



Oregon State
University

College of Forestry Dean's Office
Oregon State University
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Corvallis, Oregon 97331

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Forestry Executive Committee
Agenda

January 9, 2019

9:00 – 10:15 am

Richardson 115

or via Zoom: <https://oregonstate.zoom.us/j/218166333>

- 9:00 am **Welcome & Updates** – Anthony S. Davis
- 9:05 am **Safety** – All
- 9:10 am **Unit Updates & Pressing Issues**
- Peavy Forest Science Project** – Adrienne Wonhof
 TallWood Design Institute – Iain Macdonald
 Student Success – Randy Rosenberger
 Forest Service, PNW Research Station – Paul Anderson
 WSE Department – Eric Hansen, Rakesh Gupta
 International Programs – Michele Justice
 FERM Department – Jim Johnson, Jeff Hatten
 Computing Resources – Terralyn Vandetta
 FES Department – Troy Hall, Steve Strauss
 FOBC – Roger Admiral
 Research Office – Katy Kavanagh
 Graduate Student Council – Ray Van Court
 Research Forests – Steve Fitzgerald
 Research Support Faculty – Anna Magnuson
 Marketing and Communications – Michael Collins
 Outreach and Engagement – Jim Johnson, Carrie Berger
 Strategic Initiatives – Geoff Huntington
 Foundation/Development – Zak Hansen, Ben McLuen
 Diversity, Equity & Inclusion Workgroup – Michele Justice
- Open Discussion after Updates**
- 10:00 am **Student Success Programs (see attachments)** – Randy Rosenberger
- Faculty-Student Engagement Proposal
 - Consent to delete – Admin Memo #22, Student Academic Files
- 10:15 am **Adjourn**

ACTION ITEM TRACKING	
Continuous	Opportunities for continuing education and engagement on diversity, equity, and inclusion issues
Continuous	Professional development opportunities for administrative and leadership positions in the college

IMPORTANT DATES		
1/9/2020	FEC Meeting	RH 115; 9-11am
1/20/2020	MLK Jr. Day, Peace Breakfast	
2/1 - 2/28	Food Drive Activities – quilt raffle, soup lunches, bake sales, Valentine’s Day auction, coffee bar, book sale, and taco Tuesday!	Details TBA
2/6/2020	FEC Meeting	RH 115; 9-11am
2/6/2020	Dean’s Awards Reception	RH 107; 11am-12pm
2/20/2020	Starker Lecture Series: Opening Film & Panel	Whiteside TBD
3/5/2020	FEC Meeting	RH 115; 9-11am
5/12	Grand Opening: Peavy Forest Science Center	afternoon
5/12	Dean’s Dinner & Alumni Awards	evening

CoF Faculty/Student Engagement Proposal

Goal

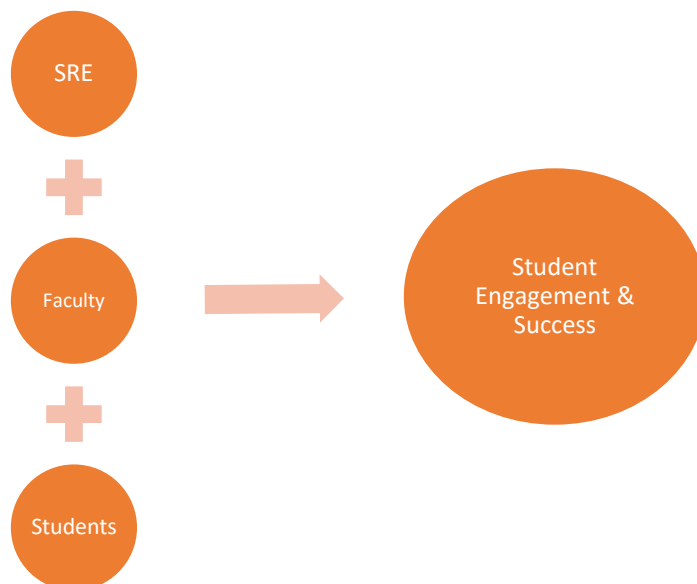
Establish an active and collaborative partnership between Student Resources & Engagement, COF leadership, and COF faculty to support student engagement and success.

Benefits

- Students are able to connect with College leaders, faculty, alumni, and potential employers.
- Student involvement creates a greater affinity for the College, which can lead to an expanded donor base, and support for our programs, mission, etc.
- Students are able to connect with peers who share similar interests.
- Underserved students may find support and mentorship leading to greater student success.
- Robust programs and opportunities impress and excite prospective students (and their parents) leading to increased enrollment and improved retention rates.
- Students feel like they own their education and improve their chances for success now and in their careers. .

