



GLIMPSE


SNAPSHOTS OF SUCCESS

The Academic Success Center (ASC) is proud to present this inaugural issue of **Glimpse**, a collection of students' stories and voices as narratives of success and the many forms and paths success can take.

The ASC believes in the varied definitions that “success” can hold, believes that it's unique to the individual, believes in the power of story to inspire, comfort, and encourage. We hope you can see yourself here, if not in these exact stories, then in the fact of your own success, your own triumphs. No success is too small to matter, and rarely is success an end-point; in these pages we see it illustrated beautifully as a place to land and push off from again, towards your next achievement.

Glimpse wouldn't be possible without students – those whose stories we see in these pages, those whose stories we'll hear next, those who see these stories and through them recognize their own accomplishments. This issue's entries were written by the students themselves or by staff of the ASC, including Anika Lautenbach, Clare Creighton, Marjorie Coffey, and Sarah Norek. Our sincere thanks to all who've contributed time and effort and thought towards this project. And our thanks to Diana Robbins for gracing our cover with her gorgeous painting.

We are actively seeking student stories for our Spring 2017 issue – see the back page for details. You can find these inaugural stories – and more! – on our website at success.oregonstate.edu/Glimpse, and you can contact us there, too. Let us know what you think. We can't wait to hear from you.



“When I am feeling most challenged and stressed out in school, I think about **my future goals**. I think about graduating, attending my dream graduate school and getting accepted into a doctorate program and becoming a licensed clinical psychologist. When I feel bogged down by the weight of midterms, essays and overall life stress, I think about how necessary it is for me to do well. I think of all the women I could be helping and supporting, and, with that in mind, I feel motivated to maintain my academic stamina and do well in school. I will do anything to help other women like myself be success stories as well.”

–Alexa Methratta

SO YOU FEEL CHALLENGED - WHAT KEEPS YOU MOTIVATED?

“**My family**. If I'm ever feeling challenged or just having a bad day or anything, I always talk to my mom or sister. My mom always makes me feel so much better... Regardless of what it is that I do, she's always there. My parents migrated here from Mexico when they were young, so that all of us could have a better future. I feel like I'm the product of their hard work. Whenever things get really hard for me, I just think of my parents and how much they've worked to provide a life for us. I think if they can work that hard, I can too. Ultimately I want to finish my degrees and be the first one in my family to graduate college, because I know that's what my parents want for me more than anything. They sacrificed so much to give me this opportunity and I want to show them that it wasn't for nothing.”

–Adriana Sanchez

“...the fact that you are **looking at something that no one else has any clue about** and you are the first person really starting to figure stuff out for that particular problem... what kind of keeps me motivated...is the idea that you actually get to at some point write a paper and your name is published saying whatever it is for the first time.”

–Kevin Snyder

“I think **my mentor** has a big role in [my motivation]. Her name is Dr. Devon Quick. She's awesome. The beginning of my sophomore year, I had to take just her lecture for my nutrition minor. I was still struggling with trying to figure out if I had a learning disability, or if I didn't have the best study skills, but what I did know was I've always loved the human body, and anatomy and physiology, and so I just kept trying. I would go see her in office hours, every time she had an office hour...She noticed that I was working so hard but I wasn't producing the outcome, so she...started meeting with me one-on-one and taking the extra time to adjust to my learning style. And then I just kind of got to know her. She offered me to be her assistant during the summer and ever since I've just been super close with her and I still work for her even as a psychology major!...But I think that mentorship...that strength and knowing that someone cares and wants to look out for you and check in on you is huge, especially when the relationship is mutual and we can teach our mentors something too! I think more staff and faculty should spend more time trying to reach out to students to be that mentor and have that relationship because it really helps, especially during the college experience”

–Rae Gerber

WHAT + HOW = SUCCESS

Ryan Bailey-Crandell says he doesn't have "a natural inclination" for physics. He's a physics major though. And he conducts physics research. And he feels he can go as far as he wants in the field of physics. This begs the question, why? How does a person who isn't "a natural" in the field develop the confidence to go as far as they want? For Ryan, the keys to his success have been great mentorship and learning not just what to think, but how to think.

