



# SPRING 2024 NEWSLETTER



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# Karley M. Rojas

they/elle



M.A.  
Environment &  
Community

## A little about Karley:

Karley is a current student in the Environment and Community, MA program here at Cal Poly Humboldt. They're an Indigenous-facing ethnobotanist and multimedia artist and hold a B.S. in Botany from Cal Poly Humboldt with a minor in Studio Art; also an alumnus of the University of Chicago. Currently employed as a Research Associate with the **Native American Studies Department Rou Dalagurr Food Sovereignty Lab and Traditional Ecological Knowledges Institute (FSL)**, Karley has been selected as an **ARI-NEXTGEN Fellow (USDA NIFA NEXTGEN grant to the California State University Agricultural Research Institute)**. This award is for the 'Place-Based Learning Practices Project' in the amount of \$25,000, which joins additional funding for the project from Save the Redwoods League, Humboldt Energy Independence Fund, and the Sustainability Department. This project is being conducted under the mentorship of Dr. Cutcha Risling Baldy who is the Principal Investigator and Chair of Karley's Thesis Committee.

## Why did you chose Cal Poly Humboldt?\*

I chose Cal Poly Humboldt for graduate school specifically due to the re-designed Environment and Community program, which focuses on place-based learning and community engagement rooted in decolonization, anti-racist and anti-colonial praxis, interdisciplinary/undisciplined study, and intersectional justice. Specifically, this program uplifts Indigenous research paradigms led by and for Indigenous peoples and communities, working to leverage western institutions and resources to serve marginalized and Othered communities.



## Tell us a bit about your program\*

The Environment and Community program is truly a unique graduate program. I am honored to be in cohort with incredible undisciplined/interdisciplinary scholars, thinkers, and activists. We are imagining and actively realizing anti-colonial and liberatory radical futures while forefronting BIPOC experiences and knowledges. It is a space that has been carved within a western institution that actively works against the perpetuation of settler colonial imperialist patriarchal racialized-capitalist structures and processes. The professors affiliated with the program are incredible knowledge-holders, and are providing us with a rich baseline of knowledges and approaches to equip us in building generational futures.



# Pricilla Ceja

she/her

## Why did you choose Cal Poly Humboldt?

I chose Cal Poly Humboldt because I was able to connect with my current advisor after having her class. After taking Dr. Silvia Pavan's Mammalogy class, she would talk about the Humboldt Vertebrate Museum. My curiosity was peaked and I began volunteering there ever since I passed Mammalogy in 2022. While volunteering there I gained more insight about making research specimens and learning how scientists like Dr. Pavan use them for their research. When graduate school applications began opening and the deadline was fast approaching, that was around the time it started to click that I wanted to do something with taxonomy, using the specimens I had prepped for about a year. I went to Dr. Pavan to see if she had any advice for me and after a few meetings and a practice project, I was accepted to be Dr. Pavan's graduate student.

## How did you choose your area of study?\*

Interestingly enough, I chose this field of study, taxonomy of mammals, after taking a course based on the taxonomy of plants! This although partly due to taking the mammalogy course previously mentioned, it didn't officially click until Plant Taxonomy. When I was taking Mammalogy, I enjoyed it but I at the time determined it was because I was studying mammals, a class of animals that I have loved to learn about since I was a child. Now, I am not a plant person. The only plant I own is a string of turtles, and although it isn't a mammal it is still one of my favorite animals and so I had to own the plant version of it. With that in mind, I loved Plant Taxonomy. That made me question if I loved plants or animals more, but I came to realize that I loved the taxonomy part of it! So, taking a taxonomy course about plants helped me choose the taxonomy of mammals as my area of study.



## M.S. Biological Sciences

### What is your research focused on?

My research focuses on comparing external, cranio-dental, and baculum morphology on closely related species of South American Neotropical tree squirrels, specifically those in the "Microsciurus" flaviventer group: "Microsciurus" flaviventer, "Microsciurus" sabanillae, and a putative new species referenced to as "Microsciurus species 2". The goal of my research project is to assess morphological variation in this group and contrast it with genetic variation to determine how many species are supported using an integrative taxonomic approach.

### Advice for Students Considering a Masters Program

For someone considering grad school, I would suggest working with the potential advisor for at least a semester and if possible a year so you can get a feel for how that professor would work as an advisor, what your potential project can be about and what working on that project might look like. This will help you get a taste of the environment you will be in for at least the next two years.



# Seth Bradley he/him



## **How did you chose your area of study?**

I have always had an interest in social structures and how societies function. Cal Poly Humboldt's emphasis on using the sociological toolkit to benefit the community beyond academic research really appealed to me, especially since I was in a career that centered around leveraging social structures to support people in need. My career has changed and I work more with data behind the scenes, but I still believe the principles of public sociology are a good framework for what I do because I am able to apply them in ways that empower others to better serve the community we support.

