



BIOLOGY

COLORADO STATE UNIVERSITY

Upcoming Important Dates

January

22 - spring classes begin

25 - restricted drop deadline

check your course details to learn if you are in a course with a restricted drop deadline

27 - add without override deadline

after January 27, you must obtain an override from the course instructor or Department in order to add a course

February

6 - registration closes

**add with override deadline*

**last day to drop a course*

WELCOME BACK STUDENTS!



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Drop-in Hours

****First week of class: Tuesday-Friday, 9-11am & 1-3pm****

If you have questions/concerns about your spring schedule, come see us in Biology 111!

****Second week of class through finals week****
Regular drop-in hours: Monday-Thursday, 1-3pm

FACULTY FOCUS - Dr. Marc Nishimura



What classes do you teach and what aspect of teaching do you most enjoy?

So far, I will be teaching BZ 310 (cell biology) and BC 404 (biochemistry lab) in fall 2019. My biggest enjoyment in teaching is conveying the real processes of science to future scientists. This can be through engagement with scientific literature (warts and all), experimental design or even hands on benchwork. When students do "real science" using current modeling, molecular biology, and biochemistry techniques, they learn how the lab works and get started thinking like a scientist.

What are your primary research interests?

I've always been fascinated by how organisms interact with each other. I'm especially interested in how plants interact with the diverse microbes in their environments. These microbes can be both beneficial and detrimental, and somehow plants must be able to detect and respond appropriately (and simultaneously!) to both. I'm interested in how these events occur at a molecular level, and I've focused on plant immune receptors and the microbial molecules that they detect. Interestingly, plant immune receptors have evolved to detect the very molecules that microbes rely on to become pathogens. This dynamic sets up an arms race between the host immune system and pathogen virulence mechanisms, which has driven an amazing array of natural variation. All these strategies are important for us to understand because they are potential tools to use to engineer plant disease resistance and biology in general.

How can students who are interested in your work get involved in your lab?

Students interested in my work can contact me by email (Marc.Nishimura@colostate.edu) or drop by the lab. There are a range of projects that students can get involved with. We have ongoing projects with a variety of plants and bacteria, lots of molecular biology and genetics. My lab is still relatively new but I already have three undergraduates working on engineering the genome of *Arabidopsis thaliana* using Crispr/CAS9-based tools. As a postdoc, I had undergraduates working on all sorts of projects: plant genetics, molecular biology, structural biology, biochemistry, etc. The best thing you can do if you are potentially interested in lab science is to get started early and see what you think!



FACULTY FOCUS - Dr. Marc Nishimura



What was your undergraduate experience like?

I did my undergraduate at Vassar College in upstate New York. It was a great experience, with a lot of opportunities to interact with faculty and gain experience in the lab. This is when I became more interested in plants, studying interactions between plants and their pollinators. I was intrigued by questions revolving around ecology, evolution, and genetics.

What are some hobbies outside of academia?

A two-professor family with two young kids is enough to juggle for me. The kids seem to take over all aspects of your life, so my recent hobbies include princess culture, art, and Netflix Kids. Part of my work-life balance is figuring out how to get my kids to do work, so I've been introducing lab work to my 5 year old daughter-she's great at packaging up toothpicks to sterilize!



Ashby, starting early in the lab, packing up toothpicks.

Can you speak to the educational experiences that led you to your current role?

Almost all of these "educational experiences" are really people; the major influence has been who has been around to mentor me and support my career. There were a lot of chance events-at Vassar, I was reading 'Origin of Species' and didn't understand the part on cave fish and how disuse had to eye loss, so I just knocked on my evolution professor's door to ask. He is an evolutionary biologist who studies plants, so that's how I randomly ended up starting my own work on plants. After undergraduate, I ended up working as a tech in a plant molecular biology lab; this was also completely random, but critical to my career. I then found a job posting on a bulletin board in the lobby of the Stanford Biology Department, for part-time dishwashing in a lab. This quickly turned into a tech position in a lab at the Carnegie Institution and then graduate school at Stanford. Looking back, this was unbelievably lucky, as I had fallen into one of the best places to learn plant molecular biology in the world. I then met my future post-doc advisor and here I am now. Somehow, I always knew I would end up studying biology, but the specific path has been hugely influenced by chance encounters with scientists willing to be great mentors.

If you see Dr. Nishimura around the Biology Building be sure to say hello!

STUDENTS ON ACADEMIC PROBATION

First semester academic probation:

- You are required to meet with an academic success coordinator prior to your registration date for fall 2019.
- Before this meeting, you must watch the Biology Department Academic Success Seminar.
- This video is found in the Canvas advising portal.

Second semester academic probation:

- You are required to meet with an academic success coordinator prior to your registration date for fall 2019.

Schedule your appointment here:

<http://www.biology.colostate.edu/undergraduates/advising/>

Common registration error messages and what they mean:

If you run into an error be sure to read it! You can often solve registration errors on your own without having to email an advisor and wait for a response.

