

# Redwood Roots Digital Magazine

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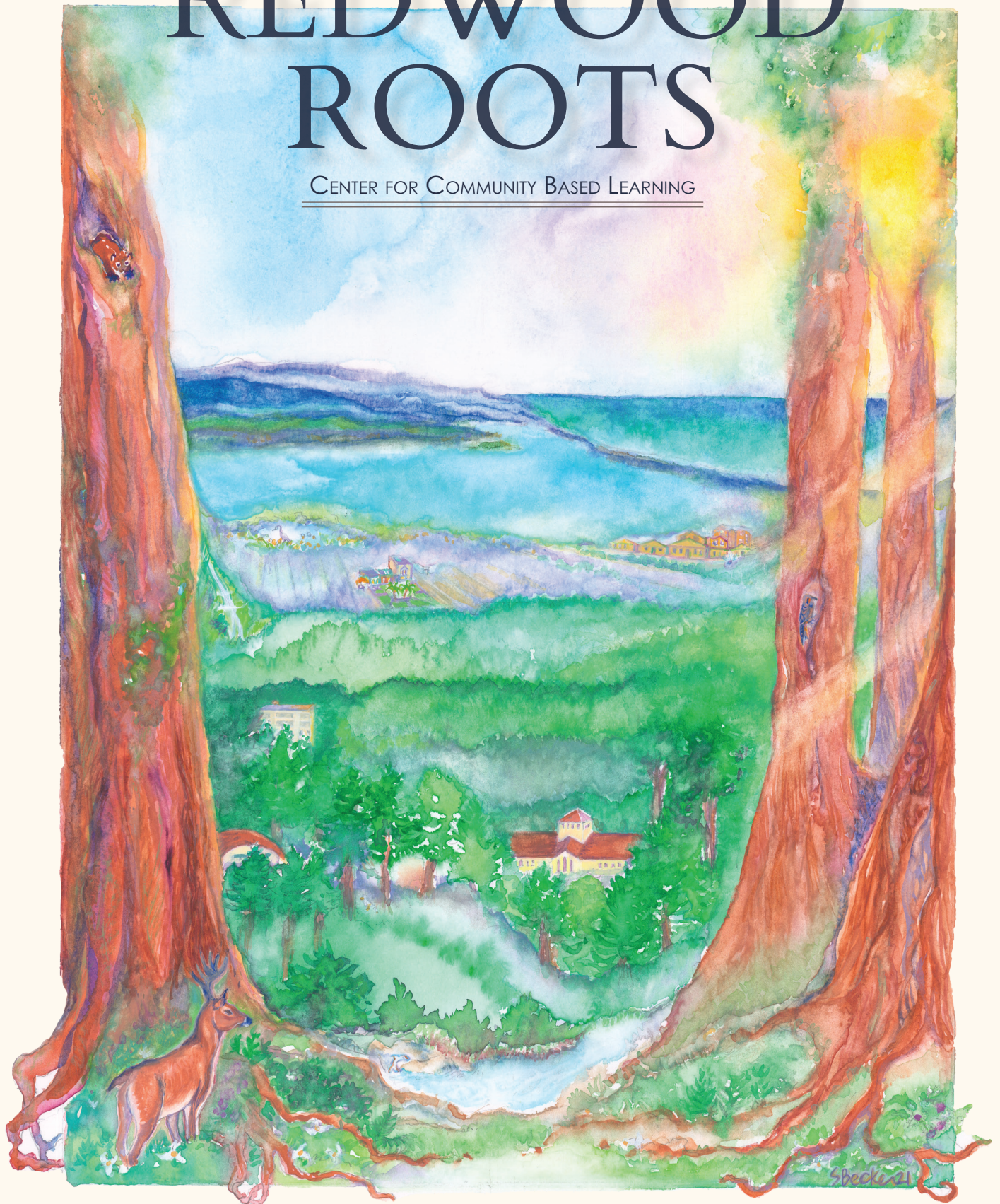
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# REDWOOD ROOTS

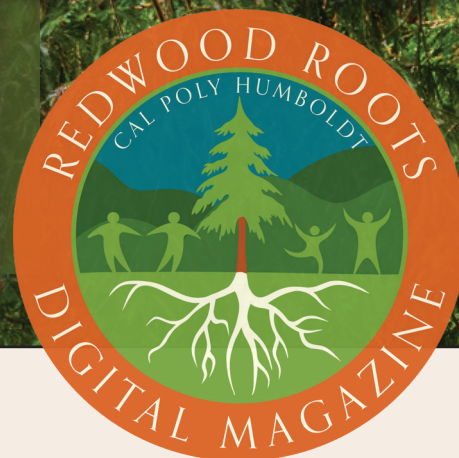
CENTER FOR COMMUNITY BASED LEARNING



THE PRESS AT CAL POLY HUMBOLDT



# LETTER FROM THE EDITOR



By Mireille Roman

Volume 3, Issue 2 of Redwood Roots Digital Magazine features stories of people who value community-based learning just as much as we do. We sought out community members, faculty, and students who are active agents of change on campus and in our communities and encouraged them to empower one another through sharing their stories.

Our goal at Redwood Roots Digital Magazine is to provide a platform that highlights and shares stories of community engagement in Humboldt County and beyond. We publish stories that promote deep and enriching connections through learning, to enhance inclusivity within the community through social and environmental justice.

In this edition we highlight people and organizations, both on and off campus. Learn how the team at Big Brothers Big Sisters of the North Coast in Humboldt cultivate a better future for our next generation; let us introduce you to the exciting HSQCast and their goal to highlight community-powered approaches to share stories. Read about professors in the School of Education and their commitment to making better teachers for our communities. Additionally, there are several articles about faculty, students, and community members who have created better environments for their peers and our community. At Redwood Roots we want to uplift students, staff, and faculty who dedicate their time to go above and beyond for their peers through Cal Poly Humboldt.

We hope that you enjoy this issue and share it with your peers, professors, and members of your community. Your contribution, however, does not need to be limited to reading Redwood Roots Digital Magazine; we ask that you see this publication as a call to action. Get involved, learn something new, contribute to your community, and tell us about it! To assist you with this goal, the Redwood Roots Digital Magazine staff hosts a series of workshops ranging from writing and submitting articles for Redwood Roots Digital Magazine to discovering your potential to become a published author. Contact us at [redwoodrootsmagazine@humboldt.edu](mailto:redwoodrootsmagazine@humboldt.edu) to learn about upcoming *Skillsshop* opportunities and other ways to get involved. Your work has a place here at Redwood Roots Digital Magazine.



# ACKNOWLEDGEMENTS

The staff at Redwood Roots Digital Magazine would like to acknowledge and celebrate the hard work and dedication of a few members of our editing team who are graduating or moving on. The following tributes were written by several people on our team.

**Shiara Naicker**, a psychology major with an emphasis in neuroscience, is graduating this semester and moving on to new endeavors. She contributed passionately to our group's projects; from facilitating workshops to conducting meaningful interviews, Shiara has imparted a wealth of skill, intelligence, and enthusiasm to the team. She is a force of change who challenges folks to bridge the gaps of volunteerism, encourages growth through self-reflection, and, most of all, she is a friend to many on this campus. Shiara inspires people to open up about their passions and cultivates an environment of action. As the semester concludes, Shiara's work will not; we know she is destined to continue to animate any space she finds herself in. Shiara, thank you for your thoughtfulness, your diligence, and most of all your existence. We would also like to congratulate Shiara on winning the 2022 Cal Poly Humboldt Outstanding Student Employee award.

We are also saying goodbye to **Mireille Roman**, an English and Critical Race, Gender, and Sexuality Studies major and longtime staff member of Redwood Roots. Mireille was an integral member in creating Redwood Roots: they formed the magazine's values and statement of purpose, spearheaded the planning and facilitation of the first Redwood Roots workshops, and contributed several articles to each issue. Mireille has continually pushed the team at Redwood Roots to think differently about the way we interact and report on the world around us; they remind us of what it means to be truly empathetic people. Redwood Roots would not be the magazine it is today without Mireille's insight, passion, and dedication to creating a meaningful, inclusive space to share stories of community engagement.