Proposed Actions

- Student participation – Starting with lower level classes, students would be required as part of their course requirements to attend one professional and/or career development event sponsored by SRE, Career Development Center, or OSU during the term.
- Faculty participation – Faculty would actively participate in CoF/SRE programs and events to set a positive example for students.
- Employer contact – Faculty are encouraged to share important employer contact information so that we can reach out with opportunities for employers to visit campus and connect with CoF students.
- Value alignment - Establish an expectation of faculty through P&T and annual review processes that directly value support of student engagement and success.



College of Forestry

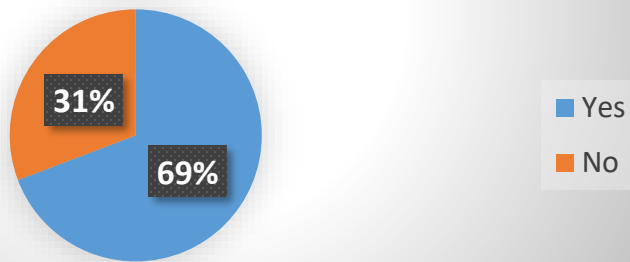
Faculty Engagement Survey Results

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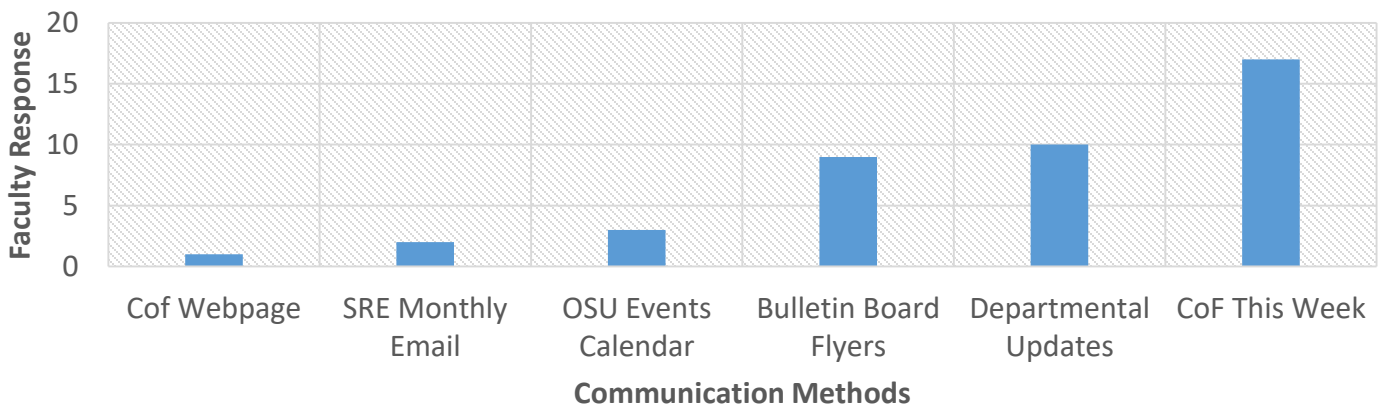


How can Student Resources & Engagement better communicate with CoF Faculty about student opportunities?

- CoF This Week
- Monthly SRE emails
- Visit department meetings
- OSU Events Calendar
- Target emails to specific faculty
- Involve faculty in events and projects

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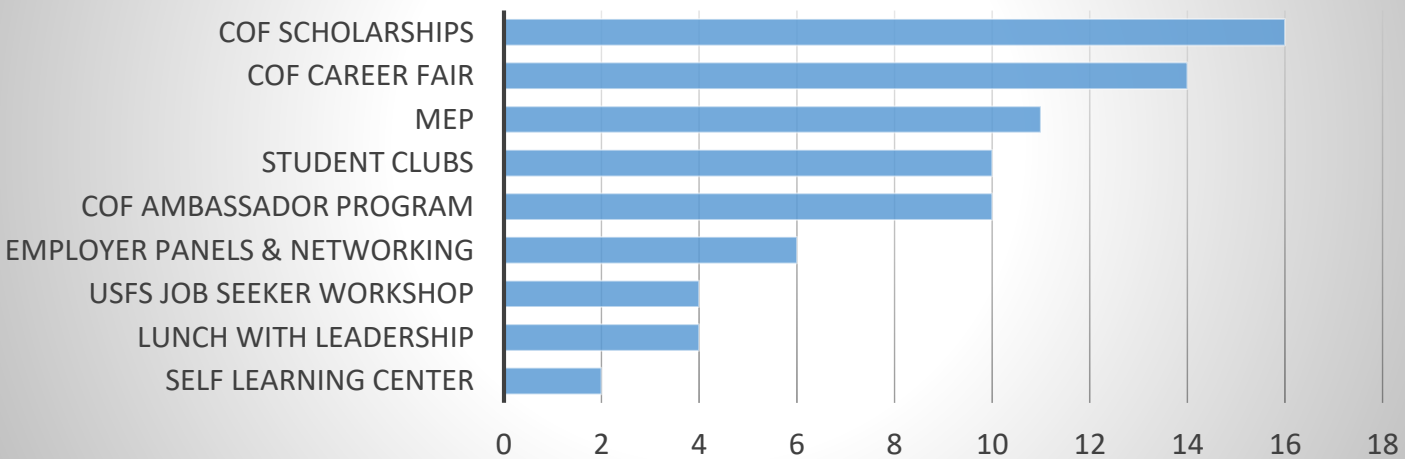
How do you stay informed of current student opportunities?



