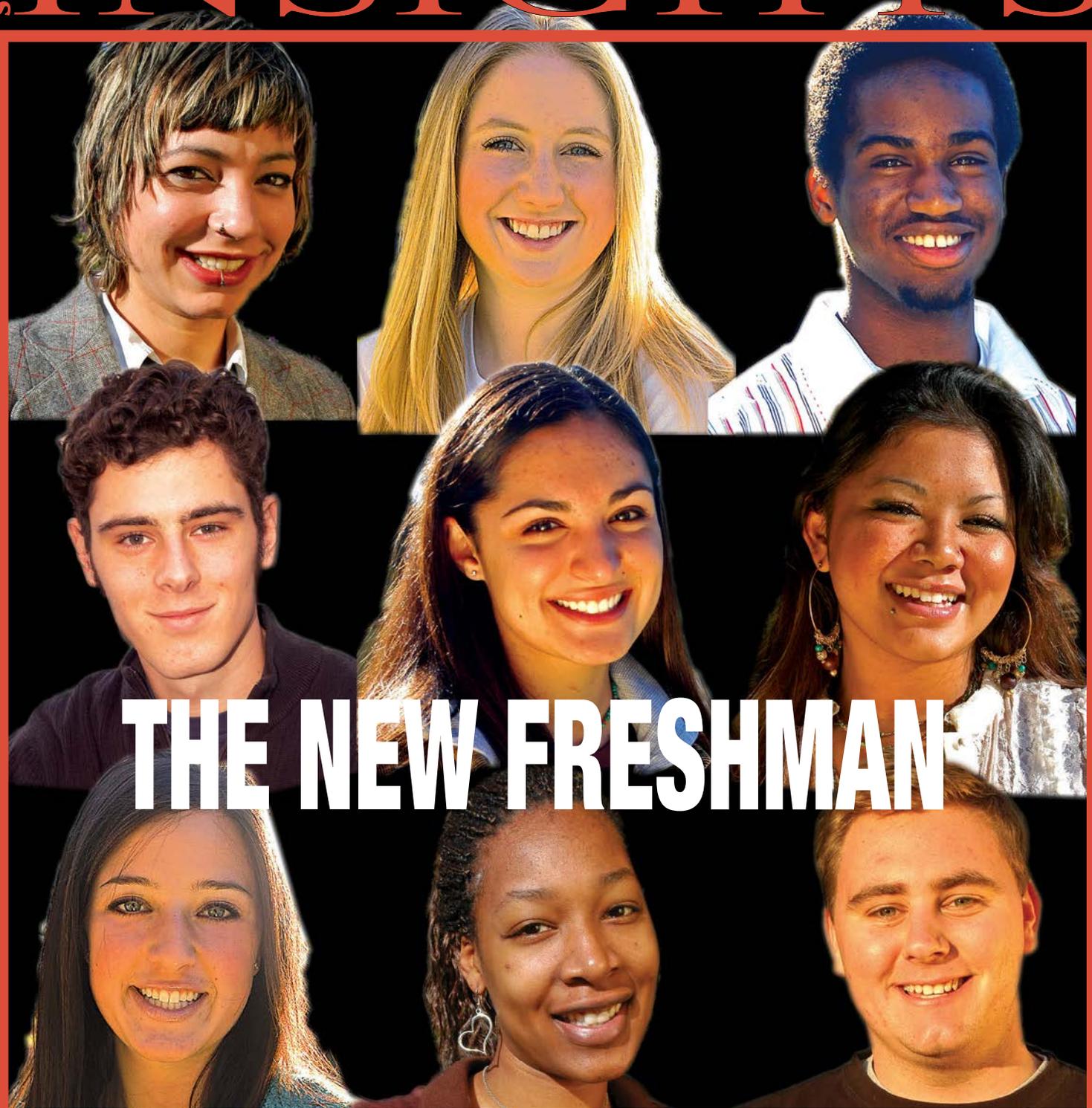


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INSIGHTS

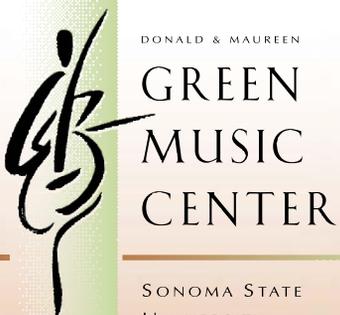


THE NEW FRESHMAN

SONOMA STATE UNIVERSITY

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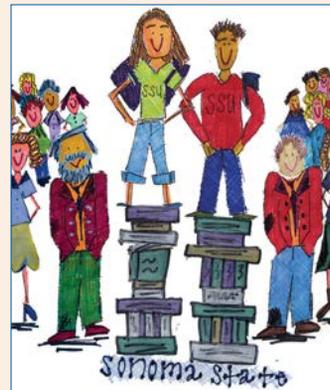
SONOMA INSIGHTS

The Sonoma State University Magazine

THE NEW FRESHMAN

To be a freshman at SSU in 2006 has some distinct differences from the freshman experience of 20 or even 10 years ago. It's not the ubiquitous cell phone or the competition for sidewalk space between bikes and skateboards. Nor is it the fact that today's freshman will never know the lines and the day-long trek around campus to register for classes. It's the students themselves and what brings them to Sonoma State University that makes the difference.

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MAKING HISTORY

"I think my grandpa is Deep Throat."

Sonoma State history professor Steve Estes heard these words whispered to him as a student turned in a paper last spring.

Page 9



IMPROVING LIVES

The California Institute on Human Services tackles a wide range of human service projects, aimed at redressing the lives of people living with domestic violence, disabilities or debilitating economic disadvantage. And more.

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SEA PALM SAVIOR

Threatened by culinary fashion, the sea palm has become the focus of biologist Karina Nielsen's research to determine the best method of cutting the fronds to ensure a sustainable harvest.

Page 4



SHRINK RAP PODCAST

With "Shrink Rap Radio," a weekly podcast aimed at "the amateur psychologist in everyone," Professor Emeritus David Van Nuys fuses two of his great passions: broadcasting and psychology.

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Letters from our readers and updates on recent *Insights* stories

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PERSPECTIVE

Professor Emerita Martha Rapp Ruddell looks at how technology affects communication between teachers and students

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ON CAMPUS

In this issue's canvas of campus updates: endowed chair, new faculty, community scholars, honors for building and programs

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ALUMNOTES

The *County Bugle* reunion, ClassNotes

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ON THE COVER

Nine students from the 2005-06 freshman class grace this issue's cover. They are, from left to right: top row, Lily Comess, Ashley Carrion, Tyron Johnson; center row, Garrett Chavez, Janell Hughes, Samuen Hin; bottom row, Rachel Hersh, Londi Cox, Chris Ellner. Learn what brought them to SSU this past fall.

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SONOMA INSIGHTS

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A Campus of
THE CALIFORNIA STATE UNIVERSITY

FEEDBACK



Photo by David Robinson

GRAMMY NOMINEE

Editor's Note: In the summer 2005 issue of *Insights*, music professor Lynne Morrow was featured under the headline "Quantum Star." It certainly didn't take long for Morrow to show how fast her star is rising, as she was nominated for a 2006 Grammy Award in the Best Choral Performance category. The nomination citation read:

Category 99

Best Choral Performance

(Award to the choral conductor, and to the orchestra conductor if an orchestra is on the recording, and to the choral director or chorus master if applicable.)

Bernstein: Mass

Kent Nagano, conductor; Simon Halsey and Kai-Uwe Jirka, choir directors; Richard Grant and Lynne Morrow, chorus masters (Julian Frischling and Jerry Hadley; Rundfunkchor Berlin, Staats-Und Domchor Berlin & Soloists of the Pacific Mozart Ensemble; Deutsches Symphonie-Orchester Berlin) [Harmonia Mundi]

Although she didn't take home the Grammy from the Feb. 8 awards ceremony, it is still quite an honor. Congratulations, Lynne!



Insights welcomes feedback from readers. Please send letters via e-mail or U.S. Postal Service.

e-mail: insights@sonoma.edu

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FOND REMEMBRANCES

I always read the "Feedback" column in your magazine and enjoy receiving it. I loved my years at Sonoma State and admired all my professors, all of whom are now retired.

Reading *Insights* always amazes me at just how much things have changed over



the years. It always brings back fond memories. Keep up the good work on the magazine!

Adrian C. Van Dyk Jr.

B.A. 1975, M.A. 1977

CSI INDIANA

Your article titled "CSI Sonoma," Summer 2005 **Sonoma Insights**, is being read by folks in Indiana. I'm now a crime scene investigator for the Indiana State Police, and often have calls from people inquiring about preparing for a career in forensic science. I've been showing them your article to give them a bit more realistic view of the field than that glamorized by television.

Insights has been a happy reminder of sunny Sonoma in the midst of the snowy midwest. Keep up the good work!

ruok2dA? (Are you okay today?): LITERACY AND LITERATE CONTEXTS IN THE NEW MILLENNIUM

By **Martha Rapp Ruddell**
Professor Emerita, School of Education

Several years ago, my husband and I purchased a new state-of-the-art sound and media system, including a TV, CD player, DVD player, audiotape player, videotape player and radio/amplifier. After everything was in place and hooked up, the installer handed us the “bouquet” of six or seven remote controls and told us that we could buy a special universal remote control. We did eventually buy the universal remote but declined to pay \$250 for the installer to do the programming. He gave us the written instructions and estimated we could do the job in 10 to 12 hours.

The universal remote lay unused in a drawer for months until my husband’s 15-year-old nephew, Chad, arrived to visit. My husband got out all the remotes and the universal remote and the directions, laid them on the counter.

“Can you program all of these remotes into this one?” he asked.

“Sure,” Chad said.

And — as the salesman estimated — 10 hours later Chad had successfully programmed, tweaked and debugged the unit to control all of our audio and video components.