Ryan's trajectory in school and lab work has been shaped in large part by Dr. Ethan Minot and the Paradigms of Physics program for juniors and seniors. This program is unique in that it teaches "physics as physicists think about it, namely in terms of concepts that broadly underlie the various subfields" ("Paradigms"). Participating in Paradigms of Physics, Ryan was surprised by the amount of support and mentorship he received. He says he's "incredibly thankful" for the mentors who took the time to help him with research, scholarships, and grants. Their guidance set him up to be successful in the program and to develop professionally.

One of the ways Ryan sees himself developing is in how he thinks and approaches challenges. He acknowledges that OSU "changed [his]...outlook more than [he] expected." For example, he was recently faced with some difficult literature in his field. He recalls how he struggled with the task at first and with the many ways he could approach the content. Then, he sat himself down and thought, "I have solved things I'm sure are way worse than this. I can figure it out." He didn't get intimidated or overwhelmed; instead, he took a deep breath and

systematically broke down the material until he understood it. Knowing how to approach complex concepts is something he learned at OSU. He says, "I'm not...100% sure I could do [that] before I came to Oregon State—just having enough confidence, self-reliance, to... say, 'alright, I can do this thing.'" His confidence has come from a great deal of practice thinking as a scholar and embracing the challenge of unfamiliar ideas and tasks.

Knowing how to approach complex concepts is something [Ryan] learned at OSU... His confidence has come from a great deal of practice thinking as a scholar and embracing the challenge of unfamiliar ideas and tasks.

While Ryan identifies himself as generally an independent person, his courses at OSU and their structure taught him to be even more self-reliant. He has balanced schoolwork, time for friends, and research in the lab. This past summer, he worked at Northwestern University, exploring the paths he could take in the physics field. Ryan approaches lab work from an understanding of privilege. Instead of viewing the work as a burden or obligation, he celebrates the fact that he gets to get up each day and do work that is intellectually challenging and fun for him.

Ryan recognizes that you don't have to be "a natural" in your field to excel; he's found that abilities develop over time and with experience. His education at OSU and the mentorship of experienced professors have provided him with the confidence and skills needed to think—and work—as a physicist.

Ryan Bailey-Crandell is a Senior majoring in Physics
"Paradigms in Physics: Overview." Oregon State University, 2016. Web. 12 Aug. 2016.

SELF-EDUCATION

If you ask **Loretta Gunder** who she is and what she values, you'll get an incredibly honest reply. "I love to laugh at myself, longboard and sing and dance in my living room like no one is watching. I'm pretty hippy-fabulous—started brewing my own kombucha recently. I can talk for hours on natural ways of living, cures for cancer, government conspiracies and how to make your own bath fizzies. Don't let schooling get in the way of your self-education, and try to do something every year that scares you or gets you out of your comfort zone."

Last June Loretta finished her first year at OSU and, although she knew "her blood ran orange" since third grade, her trajectory to OSU was not always straightforward. A native Oregonian, Loretta was raised by her grandmother in Grants Pass. Her parents struggled with substance abuse, which encouraged Loretta to focus on her own well-being, saying that "watching and enduring aspects of that destructive behavior definitely motivated me to work hard and apply myself in school." Loretta withstood a lot as a child, but it was her non-traditional family environment and experience with poverty that influenced her decision to study Public Policy. "The research coming out showing how poverty affects development of kids is so crucial to bringing a light to this issue...It's how I wound up in Poli-Sci."

After graduating from high school, Loretta started attending Rogue Community College, but a series of unfortunate events would act as roadblocks to her pursuit of a degree. Loretta describes getting to OSU as "a five-year journey of self-care and love." After experiencing the death of her grandmother, issues with housing and financial aid and a partner who didn't support her goal of higher education, Loretta finally made it to the institution she dreamed about since she was just a child.

An important step in her self-education was understanding her own struggles with

depression and anxiety. Even though Loretta takes advantage of campus resources such as CAPS and turns to friends when things get overwhelming, she still experiences "panic attacks that are triggered by not understanding school material." Through this, though, Loretta persists, claiming that "little affirmations mean so much" and that we should "let people know you are inspired by them—it's a huge deal."

