

ACADEMIC CENTERS, INSTITUTES, AND PROJECTS

Anthropological Studies Center

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Director

Adrian Praetzellis

The Anthropological Studies Center undertakes activities that benefit the students of Sonoma State University, scholarship in the field of historic preservation, and the community at large.

The Center fulfills its mission in education, research, and public service by creating the opportunity for SSU students to learn real-world skills in historic preservation through internships and the Center's professional apprenticeship program; by maintaining an Archaeological Collections Facility in which millions of artifacts are available for students and scholars to study; and by operating an Office of Interpretive and Outreach Services that provides the public with information about archaeology and historic preservation.

Since 1974, nongovernmental organizations and state and federal agencies have awarded ASC more than \$45 million in grants and contracts. The Center, which maintains more than 5,000 square feet of laboratory and administrative office space, has a staff of 15 salaried professionals and 25 part-time student employees. Chancellor Charles Reed has described the Center as "one of the finest examples in the CSU system of... active learning and student involvement in faculty-directed research."

Center for Community Engagement

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Coordinator

Merith Weisman

The Center for Community Engagement (CCE) advances community-based programs on the Sonoma State University campus. CCE supports faculty in developing community-based teaching that integrates academic theory with community service and research that is inclusive of community partners and students to address local problems. By incorporating these projects into the curriculum, we teach students to be active citizens and that the theories taught in the classroom do apply to real-world issues.

Central to the mission of the CCE are several goals:

- To integrate service-learning and community-based research into the curriculum;

- To support and promote high quality, reciprocal community-university partnerships that are firmly rooted in the curriculum; and
- To foster the development of a civic perspective in education.

Center for Regional Economic Analysis

Stevenson Hall 2042B

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eyler@sonoma.edu

Director

Robert Eyler

The Center for Regional Economic Analysis (CREA) at SSU provides research, data, and analysis for local industry and governments. Its mission is to produce and disseminate new information in the general area of economic research, and in the specific areas of business economics, economic development, regional economics, and policy. The CREA serves the business community; federal, state, and local governments; individuals; and SSU. A special emphasis is placed on businesses and governments in the SSU service area.

Center for Research and Education in Science and Technology (CREST)

Darwin Hall 115

(707) 664-2171

Fax: (707) 664-3012

Director

Saied Rahimi, Dean

The Center for Research and Education in Science and Technology was established in 2002 to help facilitate and connect the School of Science and Technology to the local community and technical industries through mutually beneficial activities between the School's various departments and programs and the local community. The Center's goal is to enhance the educational experience for students in science and technology and provide faculty in the School of Science and Technology with the opportunity to interact with the local community and industry through collaborative and cooperative projects of mutual interest.

Center for Teaching and Professional Development

Schulz 1104

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Director

Brett Christie

The Center for Teaching and Professional Development is funded from the budget for academic programs and is developed by University faculty to support professional development, especially excellence in teaching. It is operated by one faculty member and offers a variety of services.

Workshops and programs are designed to support faculty in areas such as instructional technology, innovative curriculum development, classroom management, and professional development. The Director consults with faculty one-on-one and in groups to develop effective tools and strategies for the enhancement of teaching. The Director is also available for making classroom visits to provide feedback on teaching. The Center directs the orientation process for new faculty during their first years at the University and serves as a clearinghouse for dissemination of professional literature and information to faculty.

Center for the Study of the Holocaust and Genocide

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<http://www.sonoma.edu/holocaust/center>

Director

Myrna Goodman

The Center for the Study of the Holocaust and Genocide is an academic institute constituted in February 1987 to provide education on the origins, nature, and consequences of the Holocaust. Recently, the Center has broadened and expanded its focus to include the study of other historical and modern genocides. The primary activities of the Center include the organization and coordination of the annual, nationally recognized Holocaust Lecture Series, which is offered as an upper division GE course, Sociology 305: Perspectives on the Holocaust and Genocide. The Center also develops and distributes Holocaust resource materials (publications, electronic media, etc.) for campus, school, and public use, and cooperative efforts with a community-based group, the Alliance for the Study of the Holocaust, to provide Holocaust education in the SSU service area schools.

The Center also promotes research on Holocaust themes and has sponsored conferences, film series, author presentations, and teacher training seminars. In collaboration with the Schulz Information Center and other regional libraries, the Center enhances the collection of books, videos, and other descriptive materials. The Center also supports commemorative events and the presentation of artistic and historical exhibits and offers access to information on the Holocaust and genocide across a broad range of thematic and disciplinary approaches.

