Honors Enrichment Scholarships Transform McBride
Changing Lives through Experiential Learning

By Kenneth Osgood, Director

On a bright July afternoon, McBride sophomore Bradley Wilson climbed to the top of Lion’s Head, a glorious plateau overlooking the city of Cape Town. Stretching his arms to embrace the setting sun, Bradley’s sense of awe was captured by his roommate from Singapore who snapped the beautiful image featured above.

Bradley may have climbed the mountain with a friend, but he journeyed to South Africa alone. With just a little help from the McBride Program, he identified an internship opportunity, applied for it, made all his own travel arrangements, and moved to Cape Town for the summer. There he worked for Africa Unite, a non-profit human rights organization that supports mediation and education in a country still reeling from the effects of apartheid.

Bradley’s experience represents the promising new future of McBride. The program recently established an ambitious system of Honors Enrichment Scholarships available to all students who are accepted into the program. Scholarships can be used to defer travel expenses or direct costs for exceptional learning opportunities outside the typical CSM curriculum.

To receive funding, students need to go through a rigorous three-part process. First, they must research and identify a suitable opportunity. It can include study, research, service, or internships in the United States or abroad. Second, they must prepare a detailed proposal that explains the educational value of the opportunity, the work that will be completed, and other logistical details, including a justifiable budget. Third, upon completion of the program, they have to submit an analytical paper or research report related to the experience.

The new system of Honors scholarships represents a big change for McBride. Previously, the program focused most of its energy and resources on two formalized trips to Washington or a foreign country, which are being phased out. The program’s new system provides more opportunities for experiential learning — or learning by doing, a hallmark of Honors education. It offers more flexible study abroad options, thereby encouraging more Honors students to study, work, or volunteer overseas. It also supports similar opportunities within the United States. Most importantly, perhaps, the Honors Enrichment Scholarship program helps students develop valuable leadership and research skills by challenging them to identify, propose, defend, and complete a tailor-made program of study that meets their own educational objectives.

With funding that comes entirely from endowments and donations, McBride’s supporters are helping students like Bradley climb new heights and explore their world. Read on inside to see how!
Leading From the Front
Going Home in the Dark

By Matt Lengerich, ’00

In the spring of 2006 my wife and I travelled to Washington D.C. to visit the Pentagon with my uncle, a two-star admiral. The opportunity to walk through the Pentagon with a flag officer is rare — and we took full advantage, getting to see part of the nation’s defense machine that is normally hidden behind closed doors. But that is not the only reason the day was remarkable.

As we walked the corridors, the admiral approached a sailor and asked how he liked the new uniform he was wearing. Did he like the color? How did it feel? Did it make him proud to be a seaman? “Thanks for your service,” my uncle said as we started again down the hall. Moments later, we approached a private entrance to the Pentagon. There the admiral introduced us to “Joe,” the security guard he passed daily. Soon we stopped for a break at the ground zero café, where we witnessed a sidebar conversation with two civilian contractors — a conversation I later learned was a key discussion in upcoming military base closures.

At the end of the day, I reflected on what I had seen. These images really stuck with me. Why? Because they are fantastic examples of real leadership at work. There are some great lessons in them. A leader never has a moment off, not even when visiting with family. A leader capitalizes on every opportunity to learn, to listen, and to glean information. A leader acts on the understanding that every person in an organization matters — even those that open the front doors. And a leader realizes where the real work is done — not in the boardroom, but in the hallways.

Yes, there are formal elements of leadership that involve giving speeches, making decisions, and presiding over meetings. But the real work is done right from the front. Leadership means being present in the moment, utilizing every opportunity to engage those doing the most important work in the business. It means constantly demonstrating that people are “worth your while”.

Like many of you will, my uncle began his career as an engineer — with a degree from another Colorado university just north of here. And yet today he works as a leader in the nation’s defense industry. This is a great example of the power of an engineering education when backed with leadership skills like communication, writing, debate, and listening.

“A leader acts on the understanding that every person in an organization matters—even those that open the front doors. And a leader realizes where the real work is done — not in the boardroom, but in the hallways.”

My own career has followed this path as well. I began as a mining engineer working in a small, surface coal mine in northwestern Colorado. I then worked in a bauxite mine in Australia. Now I lead the operations team at the Bingham Canyon Mine outside of Salt Lake City. My work today is less technical than it has ever been, and I rely heavily on the leadership skills developed through my days in the McBride Honors Program and in my career.

