

Redwood Roots

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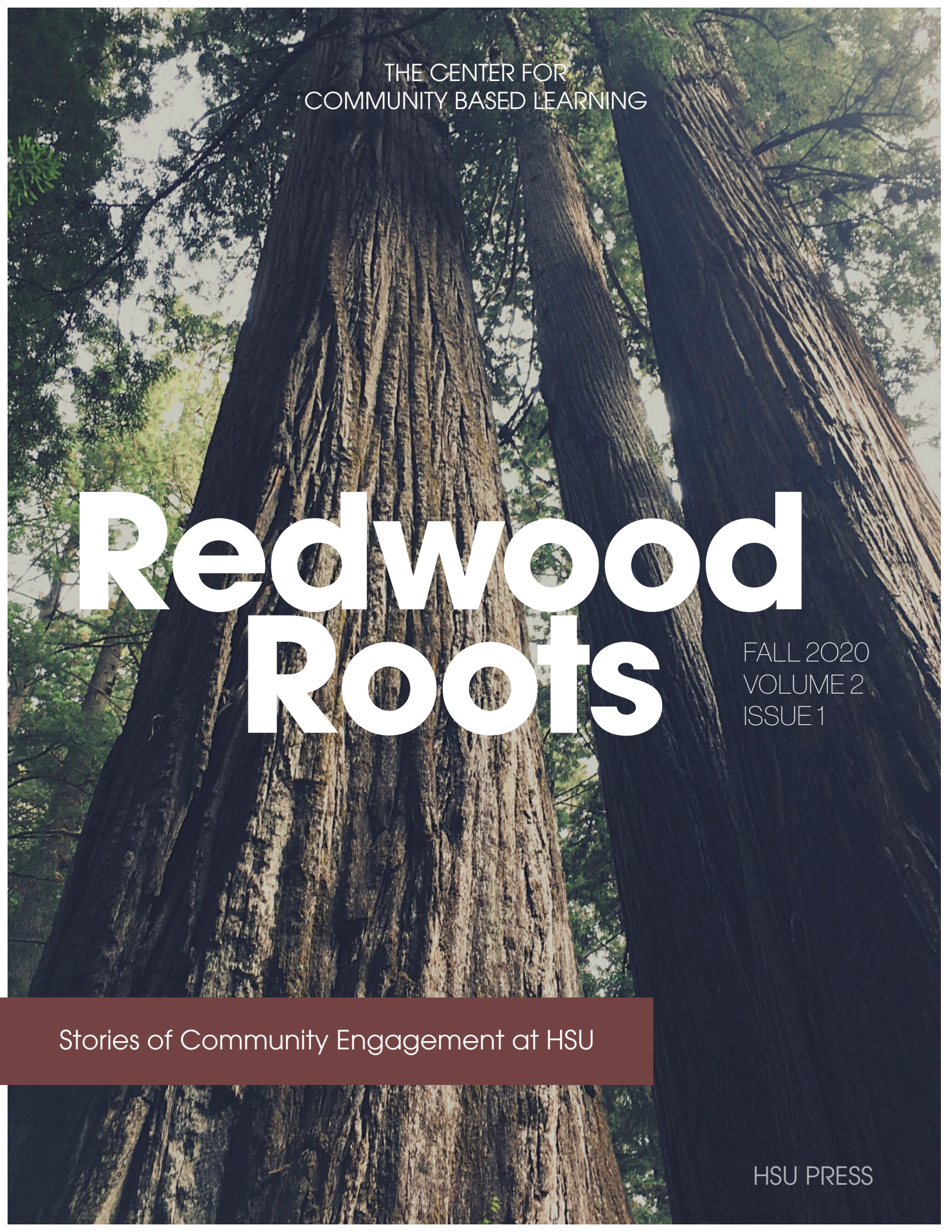
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THE CENTER FOR
COMMUNITY BASED LEARNING

Redwood Roots

FALL 2020
VOLUME 2
ISSUE 1

Stories of Community Engagement at HSU

HSU PRESS

Reflections from the Redwood Roots Staff


As we were putting together the second edition of this magazine, we wanted to acknowledge what a challenging year this has been. With the health impacts and isolation individuals are experiencing through COVID-19, the distress and displacement due to wildfires throughout the state, compounded with the systemic violence and discrimination enabled systematically; we are all living through an intense time of change right now. We at Redwood Roots believe in the importance of creating a direct, diverse, and transparent platform to share stories while promoting lasting change. This magazine is important to us and we are grateful to you for choosing to engage with it. The following passages are from each of us, the individuals behind the Redwood Roots magazine, sharing our personal reflections on this time, to you, our readers.

In trying to write about how the pandemic has affected me since the first issue of Redwood Roots was released last spring, I found myself at a loss for words. I wanted so badly to write something profound, something that would capture the essence of everything we are collectively experiencing. After a number of tries and a whole lot of staring at the screen, I decided to instead share a quote with you. During a virtual sustainability conference that I recently attended, one of the guest speakers, New Jersey Senator Cory Booker, said, "You may not change the world but you may change somebody and that's what matters...How are you rising to the challenge to be an agent of love in our society?"

~ Shannon Berge, CCBL Administrative Support Coordinator

Stories can heal, through both giving and receiving. It takes strength for someone to share what they have been through. In turn, it takes empathy to truly listen. The exchanging of stories is one of the deepest and most healing experiences I believe we can undergo. With respect to each individual's personal experience, in honoring their words and desires for what they hope to share, it is my wish that through this publication I will be able to assist in cultivating greater understanding, healing and change. As a member of the Redwood Roots, staff my goal is to aid in creating a safe space for others to share their stories.

~ Kyra Skylark, Redwood Roots Student Assistant



I am a first generation queer, Latinx, college student studying English Writing Practices and Critical Race, Gender, and Sexuality Studies with an emphasis in Ethnic Studies. When the pandemic began shortly after spring break I knew this was going to be more than a couple weeks of quarantine; here we are seven months later taking courses online and taking each day a day at a time.

In these last months we have seen national and local actions encouraging individuals to further acknowledge the violence against All Black Lives. I began to connect with people again, socially distanced of course, and their stories came to life for me. This was possible because of the overwhelming support from grassroots organizations and clubs on campus that showed up to address the disparities in marginalized communities, be it Justice for Josiah, Justice for Indigenous Peoples, Black Lives Matter, and movements to Defund/Abolish Police and ICE. Recent actions have sparked conversations critically reflecting on how important community coalitions, student based learning and community based learning are, to both the people in our local communities and countywide demographics.

Marrion Wright Edelman said, “we pay our debt of living with the services we provide for one another.” I believe that we must give credit to those who have applied the knowledge of their educational background to sow seeds of growth into their immediate community. As a member of the Redwood Roots staff I want to apply my background to write and recognize the HSU students, faculty, staff and community members efforts towards dismantling the harmful practices in our immediate community, while sowing my own seeds of service and progress.

~ Mireille Roman, Redwood Roots Student Assistant

Radical love and compassion. These are words that have been on my mind lately. Right now, in the contemporary United States and across the globe, the human story is one of isolation, fear, sickness and suffering. My hope is that the work of this magazine can contribute to a story of love, collaboration and community. From my perspective the most powerful of human creations, both transformational and oppressive, are stories.

It is important to note that a story of love is not one that ignores suffering. On the contrary, stories of love look at suffering directly, acknowledge the reality of its presence and love anyway. Love participates within the world of suffering.

The stories of Redwood Roots act as an anchor, depicting love and community within a whirlwind of chaos. They tell us that even in the most difficult of times, there are still people working together and caring for one another.

~ Aaron Laughlin, HSU Press Managing Editor

I am in my fourth year at HSU, and my major is Political Science of Environment and Sustainability. I believe that a mutually beneficial relationship between Humboldt State University and the community of Humboldt County is very valuable and needs to be shared with others. Being from Arcata, that's why I love this magazine, it allows us to share the stories that would otherwise go unseen by a larger crowd.

~ Kai Cooper, Redwood Roots Student Assistant

Knowing how varied and dynamic the cross-pollination between the HSU campus and the local community is, it is my sincere honor and delight to be a part of the team producing the Redwood Roots Digital Magazine. With Redwood Roots, we finally have a platform for sharing many heart-warming and enlightening stories that come from community-engaged practices.

Particularly in these times of sheltering-in-place, this digital platform has the ability to reach many with an uplifting and overall theme around making our troubled world a better place, while providing exciting educational experiences for all involved.

With an overall goal to improve our personal and communal circumstances, Redwood Roots is a place to address how HSU students, faculty, staff and community organizations collaborate together and address difficult community issues. The magazine allows for individuals to share what they have learned. It also provides recognition for the many stellar community partners that have mentored HSU students. We thank all of the players involved with the Center for Community Based Learning and aligned with Redwood Roots' purpose: students, faculty, staff, community organizations, and community partners; we are grateful for your inspirational efforts, and look forward to many more years of collaboration together.

