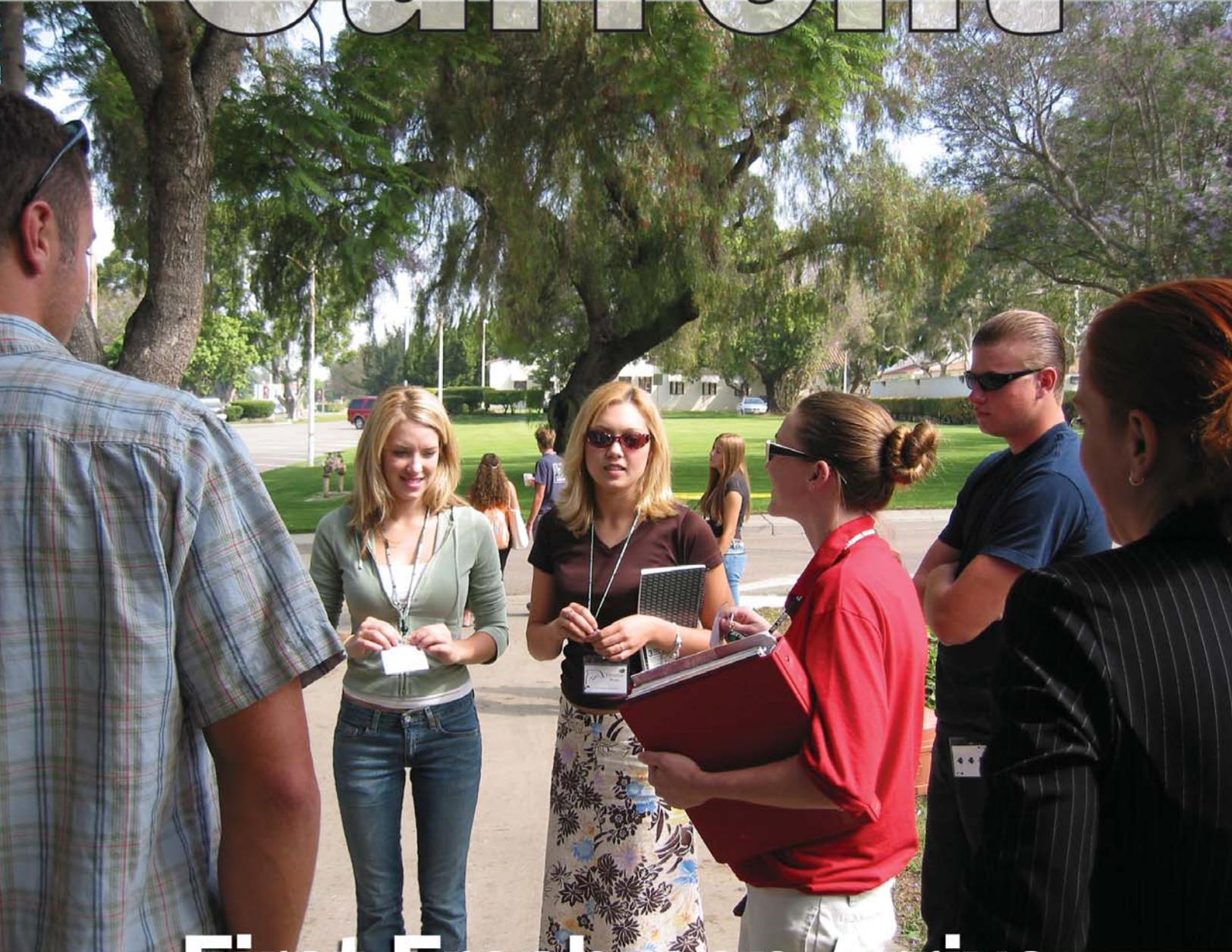


CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Current



First Freshmen Arrive



Welcoming the New Freshmen
18 Professors Join Faculty
Innovative Interdisciplinary Courses
First New Building on Campus

Fall 2003
Vol. 7 No. 5

President's Message

Challenges and Opportunities: Both of these words have become somewhat trite. We have come to interpret challenges as problems or barriers and too often define opportunities as tasks to be carried out, as when the boss says, "I have an opportunity for you." As President of this young University, I have a renewed respect for each of these words, since Cal State Channel Islands has certainly experienced challenges and opportunities over the past several months.