The comfort and agility with technologies that today’s children exhibit are just a little astounding to me. While we children of the old technologies dither, our children, grandchildren, nephews and nieces are programming our remotes, installing computer software and showing us how to upload websites, download digital photos and burn CDs. They find it distinctly

unremarkable that they can transfer music from the Internet or a computer to their MP3 device. The kids are out there taking photos with their cell phones while we’re still trying to figure out how to program telephone numbers into ours.

Charles Elster refers to what he calls a “pragmatic” definition of literacy: “Literacy is the use of written language to get things done in the worlds in which one lives.” By that definition, the ability of children to navigate new technologies, understand and use those technologies for their own purposes, and travel among and between old and new technologies are all signs of complex, competent literacy functioning. A growing chorus of voices describe the many literacies that comprise children’s — and our — worlds and argue that these “multiliteracies” must be considered not only important, but critical, to students’ learning in school.

We can no longer limit our view of literacy to just reading or writing or just academic reading and writing. We must include such activities as e-mailing, accessing and/or creating websites, burning CDs and DVDs, and video game playing, and such environments as hypermedia, ATMs, electronic texts, cell phones, streaming video, podcasts, cartoon and zine texts, PDAs, iPods, and on and on. Further, we must understand the many ways in which children and adolescents use and respond to these multiliteracies.

And who are these children and adolescents populating today’s schools? They are the “millennials,” children born between 1982 and 1998 — during the presidencies of Ronald Reagan, George Bush and Bill Clinton — who are between the ages of 8 and 24 today, and who would be expected

Continued on Page 20

This Sonoma Perspective is excerpted from Ruddell’s keynote address at the 2004 convention of the Wisconsin State Reading Association. Newly retired, she is spending more time with personal pursuits, and learning all of the

swolf: ruok2dA?

swolf: Are you okay today?

paw: jc w/harry

paw: just chilling with Harry

swolf: yru meeting such gr8 peeps?

swolf: Why are you meeting such great people?

paw: fyi bcuz i'm a qt. lol

paw: For your information because I'm a cutie! laughing out loud

swolf: yyy mtfbwy

swolf: yeah yeah yeah. May the force be with you.

paw: jkw how ur doin on the potus paper

paw: just wondering how you are doing on the president of the united states paper

swolf: sob. but time to gowi. cwyl

swolf: stressed out big time. but time to get on with it. chat with you later.

paw: cula

paw: see you later, alligator



BUILDING RECOGNITION

The Recreation Center has been awarded a 2005 Outstanding Sports Facilities Award by the National Intramural Recreational Sports Association. SSU's \$15 million center was recognized for its state-of-the-art design that maximizes functional space and demonstrates numerous efforts to incorporate sustainable building techniques while using a selection of materials which beautifully reflect the surrounding rural county.

Completed in August 2004, the 59,000-square-foot center features sustainable design that increases energy efficiency and strives to decrease impact on the environment. Among the techniques used in the design is the extensive use of energy-saving day lighting, clerestories and skylights, pictured above.

"I think one of the reasons this building turned out so successfully is the input and attention given by our students during the design stage," center director Pam Su said.

More information about the building's sustainability can be found on the Web:

www.sonoma.edu/campusrec/sustainability.html



Master's programs ranked sixth in West

Sonoma State University ranked sixth in the *U.S. News and World Report's* annual *America's Best Colleges* guide in the Western Region category of Top Public Universities-Master's. Also ranked in this category from the CSU System were California State University, Fullerton, and Humboldt State University. Cal Poly San Luis Obispo heads the list for the Western region.

SSU also ranked 34th in the Best Universities-Master's category in the Western region with an average freshman retention rate of 80 percent. Others at that same rank are CSU Fullerton and St. Martin's College in Washington State. This category highlights public institutions that award master's and bachelor's degrees, but few, if any, doctorates.

The rankings are part of a series of tallies published in the yearly *America's Best Colleges* issue. It is based on a variety of criteria, including peer assessment among academics, graduation and freshman-retention rates, faculty, financial resources, student selectivity and alumni giving. *U.S. News and World Report* ranked Harvard and Princeton universities at the top, sharing the number one spot. Yale University placed third.

Sea palm savior

Along the most wave-exposed areas of the battered headlands of the Sonoma County coast clings a tenacious kelp plant, a frondy thing with a sturdy stem that resembles a palm tree so closely that it is called the sea palm. Unique to this coastline, it can only be found in pockets between San Luis Obispo and Vancouver Island. Although it grips the rocks against the full force of ocean waves, its existence could be threatened by a more devastating force — human appetites. For the sea palm, considered a heart healthy alternative to noodles, is fast

becoming a popular ingredient in dishes built around trendy Pacific Rim cuisines.

Biologists and harvesters alike are concerned with sustainable collecting techniques, particularly in light of Web-based ordering. As the quixotic, charismatic sea palm is an annual, care-less harvesting could wipe out stands of this spunky kelp in a single season.

In early fall 2005, the National Organization of Atmospheric and Oceanic Administration's California Sea Grant Program awarded SSU biology professor **Karina Nielsen**, below, a three-year \$129,000 grant to study the sea palm. This grant will enable her and co-recipient Carol Blanchette of the University of California,

Santa Barbara, to make observations and conduct experiments in an attempt to understand the sea palm's reproductive cycle and determine the best method of cutting the fronds to ensure a sustainable harvest.

The grant provides fellowships for two graduate students and an opportunity for several undergraduates to participate in the project, a boon to graduate and undergraduate SSU biology majors alike. The experiments and observations will be run in San Luis Obispo and Ft. Bragg; it is Nielsen's intention that the information will aid regulatory agencies in creating effective and adequate guidelines to ensure that the sea palm will continue clinging valiantly to the rocky, wave-battered shores.

—Lakin Kahn



Sarris awarded first endowed chair

Greg Sarris, acclaimed author, screenwriter and scholar, joined the SSU faculty last fall as Sonoma State's first recipient of an endowed chair.

Sarris holds the Endowed Chair in Native American Studies within the School of Arts and Humanities.

"With Dr. Sarris as the endowed chair, SSU continues on its path of leadership in the field of Native American studies, both in terms of scholarship and in terms of community and social policy impact," said Eduardo Ochoa, provost and vice president for academic affairs.

An endowed chair is a faculty position funded in perpetuity from the earnings on a gift and is filled by a prestigious scholar. These highly regarded positions help colleges recruit and retain the best professors in the nation. SSU's endowed chair focuses on writing and Native American studies, and is the only funded endowed chair in the University's history.

"Greg Sarris is an incredibly talented teacher who will inspire our students to reach out to young Native Americans in the community. I am delighted that he will be holding an endowed chair in the School of Arts and Humanities," says William Babula, dean of the school.

A Santa Rosa native and most recently a professor of creative writing and literature at Loyola Marymount University, Sarris has published several books, including the widely anthologized collection of essays, *Keeping Slug Woman Alive: A Holistic Approach to American Indian Texts*, *Watermelon Nights* and *Grand Avenue*. Just recently, he finished his seventh book, a novel for Viking/Penguin. His earlier book, *Grand Avenue*, was made into an HBO mini-series, which Sarris wrote. Robert Redford was executive producer.

"I want to teach small classes as much as possible. It is one of the things that attracted me to Sonoma State. One of my hopes is that the love I have for literature will be contagious," says Sarris.

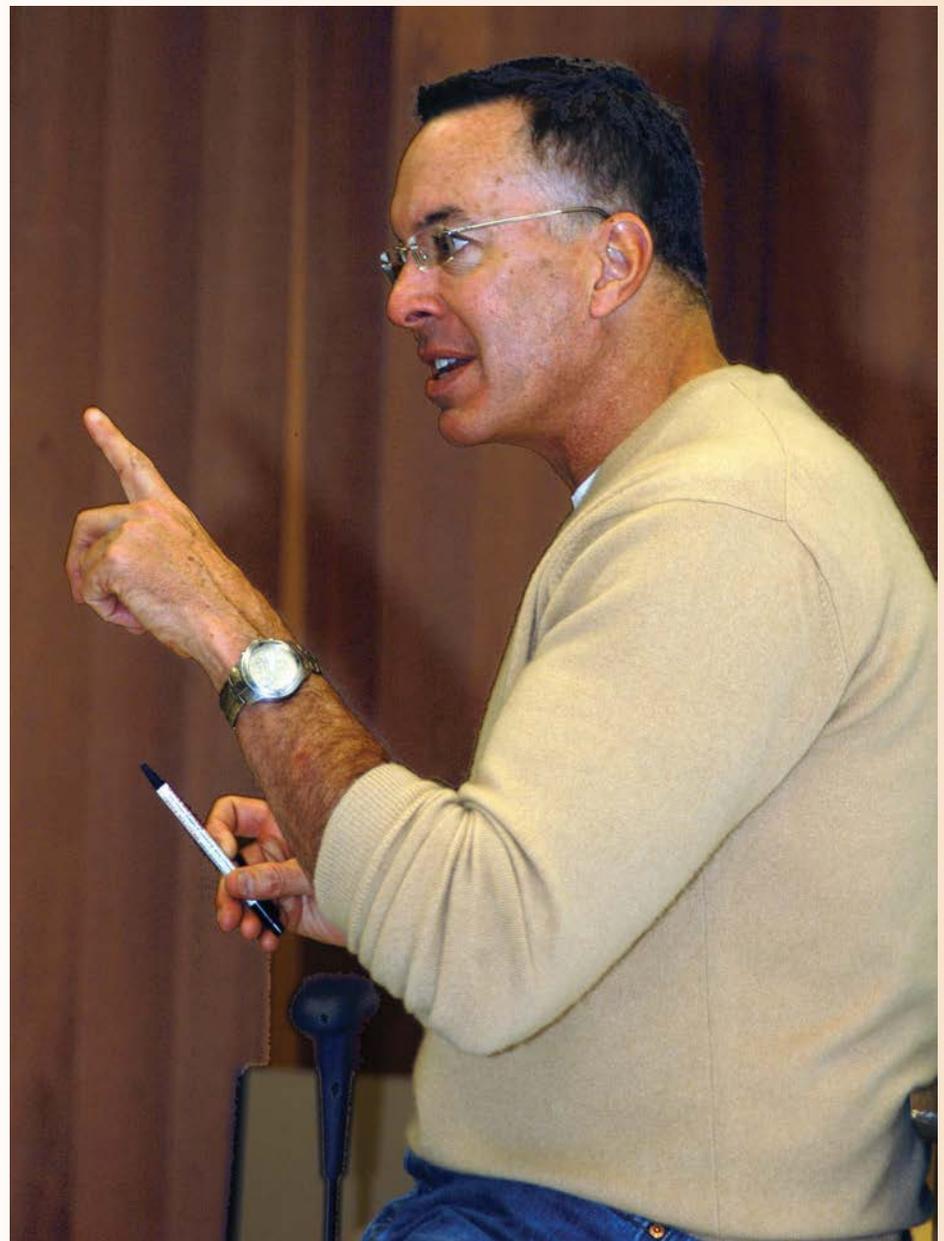
Sarris holds a Ph.D. from Stanford University and was the Fletcher Jones Endowed Professor of Creative Writing and Literature at Loyola Marymount University in Los Angeles before joining SSU. Prior to teaching at Loyola Marymount he taught at UCLA where he was a full professor for 10 years. He currently serves as chair-

man of his tribe, the Federated Indians of Graton Rancheria.