~ Stacy Becker, CCBL Community Partner Coordinator

2020 has been the year of appreciation for me. Appreciation of a dog walk or a cat in the lap. Appreciation of a job. Appreciation of a roof over head. Appreciation of fresh water and clean air. Appreciation of good health. Appreciation of the people in your life. Appreciation of love, community, and connection. Appreciation of all the good things people do, big and small, to make this world a better place to live for everyone.


~ Kyle Morgan, HSU Scholarly Communications & Digital Scholarship Librarian

In *Great Expectations*, Charles Dickens wrote, "That was a memorable day to me, for it made great changes in me. But it is the same with any life. Imagine one selected day struck out of it, and think how different its course would have been. Pause you who read this, and think for a moment of the long chain of iron or gold, of thorns or flowers, that would never have bound you, but for the formation of the first link on one memorable day."

This pandemic and all that has come with it has been full of one "memorable day" after another. There have been many thorns: the loss of physical contact with loved ones, my two daughters' missing connections to friends and teachers, the existential dread of a pandemic and endless political division, fear for my parents' health, and the worst... the realization that so many are facing harder times than ours and our family's privilege has never been more evident.

But the things that get our family through this time, the links of gold and flowers also make so many of these crazy days memorable. Our first garden, our first farm fresh egg, a few minutes of math or social studies with our kids, family games and movie nights, a new recipe, a heartfelt phone call from my boss and friend, brief moments with friends and family. These moments, these links, mean more in this time than they ever have. Our life, our family and friendships are forever changed for the better from this time we have spent, and endured, together. My hopes and prayers are that somehow, our communities and our nation can reach deep together, and find a new sense of what matters in being there for one another. Hope is contagious, and we need so much more of it, to bring out the gold and the flowers for one another.

~ Loren Collins, Faculty Support Coordinator for Service Learning



From my view, much of what community entails is sharing stories and creating connections with one another. The work that Redwood Roots does to share stories of connection, belonging, collaboration and friendship are stories that I believe need to be shared. Since the onset of the COVID-19 pandemic, I have seen such beautiful and inspiring examples of community building and organizing happening behind the screens at HSU and within the local community. I feel grateful for the compassionate actions of so many to support, welcome and care for one another during these times.

During this time of the Coronavirus pandemic, severe systemic racial violence toward BIPOC communities and the disproportional displacement and loss from severe fires across the Western U.S., I recognize my privilege in feeling a general sense of safety as a white, cis-gender women who is well-educated, with a place to live and a job I love. One of my biggest challenges of late has been the lack of in-person interaction I have had with my grandparents.

My grandparents are cornerstones from which my sense of community stems; they are a source of light, support and inspiration in my life. So it is to you, Grandma, Nana, and Grandpa, who I dedicate the work that I have contributed to this magazine. Thank you for all of your love and support that has led me to this point in my life. I am honored to be your granddaughter.

~ Kelly Fortner, CCBL Student Support Coordinator

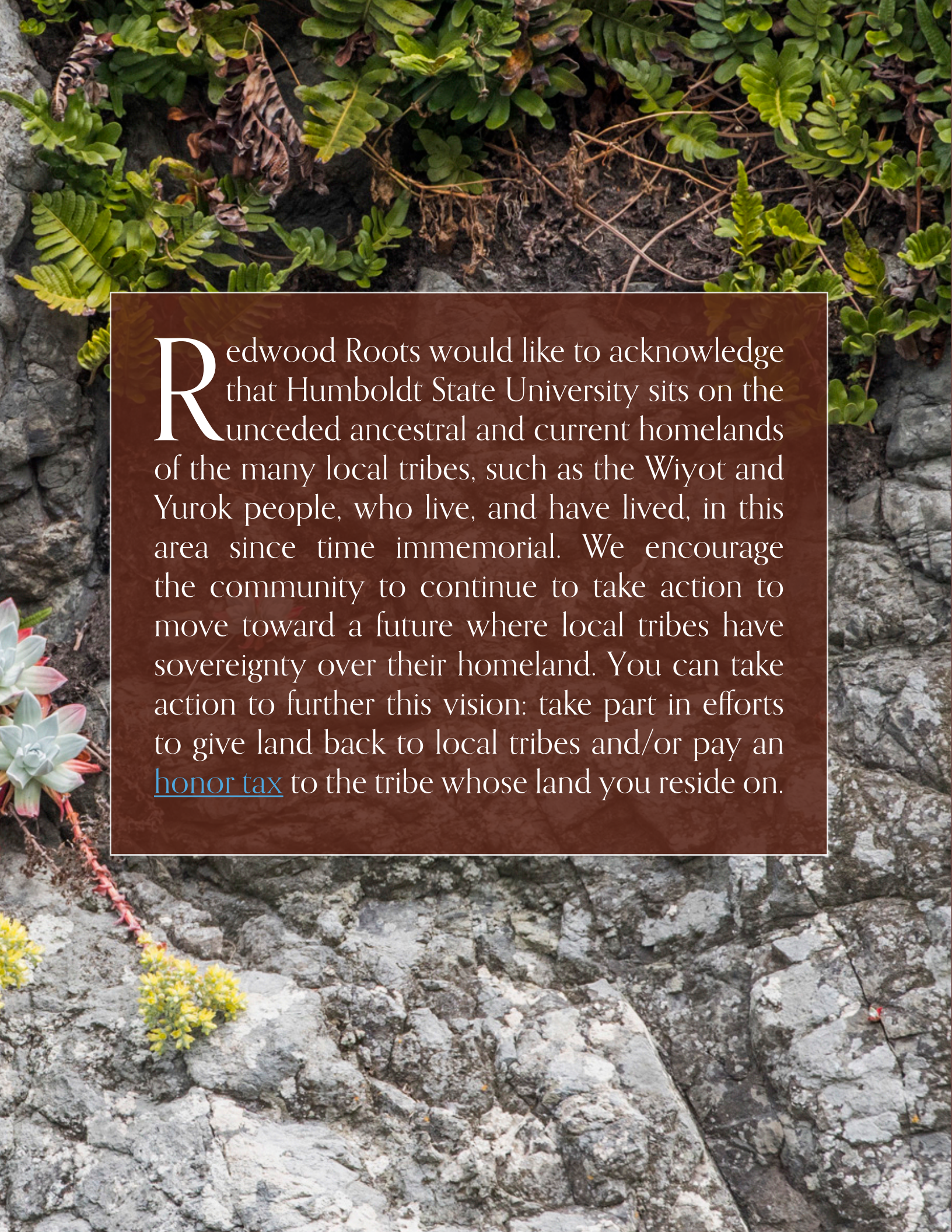
I vividly remember when it was becoming obvious that the pandemic was indeed a big deal and that campus was likely going to close. My first thoughts were the safety of our team, making sure that people were able to stay home and be protected. When campus shut down, at first I revelled in working from home and spending time with my dog, grateful I was able to work from home. Feeling solidarity with the entire world and thinking about how this was a wonderful opportunity for humanity to “reset,” and really think about how we wanted to live and what our impact on the planet should be. I had hope. Hope that humans would rethink how we live and reframe our priorities. I had hope that we were all in this together and therefore, we would stop this virus from spreading and many lives would be saved.

The intervening months have defined 2020 as a truly extraordinary year, both positively and negatively. It is unbelievable how much happens everyday. It is hard to maintain hope when so many people are struggling and so is the planet. So, how do we get through it?

We come together. We work together. We support each other, whether near or far. We get creative and reimagine new ways of doing things. We re-evaluate what we do and how we do it. We make a difference wherever, and whenever, we can.

Redwood Roots magazine tells these stories...stories of how people reimaged how to teach, learn, participate in service, and how to support each other. Thank you for your creativity, your passion and dedication to make a positive difference in communities across our state.

~ Kathy Thornhill, CCBL Director



Redwood Roots would like to acknowledge that Humboldt State University sits on the unceded ancestral and current homelands of the many local tribes, such as the Wiyot and Yurok people, who live, and have lived, in this area since time immemorial. We encourage the community to continue to take action to move toward a future where local tribes have sovereignty over their homeland. You can take action to further this vision: take part in efforts to give land back to local tribes and/or pay an [honor tax](#) to the tribe whose land you reside on.

Statement of Purpose

Redwood Roots' purpose is to provide a platform that highlights and shares stories of HSU's community engagement in Humboldt County and beyond. We publish stories that promote deep and enriching connections through learning, to enhance inclusivity and social and environmental justice efforts within the community.



Values

1. Redwood Roots is a community platform that serves to provide a direct, diverse, and transparent narrative that further encourages communal collaborations between students, alumni, faculty, and community partners.
2. Redwood Roots highlight the diverse approaches HSU students engage in by combining learning objectives with community service, providing enriched experiences for personal and professional growth, and meeting the local needs of different communities.
3. Redwood Roots shares stories promoting the welfare of others through an intersectional lens that creates lasting change, with acknowledgment and respect to the past.



