

CHANNEL

CSU Channel Islands Magazine • Spring 2010 / Volume 14 / Number 1

● Campus Crossroads Student-Driven and Student-Celebrated Location Provides Central Focus for Students

Pages 19 & 20



Building on the Success of our Past

Richard R. Rush, President,
Dr. Muhammad Yunus

As you will read in the pages that follow, *your* University continues to build on the success of our past to assure continued excellence in learning. While we work through economic challenges that continue to affect our budget and our decision-making process, one priority remains at the center of all that we do – providing our students the outstanding, quality education they need to succeed.

We must continue to move forward with bold, innovative plans to grow and improve our programs and our environment – for students' sake. Each one of our students came to us with his or her hopes and dreams, and it's important that we create the opportunities that will help them attain their goals. Last month we held our eighth commencement ceremony in which we celebrated our first graduating class of nursing students and the academic achievements of nearly 1,300 students as they embarked upon their success.

Among our many achievements this past academic year was the completion of a new Student Union, which joins all members of our campus community in a place where they can think and share their life and educational experiences. The University continued to receive financial support from the National Science Foundation for our science programs as well as national recognition for our faculty, students, and academic programs. Earlier this year we launched the California Institute for Social Business (CISB) in collaboration with Professor Muhammad Yunus, Nobel Peace Prize Laureate and Presidential Medal of Freedom recipient, and a group of interdisciplinary faculty members at CI. The CISB is the first program of its kind in the United States and will be part of a global initiative to bring academia into social transformation efforts.

In addition, I am pleased to say that the University has received two notable national distinctions. CI was recently named to the President's Higher Education Community Service Honor Roll which is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement. Moreover, the University has achieved the status of an Hispanic-Serving Institution which allows the campus to compete for U.S. Department of Education funds and other financial support. These funds will increase CI's institutional capacity to serve a growing Hispanic and economically diverse student body and increase our ability to offer enhanced student services, academic preparation, and University outreach programs that will benefit all CI students, not just Hispanic students, and our surrounding communities.

I want to recognize and extend our sincere appreciation to the individuals and businesses listed in the enclosed Donor Honor Roll who have continued to provide us with the support needed to provide the highest level of academic excellence for every CI student. I invite all members of this region to join in these efforts as we look towards the future with hope, resolve, and optimism.

Sincerely yours,



Richard R. Rush
President



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Cover:

Campus Crossroads
The CI Community Celebrates a New Student Union
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Middle Row Left to Right:
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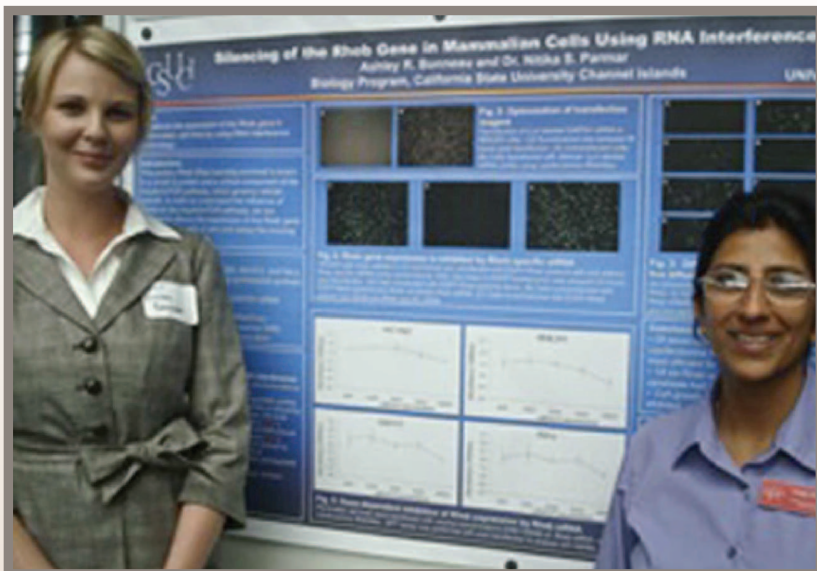


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CSU Channel Islands Mission Statement
Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

CI Student Named 2010 Goldwater Scholar

Ashley Bonneau (left),
2010 Goldwater Scholar, with
faculty mentor Nitika Parmar.



Ashley Bonneau, a junior majoring in biology with an emphasis on cellular and molecular biology, is a recipient of the 2010 Goldwater Scholar award. Her faculty mentor is Nitika Parmar, Assistant Professor of Biology. The names on the list of 2010 Goldwater Scholars were culled from a field of 1,111 nominees from colleges and universities across the United States. From this field of nominees, considered the academic elite in the field of mathematics, natural science and engineering, 278 were chosen to be Goldwater Scholars. CI was the only CSU campus with a Goldwater Scholar this year.

The Barry M. Goldwater Scholarship and Excellence in Education Foundation is a federally endowed agency established to honor the late Senator Goldwater and was designed to support and encourage outstanding students pursuing careers in the fields of mathematics, natural science and engineering. The Goldwater Scholarship is the premier undergraduate award in these fields and the selection process is exceptionally competitive. The award program was established to alleviate a critical current and future shortage of highly qualified scientists, mathematicians and engineers and provide a continuing source of gifted and committed individuals in those fields of academic study and research.

Dawn Neuman, Provost and Vice President for Academic Affairs said, "I am extremely proud of Ashley and our esteemed faculty

member, Nitika Parmar. CI prides itself on placing our students first and Dr. Parmar has gone above and beyond in mentoring this fine young woman. We are fortunate to have the highest caliber students and faculty on our campus."

Each award winner receives an award of \$7,500 to be used for undergraduate tuition, fees, books, and room and board. Ashley Bonneau said, "The award was such a blessing for me because now I will have more time this coming fall to do all of my applications for graduate school without having to worry about money for tuition and other expenses." She stated, "I plan to go on for my Ph.D. in cellular and molecular biology.

"Dr. Parmar and I are working on a research project utilizing RNA interference technology. The process deals with analyzing the function of a particular protein and how it affects cellular growth. Abnormal cell growth is a major factor in cancer. We are trying to determine if we knock out this one substance will it stop growth or alter it in some way."

Ashley could not stress emphatically enough the importance of her faculty mentor. "You can't imagine, at least I

could never have imagined, that a faculty member would spend so much time and effort to help her students. Everyone in the Chemistry and Biology Programs has just been so committed to the students," she enthused. "Dr. Parmar has made sure I apply for awards, written letters of recommendation and helped me pursue my goals. She has done more for me than I ever could have expected."

Parmar said she and Ashley worked for several weeks to develop a solid application and she was gratified to see that the effort paid off. She was honored to nominate Ashley because she was deserving of this prestigious scholarship. "I feel so fortunate to have a student like Ashley in my lab. She joined in December 2008, and little did I realize I was signing on a student who would cheerfully come to do her experiments at 5 a.m., attend classes from 9 a.m. to 6 p.m., finish up her data analysis from 7 to 9 p.m. and then work on her scholarship applications until midnight." She added, "We are privileged to have such students and I hope she will provide inspiration to her colleagues at CI." ◀C



◀ J. Handel Evans Conference Room

Dedication of the J. Handel Evans Conference Room in the John Spoor Broome Library was held February 11 with President Emeritus Evans, his family, and friends. President Richard R. Rush recognized and thanked President Emeritus Evans for his leadership, dedication, and commitment to CSU Channel Islands as Planning President from 1996-2001.

▲ Left to Right: Jonathan and wife Nancy, Carol, Handel, and Sarah Evans

CI Achieves Hispanic Serving Institution Status

As the only four-year, public institution of higher education in Ventura County, CI has received the Hispanic Serving Institution (HSI) status from the U.S. Department of Education because the University has met the diversity threshold of having at least a 25 percent Hispanic student population. CI's current Hispanic student population represents 25.58 percent of the total student enrollment.

CI's President Richard R. Rush stated, "To be designated an Hispanic Serving Institution affirms CI's commitment to providing meaningful access to college opportunity and a promise to facilitate graduation as a springboard to success. We are honored to be acknowledged as a full partner with the Latino/Hispanic communities."