Over the next several years, as generations of engineers retire out of senior roles in the resource industry, we face a skills shortage in the mining industry. As the world economy grows at a slow pace, developing nations like China and India are consuming vast quantities of natural resources. Copper, iron ore, aluminum, and clean energy will be required to take an estimated 1.5 billion people and move them above the poverty line.

As companies like Rio Tinto, BHP, Vale, and Anglo American position themselves to bring sustainable natural resources to market, the demand for technical talent across the globe is being stretched. Yet today’s mining companies are demanding more than just technical experts in mining, civil, mechanical, geological, or electrical engineering. Today’s mining companies are looking for engineers with leadership skills.

As a mining engineer for the last twelve years, I have spent a fair amount of time building, reviewing, and now approving mine plans. But I have also been involved in government negotiations over environmental permits, community relations programs aimed at improving indigenous health, and key safety programs designed to move the culture within our organizations. Often we are given these opportunities because an engineering degree tells our employers “if you teach me I will learn” — a lesson I learned from my father.

But we are successful because we are leaders with skills stretching far beyond our technical backgrounds. We have developed these skills over a long period of time — beginning here at school and continuing throughout our careers. This development provides us a broader worldview, appreciating diversity in our workplace, learning multiple techniques for communication, and understanding the balance of sustainable development.
All of this has caused me to realize that, as an alumnus of the McBride Honors program, courses like cultural anthropology, international political economy, and leadership were as important to my career as surface mine design and mine valuation.

So, as you continue your education here at CSM I leave you with the following thoughts:

First, be passionate about your career. A quick scroll through the alumni magazine will show you that an engineering degree opens up doors into any number of opportunities, from medical doctors to hedge fund managers. Whatever you do, be passionate. I chose mining because of my high school physics teacher who insisted that the only true economic engines were mining, manufacturing, and farming. “Pushing paper is no way to succeed,” he said.

Second, practice the basics. Whether you wish to be a technical expert or generalist, a mid-level manager or CEO, practice the basic arts of leadership. Leadership is not glamorous; it’s routine and mundane, but always effective. It can be as simple as smiling at a stranger in a hallway and as complex as negotiating new labor agreements. Whatever the case, lead from the front. Put yourself out there, and take a risk.

Third, never stop learning. Commencement day at CSM is just the beginning of your learning journey. Read a lot. Surround yourself with people smarter than you. Practice humility. Remember that you must continue to learn to be successful.

Much of my success I owe to those who have mentored me, given me examples of what it means to be a leader, coaching me in new directions, supporting me in failures, and celebrating with me in success. As I reflect back on the many lessons about leadership I have learned, I am reminded of a simple quote that I heard when I first started my career: “Leaders go home in the dark.”

Being a leader isn’t for everyone. It takes a level of commitment far beyond what most are willing to give. But the reward is a successful and fulfilling career with the power to bring something of value to the world.

Recently the admiral shared with me a quote on what it takes to be excellent. Written by the Space and Naval Warfare “2000 study group,” it states simply what I wish to have achieved at the end of my career:

Care more than others think is wise.
Risk more than others think is safe.
Dream more than others think is practical.
Expect more than others think is possible.
Work harder than others think is reasonable.

What will you do as a leader?
The “Fracking” Debate
Studying Public Policy the Hard Way

by David Chiavetta, ’13

Few words in Longmont spark more conflict than “fracking,” the city’s Times-Call reported in early October. The newspaper was not exaggerating, as we learned last spring when McBride public policy students attended an explosive meeting of the Longmont city council. Impassioned residents expressed their concerns about the possible effects of hydraulic fracturing and natural gas drilling in their community. Soon thereafter, activists had gathered enough signatures to put a city-wide “fracking ban” on the November ballot.

We went to Longmont not as advocates, but as observers. We were studying the U.S. public policy process at the local, state, and national levels. We examined the contentious conversation over unconventional oil and gas drilling to learn more about the dynamic interaction of economic forces, grassroots movements, and government structures that affect the policy process.

The U.S. natural gas boom is fueled in part by the ability to hydraulically fracture unconventional reservoirs, promising an abundant, domestic, clean, and inexpensive domestic energy source. The economic benefits are substantial.

This new development, however, often occurs in areas where drilling is a new and sometimes unwelcome experience for residents. Longmont is a case in point. While many critics focus myopically on the hydraulic fracturing procedure itself, their arguments are often better applied to the entire unconventional oil and natural gas production process. Drilling advocates point out that hydraulic fracturing has historically resulted in very few accidents. While true, drilling mistakes that result in an improper wellbore seal can still have catastrophic effects, and mismanagement of wastewater can cause significant environmental and property damage.