SSU Field Stations and Nature Preserves

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Staff Preserves Director

Claudia Luke
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SSU Field Stations & Nature Preserves manages two natural areas in Sonoma and Mendocino Counties that enable investigations and learning in North Coast environments. Administered by SSU's School of Science and Technology, the Preserves are research and educational resources that provide fundamental first-hand learning experiences in science & technology, arts & humanities, business, education, and social sciences.

The Preserves are available to all persons engaged in approved educational and research activities in these disciplines. The Preserve is frequently used for a variety of university class field trips and independent student projects. In addition, a growing number of scientists from SSU and other universities are conducting field research at Galbreath Wildlands Preserve.

The Preserves create collaborative interdisciplinary initiatives among faculty, students, and external universities, agencies and organizations. Specifically, we pursue opportunities that can deepen the educational experiences of SSU students to include field investigations, community-based environmental service learning, and professional work experiences. Examples of Preserve programs include the Osborn environmental education program which trains SSU students to lead elementary school field trips, the Galbreath Field Stations facilities development plan which provides opportunities for students and faculty to engage in all stages of facilities design, and land management planning initiatives which give students first-hand experience in developing and implementing natural resource management projects.

The Preserves Staff Director is based on campus. A Preserves' Program Coordinator reviews applications for Preserve use and coordinates activities at the Preserves from the office at the Osborn Preserve. The Preserve employs 6 students each year to undertake management, education, and monitoring needed to run the Preserves.

Fairfield Osborn Preserve: Located 7 miles east of campus on Sonoma Mountain, the Fairfield Osborn Preserve is recognized for the diversity of habitats occurring within only 461 acres (3 woodland, 4 aquatic habitat, 1 shrubland, and 2 grassland types), highly erosional geology, and the seminal historical work on aquatic insects in perennial and fishless Copeland Creek. Preserve facilities include on-site offices, meeting rooms, a residence, and weather monitoring equipment. The Preserve was named in honor of the pioneer ecologist Fairfield Osborn by the Roth family when they donated the Preserve to The Nature Conservancy in 1972. The Preserve has been owned and managed by SSU since 1998.

Galbreath Wildlands Preserve: The 3,670-acre preserve is located 60 miles north of campus in southern Mendocino County. The rugged slopes of the Galbreath Preserve predominantly support mixed hardwood and evergreen woodlands. Rancheria Creek bisects the Preserve and supports steelhead and occasionally coho salmon populations. The Galbreath Preserve was donated to SSU in 2004 to honor the memory of Fred B. Galbreath, a well-known San Francisco businessman, rancher, and nature enthusiast.

Center for Interdisciplinary Geospatial Analysis (CIGA)

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Director

Matthew Clark

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The mission of the Center for Interdisciplinary Geospatial Analysis (CIGA) is to enable and promote the application of geospatial technology to social and environmental problems through research, education, and community service. The Center seeks interdisciplinary collaboration among campus and external researchers, students, and other organizations in projects that involve geographic information and spatial analysis at local to global scales. To accomplish these goals, the Center provides computer software and data resources; Geographic Information System (GIS) and remote sensing expertise and consulting services; educational courses; and community outreach. Courses in the Department of Geography and Global Studies provide a solid foundation in geospatial science. Students are given a unique opportunity to broaden and refine their education by working on real-world problems in GIS research projects and service contracts.

The Center has a well-equipped research computer lab for GIS analysis, image processing, and digital cartography.

Past projects conducted by CIGA include analyzing the impact of the global economy on natural and human systems at multiple spatial scales in Latin America and the Caribbean; developing geographical models to predict the spread of sudden oak death; mapping trails in local parks; digitizing cultural resource and timber harvest plans from archival maps; using high-resolution aircraft imagery for natural resource assessment of regional state parks; and modeling spatial patterns in the abundance of invasive weeds.

Hutchins Institute for Public Policy Studies and Community Action

Rachel Carson Hall 34

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Director

Francisco H. Vázquez

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The mission of the Hutchins Institute for Public Policy Studies and Community Action (HIPP) is to promote discussions about environmental and socioeconomic issues on and off campus, and to facilitate research and projects on these topics.

In keeping with this mission, the Hutchins Institute sponsors the following programs:

- A liberal studies degree completion program featuring Saturday seminars and weekly online discussions. Students

remain in the same cohort for four semesters in the interests of creating a vibrant learning community;

- Action for a Viable Future: a master's program emphasizing the interrelationships among three themes: ecological issues, economic/social justice issues, and the moral and psychological dimensions of change. The action projects completed by Master's students add a public policy dimension to the Center;
- The Association of Hutchins Alumni (AHA): a network of individuals interested in lifelong learning, featuring occasional seminar reunions and the Alumni Book Club;
- Northern California Earth Institute: to promote discussion groups based on a series of five group-study guides on various topics relating to sustainability (on-going); and
- Roseland Redevelopment Project: A project to turn the Roseland Shopping Center located on Sebastopol Road (to Dutton Avenue) into a three-story building with low-income housing on the third floor, offices on the second floor, and businesses on the first floor, and to include in this urban development a multicultural center and a plaza with a kiosk and gardens (on-going).