**Leo Kepcke**, a geography major and editor extraordinaire, will be moving on from our team and leaving behind editing processes that have improved our magazine tenfold. Leo is also currently the Editor in Chief of the [Humboldt Geographic](#), the digital magazine produced by the department of Geography, Environment & Spatial Analysis. Leo brought his expertise and passion for editing to the Redwood Roots team during the fall of 2021, and for the past two semesters has created several editing guidelines that will continue to refine the team's editing processes for years to come. We appreciate his dedication to collaborating with his fellow team members to interview, write, and edit articles that share stories of community engagement at Cal Poly Humboldt. Leo's passion for publishing and goal-oriented approach that he brings to our team will be missed greatly!

Since July 2021, **Savannah Sonia** has served as the STEM Student Success Advocate as part of the AmeriCorps CSU STEM VISTA program with the Center for Community Based Learning. Savannah is a Humboldt alum whose B.A. is in English with a concentration in Writing Practices. Her professional goal is to work in publishing to combine her passions for books with social and environmental justice. Savannah has been instrumental in writing, editing and creating the Redwood Roots magazine. She has taken a lead role in supporting the work of our student team and developing processes to increase the reach of Redwood Roots Digital Magazine. Her can-do attitude, empathetic nature, and beautiful way with words have had a positive impact on all of us. We deeply appreciate the work that Savannah has contributed to Redwood Roots over the past year and will miss having her on our team as she moves on to her next endeavor.

Lastly, we bid adieu to our longtime staff member **Aaron Laughlin**, who recently earned an MA in English with an emphasis in Applied English Studies and works at the Press at Cal Poly Humboldt. Aaron is full of creative ideas that expand beyond the work he has done for the magazine. Aaron has been at the heart of designing the layout for Redwood Roots Digital Magazine since we began, and without his patience and tedious attention to detail, the editions we produced would lack the magic Aaron brings to them. Aaron adds his personality to the magazine while prioritizing the people we write about and organizes each letter, each picture, each pulled quote to honor the person and the work they do. The pages will shine differently with Aaron moving onto new projects. He will be missed at Redwood Roots, the Center for Community Based Learning, and in the halls of The Press at Cal Poly Humboldt. Aaron is a publishing wizard and his work will only get stronger as he moves on to grander things. Aaron, thank you for your comradery, your originality, and for bringing the best to our table.



## LAND ACKNOWLEDGEMENT

Redwood Roots Digital Magazine endeavors to honor the community of people who reside on this land and their stories—lands that are the present and ancestral Homeland and unceded territory of the Wiyot Tribe. Tribes and Nations in this region include Hupa, Karuk, Mattole, Tolowa, Wailaki, Wiyot, and Yurok whose peoples live, and have lived, on these lands since time immemorial.

We call for those who occupy this land to actively recognize the sovereignty of tribal nations and their right to traditional land. We humbly request that you take action to dismantle [settler colonialism](#) and move toward a future centered around justice and equity, where tribes have sovereignty over their homeland after enduring and surviving waves of violence as a result of genocide. Take action:

1. Search Native Land's world map, which allows users to input their address and see the Native territories, languages and treaties pre-dating colonization in the area they reside: <https://native-land.ca/>.
2. Pay an [honor tax](#) to one of the 11 federally recognized and unrecognized tribes, rancherias and sovereign tribal governments within Humboldt, Del Norte, and Trinity regions, or whose tribal land on which you reside.
3. Donate to Save CA Salmon: <https://www.californiasalmon.org/>.
4. Support the Cal Poly Humboldt's Native American Studies (NAS) Food Sovereignty Lab: <https://alumni.humboldt.edu/giving/cahss/hsu-giving-native-american-studies-food-sovereignty-lab>.
5. Learn from Dr. Cutcha Risling Baldy's lecture "[What Good Is a Land Acknowledgement?](#)".
6. Show up to community events organized by, or in support of, our local tribal community, and continue to transform your environments by integrating Indigenous knowledge into your daily life.

## PURPOSE & VALUES

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

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. We highlight the diverse approaches Cal Poly Humboldt 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. We share stories promoting the welfare of others through an intersectional lens that creates lasting change, with acknowledgement and respect for the past.



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# WHAT IS COMMUNITY-BASED LEARNING?

"I learned how to communicate with others, advocate for student growth, and use cultural humility and empathy to support others."

Every semester hundreds of Cal Poly Humboldt students apply their classroom studies to hands-on experiences through community-based learning courses. These courses provide students opportunities to deepen their understanding of curriculum by connecting academic concepts to community-focused action. Community-based learning practices promote academic development, personal growth, and professional connections between our students, campus, and the community.

The Center for Community Based Learning (CCBL) facilitates class to community connections. The CCBL supports students, faculty, and community partners throughout the process of course development and implementation.

Redwood Roots Digital Magazine highlights experiences related to community-based learning courses and celebrates the students, community partners, and faculty involved in these practices.

CAL POLY  
HUMBOLDT

"This internship is providing me the opportunity to learn how to be effective in community-based work, allows me to network, and apply my academic knowledge to real experiences."

# FIND YOUR WHY: BIG BROTHERS BIG SISTERS OF THE NORTH COAST



By Savannah Sonia  
and Stacy Becker

Many of us can identify relatives, friends, teachers, artists, and leaders who have acted as mentors for us at various times on our life paths. Mentors can help provide a compass for personal and professional choices, support us in challenging times, and inspire us to reach our highest potential—they can help answer the question of why we make the choices we do. For the children in the Humboldt region who are in need of mentors, whether they are in need of friendship with a caring adult role model, or lack support in school or at home, [Big Brothers Big Sisters of the North Coast](#) (BBBSNC) has connected local youth with adult mentors in the community for over 52 years.


BBBSNC pairs children from ages 6-16 (Littles) with adults (Bigs) with the goal that these mentors will have a positive impact on the mentee's life forever ([read stories from Bigs and Littles here](#)). One type of in-person mentoring is [community-based mentorship](#), where Bigs and Littles share, “outdoor activities like riding bikes, hiking, and going to the beach while others prefer to stay in and bake cookies, watch movies, or play video games,” according to the BBBSNC website. Site-based mentorship is focused toward after-school activities at designated places and times. During COVID, the organization has adopted “Mentoring 2.0,” or virtual mentoring.

Jennifer Maksim, the office manager for BBBSNC and a Cal Poly Humboldt alumni, has worked with the organization since 2014. Maksim noted that even though working through the pandemic to find solutions for pairing Bigs and Littles has been difficult, the kids are “still finding value in the distance, which they’ve learned to adapt to.” She also spoke about the inclusivity and accessibility that the team has worked to incorporate into their every day business over the years. She shared, “We want all kids to be involved with BBBSNC, because at the end of the day we believe that all kids deserve to ignite their full potential.”

Maksim expressed that this search for inclusivity further motivates her to continue this work, “Knowing that we can help shape these kids to be kinder, full of joy and love, and how we’re going to be able to change our world with love through activities like mentoring, and just showing up--more than showing up, right?--that’s what motivates me. Just seeing how we can build our community, locally, statewide, and nationally, it really does start with our kids.”

Florence Parks, BBBSNC Executive Director, has worked for the organization and with Cal Poly Humboldt students for three years, and has been involved in mentorship practices for the past 25 years. When asked





what motivates her to do this work, Parks said that “We need mentors in different stages of our life to do the work that we’re doing, to learn new skills and new talents. I’m motivated every day for the youth, but also by our volunteers.” Volunteers include Cal Poly Humboldt students who not only serve as staff, but also participate in internship placements with BBBSNC.

Nicholas Higgins, a recent Humboldt graduate with a Bachelor’s of Science in business administration management, participated in an internship with BBBSNC in the fall of 2020. Higgins decided to serve BBBSNC because he admired the organization’s purpose of communicating with the youth, especially during a time when it has become more difficult to connect with people in the community. He mentioned that it was rewarding to see the Littles able to connect with their Bigs in such meaningful ways, and “experience the world for how it actually is, so when they grow up... [they can make] their community and families better.”