Little affirmations mean so much ... let people know you are inspired by them - it's a huge deal.

When asked to think about what she's most proud of, Loretta describes her many forms of activism. Loretta cares about the environment, animal rights and survivor advocacy, saying that "giving back is what I have morphed my life into." Her determination has gotten her some much deserved opportunities, such as being selected to help with writing a book and doing literature reviews for Professor Steel and Dr. Wolters in the School of Public Policy.

When asked if there's anything else she would like to share with the community, Loretta thinks of ways to use her own experiences to help others. "There are Mealbux for low-income students [that are] given out every term [and] loaded to your student ID to help afford food, as well as a pantry on campus. Go to the office of student life in the first week of the term and don't be embarrassed to do what you need to get through school."

It took longer than she ever intended, but Loretta is finally where she wants to be. Sometimes she has to take a moment to give herself the credit that she so deserves. "Just walking on our beautiful campus sometimes is a validation of my own hard work [and] I get emotional in a good way. I made it."

Loretta Gunder is a Sophomore majoring in Political Science

CINDY NAIR: PEOPLE PERSON

I am ecstatic to have finally completed my Bachelor's degree after taking nearly ten years away from school. I have worked for International Programs (IP) at Oregon State University since 2005, and the entire time I worked on campus I had a deep desire to return to school and obtain my degree, but I was afraid that if I tried and I failed it would be worse than never trying at all. I finally overcame my fears in 2012 when I realized that I was only 3 classes from completing my Associates of Arts Oregon Transfer degree at Linn-Benton Community College. Kicking myself

for waiting so long, but recognizing that it is never too late to follow a dream, I finally prepared to apply to OSU. I still needed one thing, though: a major.

My position in International Programs has revealed the world to me. Growing up in rural Oregon I had rarely interacted with people from different cultural, religious or ethnic backgrounds, and my experiences working at the front desk for IP challenged me to rethink the assumptions I had ingrained in my mind about "the other." I was surprised by the depth and vibrancy of cultural difference that exists but also came to recognize the ways in which we are all similar. These experiences inspired me to want to learn more—so much more—about people and how they live. After giving possible majors a little thought, it became appar-

ent that Cultural Anthropology would be a perfect choice. I attended my first OSU class, Cultures in Conflict with Dr. Tilt, in the summer of 2013, and I was hooked. Terrified, but hooked.

Over the past three years I proved to myself that I was more than up to the challenge of taking classes while working at OSU full-time. There were a few harrowing terms, where I felt as though my life consisted only of work and school, and I struggled to overcome intense anxiety, but I managed to complete my BS in winter 2016 with a 4.0 GPA—an achievement I am incredibly proud of. During the time I was taking classes, I maintained a high level of efficiency at work and have received a position upgrade and a meritorious salary increase. I have participated in Journey Into

Leadership, Fierce Conversations, and Training Days on campus, and have had the opportunity to attend professional conferences each year as well.

I decided to take a year off to focus on work and plan to apply for graduate programs next January. I am most interested in Conflict and Dispute Resolution or Peace Studies. For both of these, Cultural Anthropology would serve as a solid foundation for new learning. I am so grateful for my experience as an Anthropology student and believe I have and will continue to make contributions to my workplace, the OSU campus, in our community and hopefully, someday, to the world.

Cindy Nair graduated in Winter 2016 with her Bachelors in Anthropology

SERENDIPITY - DO - DA

Kathryn Cowsert began her college career at Santa Barbara Community College, followed by Santa Cruz. Two terms away from graduation, she was financially unable to continue college. She postponed finishing her degree and moved to Oregon, and jumped fully into the workforce. While she was a competent and experienced employee, Kathryn struggled to gain footing in the workplace when organizations only wanted to hire people with degrees. She was eager to finish her degree and to be an even more competitive candidate, and was just waiting for the right opportunity.