Clearly, the state budget crisis has created significant challenges for us. The 11 percent net budget reduction to the California State University system carried a ripple effect of reduced enrollment and budget slashing throughout the twenty-three CSU campuses. We share this dire budget reality with our sister campuses all over the state. Certainly, as we build our academic programs as well as our fund raising potential, CSUCI relies on support from the state as a base for developing greater self-sufficiency in the area of revenue generation.

Research shows that when the state invests in education, the economy improves. A highly educated workforce attains more senior positions and greater income that is invested back into the state's economy through housing, discretionary spending, and the like. As the CSU prepares the greatest numbers of students in the fields that lead directly to the California workforce (such as business, education, and computer science), we must remain hopeful that our state's leaders will stop the hemorrhaging of dollars from the future of education.

In spite of the challenge of a bleak budget, I remain extremely optimistic and see nothing but meaningful opportunities for a successful future at CSUCI. We will work smarter, leaner, and be more mindful of each expenditure - creating even more pride in all we are able to achieve under the current circumstances. This summer has been a successful demonstration of maximizing opportunities as we have reached many notable accomplishments in our evolution. We have hired an additional eighteen outstanding full-time faculty members to join the thirty already on board. In addition, a groundbreaking took place for our first student housing development, our first freshman class arrived, and we held the grand opening of the brand new Science Building. Indeed, even the look of this newsletter has evolved from the basic format of the past.

So, my pledge to you is that we will do all we can to assure that we stay on target in all areas. Our construction projects will strive for every ambitious deadline, our advancement team will continually reach out for needed support, and student affairs and academic affairs will assure that we have outstanding programs and curricula in place.

While the challenge is limited financial resources, our opportunity is not a task, but rather a steadfast mission, to continue being the leader in high quality, accessible, student-focused education. Our students deserve nothing less.

A handwritten signature in black ink that reads "Richard A. Reed". The signature is fluid and cursive, with a long horizontal line extending from the end.

President



(Archive photo)

CSUCI Current is an official publication of California State University Channel Islands. It is published three times a year by the Office of University Advancement for alumni, friends, and the University community. We welcome your comments and suggestions.

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Elementary School Kids Are First Inside New Science Building

Groundbreaking for New Student Housing Project



Groundbreakers: Vice President of Finance & Administration Joanne Coville, University President Richard Rush, Student Government President Rebecca Glazier, Chair of the CSU Board of Trustees Debra Farar, Vice President for Student Affairs Wm. Gregory Sawyer, Project Manager of Ambling West John Morton, and President of HMM Construction David Hight.

“This is the beginning of a new phase for the campus community,” announced Debra Farar, Chair of the CSU Board of Trustees, “when students can live and learn on one of the most gorgeous settings of any university in the country.”

The new phase will be ushered in by a \$20 million student housing complex that was officially launched during a groundbreaking ceremony on August 13.

A leveled lot on the southwest corner of campus with a picturesque view of the majestic Santa Monica Mountains served as a backdrop for campus officials and community leaders who spoke at the event. Sharing the stage with Farar were University President Richard R. Rush, Vice President for Student Affairs Wm. Gregory Sawyer, Student Government President Rebecca Glazier, and Assemblymember Hannah-Beth Jackson who presented University officials with a ceremonial spade to memorialize the occasion.

Rush, Farar, Sawyer, and Glazier were then joined by CSUCI Vice President of Finance and Administration Joanne Coville, President of HMM Construction David Hight, and Project Manager of Ambling West John Morton for the breaking of ground, a first step in a construction process that will take approximately one year to complete.

The trio of three-story apartment buildings will contain 93 units, each with four bedrooms, a kitchenette, and two bathrooms. Able to accommodate 350 students, the housing complex will also feature a commons area complete with recreation room, pool, and spa.

The distinguished panel addressed a sizeable crowd of community supporters, faculty, staff, and students, including members of the first freshman class who were on campus attending an orientation. “This is the reason we are here,” commented Wm. Gregory Sawyer as he invited the new freshmen to take a step forward and be acknowledged. “The housing is just buildings, but students like these will make it a home.”