During his internship, Higgins was tasked with creating, administering, analyzing, and presenting an extensive survey to gather information about BBBSNC and their reach within the community. Higgins noted that the implementation of this survey greatly increased the conversations that community members were having about the organization, and helped to spread the word about the incredible work that Bigs and Littles accomplished in their time together. Not only was the survey helpful for the organization, but it was helpful for Higgins in “getting my feet wet...building my own set of skills for how to operate in design...and designing something to educate the public about the organization.”

Higgins also played a major role in BBBSNC’s annual [Big Chili Cook-off](#) fundraiser event by contacting businesses for donations and also securing silent auction items, such as a week-long excursion with lodging, food and entertainment supported by businesses in Crescent City. Maksim stated that the work that BBBSNC interns put into collaboration on these events is so much more than making cold calls to folks. “They put their insight, they put their passion and creativity into it...They’re very, very vital when it comes to our event planning and fundraising around here.” BBBSNC tries to put the “fun” into their fundraiser events, which include [Bowl for Kids’ Sake](#) and the [Big Humboldt Jam Brewfest](#).

When discussing the impact of the work that Humboldt students have done as interns with BBBSNC, Parks expressed, “We all have experienced great people that have helped, that we model ourselves after, or model portions of our professionalism after and that’s why I love the opportunity to work with Cal Poly Humboldt interns like Nicholas. He’s so humble, but he came and he did so much with us during a very questionable time.”

Higgins shared that what motivated him to work with BBBSNC, is the fact that “every member of the team [does] their best to help each other in order to make the organization more influential for the youth in the community.” For Parks, the work of volunteers at BBBSNC inspires her, “My love language is service, and just knowing that we can help more kids by equipping volunteers to support the Littles in ways that we [as staff] couldn’t begin to afford in time or dedication, Seeing how the volunteers pour their hearts into each child...the volunteers motivate me all the time.”



**Big Brothers  
Big Sisters®**  
OF THE NORTH COAST



### **Big Brothers Big Sisters of the North Coast Internship**

Supervisor: Florence Parks

Intern: Nicholas Higgins

#### **Description:**

I was tasked to help the event coordinator and to create a survey, distribute, and analyze the results.

#### **Goals:**

I expected to learn professional skills that I could use for my career later on and gain knowledge of analyzing data.

"Nicholas has been an asset to the team at Big Brothers Big Sisters of the North Coast, he came at just the right moment giving BBBSNC a bolt of energy to meet our quarterly goals. He helped organized our silent auction and advanced teamwork. Nick also took the initiative to actualize a project that will grow our mentoring community. He's been dependable and has in every way exceeded our expectations!"-Florence Parks, Executive Director



#### **Outcomes:**

I learned how to communicate to businesses and how to create surveys and how to analyze the results of 81 participants.

#### **Lessons:**

- I learned there are many youth mentoring groups in Humboldt County.
- I learned how to professionally talk to businesses on the phone and by email.
- I discovered from the results from my survey that many people are wanting more information on how they could help educate and mentor the youth in our county.

Parks summarized the experience during the semester with Higgins, "When we all look back and reflect on 2020, it was a hard time for a lot of people who didn't even show up, so we just started saying that 'showing up is enough,' which came to be our mantra. And Nicholas did more than show up." For more insight on Higgins' experience with BBBSNC, view his poster reflection titled "Big Brothers Big Sisters of the North Coast Internship."

Parks shared the carry forward effect of mentoring and the impact it has on youth who participate in the program. She explained that, "More than 90 percent of our youth go on to mentor others and experience leadership in some capacity." Not only is it rewarding for Parks and her team to see the kind of impact that mentorship has on the youth in the community, but also for those offering the mentoring, including the Humboldt students that have supported BBBSNC programs, events, and mentorship with Littles. Parks expressed, "I'm inspired by our Bigs who are doing the real work at our agency." While BBBSNC volunteers play crucial roles carrying on the work of the organization, for Humboldt interns, the community-based learning experience is often about carrying with them what they learn from these experiences to support themselves and others in the future.

If you are a Cal Poly Humboldt student who would like to take part in this work and connect with local youth, there are a number of ways you can get involved. Besides serving and being trained as a Big for a Little (a yearlong commitment to honor the child's need for continuity in their lives), you can participate in the fundraising events or volunteer to increase public outreach about BBBSNC's programs. To learn more about local BBBSNC programs and how to get involved, visit the [BBBSNC website](#).

Parks mentioned that the entire BBBSNC team looks forward to new beginnings and the opportunity to reach more children. She thanked Higgins for the time and dedication he contributed to the BBBSNC team during his internship with them, and shared that he "greatly expanded [the organization's] ability to reach out to new community members."



# HSQCAST: FOSTERING DIVERSITY IN A NEW AGE OF TECHNOLOGY



By Shiara Naicker

Have you ever thought about the differences between conventional radio and radio in its modern guise, i.e., podcasts? What is the value of localized, community-powered approaches to share stories and in turn, create and connect communities?

The manifestation of radio in the late 19th century transformed the way that humanity relays information. Radio news began to gain momentum in the 1920s, and soon became the most popular source of breaking news, sports, current events, and popular culture. During its golden age during the second world war, radio became a part of everyday life. As technology shifted and advanced over the last several decades, radio waves were soon replaced by television, the internet, and finally, popular streaming services that we access on our phones today. But how can we increase the value of this endless access to individual artists and creators?

Podcasts are the modern equivalent of a radio show, of sorts. Throughout the 1980s and 90s, radio shows that were more singular and offered individual perspectives began to gain popularity. By the early 2000s, podcasts were being added to streaming services like iTunes and Spotify. This modern, wide range of creators from across the world offered something new that was lacking during the earliest reign of radio—diversity. Although it is possible to listen to some current diverse radio perspectives, from National Public Radio (NPR) to Rush Limbaugh to the North Coast's very own community radio stations (e.g. KRFH, Cal Poly Humboldt's student-run radio, and KIDE, a Tribally Owned and Operated Community Radio), now more than ever, communities that were previously unheard and underserved are able to raise their voices through podcasts. Additionally, because of the accessibility of podcasts, anyone can create their own and make their

voices heard, and anyone can listen to the content of their choice at any time of day. There are currently over 2 million podcasts worldwide, all providing unique and personal perspectives on the topics discussed or stories told.

One such story originates at Cal Poly Humboldt, with the LGBTQ+ podcast *HSQCast*. The host and creator, Spencer Schoening, was originally inspired to create a queer-centric podcast that highlighted stories of LGBTQ+ activists, educators, and community members here in the Humboldt area. Schoening worked with Frank Herrera, the coordinator of the Social Justice, Equity, and Inclusion Center (SJEIC), in order to get the project on its feet and begin planning. In January 2021, I joined the project as a co-host and we began researching immediately. I was enthusiastic about the work that the SJEIC and Herrera were doing. Schoening is the perfect partner for such an incredible project focused on inclusion and education. The first season was centered on former Humboldt educator and activist Eric Rofes, who forged a path with queer activism during a time when the liberation of LGBTQ+ communities was not widely prioritized. Rofes was responsible for the creation of the Critical Race, Gender, and Sexuality Studies major at Cal Poly Humboldt, and was honored with the posthumous founding of the Eric Rofes Multicultural Queer Resource Center.

Schoening and I are currently working on our second season. The focus is on educator, author, and musical artist Tim'm West, who revolutionized queerness in the spheres of hip hop and rap, and created riveting prose about their struggles and triumphs in their written poetry.

As cohosts we emphasize the importance of intersectionality and inclusion in the recounting of queer history—diversity has long been something lacking in both radio and LGBTQ history. Schoening recalls, “When I created this podcast, I knew that so many queer spaces were white queer spaces and felt unwelcoming to people of color, and it is important for us to all foster diverse and inclusive spaces. We all deserve to feel welcome within all the spaces our intersecting identities meet. So I wanted to foster that within the podcast I created; it starts at the individual level with individual steps towards inclusion.”

For those who wish to support *HSQCast*, you can find the podcast on popular streaming services, or you can find the episodes on the SJEIC’s podcast page: <https://sjei.humboldt.edu/hsq-cast>







## PILOT PROGRAM PROVIDES PEER LEADERSHIP TO STUDENTS AND FACULTY

By Savannah Sonia

Community-based learning (CBL) includes Service Learning (SL), which are practices that create meaningful community service experiences and address community-defined needs. In SL classes, students study common academic themes, while addressing needs in collaboration with various community partners. The team at the Center for Community Based Learning (CCBL) recognized the need for extra support for both students and faculty involved in these experiences, and took steps to create and implement a peer leadership program for CBL classes. The first step was to meet with several already established peer leadership and mentorship programs at Cal Poly Humboldt to learn best practices and benefit from their experience and expertise.