The new designation also allows CI to compete for U.S. Department of Education Title V funding as well as other financial support available with the HSI status. This additional support will increase CI's institutional capacity to serve a growing Hispanic and economically diverse student body, create more access for those wishing to get a college education, and improve services and academic excellence for every student on campus.

For additional information about CI's designation as a Hispanic Serving Institution, visit: <http://www.csuci.edu/about/hsi/index.htm>.



Southern California Forum for Diversity in Graduate Education Held at CI

By: Dennis Muraoka, Interim Associate Provost

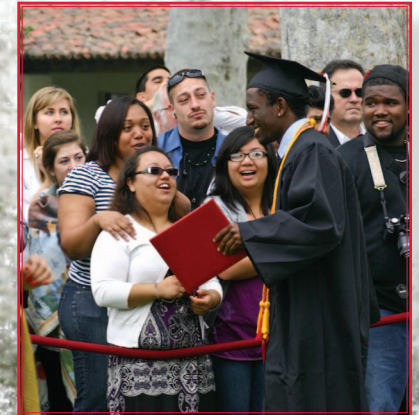
On April 17, CI hosted the 2010 Southern California Forum for Diversity in Graduate Education. This event is organized by a consortium of public and private southern California colleges and universities and provides student attendees with a day of workshops that span the graduate school experience. These workshops offer guidance on many topics including how to select a graduate program, how to finance graduate education, and demystifying entrance exams. The students also benefit from an extraordinary graduate school fair featuring over 250 recruiters from graduate programs across the United States.

The CI forum was an enormous success with over 1,200 students

in attendance from many southern California colleges and universities. About the event President Rush said, "CI embraces diversity in all of its dimensions, and the campus community was honored to host the forum for a second time since our opening in 2002. This was truly a superb event, and attendees learned a great deal about how to further their formal education beyond the baccalaureate level."

Many CI faculty and staff made presentations at the forum beginning with Virgil Adams (Psychology) who delivered the keynote address. Other CI participants included Provost Dawn Newman, Jacques Kilpatrick (English), Manuel Correia, (Education), Paul Rivera (Economics) Jaye Smith (Management), Amanda Quintero (Research and Sponsored Programs), and Interim Associate Provost Dennis Muraoka. ◀

Eighth Commencement Ceremony Celebration



The University celebrated its eighth commencement ceremony on May 15 with nearly 10,000 parents, families, and friends who cheered on more than 800 students who participated in the ceremony by receiving their bachelor's, master's or teaching credentials.

Keynote remarks were provided by CSU Trustee A. Robert Linscheid, President Richard R. Rush, and graduating senior Lauren Pollack. Retiring faculty members Joan Karp and Dennis Muraoka carried the Light of Learning and recognized graduating President's Scholars, respectively. Pilar Pacheco, Assistant Director for the Center for Community Engagement, as an honored staff member rang the naval bell to signal the beginning of Commencement and Camille Chandler, a graduating senior, led the singing of the University's alma mater to conclude the ceremony. ◀C



Innovative Interdisciplinary Courses at CI



By Dennis Muraoka, Interim Associate Provost

Wouldn't it be great to visit the Channel Islands National Park, the Getty Museum, the Reagan Library, or the Santa Barbara Zoo to learn about these wonderful institutions from professionals employed at these institutions? CI students are doing just that!

An important pillar of the CI mission is to promote learning across disciplines, and to this end the CI faculty has created an innovative set of courses that examine familiar

social institutions from multiple perspectives. The first of these courses, "The Museum," was proposed by Art Professor Irina Costache. This course is offered jointly by the art, business, and education programs, and has been delivered in partnership with many of the region's foremost museums including the Getty, the Getty Villa, the Museum of Contemporary Art, and the Los Angeles County Museum of Art.

The success of this course led to the development of similar courses that focus on other institutions including "The Zoo" (offered with the Santa Barbara and Los Angeles zoos), "The National Park" (offered with the Channel Islands National Park), and "The Library" (offered with private and public libraries from Camarillo to Los Angeles). All four of these courses were offered simultaneously for the first time during the spring 2010 semester. ◀



Photo by: Ventura County Star



California Condor Chocuyens at CI

By Elnora Kelly Tayag, Instruction and Outreach Librarian

California Condor Chocuyens (cho-KOO-yens) is currently on loan from the U.S. Fish and Wildlife Service (USFWS) and on display at CI's John Spoor Broome Library. Chocuyens, which is Chumash for "Valley of the Moon," was born at the San Diego Wild Animal Park in May 1991. As part of the California Condor Recovery Program, Chocuyens was one of four condors—two Californian and two Andean—released into the wild on October 10, 1991. This marked the first time California condors were released into the wild since brought into captivity in 1987.

Strapped with wing tags and radio transmitters, the condors' movements were monitored while flying freely in the Los Padres National Forest. Approximately one year after his release, Chocuyens' radio transmitter unexpectedly signaled his passing on October 7, 1992. Biologists located Chocuyens and an autopsy confirmed he died from ingesting ethylene glycol, more commonly known as anti-freeze. Chocuyens' passing illustrates the challenges the recovery program faces such as condors coming in contact with poisons and power lines, and ultimately no adult

condors in the wild to guide these young condors. Despite these challenges, the Recovery Program has been successful in releasing more condors in the wild. According to the USFWS there are approximately 40 condors flying free in the Los Padres National Forest and our local area.

Christopher Cogan, Assistant Professor, Environmental Sciences & Resource Management, explains, "The last natural habitat for the California condor is in CI's backyard. Three of our students are working at the USFWS and assisting with the Recovery Program. We have a natural laboratory to study this endangered species and it allows us to expose students to these birds and their habitat, to forge links with various federal agencies, and to create a community awareness of our local environmental treasures."

Amy Denton, Chair and Associate Professor of Biology, describes the condor as the iconic California bird and is excited that Chocuyens' presence at CI will create many interdisciplinary opportunities for student learning and engagement. CI Biology Lecturer Angela Chapman, a bird biologist, initiated the efforts to bring Chocuyens to

CI so that students, staff, faculty and the community can have the opportunity to learn more about California condors, their habitat, and the Recovery Program.

The electronic collection at the Broome Library includes the Birds of North America, a comprehensive database that covers over 716 species of birds in the USA (including Hawaii) and Canada in addition to images and video galleries. The Library also subscribes to the quarterly international journal *The Condor* which was previously published as *The Bulletin of the Cooper Ornithological Society*.

The Broome Library would like to extend a very special thank you to Sheeler Moving & Storage, Inc. in Ventura, and Mel Sheeler, President, for generously donating their services and transporting condor Chocuyens safely. The Library appreciates its relationship with Sheeler Moving & Storage, Inc. since they successfully moved the Library just two years prior.

Chocuyens will be on exhibit in the Millennium News Center at CI's John Spoor Broome Library until February 2011. For Library hours please call 805-437-8561. ◀

Updating Our Historic Outdoors Into a 21st Century Learning Lab



By John H. Gormley, AIA, Manager of Design Services and Susan Van Atta, FASLA, Van Atta Associates

California State University Channel Islands (CI) is situated in a majestic setting that offers opportunities for students, faculty, staff, alumni and guests to experience a variety of open spaces filled with flora and fauna that relax the body, stimulate the mind and replenish the soul. This quintessentially California setting is nestled within the coastal foothills and creates a gorgeous backdrop for the historic California Mission Style architecture of the campus. The white buildings with their red tile roofs frame courtyards that offer places to experience and learn about the environment that we inhabit. But this landscape is nearly 80 years old and in need of restoration and alteration to be a “learning lab” for twenty-first century ideas on sustainability. Because of this, CI is setting out to recreate the quads, courtyards and other exterior spaces to be places for learning about the natural environment and understanding the need to replenish the resources we expend to live, learn and work here.