When she saw an ad for OSU's Ecampus on a bus, Kathryn researched OSU and realized, "This is the perfect place for me!" Faced with the challenge of non-transferring credits, she says, "I just told my Academic Counselor to put me in whichever major got me a piece of paper the quickest, which happened to be Human Development and Family Sciences. I think serendipity is an amazing thing because that actually led me to a wonderful career path." Kathryn's path to OSU's

Ecampus may have been serendipitous, but her success after that was all her.

While an Ecampus student, Kathryn started her own business, Meraki Consulting, and worked as an independent contractor for the State of Oregon, helping people overcome barriers to finding—and succeeding—in the right job for them. Kathryn knew she wanted to get her degree and continue the work she loved. She says, "I was so excited to jump in and that's really what motivated me; I wanted a career, I wanted my degree, this was an opportunity where I could pursue both."

Returning to school, Kathryn valued being a non-traditional student: "I feel like for me it was a big blessing to be a non-traditional student and have this experience because my first go-around with school—it was expected from a family level...I was kind of a brat about the whole thing and everything was a burden. Going to school was a burden—picking up books—everything was such a chore. Going back as a non-traditional student, I came to the process with new eyes and new enthusiasm, so actually my grades raised significantly."

This time, her approach to college was one of excitement

instead of obligation. She embraced the challenge of balancing a full-time job, planning her upcoming wedding, and taking 16 credits through Ecampus. As she describes it, "I was just more 'all-in' than I'd ever been...I was more excited to broaden my scope...It's almost bittersweet that it's come to an end because I really enjoyed having interesting things to talk about at the dinner table...Now I have to do the hard work and go find those topics on my own."

Kathryn describes Ecampus as the perfect fit for her to earn her degree and learn from people around the world who are committed to that same goal. She describes herself as never being satisfied and beginning another goal just as soon as one has ended. Now that she's earned her degree and developed her business, Kathryn is taking a few months off to experience the world first-hand as she travels through the South Pacific. Even with the excitement of travel, Kathryn's looking forward to her return to Oregon and to her business: "I love what I do and [will be] thrilled to come back refreshed and with a new determination and sense of focus."

Kathryn Cowsert graduated in Winter 2016 with her Bachelors in Human Development and Family Science

LEAP AFTER LEAP

Wes Johnston didn't plan to be a beaver. He'd decided to go to Harvey Mudd, a little math school down in California, and it was at the last second that he determined it wasn't right – it didn't feel like a place he'd enjoy, or like a good fit. That was three years ago. Wes has been at OSU ever since.

A Mechanical Engineering major, Wes was invited to join the Advantage Accelerator group during the fall of his sophomore year, to do work he'd never done – helping local start-ups turn their concepts into full-fledged businesses. “[A]pplying for the Accelerator was a big step for me. It was in a field I knew nothing about, and the whole hiring process was a series of firsts for me.” But this is part of why Wes jumped at the chance: because it pushed him outside his comfort zone, and even though that definitely felt awkward at first, such challenge provided an opportunity to learn new things, to expand his knowledge, and to get experience working with and for these entrepreneurs to bring their ideas to fruition.

Part of the reason Wes knew he wanted to try something new like Accelerator was because his first summer at OSU he worked in the Combustion, Ignition, Radiation and Energy (CIRE) transfer lab. It was a good experience, and one he appreciates having had, but it was research focused, and he realized that it wasn't research he was interested in so much as it was people: “My real passion is working with people.” His fraternity, Sigma Phi Epsilon, might have had a little to do with this realization too, as “they really pushed me to kind of look for deeper ways to get involved on campus and in the community.” He took this charge to heart, reaching out into Corvallis' K-12 school system and ultimately landing with the Destination Imagination Project at Lincoln School. As a part of Destination Imagination, Wes worked with fourth graders four days a week, presenting them with problems they had to solve as a team. Like, build a bridge between two chairs using only pipe cleaners, paper clips, stickers, Popsicle sticks and paper plates. Then, stack books on the bridges until they break. The kids had to work together to think creatively, and Wes supported them the whole way. “It [was] an amazing experience. I learned a lot about patience, and kind of how to approach different situations because it's completely unlike anything I've done before.”