The value of peer support programs within higher education has been widely researched and documented. According to [an article](#) from The Global Community for Academic Advising, many studies have found that peer advising is one of the most influential sources of growth and development during a student's undergraduate career. CCBL created a Peer Leadership Program to support students to understand the benefits of SL, facilitate reflection activities with students to make connections between classroom learning and community projects, and hold drop-in hours for students to discuss successes and challenges. Thanks to the collaboration from several departments at Cal Poly Humboldt, the CCBL was able to pilot the first semester of the Peer Leadership Program during the spring 2022 semester.

The AmeriCorps STEM Student Success Advocate, Savannah Sonia, alongside the CCBL's Student Support Coordinator, Kelly Fortner, spearheaded the planning and development phases to get the program started. From there, Sonia and Fortner partnered with faculty Sara Hart and Jenn Tartlon in one of each of their Service Learning courses to pilot with two Peer Leaders. The two Peer Leaders were Guillermo Alonzo, a fourth year Psychology major and Michael Benner, a fourth year Criminology major.

Alonzo worked with Tartlon to support Environmental Science and Management 453, a senior capstone class. Students in that class partnered with the Out of the Box After-School Program at the Sequoia Park Zoo in Eureka, the Montana Natural History Center, and the California State Parks (Northcoast) to complete their Service Learning requirements. Tartlon shared that, "The support of our Peer Leader really enhanced the quality of my students' service projects. I appreciated how students reflected more deeply about themselves, their service, and their community through the Peer Leadership Program."

Benner was paired with Hart to support Religious Studies 393, titled *Death and Dying*. Students in Hart's class partnered with a local cemetery to clean gravesites every Friday afternoon while having conversations about the meaning of death in different cultures and religions. Hart, when asked about the benefits of Peer Leader support in her class said, "The Community-based Learning Peer Leadership Program offers students an outstanding opportunity to practice leadership, at the intersection of collegiate and community-based experiences. The possibilities are endless, because the wealth that is held in these relationships is so great, and so often untapped."

To recognize the hard work of the Peer Leaders, CCBL secured a grant through the [LEAD California Campus Compact Community Engagement Student Fellowship](#) (CESF) to compensate the students. This grant awarded Alonzo and Benner a stipend upon the completion of their work as Peer Leaders at the end of the spring semester. As a requirement of the Fellowship, Benner and Alonzo were expected to complete a minimum of 50 hours as Peer Leaders and to create a video highlighting their experiences. To learn more about Alonzo and Benner, [read their bios from the LEAD website](#).

When Benner was asked about why he chose to participate in the Peer Leadership Program he said, "I can't really think of any other option that I could've done as an internship; it really fits with everything that I have in my arsenal of experience..." He expanded on this sentiment by expressing the skills that he hoped to develop as he entered this position: "I wanted to hone in my skills of being a leader and managing time and people. I developed many skills that I didn't think I needed or thought I was going to develop."

Alonzo shared similar aspirations when it came to why he applied to become a Peer Leader with the CCBL; gaining leadership experience and being a part of an organized team working toward similar goals. As for the engagement that he has had with Tartlon's students, Alonzo said, "Everything has been going really well with [Tartlon's] class; the students engage really well with the activities that I have planned. It has helped me gain courage when talking with new people."

The CCBL would like to thank the folx from Youth Educational Services (YES), the Retention through Academic Mentoring Program (RAMP), and the Learning Center, along with Service Learning and Academic Internship faculty, for their collaboration and continued support throughout the development process and during the pilot. The team at CCBL looks forward to watching the program grow over time.





## ERE STUDENT SOCCER PLAYER SCORES BIG WHILE CREATING COMMUNITY

By Leo Kepcke and Savannah Sonia

Claire Bareilles, a fifth year Environmental Resources Engineering (ERE) student and a Cal Poly Humboldt soccer player, has experienced first-hand the necessity of creating community in every part of her college and athletic experience. Not only has Bareilles participated in a number of community projects through the Lumberjacks' women's soccer team at Humboldt, but she has also provided mentorship and worked with local organizations through the ERE program. When asked about the benefit of being involved in this way, Bareilles expressed, "I think it really gives you a sense of belonging... I grew up here and so being able to give back to the community who literally raised me [is] so gratifying and just makes you feel so proud of who you've become as a student and a student-athlete."



Bareilles spoke about working with community partners on engineering projects and the purpose she finds therein. “They’re just an invaluable resource, with a ton of knowledge already, that you can just directly ask about certain things.” Bareilles shared that being able to experience firsthand the benefits community partners gain from working with Humboldt students helped her understand the importance of their work.

A major aspect of the ERE major, according to Bareilles, is getting involved with the community and transferring the knowledge engineering students gain into hands-on learning experiences. One specific project that Bareilles participated in was for her Renewable Energy Power Systems class, where she and her classmates “worked with the City of Eureka Parks Division. We designed photovoltaic systems for several Eureka parks. The Eureka Parks Division just received grant money to update some of their parks and so as part of that project, they wanted to incorporate renewable energy systems.”

Bareilles has also been involved in many on-campus mentoring programs over the past few years, including the [Jeffrey S. Navarro program](#), Major-based Peer Mentoring, and [Pathmakers](#). She explained that the Pathmakers program is, “based on integrating Traditional Ecological Knowledge (TEK) with community involvement trying to teach kids and make a curriculum that teaches kids about TEK.”

Along with mentorship, Bareilles has also been able to build relationships between her cohort in the ERE program. She shared that “...being a part of a community that you can rely on when you need help, and you can also lend help when others are asking for it is just so important and has really helped me get to be where I am today.” She explained that in the ERE program she has never felt like she has been competing with her peers, but rather working as a team to push each other to do their best work.

When asked about what community means to her, Bareilles said, “playing soccer and doing engineering is 100% the hardest thing I have done in my life,” and that, “I could not have done it without so many of my classmates and teammates helping me in that process. So having that community to support you... is the only way that I’ve been able to get to this point.”

In terms of building and supporting the local community through soccer, Bareilles spoke about the





[NCAA award](#) that the Lumberjacks' women's soccer team won for the number of community service hours they completed. She added, "We always have this summer kids camp and after that we tend to see those same kids who came to the camp come to our games and be on the sidelines, and they're always cheering us on... Just connecting with those kids you tend to see that they grow up being Cal Poly Humboldt supporters and feel really connected to the school and Athletics, so it's incredibly rewarding to see that and see these kids look up to you."

Bareilles also spoke about the [Bracelets for Change program](#) that the women's soccer team spearheaded. In support of the Black Lives Matter movement, Bareilles and her teammates made and sold bracelets in Cal Poly Humboldt colors, the profits from which were donated to the [Umoja Center for Pan African Student Excellence](#). "At that time, everyone was locked into their houses," said Bareilles, "and so as a team...we wanted to try to create some amount of change, help the cause, and just be more aware of what was happening within our community, and so that was something that we could all do at home while remaining socially distant."

In addition to creating connections through volunteering, Bareilles also shared how she has been able to build community on campus through playing soccer. "You see other athletic teams coming to your games and you just feel that support within Athletics as well as having just this massive support system behind you; I mean it's the support system alone that is invaluable for your education and your well being during your college career."

Bareilles continued on the importance of building these relationships: "It does make you feel so connected just by being associated with [Cal Poly Humboldt] that you can find the community wherever you are and I think being associated with Athletics within Humboldt you really do feel a sense of pride to be representing your school. That pride just sticks with you, even after you finish your career and...it's really special. It was a lot of work but I'm glad I did it because of that community that you really do feel a part of."

"I could not have done it without so many of my classmates and teammates helping me in that process. So having that community to support you... is the only way that I've been able to get to this point."