What are the national and international policy implications of hydraulic fracturing? What are the aggregate and individual economic benefits? What are the environmental costs, particularly relative to those of extracting other fossil fuels? Who are the key players in this discussion? What are they advocating and why? We investigated these questions and many others for sixteen weeks.

We conducted extensive research in scholarly articles and newspaper accounts. We interviewed petroleum engineers, citizens groups, and local experts. We also traveled to Washington, D.C. to talk with some of the most important policy informers and advocates. The class interviewed key players from the EPA, USGS, Congressional Research Service, American Gas Association, Environmental Defense Fund, and the Department of State. We also discussed legislative policy with representatives from the congressional offices of Mark Udall, Dianna DeGette, Ed Perlmutter, Cory Gardner, and John Boehner.

In an extensive co-authored report, our class identified the complex network of economic, environmental, social, and policy ramifications of the fast-evolving hydraulic fracturing debate. We concluded that many aspects of natural gas production can be balanced by implementing sound policy to protect the health and safety of communities while encouraging the creation of wealth and jobs. To meet this balance, effective government oversight and industry transparency need to be fostered.

For all involved, the McBride public policy course provided a poignant look at the dynamic intersection of regulatory, social, economic, environmental, and technological spheres. Our inquiry sparked many fascinating class discussions, though none quite so contentious as those we witnessed that evening in Longmont.
We traveled to the ends of the earth, but we went separately and in different directions. One group of McBride sophomores ventured to South Africa and experienced firsthand the intersection of culture, economics, religion, and politics. The other group of juniors explored China and investigated science, technology, and ethics. We saw and experienced different things, but we both came back changed, our lives transformed by a new understanding of the world we share.

The group that went to China spent the preceding semester learning Mandarin, studying Chinese philosophy, and investigating the role of science and technology in Chinese society. The trip itself began with two weeks at the Dalian University of Technology, where we took intensive Mandarin in the mornings and studied classical Chinese philosophy in the afternoons.

We then commenced our travel about the country. We visited Confucian pilgrimage sights as we made our way to Beijing, where we spent a week learning about Chinese history and politics.

Our class was impressed by China’s rich and ancient history, its emphasis on personal virtue and family, and its cosmopolitan embrace of foreign cultures. As we journeyed, we felt the energy and motivation of a rising economic powerhouse. In the cities, skyscrapers blocked the horizon and cars filled the streets. Yet just miles outside the urban centers ancient temples stood as they had for hundreds of years. As we explored these contrasting images of modern and ancient China, we learned much about China’s struggle to grow globally while maintaining its national heritage.

The South Africa group experienced a country of paradoxes — a country that is all at once a first and third world country. One of the indicators of South Africa’s “first-worldness” is that the country has some of the world’s safest drinking water. At the same time, however, South Africa regularly is on the world’s top five countries with the highest levels of economic inequality. Our class studied these contradictions as we traveled from the city and suburbs of Johannesburg — a strangely familiar and modern city — to the streets of Soweto — a place that felt more foreign with its sprawl, overpopulation, and poverty. We finished our journey in Cape Town, where we toured historic Robben Island, the site of Nelson Mandela’s long imprisonment.

As we traveled from the diamond mines near Johannesburg to the impoverished townships at Cape Town, we were struck by the stark juxtaposition of differing classes. The social tension was palpable at times (as the recent mining strikes further revealed). Yet we also noticed a remarkable sense of community that pervaded all levels of social interaction.

Our groups may have gone to different places, but we both learned much from looking at societies experiencing rapid socio-economic transformation. We also came back from our journeys and discovered that we, too, had changed. We had developed new perspectives on the world and we found a new confidence in our future as global citizens in a globalized work force.
Student Highlights

Mickey Wilson, ’12 delivered a presentation at the annual conference of the National Collegiate Honors Council (NCHC). Together with four other panelists, including McBride director Ken Osgood, he discussed the challenges and opportunities for undergraduate Honors students conducting research abroad. He recounted his experience researching organic solar cells composed of Zinc oxide (ZNO) nanorods while completing an REU at the Norwegian University of Science & Technology in Trondheim, Norway. His NCHC presentation was supported by donations from William Duey and ConocoPhillips.

Alexandria Salazar, ’13 attended the “Latinos on Fast Track (LOFT) Actionable Leadership Summit” in Washington, D.C. There, Lexi participated in leadership training, workshops, and issue-based conversations with policy makers and elected officials. Lexi also was featured on the White House website. Her travel was supported by donations from William Duey and ConocoPhillips.