Previous projects include:

- On March 30, 2009, HIPP submitted a proposal to the U.S. Department of Energy for a project under the Hutchins Institute: Northern California Alternative Fuels Training Consortium. It was written by Shirley Johnson, a graduate from the Hutchins Master's Program Action for a Viable Future and Dr. Vazquez agreed to serve as the Principal Investigator. It will be resubmitted in 2010;
- College Assistance Migrant Program (CAMP): recruitment and support of first year college migrant or seasonal students at Sonoma State University, Santa Rosa Junior College, and Napa Valley Community College (2002-2007);
- Center for Information and Research on Civic Learning and Engagement (CIRCLE): a research project to determine the levels of civic engagement among Latino high school students (2002-2003); and
- The Student Congress: a high school-based project that promotes Socratic seminars among underserved high school students (1994-2000).

HIPP as a clearinghouse: The Hutchins Institute invites the submission of proposals to promote activities that are in keeping with its mission. Anyone interested in participating in any of the listed current activities or wishing to propose new projects should contact the Director.

Institute for Community Planning Assistance

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Director

Thomas Jacobson
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The Institute for Community Planning Assistance (ICPA) is a research and community service center sponsored by the Department of Environmental Studies and Planning. Staffed by SSU faculty and students, ICPA was established in 1984 to meet the needs of public agencies seeking affordable, often labor-intensive, planning studies, community surveys, public outreach efforts, and other projects. ICPA has also offered training programs to local governments on a variety of planning topics. Since 2009, ICPA has housed Sonoma State's Center for Sustainable Communities (CSC). The CSC merges the historic functions of ICPA and SSU's Environmental Technology Center. The Environmental Technology Center was originally established to demonstrate the applicability of green building technologies and has filled this role for local governments, builders, and designers, providing a wide variety of support and training services for local non-profits, government agencies and other organizations. While retaining its leadership role in green building, the CSC supports a broader range of local sustainability efforts, playing to Environmental Studies and Planning's curricular, research, and community service strengths – energy management and design, community and environmental planning, environmental conservation and restoration, water quality, environmental education – and ICPA's long history of working with local governments and community groups. The CSC's activities are focused on such sustainability topics as:

- Local government approaches to reducing green house gas emissions
- Green building
- Land use planning and public health

The CSC works with communities to develop sustainability policy documents and implementation programs, and provides training on sustainability topics for local governments and other organizations.

Migrant Education Advisor Program

Nichols 241
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Director

Giselle Perry
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An urgent need exists for role models with knowledge of challenges encountered by migrant students and for advocates sensitive to their social and academic needs. Research highlights three critical areas of need:

1. Lack of sufficient school counseling services, particularly ethnically and linguistically diverse counselors;
2. High state and national high school dropout rates among migrant students; and
3. Disproportionately low numbers of migrant students enrolling in four year colleges.

The Migrant Education Advisor Program (MEAP) is a California State University collaborative project responding to these needs.

MEAP Goals:

- Promote bilingual (bicultural) college undergraduates and Counseling M.A. program graduate students as role models and future school counselors and educators, offering paid work experience and training as paraprofessional school advisors;
- Provide supplemental academic advising for migrant/EL and at-risk students to ensure high school graduation and attainment of skills for lifelong success and pursuit of postsecondary education or vocational training;
- Provide career guidance so that migrant/EL and at-risk students develop career and educational goals; and
- Support social, emotional, and academic growth of students served through fostering of self-esteem, cultural pride, and leadership development.

North Bay International Studies Project

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Director

Miriam Hutchins
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The North Bay International Studies Project (NBISP) is one of the grant-funded, statewide subject-matter projects that provide pedagogical and curriculum resources in History/Social Science and International Studies to the University and K-12 educational community. The Project offers workshops, seminars, lectures, and summer institutes aligned with the California State Standards for history/social science, including content programs in international studies, world and American history, teaching methodologies, and leadership development. All teachers participating in NBISP programs examine what constitutes best classroom practice in history/social science and the multifaceted roles in which teachers are engaged as facilitators of learning, researchers, and professionals. NBISP programs are also open to student teachers.