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Which SRE activities do you encourage students to participate in



Faculty Feedback

- “May seem like a radical move, but I recommend making it mandatory for every student to attend some type of career-related function once per term. This could be self-directed exploration (e.g. speaking with a natural resources professional about their work) or attending a job fair or symposium. Student would then connect with their advisor (or instructor in one of their courses) to report on the event. This idea needs fine-tuning of course, but the bottom line is I don’t believe enough is expected of undergraduates when it comes to investigating career options. Needs to happen much earlier, and more frequently.”
- “I think that so much of the effort and setting of priorities comes through their friends and a herd mentality, so it’s important to have a core, motivated group that gets everyone thinking about these things, hitting social media, and participating.”
- “Promote more participation in student-led professional organizations, such as the student chapters of Society of American Foresters and Forest Stewardship Guild. I did not know much about ‘Fernhopper’ and am in a dual role (professional faculty and grad students). How is this advertised? Who is the target audience?”
- “Many of these I did not know about. Suggests a problem with your office letting faculty know what is being offered.”

CoF Faculty/Student Engagement Proposal

Brooke Harrington, Student Resources & Engagement

Introduction

Student Resources & Engagement (SRE) seeks to enhance the educational environment of our undergraduate students by offering a variety of co-curricular programs, resources, events and opportunities that help students become connected, competent, innovative, and professional members in the broad fields of forestry and natural resources management. Examples of these programs and events include the College of Forestry Career Fair (sponsored by the OSU SAF Student Chapter), Mentored Employment Program, the Student Ambassador Program, Job Shadow Program, Lunch with Leadership, professional development workshops, employer panels, networking opportunities, experiential learning opportunities and career tours.

Student engagement is an important part of the university experience. The types of programs and events offered by SRE allow students a chance to network and connect, and expand communication, leadership, and teamwork and other soft skills that employers seek (Ritter, Small, Mortimer, Doll, 2018). Additionally, students can explore possible career options, engage in undergraduate research, and develop a professional mentorship with faculty members. These experiences expand upon what students are learning in the classroom, and may motivate and inspire them to engage more in their professional development.

Increased engagement benefits students and the College in the following ways:

- Students are able to connect with College leaders, faculty, alumni, and potential employers.
- Student involvement creates a greater affinity for the College, which can lead to an expanded donor base, and support for our programs, mission, etc.
- Students are able to connect with peers who share similar interests.
- Struggling students may find support and mentorship leading to greater student success.
- Robust programs and opportunities impress and excite prospective students (and their parents) leading to increased enrollment and improved retention rates.
- Students who engage feel a greater ownership of their education and have a greater chance of success. (Kuh, 2009))

Unfortunately, student participation in SRE programs has declined over the past few years most precipitously while temporarily located in Snell Hall. Student feedback (received informally during casual conversation) indicates that students do not attend SRE activities primarily due to schedule conflicts, lack of time, lack of awareness, and lack of encouragement. These

conversations suggest that new and improved methods to disburse information about opportunities are needed.

Background

A recent survey of CoF faculty (*Appendix A*) indicated that many faculty are aware of the co-curricular programs and opportunities that SRE offers CoF undergraduate students. Those that were unaware indicated an interest in finding out more about SRE programs and events. Several responses indicated that the College-wide newsletter *CoF This Week* and departmental updates were among the top ways to keep faculty informed of upcoming events so they could share details with students. While some faculty indicated that promoting student opportunities was not a high priority, a large percentage of responses indicated a willingness to promote events and opportunities, and felt that, in general, undergraduate students should be more engaged. Faculty stated that participation in these type of co-curricular programs offered by SRE is important. In fact, these faculty also understand the importance of engagement as a vital component of the overall student experience. (Kuh, 2001).