Sean Mergl, ’13 worked as a field intern for QEP Resources in Pinedale, Wyoming. He helped out the pumpers, implemented the use of an Echometer in the field, and worked with production and operations engineers.

Anna Evans, ’14 built 3-D computerized models of giant conveyors as an intern at the Tenova TAKRAF Denver headquarters.

Hannah Cooling, ’13 Jarrod Sparks, ’13 and Jesse El-Aayi, ’12 traveled to Oxford University to participate in the International Model United Nations conference. The CSM team represented Zimbabwe, one of the world’s most fragile states. They developed position papers and served on committees representing the World Health Organization, the United Nations Environmental Programme, and the Joint Crisis Cabinet. Donations from William Duey and ConocoPhillips helped fund the team’s travel.

Andriena-Marie Barendt, ’13 Alexandria Salazar, ’13 and Alex Borchert, ’13 received scholarships to participate in the McBride foreign area study course in China. The scholarships were funded by a donation by John Trueblood.

Katherine Rooney, ’14 (left) received a prestigious DAAD fellowship from the German government to participate in TU Braunschweig’s SENSE Program in automotive engineering, mechatronics, and microtechnology. Exploring connections between her technical expertise and the social sciences in a global context, Kate is studying mechanical engineering, German language and culture, the European Union, and intercultural communication. During her year abroad, she will also participate in a research project in one of TU Braunschweig’s labs and intern for a German company. Kate received a McBride Honors Enrichment Scholarship funded by the Gerald Grandey, Neal Schmale, and Fred Schulte endowments.

Jarrod Sparks, ’13 interned for Marathon Oil in Houston, Texas performing reservoir simulation on an offshore Angola oil field. His work involved using many software packages to accurately model the pressures and fluids within the reservoir.

David Chiavetta, ’13 worked for The Dow Chemical Company in Elma, Washington during the fall 2011 semester and in Pittsburg, California during summer 2012. His projects included process improvements and control system analysis.

Katherine Rooney, ’14 (left) received a prestigious DAAD fellowship from the German government to participate in TU Braunschweig’s SENSE Program in automotive engineering, mechatronics, and microtechnology. Exploring connections between her technical expertise and the social sciences in a global context, Kate is studying mechanical engineering, German language and culture, the European Union, and intercultural communication. During her year abroad, she will also participate in a research project in one of TU Braunschweig’s labs and intern for a German company. Kate received a McBride Honors Enrichment Scholarship funded by the Gerald Grandey, Neal Schmale, and Fred Schulte endowments.
Alexandria Truby, '15 (right) served as a volunteer in Cusco, Peru, where she worked with children at the San Judas Home for Abused and Abandoned Girls. She helped children with their schoolwork, taught basic English, assisted with chores, and played with the kids. Living with a host family, she also took daily Spanish lessons and traveled on weekends. A highlight of her trip was a two-day trek to Machu Picchu, where she stayed with a farming family in a small village. Her service learning experience was organized through the Global Volunteer Network, and her trip was partially funded by an Honors Enrichment Scholarship made possible by the Schulte endowment.

Bradley Wilson, '15 interned in Cape Town with the nonprofit organization, Africa Unite, which promotes human rights and works to create socio-economic development in surrounding communities. Bradley designed a new social networking platform for the organization, assisted the director, participated in human rights workshops, developed mentoring tools, and attended meetings with government officials concerning human rights. He received an Honors Enrichment Scholarship funded by the Fred Schulte and George Wunder endowments.

Aaron Heldmyer, '15 spent eight months studying abroad in Australia at the University of Newcastle. Reflecting the wide-ranging interests of most McBriders, Aaron’s courses included fluid mechanics, global poverty and development, advanced German, differential equations, chemistry, and baroque music.

Hallie Byth, '14 interned for Chevron in Houston as a reservoir engineer. She also worked on a development project in Wyoming.

Rob Broman, '13 studied abroad at the Petroleum Institute in Abu Dhabi as one of three petroleum engineering students to pioneer a new exchange program there. Rob also was CSM’s nominee for a prestigious Marshall Scholarship and was nominated for the “student of the year” award for the National Collegiate Honors Council.

Aaron Mohl, '13 worked in Denver as an intern for Excel Energy.