It's no secret that Wes is doing everything he can “to get the most well-rounded education that I can ... [and] to get as varied experiences as possible... Having done [Accelerator], I now feel much more comfortable and confident... I don't think anyone can ever really stop having a comfort zone, but it definitely expands the more you push yourself to try new things.” Yes, it can feel safer to stick to what it is we know how to do, but Wes is proof that, by taking risks, you find out you're capable of so much more than what fits inside your comfort zone.

Wes Johnston is a Junior majoring in Mechanical Engineering

“I would say just **get involved** in everything—at least try different things even if you don't think you're initially interested in them, because I didn't know I could make a career out of nutrition and garden education. I didn't know I was interested in policy work at all until it was applied to food and education policy, which I was really passionate about.”

– Cassidy Radloff

“...**show respect** and you will receive respect... **pay it forward**...and **never settle** for mediocrity, because if you want to be successful and you want to really excel, you can't be setting your standards too low.”

– Zachary Sundara

“If you're not pushing yourself to be towards the top of the pack, then you're not pushing yourself enough. There is always a way to achieve your goals— you may have to **work hard** but there is a way.”

– Armando Kraynick

“Staying involved and juggling activities with work and school is all about **time management, prioritization, and a little bit of creativity**. Luckily, as a coach, I learned a lot about how to succeed at this from working with students! I think I was also able to manage everything because I chose...a few activities and put all of my effort into them instead of being over-involved and spreading myself thin.”

– Ellie Bohrer

“Have an **open mind** to new things: people, cultures, activities, etc. I found that people are less judgmental in college and everyone wants to meet new people and just have a good time. Everything happens for a reason and if you work hard and utilize your resources, everything will work out.”

– Krista Burrows

PRESERVING A LEGACY

“I feel really good that I'm able to tell a story. I am the first one.”

Once upon a time, **Amanda Santos** was a child living in Saipan, an eleven-mile stretch of sand in the Mariana Island chain, just east of the Philippines. Her father was a fisherman and through him Amanda learned that the fish population was dwindling, a result from, among other things, trash in the ocean and the ignorance or apathy of those around her. The frustration she felt would send her on a quest to become a Fisheries Biologist. “... eventually my goal is to go back home and work for the island. That's why I chose to go to a really good school, because I wanted to go somewhere to help me learn conservation efforts.”

Amanda is the first in her family to attend a University and one of the few to leave home. In Saipan, many people not only stay close to home, they stay in the same home. “Growing up my parents lived with my grandparents for a while and then they eventually moved out when they had my sister...so three kids later!” Amanda's dream of returning home is very much a part of who she is and how she moves through the world. “I'm a Pacific Islander and I was born and raised in the Pacific Islands... It's expected that, when you grow up, you'll stay home and take care of your family.”

In the United States, it's common for college students to leave home and only see their family during the holidays, if that. This baffles Amanda. “They don't understand. Family is so important!” Although Amanda's parents encouraged her to go to college, being away from home is something she continues to struggle with. Amanda calls her parents every day, even though it's a 17-hour time difference. When it's 7PM in Saipan, it's 2AM here and Amanda is helping her younger brother with his homework.

Amanda returned home this summer after two years of being away. Even in her absence she managed to have an impact on the community of Saipan. “...I'm not trying to brag—but I'm usually on the Honor's List and somehow it gets printed in my local newspaper. I feel like everyone knows my name...they'll stop my parents and say, ‘Congratulations on your daughter!’”

Amanda finds the courage to keep excelling even when things get hard. And sometimes things get really hard. “The biggest challenge was last summer. We had a really big typhoon and a lot of people lost their homes.” Even though she wanted desperately

to be with her family, she couldn't abandon the commitment she had made to her internship. Her parents raised her to follow through and always do her best. When asked about success, Amanda

didn't hesitate with her response. “Success is a three-step process for me. First, you create a goal or an idea...then you try to go for the goal, even if it's just an attempt. The third step is just acknowledgement. Acknowledging that you did something, no matter how small...”

