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California State University,  
Monterey Bay  
University Advancement, Building 86A  
100 Campus Center

## Community Day of Learning to Focus on University Learning Requirements

As this year's Community Day of Learning quickly approaches one of the workshops that will be held is being designed to focus on the continued evolution of CSUMB's University Learning Requirements (ULRs). According to Amy Driscoll, Director of Teaching, Learning, and Assessment, the ULRs recently

are a little bit like getting your driver's license. To get a driver's license, you need to demonstrate that you know how to drive and that you know the rules of the road. You can learn these things in a variety of ways, for example, taking private lessons, doing trial and error, or some combination. When you do get your license, you are not



CSUMB staff and faculty meet at last year's Community Day of Learning.

went through review in preparation for last October's visit by an accreditation team from the Western Association of Schools and Colleges (WASC).

CSUMB has established learning requirements that are different than most universities. Rather than graduating based on which courses have been taken, graduation is based on what students have learned.

According to CSUMB's ULR Website, "Our system works a lit-

held accountable for how you learned to drive, but rather for demonstrating that you are able to drive."

One of the workshops being prepared for Community Day of Learning is meant to present an overview of CSUMB's ULRs, after which the group will be broken into smaller groups each focusing on an individual ULR. Driscoll says these workshops are supposed to help faculty and staff **(Continued on next page)**

*(Continued from previous page)* understand the criteria and protocols for each ULR through mediated discussions. "We want as much community involvement in preparing the ULRs as possible," says Driscoll.

According to Driscoll, thirteen different 'learning communities,' made up of faculty members, have been meeting regularly to develop protocols and add new standards to each of the thirteen ULRs.

Driscoll adds that most universities throughout the country have, on average, five ULRs (also known as general education out-



Staff and faculty learn the finer points of PowerPoint at last year's Community Day of Learning workshop.

comes or requirements), but in order to meet the goals of CSUMB's Vision and Mission the university needed several more. "We are part of a whole new movement in higher education that is trying to make general education have a more specific direction," explains Driscoll.

CSUMB's ULRs are: Community Participation, Creative/Artistic Expression, Culture and Equity, Democratic Participation, English Communication, Ethics, Language, Literature/Popular Culture, Mathematics Communication, Science, Technology and Information, United States Histories, and Vibrancy

The Community Day of

Learning is set for 1pm to 5pm, the afternoon following President Peter Smith's State of the University address, which will take place on January 25, 2001 at 10am.



## CSUMB Updates Emergency Preparedness Plan

As CSUMB continues to grow and more people arrive on campus, the university's Emergency Preparedness Plan becomes increasingly complex and more important. Dino Latino, CSUMB's Preparedness Manager, has the job of continually updating the plan and making sure

each part of the plan is practical and emergency supplies are on hand and in working order.

According to Latino, the term 'emergency' covers a wide range of events such as utility failure, fires, earthquakes, violent and/or criminal behavior, hostage situations, bomb threats, airplane crashes, and hazardous material spills, among many others. Because these events are all very different preparing for emergencies requires thorough planning.

Since CSUMB opened, the university has been using an emergency preparedness plan that is contained in a large red binder and encompasses over a hundred pages of text. For the last several months Latino has been updating and revamping sections of this

book in order to make it more specific to CSUMB. "My goal is to take the boilerplate that is found in this book and personalize it--try to make it more pertinent to our campus," explains Latino.

In order to update the plan Latino has assembled an emergency preparedness group made up of Joe Maltby, CSUMB's Director of Public Safety, Holly White, Public Information Officer, Diane Ehlers, EPHS Director, Robin Katsuki, Interim Director of Design and Construction, Caroline Haskell, Administrator of the Personal Growth and Counseling Center, Flo Miller, Interim Clinic Administrator for the Campus Health Center, and Earl Lawson, Police Sergeant. The team is meeting on a regular basis to discuss and update different sections of the plan.

Along with updating the plan, Latino has been working to make the campus more aware of what to do in an emergency. Recently, over 50 campus volunteers have been appointed as Building Emergency Coordinators. They have been planning evacuation routes and leading mock evacuations to show other employees where to go in case of an emergency. According to Latino, several buildings on campus have already gone through an evacuation drill and over the next several months each building will go through a similar drill. Next spring Latino hopes to hold some bigger mock exercises, like a mock earthquake, in which several buildings are involved and the campus police and local fire department play a role.