"I am glad to have come home to Sonoma County and that I have something to bring with me, which is the experience I have gained while working, writing and living in other places. It is a remarkable opportunity to work with the faculty at Sonoma and play a part in the University's intellectual life. I was a Sonoma County student once, too, at Santa Rosa Junior College. It was teachers and writers who put me on my path and I return that gift by teaching what I learned. Writing is my life. I owe teaching that love of writing to the younger generation," says Sarris.

The purpose of the endowed chair is to foster greater understanding of the Native American culture and communities of California. This endowed chair was made possible through the \$2.5 million donation from the Federated Indians of Graton Rancheria.

"We are extremely pleased that the search committee chose such a fine example of excellence in writing, teaching and breadth of experience. This appointment will augment the growth of our small but excellent Native American Studies program and serve our students far into the future," said Ruben Armiñana, SSU president.



Greg Sarris, who holds the Endowed Chair in Native American Studies, talks with the students in his contemporary Native American fiction class this spring.



Addressing such topics as hypnosis, Jungian psychology, cognitive science and Gestalt therapy, SSU psychology professor emeritus **David Van Nuys**, above, hosts "Shrink Rap Radio," a weekly podcast aimed at "the amateur psychologist in everyone." Through the course of the Shrink Rap podcasts, "Dr. Dave" has had the opportunity to interview people from across the United States as well as Australia. But an extraordinary opportunity for understanding and learning presented itself when Dr. Dave was approached via e-mail by one of his listening fans in the city of Baghdad.

In late January 2006, Dr. Dave fielded a phone call to Shrink Rap Radio from Mohammed, a 32-year-old Iraqi who wished to speak about the reality of war in his country. Mohammed, who admitted to secretly liking Americans, described his current living situation in the war-torn city to Dr. Dave, shared his psychological coping strategies and his dreams for the future. He explained that life in Baghdad is "as normal as can be, given the circumstances," but expressed concern about Baghdad's shaky power grid and the "random danger" of explosions and car bombs.

Mohammed went on to describe how he deals with everyday life in the Iraqi capital, stating that he tries not to think about the dangers he faces and stays away from watching news broadcasts because of the tragedies they report.

"It makes me very sad, so I try to keep my mind off it by concentrating on my work or doing things

that I like; I spend a lot of time on the Internet and playing video games," he said.

Despite the almost constant stream of negative news, Mohammed likes to accentuate the positive and expressed happiness when he said that day was a national holiday for Iraq: the first anniversary of Iraq's first democratic elections. Looking to the future, Mohammed stated he would like to find a job outside Iraq and "get away from this mess, because life is really difficult here." He hopes the new government eliminates the dangers that so many deal with on a day-to-day basis.

"I feel humbled by my contact with Mohammed," Van Nuys said. "I find myself somewhat at a loss for words. It is hard to fully reconcile the different realities of me in the relative comfort and safety of my California home, and Mohammed in the midst of daily car bombings in Baghdad. And yet, we're able to sit together and share our humanity. It's a miracle, a mystery and a tragedy all rolled into one."

A man of many hobbies, Van Nuys recently became interested in podcasting, which he views as the "next big thing" in the fields of media and technology. Shrink Rap Radio allows Van Nuys to fuse two of his greatest passions, broadcasting and psychology; and come in contact with citizens of the world as he does it.

Listen to Shrink Rap Radio on the Web:
<http://www.shrinkrapradio.com/shows.htm>

—Kathryn Atwood

Scholars join faculty

Erin Bower
 Librarian, University Library
 M.L.S., Simmons College

Richard M. Campbell Jr.
 Assistant Professor, Business/Marketing
 Ph.D., University of Oregon

Teresa Ciabattari
 Assistant Professor, Sociology
 Ph.D., University of Washington

Michael F. Cohen
 Assistant Professor, Biology
 Ph.D., University of California, Davis

Tania de Miguel Magro
 Assistant Professor, Modern Languages
 and Literatures/Spanish
 Ph.D., State University of New York at
 Stony Brook

James J. Dean
 Assistant Professor, Sociology
 Ph.D., State University of New York at
 Albany

Charles Elster
 Assistant Professor, Literacy Studies and
 Elementary Education
 Ph.D., University of California, Berkeley

Kirsten Ely
 Assistant Professor, Business/Accounting
 Ph.D., University of Chicago

Kelly M. Estrada
 Assistant Professor, Curriculum Studies and
 Secondary Education
 Ph.D., University of California, Los Angeles

Benjamin Frymer
 Assistant Professor, Hutchins School of
 Liberal Studies
 Ph.D., University of California, Los Angeles

Michaela Maria Grobbel
 Assistant Professor, Modern Languages
 and Literatures/German
 Ph.D., University of California, Los Angeles

Ashwin Gumaste
 Assistant Professor, Engineering Science
 Ph.D., University of Texas, Dallas

Peter Hoffman-Kipp
 Assistant Professor, Literacy Studies and
 Elementary Education
 Ph.D., University of California, Los Angeles

Ada S. Jaarsma
 Assistant Professor, Philosophy
 Ph.D., Purdue University

Catherine Kroll
 Assistant Professor, English
 Ph.D., University of California, Berkeley

Ronald Lopez
 Assistant Professor, Chicano and
 Latino Studies
 Ph.D., University of California, Berkeley

Jennifer Mahdavi
 Assistant Professor, Educational Leadership
 and Special Education
 Ph.D., University of California, Riverside

Jerrell Richer
 Assistant Professor, Economics
 Ph.D., University of California, Santa
 Barbara

Andrew Roth
 Assistant Professor, Sociology
 Ph.D., University of California, Los Angeles

Michael R. Santos
 Assistant Professor, Business/Finance
 Ph.D., Boston College

Greg Sarris
 Endowed Chair of Native American Studies
 Ph.D., Stanford University

Michael Visser
 Assistant Professor, Economics
 Ph.D., University of Oregon

Mary Ellen Wilkosz
 Assistant Professor, Nursing
 M.S.N., Sonoma State University

Chingling Wo
 Assistant Professor, English
 Ph.D., State University of New York at
 Stony Brook

Jingxian Wu
 Assistant Professor, Engineering Science
 Ph.D., University of Missouri, Columbia

Emeritus faculty

Philip Beard
 Modern Languages and Literatures/
 German

F. Leslie Brooks
 Chemistry

Rolfe Erickson
 Geology

Douglas Martin
 Chemistry

Susan Miller
 Business and Economics (Student Services
 Professional)

R. Thomas Rosin
 Anthropology

Martha Rapp Ruddell
 Education

Sandra Schickele
 Economics

Robert Tellander
 Sociology

Albert Wahrhaftig
 Anthropology

Anthony White
 History

David Walls
 Sociology

Vice provost appointed



Blackshire-Belay

Carol A. Blackshire-Belay has joined Sonoma State as vice provost for academic affairs. She comes to the University with a broad base of experience, having served as a faculty member, scholar, researcher,

chairperson, dean and special assistant — all roles important to being a knowledgeable vice provost.

“Today’s society is in a crisis mode, and therefore quality education is a social imperative,” she said. “This requires effective leadership.”

She is greatly concerned that the framework of the educational process be based on a sound philosophical underpinning, which provides the foundation for operationalizing the University’s mission. Thus, her philosophy emphasizes the significance of a democratic belief system reflected in shared governance. She notes the complexity of this phenomenon, which must be protective of the rights of all for continued participation.

Blackshire-Belay joins SSU with a distinguished academic and administrative record. She received her M.A. and Ph.D. in Germanic linguistics from Princeton, and the notable Magister Artium from the Ludwig-Maximilians-Universitaet Muenchen, Munich, Germany. She was a faculty member at Ohio State, Temple and Indiana State University. At the latter she was chair of the Department of African and African-American Studies. Subsequently, she was dean of Liberal Arts and Sciences at the University of Wisconsin-Green Bay, and special assistant to the chancellor in Madison.

She has taught and was a visiting research scholar at several institutions of higher learning in Europe and Africa. She has an extensive scholarly record as author, co-author and/or editor of 14 books and more than two dozen articles and book chapters.

“I am excited to be at an institution that prides itself on excellence, and the personalized and individualized approach to teaching and educating the whole student at Sonoma State,” she said.



Very, very, very wired

For the third year in a row, Sonoma State University has made the annual “Most Connected Campuses” list, which features the results of a *Princeton Review* survey to find the 25 colleges and universities offering the most cutting-edge technology. The complete list is available at www.forbes.com/connected

It wasn’t long ago that a highly connected campus was one where each dorm room had its own phone line. But in order to remain competitive in the 21st century, a college has to support wireless networking, provide ultra-high-speed connections to classrooms, and allow students to take classes online.