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Say YES to Volunteering: Community Building Through Challenge and Change

By Melea Smith

As we faced this fall semester with the knowledge that Youth Educational Services (Y.E.S. or YES House) would be operating 100% virtually, apprehension surfaced as to how such a unique, hands-on program could possibly be transformed in this way. In spite of misgivings and unspoken reservations about how Y.E.S. could or might function in a remote realm for an entire semester or academic year, the students showed up. Six student staff members and seventeen student Program Directors embraced the unknown and committed to joining Y.E.S. for an unprecedented academic year and beyond. I am heartened and grateful that these students have joined me (the Y.E.S. Coordinator) in reinventing and sustaining Y.E.S. programs and partnerships in the face of myriad new challenges and uncertainty. Nothing in our program would be possible without the passion and commitment of student leaders, and the time, talent and energy generously offered by student volunteers. With support from the Center for Community Based Learning and several Service Learning and Academic



Internship courses, 75 students signed up to volunteer with Y.E.S. this semester. We may not be physically together on campus this year, but we are working together to find new ways to build and serve the community.

Y.E.S. is a community engagement program operating within the Office of Student Life. Y.E.S. is home to over a dozen student-led volunteer programs that collaborate with local schools and community organizations. During a typical semester, volunteers would be leading art and theater activities for students

at an Arcata Elementary After-School Program or playing Uno or basketball with youth at the Humboldt County Juvenile Hall.

Y.E.S. programming in the time of Covid-19 would need to look much different. How could HSU students continue to participate in Service Learning and community engagement? What could volunteering look like without in-person placements? Would local schools and organizations have the capacity to host



HSU students? How could Y.E.S. students help meet community needs? There were many questions and with the support and innovation of many campus and community partners, we began reimagining pathways for student engagement in Humboldt. Y.E.S. student leaders leaned into the challenge with open minds and a real desire to make a positive difference this semester.

We were motivated to envision what community building looks like at Y.E.S. in an era of physical distancing. The Y.E.S. student staff (Program Consultants) and I planned and facilitated our first virtual retreat. This is typically an intensive three-day training and bonding experience for Y.E.S. leaders, scheduled at the beginning of the Fall semester. Students leave their familiar surroundings and travel with us to a beautiful setting in rural Maple Creek where we share meals around picnic tables, sleep in bunkhouses (and adjust to the lack of cell reception). Students from decades past still fondly mention the Retreat...where big learning occurs, ideas are shared, friendships are forged and memories are made. During

the Y.E.S. Retreat this fall, we were forced to take an entirely different approach. We reviewed and explored workshop materials and experimented with team-building activities via Zoom. Students participated in online scavenger hunts, showcasing tangible items from their homes to reveal aspects of their lives and to learn about others. Karen Young, (Y.E.S. Alumni Class of 1990), shared her joy and wisdom as our impactful guest speaker. Karen is a cultural organizer in Boston, and she discussed her empowering work with taiko drumming and elder women of color. Her enthusiasm and warmth transcended our computer screens and she helped us consider more deeply how to translate community building and equity into virtual settings. I felt a shift in my own attitude and noticed student spirits were also lifted by this sharing. Together we began to hope: maybe this could work after all? Holding our Y.E.S. retreat over Zoom did not compare to learning and laughing in the wilderness, but we experienced glimmers of inspiration and began building those social connections that fuel everything magic at Y.E.S.



I had the great good fortune of working with HSU colleagues this summer to develop a new program, ConnectED, an HSU initiative in collaboration with the Humboldt County Office of Education (HCOE) to support local educators through programming to virtually connect HSU and K-12 students. This effort was organized through the Center for Community Based Learning (CCBL), Youth Educational Services (Y.E.S.), Early Outreach Admissions and HSU academic departments. In the wake of pandemic closures, ConnectED provides opportunities for HSU students and faculty to engage in experiential learning practices, and for K-12 students and instructors to receive enriched learning experiences. Y.E.S. and two academic courses piloted the Pen Pal Program, connecting HSU students with 5th grade pen pals for a semester of letter exchanges.

In fall 2020, five Y.E.S. programs participated in the Pen Pal Program: ART, Environmental Education, Hand-in-Hand, Puentes and Youth Mentoring Program. Thirty-nine volunteers were matched with 5th grade students from two classes at Pacific Union Elementary. Seventy letters containing friendly introductions, artwork, pictures of pets and environmental themes, were delivered digitally to the 5th grade classes. It was heartwarming and inspiring to review the digital cards and handwritten letters.

Several other Y.E.S. programs are collaborating with longtime community partners in new ways. Golden Years will also exchange digital letters with senior residents at Silvercrest in Eureka to fulfill their mission of bridging the gap between younger

and older generations. The Queer Mentoring and Advocacy Program (QMAP) will continue working with students at McKinleyville High School through biweekly Zoom meetings. Study Buddies volunteers will provide 10 hours of online tutoring and the Environmental Education team will create nature-based and environmental enrichment packets to supplement online learning for youth at Jefferson Community Center. The Juvenile Hall Recreation Program (JHRP) is seventeen students strong. In the absence of in-person or virtual connections, volunteers may organize a game drive to supplement the recreational activities available for youth at the hall. Y.E.S. students are just beginning to pilot these virtual volunteer projects and will undoubtedly learn a lot as they go.

2020 was already gearing up to be a big transition year for Y.E.S. After more than four decades operating out of the Hagopian House (YES House), our treasures and supplies have been boxed up and await us in our new location on the ground floor of the Library. The YES House has been the cozy, homey community space for so many students over the years... a place where they have found purpose and a sense of belonging. These long standing traditions will travel with Y.E.S. as we transition to a more centralized location on campus with increased accessibility for students. We look forward to being co-located with several campus programs and the opportunities that may bring. When we return to campus, we will rejoice in welcoming students, campus friends and community partners to our new home on campus, and most importantly, returning to the hands-on experiences that are the hallmark of Y.E.S.

After the shift to online learning in March 2020, I know that community-building is still possible in the virtual realm (it's not as fun and we definitely miss snacking together), but it's possible. Zoom fatigue is real and students have had to quickly adjust to shifts in almost every area of Y.E.S. programming (and in their lives and education). And yet, the students continue to amaze me by demonstrating the community values and connection that exemplify the spirit of Y.E.S. Students may be limited to working together online, but their commitment, camaraderie, support and laughter reveals their ability to bond and learn through doing.

Students who participate in Y.E.S. and other campus programs have the opportunity to build skills, boost their resumes, explore career paths, make connections at HSU and in the Humboldt community, even during adversity. My gratitude and admiration for Y.E.S. leaders and volunteers is immense. They have shown flexibility, willingness and enthusiasm to participate through challenge and change. They continue to make a positive difference.



Ines Morales, Y.E.S. Lead Program Consultant

As I reflect on my time with Youth Educational Services (YES), I get emotional thinking back to who I was the first time I walked into the YES House compared to who I am today. Back then, I was not an experienced volunteer nor had I ever stepped into a leadership role. During my first semester as a Homie Net volunteer (a YES program whose mission is to offer children experiencing houselessness a space to explore their interests and nurture creativity and a love of learning), I had to challenge myself to speak up during program meetings and to step out of my shell to approach our child participants and start fun games. I can still vividly remember and feel the shot of euphoria that ran through my veins at the end of an extremely successful “carnival” we hosted for children staying at the Serenity Inn with their families. I can honestly say that it took this experience for me to instantly discover my passion for working with children and for community activism.



Leading Homlessness Network alongside my co-directors was an unforgettable experience. I watched

my group of volunteers make a difference on a weekly basis, I gained insight into my own leadership style, and I worked on my time management and communication skills. These new skills positively impacted other areas of my life. Through practicing more open communication in my YES role, I found that it was easier to ask for what I needed in my personal life. From friendships to relationships, I found it easier to speak up for myself. The time management skills I have gained through YES have been super beneficial in balancing my leadership role and my academics. I struggled in both of these areas before. I am thankful for all the learning opportunities

YES has provided me. I truly believe that I wouldn't be the leader I am today had I not walked through the YES house door my freshman year.

Andy Padilla, Director of Environmental Education (EE) (Fall 2020)

Prior to attending HSU, I wanted to learn about opportunities that would allow me to get involved with my community and help me gain experience in my desired career field of environmental education. Upon finding Y.E.S., my interest in Humboldt State instantly grew. I am now starting my third year of involvement with Y.E.S.: three semesters as a volunteer and two semesters as a director (student leader).

During my involvement, I've seen Y.E.S. go through many changes and I'm really proud to be part of that change. Like many programs at HSU and in the world at large, Y.E.S. has experienced the challenges of switching to virtual learning. However, in a strange way, these recent challenges added to my experience as a member of Y.E.S. In addition to building the leadership skills directors gain in a typical year, I am also getting experience to help build something, to help rebuild something, and to be a part of something amazing and innovative.