In order to better prepare each employee for an emergency, the university has started to distribute emergency survival kits, which include water, a thermal blanket, a rain poncho, flashlight, batteries, and an energy bar, among many other things. So far half of all staff and faculty have received

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a kit and the other half should be getting one shortly. Latino emphasizes that these kits should be kept in or near your desk and are for emergencies only.

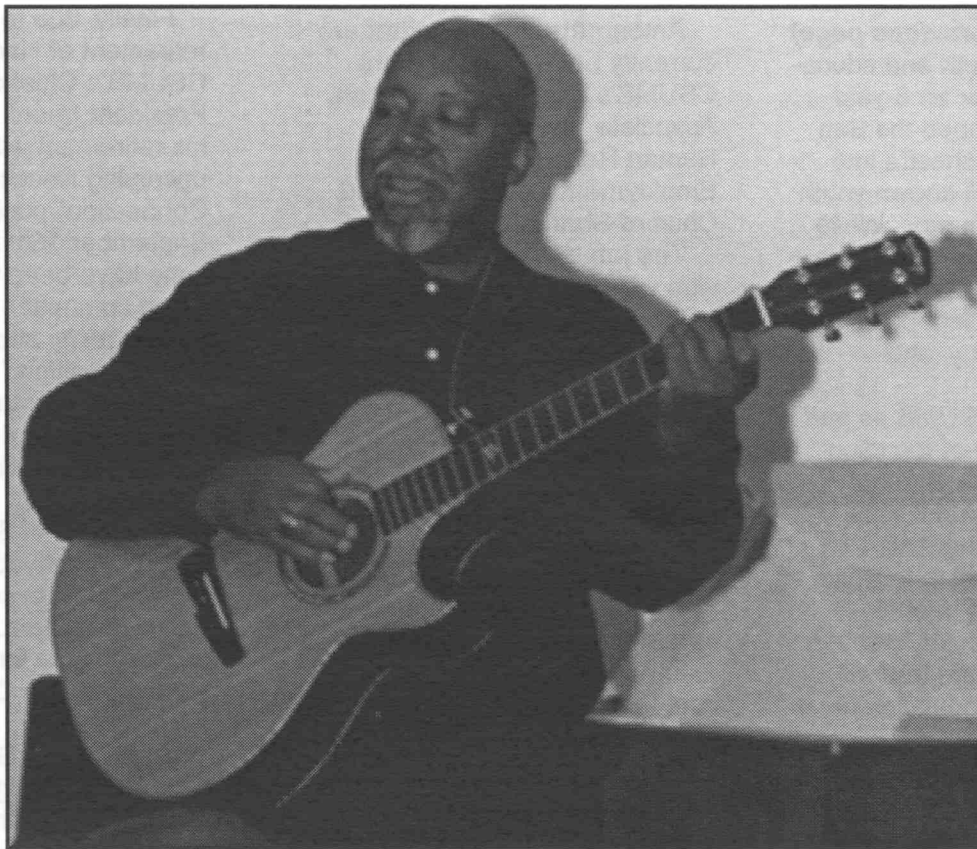
"One staff member, who shall remain nameless, e-mailed me to let me know that with the recent relocation of some campus vending machines, they were without access to a convenient afternoon snack. Well, let's just say that the energy bar in the emergency kit supposedly tastes pretty good."

*Editors Note: As part of its Emergency Preparedness Plan, the university is offering CPR at minimal cost for any faculty, staff, or student that is interested. The class is offered through the Red Cross and those that are interested should contact Dino Latino over FirstClass or at 582-3589.*



## Faculty/Staff Profile: Meet Richard Bains

As Richard Bains, CSUMB's Director of Music and Performing Arts, talks about his musical career one thing becomes immediately clear. His vision and pas-



*CSUMB's Director of Music and Performing Arts Richard Bains performs in front of his class.*

sion for music crosses over the barriers of traditional styles and genres. With his studies of rhythm and blues, classical, and world music he has come to appreciate music because of its vast sounds and instruments, not despite them.

Bains first foray into performing was at the age of 17 when he moved from Palo Alto to San Jose and started playing guitar in R & B bands that traveled throughout the United States. For a lot of the 1960's he was traveling from city to city playing at various clubs and concert halls, while studying guitar greats such as Robert Johnson and Muddy Waters.