Built primarily during the 1930's and '40's, the campus is unique with the consistent California Mission Style architectural vocabulary of its buildings. Set at the western edge of the Santa Monica Mountains with attractive rock outcroppings supporting coastal sage and cactus scrub, the views of the mountains and coast make the campus setting inspiring to be in. Riparian trees, including Sycamores and Willows, introduce the campus along the scenic University Drive. In the natural areas



of the campus many native plants, including Toyon, Lemonadeberry, and Laurel Sumac, appear lush but grow naturally without irrigation. Just past the bridge over Long Grade Creek, one enters the campus core with its courtyards and quads with California Pepper, Sycamore and Jacaranda trees, cactus gardens and huge expanses of lawn.

Though engaging and spectacular, the campus landscape needs to be updated. CI presents an opportunity to develop a landscape that emphasizes the best qualities of the existing natural and cultural landscape. As an example, regionally native plants may be used in the landscape, and early California and agrarian landscape themes will reinforce the sense of place. Renovation of the landscape offers the opportunity to use resources wisely while creating spaces that foster learning within and across disciplines about this place and how we interact within it. Some of the ways that the landscape can improve on our resource management include the following:

- decreased water use for irrigation,
- improved water quality and conservation techniques (bioswales, rainwater gardens and cisterns),
- energy savings as a result of planting for climate control,
- plant selection to avoid the need for pesticides and fertilizers,

- plant placement to minimize pruning and shaping,
- planning for onsite composting to replenish the soils and avoid landfill expenses.

All of these lead to a healthier landscape with less use of natural resources, lower maintenance efforts and expenditures.

An attractive, healthy, and regenerative landscape will attract the best students, faculty, and staff. With our ideal climate, informal gathering areas can easily be provided in the landscape to support the multicultural, international, integrative and civic engagement pillars of the academic program. A vital and interesting landscape can be a valuable learning tool for a campus that emphasizes experiential learning. An updated landscape can be designed to serve as outdoor laboratories and provide many interactive learning experiences. The courtyards, gardens, quads and natural landscapes can serve as outdoor rooms, classrooms and offices in Camarillo's pleasant climate.

The University is committed to maintaining a sustainable campus, which means it strives to implement environmentally aware programs and preserve its beautiful surroundings. The easiest and most cost effective way to emphasize these values is to design sensitively a landscape that integrates these values. ◀



▲ After explaining how police are trained at the Bavarian University of Applied Sciences, Dr. Hermann Vogelgsang, director of the police academy, surprised us with a spontaneous organ concert inside the Fuerstenfeldbruck Abbey. The organ was built in 1736 by Johann Fux and features wooden keys and 1505 pipes.



▲ Situated in Friedrichshafen on the shore of the magnificent Lake of Constance, Zeppelin University is one of Germany's few private universities. Dr. Gary Anderson, Director of International Programs, explained how easy it is for students to take advantage of the academic partnership that exists between CSU Channel Islands and Zeppelin University.



Sociology Students Compare Educational Institutions in Germany

By Daniel B. Lee, Associate Professor of Sociology

There is a personal story behind my taking 15 students with me to Germany and Switzerland last summer to visit different types of educational institutions. When I was a CSU student I had the chance to spend my senior year studying in Germany, supported by a generous fellowship from the German Academic Exchange Service (DAAD). A few years ago the DAAD invited me back to Germany to serve as a guest professor at the University of Munich. Spending time in Germany has given me a strong sense for how culture can shape the way academic institutions function and how people experience education. Last summer, thanks to fresh support from the DAAD and a grant from the campus' IRA fund, I was able to share this border-crossing perspective with my students.

Our visit took the form of a University 392 course, part of a popular and competitive program organized by Extended University to provide an international component to established undergraduate courses. The students who went to Europe with me had already completed an upper division seminar in the sociology of education. The international supplement gave us the chance to develop a comparative institutional approach to understanding the formal goals, administrative

structures, academic procedures, and cultural characteristics of different types of schools.

Germany is a "natural" laboratory to study the sociology of education from a comparative vantage point. Its population is publicly educated, but children are tracked according to standardized tests taken in the fourth grade. Two state-related churches supervise religious instruction as a standard part of the public school curriculum. The universities are undergoing significant structural changes that are highly controversial, including an "Americanization" process. Employed adults in Germany are far more likely to voluntarily attend continued education courses at night, where they learn languages, music, art, and professional skills. High school graduates who do not attend college participate in highly respected vocational certification programs with traditions that extend back to the era of guilds. I wanted to directly expose my students to these kinds of cultural differences.

Our twelve day schedule was intense! We visited the University of Munich, a music school, a teacher training college, a Waldorf school, a police academy, and CSU Channel Island's new international

partner, Zeppelin University. In addition, we visited the Concentration Camp Memorial Site at Dachau, concentrating on how the memorial serves as an educational site. We also visited a famous medieval festival known as the "Landshuter Hochzeit," a monastery in Andechs, a religious pilgrimage site known as Maria of the Oak, and other culturally significant sites. Students attended the largest student summer carnival in Germany, music concerts, and a theater production. As a formal requirement, participants in the one-credit course were divided into five project teams, each one assigned to develop a multi-media documentary featuring a selected site.

It was very satisfying to see that my students were positively impacted by their University 392 experience. As Maria De Lourdes Williams reported, "I am grateful to CI for offering this international program. As a full time student with a part time job, I might have only dreamed of an opportunity like this; an opportunity filled with so many possibilities! I cannot relate the many positive ways this visit changed me as a student and ultimately as a person. It would be my wish for other students to have the same opportunity." ◀C



Finding William Mortensen

By Larry Lytle, Lecturer in the Art Program

About 12 years ago I began researching the life of American photographer William Mortensen (1897 – 1965) for a biography and a reevaluation of his work. While his name is unknown to us today, his photographic adversary, Ansel Adams, is one of the best-known and beloved American photographer/artists. As happens with conflicting art-movements — two sides clashing over technical and theoretical ideology — one wins and one loses the argument. History always favors the winner, and such was the case between Adams and Mortensen.

I first saw Mortensen's images at a show in the Los Angeles Municipal Art Gallery, Barnsdall Park, in 1979. His work was unlike any I had ever seen. I couldn't tell if they were photographs, etchings, drawings, or all three. I decided that I wanted to learn more about him, beginning a quest that has lasted 30 years. After the show I began to look for books by Mortensen; he had written nine in all, most with multiple editions.

In addition, he wrote over 100 articles on photographic techniques with friend and coauthor George Dunham. It took me years to collect them (all long out of print by the 1980's) and as I read them, I began to wonder why Mortensen never made it into the formal history of photography. It was clear that he was, during his time, an important and influential photographer.

In the mid-nineties I finally met a photography dealer who had handled part of Mortensen's estate. I quizzed him about Mortensen, asking him why a book had never been written. Possibly as a way of getting rid of me, he encouraged me to write that book. So I began my research in earnest, checking museum collections and contacting and interviewing former Mortensen students—he operated a photography school from 1931 until his death. I catalogued all of his photographs that were used to illustrate his books and articles. I found and read the few articles

that had been written about him by critics and historians. Through primary research I added to information about Mortensen. As a result, due to my contacts and what I had uncovered, I was invited to contribute to a book on Mortensen published by the Center for Creative Photography (CCP) at the University of Arizona. This is the archive where Mortensen's estate is housed. It's an interesting ironic twist, as CCP was in part the brainchild of Ansel Adams and Adams' estate was the first of many to be archived there.

I've begun to write the story of Mortensen's life. It's been a long, incredible, sometimes frustrating journey that's taken me to many locales, libraries and archives. I've met so many wonderful and helpful people. Through all of this, my wife has been amazingly supportive. And, I know that when I have written the last word in the last chapter of the book, I will miss my time spent with William Mortensen. ◀



A Blueprint for Success

By Lori Putnam

Jim Walsh can see the results of his work as manager of construction services all around him. From Santa Cruz Village and the John Spoor Broome Library to the Martin V. Smith Center and the new Student Union, Walsh and his team in Operations, Planning, and Construction have left their mark on campus.

He credits the department's successful track record to planning and collaboration. "There are many things that need to be ironed out before you bid a job," said Walsh. "If you've done your homework, things seem to go much smoother. The other thing we're doing more of is design-build projects, which involve the contractor from the beginning. The entire team is on board working on the same goal." The Broome Library and the MVS Center were design-build projects.