Assemblymember Hannah-Beth Jackson presents a ceremonial spade to the President.

University Prep School Students Come to College for a Day

Students from the University Preparation School at Cal State Channel Islands ended their school year in a special way. A group of 140 kindergarten and first grade students were college students for a day during a field trip to the CSUCI campus.

The visit, which took place on June 13, included a tour of the campus, lunch in the south quad, and a series of lessons taught by faculty. Students conducted hands-on experiments in chemistry, anthropology, archeology, and biology, and also got in touch with their artistic sides during a visit to the Studio Channel Islands Art Center.

The Prep School kids sported special tie-dyed shirts for the occasion, which, in addition to their aesthetic appeal, assured that none of the youngsters would wander off undetected.

Opened in fall 2002 with 355 students, the University Preparation School is a public charter school that works in coordination with the University and is sponsored by the Pleasant Valley School District. The facility, which is now located at the former El Rancho School in Camarillo, serves as a laboratory for CSUCI faculty, students, and elementary school teachers who are researching and learning new educational techniques.

“Since many of their classroom teachers are teaching courses or involved with special projects at the University, and many of their student teachers are taking courses on campus, the children are aware that they have a special relationship with CSUCI,” comments Marilyn Buchanan, assistant professor of education. “This trip gave them the opportunity to see it first hand.”

Organizers at Cal State Channel Islands and the University Preparation School hope to make the campus visit a yearly event.



Prep School students conduct an experiment and get a lesson in anthropology from Associate Professor Bill Adams.



New faculty members pose for a group photo in the Bell Tower Courtyard.

Eighteen Professors Join the Faculty

Attracting world-class faculty to Cal State University Channel Islands is not a difficult task, if the results of the latest nationwide search are any indication. More than 3,000 candidates applied for the new full-time, tenure-track spots on the fall 2003 roster. This fall, seventeen new professors joined the existing 30 faculty members who taught last year's inaugural class, with an additional professor arriving in the spring.

"There are many things that attract candidates to us," comments Ira Schoenwald, associate vice president for academic affairs, faculty affairs, and academic resources, "including our focus on students, the chance to start a new program, the quality of our existing faculty, and, of course, the natural beauty of the area."

Attracting the candidates is easy, but sifting through all of the applications and winnowing down a short list of finalists is a laborious task. Fortunately for the review committees, the labor was lightened by an automated application and review system that is the first of its kind in the nation. With the aid of the new on-line system, groups of faculty were able to evaluate applicants applying for positions in their academic area and designate which ones to invite for a phone interview. More than 350 phone interviews were conducted with those who made the first cut.

Out of this applicant pool, ninety-nine were invited to campus for a two-day series of interviews and activities. In a process unique to this University, the entire faculty votes on the finalists.

"The fact that every member of our faculty plays an active role in the hiring process shows our commitment to interdisciplinarity and our collegial work environment," says Interim Vice President for Academic Affairs Ted Lucas. "I am very appreciative of the hard work of everyone involved in this process."

The new faculty members and their areas of specialization are:

Virgil Adams III, Psychology; Marion Adler, English-English Education; Julia Balén, English (spring); Cathy Claiborne, Business-Accounting; C. B. Claiborne, Business-Marketing; María Denney, Special Education; Amy Denton, Biology-Bioinformatics/Genomics; Jesse Elliot, Mathematics; Scott Frisch, Political Science-American Institutions/Public Policy; Matthew Furmanski, Art-Sculpture/Digital Art; Jorge Garcia, Mathematics; Nian-Sheng Huang, History-North America; Antonio Jimenez-Jimenez, Spanish-Linguistics/Language Acquisition; Liz King, Art-Graphic Design/Technology; Jill Leafstedt, Special Education; Joan Peters, English; Donald Rodriguez, Environmental Science and Resource Management; Peter Smith, Computer Science.

Oxnard Students Attend Summer College Program

It was an emotional and inspiring evening for thirty-three Oxnard Union High School District students who celebrated the completion of the Third Annual Summer College for High School Students at Cal State Channel Islands. The Summer College Culmination Ceremony, held on July 31, marked the end of the five-week program, which prepares migrant workers and their children for college.

