



Spring 2020

GRAD STUDIES NEWSLETTER

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Important Dates and Deadlines

May 11, 2020

Deadline to submit a final draft of thesis or project to Digital Commons, for **Spring 2020 graduation**

May 16, 2020

2020 Spring Virtual Commencement Ceremony- ***Congratulations Graduates!***

July 9, 2020

Deadline to submit a draft of a thesis or project for a courtesy review.
crf@humboldt.edu

July 23, 2020

Deadline to submit a final draft of thesis or project to Digital Commons, for **Summer 2020 graduation**

Helpful Resources

Academic & Career Advising Center | (707) 826-3341

<http://www2.humboldt.edu/acac/>

College of eLearning & Extended Education | (707) 826-3731

<http://www2.humboldt.edu/extended>

Institutional Animal Care & Use Committee | (707) 826-3256

<http://www2.humboldt.edu/iacuc/>

Institutional Review Board | (707) 826-5165

<http://www2.humboldt.edu/irb/>

Office of Graduate Studies | (707) 826-4402

<http://gradprograms.humboldt.edu/graduate-programs>

Office of the Registrar | (707) 826-4101

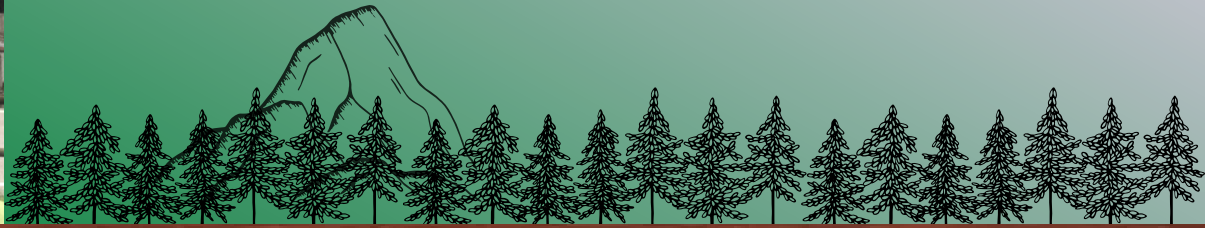
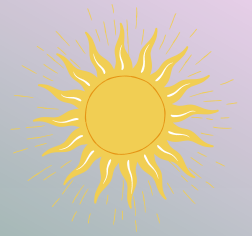
<https://registrar.humboldt.edu/>

Featured Faculty

Dr. Erin Kelly Natural Resources Graduate Coordinator



Associate Professor
Dept. of Forestry and
Wildland Resources



1. How long have you been at HSU? Can you tell us about your academic history?

I started at HSU in 2012. I moved here from Newfoundland, Canada, where I was completing a post-doctoral fellowship at Memorial University. I was researching the changing forestry economy there, which has been mostly declining because it's based in producing newsprint. Newfoundland was a wonderful place to live – lots of cross-country skiing and moose everywhere. Before that, I was at Oregon State University, where I got my PhD in forest social science, studying the implications of changing federal policies on rural communities and forest landowners. I had no background in forestry when I started graduate school, so I did a lot of the undergraduate forestry curriculum because I felt like it would make me a better researcher. My graduate work combined a lot of disciplines – mostly sociology, economics, political science, and geography, along with forestry.

2. What kind of research or academic social work are you involved with?

I've worked on a range of topics, like: how landowners work across ownership boundaries to address wildfire risk, and the development of forestry projects in the California cap-and-trade carbon market. I have a project right now on different states' approaches to timber harvest on private lands, and another project on how former timber towns adapt to new economies. I recently worked with a graduate student on a project about the economic importance of both cannabis production and ecological restoration in Southern Humboldt, and what that means for rural development. There are so many interesting questions!

3. Are any students involved in your work?

All of my research includes graduate students, and sometimes undergraduate students as well. Recently I worked with two graduate students researching crowding and



Learning about oak woodland restoration with a group of Environment and Community graduate students.

recreation behavior at a popular off-trail recreation spot. They did the work in partnership with Save the Redwoods League and California State Parks, and both turned their work into their theses. I am fairly new to researching outdoor recreation, but the students were so motivated. They taught me a lot.