The program I lead, Environmental Education (EE), has its own unique set of challenges going into this year. Our program's mission is to provide local youth with the tools and skills needed to access the environment in their daily lives. I have been very proud to help redesign aspects of our mission to reflect our shift to virtual engagement and the current crises that our communities are facing. The field of environmental education is uniquely hands-on. As such, it takes a lot of care to imagine new ways to make an impact and approach local learners. Y.E.S. and ConnectED (an HSU initiative to support local K-12 students and educators through virtual programming) have provided EE with an exciting opportunity to use a Pen Pal format and continue to provide our community with resources for exploring nature and environmental issues. During our first round of Pen Pal letters, I was excited to share my summer nature experiences with my 5th grade Pen Pal.

The Jefferson Center in Eureka, CA has also requested support from EE to create and prepare science and environmental-based enrichment activity packets that are distributed biweekly to students. EE and the Jefferson Center have a long standing partnership.

We both hope to use this project as a way of strengthening our relationship during these troubling times and to provide continuity for the kiddos who previously attended our in-person activities.

Being a part of EE and Y.E.S. has provided me with lots of great opportunities to explore my passions and future career path. And by gosh, I have found I really like this career path. As such, it has helped me feel confident in being here at HSU.





Community Geography: A Partnership Between HSU Students and the Humboldt Community

By Professor Amy Rock (aka: Dr. Rock)

Geography is not just about maps. Service Learning in geography can also look at cultural elements, environmental issues, and social justice through a spatial lens. The Community Geography class is not a Geographic Information Systems (GIS) class, but it is about making maps to bring this spatial lens to a larger audience. Students learn about the role of nonprofits in the community, how to identify community needs, and the importance of capacity building to meet them. Political advocacy and grant writing are lightly touched on within the course, and then the students work with their partner organizations to develop a project proposal.

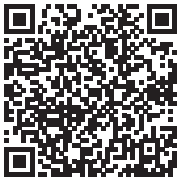
The pedagogy of Service Learning is rooted in community. Students engage in work that enriches their curriculum, while also meeting a community need. This can take a variety of forms, from direct service to capacity building. Geography can bring a fresh perspective to the work that nonprofit organizations do and leads to more efficient services to the community. Spatial problem-solving might help improve outreach and service, by identifying gaps and opportunities. Mapping out historical data, or existing and proposed activities, can also raise community awareness and involvement, which can benefit an organization in countless ways. It can be a crucial part of justification for public and private funding or advocacy efforts.

Bringing mapping and Geographic Information Systems (GIS) to the nonprofit sector, requires a skillset that is often lacking in smaller organizations. This is beginning to change, however, as GIS education becomes more accessible, and GIS students are introduced to nonprofit organizations before

graduation and actively seek them out for volunteer opportunities or work.

Throughout the semester, students work together to find or collect spatial information and use it for the benefit of the organization. Many of them developed a Story Map, which is a platform that allows maps to be integrated with text, images, and videos to create a multimedia website. This website can then be used by the organization to build capacity, raise awareness, and advocate for the important work that they do. In the process, the students get to learn more about their community and the organization, while developing technical and consulting skills that will help them long after the course is over.

Spring 2020 saw an unprecedented shift to online learning; many Service Learning courses were struggling with how to make the transition while still cultivating a meaningful experience for all involved. The nature of the work for the Community Geography course meant that students did not need to be onsite to complete their projects, which was the first hurdle they overcame. Some projects transitioned quite smoothly, as the data and media were already in digital form and could be transferred via email or Google Drive. A few required a shift in scope, or some extra effort on the part of the organization, to help with collecting GPS points or taking photos. While not all projects were perhaps completed to the degree hoped for by students and partners, all projects met some of their goals and afforded value to the participants. A profound thanks to all our community partners for their grace and flexibility when working under rapidly shifting circumstances.



Christopher Jones (aka: Jonesy), Community Geography Student in Spring of 2020



Geography 471 & ZWH

Bottle Washing Facility Feasibility Study in Humboldt County, CA

By Chris Jones & Kelly Fortner

"75% of Glass is in Landfills: 75% of all glass
that enters the waste system ends up in
landfills. That's 110,000,000 glass bottles
going into US landfills every single day!"

-SioNeer.com



A comprehensive story map by Chris Jones & Kelly Fortner partnered with Zero Waste Humboldt: "Bottle Washing Facility Feasibility in Humboldt County, CA"

Ever since I began my academic journey at HSU, I felt a lingering sense of guilt that my involvement in the Humboldt community had been almost entirely one-sided. This community has given me countless opportunities, instructional stimuli, and landscapes to learn from, facilitating my growth as a student while nurturing me to become a better person. I felt that my relationship with Humboldt had been more "take" than "give," and I needed to find a way to reciprocate this community's benevolence. In the 2020 Spring semester, I enrolled in the Community Geography class, Geography 471 (Geog 471), which involved working with local organizations and individuals within Humboldt by assisting them in some capacity through the realm of Geography.

During my first day attending the Geog 471 class, I discovered that it was the first time this specific course was going to be taught and formatted in a way that partnered students with a local non-profit organization. While there, it dawned on me that this class's educational approach was that of Service Learning. Having done several stints in various

AmeriCorps programs, I credit most of my strongest skills and personal characteristics to having been developed through Service Learning; long story short, I am a huge proponent of Service Learning.

We were given a list of local non-profits to rank in order of personal interest. Depending on how we ranked the organizations, we were then assigned to a partner organization, as well as fellow classmate(s), to work with. The collaboration with the organization partner was key, as they assisted and dictated what work needed to be done, acting as our consultant. While the list was composed of many interesting local non-profits, all of which would have been worthy choices, there was one that stood out to me in particular.

Zero Waste Humboldt (ZWH) was my first choice and, to my delight, the organization that I was partnered with. I have always considered myself an advocate for waste cognizance and highly enjoy practicing and spreading knowledge of sustainability. The mission of ZWH is to implement proactive waste prevention strategies to reduce the amount of waste generated,

while working to reuse, recycle and compost already used materials. My class partner, Kelly Fortner, shared my passion for Service Learning and was not only involved with ZWH, she was a member of their board who had inside knowledge of the program's goals and what they could accomplish. Our ZWH organization liaison, Maggie Gainer, had numerous great ideas for potential projects that we could assist with. We all agreed on an idea that interested and intrigued both Kelly and me; the project's goal was to implement a reusable "wash and return" system of beer bottles for local breweries and their community. Implementation of this project has many moving parts, requiring buy-in and support from the breweries themselves in addition to public community support.

During the time of generating ideas and conceptualizing a plan to bring this project to life, the Covid-19 pandemic began to take its toll on everyday life, as well as academics. We were all forced to transition to solely virtual learning and avoid any in-person conversation; none of us— professor, student and organization partner alike—were prepared for this new hurdle and disruption. Luckily, Dr. Rock promoted a "steadfast" mentality in each of us, encouraging us not to give up and to continue to press on with our projects as best we could. Through adamant communication, Kelly, Maggie and I adapted; with the help and guidance of Dr. Rock, we were able to construct and design a comprehensive and effective survey. The survey measured the feasibility of the bottle wash and return practice and also determined the local interest for possible buy-in from members of the community. We began to reach out to various local breweries to see if they would be on board and received mostly positive feedback. We also had a strong response to members of the community who were happy to take part in our survey and liked the proposed idea of implementing a bottle washing system.

Once completed, our survey needed to be approved by

the HSU Institutional Review Board (IRB). This was required to check the ethics and merits of our survey, for IRB to decide if it was acceptable and safe to send out to the public. We received approval from the IRB, only needing to make a few minor modifications. I was amazed and inspired by the dedication of Dr. Rock to not only assist us at the drop of a dime but also to keep the entirety of the class moving forward with barely a hiccup. I was also incredibly lucky to have Kelly as my partner on this project, we both kept each other motivated and had constant communication throughout this project. The Story Map that Kelly and I put forth was well received by Maggie and ZWH; it will be used and built upon in the future for the further advancement of this project.

At the end of the Spring term, the entire Geography 471 class got together to present the work we had all completed for our respective local organization partners. It was impressive to see the diversity and hard work that went into these projects despite the challenges and restrictions of distance/virtual learning. This style of class turned out to adhere and adapt to virtual learning far better than I could have imagined. With flexibility, communication, and a guiding beacon of a professor, this class was a huge success for all parties involved. This Service Learning structured class had us students engaged in potential real-world vocation skills that I feel none of us would have received without the advent of this class; I learned a host of new skills and abilities that I feel will have lifelong applicability. I also felt proud to help such a wonderful organization in ZWH and will continue to be involved in their endeavors. This style of Service Learning class, when partnered with local nonprofits, can transcend boundaries of academic fields. It does not matter what the class or area of study is, the mutualistic and enriching benefits are applicable in all fields. It is also important to note that, whether it is taught in person or virtually, success can be had, skills will be learned, and all parties involved can benefit!



Arvel Reeves, Community Geography Student in Spring of 2020



I felt that Geog 471 provided an enriched learning experience by allowing us to apply our geography skills and our critical thinking abilities in a practical manner. [For our project, my partner and I helped digitize the plaza tour for the Historical Site Society of Arcata \(HSSA\)](#); we updated photos and helped reformat the website used by HSSA. We had to meet both academic and professional standards and

deadlines, while making sure that we communicated in an effective and timely manner. Geog 471 helped us students develop our abilities by giving us real world experience.