The graduates received special words of praise from President Rush who congratulated the students on their fine achievement and invited them to make CSUCI their new academic home. Also offering words of support were administrators from the Oxnard Union High School District, including Superintendent Gary Davis, Director of Migrant Education Joe Mendoza, Director of Compensatory Education Walter Dunlop, and Migrant Instructional Support Staff Lupe Reyes-Castillo.

During the summer course, the students improved their language skills, explored possible careers, and completed a three-unit college course, "Anthropology 103: Human Beginnings: Biological and Cultural Evolution," taught by Bill Adams, associate professor of anthropology.

"The integrated combination of learning skills and information in this program is a fairly innovative approach in university education and one holding great promise for learning," says Adams.

The course motivates students to finish high school and pursue a college degree. The students are furnished with school supplies and a computer while they are enrolled.

"This is one of the most remarkable programs I've seen in my career as an administrator," comments Gary Berg, director of extended education at CSUCI. "These students come into this program often tentative and insecure and leave with confidence and a sense of responsibility for their own continuing education."



Summer College students enjoy a field trip to the Natural History Museum as part of their anthropology course.



New faces on cam

Welcome!

The First Year Experience program makes certain that new freshmen feel at home . . . and will stick around for a while.

It was an inspiring premonition of things to come. Members of the first freshman class stood in recognition on a sunny Sunday afternoon in the south quad, the same place they will gather four years from now for graduation. A round of applause greeted the new members of the CSUCI community, most of who were dressed in the red T-shirts they were given during orientation only a few weeks earlier.

After words of welcome from campus officials, the students were treated to an afternoon of laser-tag, moon bounce, the dunk tank, and barbecue, just the right thing to soothe those pre-semester jitters.

The recognition of the new freshmen was part of the “Bienvenidos” Welcome Barbecue, held on the eve of the first day of the fall semester. It was special in its warmth and symbolism, but it is also just one of many events, activities, and educational initiatives known as the First Year Experience program.

A combined effort from the Offices of Academic Affairs and Student Affairs, the program is not only making the transition from high school to college easier for the University’s first freshman class, but also - designers of the innovative program hope - making certain that the students are successful and,

consequently, will complete their degrees.

Stacked up against finding the right building, getting to the right room, and remembering to turn a cell phone off before lecture, feeling a part of the campus community was a pretty simple task during the first days of the fall semester.

Those who wandered through the Bell Tower courtyard around noon on day one stumbled into a virtual gold mine of opportunity, including free pizza and henna art tattoos. If students returned to the courtyard on day two, they sampled free food from fifteen Ventura County restaurants. If pizza with fellow students isn’t enough, how about a slice with the head of the University? Students enjoyed just that during “Pizza with the President” on Thursday of the first week.

All of the events were sponsored by the Office of Student Development with a number of benefits in mind.

“The purpose of the Welcome Week activities is to welcome students to campus, but, more importantly, to help them acclimate to their new home,” says Trae Cotton, director of student development. “These events encourage students to join with us in shaping the future of the University.”

And the plan appears to have worked. “I was kind of



Pizza, henna tattoos, and new friends await the new freshmen on the first day of class.



campus: students and parents attend orientation; Hagerty Gym Grand Opening Ribbon-Cutting Ceremony; Students view plans at Student Housing Groundbreaking Ceremony.

surprised,” comments freshman Sean Kennedy about the first week events. “Since it was the first week of classes I thought it would be all business. But it made it more laid-back and fun. It gave me the opportunity to get to know other people I probably wouldn’t meet without those activities.”

Getting to know people is just the kind of result the planners of First Year Experience program were hoping for. What can be a difficult transition from high school to college is much easier if you don’t feel like you are going it alone.

To sustain this sense of community, a number of different initiatives have been developed that extend well beyond the first week. For example, the First Year Experience Mentor program pairs new freshmen with their own faculty, staff, and upper-division student mentors. Participants in the program are divided

into seven groups that meet for various activities throughout the semester, but participants also have access to their mentors any time they need information, direction, or just some words of encouragement.

“University life is a lot different than high school,” comments Nancy Covarrubias Gill, associate director of operations and special projects. “There’s more freedom, but with that freedom comes a tremendous responsibility. This program eases that responsibility by giving students a role model and a feeling of camaraderie.”