Amanda's dream started at home—she began the Marine Biology club at her high school—and Saipan is where she will turn her vision of preservation into a reality. If she could tell the people from her island one thing it would be: “If I can do it they can, because I really don't come from much.” So, once upon a time a girl left home to pursue her dream of returning home, with new knowledge and the ability to inspire others.

Amanda Santos is a Senior majoring in Fisheries & Wildlife Sciences

ERIC VELA

is earning his MBA through E-Campus

can tell you about the Ebola virus, or the Sin Nombre virus (Hantavirus), and the implications of plane travel on international outbreaks (it's not pretty)

first fell in love with a science class his sophomore year in college

initially struggled in college until he figured out he had to learn how to think and how to balance having a good time with putting his nose in a book

played quarterback for Trinity University in San Antonio, Texas

asked a professor he admired in undergrad to be his mentor and her advice helped him get on the right track – to PhD-dom and beyond

is fascinated by infectious diseases (see above about plane travel...) and earned a PhD in Virology and Gene Therapy

moved to Ohio to work, even though he thought “well, I don't really want to go to Ohio”

worked as a manager even when he felt he had no management experience

can take 5-minute power naps

fell in love with Portland, Oregon while visiting in 2009

said “yeah, sign me up!” to a spontaneous job opportunity working on vaccines in Portland, Oregon

moved to Portland, Oregon in 2014

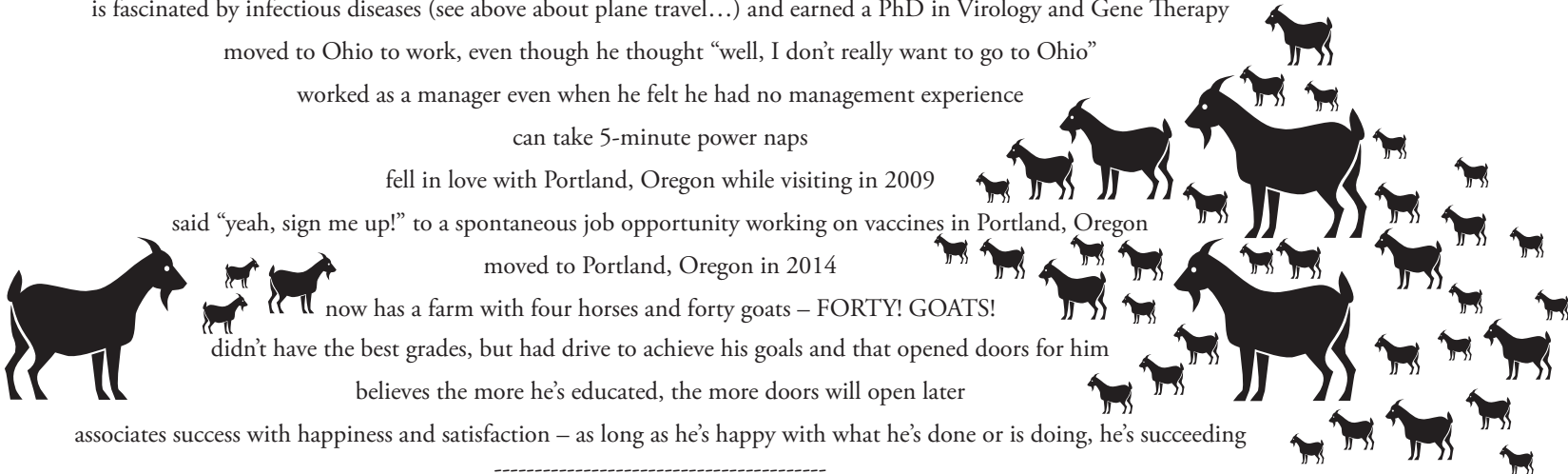
now has a farm with four horses and forty goats – FORTY! GOATS!

didn't have the best grades, but had drive to achieve his goals and that opened doors for him

believes the more he's educated, the more doors will open later

associates success with happiness and satisfaction – as long as he's happy with what he's done or is doing, he's succeeding

Eric Vela is a Graduate Student earning a Master of Business Administration (MBA)



ERIN SCHULBERG:

ON FINDING THE RIGHT COMMUNITY

Growing up, I was fortunate enough to be loved and supported by my family. I experienced academic success throughout high school and was a leader on the basketball team. The foundational values I acquired during that time have had a profound influence on the life I lead today. Nonetheless, I have not always recognized the blessings of my past.

