined program. In 1966, I was asked to establish the University Honors Program and expand honors work campus-wide. The Honors Program consisted of two years of honors colloquia, honors sections in some courses, and the development of a senior honors thesis under the guidance of a faculty member. Successful completion of these requirements resulted in graduation with Honors. Many students continued on to graduate schools around the country and entered a variety of careers. For example, Dr. Roy Van Dreisch, became Professor of Entomology at the University of Massachusetts and another, Dr. Karl Drlica, became a well-known doctor and researcher at the Public Health Institute of New York City, and an Alumni Fellows award winner from Oregon State University.

Our departments nurtured these honors students with great skill. The real tribute goes to our dedicated faculty who served as tutors and teachers for years, receiving no additional compensation except their own satisfaction. Two examples: Professor Wilbert Gamble, Department of Biochemistry and Biophysics, now retired, was a tutor from 1962-1976, and Professor James A. Krueger, Department of Chemistry, also retired, was a tutor and taught honors chemistry for years – and still does! People make the program – faculty and students alike – and they always will. ■

John D. Lattin, Honors Program Director
1966-1967



Left: OSU President Ed Ray talks with students at annual UHC Presidential Forum



Above: Ram Ravichandran staffs the UHC Soup Kitchen to help raise money for Linn-Benton Food Share

Right: OSU Alum and astronaut Don Pettit and Heather McCaig (2004) HBS, Chemical Engineering, pose for a photo on Halloween.



Right: Kalan Guiley (2004) HBS, Mechanical Engineering /Philosophy/ Pre-Med (left) and Douglas Van Bossuyt on the grill at the Fall Welcome Back BBQ.



Right: Students perform at annual UHC Talent Show during Mom's Weekend. (Left to right: Andy Klein, Tom Wall, Ben Hershberg).



Above: Prominent women speak at the annual UHC Women's Symposium. (Left to right: Susan Frey, Judge Janet Holcomb, Jane Lubchenco, Janet Lee).

Year of Events

To Give is to Receive

Since the 1950s, college campuses have served as hotbeds of student activism. Students were integral players in some of the major movements that altered the landscape of post World War II America; youth activism and volunteerism helped fuel the Civil Rights movement, the women's movement, the antiwar movement, and, later on, the anti-Apartheid movement and the anti-sweatshop labor movement. In the past decade, however, it seems as if we are constantly bombarded with messages about the prevailing culture of student apathy and civic disengagement on college campuses across America. A widely reported study found that first-year college students' commitment to political causes was at its lowest in the survey's 32-year history. In contrast to the pictures of former days of heady student engagement, current students are often portrayed as plugging into MP3 players more than the communities around them.

We are happy to report, however, that for students in the University Honors College, this is not the case. Numerous students in Honors find ways to donate their time and energy to a wide array of causes, be it through UHC sponsored activities, such as the annual soup kitchen fund raiser, or through other campus-related organizations. Students are very involved in community affairs, but in ways that are sometimes quite different from previous generations. Profiles of three students – Grant Cyrus, Aaron Hougham, and Britt Conroy – make the point. Each has devoted substantial amounts of their time and effort to

improving the quality of lives of those around them. Each student has pursued a different route to citizen involvement, yet many of the lessons learned from their experiences are universal. Their experiences underscore that volunteerism, whether local, national, or global, can be a life changing encounter, not only for the person receiving the assistance, but for the person giving it.

Grant Cyrus, a 2004 graduate who majored in Business Administration, could not remember a time when he was not raising money or volunteering for a cause. For Cyrus, having grown up in Sisters, helping others was a way of life in a community steeped in a small town ethic of caring for neighbors near and far in times of crisis or strife. As a child and then as a young adult, he was active in organizations such as 4H, Key Club, and student government. He still remembers the thrill of helping raise money for the local fire department in order to buy a defibrillator. When he arrived at OSU, he soon buried himself in projects that impacted the Corvallis community. He joined the local Circle K club, pouring his energies into revitalizing the activities of the



Britt Conroy (2004) HBA, Political Science and Spanish, with his French and Wolof language professor, Bouboucar Kane.

group, and working with other organizations to provide critical assistance on a wide array of issues. Under his leadership, Circle K organized a canned food drive, collecting 46,000 cans of food in just two

weekends. The group also worked with Kiwanis to clean up Oregon beaches, and have partnered with Habitat for Humanity to build houses. They have teamed with Sight Savers International to raise money to cure blindness in the developing world. They have also

worked with local schools in the Start Making a Reader Today reading program, and have organized an annual Easter Egg Hunt for disabled children. Whether it is through his work with Circle K, or his role in philanthropy in his Fraternity, or through his other myriad service obligations, Grant estimated that he logs over 200 hours of community service a year.