Walsh was involved with campus projects even before CI officially opened, working with a private contractor.. His first project was the science building, Aliso Hall, at the west end of campus, a fast-track project that opened on time in the Fall of 2003. After completing work on Aliso Hall, he was asked to interview for a position with the new University.

When asked why he chose to join a newly opened

university, Walsh replied, "The campus has a really good feeling about it. It seemed like a good fit for me and for the University. Seven years later, here I am."

Walsh has another relationship with the University—that of a CI parent. His son, Jacob, is a business major and will begin his third year at CI in September. "It's easy to keep an eye out for him and track his progress," said Walsh. "He had other choices in universities, but we all agreed this was a good place to start."

The Walsh family also includes sons Blake, 15, and Adam, 9. Walsh met his wife in New Zealand and the family returns often to visit her family. Travel has been a key part of Walsh's adult life; he has visited all 50 states and worked in many of them in various carpentry and construction jobs.

Outside of work, Walsh coaches baseball and basketball and has been head coach of his sons' basketball teams for the last six years. This should come as no surprise for those who work with Walsh and know his affinity for teamwork. "It takes a team to pull off projects," said Walsh, "I couldn't do it myself." ◀C



Andrea Grove Offers Lessons in Leadership

By Lori Putnam

Pakistan. Zimbabwe. Northern Ireland. These are some of the more conflict-prone areas of the world and, for that very reason, of interest to Andrea Grove in her work on leadership. Her research has led her to conduct fieldwork from Northern Ireland to South Africa.

“What I study is leadership and how leaders compete to frame different situations,” said Grove, an Associate Professor of Political Science at CI. She earned her Ph.D. in Political Science from The Ohio State University and an M.A. in International Relations and Strategic Studies from Lancaster University in the United Kingdom. A Rotary Foundation Ambassadorial Scholar to the United Kingdom, Grove was awarded the Mahindra Naraine Prize for the most outstanding M.A. student of the year while at Lancaster.

In 2007 Grove published a book, *Political Leadership in Foreign Policy*, which examined how leaders frame international issues to appeal to their domestic audience while using their domestic situation to gain support from the international community. She hopes to follow this up with an exploration on the current leadership in Iran.

As early as high school, Grove expressed interest in international relations and had dreams of becoming a diplomat. It was only after her experience teaching as a graduate student that Grove discovered how much she enjoyed being in the classroom.

“I like engaging with other people about what they think,” said Grove. “Teaching is a way to do this. I get to hear other people’s views, and also teach people who haven’t yet



“What I study is leadership and how leaders compete to frame different situations...”—Andrea Grove

thought about the outside world. I hope to get them excited to learn more.” Grove also hopes to impart to her students the ability to think critically, particularly about issues facing the global community. “You can always look up things, but learning to think about what you’re reading is what is needed. It’s ok to ask questions,” she added.

Grove joined CI in the fall of 2006, attracted in part by the University’s focus on multiculturalism and impressed by a faculty committed to the University’s role in the community, both local and global. In addition to teaching international relations and political science courses, including the Model UN class and a senior research class for political science majors, Grove serves as faculty director for the Center for Community Engagement. Her husband, Chris Scholl, also teaches at CI and is involved with the Model UN club. They are the proud parents of Ethan, 3 ½ years old, and Ryan, 16 months. ◀C



Rachel Velez & Elysse Farnell



Nautical Staff

From Left to Right: Ben Hipple, Sophia Nichols, Elysse Farnell, Christina Thiele, Dani Kwan, and David Ashley. Missing in the picture is Rachel Velez.

A Year in the Life

By Lori Putnam

When you're a fast-growing university like CSU Channel Islands, a lot can take place in the course of an academic year. For Elysse Farnell, a CI sophomore and editor-in-chief of *The Nautical*, it's her job to make sure she captures many of these milestones in the pages of the University yearbook.

Farnell and her staff of seven attend a variety of University events, from block parties and student club mixers to the opening of the new Student Union on campus, in order to fill more than 150 pages of memories for the CI community. The yearbook is typically available a month after graduation.

"At CI we have a lot of school spirit, and students and alumni want to remember their experience here," observed Farnell. "I think the point of the yearbook is to see yourself and your classmates. People can lose pictures, but with *The Nautical* you have it all in one book." *The Nautical* was founded in 2005 and in its first year won the CSU Channel Islands Outstanding Organization Service Project of the Year Award. An advisory board, made up of faculty and staff and at least one student representative, provides additional

support and guidance to the yearbook staff.

At one point, shared Farnell, there was discussion about putting the yearbook online. "I think it would be a mistake," she said. "People like having something in hand. Facebook is so immediate; having a handmade book with photos and articles is more special."

This year's edition of *The Nautical* will include more photographs in an attempt to cover more people and stories. Farnell also encourages students to consider joining the yearbook staff: "I think it's a great way to get involved. You go to events and take pictures and make relationships with faculty, staff, and students. It's a great creative outlet for people who are writers, photographers, and designers," she added.

In the end, Farnell hopes that readers will feel a sense of pride when they view the yearbook. "I hope they'll see themselves and their friends and smile," she said. "I know when I see it, I'm happy and proud of myself, my staff, and my school. I know I made the right choice in my University." ◀

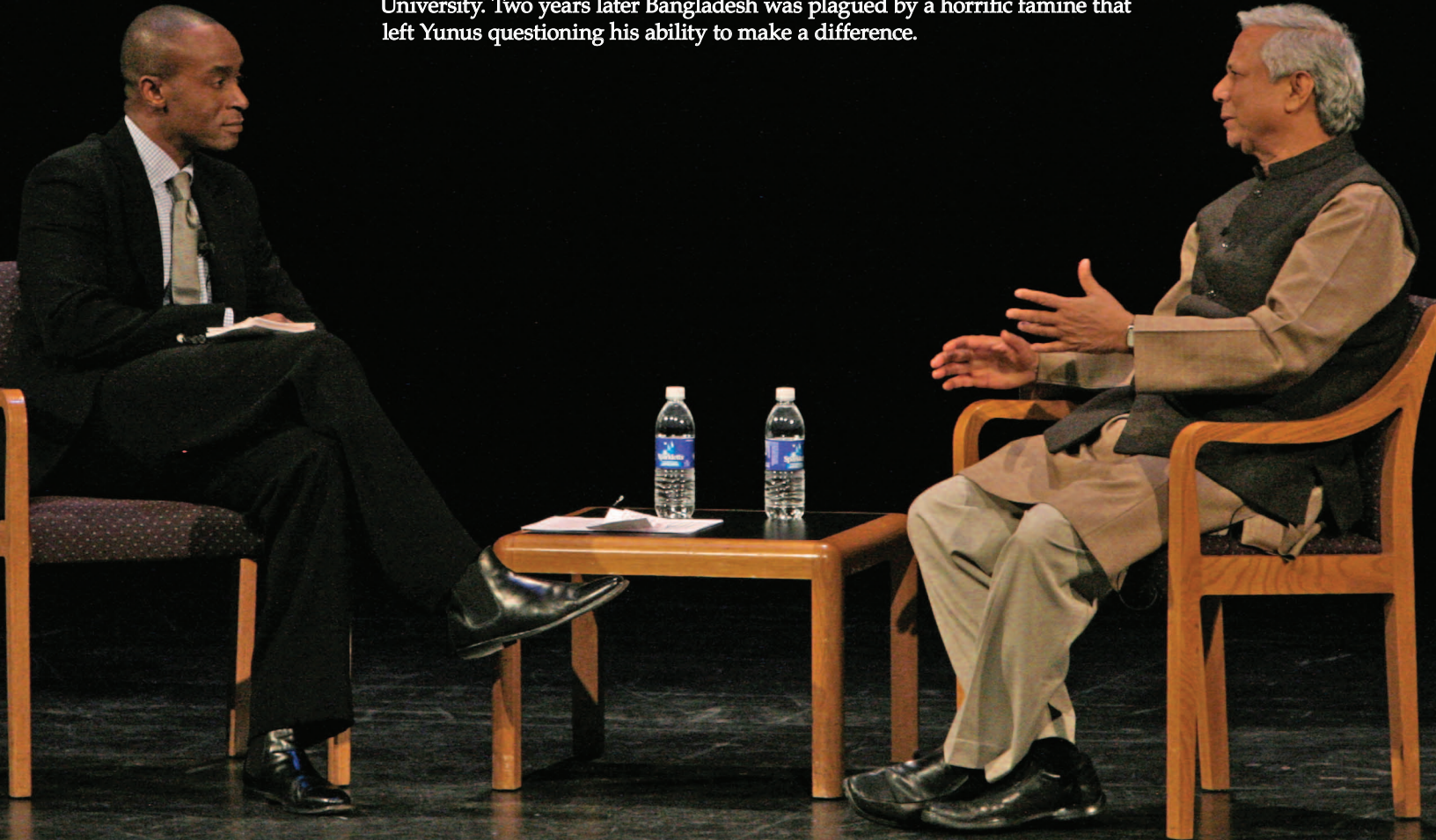
Creating Social Capital

Inspired by the work of Nobel Peace Laureate and banker to the poor Professor Muhammad Yunus, CI unveils the California Institute for Social Business.