While Bains was in his late 20's he decided to take another musical tract and enrolled in the San Francisco Musical Conservatory where he received a partial scholarship. Though it took him awhile to adjust from playing R & B in clubs to the more "classical envi-

ronment" that was found at the Conservatory, he soon began studying violin and took advantage of the resources available at the school. As Bains began his studies at the Conservatory he became more and more intrigued with world music and fascinated with the unique instruments that were created by various cultures around the world. In order to let Bains'

interest flourish, the Conservatory created a World Music Department in which, at the time, Bains was the only student. Since there were no professors at the school that taught world music, most of Bains' teachers were flown up from UCLA for his classes. "It was an incredible experience," he says, "during that time I learned how to play the Chinese lute among other traditional instruments from around the world."

After graduating from the Conservatory, Bains took a position with the San Francisco Unified School District where he taught elementary and middle school children to play music. Also, while working for the school district he developed the district's first multicultural resource center.

After leaving the school district, Bains took a position with the San Francisco Symphony where he was in charge of creating and *(Continued on next page)*

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developing their youth and education programs. Over an 8-year period Bains developed the San Francisco Youth Orchestra into one of the most well-known youth orchestras in the country. While working for the Symphony Bains took his orchestra to perform in countries such as Singapore, Italy, Spain, Germany, and Holland.

Bains came to CSUMB as part of the second wave of founding faculty and has been charged with developing the university Music and Performing Arts Department. According to Bains, he came to CSUMB in order to tackle the challenges of "creating a long lasting program that will serve the diverse population of the surrounding area."

Bains says that his favorite part of working at CSUMB is that he is surrounded by creative, motivated people everyday. "I really love the people that I work with here," he says.



## CSUMB Recruitment Effort Continues for High Profile Positions

As CSUMB moves into the new year, a recruitment effort is currently under way to fill several high profile positions at the university.

According to Linda Wight, Director of Human Resources, "For the past few months our recruitment effort has really focused on several positions that will be very visible to the entire campus community."

Among the positions that are currently open until filled are CSUMB's first Ombudsperson, Associate Vice President for Human Resources & Equal Employment Opportunity, and Chief of Staff to the President.

The job of the Ombudsperson, who will report to the Provost, is to provide confidential, informal, thoughtful, impartial, mediation, conflict resolution, and informational services to staff, faculty, and students, with a primary focus on student issues and concerns. "I view the role of the Ombudsperson as someone who is proactive. Someone who can identify issues and concerns before they escalate and focus on resolving those issues and concerns in an impartial way," explains Wight.

The Ombudsperson position opened on October 24th and the first wave of 37 qualified applications were sent to the hiring committee on November 27th for review. The position, like the others, is open until filled.

Another position that has had many applicants is the Associate Vice President for Human Resources & Equal Employment Opportunity. The Associate Vice President (AVP) is responsible for all human resources functions for the campus (including its auxiliary organizations).

The AVP will lead the reorientation of the campus personnel organizations into a common reporting structure with a goal of building a fair, balanced, and professional working environment that supports student learning and development.

According to Mary Roberts, of the 62 applications that went to the hiring committee seven candidates have already gone through initial interviews and second interviews are scheduled for early February.

Finally, due to the upcoming retirement of Hank Hendrickson, CSUMB's Chief of Staff to the President (more information on his retirement will be provided in upcoming issues of Campus Connection) position opened on September 16th and 65 applications have been forwarded to the hiring committee for review. "We have a really strong field applying for this position," says Wight. "The hiring committee has narrowed the field down to 15 and we expect interviews to begin the first of the year."

The Chief of Staff position reports directly to and provides executive-level support to the university president. The incumbent is responsible for coordinating the activities of the Office of the President.

The Chief of Staff performs a wide range of high level administrative duties within several crucial program areas, which include the Cabinet and the Administrative Council.



## Copyright Guide on ATMS Website

*By Mike Albright, Associate Director of Academic Technology and Media Services*

Academic Technology and Media Services (ATMS) was recently approached by a CSUMB faculty member with a videotape of a Discovery Channel program, taped on a home VCR during a cable broadcast. She was planning on showing it in her class. The program was recorded by a friend, and would we please make a copy of it so she could return the original? Sounds like a clear cut example of "fair use", right?

**(Continued on page 7)**

# NEWSBRIEFS

## Five-Year Awards

By Mary Roberts, Human Resources

Preparations are now being made for the President's sixth State of the University Address, including the second annual presentation of CSUMB staff and faculty Five-Year Service Awards, to be held in the World Theater beginning at 10:00 a.m. on January 25th.