The communities on campus go beyond just the social to

include the academic as well. What if you were able to shrink the number of faces you encountered in your four or five different classes to a manageable fifteen or twenty? By enrolling in some of the sections of freshman composition that are linked to general education courses, a student not only receives a more in-depth look at a particular subject, but also will share the experience with a tightly-knit family of fellow students.

“One of the toughest things for new students at the University

is that they don’t know anyone,” notes Jacque Kilpatrick, professor of English. “Since the linked courses have the same students, they get a feeling of community and enjoy a more comfortable working environment.”

Whether they are social or academic, strong campus communities ultimately translate into higher student retention.

“The research shows that the first six weeks of the semester are critical in determining whether new students will stay enrolled,” notes Vice President for Student Affairs Dr. Wm. Gregory Sawyer.

“The activities we are providing during

the First Year Experience program really give our students organized and substantive activities in which to get involved and to identify. We are going to encourage their participation in as many of these co-curricular activities as their academic schedules will allow.”

Judging by the first week of the semester, students were given few reasons to leave. But just to be safe, the First Year Experience activities will continue throughout the semester.

For a more detailed look at the First Year Experience program, log on to the Web site, a direct link to which can be found on the CSUCI homepage (www.csuci.edu). **C**



A packed audience showed up to have pizza with President Rush. (Photo by Kirsten Moss)

Learning Between the Disciplines

CSUCI Takes A New Approach to General Education

It's the third week of the semester, and you are sitting in one of the studios at the Getty Museum listening to the Head of the Getty Leadership Institute explain the subtleties of the museum's missions, administrative philosophy, and management style. Are you in Art 434, Business 434, or Education 434?

Or it's the middle hour of an afternoon lab period, and you and your fellow "investigators" are scanning the crime scene of a suspected murder/kidnapping for hair and fiber evidence. Are you in Chemistry 343 or Biology 343?

Or it's the second meeting of your Wednesday night class and already the students - and the professors - are engaged in a heated debate about whether the main character in a novel has created new jobs or exploited workers. Are you in English 340, Business 340, or Economics 340?

The answer at Cal State University Channel Islands is all of the above.

The courses - which are, respectively, "The Museum: Culture, Business, and Education," "Forensic Science," and "Business and Economics in American Literature" - are three of fifty-nine upper-division interdisciplinary courses that are not only unique to this University, but also on the cutting edge of contemporary general education methodologies that are at the heart of the CSUCI curriculum.

It all began two years ago when the original thirteen faculty members convened around a big table and began sculpting the intellectual foundation of their new University. It is perhaps no surprise that the word "interdisciplinary" would find its way into those discussions. For decades, the disciplinary boundaries that were traditionally used to organize the knowledge base of universities have been dissolving. Many scholars, and institutions, have come to understand the common ground between academic disciplines, such as English and history, and the benefits of mixing perspectives.

But the unique opportunity to start a new university and the sense of camaraderie that this situation inspired turned a

common viewpoint into something much more essential and profound.

"There was a real sense of family among the original thirteen," explains Bill Cordeiro, professor of management and one of the first faculty members hired at the University. "We were all recruited personally by the president, and we all had an interest and an investment in interdisciplinarity. We spent hundreds of hours together getting to know each other's professions. We were interested in interdisciplinary education, and our interest incubated in that atmosphere."

What resulted from this incubation was a common dedication to interdisciplinarity that would place it at the center of the University's mission statement. The explicit commitment to provide "undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches" is a bold and progressive goal for an institution of higher learning and has become a cherished point of distinction for Cal State Channel Islands.

But, perhaps more importantly, the original thirteen faculty members put that mission statement into action. It is a requirement for all universities in the CSU system to have nine units of upper-division general education. The original faculty made it CSUCI policy that these nine units be interdisciplinary courses.

Once that decision was made, the fun began. The faculty started creating courses. Courses with titles such as "Ethnic Images in Novels, Film, and Art," "Arts of the Harlem Renaissance," "Psychology of Art and Artists," "Drug Discovery and Development," "Scientific and Professional Ethics," and "The Physics of Music."