In a survey conducted by the OSU Academic Success Center in 2018, as a part of the STEM Learning Center Project, students stated that their instructors strongly influence their decisions and actions when it comes to taking part in programming and events. When professors and instructors talk about activities, students are more likely to consider it valuable enough to attend or participate. Research supports this, in fact: “What faculty think and value makes a difference with regard to the likelihood that students will participate in educationally effective practices, including high impact practices. That is, the greater number of faculty members at a given school who say it is important that students at their institution do a particular activity before they graduate (such as study abroad, participate in a learning community or have a capstone seminar) the greater number of students who actually participate.” (Kuh, 2009). Furthermore, research indicates that engagement initiatives are most successful when lead by faculty and staff regularly involved with students. (Harrill, Lawton 2015)

The College of Business Student Engagement Model

The College of Business (COB) has a unique model and philosophy about student engagement, which COB Assistant Director of Professional Development, Dan Ziriaux, presented at the 2019 Undergraduate Success Summit. Mr. Ziriaux explained that College of Business leadership feels strongly that student engagement is crucial, and that faculty involvement is essential for maximum student participation. Their model, called “Blueprint: 12-course Education-to-Career model” (*Appendix B*) emphasizes collaboration between leadership/faculty and the COB Career Success Center. Blueprint is a series of classes designed for first, second, third and fourth year COB students, which “pushes students to develop the essential skills needed to be successful in industry and life.” These courses have built in opportunities for students to engage in career

exploration as well as personal and professional development. COB faculty work closely with the COB Career Success Center to plan and promote programs and events, actively participate in recruiting alumni and employers for campus visits, facilitate student-employer networking, and suggest on-site tour locations, all of which are scheduled around specific classes. Using this model, students are required to participate in programs and attend events, which they might not otherwise have considered taking part in. An added bonus is that high student turnout allows employers to make important connections to their future workforce and keeps COB alumni connected to the college.

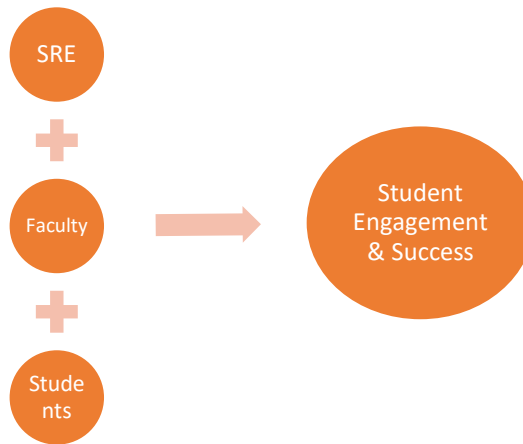
We contend that the College of Forestry can borrow from the College of Business's student engagement model to create stronger partnerships within the College, build stronger relationships with external partners, and increase student participation and success. The ideas outlined below are constructed in large part on the success observed through the College of Business faculty/student engagement model.

Proposal

Due to the significant body of research supporting faculty/student engagement, CoF Student Resources & Engagement aims to establish an active and collaborative partnership with leadership and faculty to support student engagement. The benefits of a CoF Faculty/Student Engagement Program include:

- Happy, excited, and engaged students who are eager to learn.
- Employers who find a wider, more accomplished, more skilled labor force.
- Improved performance in courses.
- SRE programs and events are recognized as a priority, and integral to student success.
- Increased faculty participation in SRE events will set an example for students.
- An overall increase in student success.

We propose this partnership can be achieved through implementation of three action items detailed below.



Action 1: Student Participation Requirement

Though the COB student engagement model requires students to attend activities during class time, we recognize that it might be unfavorable to take instruction time away from teaching faculty. However, we do feel it is possible and beneficial for students to attend at least one event (professional and/or career development) sponsored by SRE, the Career Development Center, or other offices/units at OSU as part of course requirements (which would be stated in the course syllabus, *Appendix C*) each term. We propose this requirement begins with introductory courses (e.g. FE 101, WSE 210, NR 201, FOR 111, TRAL 251) and expands in academic year 2020-21 to select upper division courses (e.g. FOR 321, 331, 456, FES 341, 412, 422, FE 440, WSE 320, 465, TRAL 357) as success is realized and documented. Students would be required to obtain a signed form (*Appendix D*) at the conclusion of an event to prove participation. This form will be returned to the instructor for confirmation that the requirement has been met.

Though we recognize that some schedule conflicts are unavoidable, SRE works hard to schedule programs and events during times leading to minimal conflict with other college activities or classes. Thus, we are optimistic that students will find ample opportunities to attend activities that are relevant to their professional development, class content, or offers a chance to connect with employers.