Today’s students depend on technology to live, work and play, and today’s colleges have to provide high-tech tools in order to attract the best applicants. This third annual edition of the *Princeton Review Most Connected Campuses* examines the technological capabilities of the country’s best schools and reports which

25 campuses are the closest to the cutting edge.

To determine the rankings, the *Princeton Review* solicited data from 361 top colleges and universities around the country, asking them a number of questions about the technological sophistication of their campuses.

Criteria included the breadth of the computer science curriculum; the sophistication of campus technology, including streaming media of classes and extracurricular offerings; availability of school-owned digital cameras and equipment for student use; wireless Internet access on campus; and support for handheld computing.

In previous years, the *Princeton Review* ranked all of the schools it surveyed. But this year, because so little difference may exist between a No. 1 and No. 2 school, they decided to single out and present only the 25 most connected campuses and not to rank further within that group.

“The schools on our list have demonstrated leadership in preparing and sup-

porting students for life in the digital age. Students who understand the value of technology to both their career prospects and overall quality of life will want to pay special attention to the schools on our list,” commented Rob Franek, vice president and publisher.

“All of the 25 campuses on this elite list are all impressively well-connected, and they are all using technology in innovative, thought-provoking ways,” said Michael Noer, executive editor, news, at Forbes.com.

Forbes.com also offers a look at the technological differences between a dorm room in 1976 and one in 2006; an overview of new Web-based services that help students find roommates, order snacks and even do their laundry; a story about the unique challenges of securing computer networks on college campuses; and a feature on the Mars Stereo Imaging project, which uses networking technology to let undergraduates explore the surface of Mars.

Detailed profiles on these and other schools are available on the Web:

Symbiotic Sonoma

Last spring, Sonoma State anthropology majors Chelsea Bahr, Bené Rather-Taylor, Donny Williams and Wesley Wills were analyzing the needs of the HIV+ and AIDS-afflicted community in Sonoma County, while business major Karen Shimizu evaluated the local housing market. A semester later, the same research won all five students the title of SSU Community Scholar.

The Community Scholars program is a new senior thesis program focused on community-based and socially responsible research. Five students are selected to participate each year and, under the guidance of a faculty mentor, conduct an original research project on an issue of local relevance. Students receive class credit for their work along with a \$500 award to use for expenses related to their research.

"[Dr. Carolyn Epple's] anthropology class was asked by the Sonoma County Department of Health to do a needs assessment on housing for people living with HIV/AIDS in Sonoma County," recalls Community Scholar Donny Williams. "The Community Scholars program has given us the chance to continue that research. This project has been a wonderful way to put to use the methods and theories that we learned."

Each scholar is dedicated to the study of a different facet of the local community. Williams studied the relationships between those with both HIV/AIDS and mental illnesses and the problems they encounter finding social services in the North Bay. Similarly, Wesley Wills focused his research on the population of those affected with HIV/AIDS and physical disabilities. He has been studying the division



Community Scholar
Wesley Wills

between those who need housing modifications and the actual availability of modified living spaces.

"In general, Sonoma County is one of the most expensive places to live in the country," says Wills. "Persons living with HIV/AIDS and physical disability are at a disadvantage when it comes to general living in Sonoma County."

Also exploring housing issues in Sonoma County is Karen Shimizu, who has more than 15 years experience working with affordable housing. She decided to base her project on Sonoma County's housing market and the matrix of agencies, nonprofit organizations and private groups that address the lack of local affordable housing. In examining this system, she also evaluated the efficacy of existing programs and partnerships between organizations.

Issues of transportation were studied by the Community Scholars as well. Chelsea Bahr examined the lives of Latinos living with HIV/AIDS in the Boyes Hot Springs area and the lack of adequate public transportation in that region. With her research, Bahr hopes to establish new bus routes in the area.

Bené Rather-Taylor took a narrative approach to her community research. Through a series of personal interviews she chronicled the stories of five to seven local women who are living with HIV/AIDS, and will use these narratives to create a pamphlet for distribution that tells their individual stories.

What began as a class assignment or personal interest for these students has become projects that have taken on lives of their own, wielding an impact not only the world of the scholars, but on that of the local HIV/AIDS community, the housing market and ultimately, Sonoma County itself.

— **Kathryn Atwood**

School of Education accredited

The School of Education reached a milestone in its history last fall when it received for the first time accreditation by the National Council for Accreditation of Teacher Education.

NCATE is a nationwide accrediting body for schools, colleges and departments of education authorized by the U.S. Department of Education.

NCATE determines which schools, colleges and departments of

education meet rigorous national standards in preparing teachers and other school specialists for the classroom. Its performance-oriented standards are set by the teaching

NCATE

The Standard of Excellence
in Teacher Preparation

profession and members of the public. Many see its recognition as a key to teacher accountability and program quality.

Some 400 candidates complete SSU credential programs each year and the school enrolls approximately 700 students in its various teacher preparation programs.

NCATE currently accredits 614 teacher education institutions, which produce two-thirds of the nation's new teacher graduates each year. In spring 2005, 10 programs at Sonoma State received state reaccreditation through 2010 by the California Commission on Teacher Credentialing, eight of which are in the School of Education.

<http://www.sonoma.edu/education/accreditation.html>

School of Education dean named

Mary Gendernalik-Cooper has been named to lead Sonoma State University's School of Education. Her philosophy of education emphasizes collaboration and professional development of teachers.

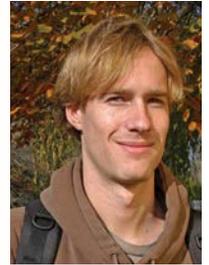
"Teacher leadership is probably closest to my heart," she says. "We must do more to 'professionalize' teaching. Teachers must assume more leadership positions in schools in order to make better use of their expertise and experience, and further improve the educational process for students."

Gendernalik-Cooper came to Sonoma State University from Georgia Southwestern State University where she was professor and dean of the School of Education. She brings 30 years of experience to her new post, spanning K-12 and higher education.

"Fostering collaboration among school systems, parents, teachers, the university and the community at large is critical to the field of education and the highest quality preparation of educators," she says. Previously Gendernalik-Cooper served as professor of educational administration and chair of the Department of Teacher Development at Augusta State University. She also coordinated the Central Savannah River Area P-16 Council and was director of their nationally recognized Professional Development School Network. Earlier in her career, she directed the master of arts in teaching program at Mary Baldwin College in Staunton, Va., and was the executive director of teacher education reform projects at San Diego State University.

She is an active researcher supported by numerous grants. Her scholarship has focused on collaborative educator preparation, teacher leadership development, assessment of professional development school effectiveness and assessment of teaching effectiveness. She also has an extensive scholarly record of publication and presentations, and has lead organizations in collaborative endeavors.

Gendernalik-Cooper holds a bachelor's degree in interdisciplinary social science from James Madison College, Michigan State University, and a master of arts in teaching and Ph.D. from Wayne State University.



Gendernalik-Cooper

Making history

"I think my grandpa is Deep Throat."

Sonoma State history professor Steve Estes heard these words whispered to him as a student turned in a paper last spring.

"I thought it was possible," Estes said, "but I didn't believe him."

Just a few weeks later, though, he discovered Rob Jones was not rewriting history. His grandfather was, indeed, modern journalism's greatest unsolved mystery.

Jones' paper for History 252, "U.S. History 1865 to the Present," chronicled the FBI career of W. Mark Felt, the longtime No. 2 man to bureau chief J. Edgar Hoover. For decades, speculation circled as to the identity of the informant who supplied reporters Carl Bernstein and Bob Woodward with pieces to the Watergate puzzle. Their stories in the *Washington Post* in the early 1970s ultimately led to the resignation of President Richard M. Nixon.

Estes said the assignment was to write a paper that was based on an oral history interview of a history maker who was involved in a significant event in recent American history.

"My paper was based on my grandpa's book, *The FBI Pyramid*, where he talks about working for Hoover and how after his death, Nixon brought in his own people, overlooking my grandpa to take over as acting director," the junior in business administration said.

Jones said that he and his brother Nick, with their mother, SSU Spanish instructor Joan Felt, had long suspected Felt was Deep Throat, but kept the information to themselves.

"Why else would Bob Woodward be coming over to the house?" Jones surmised.