Invitations were mailed on Tuesday, November 28th to the 90 staff and faculty members who began continuous employment as a CSUMB employee between January 4th, 1995 and January 3rd, 1996. If you did not receive an invitation and feel that your employment history fits the above criteria, please notify me at your earlier convenience by phone (x. 3609) or e-mail.

Thank you for your assistance in ensuring that all employees reaching five years of service at CSUMB will be recognized on January 25th. We hope to see you there!

## Forgivable Loan/Doctoral Incentive Program

By Teresa Ronsse, CSUMB Coordinator FLP Program 2001/02

The CSU is seeking applicants for the 2001/02 Forgivable Loan/Doctoral Incentive Program (FLP). The FLP provides loans for (full-time Ph.D.) students who, upon completion of the doctoral program, will apply to CSU teaching positions. The loan becomes forgivable if the individual obtains a CSU full-time instructional faculty position (a 12-month grace period exists before the loan repayments must begin). The loan and principal are "forgiv-

en" at the rate of 20% for each year of teaching service, allowing full forgiveness at the end of 5 years. (Please be aware, however, that there are nonetheless some costs associated with the loan: amounts cancelled through this policy, as well as the foregone interest on the remaining loan balance, are reported as income and will be taxed.)

The FLP will lend successful applicants who are full-time doctoral students up to \$30,000 (up to \$10,000 annually over a 5-year period) and who are enrolled in an approved doctoral program at an accredited university in the United States or abroad.

Applications are due February 19, 2001.

If you are interested in applying, please contact Teresa Ronsse, Bldg. 1, Rm 105, for a brochure and application. Seek out a CSU tenure-track faculty sponsor who you feel would support you throughout your doctoral program and who will commit to writing a thorough and specific plan of support for your application.

## New Web Interface for Service Requests

By Chip Lenno, Manager Technology Support Services

As part of our ongoing effort to expand and improve customer service, Technology Support Services is proud to announce a new Web interface for requesting service from IT@CSUMB.EDU. This new interface allows users to input and check the status of their service requests from any Web browser.

Visit the home page of the CSUMB website, click on either CSUMB Students or Faculty and Staff, and look for "Technology and Multimedia Support and Services."

Once completed and submitted, you will receive an email with a work order number and a PIN so that you can check the status of your service request from any Web browser.

Users can still call 582-HELP (4357) to speak to a Help Desk technician or send an email at [ithelp@csumb.edu](mailto:ithelp@csumb.edu).

## CSU Online Applications Increase by 70 Percent

Admission applications through CSUMentor, the online system that helps students and their families plan and apply for admission to the California State University, increased by 70 percent during the initial fall 2001 application period. The increase--from 67,535 in 1999 to 114,900--included 12,000 on the last day of November.

The very high usage of CSUMentor near the end of November caused the system to slow down for some users, but the CSU quickly installed additional high-speed computer data lines to increase the system's capacity. In addition, five campuses that had intended to stop accepting applications on Nov. 30 extended the deadline until the end of yesterday (Dec. 5). Of the 114,900 total, more than 17,000 were filed online during the extended period between Dec. 1-5, including nearly 7,400 on the very last day.

"Tens of thousands of students now begin preparing for college with CSUMentor as early as middle school," said Allison Jones, CSU assistant vice chancellor of access and retention. "In fact, more than half of CSU students now apply online."



# CALENDAR

## DECEMBER 20 (EVERY THURSDAY)

**WHAT:** Piecemakers Quilting Group  
**WHEN:** 12noon - 1:00pm  
**WHERE:** MLC room 171  
**FOR MORE INFORMATION:** Please contact Lynda Haddox via First Class

## DECEMBER 21

**WHAT:** Benefits Orientation for Human Resources  
**WHEN:** 10:00am - 12:00pm  
**WHERE:** Building 80, Conference room  
**FOR MORE INFORMATION:** Please contact Tony Uribe at 582-4426

## DECEMBER 29

**WHAT:** Women's Basketball v. Whittier  
**WHEN:** 7:00pm  
**WHERE:** WAC  
**FOR MORE INFORMATION:** Please call 582-3015

## JANUARY 3

**WHAT:** Women's Basketball v. UC Santa Cruz  
**WHEN:** 7:00pm  
**WHERE:** WAC  
**FOR MORE INFORMATION:** Please call 582-3015