Offering Ecampus students a chance to connect with programs, events, and resources is an important part of success for distance students. There are a number of ways to engage with distance students including webinars, live-streamed employer panels, job search workshops and online tools (<https://career.oregonstate.edu/students/tools-resources>). Faculty who teach online courses can support these engagement opportunities by similarly requiring their students to participate in at least one activity per course. Additionally, SRE is always open to ideas about how to better connect with CoF distance students.

Action 2: Faculty Engagement

While it is important for faculty to encourage students to be engaged in activities outside of class, it is equally important for CoF faculty to engage themselves. Research and student feedback suggest that faculty who actively engage in College events and activities are setting good examples for students, increasing opportunities to connect with their students outside of class, networking with employers who are actively recruiting students, and are a visible part of the college community. The need to increase faculty engagement is supported by a study published in the *Research in Higher Education* (Umbach & Wawrzynski 2005), which concludes that the culture of student learning and engagement is impacted by faculty culture and roles within the college, and that there is a strong link between faculty engagement and student engagement. With this in mind, CoF faculty are highly encouraged to join in SRE events and activities.

Action 3: Sharing Employer and Alumni Contact Information

The relationships that faculty build with field professionals and former students are of great importance to current students as these individuals are ideal networking partners, potential employers, and professional examples of success. These vital contacts should be added to the SRE employer database. Database contacts receive occasional information about upcoming CoF programs and events such as the College of Forestry Career Fair and employer panel opportunities. By increasing the number of employers and alumni we bring to campus we provide greater networking prospects for students and recruitment opportunities for employer partners from all sectors of forestry, natural resources, forest products, and outdoor recreation. We have created an easy data collection form for faculty to submit contact information, which will be linked to the SRE webpage.

http://oregonstate.qualtrics.com/jfe/form/SV_d57nxBGRvt5zSj

Action 4: Engagement as part of Promotion and Tenure review

Our proposal does ask faculty to spend more of their limited time mentoring, engaging with, and even involving undergraduate students in their research programs. While this time is valuable to both faculty and students, we recognize the need for these efforts to be noted in the faculty promotion and tenure (P&T) process. The inclusion of these activities in the P&T process will motivate faculty to get involved and establish an incentive to continue engagement, which ultimately supports student success and further develops a strong College community.

Steps needed to transform the P&T process:

1. Leadership agrees that this level of faculty/student engagement is needed, valuable, and part of the CoF culture.
2. Faculty/student engagement is recognized as vital for student success and integral to the CoF's mission and values.
3. Requires establishment of new P&T guidelines and evaluation tool/method.
4. New P&T policy is accepted and embraced by faculty.

Several years ago, the Council on Undergraduate Research published a journal devoted to the incorporation of undergraduate research into faculty research programs. The volume outlines multiple methods and strategies to change protocol, update policy, and established new expectations and a culture shift in academia (Paul, CUR Quarterly, 2001).

Timeline and Implementation

Timeline



Implementation

- Required student participation
 - a) Beginning in Winter term 2020 student engagement is a course requirement in all introductory courses.
 - b) Upon recognized success, student engagement is a course requirement in select upper division courses beginning Fall 2020.
- Faculty share contact information
 - a) Faculty begin utilizing data collection tool to share information with SRE, Winter 2020.

- Promotion and Tenure process revision
 - a) CoF leadership acknowledges importance of faculty/student engagement, ASAP.
 - b) Faculty are encouraged to participate in College and OSU engagement opportunities to set example for students, ASAP.
 - c) Leadership begins process to revise P&T policies and procedures, Spring 2020.

Implementing a strong partnership between SRE and faculty should not have financial cost nor impact budgets. Rather, it will strengthen our CoF community, provide opportunities for student success, and create beneficial internal and external partnerships. Implementing the student engagement model requires a commitment from leadership and department heads who will encourage faculty participation and require active promotion of student engagement. Thus, SRE has established several methods of communication with faculty and students to facilitate this new level of engagement:

- SRE will submit all events and program information to CoF This Week.
- SRE will visit department meetings to share information with faculty.
- SRE will personally connect with new faculty
- SRE provides faculty slideshow, which highlights upcoming programs, events, and opportunities. Faculty will show these slides in all CoF classes for at least the first week of each term.
- Faculty will receive monthly SRE and weekly Fernhopper emails, which detail important deadlines and upcoming events to be highlighted in class. This information is shared with students.