Aaron Hougham, a senior Pre-Med major, took a slightly different route to activism. After starting off as a freshman at Oregon State University, Aaron made

the decision to take an extended break from his studies to volunteer for AmeriCorps, a year-long community service program modeled on the Peace Corps. As he explained it, there wasn't a single moment of epiphany that prompted his decision to spend two years of his life volunteering for AmeriCorps. However, if he had to pinpoint a moment, it would be a philosophy class during his freshman year. As he recounts, "I was bothered by so many people talking about problems and social change, then walking out of the classroom and resuming ignoring the problems because they had the privilege to do so. What probably frustrated me the most was that I knew I was just as guilty as the next person with talking about ideals but failing to live up to them. I decided to pursue AmeriCorps because I wanted to see if I was really up for living service. Not just talking about it, not just doing it when it was convenient on the weekends, but truly living service every single day." As a volunteer, he moved from community to community, filling in where needed, and picking up and moving at a moment's notice. During his year of service, he worked for organizations such as the United Methodist Relief Center in rural South Carolina, the American Red Cross in New York City, a state park in Nashville, Tennessee, and Habitat for Humanity in Henderson, Kentucky. These varied stints involved anything from building houses, to working with Alzheimer's patients, to establishing a food bank, to providing disaster relief to New Yorkers in the wake of 9/11.

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Community Service

For Britt Conroy, a 2004 graduate who majored in Political Science and Spanish with a minor in History, service entailed an international component. In addition to a long list of volunteer activities in Corvallis, including working at local soup kitchens, serving on a local church's hunger committee, and working with the local chapter of the Circle K club, Britt is currently interning with a human rights organization in Senegal, called the African Meeting for the Defense of Human Rights (known in French as RADDHO). During his time with RADDHO, Britt has been assigned to observe elections in neighboring Guinea-Bissau with the United Nations. In addition, he is helping lead the organization's campaign to halt the illicit flow of light arms in West Africa. As Britt explains, "there are roughly eight million light arms in the region, and, when combined with poor economic conditions, mercenaries, refugee flows, valuable natural resources, ethnic tensions and power-hungry leaders, these weapons have contributed to generally insecure societies, an increase in domestic abuse and civil conflicts, such as those recently seen in Liberia, Sierra Leone and Côte d'Ivoire." All of this work is part of his larger goal of combating human rights abuses in West Africa.

Each student's activism demonstrates the changing face of student voluntarism in a rapidly

globalizing world. The local is global and the global is local. Grant's commitment to activism in Corvallis to raise money for Sight Savers International raised enough money to cure over 1800 individuals of blindness in the developing world. Britt's fluency in Spanish allowed him to translate at area medical and dental clinics.

Aaron's work in rural South Carolina, where many families lived without access to running water, or even living quarters with four walls, demonstrated that pockets of the population in America live in conditions we often associate with the developing world.

Despite each student's varied experiences with engaged citizenship, all agree that their work was transforming, not only for the person receiving the help, but for themselves as givers. For Grant, he felt that he had been given so many opportunities in life to excel, and that it was now his turn to give back. As he explained, "I've had a lot of blessings in my life and feel lucky.... There's a need out there and needs to be taken care of." Reflecting on his hours of service, he said, "It makes me feel good, making a difference for others." Similarly, Aaron felt that, "AmeriCorps was just a small way I could do something for other people, especially for people without all the breaks I had. In a way, it was the least I could do. And when I started AmeriCorps and my blinders were removed by being in communities with so much need, it became somewhat of an addiction." For Britt,

volunteering seemed a natural thing, for he works on issues he feels passionate about and simply finds difficult to ignore. Ultimately, "I simply enjoy contributing a tad to worthwhile causes, and doing so with the dynamic individuals that are always present at community service events." Because of all of the positive reverberations he received from his work, he argued, "I am always the primary beneficiary of my volunteer experiences." In addition to all the personal satisfaction they receive from their work, OSU values their contribution; all three have won prestigious awards at OSU for their abilities to combine outstanding scholarship with a commitment to community service.