On the most fundamental level, the justification for such courses is simply and undeniably that they are more interesting to students. As Assistant Professor Simone Aloisio, who teaches the "Forensic Science" course, puts it: "Let's face it, general chemistry is one of the least liked courses at a university. By relating the class to something applied and something that is of interest to the students, you can reach a new population and get them interested in science."

Shell fragments, fingerprints, and broken glass are clues to the mystery at the heart of Biology/Chemistry 343.



Simply put: it's much more fun to solve a crime than to solve a chemical equation. The chemistry and biology entailed in both activities are the same.

But what may not be as self-evident on first glance at these course listings are their pedagogical underpinnings and the tremendous intellectual benefits they furnish. What many of the original faculty realized was that the traditional disciplinary model used by most universities was not necessarily preparing students for the real world, and, therefore, shirking one of the primary responsibilities of institutions of higher learning.

"Even though the point of higher education is to expand the intellectual horizons of students and broaden their perspectives," Dennis Muraoka, professor of economics and one of the original CSUCI faculty members explains, "often times, because of the highly specialized nature of academic disciplines, students graduate with a very narrow point of view. These courses broaden the students' perspective by showing them how ideas are approached in different areas."

Hence a course on "Forensic Science" is not only going to provide a basic education in chemistry and biology, but also inspire students to synthesize this information and apply it in new and creative ways. In such a course, students don't just memorize formulas; they solve real-world problems.

The learning that occurs between disciplines not only better prepares students for the working world, but it also leads to some new and engaging dynamics in and outside of the classroom. If students enroll in "Business and Economics in American Literature," an interdisciplinary course taught by Associate Professor of English Renny Christopher and Lecturer in Business John Yudelson, they will witness something that might seem a bit out of place at many universities: disagreement.

"As with all of the interdisciplinary courses, this course is predicated upon the belief that knowledge is not neutral," explains Christopher. "Knowledge always comes from a particular point of view. It is always a matter of debate."

Debates that arise from this unusual pairing of English and business not only entail methodological issues - such as how to understand a character's behavior in a certain novel - but also moral and philosophical issues, such as whether a sound business philosophy is ethical.

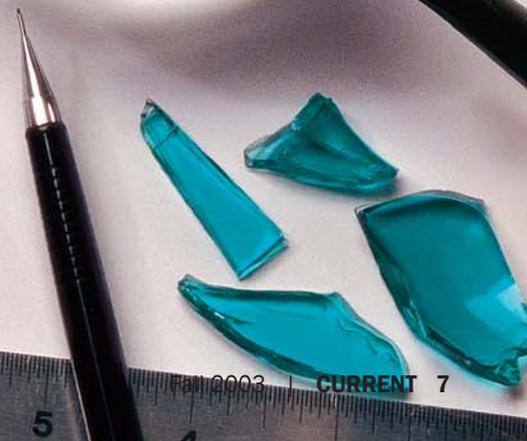
And the students, whether they like it or not, must decide one way or another. "The great thing about this class is that students are forced to engage," continues Christopher. "Because it is not possible for them to agree with both of us."

The design of the course is much more than just a clever way to have students participate, however. It is the embodiment of the belief that knowledge is not set in stone, passed down from teacher to student. Knowledge is a dynamic process that is as much the student's responsibility as the professor's. It's student-centered education.

(Continued on page 8)

"These courses broaden the students' perspective by showing them how ideas are approached in different areas."

Dr. Dennis Muraoka,
professor of economics



(Continued from page 7)

But in a true interdisciplinary course, the object is not to learn only the differences between disciplines but the similarities and how common agreements can be stepping-stones to new truths. “The Museum: Culture, Business, and Education” is a collaboration among faculty from art, business, and education. The course is taught by Associate Professor of Art History Irina D. Costache, Curator of Education at the Carnegie Museum in Oxnard Susan Lefevre, and Lecturer in Business John Yudelson, but also has benefited from input by Professor of Special Education Joan Karp and Professor of Management Bill Cordeiro.

This collaborative effort was extended outside the campus last spring when the designers of the course were given the unique opportunity to hold class meetings at the Getty Museum.