Conclusion

Student Resources, and Engagement provides many opportunities to participate in a variety of co-curricular programs designed to enhance our students' educational experiences, provide hands-on experiential learning, build community, and establish important connections and skills. Students who attend these oriented events gain valuable face-time with professionals and leaders from all fields of forestry, natural resources, outdoor recreation and wood products. These interactions can lead to impactful career, internship, and educational opportunities. Students who participate in professional development workshops and seminars receive valuable information that improves the soft skills required by today's employers. Through a sustained and collaborative partnership characterized by combined faculty/student participation, establishment of additional employer relationships, and inclusion of faculty engagement in the P&T process review, together the College of Forestry community will ensure that students have a path leading to successful lives and careers upon graduation.

Works Cited

- Bauer-Work. J (2019, January 17) *Survey: Employers Want Soft Skills From Graduates*
<https://www.insidehighered.com/quicktakes/2019/01/17/survey-employers-want-soft-skills-graduates>
- Harrill, M.; Lawton. J.; Fabianke, J. (2015) *Faculty and Staff Engagement: A Core Component of Student Success*, page 11
- Hes, Dale (May 29, 2017) *5 Reasons Why Soft Skills Are More Important Than Ever*; Oxbridge Academy, <https://www.oxbridgeacademy.edu.za/blog/5-reasons-soft-skills-important-ever/>
- Kuh, George (2009), *What Student Affairs Professionals Need to Know about Student Engagement*, *Journal of College Student Development*, Volume 50, Number 6, page 690
- Paul, Beth (2001) *From the CUR President*, *CUR Quarterly*, Volume 31, Number 4, page 2
- Ritter, B., Small, E., Mortimer, J., Doll, J., (2018), *Designing Management Curriculum for Workplace Readiness: Developing Students' Soft Skills*, *Journal of Management Education*, Volume 42 (1) 80-103, page 80
- Stirling, A; Kerr. G, (2015), *Creating Meaningful Co-curricular Experiences in Higher Education*, *Journal of Education & Social Policy*, Volume 2, Number 6, page 1.
- Umbach, Paul; Wawrzynski, Mathew (2005) *Faculty do matter: The Role of College Faculty in Student Learning and Engagement*, *Research in Higher Education*, Vol. 46. No. 2, March 2005, page 157

College of Forestry

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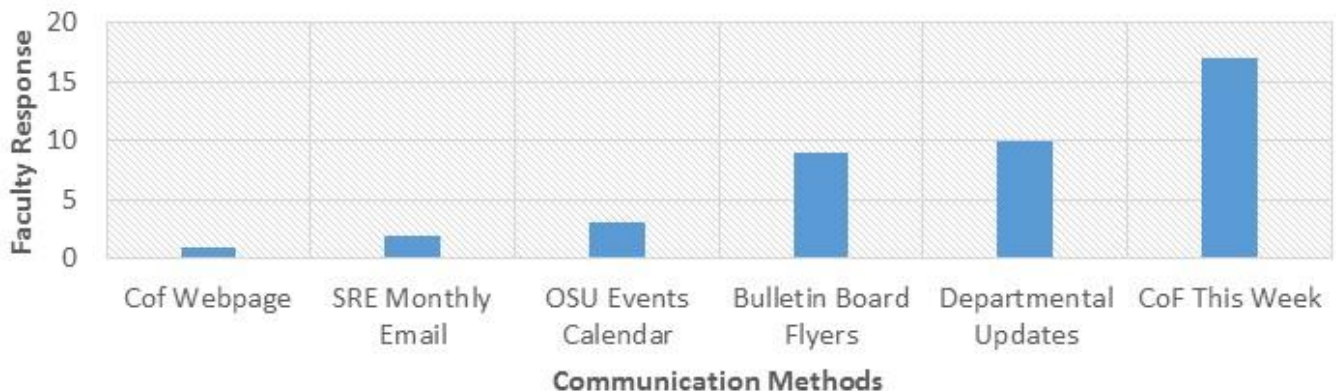