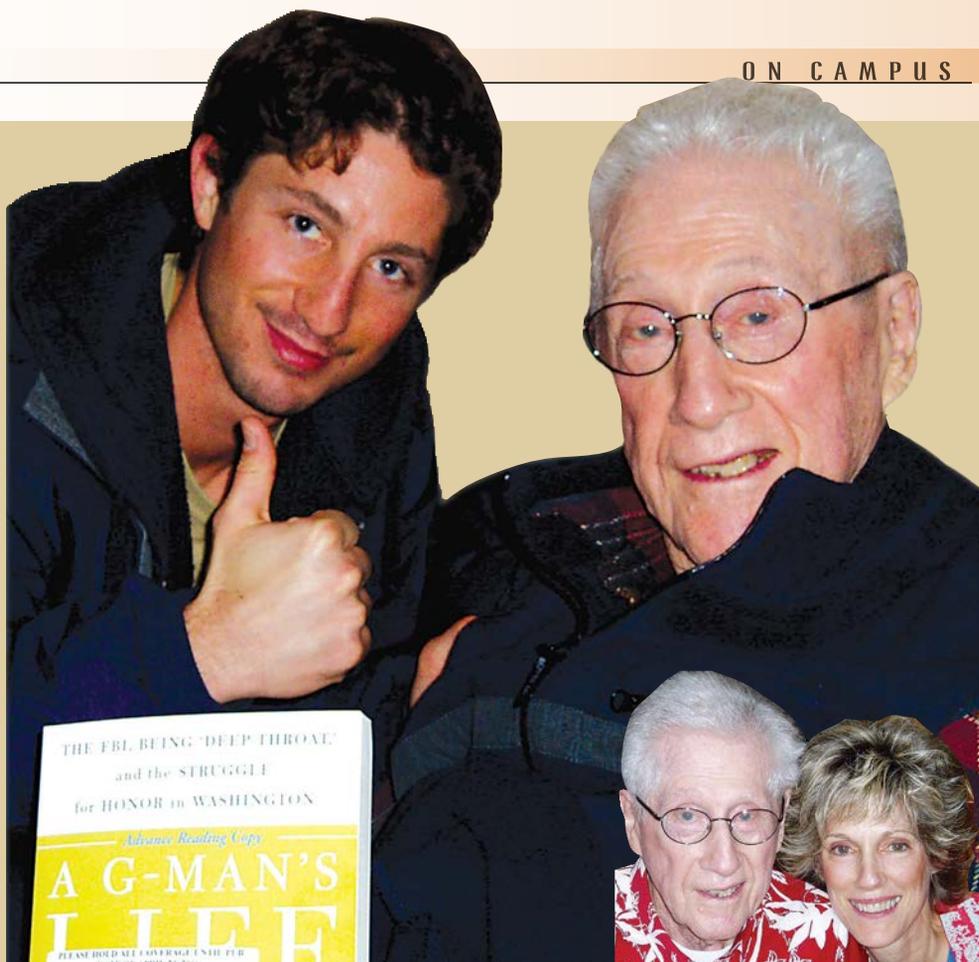
"I told some friends and buddies," Jones said, who sometimes used the subject as a conversation-starter when he was a dinner guest.

Jones recalls Estes' reaction the day he told him about his "grandpa."

"He pretty much took it at face value," Jones said of Estes.

Three weeks after Jones told Professor Estes his suspicions about his grandfather, the *Vanity Fair* story broke that finally revealed the secret identity of Deep Throat.

"About that time I got a call from the Press Democrat asking about a his-



Above: Sonoma State junior Rob Jones with his grandfather, W. Mark Felt, aka Watergate's Deep Throat, with a copy of Felt's new book, *A G-Man's Life*. Jones' mother, Joan Felt, inset, with her father, is a member of the SSU Spanish faculty.



SSU history professor Steve Estes: "I thought it was possible, but I didn't believe him."

tory student whose grandfather is Deep Throat," Estes said. "I realized right then and there what had happened. I was in absolute shock."

As the semester had ended, Estes didn't see Jones right after the news broke, but he did send an e-mail to his student. The two finally crossed paths again during fall semester.

"Professor Estes asked if things had calmed down at the house," Jones recalled. "I told him 'Yeah, it had,' and that the story about grandpa as Deep Throat had really uplifted him. He's so easy going now, cracking jokes, happy all the time."

Media attention on Jones' grandfather and family has increased this spring, however, with the release at the end of April of *A G-Man's Life: The FBI, Being 'Deep Throat', and the Struggle for Honor in Washington*, written by Felt with John O'Connor.

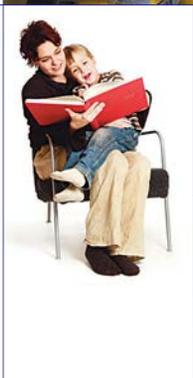
A feature film about Felt's life is also in the works. "We've met with a screenwriter and with director and producer Jay Roach, who did *Austin Powers* and *Meet the Fockers*," Jones said. "It will be at least a year before it is done."

But looking back over the series of events, Estes admitted this was a rare occurrence in a history professor's life.

"One of the most exciting parts of the entire situation was that the history class intersected with a history maker," Estes said. "It is not very often that this happens."

— Kaitlin Munz and Sandy Destiny

A Flourishing Culture of Human Services



H By MARY CICHY GRADY

How does an idea, conceived on a shoestring budget in a back office at Sonoma State University, grow into a \$22-million-a-year human services organization? The venture in question is the California Institute on Human Services, brainchild of SSU professor Tony Apolloni. And while rumor has it that part of the answer has to do with Apolloni being a pretty capable businessman, exactly how this organization grew has more to do with a vision for serving people in need than with healthy budgets, and much more to do with a commitment that had its inception long before Apolloni began his tenure at SSU in 1978.

While growing up in Tennessee, Apolloni lived with his mother — a strong advocate for services for people with disabilities, decades before those services became legal rights — and with his sister, who was born with a developmental disability and for whom Apolloni currently serves as legal guardian. It is safe to say that CIHS is Apolloni's passion generalized, a passion that he inherited from his mother, that started with his sister, and that now shows its face in the range of human service projects at CIHS. These projects work to redress the lives of people suffering from domestic violence, individuals living with disabilities or facing debilitating economic disadvantage, immigrant populations who struggle against language barriers. And more.

Early Childhood Education

Much of the work at CIHS involves training professionals who go on to work with people who are directly in need. The Hilton/Early Head Start Training Program is a case in point. In its seventh year at CIHS, this national effort has developed its own approach to teaching Head Start teachers and parents how to effectively include and nurture very young children with disabilities in Head Start preschool and daycare settings. The training is called SpecialQuest, and it takes four years — quite a commitment for the busy teachers and parents who attend — but their evaluation comments suggest it's a commitment they're happy to make. "It was truly an honor to represent this great cause," one parent wrote. Another typical evaluation reads, "I was so excited to be coming back to SpecialQuest for 'a charge' personally and professionally. You did not disappoint me. The results will continue to be realized long after we're gone."

Individuals who attend SpecialQuest are not the only ones impressed by the scope of this program. In one year, the training videos created by Hilton/Early Head Start received six separate awards for excellence, and the program's manager, Linda Brekken, has been recognized nationally more than once for her "vision, belief and dedication to building inclusive communities for all children and adults."

The existence of this caliber of work and its focus on early childhood education put CIHS in serious contention for the Head Start Bureau's new National Literacy Center, a consideration that became a reality last fall when the institute was awarded a \$3-million-a-year contract for five years from the U.S. Department of Health and Human Services. This new project focuses on helping very young children develop their literacy skills in Head Start centers across the country.

Local Service

CIHS, however, does not operate strictly on a national level. Its Service Learning unit, under the direction of Julie McClure, helps Sonoma County parents and children from disadvantaged backgrounds gain the language and literacy skills they need to get jobs and improve their lives. It provides local schools with trained tutors and support staff to work with struggling students, and it gives SSU students experience as tutors, mentors and community organizers — paying them in the process. One project in this group, COOL Families, offers evening literacy classes to parents in tandem with daycare for the parents' children. The combination works. As one parent wrote, "You are really doing a great job. In reality your work helps the children as much as the parents." Another noted, "I am very happy because, while I try to learn English, you are helping my daughter with homework."

Other CIHS service projects place SSU students directly in schools to serve as one-on-one tutors or provide after-school academic enrichment. A class in the University's School of

Education, taught by both CIHS staff and SSU faculty, prepares SSU students to be effective tutors and mentors. One Santa Rosa teacher, whose students have benefited from CIHS service learning efforts wrote that “all of my students have made at least several reading levels of growth” as a result of the efforts of these college-age tutors. The SSU students themselves get more than just a paycheck for their efforts. They gain personally — “My kids taught me a lot about perseverance” — and professionally — “It helped me decide on a career path and taught me how to run a classroom.”

Children and Disabilities

The welfare of children in general is a consistent focus at CIHS. Its Family Violence Prevention unit, directed by Diane Nissen, is made up of nine separate projects that address such social concerns as child adoption, child abuse and family violence. The work of this group, as with the early childhood projects, focuses largely on educating professionals, who then are better equipped to work effectively with children and families. This is also the case with the CalSTAT Project (California Service for Technical Assistance and Training), another multi-million-dollar-a-year venture that includes a large, federal-state improvement grant designed to support the reform of special education efforts in schools throughout California.

This disabilities-related component is another consistent theme through CIHS. Along with the two already mentioned — CalSTAT and Hilton/Early Head Start — there are several additional projects that develop testing and evaluation mechanisms for very young children with disabilities for the Child Development Division of the California Department of Education. Others work to develop effective supports for young adults with disabilities as they move from school to the world of work, and still others strive to help remove barriers to employment for adults with disabilities. CIHS is currently home to 30 projects, and it continues to expand its horizons.

Part and Parcel of SSU

The organization’s connection to the University also continues to grow. Various CIHS staff teach at SSU, and numerous project managers work directly with SSU professors. The available knowledge and expertise among SSU faculty has made for a rich collaboration as the institute looks for guidance in executing existing projects or designing future ones, developing publications and leading research efforts. In Apolloni’s words, “The driving force behind CIHS is its commitment to taking solutions that come out of research and applying them to real-world problems.” He is convinced that CIHS would not be seeing its current success without a close working relationship with the University.

Culture of Dedication and Hard Work

When CIHS managing director George Triest is asked his opinion about how the institute became so successful, he doesn’t hesitate to reply: “It comes in great part from a dedicated staff. We have people who are brilliant managers with amazing talents, talents that could be translated into huge salaries in the private sector. Instead, they chose to work here, where they make a positive difference in the world. I can’t tell you how inspired I am every day by the energy and passion these people bring to their work.” The institute’s employment enrollment currently hovers around 125 — a 95 percent increase over the original seven who launched the effort in 1978. Triest, an SSU alumnus, had his own start at CIHS in that first year, working as a project coordinator. He holds himself up as an example of what he sees as typical of CIHS culture — “hard work creating opportunity and success.” He is quick to list numerous other CIHS employees who began as student assistants, project assistants or coordinators; moved up the ranks; and now manage their own divisions. He is convinced that this “culture of dedication and hard work, combined with talent and a little luck,” has been a central key to the organization’s success.

Trends over 26 years

While Triest does not see any particular trend in the content of the work being done at CIHS in the quarter-century of its existence, he does see it as a place of significant growth, especially since 1996, when the nine-project Violence Prevention unit was barely a whisper of its present self, and the Service Learning unit, which consists of five projects and currently employs more than 200 SSU students, wasn’t even an idea.