- Claire Bareilles



# CAL POLY HUMBOLDT'S SCHOOL OF EDUCATION: PATHWAY TO A LIFE OF SERVICE AND SOCIAL CHANGE



By Mireille Roman and Loren Collins

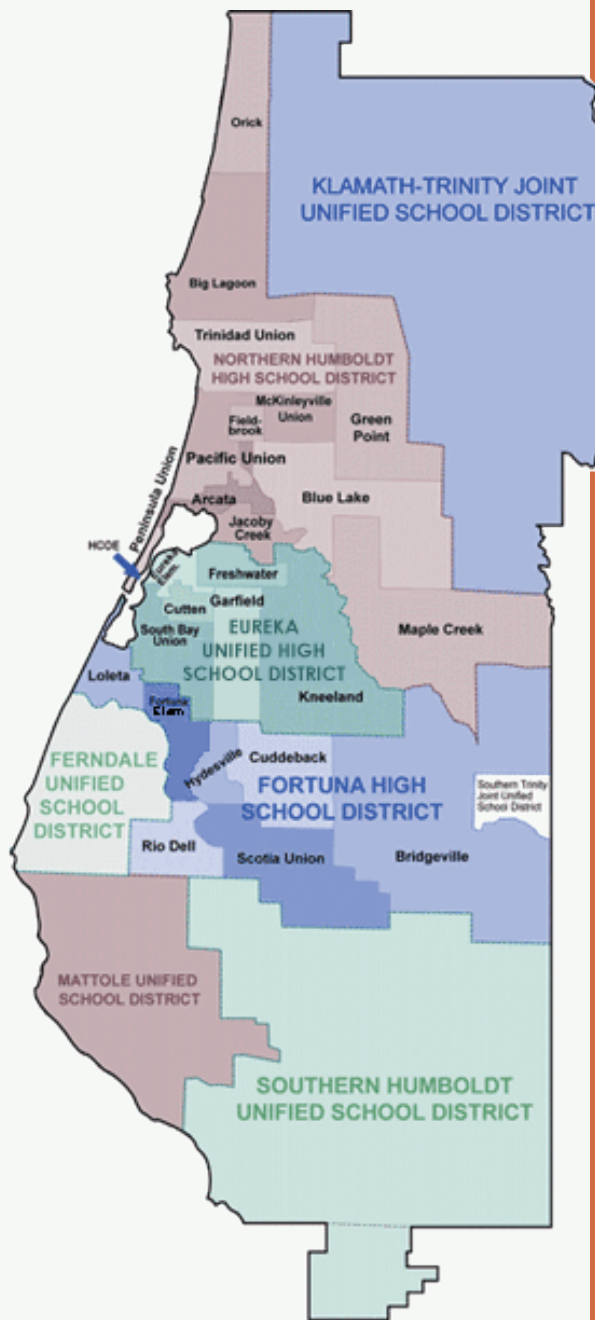
Humboldt has been preparing students for careers as teachers since opening for classes in 1914, when the State of California issued its first call for more trained and qualified teachers. Over a century later, the University will be graduating its first class under the new name of Cal Poly Humboldt this May. Even under the new campus name, the School of Education still answers that earlier call for more teachers throughout California, but the kind of teachers California and the University are calling for now have changed significantly. California, and the School of Education, are now cultivating teachers who serve as agents of change and envision classrooms as places where social justice and equity can grow. Humboldt's School of Education has a vision that elementary through high school students will be able to see themselves in those who teach their classes, the books they read, and their curriculum. "Teachers are where social change begins in our schools," stated Libbi Miller, Chair of the School of Education.



If a polytechnic education means that students will be trained to meet the needs of our times and learn through hands-on application, then the School of Education has been operating as one such program for a long time. All School of Education programs integrate fieldwork and coursework in order to create robust, hands-on learning experiences that go beyond just professional development, and seek to generate systemic change and address the needs across communities. Marissa Miller, a Liberal Studies Elementary Education (LSEE) major said, "When I think of my student teaching and future teaching positions, I think of the empathy that drove me to this field. Learning and using best practices kept me intrigued throughout my coursework. But, it was building continuous connections with my fifth grade students that made me want to stay in this field. Their meaning-making and energy never cease to amaze me." Social justice and social change are at the center of what it means for the School of Education to be a polytechnic program, giving students the opportunity to advance equity and meet community needs through their work as they learn in real classrooms in our local communities, and deal with the real issues of our time.

The Humboldt County Office of Education (HCOE) serves 32 different school districts, many of those are in very rural areas; Los Angeles County, in comparison, has one school district. To support these districts, the Cal Poly Humboldt School of Education has developed close ties with HCOE and places student teachers all over the county. Many members of the School of Education staff and faculty have expressed gratitude to HCOE and recognized that they could not run any of these programs without those strong partnerships within the region. Christie Lampro, a participant in the Special Education Credential Program said, "It is really the generous grant from HCOE that paved the path that allowed me to even consider the SPED program at [Cal Poly Humboldt]. Since then, I have been overwhelmingly impressed by the cadre of instructors in the program and the amazing cohort of student teachers that I get to share this journey with. Each and every future teacher in the program are amazing individuals who genuinely care about the education and social emotional wellbeing of our youngest citizens. It is an honor to be in this cohort and program."

Rouhallah Aghasaleh, Assistant Professor, Liberal Studies and Elementary Education, explained that there are advantages that come with being placed in Humboldt as a smaller, rural area, "You get to know about and learn from everyone. I think this provides a healthy environment both as a professional and as a community member." The School of Education staff hope that students will develop close ties with the community which will encourage them to remain in the area after graduation and positively impact the local community.



"This has overall been a life changing experience and I hope to make many positive contributions to our community."

-Christie Lampro, Special Education Credential Program

While efforts continue to cultivate Humboldt teachers who will remain in the area, the School of Education also strives to meet the needs of students where they are at. Particularly during the pandemic, when many students continued their education virtually from their homes in other areas, the School of Education equitably built in solutions for these students in innovative ways. Heather Ballinger, faculty for the Secondary Education Program (SED) highlights one such innovation when she pointed out Cal Poly Humboldt's position "as the only CSU with an online credential program for secondary education." The program makes it easier for teachers to train within their communities and then eventually become teachers for their communities of choice.

Sara Sterner, faculty in the LSEE program, explained that the program was recently redesigned, with the help of Mary Dingle, John Lee, Shannon Morago, and Marisol Ruiz. The new iteration allows students to graduate with a degree and a credential in four years. Every course has a community-based service component, providing students the opportunity to work with diverse K-12 classrooms. The recurring theme of service lays the foundation for a lifelong commitment to a career of learning and service. By the time LSEE graduates enter the field, they have served in half a dozen classes as part of their educational experience.

The School of Education actively seeks to promote curriculum and pedagogies that advance efforts toward diversity and inclusion—and dismantle those that promote inequities. Creating equitable environments, and having teachers that represent the makeup of the classrooms they teach has become some of the School's key priorities. The team recognizes, due in part to a lack of representation and inequities within the education system and surrounding communities, that some teachers do not make it past their first five years in this profession. To address this, staff and faculty are actively seeking to change the makeup of the educational system by supporting diversity in the teaching profession. Miller shared, "It is our responsibility to prepare teachers who can go into the schools with equity and social justice, and culturally sustaining frameworks to create meaningful learning environments that sustain the lives and knowledge of students in the classroom."

Every member of the School of Education's team places equity and service at the core of their approach. Sarah Green plays a central role in the School of Education as the Elementary Education Department (EED) and SED Programs Coordinator and Head of Logistics. Green highlights the way their programs have prioritized social justice in their training. Before their first semester, credential students will engage in an intensive, weeklong, multicultural foundations course, prioritizing social justice and equity ahead of other curriculum and laying a foundation for their approach as future educators.

For Aghasaleh, the Liberal Studies and Elementary Education program's work with emerging bilingual education is as much about equity as it is about education. Aghasaleh routinely works with his students to integrate lessons across all subject matters and incorporates the home languages of K-6 bilingual students to show their languages can be as present in the classroom as they are at home. Aghasaleh spoke of learning English as a second language as a skill for these emerging bilingual students that will benefit them the rest of their lives, but it is important they do not think of their first language as only to be used at home. Ana Juna, an LSEE major expanded on this sentiment and said, "If we as teachers want to address and support all of our students' needs, then we must also advocate and include purposeful strategies and pedagogies that also meet the needs of our emergent bilingual students. Creating an inclusive classroom to me means creating an equal learning



opportunity for all students no matter their background, disability or cultures. All students should be seen, heard and valued for who they are.”