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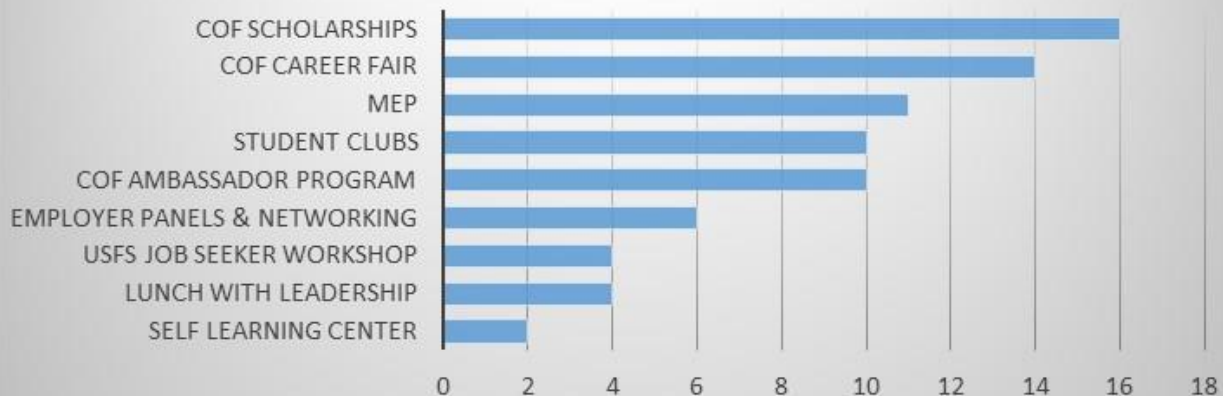
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Appendix B

Blueprint: 12-Course Education-to-Career Model		
<p>A blueprint guides you forward; it's a design to be followed. Blueprint is the new title for the College of Business Education-to-Career Model, a 12-course series that guides our students from campus to career. In alignment with NACE career competencies and building upon key financial literacy outcomes, Blueprint pushes students to develop the essential skills needed to be successful in industry and life. From learning teamwork and problem-solving as first-year students running microenterprises to cultivating critical thinking through a college-wide case competition in the third year, our students graduate profession-ready - eager to engage, work hard, and give back throughout their lives.</p>		
First Year Experience (1YE)		
<p>BA160: B-Engaged (3 credits)</p> <p>Students learn how to transition to the OSU academic community and college learning expectations and the essential skills needed to be successful in their first year and beyond.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand and explain challenges, necessary skills, and resources, to become a successful first year student. • Demonstrate skills necessary to succeed professionally and academically in the College of Business. • Establish a sense of belonging at Oregon State University • Design and explore a path to a fulfilling academic career <p><i>Welcome to OSU and the College; Major Exploration</i></p>	<p>BA161: Awareness to Action (3 credits)</p> <p>Students build a foundation of entrepreneurial knowledge and gain a competitive edge while becoming aware of their role in managing their career.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain key business activities and the primary concepts and terms associated with these activities; • Learn and utilize the process of iteration and prototyping in the creation of a team-based microenterprise; • Explore current business news from the perspective of different business disciplines. <p style="text-align: center;"><i>Business Foundations</i></p>	<p>BA162: Ideas to Reality (3 credits)</p> <p>Students build a foundation of entrepreneurial knowledge and gain a competitive edge while becoming aware of their role in managing their career.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Work collaboratively on a micro-business or project using foundational business knowledge; • Understand the processes and challenges of managing a team while running a microenterprise; and • Design and explore a path to a fulfilling career by diving deep into a variety of key business activities. <p style="text-align: center;"><i>Running a Microenterprise</i></p>
Second Year Experience (2YE)		
<p>BA282: Drafting Your Career Blueprint I (1 credit)</p> <p>Students explore opportunities within their majors and begin to explore future career paths, while also learning about their own strengths and making a plan for growing their skillsets in the future.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify and articulate one's skills, strengths, knowledge, and experiences relevant to one's career goals; • Explore career paths related to one's major and analyze each for personal interest and fit; • Identify areas for personal and professional growth based on one's career aspirations; and • Create a plan for developing oneself personally and professionally. <p><i>Career Exploration, StrengthsQuest, and Gap Analysis</i></p>	<p>BA283: Creativity, Culture, and the Workplace (1 credit)</p> <p>Students explore the importance of a company's culture, the power that diversity brings to a team, and how individuals' own unique stories can contribute to an organization's success.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand the importance of accepting responsibility for one's own emotions, decisions, actions, and work outcomes; and • Discuss the importance of and strategies for building collaborative relationships with colleagues and customers representing diverse backgrounds and viewpoints. <p style="text-align: center;"><i>Storytelling and Case Studies on Company Culture</i></p>	<p>BA284: Foundations of Personal Finance I (1 credit)</p> <p>Students learn the basics of personal finance and explore financial resources relevant to college life.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Exercise sound reasoning in analyzing one's personal financial situation and setting financial goals; • Develop an educational plan for successfully achieving one's personal and professional goals; and • Engage in strategies for achieving diverse personal financial goals, including the practice of budgeting. <p style="text-align: center;"><i>Budgeting, Map to Graduation, and Paying for College</i></p>