Edward Wolfram, '15 completed a Research Experience for Undergraduates at CSM. Working at the Advanced Steel Processing and Products Research Center, Edward researched the nickel-based super-alloy Incoloy® 945 under the direction of Professor Kip Findley.

Kevin Fiorini, '13 received the Leo Borasio Outstanding Junior Award. He also worked for BHP Billiton Petroleum as a surface engineering intern.

Oliver Dewey, '12 received the Thomas Philipose Outstanding Senior Award at the spring reception in May.

Hannah Cooling, '13 evaluated and gathered data from manuscripts submitted by scientists worldwide as a research fellow in the Thermodynamic Research Center at the National Institute of Standards and Technology.

Shane Rumley, '14 interned for Colorado Senator Michael Bennet. A veteran who served in Iraq before coming to CSM to study mechanical engineering, Shane worked in the senator’s Denver office on issues related to veteran’s health and education, as well as business policy and natural gas. “The experience made me realize that I think about social problems like an engineer,” he said. “but to be influential and effective, I also need to communicate findings and solutions like a policy maker.”

Kacie Wolverton, ’14 received two scholarships to participate in the McBride foreign area study course in South Africa. In addition to the Procter & Gamble Foreign Area Study Scholarship, she received an award funded by a donation from John Trueblood.
Britton Welch ’12 gave the student commencement speech during the December ceremony. Britton spoke of the meaning of happiness, and stressed that graduates should focus on what they truly care about as opposed to only pursuing bigger and better material possessions.

Digging in the Dirt

An Engineer Excavates Chaco Canyon

by Katherine Williams, ’14

While my fellow McBride students spent their summer traveling the world or working in industry, I spent mine camping in the desert. Well, not just camping: I also did a lot of digging. I was excavating the ruins of an ancient civilization in Chaco Canyon in the northwest corner of New Mexico. I was the only Mines student and the only engineer, but that didn’t hold me back.

My work was the archeological equivalent of a CSM field session: an intensive introduction to archeology in a “hands on” setting. Together with over a dozen other students, all of them anthropologists, I worked under professors from the University of New Mexico. We excavated an old trading post that once stood next to Pueblo Bonito — one of the most important archaeological sites in the United States, once home to the ancestral Pueblo people (a.k.a. Anasazi) who settled here about a thousand years ago.

The trading post itself belonged to Richard Wetherill, a controversial figure with a colorful history. He was an amateur archeologist who explored much of the American southwest in the 1800s, and he may have been the first white man to lay eyes on Mesa Verde. His contemporaries, however, dismissed him as little more than a common “pot-hunter,” a novice unworthy of note. Some felt he was a charlatan seeking fortune by hocking priceless artifacts. Yet his observations of Anasazi sites and the artifacts he found often had more scientific value than those of trained archeologists.

Eventually Wetherill settled down with his family next to Pueblo Bonito, where he turned his attention to cattle and horses. He was killed in the early 1900s, although there are differing accounts of how and why he died ranging from the alleged infidelity of his wife to a dispute with a local Navajo man over a horse. Years after Richard’s death, the National Park Service took charge of his trading post when Chaco officially became a historic site. Concluding that the post was but an eyesore for visitors to the canyon, the service destroyed it with dynamite. Many archaeological treasures were buried in the blast.

As time passed, the trading post was forgotten. In 2008, however, a small hole appeared in the ground just off the corner of Pueblo Bonito. The Park Service panicked: Pueblo Bonito is a world heritage site, and this hole threatened the great house that had been standing for over four hundred years. An investigation revealed the trading post — and identified the menacing hole as stemming from the Wetherill family well. In order to protect Pueblo Bonito the service decided to fill the hole, but doing so would destroy valuable archeological evidence.

Katherine Williams holds a tiny Pueblo point she discovered on a survey.
Now the University of New Mexico is excavating the site to reclaim archaeological treasures before the hole is filled for good. My team focused on the well. When the well went dry, the Wetherill family started using it as a trash can and ash heap. This made it a gold mine for archeologists. We found many items typical of households during that time, including metal nails, a watch band, a horse’s bridal, a colt revolver handle, trading post coins, a medallion from the 1904 World’s Fair, leather shoes, tin cans, glass bottles, mother of pearl buttons, and important pre-historic pottery pieces collected by the Wetherill family. We also found a live bull snake!

Collecting the artifacts was painstaking work. My typical day began at 5:30 am and ended late in the evening. I spent most of my time hauling buckets of dirt from my unit (the technical term for my work space) to the sifters, labeling artifact bags, and moving rocks around. After hours of excavating and surveying, I returned to the campground with my classmates to analyze findings, attend lectures, or participate in lab sessions.