It is important for students to see that math, science and other subjects can be learned in their first language and Aghasaleh works hard to make sure that future teachers in his program commit to helping students see themselves, their families, and culture throughout their curriculum. Rosemary Allison-Brown, an LSEE major, reflected, “What is most important is holding [students] up as they discover their identity, and a huge part of that is fostering their home languages and their cultures and traditions. I do my best to prevent a divide between home and classroom, child and peers, and teacher and students. It takes a village, and I intend for my classroom to be a place of comfort and discovery within that village.” Additional reflections from his recent Emerging Bilingual Education course are published on the Cal Poly Humboldt Digital Commons. These demonstrate the positive impact that these pedagogies of equity have had on Aghasaleh’s students.

For Jayne McGuire and Bernie Levy, faculty in the Special Education Program (SPED), the focus is on ending the segregation of students with disabilities from the larger school population. Moving students with special needs back into the classroom is proven to benefit those students and the entire classroom, as it adds rich diversity to the learning process. Placing students with disabilities in their own classroom full-time reduces their connections and eliminates the chance to learn from subject matter experts, such as a teacher trained specifically in one subject, or to participate in rewarding programs such as sports, performing, and the arts. Levi and McGuire explain that Special Education teachers serve an entire community, including their students, parents, administrators, and teachers by providing equitable spaces for students with special needs.

For James Woglom, who works with students in the Art Education Pathway and coordinates the placements for Elementary Education, universal access to the arts and creative expression drove him into the field of teaching. Art was foundational for his health and growth as a child, and when he realized that his access to the arts was not something many kids throughout California shared, he decided that teaching art and bringing new art programs and teachers into the classroom was his calling. Currently, Woglom leads dozens of students in the creation of more equitable art programs across the county and in schools that otherwise would not have an art program. Some of the host sites are programs staffed by students Woglom himself taught, and he sees himself as preparing the next generation of his colleagues. Woglom shared, “I like to think of art education as a sort of ecosystem where we are hoping for universal integration of the arts in every K-12 school and throughout our civil life; and our students are compatriots working for that same aim, to make sure every kid has a crayon in their hand and can work on some meaningful expression of who they are.”

Marisol Ruiz is a faculty member who pioneered the Promotorx Transformative Educator Program

“When I think of my student teaching and future teaching positions, I think of the empathy that drove me to this field... it was building continuous connections with my fifth grade students that made me want to stay in this field. Their meaning-making and energy never cease to amaze me.”

-Marissa Miller (she/her),  
Liberal Studies Elementary  
Major



(PTEP). PTEP allows current Humboldt students to explore teaching through a grassroots education approach; students learn about transformative education and non-dominant pedagogies that address the rigid ways we educate future generations. The overall goal is to provide a platform for students from different backgrounds and colleges to bring in alternative histories and alternative teaching methods. These students meet weekly and work diligently in teams to unpack topics of their choice, ranging from understanding colonization to encouraging folks to reclaim their power through writing, reading, and teaching. Not only do students plan out their lessons, but they travel to diverse sites and encourage the classes they visit to incorporate indigenous and anti-colonial methods to educate students in local schools about equity, justice, and community.

According to Miller, "Teaching is a pathway that leads directly into a career of doing service for the community, and teaching is a place where you impact every family, every child, and can make sustained social change." Many of us have known a teacher who changed our world, made us believe in new possibilities, or found something in us we did not know was there. Teachers empower, challenge, and shape us, and in doing so have the chance to recreate the world in better versions with every encounter. The program Leads, placement coordinators, faculty, and staff in the School of Education now feel that their vocation, their calling, is to help new teachers enter the field ready for all that it entails, and ready to take social change and equity to the center of the classroom. If you are interested in attending, partnering with, or hosting student teachers from the School of Education, you can contact them at [education@humboldt.edu](mailto:education@humboldt.edu).

Student Reflections:

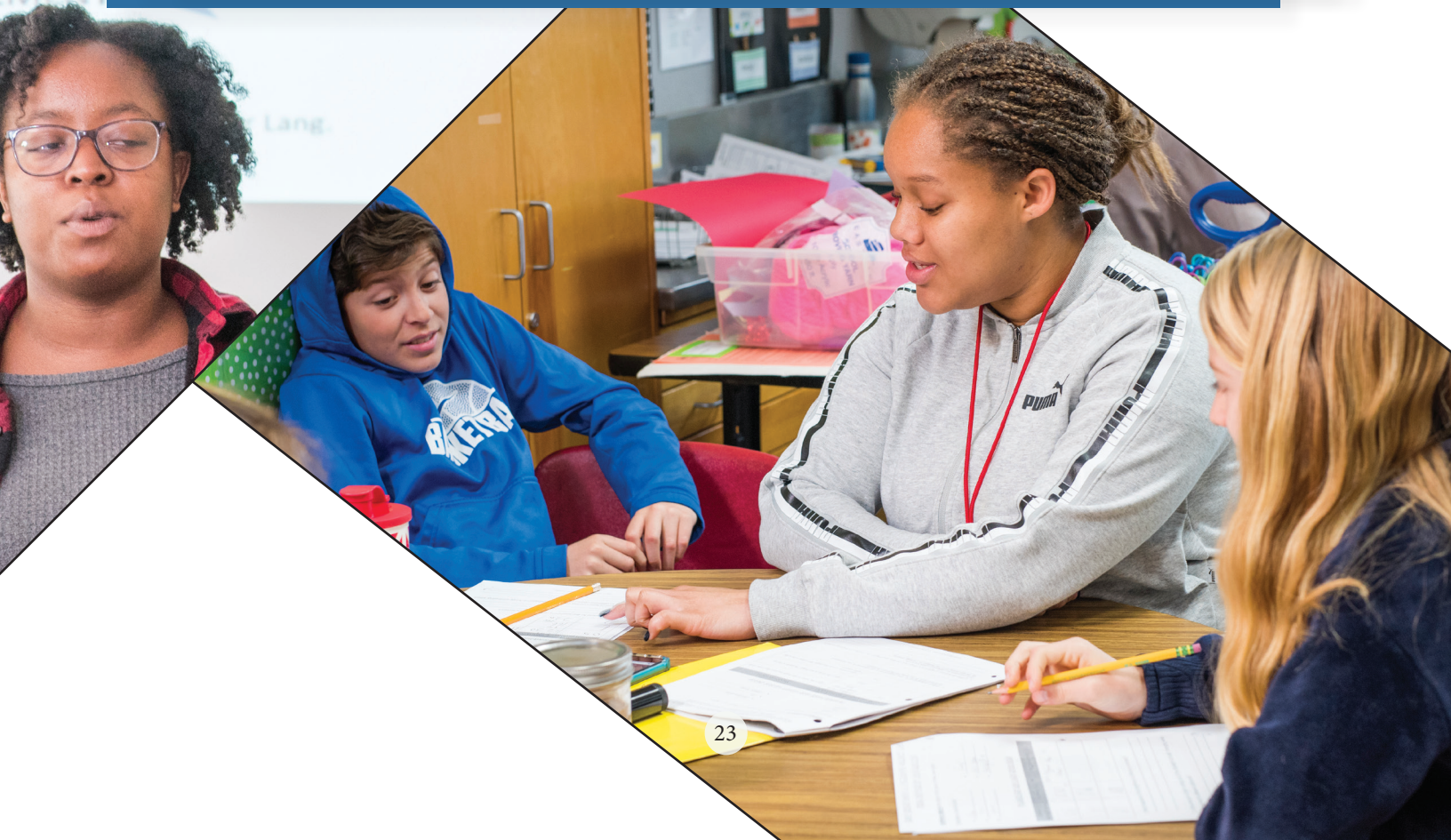
[Haley Fedalizo](#)

[Rosemary Allison-Brown](#)

[Lesaya Howard](#)

[Garrett Clark](#)

[Ana Juan](#)