The graduate students I've advised mostly fit into two types— they're either forestry undergraduates who are looking to branch into social sciences, or social science undergraduates who are interested in environmental management. Both types of students bring a really interesting perspective to research and I find myself inspired by their different processes of discovery.

4. What is your favorite part of your job?

In terms of research, I think working with students is the best. But maybe my favorite part of my job is teaching. I'm teaching forest economics right now, and it might not be the class that forestry students look forward to, but some students really shine—they connect the material to things they see in the world or experiences they've had. It makes me feel like they'll bring the knowledge with them throughout their careers.

5. How do you spend your time outside of HSU?

I bicycle a lot, which often includes cycling from my home in Eureka to work in Arcata. I also play roller derby. I'm pretty new to the sport – it's a constant challenge and I encourage students to try it out! My husband and I both love art and culture. You can find us at Arts Alive in Eureka, or at the little theaters around Humboldt County, like at Richard's Goat in Arcata.

6. Do you have any advice for current or prospective students?

Find what you're good at and chip away at what's challenging. For some students, they're great at collecting data, others are great at analysis or writing. If you hit a roadblock, talk to your advisor and your committee! And then go do something that is completely unrelated to your project. I hear roller derby is fun...

Two graduate students at a forest management project. They were both working on carbon offset projects in the California cap-and-trade market.



Student Spotlight



College of Professional Studies



Levi Basist

Kinesiology

His work/study/research

What is the greatest gift that any of us has ever received? It's not a fancy phone or a new car. It's our body. Without it, nothing is possible. I'm driven by a passion to better understand and appreciate this gift and share that passion with others. As a graduate student in the Kinesiology department, my academic focus is on diving deeper into the science of self, but I understand that having all the knowledge in the world is useless if you can't effectively share it. That's why my other major focus at HSU is on utilizing alternative teaching methods, such as Active Learning and Flipped Classes. These methods improve both the student and teacher experience by utilizing learning theories together with technology to most effectively engage and challenge students in an inclusive learning community. Thanks to the thoughtful, creative, and hard-working professors in our department, I've had the opportunity to do so much more than just continue my education. I guest lecture for multiple courses, have the opportunity to conduct research in the Human Performance Lab, and work with administrators as a student representative to the Graduate Council. I'm also fortunate to work with the Center for Teaching and Learning on various projects involving course design and alternative teaching methodologies. Additionally, the knowledgeable HSU library staff brought me on to develop open educational resources for students in the university's new RN-to-BSN program.

What led him here?

I feel very fortunate to have the opportunity to continue my education as a graduate student at HSU after nearly a decade long academic break. Upon graduating from Eureka High School, completing the College of the Redwoods Honors Program, and earning a bachelor's degree in physiology from UCLA, I worked abroad for many years. I spent half a decade in South Korea teaching at a national university and subsequently moved to central Mexico to volunteer for nonprofit educational organizations. Work and passions have led me all around the world, but I always knew where I

wanted to end up. My first official day as an HSU graduate student was a sunny afternoon last August. Tom Jackson, the newly appointed President, stopped by our grad student orientation and told us something that I took to heart. He said that the people we meet and the connections we make during our time as graduate students will open doors and lead us forward into a future that we create. It was then I realized that just showing up to class and getting good grades shouldn't be our only goal here. Thanks to his words, I've made a point to meet and collaborate with faculty from my department and across the campus. It's opened up so many amazing opportunities and challenges that I could never have envisioned when I first enrolled here.

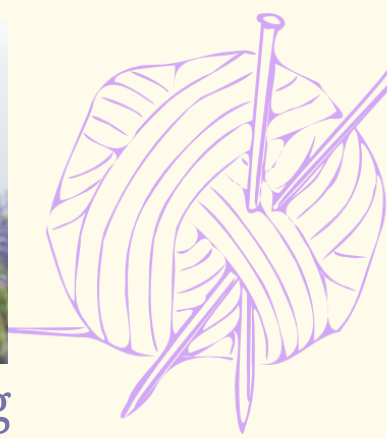
Impact of his work

As a native to this area, I have a vested interest in doing everything that I can to serve and give back to the Humboldt community that has raised, supported, and educated me. I believe that the best way for me to do this is by continuing to attain knowledge in my field, innovating our teaching practices, and incorporating more open educational resources to improve equity, inclusion, and accessibility. In this manner, I can most effectively share my knowledge and passion for the physical sciences with future generations of students.