After high school I did what my family, friends and community expected of me; I chose to go on to higher education after being accepted to Oregon State University. With many expectations of what my college experience was supposed to look like, I moved into Buxton hall in the fall of my freshman year. A majority of my time was spent giving into the social pressures to drink

and partake in what is considered “normal college behavior.” There was joy and success throughout that time; I made many connections and was able to graduate from the Merchandising Management program in 2010. But, I eventually found myself so focused on those negative activities that nothing else in my life really mattered anymore.

After graduation, my life spiraled out of control. I was baffled; I felt alone and isolated myself from those who truly cared about my wellbeing. Over the next four years I misused my time—trying to find my footing—and achieved very little. For a long time, I could not picture what I wanted for my future. I could barely get through each day, let alone endeavor to do something great.

Today, I am grateful for that time in my life. I recognize now that I am an incredibly strong person for having survived those years

I recognize now that I am an incredibly strong person... I found successful recovery. I have never looked back.

of isolation, depression, and sadness. In 2013 I finally made the decision to do something different with my life. I applied to Oregon State University for the second time with the intention of entering the Nutrition and Dietetics program. Returning to the place where I participated in harmful behavior and entered into unhealthy relationships was a daunting task. By a grace that I cannot explain, I was finally able to do what my mind, body and spirit had been in need of for so many years: I found successful recovery. I have never looked back.

An essential component in my success since returning to Oregon State has been my active participation in the Collegiate Recovery Community (CRC). The CRC is a program on campus that supports students who have the desire to stay completely free from drugs and alcohol, but also want the full college experience. When I returned to OSU, I was

apprehensive about being back in the environment that had been a catalyst to my past negative behavior. However, I immediately found the CRC and am filled with gratitude for the care I have found in this program. As a member of Oregon State University, I am able to say that I feel supported on this campus. The Dietetics program provides me strong support from faculty, and my professors have shown me they care about the success of their students. My most significant mentor and advocate thus far has been Tara Sanders, the Registered Dietitian for University Housing and Dining Services. Working with her has allowed me to develop my individuality and she provides me the opportunity to be creative. By returning to school, accepting assistance from programs such as the CRC, and by exposing myself to amazing people like Tara Sanders, I have found a life beyond my wildest dreams.

Erin Schulberg, a Post-Baccalaureate student in Nutrition

MAKING CONNECTIONS

“...I saw some dude climbing a tree. I was like, you know what, I kind of want to do that.”

This was the moment **Hunter Goguen** decided to double major in Civil Engineering and Forest Engineering. But before Hunter could climb a tree, he would need to climb a mountain.

“I didn’t have a lot of support for education as a high school [student]...I just had a really unproductive lifestyle. I got involved with a different, wrong crowd at a young age...I just didn’t care about school.” Though he struggled with going to classes, Hunter always made time for wrestling. It was here that he met the McPhersons, coaches who saw potential in Hunter even when he didn’t see it in himself. “Through their motivation and guidance...I started to get good grades and started to take AP classes.” During this time of positive transition, Hunter would have to face one more setback. “The spring break of my sophomore year my family was evicted from our house and we became homeless.” After sleeping on friends’ and family’s couches for six months, Hunter moved to Eugene to live with an aunt and uncle and “from then on, things just started going well.”

After speaking with Hunter it’s clear that two events changed the trajectory of his experience at OSU: choosing to double major in forest engineering and civil engineering, and joining Phi Kappa Psi. “...that has probably been one of the most important things in my college career. It’s helped me grow as a person, helped me build a family outside of my own... helped me grow professionally. I’ve met my best friends, met people who saved my life and really helped me, encouraged me to be successful in college.” Hunter would find success through his fraternity, but also through opportunities he seized off campus. Through the College of Forestry’s Cooperative education program, Hunter spent 6 months living/working on Vancouver Island, British Columbia for Western Forest Products. “I started working in the forestry industry as a wildfire fighter...the next summer I worked on Oregon State’s student logging training program...It makes you a better engineer because you understand the decision you make and how it impacts the whole operation.”