“It was rather rare to see such a teaming between a university and a museum, institutions that are typically quite autonomous,” explains Elliott Kai-Ke, education specialist at the Getty and the museum liaison for the course. “It was very exciting but also very demanding, because we were not just hosting the course; we were actually involved in the instruction.”

This type of collaboration is complex and requires a high degree of involvement and commitment. The educational outcomes, however, are well worth the effort. When the students were invited into the back offices of the Getty Museum, they learned things they could not have experienced in any other context.

“Ultimately the students learned important lessons not only about the specific fields, but also about collaborations and relationships across disciplines,” explains Costache. “In this course the students were able to observe the complex dialogues between specialists within the museum environment and understand the value of interaction between individuals and ideas, and between cultural issues and practical concerns. They realized that the presence of paintings on museum walls was the result of a long, complicated, and meaningful interaction between art, business, and education.”

The students met with administrators, designers, curators, and educators who explained their jobs and the intricate interactions between departments. The course provided a behind-the-scenes look at the workings of a major museum and served as a case study for how seemingly unrelated academic disciplines collaborate in the real world.

In addition to courses like “The Museum” and the unique educational experience they offer students at CSUCI, the effects of the University’s commitment to interdisciplinarity are being felt in other ways.

In fall 2003, the University began its first semester in which sections of freshman composition were linked to introductory courses in various subjects - a result of the belief that good writing skills span the disciplines. In the

Facilitating learning within and across disciplines through integrative approaches has become a cherished point of distinction for the University.

University’s cadre of ten majors are two - Environmental Science & Resource Management and Liberal Studies - that synthesize a variety of disciplines into a new and innovative learning experience. On the drawing boards also is a proposed Center for General Education and Interdisciplinary Learning that will serve as a base and support center for further interdisciplinary approaches and initiatives.

And, of course, more upper-division general education courses are in the planning stages. As with the courses in the past, they will be unique, interesting, and maybe a bit controversial, and, if you are one of the lucky students who attends, you might not quite know where you are in the broad academic scheme of things. But, then again, that’s the fun of it. **C**



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New Home for the Sciences

On September 5, over 250 students, faculty, staff, friends of the University, and community leaders joined together to celebrate the completion of the first new building on campus.

The \$12 million Science Building both crowns a successful first year and will set the standard for the many campus developments to come.



New Science Building

The ribbon is cut by (from left to right) Interim Vice President of Academic Affairs Ted Lucas, Vice President of Finance and Administration Joanne Coville, Vice President and CFO for Rockwell Scientific Company Wayne Davey, Assistant Professor of Biology Nancy Mozingo, Chair of the CSU Board of Trustees Debra Farar, University President Richard Rush, CSUCI Science Student Dev Cahill, Professor of Immunology and Biology Ching-Hua Wang, Professor of Chemistry Phil Hampton, Assistant Professor of Biology Amy Denton, Assistant Professor of Chemistry Simone Aloisio.



Words of inspiration from (left to right) President Rush, Trustee Farar, Vice President of Research and Development for BioSource International Kevin J. Reagan, Professor Ching-Hua Wang, and Vice President and CFO for Rockwell Scientific Company Wayne Davey (who awarded scholarships to Brandon Dooley and Dev Cahill).



Students from the University Preparation School and Ramona Elementary conduct experiments in one of the laboratories with Professor Phil Hampton.

**SCIENCE BUILDING STATISTICS | 32,000 Square Feet | Seven Science Laboratories | 110-Seat Auditorium | Sixteen Faculty Offices
Two Conference Rooms | 1,200 Square-Foot Reading Garden | Computer Laboratory | Reading and Gathering Area**

planned giving

Would you like to have your family name on a building or a room or a courtyard, but wonder how you could plan for a gift large enough to accomplish this? Trusts can be the answer.

As the donor, you transfer property (cash or other assets) into a trust. Income is paid to you or another beneficiary for up to twenty years or for one or more persons' lifetimes. When the trust term ends, the property remaining in the trust (the charitable remainder) becomes a gift to the organization of your choice.

Charitable trusts also bring tax benefits because they result in charitable gifts. Income, gift, and estate tax deductions are allowed for the gift portion. Therefore, you can utilize assets – such as appreciated stocks, IRAs, mutual funds, or real estate – that are not producing income to fund a trust, receive income for yourself and your heirs, and ultimately make a gift in the future that can result in a life legacy.