## **What advice would you give a new graduate student or someone considering graduate school?**

Be as present as possible, not just in class but also within the department and cohort you area part of. Make sure you know the people you are taking classes with and learning from, having those solid connections with your peers and your instructors and being able to reach out to them for help when needed will make it easier to get through the rigor of a graduate level program.

## M.A. Public Sociology



## **What is your research focused on?**

My thesis research is focused on sustainability literacy in higher education, and specifically at Cal Poly Humboldt. This research will help inform our understanding of what sustainability knowledge, attitudes, and behaviors students enter the institution with, what sustainability knowledge, attitudes, and behaviors students exit the institution with, and ultimately how Cal Poly Humboldt structures sustainability related education moving forward. This research is aligned with sustainability goals within the higher education community, as well as those established by the international community (United Nations), and for some institutions their own internal goals as well

## **Anything else you want to add?**

When in doubt, reach out (to your peers and instructors!)

# Alice Zhang

she/her



**M.A. Psychology,  
Academic Research**

## **Why did you chose Cal Poly Humboldt?**

I love the vibes at Humboldt; being surrounded by nature is really calming, and I love the cloudy aesthetic. On top of that, the opportunity to go into a program that had a focus on research was appealing to me; I wanted to get more hands-on experience with research rather than the theoretical perspectives I had in my undergrad.

## **How did you chose your area of study?**

I earned my undergraduate in human development, which was a more interdisciplinary perspective on how people change and develop over time. However, I've always had an interest in different environmental or individual factors that may change how people think or perceive the world I grew up with one foot in American culture and one foot in Chinese culture, so I was constantly wrestling with differences in how they shaped my behavior. I was always trying to find causes as to why I may act a certain way or think a certain way, which helped spur my interest in development. It wasn't until I finished my undergrad that I had realized that, as much as I enjoy learning about physical changes to the brain over time, I was more interested in psychological change over time.

## **What is your research focused on?**

Broadly, I am interested in the experiences of multilingual/multicultural individuals. Particularly in the ways that they navigate different social spheres, and to what extent cognition may differ for this population. Currently, I am examining how dual language programs affect first and second-generation children. Dual language classrooms are a fascinating microcosm where linguistic power equalizes between English and the partner language (Spanish, Chinese, French, etc.); experiences in these programs are distinctly different from standard monolingual schooling, where the academic language of choice is strictly English (In America). I am interested in looking at how children's relationships with their home culture may change as they progress through the program.



## **Tell us a bit about your program**

The academic research program focuses on developing applicable skills needed to pursue research in psychology. From my perspective, this program is split into two sections--The research section, and the theoretical section. The theoretical section is based on what discipline you choose (social, neuroscience, developmental, etc.) and helps build your theoretical understanding of frameworks used in your field. The research section focuses on developing an understanding of statistics, methodology, and life in academia. These classes are more applicable, and the knowledge learned is interdisciplinary.



# Alison Holmes

she/her



Professor of Politics

## Tell us a bit about your role on campus...

I chaired and taught in the International Studies program for 12 years and I think I have been on every 'international' committee on campus: International Advisory Committee (including stints as chair), International Program Review Committee, Study Abroad student review panel (now defunct) and I expanded the International Education Week colloquium. Beyond my 'international beat', I helped create our campus Career Curriculum as a founding member of our College group and currently serve on the campus-wide committee. I have served on the Service Learning Committee, and the University Committee on first-year success and helped found Global Humboldt. I have also served on other committees but that covers the main things.

## What is your research focused on?

I am interested in what I call the vertical axis of diplomacy by which I mean the ways in which globalization has compressed traditional levels of analysis (international, national, state, country, city and tribe) in a way that allows different actors to be involved and advocate for themselves at almost every level in the system. For example, my most recent book looked at California's 'foreign policy' by talking to diplomats sent here from around the world (rather than just asking CA politicians). I like to try and see things from other perspectives - both inside and outside - the theory and the practice.

## What advice would you give to our graduate students?

I worked a minimum of 20 hours a week as a full-time undergrad and MA student and for my PhD (which I did part-time) my professional life required at least 50 hours a week. I would say be sure you know WHY you are doing any degree and remember it is supposed to serve you - not the other way around. It can be daunting and there will be times you will doubt yourself so you need that resolved in both your head and your heart from the outset (and ALWAYS use the resources offered - we pretend this is a solo project - and it will feel lonely - but you need help so learn how to seek it out and use it well - that's what we are here for!)



csuglobal

# Spring Deadlines

## **FEB 2ND**

Courtesy Review Deadline for Chancellor's Doctoral Incentive Program (CDIP)

## **FEB 12TH**

Last day to apply for graduation or change your graduation date and have your name listed in the printed program for Spring 2024 Commencement. (Please note that this deadline ONLY applies to the printed program)