Error message	What it means	When you might get it	What to do
Class level	Only students in a certain class level (fr/so or jr/sr) can register for a given course.	Few (if any) Biology courses have this restriction but other departments' courses (e.g., Psychology) may have it.	If you NEED the course, contact the home department for access.
Multiple Components Required	In addition to the lecture, you have to register for another component (lab or recitation) at the same time.	Many biology, chemistry, and physics courses are commonly associated with this error.	Check boxes for each component PRIOR to hitting "submit." Click 'view linked' to see specifically which sections of lab/recitation that must be selected.
Major Restriction	You do not have the right major for a class.	Some classes are restricted just to students in that major (Business/Art are examples); may allow non-majors to register after a certain date.	Click on the course title for details about major restriction—if the class opens to non-majors at a certain date, it will tell you that info here.
Prerequisite	You fail to meet at least one prerequisite for the class.	Click on the course title for details about the class description - prerequisites will be listed here.	You'll need to take the prerequisite courses prior to registering for the course in question. If you think this is an error, contact your advisor.
Dept. or Instructor approval	Registration for a certain class is limited and only approved on a case-by-case basis.	An example is BZ505 Cognitive Ecology - it requires permission from the instructor for undergrads to enroll.	If you seek access to a class requiring dept./instructor approval, contact the instructor listed or the department.
Stop enrollment	A department has stopped enrollment so that no one can register for the class until a problem is resolved.	Hard to say - stop enrollments can happen in any department due to unforeseen changes.	Try registering for a different section of the same class, or contact the department to find out more information.

OTHER OPPORTUNITIES

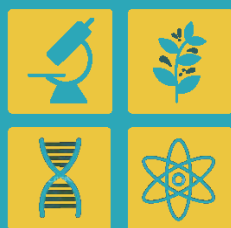
TEACH STEM



MAKE A DIFFERENCE



NSF Robert Noyce Scholarship Program



The scholarship program is for students who:

- Have earned at least 60 credits
- Are majoring in a STEM field
- Have earned at least a GPA of 3.0 to be most competitive
- Would like to pursue a career in STEM teaching

Noyce scholars will receive:

- \$10,000 scholarship per year for both Junior and Senior years
- \$1,000 stipend per year for the first two years of teaching
- Mentoring and professional development supports



After graduation, Noyce scholars will:

- Teach 2 years in a high needs school district for every year of scholarship received
- Participate in mentoring and professional development activities

APPLY ONLINE: <http://noyce.colostate.edu>

APPLICATION DUE: March 8, 2019

CONTACT: noyce_info@mail.colostate.edu



College of Natural Sciences
College of Health and Human Sciences
College of Engineering
College of Veterinary Medicine & Biomedical Sciences



Colorado State University

College of Natural Resources
Center for Educator Preparation
CNS Education & Outreach Center
CSU STEM Center

INTERNATIONAL STUDENT CAREER WEEK

FEBRUARY
4-8

MONDAY

CPT/OPT/H1B
What to Plan For...

3:00 - 5:00 p.m.

LSC, Room 322

TUESDAY

Resume & Online
Presence

3:00 - 5:00 p.m.

Career Center
Classroom, Room 120

WEDNESDAY

Job Search &
Career Fair Prep

3:00 - 5:00 p.m.

Career Center
Classroom, Room 120

THURSDAY

Acing the
Interview

3:00 - 5:00 p.m.

Career Center
Classroom, Room 120

FRIDAY

Networking

3:00 - 5:00 p.m.

Career Center
Classroom, Room 120



An Inclusive Career Event

DIVERSIFYING CONNECTIONS Luncheon

Wednesday,
February 13

12:00-
1:30 pm

LSC Grey
Rock Room

SPONSORED BY:



Climate Change Internship Opportunities in the National Park Service



FUTURE PARK LEADERS
of EMERGING CHANGE

Join the Next Generation of national park stewards!

The *Future Park Leaders of Emerging Change (FPL)* is sponsored and managed by the [National Park Service \(NPS\)](#) and the [University of Washington College of the Environment](#). The FPL program supports paid internships to highly

accomplished undergraduate and graduate students to work in national parks for about 12 weeks on projects in environmental and climate change research, interpretation, park operations, policy development, and other fields. FPL interns connect with park resources, gain experience, and build leadership skills that prepare them to take on the challenges of the future.

National parks and NPS programs develop and oversee structured projects in one or more of the following interdisciplinary areas: climate change science and monitoring; resource conservation and adaptation; policy development; sustainable park operations; facilities adaptation; and communication/interpretation/education. During the internship, students apply critical thinking and problem-solving skills to address resource management challenges in national parks and communicate with diverse stakeholders. Interns who successfully complete the FPL, an approved Direct Hire Authority Internship program, will be ***eligible to be hired non-competitively into subsequent federal jobs*** once they complete their degree program. These jobs would be in the Department of Interior (DOI), NPS, or one of the other bureaus within the DOI. An intern must qualify for the job in order to be hired non-competitively.

Quick Facts and Deadlines:

- The FPL is managed cooperatively with the University of Washington
- Internship opportunities and application forms are posted on the [FPL website](#)
- Internships are typically 12 weeks (40 hours/week) during the summer
- Interns are paid \$16/hour plus benefits as employees of the University of Washington
- Applications for the summer 2019 season are accepted from **December 7, 2018 until January 25, 2019**



For more information: See the website, futureparkleaders.org

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