Student Spotlight

College of Arts Humanities
and Social Sciences



Morgan Thornburg

English: Applied English Emphasis

What led you to choose your major, grad program, and topic of research?

I often say that choosing HSU for my undergraduate career was the best decision I ever made. I ran competitively for the Cross Country and Track and Field teams, I worked 20 hours a week at the ITS Help Desk, and I graduated, summa cum laude, with a double-major in English and journalism and a minor in psychology. My four years of undergrad shaped me into the hard-working, curious, and open-minded person that I am today and the connections that I made with staff and faculty have lasted well beyond my 2016 graduation. Although I had multiple options for post-baccalaureate study, I chose to pursue my degree in the newly-created Applied English program at HSU because I felt that it would be the most adaptable to any path that I might choose moving forward. The program offers a variety of classes, including cultural studies, rhetorical listening, and digital humanities. Furthermore, what drew me to the Applied English program is the fact that the faculty are constantly working on re-thinking “the norm.” All of the courses I’ve taken put inclusivity first, pushing us to constantly challenge dominant discourses and consider the voices that might be missing or marginalized.

The English faculty encourages students to be creative, to take risks, and to “get messy” with assignments while finding ways to use their courses to help each student follow their own specific academic and extracurricular interests. One of my main passions is knitting, and I’ve been able to bring this passion into my coursework in many interesting ways: in one course, I created a knitted display for a final project in order to visually represent what I’d learned during the semester (accompanied, of course, by a written piece). In another, I created a digital project to shed light on issues of racism and discrimination that exist in the knitting community. In this way, my English faculty members allowed me the flexibility and creative license to work with the course material while also making it applicable to my specific interests. HSU’s Applied English program isn’t just about studying the canon or learning how to be a good teacher: it’s literally English applied. This program will teach you how and when language works — why, for whose benefit, and at whose expense. I chose this program to rewire my brain and to question my previously unexamined beliefs about the world and the power structures that govern it. This program is not only making me a better writer and academic, but a better and well-informed person all around.

The impact of her work

My MA project is unique in that it focuses on popular representations of a very niche group: redheads. I’ve always been interested in the portrayals of redheads in books and movies. Phrases like “beat him like a redheaded step-child” have felt triggering for the bulk of my life and I wanted to unpack the term “Ginger,” made popular by *South Park*, and how such a derogatory label affects the redhead identity. My research falls into the fields of cultural studies and whiteness studies, and offers an analysis of phenotypic outcasting, considering how redheads are judged and stereotyped based on the color of their hair.

Her work/study/research

In addition to being a full-time student, I’ve work as an events assistant in the Admissions department, helping coordinate early outreach events such as the “I’ve Been Admitted to College” and “Making College Happen” series in order to foster a college-going culture and instill a sense of confidence in our local youth. I also work at Gold Rush Coffee’s roasting facility in Eureka and dye yarn for a local business on the weekend. I have been surrounded by supportive employers who constantly help me to improve myself while supporting my many endeavors. During my two years in this program, I’ve been able to manage more than I thought I was capable of: I was a full-time student, worked ~35 hours a week, and trained for and ran the Boston Marathon. Such an intense load was only possible because I was surrounded by such a supportive community that was constantly rallying for my success.

Student Spotlight



College of Professional Studies

Her work/study/research

I am in the process of completing my second year in the School Psychology program at Humboldt State. Much of my research interest has been centered around the social ecological model as it relates to children's behavior and overall psychological well-being. Having worked with children in various settings, I wanted to pursue a career that would allow me to provide direct support and services to students therefore, I decided to delve into school psychology. School psychologists are members of school teams that provide direct support and interventions to students, consult and collaborate with families, teachers, school administrators and other school-based mental health professionals. In accordance with the National Association of School Psychologists (NASP), school psychologists assist in the improvement of support strategies, implementation of school wide policies and practices, and collaborate with community providers to coordinate needed services.

What led her here?