While certainly growing in its capacity and reputation in particular areas, CIHS has not limited its vision on what the future holds. According to Triest, “Cultural trends will help determine that. Gerontology, for example, is a field of growing need,” and one he thinks CIHS could look to address in the next 25 years. ♦



“The driving force behind CIHS is its commitment to taking solutions that come out of research and applying them to real-world problems.”

— Tony Apolloni, Director,
California Institute on
Human Services





N

ew, as in new to the campus and new to college life. New, as in newly out on their own, new friends and new places. New, as in new ideas, new ways of thinking, new concepts. These aspects of freshman life create a common bond among all Sonoma State freshmen, regardless of generation.

But to be a freshman at SSU in 2006 holds some distinct differences from the freshman experience of 20 or even 10 years ago. ▶



THE NEW SSU *And Improved* FRESHMAN

It's not the ubiquitous cell phone or the competition for sidewalk space between bikes and skateboards. Nor is it the fact that today's freshmen will never know the lines and the day-long trek around campus to register for classes. It's the students themselves and what brings them to Sonoma State University that make the difference.

Today's Sonoma State freshmen are better prepared academically than ever before. During the past 10 years, the percentage who devoted six or more hours to studying each week during their senior year of high school nearly doubled. More freshmen are coming to Sonoma State from private secondary schools, and the proportion of freshmen entering SSU with a high school grade point average of B+ or better has reached an all-time high. Their average SAT scores have been steadily increasing.

More freshmen live on campus than ever before and more are coming from outside the North Bay Area. Oh, and there are more of them, both in terms of straight numbers and as a percentage of the total student body.

Beginning fall 2006, an experience common to all Sonoma State University freshmen will begin in the classroom. The First-Year Experience pilot course, a part of the faculty's larger efforts on the General Education Program, is designed to yield a common experience and a new perspective on college at the conclusion of the freshman year. A year-long, interdisciplinary course, the pilot program is planned for 150 freshmen next fall. At the end of the year, the freshmen will have received not only a shared academic foundation but a rich introduction to the college community at SSU.

Through their eyes

Continue to explore the new freshman at Sonoma State on the following pages:

"Why SSU?" asks 10 freshmen other schools they considered and why they chose Sonoma State. They also were asked about their best and worst experiences during their first semester.

The students in Professor F. Andrew Deseran's fall 2005 freshman experience seminar share photo essays about what life is like as a student at SSU in "A Day in the Life of an SSU Student."

"Freshman-Year Experience: Piloting the Course" provides the faculty perspective on this continued effort to set Sonoma's curriculum apart from other institutions. It is written by the FYE pilot coordinator, Alexandra "Sascha" von Meier.

WHY SONOMA?

Today, college-bound high school students receive a dizzying amount of information from schools hoping to add them to their enrollment rosters. Considering all of the choices, how do students ultimately select Sonoma State? This question was posed to 10 freshmen at the conclusion of their first semester. In addition to their reasons for choosing Sonoma State University — over what has become for some quite a lengthy list of potential schools — the students gave some insights into their first semester.

When asked what they could not have lived without their first semester, surprisingly, not one student listed a cell phone and just two mentioned computers. One-half of the freshmen said they could not have done without their families. Perhaps things haven't changed as much as it seems.



1

ASHLEY CARRION

HOMETOWN: Castro Valley, Calif.
MAJOR: Women and Gender Studies

- 1 Where else did you apply?
Cal Poly San Luis Obispo, CSU East Bay, CSU Sacramento, San Diego State, SF State
- 2 Why SSU?
The environment. I loved the small classes, and the campus itself is beautiful.
- 3 Where do you live at SSU?
On campus in Cabernet Village.
- 4 What was the biggest challenge your first semester?
Learning that I can't be in two places at once and managing my time accordingly.
- 5 What was the highlight?
It's hard to just choose one, but I have to say my women's studies class has been great. Also just getting to meet so many new people.
- 6 What is the one thing you could not have done without?
My support system. I have an amazing family and friends who support me in whatever I do, even changing my major already. I also have remarkable roommates that put up with my late night studying.



2

GARRETT CHAVEZ

HOMETOWN: Gilroy, Calif.
MAJOR: Biology

- 1 Where else did you apply?
UC San Diego, UC Irvine, UC Berkeley
- 2 Why SSU?
A smaller campus with seasons, the best dorms I've ever seen, and a solid undergrad program.
- 3 Where do you live at SSU?
On campus in Zinfandel Village, building 8, second floor, with 8 awesome suitemates.
- 4 What was the biggest challenge your first semester?
Definitely learning to manage time efficiently. In particular, making time to get in touch with my old friends from high school.
- 5 What was the highlight?
Landing a job working for Outdoor Pursuits. It's more than a job, the staff is a close knit family, and having such amazing people to learn from and work with my very first year in college is something I'm incredibly grateful to have found.
- 6 What is the one thing you could not have done without?
My family.



3

LILY COMESS

HOMETOWN: Los Angeles, Calif.
MAJOR: Hutchins Program

- 1 Where else did you apply?
Humboldt State University
- 2 Why SSU?
The Hutchins Program.
- 3 Where do you live at SSU?
On campus in Cabernet Village.
- 4 What was the biggest challenge your first semester?
Learning to deal with temperatures that drop below 65.
- 5 What was the highlight?
Coming back to college is the best decision I've ever made. I would be hard pressed to pick just one highlight.
- 6 What is the one thing you could not have done without?
It's a tie between my laptop and my kitchen. There's only so much cafeteria food one can eat.



4

LONDI COX

HOMETOWN: Lomita, Calif.
MAJOR: Psychology

- 1 Where else did you apply?
Long Beach State, Spelman College
- 2 Why SSU?
Far enough from home to establish my independence, yet close enough to easily return home. I like the relatively small campus, the community-like feeling and the one-on-one attention I receive in the classroom.
- 3 Where do you live at SSU?
The freshman res halls: Sauvignon Village
- 4 What was the biggest challenge your first semester?
Making the transition from high school to college, getting used to my class schedule, prioritizing and staying on top of assignments that aren't due until months later.
- 5 What was the highlight?
Living and functioning independently of my parents.
- 6 What is the one thing you could not have done without?
The continuous support and love from my parents and the everlasting encouragement from my best friend.



5

CHRIS ELLNER

HOMETOWN: Sacramento, Calif.
MAJOR: Undeclared

1 Where else did you apply?

Cal Poly San Luis Obispo, San Diego State, Long Beach State, Sacramento State, Chico State

2 Why SSU?

I love the campus and the size of the school.

3 Where do you live at SSU?

On campus in Cabernet Village.

4 What was the biggest challenge your first semester?

Staying on track with school because I have a lot of free time.

5 What was the highlight?

Being on my own and being responsible for myself.

6 What is the one thing you could not have done without?

My computer. I use it for everything: school, recreation and chatting online.



6

KATRINA GRANT

HOMETOWN: Santa Clara, Calif.
MAJOR: Pre-Nursing

1 Where else did you apply?

San José State, UC Davis

2 Why SSU?

It's the perfect distance from home. The small, gorgeous campus and suite-like res halls. Its phenomenal reputation and the excellent service I received from Financial Aid.

3 Where do you live at SSU?

On campus: Zinfandel Village, in substance-free Traminer.

4 What was the biggest challenge your first semester?

Living away from home; a new school with new peers and professors.

5 What was the highlight?

The Educational Opportunity Program. The staff has helped make my transition to college very smooth and stress-free.

6 What is the one thing you could not have done without?

Priority registration! As a Presidential Scholar I have that privilege and it made a huge difference in registering for classes and ultimately in relieving stress.



7

RACHEL HERSH

HOMETOWN: Auburn, Calif.
MAJOR: Psychology

1 Where else did you apply?

SF State, Chico State, Cal Poly Pomona, University of Nevada at Reno, Cal Poly San Luis Obispo, San Diego State, UC Davis, UC Santa Barbara, UC Merced, UC Riverside

2 Why SSU?

I loved the small class sizes. The location is just amazing, and the dorm rooms are so not-your-typical dorm rooms. SSU is also close to my home.

3 Where do you live at SSU?

On campus: Cabernet Village, Tokay building.

4 What was the biggest challenge your first semester?

There isn't enough time in the day to do all the things that SSU has to offer.

5 What was the highlight?

I love being in my sorority, Alpha Gamma Delta, and all of the amazing teachers I've had.

6 What is the one thing you could not have done without?

The support and love of my family, and the amazing relationships I have with my roommates.



8

SAMUEN HIN

HOMETOWN: Santa Rosa, Calif.
MAJOR: Education

1 Where else did you apply?

Long Beach State, SF State, Sacramento State, Fresno State, Chico State

2 Why SSU?

I attended the Summer Bridge program and I loved the support from the EOP faculty and peer leader.

3 Where do you live at SSU?

At home with my parents.

4 What was the biggest challenge your first semester?

I had two: one academically and one socially. 1) I had the hardest time doing math! 2) This campus is very beautiful and extremely peaceful and quiet. But I needed more excitement.

5 What was the highlight?

I joined a few clubs and made new friends. I attended an event called Friendship Games held at Cal State Fullerton. I've never had so much fun in my life.

6 What is the one thing you could not have done without?

I don't think that I would have made it without the sound of music in my ears. Music is what helps me relieve my stress.



9

JANELL HUGHES

HOMETOWN: Santa Clarita, Calif.
MAJOR: Hutchins Program

1 Where else did you apply?

Cal State Northridge, Cal Poly San Luis Obispo

2 Why SSU?

Its small, personal size and beautiful location. The unique setup of the Liberal Studies Hutchins Program.

3 Where do you live at SSU?

I live on campus in the Zinfandel Village.

4 What was the biggest challenge your first semester?

My biggest challenge has definitely been to improve my time management skills.