Dr. Rock's special topics course, Community Geography, will be offered again during the Spring 2021 semester at HSU.



Faith Rehagen, Community Geography Student in Spring of 2020



The project I worked on for Geography 471 met local transportation needs for HSU students. We made an interactive web map for the Center for Community Based Learning (CCBL), which helps to connect students to community partners. The map visualized bus routes for the cities of Eureka, Arcata, Fortuna and McKinleyville, while depicting all the community partners based on genre: Non-profit, Business, Religion, Health etc. This project helped me build my resume, while also providing the campus with a new tool that could be used for anybody on campus or in the community.

I enjoyed connecting with my organization partners for the project; however, it was a shame that due to distance learning we could not meet certain goals beyond the interactive web map. Yet, the connection to my project leaders at CCBL still stands and, in light of the craziness of our times, it is awesome to know that we have cultivated a project that has endless possibilities. I loved working with a team all semester and having a project to focus on that we all cared about. I'm a hands-on learner, and so for me, this style of learning helped me grow my collaboration, communication and GIS skills.



Faith Rehagen's GIS Map, partnered with Center for Community Based Learning: "CCBL: HSU's Community Partners throughout Humboldt County." Displays many community participants who have a working partnership with Humboldt State University. Bus routes are provided for transportation purposes.

Additional Story Maps and GIS Maps from the Spring 2020 GEOG 471 class partnerships:

Arcata Arts: <https://storymaps.arcgis.com/stories/d4dd99252d3944aea3bcf23c3a535c05/preview>
Cooperation Humboldt: <https://arcg.is/1erimL0>

Friends of the Dunes: <https://arcg.is/09PLHT0>
Humboldt Botanical Garden: <https://www.hbgf.org/native-plant-garden-tour>
Jacoby Creek: <https://arcg.is/1yuOO8>
Mid-Klamath/Western Klamath Watershed Councils: <https://arcg.is/1nDrfr>



Service in the Time of COVID

By Kyra Skylark and
Loren Collins

Looking back over the past year, it is incredible to think about how much uncertainty, change, and transition we have all experienced. Our way of life changed in an instant and that affected the way we live, learn, and work. The Spring 2020 semester began like any other, which meant almost a thousand students were participating in community-based learning activities such as Service Learning, Academic Internships, Clinical Placement or Teacher Education. We left the campus for Spring Break 2020, expecting to return in a few days. As it turned out, we left campus only to begin a virtual world of education and a virtual world of work, service, and internships.

Well into summer it became clear that, come fall, those signed up for community-based learning experiences were going to largely continue participating in those experiences virtually. In the spring, many of these experiences were shifted to a virtual setting while still providing meaningful connections and service. Collaborations were created for the fall semester that will long outlast this virus and an incredible number of students and community partners have found ways to work together. The response from our community, faculty, and especially our students, is a bright spot and a bit of great news. Our students, faculty, staff, and local partners are as resilient as they are committed to working together.

In addition to the many individual projects and internships set up for our students, a number of faculty and departments have come together to create two large-scale programs that allow for students to gain valuable experience and connect with members of the community. The first of these is ConnectED. ConnectED is a partnership between the Center for Community Based Learning, the Office of Admissions, Youth Educational Services, Humboldt County Office of Education and a number of faculty representing departments across HSU. This program connects students and classes across HSU's disciplines with local K-12 programs to provide penpals and virtual curriculum for local classrooms.

The second program is "Humboldt in the Time of COVID" which has connected more than a dozen faculty and has more than 75 students collecting oral histories throughout our community. These stories will be published through the library archive, featured in local news outlets, and displayed in our local museums.

The following are some highlights from these programs as well as some of the great service, internships, and other community-based learning experiences that have happened throughout the COVID-19 pandemic.

Sydney Perata Soc 482 Organization or Project

HUMBOLDT STATE UNIVERSITY

-Dan Perata Training-

San Francisco, CA
Sydney Isabella
Sociology
May 13, 2020

Organizational Mission
"At Dan Perata Training our method of positive reinforcement training involves love, praise, and healthy habit building utilizing energy management. Our mission is to our clients and the animals we train is to approach with compassion in everything we do, support the community and those who need us most. We care about the humans as much as we care about the dogs."

Organizational Services

- Private Sessions
- Board and Train
- Boarding/Daycare
- Housebreaking
- Separation anxiety
- Aggression problems
- Socialization with dogs and people
- Puppy 101
- Emotional/Physical Support Training
- & Working with rescue like Rocket Dog Rescue

5 year career goal

- Public Health Research and Non-Profit Work

Research Literature
Emotional support training is especially beneficial for Veterans experiencing PTSD and Elderly individuals (Quinlan and Johnson 2013) (Björp, Hunter, and Kertz 2017).
Incorporate juveniles and students also benefit highly from socialization from special trained emotional support dogs (Krause Parry, Thomas, Ray, and Klesser 2018) (Charles and Wathorne 2019).

Internship Experience

- Helped to train dogs of all ages and sized
- Worked alongside owners during training
- 20-70 dogs in the facility every day
- Fed, Walked, Bathed dogs
- Gave potential clients tours of the facility
- Worked with management to improve policies and procedures of business



Sovereign Bodies Institute
Eureka, CA
Gabriella Liza Balandran
Sociology
May 14, 2020

Organizational Mission:
Sovereign Bodies Institute (SBI) builds on Indigenous traditions of data gathering and knowledge transfer to create, disseminate, and put into action research on gender and sexual violence against Indigenous people.

Organizational Services:

- Virtual Art Therapy Circle
- MMIWG2 Virtual Book Club
- Virtual Support Groups
- Support Line
- Direct Service Line for Indigenous Survivors MMIWG2 families



5 Year Career Goal:
Obtain Masters in Social Work and work with Indigenous communities

Literature Review:

- Making way for Indigenous voice and leadership should not be an excuse for inaction (Janet Smylie and Megan Gwynn).
- The crisis of missing and murdered Indigenous women and girls must not be separated from the structural embeddedness of colonialism and the impacts of patriarchy (Lisa Monchalin, Olga Marques, Charles Reason, and France Anand).
- In Canada, Highway 16 which is a 400 mile road that runs through British Columbia is nicknamed the Highway of Tears because more than 3,000 Indigenous women and girls have been murdered or disappeared along this road (McIntyre).

Internship Experience:

- Cleaned and sorted through data
- Managed social media sites
- Input data entries to database
- Completed research for publications
- Created letters of support for campaign
- Transcribed testimonies

Gabriella Balandran Soc 482 Organization or Project

Psychology 438 United Indian Health Services Community Gardens

UIHS Garden Team Project
Community Gardens

Abby Miller, Abigail Clark, Andrea Powers, Drew Olin, Jarod Quiring, Jesse Pike, Jordan De La Cruz, Meagan Achay, Rachel Barnett, Shelby Fowler, Shelley Magallanes

Psyc 438
Dr. Graham



Humboldt Mediation Services

We provide conflict resolution services for disputes of all kinds, including divorce and separation, child custody, family conflict, workplace or business conflict, property conflict, and tenant-landlord conflict.

Why Mediate?

- Save money in alternative to costly court cases
- Obtain neutral expertise
- Confidential
- Often times faster resolution than court

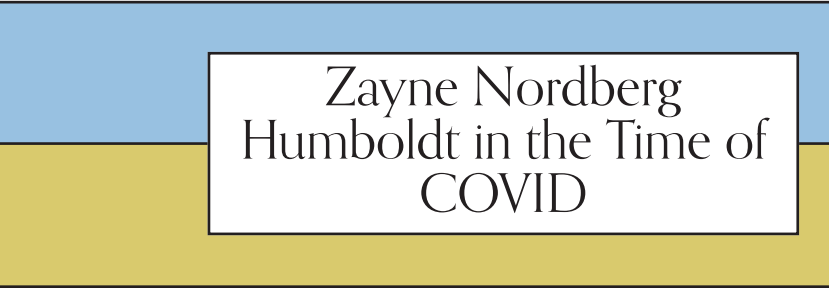
Learn more : www.humboldtmediationservices.org
(707) 445-2505



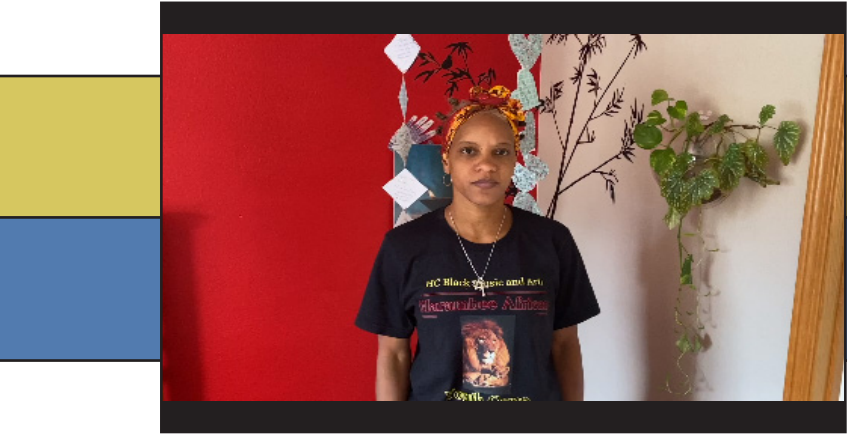
Psychology 480 Humboldt Mediation Services