I grew up as an undocumented English language learner and my family faced a multitude of barriers while navigating my general education. Trauma and adverse experiences had a compounding effect on my secondary education; communication and the relationship among my family and the school was extremely limited. These early experiences influenced my interest in providing support for families, particularly within the school environment. Additionally, my experience servicing children and families has affirmed my interest in working with this population. I have worked as an assistant teacher and currently work as an interpreter for a non-profit organization that serves low-income families with children starting from birth until early kindergarten across Humboldt County. This was where I was able to witness the importance of early intervention and the biopsychological effects it has on learning and development.

Karla
Moreno

Psychology:
School
Psychology



Impact of her work

I have observed the significance of establishing and strengthening the relationship among families and the school, particularly for families who require assistance navigating services and non-native English-speaking families. I aim for ethical and culturally sound practices that stem from a sociocultural and biological perspective on human development and functioning. There appears to be a high need for academic, social, behavioral and psychological support for students across Northern California. As a school psychologist intern, I will be working in South Bay Unified School District and hope to assist in the implementation of early interventions through multi-tiered systems of support and create a safe and effective environment with a team of professions to benefit families, students and staff.



Honorable Alumni

Dr. Jess Whatcott

M.A. in Social Science:
Environment & Community 2011

Their work/study/research

I just started a position as an Assistant Professor of Women's Studies at San Diego State University, where I teach courses about the intersections of gender, sexuality, race, and disability. My research examines the ways that eugenics ideas were incorporated into social policies in the early twentieth century in California, and how eugenics ideas persist in social policies of the present. (Eugenics means the "science of human perfection" and refers to ideas about how to promote the reproduction of "good stock" and prevent the "unfit" from having children.) Specifically, I examine how eugenics policies impacted gender non-conforming and disabled women and girls. Many people are not aware that California had eugenics programs in the early twentieth century. My research helps to recover this history, and to analyze this history through the lenses of gender, race, sexuality, and disability.



How have you used the opportunities offered to you to advance?

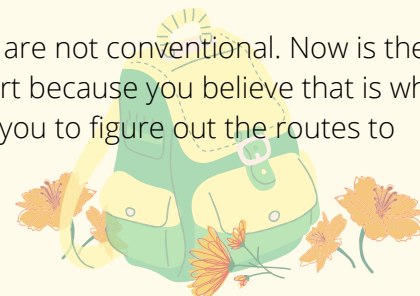
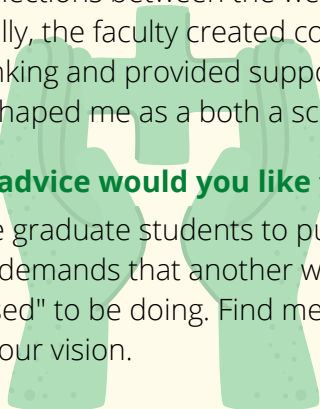
As a first generation college student, I was intimidated about the idea of pursuing a graduate degree. Growing up, I did not know anyone who had gone to a traditional 4 year college, much less to graduate school, except for my teachers at school. Earning my master's degree at HSU built my confidence and the connections necessary to apply successfully to a PhD program. My program also built up the skills that were later necessary for success as a PhD student, such as time management, project planning and carry through, research methods, and academic writing.

As a queer and gender non-conforming person, I did not see very many people like me teaching at the college level. However, during my master's program, I received a tremendous amount of support and advice from faculty about pursuing my interests in an advanced degree. In fact, when I held myself back, thinking it was okay to settle for a master's, it was the faculty at HSU that encouraged me to keep pursuing my ultimate dream of earning a PhD.

The E&C program specifically taught me to think and practice across boundaries and borders, starting with the imagined boundaries between humanities and sciences, and the environment and the social. I built confidence in articulating connections between the well-being of human communities and the health of non-human life and the planet. Specifically, the faculty created courses and helped me to shape my project in a way that invited critical reading and thinking and provided support for developing graduate level writing skills. All of these things have fundamentally shaped me as a both a scholar and as a teacher.

What piece of advice would you like to give to graduate students?

I encourage graduate students to pursue your dreams, even if your dreams are not conventional. Now is the time to make radical demands that another world is possible. Do not sell yourself short because you are "supposed" to be doing. Find mentors and fellow travelers who will help you to figure out the routes to accomplishing your vision.