Blueprint: 12-Course Education-to-Career Model

Third Year Experience (3YE)		
<p style="text-align: center;">BA 311: Drafting Your Career Blueprint II (1 credit)</p> <p>Students learn best practices for effective job search strategies, ultimately preparing for and applying to several positions of personal interest.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of an organization; • Navigate and explore job options; and • Understand and take the steps necessary to pursue professional opportunities. <p style="text-align: center;"><i>Managing Professional Career Opportunities</i></p>	<p style="text-align: center;">BA 312: Foundations of Personal Finance II (1 credit)</p> <p>Students continue to learn the basics of their personal finances by diving deep into several topics designed to meet their unique needs.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn essential financial foundations to achieve professional and personal goals; and • Understand and apply best practices surrounding topics in money management. <p style="text-align: center;"><i>Basics of Savings, Investing, Taxes, Credit/Banking, Evaluating a Major Purchase</i></p>	<p style="text-align: center;">BA 313: The Orange & Black Case Competition (1 credit)</p> <p>Students learn how to contribute to a team's effectiveness and performance by participating in a case competition, where they develop a solution to a real-world business challenge.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Obtain, interpret, and use knowledge, facts, and data to analyze issues, make decisions, and overcome problems; • Explore how personal values, principles, and ethics play into one's decision making; and • Learn how to leverage the strengths of others to achieve common goals. <p style="text-align: center;"><i>Ethics Case Competition</i></p>
Fourth Year Experience (4YE)		
<p style="text-align: center;">BA 411: Financial Planning I (1 credit)</p> <p>Students learn methods for accommodating professional and personal obligations and plans after transitioning from the classroom to industry.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn strategies for analyzing job offers and benefits packages; • Understand how to maximize the first 90 days of full-time employment; and • Learn proper etiquette and expectations when it comes to advocating for opportunities in the workplace. <p style="text-align: center;"><i>Salary Negotiations, Analyzing Job Offers and Benefits Packages, and Maximizing Your First 90 Days of Employment</i></p>	<p style="text-align: center;">BA 412: Financial Planning II (1 credit)</p> <p>Students learn methods for accommodating professional and personal obligations and plans after transitioning from the classroom to industry.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Build money management skills including budgeting and financial goal setting based on anticipated earnings; and • Learn best practices for saving and investing. <p style="text-align: center;"><i>Post-Graduation Personal Financial Plan: Budgeting and Financial Goal Setting</i></p>	<p style="text-align: center;">BA 413: Financial Planning III (1 credit)</p> <p>Students learn methods for accommodating professional and personal obligations and plans after transitioning from the classroom to industry.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Articulate best practices in money management skills including making large purchases and managing debt; • Understand risk management strategies and the basics of retirement planning; and • Create strategies for incorporating best practices into one's personal financial plan. <p style="text-align: center;"><i>Post-Graduation Personal Financial Plan: Evaluating a Major Purchase, Debt Management, Risk Management Insurance, and Estate Planning</i></p>

Appendix C

Course Syllabus Example

Student Engagement Requirement

- Students will participate in at least one co-curricular activity (outside of class, on student's own time) available at OSU. Examples of possible activities include but are not limited to:
 - Career Development Center webinar or workshop
 - CoF Student Resources & Engagement event, such as:
 - Career Tour
 - Workshop
 - Lunch with Leadership
 - Career Fair
 - Mentored Employment Program
- You will use the signature form (available in the syllabus or online) to confirm your participation in the activity. Signed copies are to be returned to the instructor at the conclusion of the program, event, or activity.
- Upcoming activities will be mentioned in class, CoF Fernhopper, and monthly SRE emails. More information can be obtained from your instructor or by visiting SRE, located in Snell 133, 541-737-1594.

Appendix D



Oregon State University
College of Forestry

Please bring this form to a Student Resource & Engagement staff person for signature and return to your instructor.

Date:

Time:

Activity:

Student Name:

Class:

Signed by:

Title:

From: [Rosenberger, Randall](#)
To: [Wonhof, Adrienne](#)
Subject: Remove COF Admin Memo #22 - Student Academic Files
Date: Thursday, September 12, 2019 2:58:51 PM

Hi Adrienne,

You may have COF Admin Memo #22, Student Academic Files, removed from the current set of memos. This memo was created in 2012 when MyDegrees and Nolij student records systems were being implemented at OSU. If we want to redirect folks to OSU resources and policies governing parts of this memo, then they are:

Office of the Registrar: <https://registrar.oregonstate.edu/>

Student Records Policy: <https://policy.oregonstate.edu/policy/student-records-576-020>

Records Retention Policy: https://policy.oregonstate.edu/UPSM/04-010_records_retention

The remainder of Memo #22 was simply guidelines on how to manage records in MyDegrees, major changes, and other procedural items that do not require a college-wide admin memo.

Thanks,

Randy

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