Art 497S Fall
Mural Project

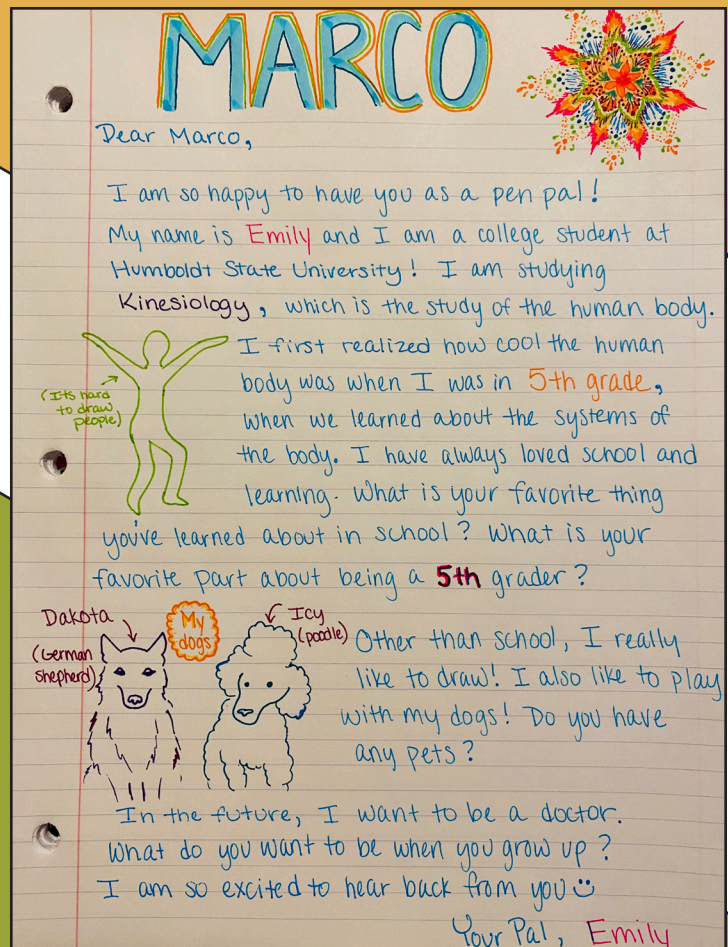


Zayne Nordberg
Humboldt in the Time of
COVID



Valetta Molofsky
HC Black Music and Arts
Harambee Youth
(HCBMAA) Programs

Emily Eib
YES Program Director (YMP)
YES PenPal Program



Dear Amara,

That sounds like a really fun summer! I got to see my friends in July too when I went home to Palo Alto for a couple weeks. Even though my family is in Palo Alto, my mom's mom is from Hawaii and her dad's family moved over here during the gold rush. My mom is both Japanese and Chinese. My dad is Dutch, so his family is from Holland or the Netherlands and they moved over to America just before he was born. I also have a twin sister! We don't look alike though, she's always been so much taller than me :(.

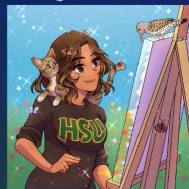
Hmm well, I originally chose to go to HSU because they had a diverse path for my degree in Biology, but I changed my mind once I got here. I really missed art classes and HSU's art program is so welcoming!

I like to draw people! These are some pieces I made of my friends and below them is an abstract painting I made for one of my classes. What's your favorite thing to paint?

I sort of like online school. I miss getting to meet new people and connect with them, but I still made a few new friends. I also like being able to stay home with my cat, she likes to block my camera when I'm in class. Plus, waking up later is really nice. Is your class online too? How is it for you?

Finally, I'm doing well. How are you? :)

Sincerely,
Vanessa



Vanessa Ebbing
YES Volunteer (EE)
YES PenPal Program

Finding Community on Campus: *¡Échale Ganas!*

By Mireille Roman



¡Échale Ganas!, a grant written by professors Matt Johnson (Wildlife) and Rafael Cuevas-Urbe (Fisheries) with funding from the United States Department of Agriculture (USDA), is helping to bridge the equity gap for Hispanic/Latinx students with a strong focus on mentorship and community. *¡Échale Ganas!* and *El Centro* are coordinating to create a lasting sense of community for underrepresented students within Natural Resources Management. HSU's Cultural Centers for Academic Excellence provide opportunities and connections, often hosting students for their internships and Service Learning projects. The goals of their grant are to give minoritized students an opportunity to work directly in the field and help increase the amounts of equitable opportunity available to our students from other minoritized communities.

¡Échale Ganas! will work to address disparities and create opportunities for people of color at HSU and beyond. The grant will fund focused events, provide key internships with partners in related STEM fields, and support master's students from marginalized

communities with a small stipend. In addition, these graduate students will mentor undergraduate minoritized students in natural resource sciences majors and build programming on professional development, mentoring, and internships.

As part of their project, Professors Cuevas-Urbe and Johnson have worked with local community partners, and the Center for Community Based Learning staff, to develop internships for minoritized students to earn academic credit while doing wildlife and fisheries work with local organizations. Currently, HSU's Fisheries department is working with Hog Island Oyster Farms to hire additional interns. Hog Island Oyster Farm is paying these interns, which allows funding from the grant to support internships with other organizations. Although the realities of COVID-19 have slowed the growth of the program, other organizations are getting ready to work with HSU students. Future host sites include: The U.S.D.A. National Resources Conservation Office, North Coast Regional Land Trust, and Coast Seafood Oysters.

These internship opportunities provide equity and a deeper connection for our students with on-campus and off-campus communities and involves community organizations in helping to create those connections. By combining opportunities for a sense of belonging, mentorship and professional development, these internships address the equity gaps minoritized students face in a powerful way. *¡Échale Ganas!* is a place where culture and career combine to bring comfort, familiarity, and superior student support.

¡Échale Ganas! mentors Laura Echávez and Samantha Chavez are reworking the way students are informed about the critical issues they will face, including unpacking and discussing challenges like sexism, othering, and machismo. Available to HSU students via phone and email, mentors can review a course of action for their programs, discuss undergrad experiences, and provide career resources. Laura, Samantha and Career Advisors from the Academic and Career Advising Center (ACAC), share information with each other to enhance career capital and learn about the experiences of minoritized employees in STEM fields. In the future, mentors plan to have guest speakers who will explore career pathways within the major and to create a panel presentation covering the experience of being a person of color in STEM fields.

This important work does not end with mentors. Professors in the Wildlife and Fisheries departments have undergone equity training to explore the different

challenges students of color experience, because it is hard to address inequalities without knowing how it exists. Equity training highlights different approaches professors can incorporate into their pedagogy, to provide a culturally inclusive and safe learning environment to meet the needs of their students. As a Hispanic Serving Institute (HSI), HSU is eligible to receive additional funding. The funding can help HSU efficiently meet the needs of these students and provide a stronger support system as they navigate HSU and prepare for their future careers.

Humboldt is known for outstanding programs in natural resources and sciences, as well as leadership in sustainability. This program helps them enhance their support for minoritized students by showing that natural resource sciences are for *everyone*. *¡Échale Ganas!* encourages professors and students to spread the word for freshman, transfers, and anyone curious about the natural resources sciences. *¡Échale Ganas!* provides a space for students to talk about work and relate to each other academically; providing support to students who may feel like they do not belong and see the possibilities available to them to engage in their chosen field.

Through *¡Échale Ganas!*, students can learn how to incorporate conservation into agriculture and cultural community into learning. To contact mentors Laura and Samantha or to help *¡Échale Ganas!*, visit the [website](#).



¡Échale Ganas! Peer Mentor: Samantha Chavez

By Mireille Roman

Samantha Chavez is completing her first semester at HSU as a master's student in Wildlife; she is also one of two mentors for the *¡Échale Ganas!* program. Originally from Downey, California, she attended community college and then transferred to U.C. Santa Cruz, earning a bachelor's in Ecology and Evolutionary Biology in 2016. She spent the past four years working seasonal wildlife jobs, then came to Humboldt State to learn new skills and apply her background knowledge in the programs at HSU.

She remembers the moment she knew she was interested in studying science, "My parents took us camping and I felt like it was a privilege. We were invited to my dad's coworker's family trip to Yosemite. Park Ranger programs, like taking care of the earth, are what got me interested in this field." Samantha explained that she began studying Biology, then Ecology and eventually transferred to Wildlife. She described her path to find the right fit for her. "At first I didn't believe in myself because I wasn't good at Math." She felt more comfortable with History and English, stating, "they were subjects that were a friend to me." However, she felt she had to at least try, "I would be disappointed in myself if I didn't try to be a research scientist."