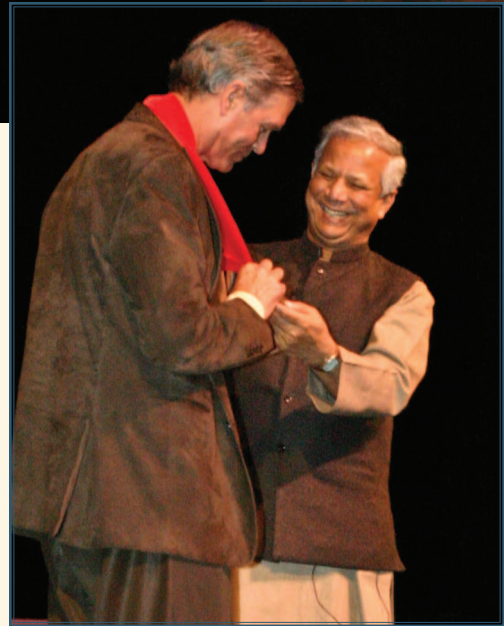
By Lori Putnam

The Yunus revolution of providing microcredit to the poor began with 42 Bangladeshi villagers chained to poverty as a result of \$27 owed to a local moneylender. With lending practices that included high interest rates and the requirement that villagers sell their wares at prices determined by the lender, these struggling entrepreneurs were left with only pennies a day to eke out their survival.

Enter Professor Muhammad Yunus. Born in what was then East Bengal, the Fulbright scholar returned to his native country following the birth of modern Bangladesh. He was inspired to help build a prosperous future for the fledgling country, and in 1972 joined the Economics Department at Chittagong University. Two years later Bangladesh was plagued by a horrific famine that left Yunus questioning his ability to make a difference.



L to R: Michael Okwu, former CNN and NBC News Correspondent, interviewed Professor Muhammad Yunus during a public celebration at the Thousand Oaks Civic Arts Plaza.



“We’re not interested in your past, we’re interested in your future”

Yunus recounts in his New York Times bestselling book, *Creating a World Without Poverty: Social Business and the Future of Capitalism*, the challenges of teaching economics against the backdrop of such suffering. “This was not the Bangladesh which I’d

hoped to play a role in building,” he writes. “I found it increasingly difficult to teach elegant theories of economics and the supposedly perfect workings of the free market in the university classroom while needless death was ravaging Bangladesh.” So he went searching for someone he could help, if only for one day. And that is when he was introduced to the predatory lending practices found in the villages adjacent to Chittagong University. “I couldn’t believe people suffered so much for so little,” he said. In that moment Yunus decided to pay the villagers’ debt of \$27. And in that one action, he started the

foundation for what would become the Grameen Bank and a new social movement providing small loans to the poor regardless of their past, or nonexistent, credit history. At first borrowers were incredulous, but Yunus reassured them that “...we’re not interested in your past, we’re interested in your future.” Today Grameen, which means “village” in the Bangla language, lends \$100 million a month to 8 billion borrowers in loans that average less than \$200. Some 97 percent of the borrowers are women, and now Grameen has expanded to American cities including New York and San Francisco. In 2006, Yunus was awarded the Nobel Peace Prize in recognition of the worldwide impact he has made in empowering the poor through social enterprise and received the Presidential Medal of



Freedom from President Barack Obama in 2009.

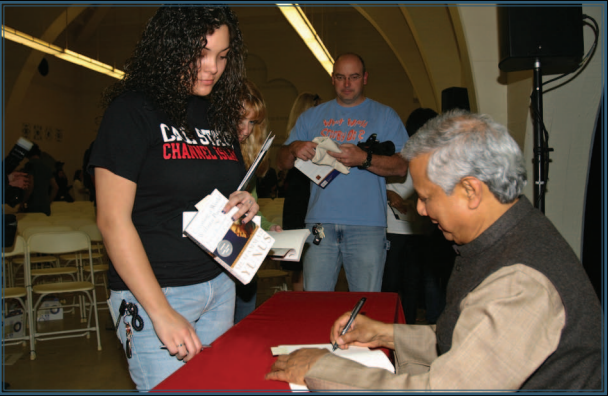
Defining Social Business

Yunus tells his audience that he dreams of the day when children will have to visit museums to see the ravages of poverty. Until then, he continues to spread his word of empowerment of the human spirit through social business. His recent trip to the U.S. included a much-anticipated visit to the CSU Channel Islands campus where he helped launch the first-ever California Institute for Social Business in the MVS School of Business and Economics and participated in the University’s sixth annual Campus Reading Celebration. Vice President for University Advancement Julia Wilson had worked at the Grameen Foundation prior to her appointment at CI and served as a connection between Yunus and the University. Working in collaboration with administrators and faculty, Wilson helped facilitate discussions on defining social business and how it could be supported on campus through a new institute. When asked to define social business, Wilson explained: “You start a business with the intent of making social change. The intent is to have a business that is sustainable, and where everybody gets paid. However, the profits are put

back into growing the business rather than providing stocks or dividends to individuals.” In addition to spearheading curricula focused on social business issues, the new Institute will also support faculty research and a possible social business plan competition. “We expect most of the social business plans will have a local focus,” added Wilson. “We want our students to understand global social issues, but we also want to encourage them to look within our own region and find ways to solve issues here.”

A Once in a Lifetime Opportunity

CI students had multiple opportunities to hear Yunus speak during his visit in February. He attended a showcase of CI student service learning projects in the Broome Library, followed by the Campus Reading Celebration which allowed students to have copies of their books signed by the author. The day’s public celebration concluded with a community reception and the launch of the Institute at the Thousand Oaks Civic Arts Plaza. As part of the celebration, President Richard R. Rush announced the presentation of the first Yunus Social Innovation Medal to Steven M. Hilton, CEO and president of the Conrad N. Hilton Foundation. “Under his leadership the Hilton Foundation has provided over \$800 million to the most unfortunate and disadvantaged around



the world,” said President Rush. “In the words of Steve’s grandfather, Conrad Hilton, ‘There’s a natural law that obliges you and me to relieve the sufferings of the distressed and the destitute.’ Steve has lived up to that obligation and we are proud to invite him to accept this medal.” Yunus presented Hilton the medal on stage. “Students were inspired and excited by the Yunus visit. You don’t get too many opportunities in a lifetime to meet or be in the same room with a Nobel Peace Prize laureate,” commented Assistant Professor of Sociology Dennis Downey. Downey is part of the interdisciplinary team of faculty working on the formation of the Institute. Ashish Vaidya, Dean of Faculty, describes Yunus as “a leader who can translate vision into practical action”—a vision which has been responsible for helping 6.6 million families escape poverty. Looking ahead to the expansion of the Institute, which has already received seed money from Citibank Foundation, Vaidya emphasizes it will take a concerted effort among faculty, staff, and students as well as the community. CI alumni are also welcomed to learn more about how they may get involved. As Yunus gently pointed out in his question and answer session with CI students, the key is to just do something. “It’s one thing to have the idea,” he said with a kind smile, “but now we have to go do it.” ◀