## JANUARY 4

**WHAT:** Women's Basketball v. Transylvania  
**WHEN:** 7:00pm  
**WHERE:** WAC  
**FOR MORE INFORMATION:** Please call 582-3015

## JANUARY 12

**WHAT:** Women's Basketball v. CSU Hayward  
**WHEN:** 5:30pm  
**WHERE:** WAC  
**FOR MORE INFORMATION:** Please call 582-3015

## JANUARY 18

**WHAT:** Dance Theatre of Harlem's performance of *Dancing Through Barriers*  
**WHEN:** 3:00pm & 5:00pm  
**WHERE:** World Theatre  
**FOR MORE INFORMATION:** Please contact Shirlene Campbell at 582-3009

## JANUARY 19

**WHAT:** Women's Basketball v. Bethany College  
**WHEN:** 5:30pm  
**WHERE:** WAC  
**FOR MORE INFORMATION:** Please call 582-3015

## JANUARY 19

**WHAT:** Men's Basketball v. Bethany College  
**WHEN:** 7:30pm  
**WHERE:** WAC  
**FOR MORE INFORMATION:** Please call 582-3015

## JANUARY 20

**WHAT:** Women's Basketball v. Patten Colleg  
**WHEN:** 5:30pm  
**WHERE:** WAC  
**FOR MORE INFORMATION:** Please call 582-3015

## JANUARY 20

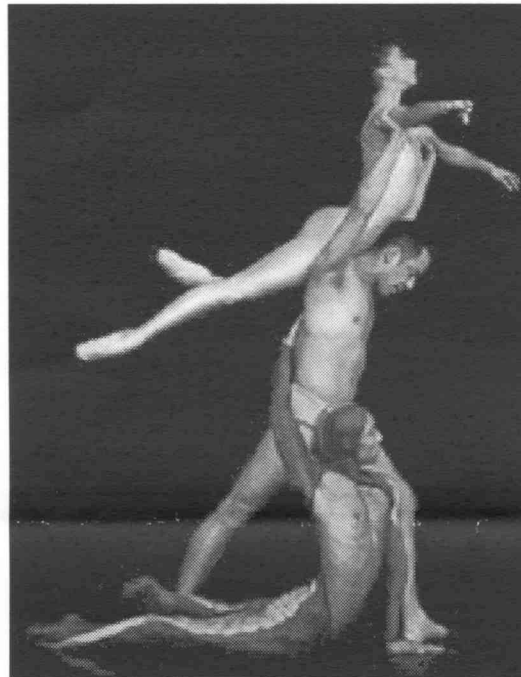
**WHAT:** Men's Basketball v. Patten College  
**WHEN:** 7:30pm  
**WHERE:** WAC  
**FOR MORE INFORMATION:** Please call 582-3015

## JANUARY 25

**WHAT:** State of the University  
**WHEN:** 10:00am  
**WHERE:** World Theatre  
**MORE INFORMATION WILL BE AVAILABLE SOON**

## JANUARY 25

**WHAT:** Community Day of Learning  
**WHEN:** 1:00pm  
**WHERE:** Various Locations  
**MORE INFORMATION WILL BE AVAILABLE SOON**



*Dance Theatre of Harlem's performances of Dancing Through Barriers will be on January 18, 2000*

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Probably not.

Guidelines for Off-Air

Recording have been negotiated among copyright holders and educator groups and approved by Congress. They allow university faculty to videotape off-air television programming and use the tapes in the classroom within 10 school days of the broadcast, without permission from the program's copyright owner. But, the key term here is "off-air". Cable channels such as Discovery, A&E, the History Channel, and CNN cannot be received via the rabbit-ear antenna that came in the box with your TV set. Therefore the Guidelines do not apply to them. Although the Guidelines are just exactly that, guidelines, and may or may not represent the actual boundaries of fair use as they may be interpreted by the courts, we felt that both the duplication of the tape and its actual use in class likely would have exceeded fair use, and we turned down the request.

#### **What is Fair Use?**

This example is typical of the copyright issues that face our campus every day. What is fair use, and what does it mean? You duplicated an article for your students this semester; can you give it to next semester's class as well? Can you scan that article and put it on your course site in CourseInfo? How much copyrighted music can you put on the CD-ROM you are creating for your class? If you do tape "60 Minutes" and use it legally in your class, what do you have to do to get permission to use it again next year?