# COMMUNITY GEOGRAPHY REFLECTION

By Leo Kepcke

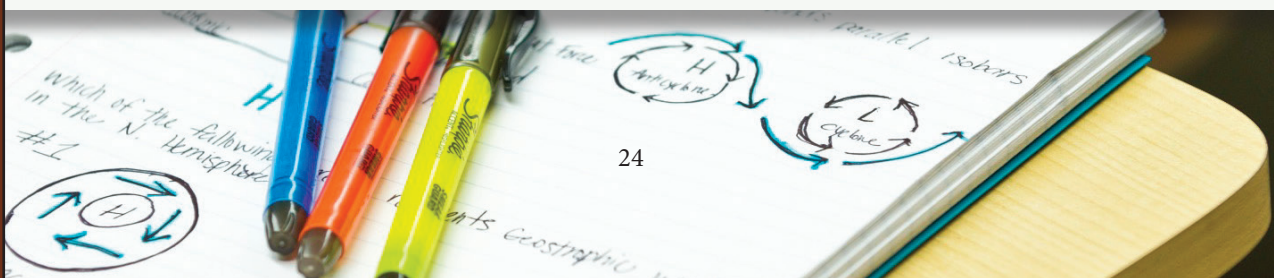
In the Spring semester of 2021, I took Dr. Amy Rock's Community Geography course (GEOG 471) which gives students real world experience. Through this course I was teamed up with a classmate and a community partner, in our case the California State Parks. Our objective was to [map all of the Marine Protected Areas \(MPAs\) in northern California](#) using ArcGIS online to provide an educational resource for the State Parks to use with their education programs.

When I began this daunting project, I sat down, turned on my computer, and started mapping. It seemed overwhelming at first, but then the patterns began to take shape and formed themselves into something more cohesive. There are over twenty-five MPAs on the Northern California coast. They range from small offshore rocks that provide crucial space for wildlife, to mating areas for shore birds, to large swaths of beach which host massive Stellar sea lions. These protected areas are key in maintaining and sustaining the wonderfully diverse marine life that are vital to the ecosystems in which they reside.

Through this course I learned about the inner functions of non-governmental organizations (NGOs) and nonprofits, along with their crucial role in providing services and support where other systems cannot, have not, or will not. As a geography major, many of the exciting opportunities that will eventually be available to me can be found within this realm. Getting hands-on experience working for a community partner and learning about nonprofit work are two important pieces in preparing me for the geographical job market after I graduate.

This focus on real world experience is one that I have noticed many times throughout my geography courses, and it is perfectly encapsulated within Community Geography. Building lifelong skills is what a university education should be about. I feel extremely lucky to be a part of a program that values that and understands the importance of education outside of a lecture hall.

While doing this project for the State Parks, I learned a lot about conservation efforts and wildlife on the Northern California coast. While I am interested in these subjects, I never expected them to be a part of my education. But through luck and good guidance, my classes have taken me much further than I ever thought possible. Additionally, I learned professional skills and began the tall task of networking and building my resume. This experience has helped me round out my professional and educational profile, and given me a taste of what working for the State Parks system could be like.





## DOC ROCK: MAPPING OUR WAY TO SERVICE

By Loren Collins

**D**r. Amy Rock, or Doc Rock as her students affectionately call her, is a lecturer in geography and the Geospatial Certificate Program (GSP). As a lecturer, she carries a large class load, sometimes teaching for multiple departments. When Rock first arrived in Humboldt in 2014, she served as the Faculty in Residence with the Housing Department and also worked with a number of committees and fellows programs, including those related to Service Learning and community engagement. Currently, Rock serves as the director of the GSP and has taken the lead role in submitting the new Geospatial Sciences Baccalaureate Degree program for approval.

Rock did not originally intend to become a professor. While pondering her initial career path, she reflected that she “was going to go into nonprofit leadership, most likely. Academia was not off the table, but my primary goal was probably going to be nonprofit leadership because I was doing a lot of work with nonprofits, and as I was finishing up my dissertation I got recruited to teach where I had gotten my Master’s degree.”

Rock received her Baccalaureate degree in Architectural History and her Master’s degree in Geography from Ohio University in Athens, Ohio. After spending a number of years working in Geographical Information Systems as a technology consultant, as well as supporting nonprofits, she decided to pursue her Ph.D. in Geography at Kent State University.

Prior to finding her love for working with students, Rock had a passion for serving nonprofits in the community and has kept this as a guiding principle in her life. She felt it was important to find a path that brought these two passions together. Service Learning became that pathway. Rock created a Community Geography course that had students working in teams to learn mapping skills while meeting the needs of local nonprofits. “It turns out that getting students excited about nonprofits is as exciting as doing stuff directly myself with nonprofits...so that’s how I got into this whole Higher Ed thing, and also how I got really addicted to Service-Learning...I would say because it’s just so much fun to connect students to their communities in that way.”

Since arriving in Humboldt, Rock prioritized building a relationship with the Center for Community



Based Learning and joined in on a number of efforts to support Service Learning across the campus. Rock's first Service Learning class at Humboldt was "Geography for Teachers" as a joint offering of the Geography department and the School of Education. Rock sent teams of students to more than a dozen schools during a special week dedicated to geography to conduct activities with large floor maps and excited K-12 students.

Rock also teaches Community Geography at Humboldt as a way to embed students in the nonprofit sector as emerging leaders and consultants while applying their mapping skills to meet the needs of the organizations they serve. She shared that her students are "doing a lot more active problem solving [and] critical thinking about how their data is messy and they need to figure out how to make this work in order to get to the end result."

Whether they are mapping the location of water bottle filling stations, the local murals and galleries for artists, or all of the locations of invasive species for Friends of the Dunes, Rock's students are learning the ins and outs of how nonprofits work. In her lessons, she incorporates modules focused on topics such as nonprofit management, consulting, and social change models. She then follows each group as they participate in their community projects to mitigate any issues or concerns that may arise.

Rock recognized digital mapping as the perfect space for service and curriculum to complement one another. "They get to get a broader view of what geospatial looks like in our world, and how they can use it." She explained that sometimes her students have a certain vision about their projects and the community partner has a different vision, so they have to find a place to meet in the middle. She said, "So they're not just practicing the geospatial skills at that point, they're practicing some of the skills that they would encounter in the workforce, like when they're working with a client or they're working with an organization and they have to really be able to think around the project, not just kind of tunnel through the data to get to the end... I think that's so fantastic and rewarding and it makes it worth the extra work."

Rock feels that the work her students do in the community multiplies the service she wants to provide for nonprofits. Instead of just providing her own individual contribution, she can support a dozen students serving half a dozen nonprofits. "Fundamentally, my intention is always to help nonprofits build capacity, and so a lot of these projects are targeting that, but sometimes, it's not so much about capacity as it is just about awareness." More importantly, it often leads students to commit to service throughout their lives. Rock explained, "Students get involved with these organizations, and sometimes they'll say things like 'Oh, I didn't know there was an organization that did this, this is really fantastic!' Or 'You know this is what I want to do with my education but I didn't know that there was really a way that you could legitimately do that... I thought I was going to have to sort of compromise on what I wanted to do.' Those are the fun ones, I think, when the students come back and they're like, 'this is really my dream and I'm getting to do it, and this is awesome.'"

Rock has continued to demonstrate her commitment to providing meaningful experiences and education for her students. Over the past year, she has handled the submission process for one of Cal Poly Humboldt's new programs, where students have the opportunity to earn a Baccalaureate degree in Geospatial Science and Technology. This program will provide students with the opportunity to stay within the Humboldt community while they earn this sought-after degree, and hopefully, some will end up staying long after they graduate. Rock and her colleagues have ensured that the degree includes an internship component for academic credit. This is wholly consistent in Rock's belief that hands-on service is one of the best ways to learn, and that commitment to your community is an investment that continues to grow even after you have moved on.

To see some of the great work students have done in Rock's Community Geography Course, here are some of the projects from past years.

[Cooperation Humboldt Food Resource Maps](#)

[CA Parks Marine Protected Areas](#)

[Humboldt Botanical Garden Native Plant Tour](#)

[Zero Waste Humboldt Bottle Washing Stations](#)



# CALIFORNIANS ALL COLLEGE CORPS

The Center for Community Based Learning (CCBL) at Cal Poly Humboldt is pleased to announce it has been awarded the [#Californians-ForAll CollegeCorps](#) grant from California Volunteers and the Office of the Governor. This two-year program will provide financial support to approximately 100 College Corps Fellows per year who participate in community service in the academic years 2022/23 and 2023/24.