5 What was the highlight?

My best experience at SSU so far has definitely been exploring life and growing from the amazing seminar discussions in Hutchins.

6 What is the one thing you could not have done without?

One thing I could not do without this semester is the love and support of my family.



10

TYRON JOHNSON

HOMETOWN: Watts, Calif.
MAJOR: Biology

1 Where else did you apply?

Long Beach State, CSU Dominguez Hills, Cal State Northridge, Adrian, Emory, Whittier, UC Merced, Hilo at Hawaii, UC Berkeley

2 Why SSU?

There are so many places to study in peace, unlike L.A. where you have to learn to sleep and study in a tumultuous environment.

3 Where do you live at SSU?

On campus in Claret at Verdor Village.

4 What was the biggest challenge your first semester?

The same as any freshman: organization, finances, scheduling time to get classwork done, getting used to the new environment.

5 What was the highlight?

To find out that I am independent and I have to plan for myself. It's great!

6 What is the one thing you could not have done without?

I could not have done without all of my advisors, my friends, scholarships and grants — the list goes on.

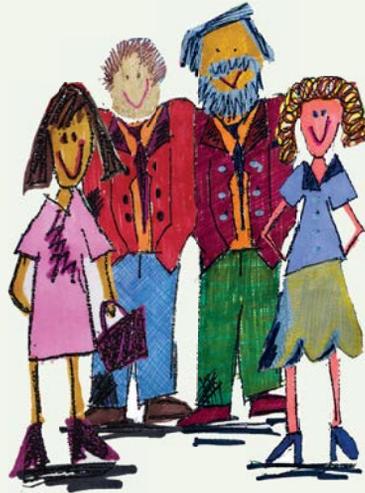
FRESHMAN-YEAR EXPERIENCE: PILOTING THE COURSE

By **ALEXANDRA "SASCHA" VON MEIER**
*Associate Professor of Environmental
Studies and Planning
Freshman-Year Experience Pilot Coordinator*

For fall 2006, SSU faculty are planning a new General Education course as an experimental pilot program with an initial group of 150 freshmen. The idea behind this new experience, titled "Identity and Global Change," is to develop a more integrated approach to general education, as is being adopted by a growing number of universities. This approach combines the essential skills of writing, critical thinking and information literacy with a curriculum designed to lay an academic foundation in multiple disciplines while addressing topics of current interest to students, including the personal and practical aspects of college life and becoming an active, responsible scholar — all within a single, year-long, nine-unit course.

A multidisciplinary team is currently at work designing the syllabus for the 2006 FYE pilot; it includes faculty members from English, philosophy, education, anthropology, environmental studies, communication studies, American multicultural studies, music, theater arts and the Hutchins School of Liberal Studies, as well as colleagues from the Division of Student Affairs and Enrollment Management and the University Library. Part of their effort aims to work out the logistics of the new course, which is envisioned as a series of weekly plenary lectures alongside 10 smaller sections or "learning teams" of 15 students each that will enable active student participation, engagement and feedback.

The schedule also accounts for advising time with faculty and peer mentors to help integrate the academic learning experience with the personal one of being a new college student. But the main driving force in developing the syllabus is the faculty's desire to transmit its passion and excitement about learning, from each scholar's particular dis-



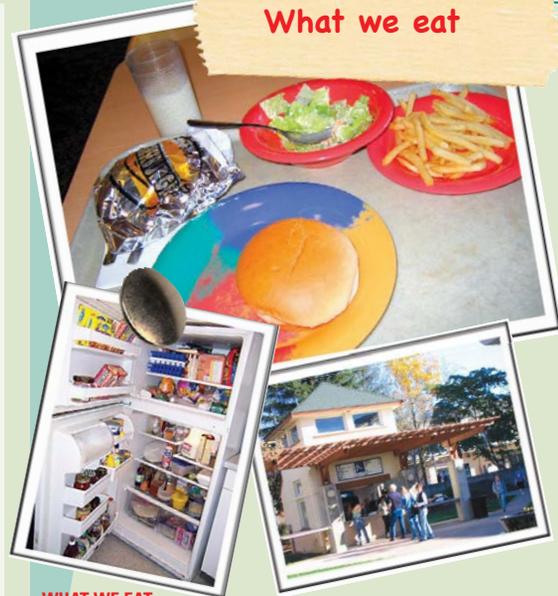
ciplinary perspective and background. If the experiment succeeds, students will be exposed to and inspired by a range of intellectual perspectives within a coherent curricular context, while at the same time receiving active support in every important aspect of becoming members of a scholarly culture and community.

The proposal for this new approach to General Education has provided an opportunity for lively discussion among faculty about the optimal design of the SSU academic program for our present and future student population. One important component of the FYE pilot project is a systematic assessment of its strengths and weaknesses to inform both the course design itself and future decisions about its continuation or eventual scale-up to include more students, in the context of even more comprehensive GE reform. The results are awaited with much excitement, and it would seem that this next freshman class may have an important contribution to make in shaping education at Sonoma State for the future.

More details on the vision for the Freshman-Year Experience, along with background material on the new path for General Education at Sonoma State University, can be found on the SSU website:

http://www.sonoma.edu/ge_initiative/

What we eat



WHAT WE EAT

For students on the way to and from class, Toast, above right, offers quick and cheap bites for all types of students. An average lunchtime meal at the Zinfandel Dining Room is shown at top. Some students keep the refrigerator in their res hall suites well stocked, above left.

What we carry



WHAT WE CARRY

SSU students are very diverse and academically driven. Many students carry bags and backpacks to classes. In them we found all types of books, notebooks, pencils, pens, calculators and other personal belongings. The most common objects found in backpacks are the basic pen, pencil, notebook, and textbook, bottom photo. iPods, wallets, keys, games and even clothes can also be found in backpacks, showing the variety of objects students have, middle photo. Backpacks are very useful, taking off stress, making it easier for students to carry more items. Although some students don't use backpacks, most students are found to be carrying some type of bag or backpack, like the bag shown in the photo second from bottom.

A DAY IN THE LIFE OF SSU FRESHMEN



Where we live

How we get around

Freshmen in F. Andrew Deseran's First-Year Experience seminar, University 102, last fall produced photos with essays on different aspects of student life at Sonoma State University. Working in groups, the students examined such topics as how they get around, where they live, Greek life, activities beyond the campus and what they eat. At Deseran's suggestion, the students agreed to share the best of their projects with the readers of **Insights** to give a through-the-lens view of life as a freshman at SSU now.

WHERE WE LIVE

Part of the experience of going to college is living in the residence halls. Sonoma State is known for having some of the best living accommodations available. No matter what kind of res hall one lives in, it becomes home for many students, where they study, top, and just hang out, top right.

HOW WE GET AROUND

Day in and day out, students at SSU use many forms of transportation, above right. Looking along the sidewalks, students may be seen walking, jogging, running, biking, scootering, rollerblading or even skateboarding. Transportation is a very big part of college, although it may not seem like it.

SKATEBOARDING

Many students at Sonoma choose to skateboard. If you have ever woken up late and had to rush to class, this is a good way to speed things up. Skateboarding is quicker than walking and less work than riding a bike. Also, skateboards are easier to store due to their size. At right, a student does a flip trick and is in midair, midway through the trick.

STUDENT GROUPS

by project

HOW WE GET AROUND

Erica Ward
Kelly McBride
Alyce Roman
Joey McLaurin
Kyle Ritter

WHAT WE EAT

Alex Forster
Ryan Giamonna
Robert Xiong
Darren Santangelo

WHAT WE CARRY

Trevor Scotto
Ashley Powers
Wyatt Royson
Sarah Loughran

SKATEBOARDING

Amber Taylor
Mandi Schneider
Mike Gillespie
David Schultz
Liz Houstone

LIFE BEYOND CAMPUS

Danielle Alongi
Shannon Collyer
Adam Dudik
John Leahey
Alicia Graves

WHERE WE LIVE

Allison Froehler
Andrew Johnson
Andrew Mason
Jenna Gall

CLASSNOTES

1960s

Don Vachini, BA,



kinesiology, '66, and his wife Patricia, BA, psychology, '67, recently celebrated their 39th wedding anniversary with an Alaskan cruise through the Inland Passage. During a brief shore excursion in Juneau, the director of tourism directed Don to a local fishing hotspot where, during a two-hour span, he landed and released numerous Dolly Varden trout — four of which established line-class world records with the National Freshwater Fishing Hall of Fame.

Ralph Jaeck, BA, economics, '67, accepted the position of city manager for Millbrae, Calif. Previously he served as the assistant city manager of Reno, Nevada, for 13 years.

1970s

Anthony Tusler, psychology, '74, has written a guide that discusses today's technology companies and the potentially large, untapped

global market of people with disabilities. Published by the World Institute on Disability, *How to Create Disability Access to Technology: Best Practices in Electronic and Information Technology Companies* aims to help corporations profit from the increasing demands of a powerful and growing disability market, according to Tusler. Formerly the director of disability access at Sonoma State University and technology policy division coordinator at WID, Tusler is currently a corporate disability access consultant.

Lisa Beckett, BA, kinesiology, '79, the 1979 SSU Female Athlete of the Year, was promoted to professor of physical education at Pomona College. The senior female administrator at Pomona College, Beckett has been a member of the faculty since 1987. She coached the combined Pomona-Pitzer women's tennis team until 1998. Today she teaches tennis, table tennis and racquets, and is in the faculty and staff fitness program.

Bugle newspaper reunites 1970s Student, community activists

The spirit and sounds of the '60s reverberated through some of Cotati's landmark gathering places last fall as dozens of Sonoma State University graduates came together to celebrate a time of hope, wonder and passionate politics.

What started as a reunion of folks who worked on the **Sonoma County Bugle** — an alternative newspaper published from 1970 to 1973 — morphed into a broader gathering of student radicals, community activists, hippies, leftists and musicians who could often be found hanging out on campus, at the Inn of the Beginning or in the Cotati Plaza between 1967 and 1973.