Osher Lifelong Learning Institute

Stevenson 1012
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Executive Director

Lou Miller
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The SSU Osher Lifelong Learning Institute (OLLI) has been offering academic courses for people “50 and better” since fall 2001. The goal of the Institute is to bring high quality educational and community experiences to the senior community in Sonoma County. The Institute strives to enrich the lives of the senior community and maintain their interest in a variety of subjects and in the social networks that they create from interacting with their fellow members. OLLI courses range throughout the natural sciences, social sciences and humanities, are taken for the joy of learning, and emphasize no grades, no tests, and no required reading. Members enroll in up to four courses in three eight-week sessions (fall, winter and spring). Many of the member/students at the SSU campus have been taking courses since its first year.

OLLI expanded to the Oakmont Campus in Santa Rosa in winter 2007 and offers three six-week courses each session to a growing number of residents. The OLLI community that has formed at Oakmont has become an important and attractive part of the Oakmont experience. In fall 2009, OLLI opened up a second satellite campus at Vintage House in Sonoma where two six-week courses are offered each session.

The OLLI at SSU played the leading role in developing the state-wide Osher network of Lifelong Learning Institutes, which, in turn, grew to 120 programs nationally. The Osher Foundation provides financial assistance to the institutes with the long-term goal of establishing sound, viable, and sustainable learning programs for people 50 and better across the nation.

Project Censored

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Director

Benjamin Frymer

Founded by Carl Jensen in 1976, Project Censored is a media research program working in cooperation with the Media Freedom Foundation, a 501(c)(3) off-campus organization. Project Censored’s principle objective is training of SSU students in media research and First Amendment issues and the advocacy for, and protection of, free press rights in the United States. Project Censored has trained over 1,500 students in investigative research in the past three decades.

Through a partnership of faculty, students, and the community,

Project Censored conducts research on important national news stories that are underreported, ignored, misrepresented, or censored by the U.S. corporate media. Each year, Project Censored publishes a ranking of the top 25 most censored nationally important news stories in the yearbook, *Censored: Media Democracy in Action*, which is released in September. Recent Censored books have been published in Spanish, Italian, and Arabic.

The Project works in cooperation with SSU academic classes in the Hutchins School, where students earn credit for their research and participate in writing the annual yearbook. Additionally, Project Censored sponsors and supervises over 60 student interns a year who do in-depth investigative research, sponsor campus events and speakers, and organize an annual national Media Accountability Conference. Students also participate in writing the Project Censored quarterly newsletter (circulation 9,000) and assist with maintaining the Project Censored website, www.projectcensored.org, which receives over one million views a month all across the globe.

Project Censored is administered through the SSU School of Arts and Humanities and the Hutchins School of Liberal Studies and works in cooperation with financial support from the SSU Instructionally Related Activity Fund and the Media Freedom Foundation.

Sonoma Film Institute

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www.sonoma.edu/sfi

Director

Eleanor Nichols

The Sonoma Film Institute brings to the University a broad variety of films – from silent film to the avant-garde, from contemporary American film to films from the third world – designed to expand audience awareness of film. A fun and meaningful forum for education, understanding and awareness, the Sonoma Film Institute introduces audiences to the art of filmmaking and celebrates both the differences and the shared values of the many cultural groups that make up our global community. The program aims to develop media literacy, broaden insights into other cultures, enhance foreign language aptitude, develop critical thinking skills and inspire a lifelong appreciation of cinema.

Sonoma State American Language Institute

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Director

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A program of Extended Education, Sonoma State American

Language Institute (SSALI) provides intensive language instruction to students, professionals, and others who need to learn English quickly to meet academic, job-related, and social needs.

Since 1979, SSALI has been providing challenging classes taught in a supportive and family-like environment. In addition to serving the needs of foreign students on F-1 visas, the SSALI program is ideal for residents, international employees, trainees, and their spouses and adult children on B1, J1, H1B, or H4 visas, who may study part-time. Most students can study up to 24 hours per week in grammar, composition, reading, and oral communication, as well as elective courses such as TOEFL preparation, American culture, business, pronunciation, conversation, and vocabulary. SSALI students enjoy a variety of extracurricular activities, including holiday celebrations, sporting competitions, and excursions to nearby places of cultural and social interest.

Short-term contracts are also available by special arrangement.

For complete details on the SSALI program, contact the Institute or access its webpage.

Sonoma State University Wine Business Institute

Stevenson 2027

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www.sonoma.edu/winebiz

Director

Linda Nowak

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Created through a partnership between the University and the wine industry, Sonoma State's Wine Business Program is the only university program in the United States to focus exclusively on the business dynamic within the wine industry. While other universities have programs that emphasize grape growing and wine making, SSU's program offers a specialized undergraduate and graduate curriculum concerned with the business challenges currently facing the wine industry. For the wine industry professional, the University offers its professional development courses. These classes are designed specifically to improve the range of skills for those already employed within the wine industry.