## **FEB 14TH**

Last day to begin documented grade appeal communication with faculty for the Fall 2023 semester. If an acceptable conclusion is not reached per policy, the deadline to submit a grade appeal form is 11:59 p.m. PST on February 29, 2024

## **FEB 15TH**

Draft Application deadline for the Chancellor's Doctoral Incentive Program (CDIP). Send drafts to [terri.fisher@humboldt.edu](mailto:terri.fisher@humboldt.edu)

## **FEB 24TH**

Final Application deadline for Chancellor's Doctoral Incentive Program (CDIP)



# Spring Deadlines

## **MAR 11th**

Last day to change registered class grade option to CREDIT/NO CREDIT

## **MAR 28th**

Last day to request permission to withdraw from the semester (prorated refund\*)

## **APR 1st**

Last day to request permission to withdraw from one, some, or all courses. Permission to withdraw and documentation of a serious and compelling reason is required

## **APR 22nd**

Submission deadline to request a formal courtesy review of your master's thesis or project. Send drafts to [cfr@humboldt.edu](mailto:cfr@humboldt.edu)

## **MAY 6th**

Last day to submit final master's thesis or project

## **MAY 11th**

Commencement Ceremony

## **MAY 15th**

Last day to change a Spring 2024 graduation date without a fee.

[Complete a Graduation Date Change Request Form](#)

# Events

## CSU Research Competition

The CSU Student Research Competition is open to both undergraduate and graduate students. 10 students from each campus can participate. Once students are selected they will have the opportunity to go to San Diego State and present their research At Cal Poly San Luis Obispo on Friday, April 26th, and Saturday, April 27th, 2024. Each student has 10 minutes to present and 5 minutes to respond to a juror and answer any questions from the audience. The deadline to apply is January 19th, 2024.



## Cal Poly Humboldt Grad Slam Competition

Will be held on March 22nd, 2024 in the Goodwin forum. Cal Poly Humboldt Students will present their research in 3 minutes or less to compete for a cash prize and a spot in the CSU-wide Grad Slam Competition that will take place virtually.

## Grad Slam Competition

Hosted by CSU Long Beach this year. this competition will be held over Zoom on May 3rd, 2024. The Grad Slam Competition Celebrates the amazing research being done by Graduate Students CSU-wide.

## Idea Fest

The 11th annual IdeaFeaest is being held on May 3rd, 2024. The last day to register for IdeaFest is Monday, April 22nd, 2024 [click here](#) to register!

## End of the Year Celebration

The End-of-The-Year Celebration is on April 24th, 3:00-4:30 pm. Join us for food, activities, and to hear from the Dean of Graduate Studies. We will also be practicing the graduation hooding ceremony together this day!





# Grad Slam Competition

Get ready for the first Cal Poly Humboldt and third CSU Grad Slam competition! Cal Poly Humboldt's Grad Slam celebrates the exciting research conducted by graduate students. The competition supports their capacity to effectively explain their research in three minutes (or less), in a language appropriate to a non-specialist audience. For some, it helps to develop an "elevator speech" for their research. Participation in Grad Slam showcases communication abilities – an essential skill.

## Presentation Information

Students have 3 minutes and one PowerPoint slide to present their thesis, project, or other creative work to a non-specialist audience.

3 winners (one from each college) will be selected as winners and get a cash prize. Winners will also have the chance to compete in the CSU-wide competition.

## Need Help?

Drop-in Grad Slam hours will be Tuesdays and Thursdays from 12:00 pm - 2:00 pm for any students needing help with the application process, needing more information, or for presentation help.

## Ready to Get Started?

Applications are open now until - February 29th

**Apply Now!**





# Commencement

The Spring 2024 Commencement  
Ceremony will be on Saturday May 11th

[Regalia](#)

[Flowers](#)

[Photos](#)

Student registration to participate in the Spring 2024  
Commencement ceremony will be available March 1st



Graduate Students who submitted their Advancement to  
Candidacy forms before February 13th and graduated in  
Fall 2023 or Spring 2024 are eligible to participate in the  
Spring 2024 Commencement Ceremony

**Congratulations Spring 2024 Graduates!**



# Resources

[Graduate Student Handbook](#)

[Financial Aid Office](#)

[Humboldt Digital Commons](#)

[IACUC](#)

[Institutional Review Board](#)

[Office of the Registrar](#)

[Information Technology Services](#)

[Chancellors Doctoral Incentive Program](#)

[Sally Casanova Pre-Doctoral Program](#)

[Academic and Career Advising Center](#)

[Cashiers Office](#)

[Dean Of Students](#)

[Extended Education and Global Engagement](#)

[Oh Snap!](#)

[Student Disability Center](#)

[Student Health Center](#)

[University Bookstore](#)

[University Police Department](#)