A Handbook on Copyright Issues in Teaching with Technology is now available on

the ATMS website to help faculty better understand what copyright is, how it works, and how it applies in today's educational setting. We emphasize in the strongest possible terms that we are not attorneys, and the site does not represent legal advice, but it does provide an informed perspective on copyright and university teaching and offers insights to help CSUMB faculty use copyrighted materials legally in their courses.



*Students enrolled in the HCOM class "Oral History and Community Memory"*

## **HCOM Starts Oral History Website**

The students and faculty of the Human Communication (HCOM) course "Oral History and Community Memory" are pleased to present a website on First Generation College Students at CSUMB.

The website can be found at: <http://classes.monterey.edu/HCOM/HCOM350-02/world/>.

In the spring of 2000, HCOM students came together to study first generation college students through oral history. This semester's study was specifically con-

centrated on freshmen, sophomores, and juniors who had participated in the FOCUS Summer Bridge program before their first semester at CSUMB. The FOCUS Summer Bridge program is designed to reach students, usually from historically and currently marginalized and underrepresented groups, who might not have considered college an option, but now with the support of a multifaceted program, will have a greater chance to succeed academically.

This site highlights three collaborative student research papers

on CSUMB freshmen, sophomores, and juniors who are first in their families to go to college. Papers draw on oral history interviews with 1997, 1998, and 1999 Summer Bridge students. In some cases, students were interviewed both as freshmen and two years later as juniors. According to the website, "Most high schools employ a tracking

system, which labels students as headed in the direction of either vocational training, a junior college, or a university after graduating. Students are then placed in courses that correspond to how they have been labeled by the guidance department. Many schools place students on a track according to their score on a standardized test which can be administered as early as the sixth grade."

As part of the Service Learning outcomes, the findings and discoveries were presented to CSUMB administrators, faculty, staff, and students, in addition to the rest of CSUMB's neighboring community, in a public  
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presentation. Service Learning is a phrase that is becoming synonymous with CSUMB. A requirement for graduation, students must volunteer 30 hours working with local organizations, businesses, or schools. After synthesizing their data and oral histories, the students from the HCOM Service Learning course developed a Recommendations/Action Plan for CSUMB to assist in encouraging first generation college students to pursue higher education was presented at the class public presentation

The site also includes the findings of three CSUMB representatives from a student panel presentation at the October 2000 Oral History Association Annual Meeting in Durham, North Carolina. The three student presenters from CSUMB, Juanita López, Jaimie Dunham, and Jacinto Salazar assisted in creating a separate section of the website that features just their findings.



## 15th Annual Free Christmas Dinner at Monterey Fairgrounds

The 15th Annual Free Christmas Dinner will be held at the Monterey County Fairgrounds on Christmas Day, Monday, December 25th. It is sponsored by the Community Holiday Dinner Committee and the Monterey Peninsula Kiwas Club. Since there is no public transportation on Christmas Day, this year the dinner committee is offering a limited free shuttle service for those without transportation who would like to come to the dinner.

The dinner will be served in the Monterey Room from 12:00pm until 3:00pm. Along with a complete holiday meal, there will be entertainment, free used clothing, toys for kids, and Santa Claus.

If you would like transportation to the dinner, or would like to

donate money, food, clothing, toys or gift items, please call Richard Hughett at 373-3720. Checks can be made out to: Monterey Peninsula Kiwanis Club and sent to Community Holiday Dinner Committee, 885 Abego Street, Monterey, CA 93940.

For information about volunteering to help prepare and serve the dinner, contact Florence at 647-1830 or Rita at 484-1142.

This annual free dinner is open to everyone in the community to share the spirit of the holidays.



## Next Issue of Campus Connection

The next issue of Campus Connection will be distributed on Monday January 15, 2001. Happy Holidays!

# CAMPUS CONNECTION

### To Submit Material

Campus Connection is published biweekly every other Thursday of the academic year. Campus news may be submitted by e-mail to [robert\\_mazurek@monterey.edu](mailto:robert_mazurek@monterey.edu), may be faxed to 582-4117, or may be delivered on hard disk or paper to University Advancement, Building 86A. Items will be published on a space available basis and are subject to editing. Writing should be in news style, short and direct. For inquiries call 582-3302.

### Delivery Preference

If you would prefer to access this newsletter electronically and not to receive it as hard copy, please send email expressing that preference or check here then cutout and return this box to: Robert Mazurek, Building 86A.

I do not wish to receive hard copy of future issues of CampUs Connection.

**Watkins, Steve**  
Library Learning Complex  
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