What lies in store for these three? Is volunteerism a moment of gilded idealism before they head off into the "real world?" Not at all. For Grant, the ability to continue his volunteer work is an integral part of his future career in business. For Aaron, AmeriCorps solidified his commitment to pursue a career in nonprofit medicine to improve the lives of the poor. And Britt is aiming for a career that keeps him active in improving the quality of people's lives in the developing world. In a time when stories of student indifference revealed an all-time high, these Honors students have made a commitment to devoting their time and energy to giving back to the world. ■

Community Service

One of the most rewarding parts about teaching Honors colloquia is creating a space in which students engage in dynamic and in-depth conversations. Students discover that the tools for analysis, research, and expression they have learned and employed in other disciplines (as diverse as biology,

Out of the Question: Laughter, Music, and Pictures as Homework

history, and engineering) are relevant when examining machinations behind subjects like music, humor, and images. As is always the case, the most valuable way of fostering inquiry is to ask and elicit questions.

An example of the type of colloquia that tackles an unconventional topic is "Killing the Frog: Analyzing Humor." The title is from E.B. White, "Humor can be dissected, as a frog can, but the thing dies in the process." Students were asked to bring in their own "frogs" to dissect and discuss. They explored different genres of humor (political, religious, literary, sketch, bon mots, even computer jokes), and discussed distinctions among various classifications (wit versus unintentional humor, satire and parody, different types of irony). Students examined everything from brief examples, such as the witty retort (Lady Astor: "Winston, if I were your wife I'd put poison in your coffee." Winston: "Nancy, if I were your husband I'd drink it!"), to scenes from films and essays.

Can a joke have a latent purpose beyond pure entertainment, a lesson behind the laugh or punchline? In his essay, "A Modest

Proposal," is Swift merely being ironic for the sake of shock or is there a deeper purpose? How much cultural context must someone have to understand something like: "A Zen monk walks up to a hotdog vendor and says, 'Make me one with everything'." Are all jokes necessarily meant to be "funny"? How do we begin to explain

psychological mechanisms behind the prevalent comedic phenomenon of *schadenfreude*, laughing at someone else's misfortune?

In another colloquium, "Taking Notes: Writing about Music," students were asked to define and describe music. If, as one composer said, "Writing about music is like dancing about architecture," where to begin? How does one explain our responses to a seemingly abstract medium through such a presumably precise vehicle as language? Moreover, how does one establish a working definition of music that will satisfy both artist and engineer? We start by listening, not only to music but to what others have said about it. Students were asked to bring and present examples of music and writing about music; what followed was a lively discussion about everything from individual responses about genres to the various uses of music (sound tracks, commercials, anthems).

Students also explored some theory and history in an attempt to discern what other generations and cultures thought of music. For example, what were the theological implications of music in the Middle Ages? (The medieval church considered certain intervals to be "evil.") How do we begin to explain how certain notes sound dissonant in some contexts yet perfectly acceptable in others? Why do some people find

certain types of music repellent while others find it compelling? Should a bird mating call be described as music? How about a piano sonata composed by an artificial intelligence program?

In "Writing about Images," students explored images in a variety of contexts and definitions. They began with definitions and theory, discussing everything from choices involved in framing a shot to the field of semiotics.

Some of the questions that arose led students into different areas of theory and application. For example, what is the distinction between a sign and a symbol? The class discussed photographs, paintings, logos, and more. Students' topics included graffiti (various purposes, legal definitions, and the question do images and writing on a wall that is designated for graffiti still constitute the designation of "graffiti"?), commercial cartoon personalities that have managed to work their way into our cultural consciousness (Jolly Green Giant, Trix Rabbit, Ronald McDonald), and an explanation of the history and meaning behind coats-of-arms.

The questions that come out of UHC colloquia are intended to remain rhetorical in nature, and many are answered differently by different students. Students do not always walk away from a colloquium with answers. Having discussed and written about these topics, however, they often leave with a hunger for more questions and an appreciation for the process itself.

Whether students walk away from these or other colloquia with answers may not be as important as having critical skills and even more questions. The goal is to hone a process, not to obtain closure. ■

What is on your bookshelf?