Matthew E. Martinez	David E. Olmery	Ariel D. Sarraf	Paul M. Tully
Red Pakela	Kimberly L. Pank	Corey F. Schill	Brian J. Tull
H. Mauricio Mazzocchi	Jesse J. Paredes	Jamie L. Schmakenburg	Anthony J. Varg
McCullough	Aleli B. Pascua	Felisa J. Schneider	Casey R. Varg
P. McDonald	Ashley N. Pasmant	Nancy J. Shelley	Andrew B. Ver
A. McNutt	Lorenzo R. Payan	Amanda N. Shields	Donna L. Volz
R. Medlen	Yerminia T. Payes	Jessica L. Short	Sarah
er S. Meikle	Sidney M. Pehrson	Lisa M. Shriver	Mary-L
elle E. Melia	Maria I. Pelajo	Vanessa R. Shuemaker	Karl R. W
sa Mendoza	Cesar A. Perez	Giselle E. Shuken	James J. Wal
	Jason A. Poraz	Rosalva G. Silva	Drew R. Wa
		Jason J. Skrzat	Ais M. Wa



By Lori Putnam

Four years ago the students of Channel Islands did something extraordinary: they approved an increase in student fees to fund a new Student Union that would be completed most likely after they graduated. That student referendum, approved by 73 percent of the voting student body, put into motion a collaborative partnership among students, staff, and faculty.

"We saw the future need and determined to create a legacy that would impact the CI community for years to come," said Jessica LaRoe, one of a number of former student leaders who attended a ribbon cutting ceremony held on campus on March 18. LaRoe, who served as the student government president in 2006, was instrumental in securing the Union's location in what was formerly the University library on the campus mall.

Calling the opening of the Student Union a milestone in

the life of the campus, President Richard R. Rush acknowledged the key role students played in its construction. "The building is clearly the work of the students," said President Rush. "It is a student-driven, student-celebrated building."

Construction of the nearly 25,000-square-foot building started in the summer of 2008. Sustainability was a priority, resulting in the re-use of a large portion of the existing structure. Of the portion that was demolished, the University was able to recycle 540 tons of concrete and 42 tons of steel. The exterior reflects the Mission style architecture common to campus. The interior features such green technology as lighting control systems that turn off automatically when rooms are empty and sustainable floor finishes such as sealed, polished concrete and recycled carpet.

Associate Vice President for Operations, Planning and Construction Deborah Wylie, whose team led the design and construction process, emphasized the importance of the Student Union's location. "The layout of the building, the way it sits on campus with a patio in the back and a breezeway between the two structures really makes it a crossroads for the University," she said. "It provides a central focus for the students."

The Student Union includes a large dining area that features a coffee house, the Freudian Sip, and a deli, the Lighthouse Cafe. Glass doors lead out from the dining room to an outdoor patio dubbed the "Tree House Courtyard" in recognition of the more than dozen mature sycamore and pepper trees that were preserved as part of the building's construction and which now shade the south face of the building.

A breezeway connects the dining area to a small reception area and expansive student lounge. Oversized booths line one side of the lounge while a long conference room borders the other side. An adjoining game room with flat screen TVs, pool tables, and a convenience store gives students additional areas to meet and socialize.

Student organizations, including the Associated Students Incorporated (ASI) offices for student government, are also located in the Student Union. "I'm so excited that our new office is here," said Elysse Farnell, editor-in-chief of the campus yearbook, *The Nautical*. "Now that we are at the center of campus, we can really interact with students."

According to Genevieve Evans Taylor, executive director for the ASI, the stated purpose of



the Student Union is to foster community and enhance student learning and development of the University campus through services and programming. "The name 'union' is no accident," she said.

What's more, the development of the Student Union offers a valuable lesson to the students who dedicated their time and talents to the project. "I learned that when you get a group of people together who have passion to make something happen, no project is too big," observed LaRoe. ◀



Learning that has an Impact

By Lori Putnam

Learning isn't limited to the classroom, and through CSU Channel Islands' commitment to service learning, students have the opportunity to broaden their knowledge through a variety of service projects within the local, national, and global community. Creating health campaigns, tutoring homeless children, and investigating air quality of communities adjacent

to agricultural areas are just some of the ways students are involved in solving community problems as part of their academic work.

Helping to connect students and faculty with community organizations and service projects is the University's Center for Community Engagement. The Center is one of four centers that support the University's mission and contribute to the creation of the curriculum. Led by faculty director Andrea Grove and Assistant Director Pilar Pacheco, the Center currently partners with more than 35 community organizations including the Boys & Girls Club, the Westminster Free Clinic, FOOD Share Inc., and the Ojai Valley Land Conservancy.

"Partnering with the community plays a critical role in the ability of the University to meet its mission," said Pacheco, who has been involved with the Center

since it was established in 2006. "It has resulted in an integrative teaching approach, increased opportunities for students to learn, and maximized resources."

Some students participate in projects outside Ventura County, with recent projects including visits to New Orleans and Mexico. This year Pacheco expects more than 500 students to participate in service learning projects, contributing up to 7,000 service hours.

According to Grove, the Center seeks to collaborate with others on campus to promote an education that is informed by experiential learning and community engagement. She would like to see students engaged in this mission as early as freshman year and encourages participation from a broader base of disciplines, including science and engineering.

"To me, service learning is where students in the classroom learn

about social problems and theories, and then go out in the community and do work that addresses what they are learning about," said Grove. "The key is they reflect on both experiences and put the two together." A few months ago CI was named to the President's Higher Education Community Service Honor Roll in recognition for its commitment to service learning and civic engagement. This distinction is the highest federal recognition a college or university can receive for its commitment to volunteering, service learning, and civic engagement.

One Center project, the Bracero Oral History Project, represents a partnership between the Center for Community Engagement, the Center for Multicultural Engagement, and Chicana/o Studies. Working in conjunction with the Smithsonian National Museum of American History,

the project seeks to document the experience of Mexican workers brought to the U.S. to provide farm labor during and following World War II. CI Art and Chicano Studies students interviewed former Bracero workers, interviews which are part of a Ventura County Bracero exhibit to be unveiled in the fall along with the Smithsonian's national traveling exhibit, "Bittersweet Harvest: The Bracero Program, 1942-1964".

Service learning also encourages students to be civically engaged, according to Pacheco. "CI and the Center are committed to developing students that are actively engaged in the civic life of their surrounding communities—whether volunteering in a soup kitchen or attending a town hall meeting. Our program contributes to developing socially responsible citizens who can participate in a global economy."



Culture 101

By Lori Putnam

What happens when 1,400 college students show up at your door? If you're the staff at the J. Paul Getty Museum, you welcome your visitors with open arms. After all, they represent months of preparation for College Night at the Getty, an annual event launched four years ago to boost museum attendance among young adults.

"Planning an event for a different generation always proves a little challenging," said John Giurini, assistant director of public affairs at the Getty Museum. This year the Getty Center entered into a unique partnership with CSU Channel Islands and made College Night part of a real-world class project for students enrolled in Art/Bus/Educ 434 The Museum: Culture, Business, and Education. The result was not only record-breaking attendance at the April 7 event—more than double that of the previous year—but a unique opportunity for CI

students to experience a world-class museum in new ways.

"Learning doesn't happen in just one place," said Irina D. Costache, who co-taught the course with colleague Andrew Morris. "I like this course because it takes students outside the classroom and engages them in the learning process." Costache specializes in 20th century art whereas Morris has a background in organizational behavior. Together they brought a truly interdisciplinary approach to their teaching, exploring such topics as the development of an art collection, the business practices of and ethical issues in running a museum, and the role a museum plays in providing educational services.

The course began as partnership in 2003 between Costache and Clare Kunny, manager of public education and teaching programs at the Getty Museum, and has continued under the guidance of Peter Tokofsky,

education specialist. As part of the course, the class had regular visits to the Getty Center in Los Angeles. Students were also divided into teams tasked with key responsibilities related to the College Night event. Those activities included programming inside the galleries, programming for the outside public spaces, publicity, evaluation, and documentation. The documentation group will tell the story of the class experience and, according to Morris, may produce a case study on group dynamics.