Professors Johnson and Cuevas-Urbe, along with Fernando Paz, the *El Centro* coordinator, set up an interview to see if Samantha would be a good choice to mentor undergraduate students through *¡Échale Ganas!*. "I talked to a friend of mine and this friend had someone question if they felt obligated to mentor hispanic undergraduates. Of course there's an obligation because of our passion for our community! It is a combination of obligation and passion for our work because giving back is ingrained in our community; it's rooted in how we grew up. We don't want to be the only ones, it isn't a bad thing to help your community rise up with you if you have made it."

Samantha discussed the cultural gap many students experience moving far from home and how one can feel othered in their courses. "You have to hide parts of yourself to appear more professional and you need to navigate spaces that require a different behavior. Things are strange and nothing familiar is around."

Samantha supports mentorship programs because she knows they are essential to growth; connecting graduate students with undergraduates creates a community where they can feel supported. "I'm the only person in my family who isn't in L.A. or Orange County and I'm out here on my own. If I'm going to get a master's then I'm definitely going to do some mentoring for people in undergrad because I know that there are a lot of unanswered questions." Wildlife is different from a 9-to-5 job. In Samantha's experience a lot of students don't know where to look for work in wildlife or how to make the most of their undergraduate career. She explains that having graduate students as mentors is helpful because they are familiar with the workforce and there can be a level of intimidation between a student and their professor. "We are their peers because we are all students, I hope they don't feel like I am above them, because one day we will be coworkers."

Samantha says her overall goal is to share her knowledge of wildlife and fisheries jobs. She and Laura cover what this pathway looks like in-depth so that students can decide if they want this unique lifestyle. In the future they want to host resume and job application workshops because they want to prepare students to regularly apply to these oftentimes seasonal jobs. "We want to mentor wildlife undergrads to understand what will happen to them after graduation and get them ready for the workforce. I think it's important to hear from people who have the lived experience of being a minority in the workforce or being a minority who went through the same kind of courses that they're taking right now." Samantha admits that they are new to mentoring and that being online has brought some challenges, fortunately, there are campus departments offering support, "ACAC, *El Centro* and INRSEP have been invested to help us grow; having people who know the ins and outs is helpful to our mentorship."

When asked about her dream project she chuckled and replied, "I would pay all of the wildlife technicians way more and I want internships to pay more. I want to encourage people to lobby Congress to pay their wildlife field workers a living wage because when people think of STEM they immediately think about doctors. Ecology students need more support."

Community Partner Spotlight: David Cobb of Cooperation Humboldt

By Stacy Becker

David Cobb is the Director of the local nonprofit Cooperation Humboldt. David has been active in community organizing ever since he arrived in Humboldt 15 years ago. In 2017 he helped to co-found Cooperation Humboldt, which has been providing HSU students valuable learning experiences. Cobb also has an impressive history as a “people’s lawyer.” He ran for Attorney General of Texas in 2000, was the Green Party nominee for President in 2004, and managed the Jill Stein for President campaign in 2016.

Describing his organization and purpose, David explains that Cooperation Humboldt exists to build a “solidarity economy” in our community. “A solidarity economy puts people and planet before profit, and ensures that everyone can not only survive but can truly thrive in a sustainable and regenerative way.”

How is this theory implemented? “We know that our current institutions are fundamentally racist, sexist, and class oppressive because social, political and economic systems incentivize domination and exploitation of women, people of color, and poor, homeless, disabled, queer, undocumented, and Indigenous people. We also know that it is possible to create new institutions that incentivize cooperation, love, compassion and kindness. So we lift up and support groups that are doing grassroots organizing with working class people

and people of color, building long term strategies to resist fascism and create new models for a joyous and collaborative new future reality.”

How have HSU students been involved with Cooperation Humboldt?

We have too many concrete projects to list them all here, but a few where HSU students have played pivotal roles include our Annual Artists Dismantling Capitalism Symposium, a Community Health Worker cooperative, Public Banking, and creating a food forest: mini gardens for low income residents, public fruit trees, and little free pantries.



Editor's note: You can see [a map of Cooperation Humboldt Food Resources here](#), created by Gil Trejo and Sarah Powell, students in Professor Amy Rock's Community Geography pilot Service Learning course.

We convened 150 people at the Arcata Playhouse for this year's Artists Dismantling Capitalism, and hosted 12 different participatory workshops.

We are collaborating with multiple organizations to incubate a Community Health Worker (CHW) cooperative. CHWs are lay members of the community who work in association with the local health care system as frontline agents of change, helping to reduce health disparities in underserved communities.

We planted 300 mini gardens for low-income people, 90 fruit trees in publicly accessible places, and there are now 20 little free pantries across our community.

We helped to pass resolutions in support of Public Banking by the cities of Arcata and Eureka, and several community organizations.

HSU students helped make all those things happen. Some helped as formal Service Learning or internship projects, and others just because it was the right thing to do.

In addition, we have already assisted over 500 people who are self-isolating through COVID, and helped to feed hundreds of evacuees during the recent fires. HSU students were (and still are) integral to these efforts.

Were there any particularly successful experiences your organization had hosting HSU students?

Ameera Foster came to us through Environmental Studies. As an intern she worked with us to help explore a child care cooperative. After graduation she stayed with us, and is now co-coordinating one of our internal study group cohorts.

Sam Papavasiliou interned with us through the Journalism Department. He helped us get news stories in the Lumberjack, North Coast Journal and the Times-Standard. He also interviewed me for a segment on KRFH, the student-run radio station.

Nick Vasquez created the database we use for the COVID response team, and collated and coordinated the data into an easy to understand report and

summary. He has stayed on to become a valuable member of the Care & Wellness Team.

What kind of energy do HSU students bring to your organization and community you serve?

I have deeply appreciated that HSU students bring a sense of “we can do this” to every project. I certainly hope they benefited from participating with Cooperation Humboldt, but I can say with certainty and conviction that Cooperation Humboldt is a better organization because HSU students organize with us.

Some older folks think we are “too radical.” I have never heard that criticism from an HSU student. I find it refreshing that they have no qualms about naming the oppressive, power-over nature of white supremacy, settler colonialism, heteropatriarchy, and capitalism. They share our belief that another world is possible, and join us in working to create that new world.

David enthusiastically recommends that other organizational leaders consider hosting HSU students: “Absolutely! HSU students bring a level of enthusiasm and energy that is contagious.”

In the current climate of addressing emergent community crises, Cobb ultimately shared, “I want to acknowledge that when the shelter in place orders were issued, several HSU students stepped up and helped to create a broad and deep program to provide direct assistance to folks in need. When the fires were blazing all around us and evacuees came streaming into Humboldt, HSU students helped to assist feeding and sheltering those evacuees. These students made a direct, positive impact on people’s lives, and we are grateful.”





Faculty Spotlight: Jennifer Tarlton of Environmental Science and Management

By Kai Cooper



The staff at Redwood Roots had the pleasure of interviewing faculty member Jennifer Tarlton from the Environmental Science and Management department at Humboldt State University. Jennifer is a longtime resident of Humboldt County, who values the connections cultivated in her own community. With a desire to help others, she earned her bachelor's degree in psychology from HSU. After graduating, Jennifer and her partner

took a six month road trip, which she defined as a monumental experience for her future decisions and outlook on the world. She then enrolled in Americorp where she began to focus more on the environment. Afterwards, Jennifer went to complete her masters in Environmental Education and Interpretation at Humboldt State. After graduating, she started working with Eureka City Schools implementing Service Learning programs in their K-12 classrooms.

This experience allowed her to find value in Service Learning and bring that knowledge to her future endeavors.

After some time in her position with Eureka City Schools, Jennifer was offered a faculty position at Humboldt State which she accepted and still holds today. Her time spent with nature, along with her experience with psychology, led to the question that influences her most, "What is the human relationship to the natural world and how can we make that relationship lead to more sustainable practices?" Tarlton has now been working as HSU faculty for approximately fourteen years. She teaches Environmental Science and Management, while also overseeing the Environmental Education and Interpretation concentration. All but one of her classes have a Service Learning or community-based learning component.

Jennifer's work with Americorp, Eureka City Schools, and Humboldt State University has provided her with a perspective that is quite valuable to modernizing education. There is no doubt that community-based learning is important to students and their relationships with their communities. "Service Learning provides a really interesting opportunity for mentorship and for really connecting students to faculty, to their college, and to their local community." These relationships create a sense of place for students, as well as a rise in student engagement. These concepts taught in class are applied in the real world, and according to Jennifer, "Community engagement allows students to engage with lifestyles that are different than their own."

"I want my students to feel really engaged with the academic content. And I think when you build in community-based projects, it takes their level of engagement to a new level." In regards to career

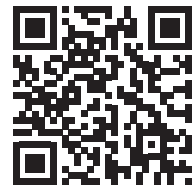
development, community-based learning provides students with hands-on learning experiences that build confidence when entering the workforce.