For Hunter, connections are very important—whether it’s the relationship between a Forest Engineer and the logger or one’s commitment to other people. “I did learn something pretty valuable...my freshman year...a senior that was our Forestry Club president at the time said, ‘Sometimes it’s better to work on personal relationships than homework.’” Hunter has always made time for his fraternity brothers—he’d rather finish his homework at three in the morning

than miss the opportunity to spend time with people. This is one of the ways Hunter landed his internship with Union Pacific: he started talking with them as a sophomore and kept networking; people noticed. Now, having completed his internship, he’s been offered a full-time position in the Operation Management Training Program.

When Hunter thinks about his education, he describes being awarded a National Scholarship from the Horatio Alger Association and how the theme of that organization is “rags to riches.” For Hunter, the idea of coming from very little and finding so much value in himself and those around him—this is success. His time at OSU will come to an end soon, as one of many climbs. He’s ready to enjoy the view.

Hunter Goguen is a Senior double-majoring in Civil and Forest Engineering



TAKING FLIGHT

Kaitlyn Vander Pas loves poultry. And, physical labor. Growing up in Oregon, her classroom was a 14-acre farm where she worked with the animals and found “a connection, a passion” for agriculture, as well as a supportive community that encouraged her to apply to college.

In high school, Kaitlyn got involved with Future Farmers of America (FFA). Before that, college wasn’t something Kaitlyn had considered much. No one in her family had been before, it was expensive, and it wasn’t really discussed as an option. But she was a strong student, getting good grades and doing good work, and she had people rooting for her, too. So she applied, was accepted, and she’s secured scholarships and on-campus employment to help fund her time here. Her family is tickled – her grandparents, parents and brother, as well as the family she built in FFA.

Community is important to Kaitlyn – helping to build them, being an active participant in them, maintaining and growing them. She values people, connection, and support. At the end of her first year here she was hired to be a Resident Assistant (RA) and has been one ever since. It’s a position she’s loved, and from which she’s learned a lot. “You’re working with at least 40-50 people, and you’re working through their backgrounds, their stories ... it’s a teaching experience for me, as much as it [i]s for them.” She hasn’t shied away from engaging in challenging conversations on such topics as privilege and opportunity, eager to learn from others as they



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and she’s been able to land internships and work on research with the help and support of her advisor, Dr. James Hermes. “He [Hermes] and I hang out and talk about birds, and current research, and I’ve helped him with research ... he’s definitely been a really major [professor] when it comes to my own success.”

To Kaitlyn, “College is a place to experience new people and new things. If you sit in your room, the only thing you’re experiencing is whatever world you’re setting yourself into.” This insight informs Kaitlyn’s definition of success, too: “Success for me is not just about what you can put on paper, but the moments you can take and use again; things you can help others with.”

As the first person in her family to attend college, she’s already influencing and encouraging her brother and two cousins, all of whom are now attending community college. “They’re trying because they didn’t think anyone in our family could do it, but now they’re like ‘Oh, she’s so close, why don’t we give it a shot?’ ... I’m doing more than just for myself, but for the rest of my family.”

Kaitlyn Vander Pas is a Senior majoring in Animal Sciences

learn from her, too.

In addition to the relationships she’s built within communities, she’s also developed strong working relationships with her professors, checking in, saying hi, catching up throughout the year even when she’s not in their class. It’s important to her to remain connected. Her desire to work with animals led her to study Animal Sciences, Pre-Veterinary Medicine, with a minor in Chemistry,

SEND US YOUR STORIES, YOUR THOUGHTS, YOUR ANECDOTES, YOUR EXPERIENCES!

Our next theme is learning from failure. Often, what we perceive as failure might be more aptly described as information gathering - it's important to know what doesn't work as you continue to explore what will. These challenging moments are imperative to our path towards success. So, how has failure played a part in your success?

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