Murty Kanury, UHC Faculty, Mechanical Engineering

Aristotle and the Philosophy of Friendship, L.S. Pangle
Adventures of the Mind: Essays from Saturday Evening Post, R. Thruelsen & J. Kobler
Always, Rachel (Letters of Rachel Carlson and Dorothy Freeman), M. Freeman
Collected Poems, W. B. Yeats
The Pilgrimage, Paulo Coehlo
The Alchemist, Paulo Coehlo

Karina Hershberg, Senior, Electrical & Electronics Engineering

Down Under, Bill Bryson
The Rainbow Serpent, Charles E. Hulley

Brian McFarlane, Senior, Electrical & Electronics Engineering

Atlas Shrugged, Ayn Rand
Brave New World, Aldous Huxley
1984, George Orwell
The Stranger, Albert Camus
Narcissus and Goldmund, Herman Hesse

Crystal Ives, Senior, Biochem. & Biophysics

Seven Years in Tibet, Heinrich Harrier
The Count of Monte Cristo, Alexandre Dumas

Jane Clark, Senior, Political Sci.

Bel Canto, Ann Patchett
Nickel and Dimed, Barbara Ehrenreich
Ordinary Resurrections, Jonathan Kozol
East of Eden, John Steinbeck
Breakfast at Tiffany's, Truman Capote

Sarah Henderson, UHC Visiting Faculty, Political Sci.

Empress Orchid: A Novel, Anchee Min
Guns, Germs and Steel, Jared Diamond

Kenny Barrese, Junior, Math, Math Sciences

The Mystery of the Aleph, Amir D. Aczel

University Honors College — 2003-2004

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Honors Roll: Donors of Distinction May 2003 - April 2004

How high can you dream? A familiar rhetorical question to Honors students, and one applicable to the entire OSU community. Ensuring student success is our reason for being. With the help of the generous people and organizations who have made so many meaningful contributions to the Honors development effort in the past year we continue to do even better.

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Renaissance Man

If Shelley's line "By their works you shall know them" is apt, then more people know Bob Baddeley than have ever met him. Baddeley is the Data Administrator for the UHC and a graduating senior. He is responsible for the UHC website and the databases and is always ready when digital technology might be helpful. Actually, if it involves UHC technology, Baddeley was involved. Baddeley is a real renaissance man. In addition to knowing all that is worth knowing about computers, he is a member of numerous honor societies, a *Simpsons* connoisseur, and an accomplished club and ballroom dancer.

Baddeley came to OSU from Great Falls, Montana. As a high school senior, he was visiting family in Corvallis, and soon found himself on campus. He liked what he saw and, when it was time for college, OSU was one of the universities on his list. OSU provided Baddeley with a nice offer, and the UHC sealed the deal. He spent his first year in the McNary Residence Hall (the Honors hall), allowing him to meet new friends, and to get to know his classmates well; he also served on the McNary Hall Council. He liked it so much he came back a second year and was elected McNary Hall President, devoting hundreds of hours to making McNary a better place to live.

Baddeley's first experience working for Honors was as layout editor of *The Chronicle*, a three-year labor of love. While working on *The Chronicle*, Baddeley volunteered his web knowledge to the UHC staff and was soon hired. Baddeley updated the content of the previous website, reformatted it, made it compatible with all current browsers and started adding to it. The UHC's current web page is over 200 screens of text, graphs, pictures, and links. Surfers can look up course schedules, see photos of UHC activities, learn the history of the UHC and the people involved in its success. Baddeley's latest addition was to reformat the underlying code of the site to make it more accessible to viewers with disabilities, and to add a search function that makes it possible to find any information simply.

While the website is Baddeley's most visible contribution to the UHC, there is more to Bob's repertoire. He also developed and maintains a database that tracks information on applicants, current and former students, and our development activities. Having this information and "the ability to manage it" helps day-to-day operations of the UHC run smoothly. Bob is a wizard at computer hardware and software, but he also has a creative streak. Baddeley designs the posters used to promote our many seminars and events. He takes the basic information and makes it visually appealing by using color, creative layout, and photos. Of course when a computer or printer gets cranky, we swear by Baddeley.

This is Baddeley's last year at OSU, and we are going to miss him. This summer he will be working at Pacific Northwest National Labs in Richland, WA where he will focus on new computer user interfaces and input methods. When asked what he liked best about the UHC Bob said, "The sense of community, the great activities, and of course the staff." While Bob will leave us, his legacy will live-on through the UHC website, databases, and other tools he has crafted for us to use for years to come. ■



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