To Jennifer, the most challenging aspects of Service Learning are how time consuming it can be. The programs contain lots of moving parts, and she claims it is important to trust the process. This is an evolving practice, and it shows that, although there are lots of moving parts, the benefits outweigh the obstacles. This type of learning involves three main parties: faculty, students, and community partners. In order for all parties to communicate their goals, they must establish what they all hope to achieve through the semester. This informal agreement allows everyone to have clarity in regards to the expectations of the partnership.

Although there are sometimes difficulties with so many moving parts, Jennifer reiterates that students still manage to benefit long-term "There are still things that students pull out of the experience in order to be successful, but then translate into being a successful leader in their careers as well." These experiences help shape students' education and career paths, and community projects have led students to epiphanies. "They're like, oh, I don't actually like working with children, you know, and they'll change their majors and so I'm glad that I have that built in. So, before they get too far along, they've had an experience where then they can make that decision." It is important to recognize the value that students have to their local communities. Students are willing to learn, willing to work, and a mutual relationship between a university and its community is priceless. The eye-opening experiences of Service Learning help cultivate independent thinkers and introduce a sense of belonging through community engagement, reflection, and an understanding of local and global relationships; ultimately creating better, globally-engaged citizens.



Community-Based Learning Mini Grants



Apply Here!

The Center for Community Based Learning, in partnership with the College of Professional Studies, developed a program to offer students [mini-grants of up to \\$250](#) to help offset costs of completing community-based learning experiences, such as internships and Service Learning courses.

After conducting a series of equity-based, world café style open-forums to improve the community-based learning experience at HSU, it became evident that costs to participate were causing hardship for many students. In response, the Center for Community Based Learning (CCBL) staff applied to receive funding to assist students with out-of-pocket expenses like fingerprinting and transportation costs. In Summer of 2019, CCBL was awarded a Loyalty grant of \$10,000 to help students in the 2019/2020 academic year with expenses incurred as a result of their Service Learning or Academic Internship courses. Through this program, 55 students from more than 20 different classes were awarded a total of \$8639; which enabled them to make a difference in the community.

Due to the success of the Loyalty Grant program, CCBL partnered with the College of Professional Studies to expand the program for 2020/2021 by tapping into available GI2025 funding. This new Community Based Learning Mini-Grant program provides funding to students in need, within all colleges, who experience financial hardship completing a community-based learning experience, including clinical experiences. Awards of up to \$250 will be provided to eligible students on a first-come, first-served basis to support them with onboarding and completion expenses related to their field placement. The hope is that this program will reduce financial barriers and increase equitable access to these high impact practices for students needing assistance. Additionally, this support will ease the financial strain students face, while promoting their engagement and well-being. As evidence mounts that community-based learning helps to increase student retention and success, it is important that programs like this are supported to create a more equitable student experience.





Shannon Berge



Kai Cooper



Kelly Fortner



Meet The



Stacy Becker



Aaron Laughlin



Kyle Morgan



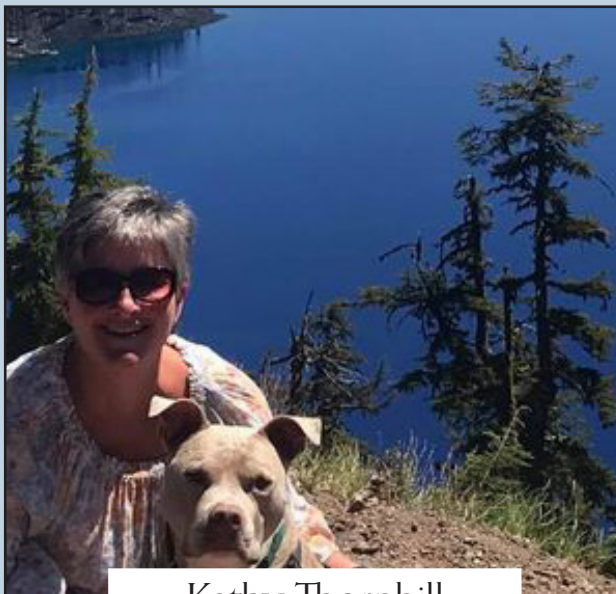
Mireille Roman



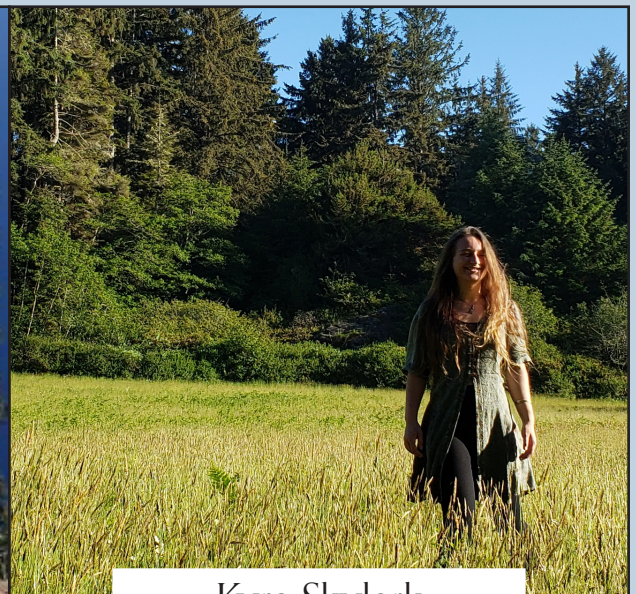
Team



Loren Collins



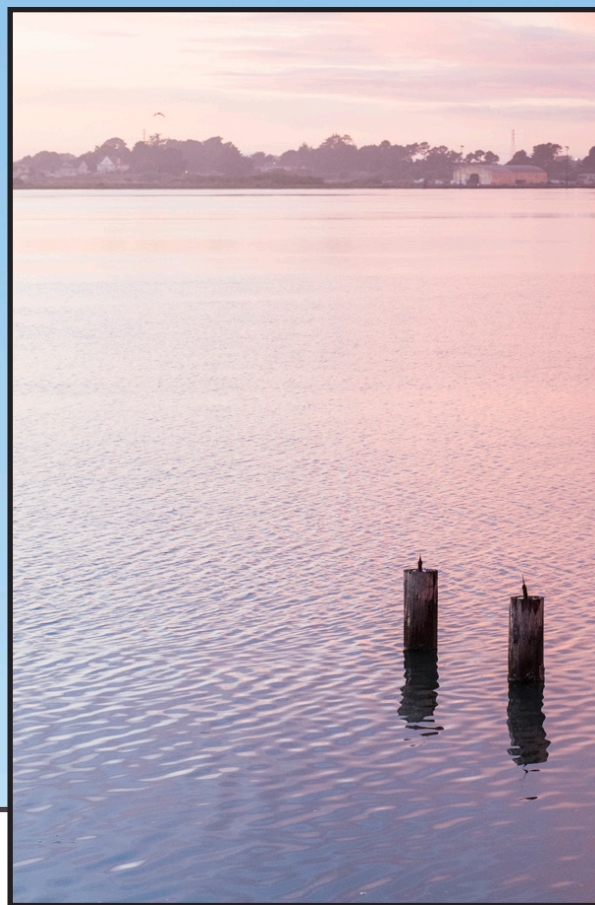
Kathy Thornhill



Kyra Skylark

We hope that you enjoyed perusing the amazing work of HSU students, faculty and staff and the wonderful community partners that provide a space for students to engage in these experiences.

Every year, HSU sends more than 1000 students into the community for hands-on learning experiences. These students, together with the community partner organizations, consistently make a positive impact on our community—all while the students are applying what they have learned in their classes.



THANK YOU TO OUR STUDENT STAFF

Our amazing team of student staff brought their unique perspectives and voices to this project and the magazine is stronger for it. In addition to writing and editing articles, they helped create processes that will make the production of this magazine run more effectively in the future. Thank you so much for your insight and dedication - you are an inspiration and an invaluable part of the team!

THANK YOU TO KELLIE JO BROWN

All uncited photographs were taken by Kellie Jo Brown, photographer for HSU's Marketing and Communications Department.

THANK YOU TO AARON LAUGHLIN

We would like to thank Aaron Laughlin, HSU Press Student Assistant, who created the layout and design for our fall 2020 issue of Redwood Roots. We are ever grateful for your ingenuity, patience, and thoughtfulness in designing Redwood Roots!





JOIN THE TEAM!

Please contact Kelly Fortner, CCBL Student Support Coordinator, at kelly.fortner@humboldt.edu if you are interested in volunteering with the Redwood Roots digital magazine team.

SHARE YOUR STORY

Do you have a story, project, or photos to share? Please contact us at redwoodrootsmagazine@humboldt.edu or visit <https://digitalcommons.humboldt.edu/rr/> to share your community-based learning experience with us. We would love to hear from you!



QUESTIONS OR SUGGESTIONS FOR US?

Feel free to email us with any questions or suggestions you might have about the magazine. Contact us at redwoodrootsmagazine@humboldt.edu.

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