For more information about giving to CSU Channel Islands, please call the Office of Advancement at (805) 437-8420.

Calendar of Events

All events listed are open to the public. For more information, please call (805) 437-8916.

October

24th - 25th CSUCI Family Weekend:
Opportunity for family and friends to visit the campus.

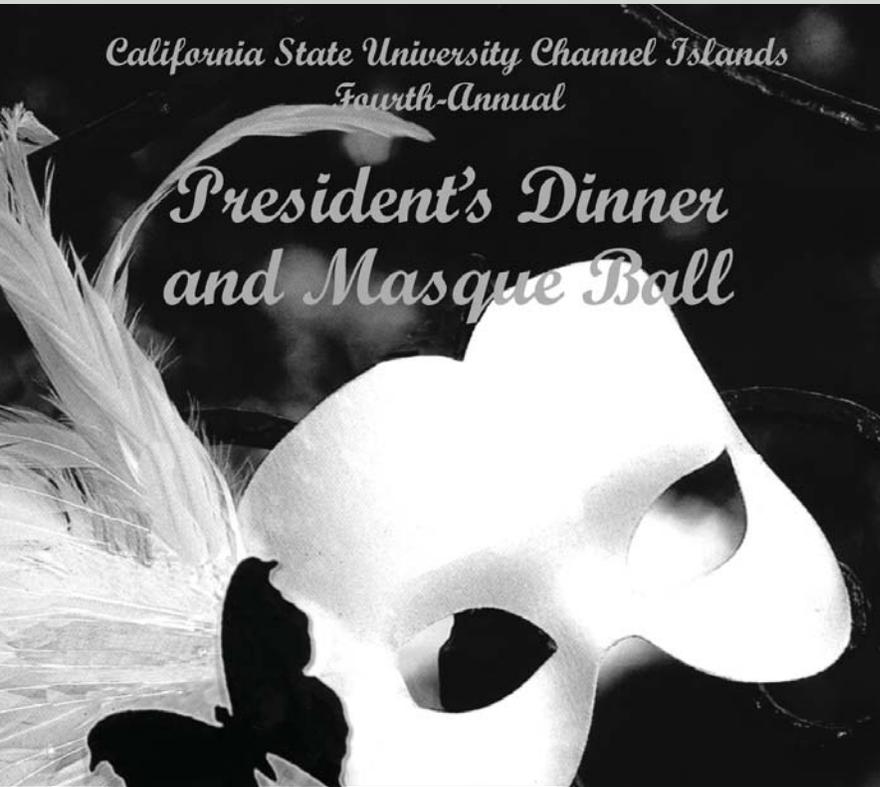
November

1st CSUCI President's Dinner and Masque Ball:
Elegant evening benefitting the University.

8th American Association of University Women (AAUW) Author's Day: Lectures by nationally known authors.

7th & 8th Actors From The London Stage perform *Measure for Measure*: Professional actors perform Shakespeare classic.

14th - 16th CSU Media Festival: Media competition showcasing student work from CSU campuses.



*California State University Channel Islands
Fourth-Annual*

*President's Dinner
and Masque Ball*

Saturday, November 1, 2003 Mandalay Beach Resort

The premier fundraising event for the University, the President's Dinner and Masque Ball will be a cornucopia of activities, including music, entertainment, dance, delectable cuisine, and even a few surprises.

Funds raised from the ball will go to the California State University Channel Islands Foundation, whose mission is to provide resources for the University's areas of greatest need.

This year's sponsors include Bank of America Foundation; California Strawberry Festival; Capistrano's Restaurant; Childrens Dental Group of Camarillo, Oxnard, and Simi Valley; City National Bank; First California Bank; Harrison Industries; Kildee Clothing; Lagomarsino Archives; Lowthorp, Richards, McMillan, Miller, Conway, and Templeman; McGrath Family Partnership; Mid-State Bank and Trust; Prudential California Realty; Rockwell Scientific Company; Van Gundy & Sons Jewelers; Ventura Printing; Verizon.

The President's Dinner and Masque Ball Committee would like to extend a special thank you to the City of Camarillo.



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