"My McBride training gave me the tools I needed to converse intelligently with my colleagues in archaeology. I was also inspired to discover that my technical training at CSM provides useful skills for archaeology."

For me, the whole experience was eye-opening and life-changing. I enjoyed working with individuals who looked at life through a social science lens, and I found that even though I didn’t have their knowledge about the Pueblo people or archeological techniques, they still valued my input. I also found my McBride training gave me the tools I needed to converse intelligently with my colleagues in archaeology. We learned a lot from each other.

I was also inspired to discover that my technical training at CSM provides useful skills for archeology. I was especially fascinated by the use of ground penetrating radar to examine a site without digging — an intriguing link between my world at Mines and the world in Chaco Canyon.

The McBride Program helped me pursue the archaeological field school by providing a scholarship (funded by the Schmale and Irelan endowments). True, the funds went to an extended camping trip, but it was one that changed my life.
by Zachary Aman, '09

Albert Einstein once remarked, “The true sign of intelligence is not knowledge, but imagination.” His observation speaks to the core mission of the McBride Honors Program, which seeks to open up students’ minds by energizing their imaginations.

I came to appreciate this a few years after I completed the McBride curriculum and embarked on a postgraduate career at CSM. I now see how well the program prepared me for graduate school—and I also see the value of research-based learning. My experiences suggest that an even stronger focus on research-based learning would benefit McBride students tremendously.

In graduate school, we learn that the goal of higher education is not to impart factual knowledge (mere reading and regurgitating), but to develop skills for collecting information, identifying patterns, and synthesizing hypotheses.

These were precisely the skills students applied in the McBride public policy course. We were charged with investigating a controversial policy decision (clean coal) through intensive research. We collected and analyzed hundreds of news articles, developed a preliminary hypothesis, and then traveled to Washington, D.C. to interview senior officials affiliated with our target policy.

In Washington, we were effectively testing our preliminary hypothesis and gathering new information, a process that led us to revise our original explanation. We came to understand that the educational value of our experience stemmed not from course textbooks, but from on-the-ground research that yielded insight into “how Washington works.”

The traditional lecture approach found in many Mines classrooms may not truly engage the program’s increasingly diverse engineering students, many of whom self-identify as global or “right brained” thinkers. To be effective, McBride classrooms must emphasize active learning and innovative research-based teaching methods. A curriculum that focuses on research can motivate students to take responsibility for their education, open their minds, and guide them in an exploration of abstract concepts.

I hope that the continued evolution of the program will bring with it still more research-based instruction. Research-based learning environments strike at the heart of Einstein’s hypothesis: students develop intellect by unleashing creativity.
Our latest recruits into the Honors Program are among the best we’ve had. With composite ACT scores in the 98th percentile and an average GPA above 3.5, they are high achievers indeed. But they are so much more.

As the stories in this newsletter attest, they are doing amazing things. From Katie’s archaeological dig in the New Mexico desert to Bradley’s human rights work in Cape Town, our Honors students are indeed exploring the world, just as the program’s new slogan implores them to do.

Their adventures in learning were made possible by the generosity of McBride supporters and alumni. Big and small investments in our students have transformed their lives and opened up new opportunities. As we look at the exciting new future for McBride, two key investments would help us continue the spectacular upward trend we’re seeing in Honors education at Mines.

Most obviously, we need to continue to invest in students. The Honors Enrichment Scholarship program described on page one holds tremendous promise. Already it is helping us attract the best students to pursue the well-rounded education that McBride offers. Already it is inspiring them to push themselves to do more, to seek out ever greater challenges, and to pursue ever more transformative opportunities. Already it is developing their skills as leaders and thinkers. It is changing their lives.

We also need help investing in faculty resources. Students in McBride are passionate about balancing their technical educations with the skills honed by the liberal arts – effective communication, critical thinking, problem solving, and leadership. Ask them, and they’ll tell you: they want more opportunities to study history, psychology, politics, law, literature, and international affairs. They want to learn from experts in these fields who will challenge them and help them grow. Providing these opportunities requires investing in new faculty, a cause as important as it is challenging.

During the 2012 fiscal year, the McBride program received an astonishing $213,567 in donations from its generous supporters. How fortunate and grateful we are! As I reflect on how this support is providing transformative opportunities for McBride Honors students, I can’t help but rework the jingle of a well-known home improvement store: We can do it … You can help!

We would like to thank our FY2012 supporters!

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