The weekend started with a dinner at Sweet Lou's — formerly the Inn of the Beginning — for anyone whose name appeared in the **Bugle** staff box. Fifty people joined in the festivities, including former SSU students from California, Arizona, Oregon, Washington and Japan.

Crumbling old copies of the **Bugle** and the **Steppes** — SSU's famed student newspaper during the 1960s and 1970s — were passed around the dining room amid much revelry and reminiscence.

After dinner, folks adjourned across the street to the Tradewinds — another famous haunt from decades back when it was next door to the Inn — and danced to the music of the Bronze Hog. The Hog was **the** house band for Sonoma State students and Cotati folks in the late '60s and early '70s. The Hog rocked the 'Winds well past midnight.

Even more people showed up the next day for a picnic in the Cotati Plaza. Folks

In addition, Beckett serves on the NCAA West Regional Advisory Committee, the Intercollegiate Tennis Association Awards Committee and the ITA Ranking Committee. She holds an MS degree from Washington State

University and teaching certificates from the U.S. Professional Tennis Association.

1980s

Christopher E. Gerhart, BA, economics, '85, joined the Internal



At the Cotati Plaza, reunion-goers talk with "Magic Mark."

Photos by Emil Bacilla



Marcia Farber-Wescott looks at old copies of the Bugle.

whiled away the sunny afternoon, sharing good food and fondly greeting old friends last seen 20 or 30 years before. It was a pretty amazing afternoon.

The camaraderie people showed towards one another that weekend in Cotati echoes back to a time when they joined forces to oppose the Vietnam war and acted out of a deep passion and yearning for justice, equality, freedom, democracy and peace.

Many who came to the **Bugle** reunion hold the same values and ideals that carried them forward 35 years ago. And many said they'd be back next year when the group reunites in Cotati.

—Michael Funke

Bugle staffer Michael Funke attend-

Revenue Service upon graduation. For the past 11 years, he has served as a special agent in the criminal investigation division. Gerhart recently moved to Pennsylvania after spending three years at IRS headquarters in Washington,

D.C. He is currently the supervisory special agent for the Wilmington, Delaware office, and has a squad of 10 special agents who enforce the federal criminal statutes for tax and money laundering

violations in the state of Delaware. His wife, Janet, and their daughter, Grace, miss living in Northern California but look forward to their new life in the Brandywine region of Pennsylvania.

1990s

Greg Bailey, BA, art studio, '91, has been appointed assistant professor of art at Connecticut College, New London, Conn. Bailey has experience in woodworking, mold making, metal fabrication and metal casting. He received a master's degree in sculpture from the Hartford Art School, Conn. His work has been showcased in several solo and group exhibitions around the state. Prior to this appointment, he was a visiting assistant professor at the college and also at Trinity College, Conn. He has also taught at the adjunct professor level at Hartford Art School and served as an instructor and visiting artist at the Farmington Valley Art Center and Columbia College, Conn.

John B. Palley, BA, management and international business, '91, was named partner and shareholder in the law firm Johnson, Fort, Meissner and Joseph. Palley will

continue to focus on probate and estate planning issues. The firm, now called Johnson, Fort, Meissner, Joseph and Palley, is located in Sacramento, Calif., where Palley graduated from the McGeorge School of Law in 1994.

Maria Cisneros, BA, Spanish, '92, MA, counseling, '94, joined Napa High School, Calif., in 1994 as a basketball coach and the only Latina counselor. In 1999 she was promoted to assistant principal, and last September, Cisneros was appointed principal of Valley Oak High School, a small alternative high school in Napa. An immigrant from Jalisco, Mexico, and the ninth child of a family of 10, Cisneros is married and has a five-year-old daughter.

Gary Gannon, BA, communications, '93, joined *Arabian Horse World Magazine* as the production manager. The monthly publication for Arabian horse enthusiasts is distributed worldwide. It is based in Cambria, a small town on the Central Coast of California. Gannon lives in Paso Robles with his wife, Kim, and their five-year-old daughter, Mackenzie.

Andrei Ferrera, BA, music, '94, is beginning his fourth year as director of publications at Head-Royce School, an independent K-12 school in Oakland, Calif. Ferrera and his wife, Jennifer Herman, BA, liberal studies, '93, live in San Francisco. Herman is employed as an accountant in San Rafael, Calif.

2000s

Theresa Healer, BA, communications, '00, received a master's degree in sport administration and a master's in criminal justice from Grambling State University.

Rhoda Halliday, BS, nursing, '01, MS, nursing, '03, is employed by Santa Rosa Memorial Hospital as a trauma nurse practitioner.

Jennifer Minnich, BS, business administration, '03, is an honors society graduate after completing her master's degree in public administration. She has accepted a position with Toffler Associates, a strategic planning and consulting firm in the Washington, D.C., area.

Kristin Donahue, BA, psychology, '05, is working on her master's in marriage and family therapy at

Continued next page

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ATTENTION Physics and Astronomy Graduates

The Department of Physics and Astronomy has compiled a list of class notes of its graduates. More than 60 percent of the 377 physics and astronomy graduates are listed. While not totally representative, the list shows what physics graduates do. View the department's class notes on the Web at

<http://physastro.sonoma.edu/people/graduates/GradsAchievements.html>

CLASSNOTES

Continued from page 19

the University of San Diego, Calif. She has also been appointed the graduate assistant for student orientation programs at the same university. Donahue is planning the main fall orientation and will be solely in charge of the spring orientation for transfer and new students.

In Memoriam

William O. Cord, professor emeritus of Spanish. Died July 16, 2005. Served on the SSU faculty from 1963-1989 and, in an era when it was a faculty-elected position, as chair of the Division of Arts and Humanities. Faculty colleagues will remember him for his devotion to mod-

ern languages and culture and for his diligent, principled, insightful work during the Department of Modern Languages' formative years. Cord is credited with building the solid foundation upon which the department's current success stands, creating a legacy for a new generation of SSU faculty.

PERSPECTIVE

Continued from page 3

to graduate from high school between the years of 2002 and 2018. Millennials were born into and grew up in a technological age and accept multitechnologies and multiliteracies with unstudied ease. By the time the eldest of the millennials reached middle school, digitally enhanced movie and TV commercial action, the World Wide Web, self-serve-pay-at-the-pump gas stations and ATMs were common aspects of everyday life.

What, then, is the impact of the new literacies and the new technologies on teachers? Let's look at just one new literacy — instant messaging, or IM. The title of this article is in part IM: ruok2dA? (Are you okay today?). This language is also used for regular text messaging and in chat rooms. IM language combines letter and numerical representations of sounds in a phonetic representation of words and phrases. It strips written language of everything unnecessary — punctuation, traditional use of capitals, etc. See the IM chat between swolf and paw that appears on page 3 for a fictitious chat using some IM words and phrases.

Anyone with a computer or cell phone linked to the Internet can do it. Kids sign up to an IM network through AOL, Yahoo, Microsoft and others. Instant messages are sent real-time, so response is immediate. Most of the time, kids do IM in groups and often while they're checking e-mail. The IM text shows up on the screen with each user's screen name, and often in a differ-

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Mountain and the beautiful vineyards, the workshop and reception offers a great way to learn more about wine while enjoying great company, delicious hors

ent color. Usually a cell phone icon denotes those who are using a mobile device indicating that they might be slightly slower writing their messages. Users set up buddy or friend lists that allow them to see who is logged on and ready to chat.

Some linguists believe that the language of IM is revolutionary and marks a permanent change to English. Others note that not only the language but the traditions of instant messaging are changing the culture. David Silver, University of Washington professor of communications, says that kids are altering the language to suit the technology and notes that the strategic use of the phrase POS — parent over shoulder — is nothing short of brilliant. "Say a teen is supposed to be doing homework, but of course is instant messaging. A parent comes up and the kid quickly types 'POS' and sends it out. Suddenly everyone is talking about math homework."

Many teachers worry that the alternative language of IM will seep into the classroom and formal writing assignments; however, kids say that IM language is a "kid-to-kid" thing, thus indicating their understanding of code switching.

So, today, our children and grandchildren and our students contend with a technological world that is dizzyingly complex. And if we, their teachers, are going to prepare them for and support their efforts in the midst of this complexity, if we are going to help them traverse old and new technologies and multiple literacies, we must heed Paulo Friere's maxim: "Teach students to read the word and read the world." ♦



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2006 STUDENTS DISPLAY 1906

"The Great Quake of 1906" became the Great Learning Experience of 2006 for students in art history professor Michael Schwager's museum studies class this spring, as they got real-world knowledge about preparation of museum exhibitions.

The exhibit, "The 1906 Earthquake: Sonoma Stories," is now on display through June 2 in the University Library Art Gallery at Sonoma State. It commemorates the centennial anniversary of the San Francisco earthquake of April 18, 1906.

The installation of the show was a complex and consuming task, requiring the efforts not only of the SSU art students, but professors,

curators, library personnel, and community people such as Gaye LeBaron. However, the knowledge the museum studies students gained through the process of this installation has proven to be invaluable.

The exhibit features items from the University Library collections. The photographs used are primarily vintage prints from the Henry A. Hoyt Earthquake Photograph Collection. The newspaper articles and letters came from a variety of special collections including the Gaye LeBaron Collection, which are filled with rich resources on the history of the county. Some items in the exhibit came from other special collections such as the Leopold Justi Collection and the Jack London Collection.

Left: Brittoni Ward, top, and Jennifer Rice from Michael Schwager's museum studies class look over possible photographs to include in the exhibit. One of those photos, below, from the Sonoma County Preservation Collection, shows three women exploring the aftermath of the 1906 earthquake in downtown Santa Rosa.



"The 1906 Earthquake: Sonoma Stories"

University Library Art Gallery
Exhibit runs through June 2

For Gallery hours and digital catalog of the exhibit, visit:

<http://northbaydigital.sonoma.edu/>



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