The Getty's Giurini was paired with the team charged with planning for programming outside of the galleries. At first he was surprised not to encounter one art history student among the group. "I thought it was interesting how they embraced the subject and got excited about the project," he said, despite their lack of background in the arts. "I told them while we may not do everything you suggest, you shouldn't let that inhibit your thinking. One idea may give rise to another good idea." In fact, he acknowledges the team's insights in helping to create a fun and inviting environment through music, food, and other activities.

Some students came from as far as Irvine and Riverside to participate in activities that included curator talks and a tour of the museum's gardens. Students mingled against a backdrop of works by van Gogh, Monet, and Renoir, and in some cases, letters from these artists were read aloud in the galleries. Exhibits from contemporary artists were also on display such as L.A.-based photographer Soo Kim. Standing in front of her panoramic collages of the city of Reykjavik, Kim was on hand to share stories behind her work and her visit to the capital of Iceland.

And at the end of the day, it wasn't just the students who learned something. "What I learned most of all is there's no way to do this event effectively without involvement from the students," said Giurini.

The Getty will host its next College Night at the Villa in Malibu on Wednesday, October 20, 2010.



Inaugural Nursing Grads Receive Pins



In support of the 58 Nursing students who became CI's inaugural Nursing graduates, families and friends attending the program's Nursing Pinning Ceremony sat on blankets or chairs brought from home or stood after all of the seats were filled.

Students were pinned by family members who joined them onstage as written notes from each student were read aloud. Nursing faculty and students reminisced about the challenges and successes of completing the three-year program. Classmates David Linzey, Lauren

Nevins, and Jenael Rose spoke highly of their peers, mixing in stories of lighter moments that garnered laughter from their fellow classmates.

Twenty-seven of the students achieved a 3.5 GPA or higher. The ceremony also included speeches, awards, the pinning ceremony, and the recital of the International Pledge, finished off with applause and cheers from proud families and friends. ◀C

CI Receives Bequest for Nursing Program

A \$403,000 bequest from the estate of long-time Oxnard resident Margaret Garlock has established the Margaret Garlock Nursing Scholarship to benefit students in the CI Nursing Program.

Margaret Garlock was the executive secretary for real estate developer and philanthropist Martin V. "Bud" Smith. Bud Smith was a major benefactor of the University and the Smith family's support was instrumental in the creation of many of its programs. Their gifts were used to create the Martin V. Smith School of Business & Economics, as well as the Martin V. Smith Center for Integrative Decision-Making.

Margaret Garlock, a widow, lived to be 90 and in the last years of her life had experienced a variety of health issues. Garlock's estate attorney, Robert "Bob" England of Ferguson Case Orr Paterson LLP in Ventura, is a member of the University's Foundation board of directors and co-chair of the Planned Giving Advisory Council. Bob England was also Bud Smith's attorney.

England stated, "Margaret was very grateful for the excellent healthcare that she received in Ventura County and wanted her estate to support medical care in the Oxnard Plains area." When England was helping to finalize her estate disposition, he told her about CI's Nursing Program and she chose to make her generous

bequest to the program. It will be applied to nursing scholarships for students living in the areas of Ventura, Oxnard and Camarillo.

Karen Jensen, Chair of CI's Nursing Program, mentioned, "This donation is very much appreciated by the nursing students. Our nursing program is rigorous and has a high unit load per semester. In this economic climate, scholarships enable students to work fewer hours and devote more time to their studies.

"The gift also provides added income for nursing students to purchase their textbooks. The University and nursing students are most grateful for this generous donation," said Jensen. ◀C



CI Receives Endowed Scholarship Gift from Camarillo Women's Club

CSU Channel Islands was honored to be chosen as the recipient of a generous bequest from the Camarillo Women's Club. The club had received a \$100,000 bequest from longtime member Barbara Stirzel upon her death. The group presented a \$100,000 check to CI's President Richard R. Rush at a recent meeting of the CSU Channel Islands Foundation Board.

Barbara Stirzel had lived in many places before coming to Camarillo, including Washington, D.C., where she worked for the U.S. State Department, and Saudi Arabia, where she was employed by the American Oil Company. Returning to the States, she moved to Los Angeles and met and married her husband Bob. When they moved to Camarillo, she became very interested in the history of Camarillo and contributed her time and efforts to many volunteer endeavors.

For a number of years the club had awarded smaller scholarships to Frontier High School, a continuation school. However, Barbara Gage, President of the Camarillo Women's Club, and her board felt this gift was

big enough that the group should use it to create a meaningful way to make a difference in the lives of young people in Camarillo.

The group decided to create an endowed scholarship fund at CSU Channel Islands that would award four scholarships each year from the endowment earnings. Marti DeLaO, Director of Development for Donor Relations and Annual Fund at CI, stated, "the scholarships are extremely important as they reduce the amount of financial debt a student incurs trying to fund his or her education."

Criteria for the scholarship award includes that a student be a Camarillo resident, a U.S. citizen, and a full-time student at CI. Barbara Gage stated, "The group hopes to have a scholarship re-cap at its final meeting each year to meet new scholarship recipients and find out how existing recipients are doing."

Gage mentioned that the Camarillo Women's Club had started with six members as a social club. As they grew, they joined the General Federation of Women's Clubs (GFWC) of California (CFWC), becoming a service rather than a social club. She added, "We are a small group and focus on giving back to the Camarillo community. We feel this use of Barbara Stirzel's gift to the Camarillo Women's Club would really please her." ◀C



*Business & Community
Leader of the Year...
Carl F. Wesely,
President and CEO,
Wesely Thomas Enterprises, Inc.
and President Richard Rush*



*Technologist of the Year...
Peter B. Wollns,
CEO Airborne Technologies, Inc.
Chairman of the Board,
Airborne Biometrics Group
and President Richard Rush*



*Faculty Leader of the Year...
Paul A. Rivera, Ph.D.
Associate Professor, Economics
and President Richard Rush*



B&TP Dinner Honorees



▲ The sixth-annual CSU Channel Islands Business & Technology Partnership Leadership Dinner presented scholarships to students (left to right) Brandon Dittmar, Eric Pham, Bianca Terminello, Jean Remonida and Kerri Macias, shown here with President Richard Rush.

President's Scholars



▲ Jacob Jones, Psychology, and Kimberly Tacke, Chemistry, receiving their diplomas at Commencement.

The second pair of President's Scholars, Jacob Jones and Kimberly Tacke, received their bachelor's degrees during the University's annual Commencement ceremony.

The President's Scholars program at CI provides scholarships that include financial assistance to entering students whose outstanding academic achievement and character will be enhanced and enriched in a nurturing

environment that emphasizes commitment, success, and service. High school students who have distinguished themselves academically are recognized as President's Scholars and receive a scholarship established through a generous endowment from the Pierre Claeysens family. The scholarship includes full California state resident fees, books, on-campus room and board, and use of a laptop computer. ◀C



Ahead of the Class

By Lori Putnam

Rebecca Glazier has achieved a number of firsts in her life. She was the first in her family to attend college, was the first elected president to the newly

organized CI student government, and was among the first graduates of the young university. While a CI student, she helped launch the first student-organized awards to recognize faculty and staff—the Maximus Awards—and was the catalyst behind the University's first Multicultural and Women's & Gender Student Center (MWGSC).

Today she continues to break new ground, having recently completed her first year as a professor of Political Science at the University of Arkansas at Little Rock.

"International relations and political science always interested me," said Glazier. "But I hadn't considered graduate school until my professors brought it up." According to Glazier, it was her CI professors who helped her get her start in teaching. "When I realized that I could study what interested me, and then teach it to others, it just sounded like the perfect job."

Glazier graduated from CI with a Liberal Studies degree in 2004, and enrolled directly into a doctoral program at the University of California at Santa Barbara where she earned a Ph.D. in Political Science.

Looking back at her early days on campus, Glazier recalled, "I arrived on campus in Fall 2002 and the halls were almost empty. It was a little bit like: 'Where's everyone?' It was really brand new."