The program will additionally support community partners that host Fellows, starting in Fall 2022. Cal Poly Humboldt partnered with the College of the Redwoods to recruit Fellows for the program and share host sites. “We are honored to expand our partnership with Cal Poly Humboldt while simultaneously benefiting our students and community through work-based learning and civic engagement.” said Montel

#CALIFORNIANSFORALL  
COLLEGE CORPS  
COMING TO CAL POLY  
HUMBOLDT

By Keivan Branson





Vander Horck, CR Career Center Manager. This collaboration is part of a larger “Northstate Consortium” of campuses which includes CSU Chico, Butte College, College of the Siskiyous, and Shasta College.

This program seeks to engage college students in meaningful service opportunities that build leadership skills, promote civic responsibility, and help students from diverse backgrounds graduate on time and with less debt. Participants will contribute to building a healthier, more equitable community while gaining real-world job experience and skills while also receiving access to training, networking, and professional development opportunities. College Corps Program Coordinator, Ethan Naszady, added, “The service I engaged in while volunteering at local community-based organizations as a student at Humboldt helped me become a future stakeholder in their missions. To be able to offer a paid opportunity for students to make this growth and these connections is very exciting.”

Each Fellow will serve 450 hours with community and campus organizations in one of three fields of service: Food Insecurity, Climate Action, and K-12 Education. The Fellows will receive a \$7,000 living stipend, \$3,000 Education Award, and academic credit for their service. At least ten AB 540 eligible Dreamers will be connected with these community engagement opportunities as part of each 100-student cohort. “It’s wonderful that the State found a way to provide paid experiential opportunities, especially for our Dreamer students,” said Kathy Thornhill, CCBL Director.

The CCBL is excited to invite students to consider making community service a core part of their college experience. “CCBL has been working to expand the opportunities for students to have hands-on experiences, especially those that are paid. This program is a great step forward to make this happen,” said Thornhill.

The CCBL Community Partner Coordinator, Stacy Becker, shared “It is rare for grants like this to also compensate the community partners hosting our students. Each host site will receive \$4,000 per Fellow, which will go a long way towards thanking the host site for their efforts to train, support and report on the Fellows’ activities and accomplishments along the way.”

The Fellows will be selected by the end of July 2022 and serve from September 2022 through May 2023. Check the CCBL’s CollegeCorps website at <https://ccbl.humboldt.edu/collegecorps> to learn more and apply to be a Fellow or a partner organization (host site).

# GET REACQUAINTED WITH THE LOWER LIBRARY

By Shannon Berge

After a years-long seismic retrofit project, The Center for Community Based Learning, along with our campus friends and partners, are delighted to be settling into our long-awaited new offices in the Lower Library. The freshly remodeled Lower Library space provides a convenient campus hub for student support, learning, and engagement. Several departments are new to this space as well, including the Academic and Career Advising Center (ACAC), the Retention thru Academic Mentoring Program (RAMP), and Youth Educational Services (YES). [View the new map of Lower Library below](#) (created by Shannon Berge), and visit the Lower Library today to get reacquainted with all the fantastic services for students.







# COMMUNITY BASED LEARNING MINI-GRANTS EASE EDUCATIONAL EXPENSES

By Shannon Berge

In the spring of 2019, a series of equity-based, world café style open-forums were held with the goal of improving the community-based learning experience for students at Cal Poly Humboldt. It became evident that extra costs to participate in these experiences (gas, testing fees, background checks) were causing financial hardship for many students, and for some, fees became a barrier to participation altogether. In response, the Center for Community Based Learning (CCBL) developed a program to offer mini-grants to help students complete community-based learning experiences.

In the summer of 2019, CCBL was awarded a Loyalty grant of \$10,000 to help students with community-based learning costs for the 2019/2020 academic year. Due to the success of the Loyalty Grant program, the mini-grant program was expanded in 2020 by tapping into available GI2025 funding. As of February, 2022, 346 additional students have benefited from the award. “Thank you so much for your help with my school expenses,” responded one student to the news of their \$250 award.

The GI2025-funded Community Based Learning (CBL) Mini-Grant program provides assistance to all students participating in community-based learning, including teaching and clinical experiences, who experience financial hardship due to their off-campus placements. Awards of up to \$250 are provided to eligible students on a first-come, first-served basis each semester to provide support with onboarding and completion expenses related to field placement.

This program reduces financial barriers and increases equitable access to these high impact practices for students at Cal Poly Humboldt. According to the 2021/2022 data, 12% of students would find participation “more difficult” without the award, and 9% of students report that they would simply not be able to participate without the additional financial support.

To date, the response from students has been overwhelmingly positive. “Thank you so much for the generous grant. It means a lot to me and will help me reach my goal of becoming an elementary school teacher this time next year!” reported a CBL Mini-Grant student recipient.

### Share Your Story and Get Published

Help us celebrate community engagement at Cal Poly Humboldt and get published in Redwood Roots Digital Magazine. We are looking for personal reflections, digital stories, creative projects, and articles that celebrate your experiences in the community. Submissions can be individual, as a group, or even as a whole class. For full submission guidelines and to submit completed work, please visit:

[digitalcommons.humboldt.edu/rr/policies.html](https://digitalcommons.humboldt.edu/rr/policies.html). To view previous issues of Redwood Roots Digital Magazine, visit [ccbl.humboldt.edu/redwood-roots](https://ccbl.humboldt.edu/redwood-roots).

## GET INVOLVED!

Learn more about the **Center for Community Based Learning** at Humboldt State University by visiting [ccbl.humboldt.edu](https://ccbl.humboldt.edu). Learn more about **The Press at Cal Poly Humboldt** by visiting <https://digitalcommons.humboldt.edu/press/> or contacting us at [press@humboldt.edu](mailto:press@humboldt.edu).

### Join the Team!

Please contact [redwoodrootsmagazine@humboldt.edu](mailto:redwoodrootsmagazine@humboldt.edu) if you are interested in getting involved with the Redwood Roots Digital Magazine team.

### QUESTIONS OR SUGGESTIONS?

Please email us at [redwoodrootsmagazine@humboldt.edu](mailto:redwoodrootsmagazine@humboldt.edu) with any questions or suggestions you might have. We value your feedback.

Want to stay informed about Redwood Roots and Community-based Learning at Cal Poly Humboldt? Follow us on Instagram: [@redwoodrootsmagazine](https://www.instagram.com/redwoodrootsmagazine) and Facebook: [www.facebook.com/redwoodrootsmagazine](https://www.facebook.com/redwoodrootsmagazine).

### Special Thanks!

Thank you to Kellie Jo Brown, photographer for Cal Poly Humboldt's Marketing and Communications Department. Thank you to the [Student Marketing Center](#) for their time, effort, and support promoting our magazine.

### FRONT COVER ARTIST'S STATEMENT

Artist: Stacy Becker

"This artwork sprouted from a deep love of coast redwoods (for instance, their amazingly shallow and expansive root systems that connect them with each other into a redwood community). This sentiment also applies to all that this magazine shares around the web of ties between Cal Poly Humboldt and the communities on and beyond the campus—both human and natural."

- Stacy Becker





# Meet the Team



Shiara Naicker



Kathy Thornhill



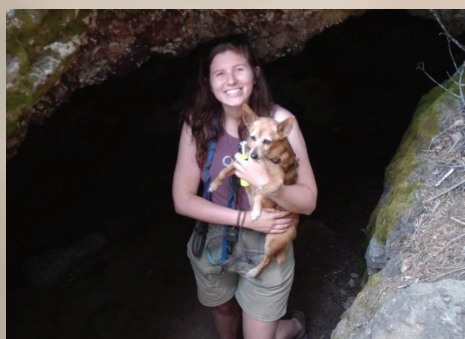
Leo Kepcke



Mireille Roman



Loren Collins



Kelly Fortner

# Meet the Team



Savannah Sonia



Aaron Laughlin



Keivan Branson



Kyle Morgan



Stacy Becker



Shannon Berge