Honorable Alumni

Alicia Christiansen

M.S. in Natural Resources 2016

Her work/study/research

I entered graduate school on a somewhat unconventional path. I was a field forester looking to find a career where I could work with people who own small forest properties. A mentor told me about the Extension Service, and I knew I had found my calling. I immediately applied to graduate school at HSU and graduated two years later in 2016 with a M.S. in Natural Resources. Timing was on my side, because immediately after graduating I started working (and still work) for the Oregon State University Extension Service as an Extension Forestry Agent (Assistant Professor of Practice) in Douglas County, Oregon. My graduate work focused on the relationship between communities and local forests. This field of study is crucial to my work as an Extension educator, where I provide outreach and

education for small woodland owners, forestry and natural resource professionals, and anyone else with an interest in what Oregon forests have to offer. Understanding how people rely on the land as a place to earn a living, call home, recreate, share with their loved ones, enjoy wildlife, and find peace and solitude was the backbone to my research as a graduate student. My research lends itself directly to my present-day work, as people own land for diverse reasons, and it's my job to help them maximize their experience and learn how to best care for the piece of forest that they own and/or manage.

How have you used the opportunities offered to you to advance?

My graduate research involved both qualitative and quantitative data collection: I went door to door administering surveys, as well as performing one-on-one interviews with key stakeholders. The education I received surrounding sound data collection techniques has been very relevant to my job today. As an Extension Forester, it is important that I understand the educational needs of forest landowners and managers in my community, which requires ongoing assessments. My graduate research and associated data collection courses set me up to understand the best and most appropriate methods for collecting and interpreting data to meet landowner needs. My graduate research also involved collaboration with a local non-profit and a federal land management agency. I worked very closely with representatives from both organizations to create a local "friends" group, an avenue where interested community members can positively influence the future of a local forest. This friends group has been established for over 5 years now, and is an example of the strength and value that local partnerships can have. In this process, I learned to work collaboratively with partners who had varying interests, a crucial skill that I use daily in my work with Extension. Understanding that partnerships are home to people with differing views and values, but similar goals, is key to achieving long term success. Partnerships are a great avenue to getting meaningful and impactful work done on a landscape level, and I've been successful in helping establish a local forest collaborative in Oregon thanks to my experience with establishing the friends group while at HSU.

What piece of advice would you like to give to graduate students?

I found that the key to my success as a graduate student was knowing how the advanced degree would help me reach my long-term career goals. I had a goal, and in order to reach that goal I needed to earn a master's degree. I found that my experience working every day in the woods as a forester prior to starting grad school set me up for success, as it added to my credibility as a trusted and experienced educational resource in my community. My advice: have a clear goal and understanding of how earning an advanced degree will help you long term. If you are in doubt of your career goals, take time to work in your field and gain experience. Clarity will come – you will realize both what you like and dislike about your field, and that can only set you up for future success when embarking on a career path. Grad school opportunities will always be there, and it is worth waiting for the right one to come your way.

Patricia B. McConkey

OUTSTANDING GRADUATE STUDENT AWARD

These students are recognized for their outstanding efforts while graduating with a master's degree from each of our graduate programs. Each year we ask our staff and faculty to submit graduating masters students who have gone above and beyond during their time here at HSU. All students who've completed a master's degree between May 2019 and May 2020 are eligible.

These 8 awardees were selected by their respective programs.

Congratulations, students!



Kelly Pfeiler

Biology



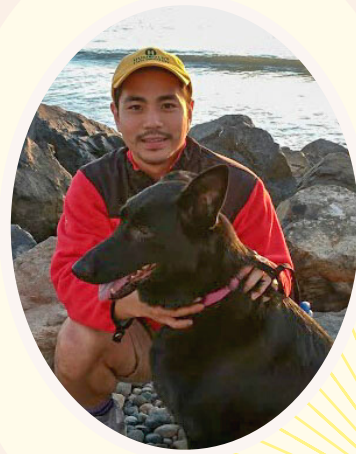
Hallie Lepphaille

English



Marcos Hernandez

English



Chih-Wei Hsu

Environmental
Systems



Lukas Coppen

Kinesiology



Kevin Soland

Natural Resources



Courtney Pack

Psychology



Stephanie Souter

Psychology