She also remembers how welcoming faculty and staff were to her, and the excitement they all shared in helping to build the new University. She points to the MWGSC as a particular source of pride, something permanent that she helped to establish. Today, the Center includes a library and group study area where monthly forums provide students the opportunity to discuss issues related to cultural identities.

"It's amazing," Glazier said now of CI's growth. "From the physical infrastructure to the faculty to the level of student activity—it's changed so much. It's really exciting to see the sheer growth and energy on campus. Yet I think the same welcoming spirit that I first encountered as a student is still there, and that's what makes the University special and why alumni have a strong connection." ◀C



Teaching from Experience

By Lori Putnam

"I have reached most of my goals," said Monica Y. Zepeda,

who graduated magna cum laude from CI in 2006 with a double major in English and Spanish. "I wanted to be a teacher, specifically at Hueneme High School, and I am. I wanted to buy a house and I did." These achievements would be impressive for anyone of her age, but they are even more so given Zepeda's background. The daughter of a migrant worker, Zepeda came to the United States as a teenager from Michoacan, a coastal state in central Mexico. Not yet 16, she couldn't speak English but enrolled as a sophomore at the high school where she now teaches English, English as a Second Language (ESL), and Spanish.

Zepeda always wanted to be a teacher, she said, because she

enjoys helping other people and often found that people naturally came to her for assistance. The desire was reinforced when she met Maurice Shimabuku, then an English teacher at her Oxnard high school. She credits him for providing her with a strong base in grammar. Years later, Zepeda would return to the classrooms where she once studied as an ESL student to teach other migrant students. "I'm using the same teaching style that Mr. Shimabuku used with me," said Zepeda. "I also pull from my own experience when I teach. I serve as a role model for my students, as they know I came to this country the same age they are now."

According to National Center for Education Statistics, five percent of students in the Oxnard Union High School District are migrant students. These are students whose parent or parents have moved within the last three years to the

area to find seasonal work. Zepeda was also one of the first to teach at the Migrant Saturday Academy, a weekend program where students can make up school credit or prepare for the high school exit exams.

"I want to continue to teach in the classroom, that way I can reach more students, have more interaction with them, and make a difference," added Zepeda, who attributes her success to completing her own education. "It's important to stay focused and not lose sight of what you want to do. Most people start working and say 'I can live with this,' but it's better to have an education." Zepeda emphasizes that family support is critical, and she was fortunate to find support from her father who allowed her to focus on her college education. "He didn't want his children to be field workers. He wanted us to get an education. I didn't let him down." ◀C



▲ Gary Cushing, Chairman of the Camarillo Chamber Board of Directors and proud CI graduate, class of 2010.

CI and Chamber Partner to Help Graduates in Job Hunt

The University and the Camarillo Chamber of Commerce have collaborated to create a one-of-a-kind opportunity for students and alumni. The CI/Chamber Career Partnership will assist in linking local businesses and government agencies and their employment needs with students and alumni in need of experiential learning and employment. One component of the Partnership includes matching young graduates to the local job market.

Chamber President and CEO Tom Kelley stated, "This program will enable companies to find young talent without much marketing and will make it easier for our young alumni and graduates to start their careers and stay local."

A taskforce of University officials and Chamber volunteers designed the partnership including Chamber President/CEO Tom Kelley; Chamber Board Chair and CI alumnus, Gary Cushing; Chamber member and CI ASI Community Representative, Richard Wagner; and former Chamber COO, Sandra Walker. University representatives included Provost Dawn Neuman; Vice President for Student Affairs, Greg Sawyer; Community & Government Relations Director, Celina Zacarias; Career Development Services Counselor, Jay Derrico; and Associate Director of Alumni Relations, Tania Garcia. The Partnership will be implemented in phases beginning with a summer student internship program. ◀C



▲ CI Students and Camarillo Chamber members.



Alumni & Friends Help Recent Grads Find Career

Each year the CI Alumni & Friends Association hosts a mentorship and networking night in partnership with the CI Business & Technology Partnership. This event allows recent graduates and students to be paired with a professional mentor within their fields of study. This one-on-one mentorship allows graduates and students to get real-world advice from someone seasoned in the industry. They also get to hear from speakers including this year's keynote Jey Wagner, CEO and President of Dale Carnegie Training. Following a robust program, alumni and students were able to network with over 100 other local professionals. Many alumni were hired on by their mentor or by a connection made that evening. We congratulate all those who have started their new careers! ◀C

UPDATES



Ildiko Hazak '09 Business (right)
Mentor: Paige Jones Hibbits, Owner,
Jones Hibbits Accounting and
Tax Services

Ildiko, an aspiring accountant, attended the 2010 Alumni & Friends Mentorship and Networking event meeting local businesswoman Paige Jones Hibbits. Ildiko was soon after hired on as a staff accountant for Jones Hibbits Accounting Services located in downtown Camarillo. Among her responsibilities, she handles the office bookkeeping and prepares and analyzes client financial statements. ◀C



Christine Huntley '10, Environmental Science
and Resource Management

"Participating in the Alumni & Friends Mentorship and Networking Night was an important turning point in my school career. Guided through the night's events by a seasoned professional, whom I was paired with based on my chosen field,

I was enabled to confidently practice networking with professionals in the environmental sector as well as make prominent career contacts for the future. I would highly recommend this night for any student who is serious about starting their own network of future career contacts and opportunities." ◀C



Austin Walker '09 Business
Business Development Manager
Recently Hired on with Dale Carnegie Training for
the Greater Los Angeles and Ventura Counties

Austin Walker is the Business Development Manager with Dale Carnegie Training of Greater Los Angeles and Ventura County. Austin helps individuals and teams identify areas of need and provide specific performance improving solutions in the areas of leadership, sales, communication, and presentation effectiveness. He remains in contact with clients throughout their experience and follows up to ensure desired results are

achieved. During his time as a student, Austin's profession was Head Coach of Newbury Park High School Boy's Frosh/Soph Basketball Team. Through this experience, Austin was able to develop and enhance a wide-ranging skill set comprised of leadership techniques, people skills, competitive spirit, and team building ability. ◀C

Michael Williams '09
Communication
Mentor: Pedro Chavez, Director
of Business Development and
Campaign Operations, United Way
of Ventura County

*Michael Williams (left) presents
his capstone project and
mentor Pedro Chavez (far right)*



After meeting his Alumni & Friends mentor in 2008, Michael selected the United Way Young Leaders Society (YLS) Youth Empowerment Summit as his Capstone project and led the coordination of activities that included communication development, volunteer engagement, workshop planning to marketing and promotions. "This project was an amazing experience to be a part of. I have so much respect for those individuals in the non-profit sector, because they truly are able to build something significant for the community with little or no resources," Williams said. "It was also great to see the next generation of college students and be able to help them understand the road ahead." YLS Staff Liaison Pedro Chavez said: "Michael Williams played a major role in our ability to build a successful event. He has set the bar extremely high for the next student who works with us, because of his level of professionalism and communication skills. On behalf of the YLS Executive Board, we wish him the very best as he heads to graduate school at the University of Southern California." After this connection, Michael also received a scholarship from the YLS to help him continue his education. Michael is now completing his USC program and has already been offered a teaching position with Synergy Charter School in Los Angeles. ◀C

Calendar of Events

For a complete list of
University events,
visit www.csuci.edu

2010

June 22-23, June 25-26, June 29-30, July 7-8: Island
View Orientation for Freshmen

August 13: Island View Orientation for
Transfer Students

August 28: Saturday classes begin

August 29: Welcome Celebration

August 30: First official day of classes

September 8: Smithsonian National Museum of
American History national traveling exhibit,
"Bittersweet Harvest: The Bracero Program,
1942-1964"

October 2: Annual President's Dinner at Embassy
Suites Mandalay Beach Hotel & Resort

October 15-17: Family Weekend



Road To College

Members from CSU Channel Islands and R.J. Frank Intermediate School welcomed the CSU/AT&T Road To College Bus as part of the tour funded by AT&T. Dozens of middle and high school students boarded the 40-foot high-impact "wired" bus wrapped with the "Road to College: Get on Board" theme, and complete with laptop computers with career exploration, academic preparation, and financial aid planning information.