President Smith asked to Resign

by Robert DeLaRosa and Susan Nisonger

The aftershocks from the resignation of Dr. Octavio Villalpando and reassignment of Dr. Cecelia Burciaga are still being felt throughout the campus of CSUMB. A group, known as the student coalition organized, met with President Peter Smith and Provost Dell Felder on March 31, 1999 and presented them with a petition asking for their resignations. A week later the Chicano/Latino Faculty and Staff Association of Cal State Monterey Bay (CLFSA) also met with the president and provost, giving them a resolution requesting their resignations.

"I've seen colleague after colleague demoted and demeaned,"

-Ruben Mendoza

The student meeting with the president began with the student coalition (dressed in all black) making their entrance in a single file line. The coalition read the petition and asked for their resignation. Smith was given until 4:00 Thursday to make his decision. Smith immediately replied that he would not resign. He went on to say that the coalition really had no power to make him do anything.

"Peter Smith responded like a politician, arrogantly without thought towards the meaning of what the students proposed," wrote Student Voice President Sarah Lerma in a statement posted on the campus e-mail, FirstClass.

The following week’s meeting with CLFSA was a delivery and reading of their "Resolution of the Chicano/Latino Faculty and Staff Association of Cal State Monterey Bay," entitled, "The Failure of Leadership." The resolution cited the leadership’s failure to create the broad foundation for diversity, students’ loss of trust in the ability to enjoy the education they were promised and the leadership’s lack of experience and expertise in California.

The failure to establish practices of shared decision making, comprehensive and participatory planning and the support for governance that has resulted in little diversity structured into decision-making processes.

"This is a crisis of the spirit of the University," Smith said in reaction to the last three weeks of events. "I know they are very angry and people have feeling which need to be honored."

Perhaps the most emotional issue for all concerned is that both CLFSA and the student coalition are concerned that Smith and Felder are veering away from the University’s treasured Vision Statement. The Failure of Leadership resolution stated, "In selecting some elements of the VISION statement, the leadership has been able to reprioritize resources and re-define the focus of the University’s commitment."

CFA Declares Right to Strike

by Caroline Musto

After months of negotiating with the CSU system, CSU faculty have been given the right to strike by the union which represents a large percentage of CSUMB’s faculty and, by law, their decision affects all faculty in the CSU system.

Members of the California Faculty Association (CFA) rejected a tentative contract agreement with the CSU system on February 29, 1999. After months of unsuccessful negotiations, the CFA Delegate Assembly, the collective bargaining agent for the CSU, passed a State of Strike Resolution on March 29, 1999.

Many stereotypical strike actions are illegal under state labor law. Sick outs and intermittent strikes are deemed illegal. Peaceful pickets or full strikes, however, are legal.

According to Jim May, a CSUMB faculty member for the Institute for Computer Science and Technology, CFA’s local Chapter President of CFA, and Treasurer for the statewide CFA representing the 20,000 faculty of the CSU, a State of Strike resolution authorizes, but in no way requires, the faculty at all CSU campuses to plan and implement job actions in three graduated steps: Level I: Actions that that would not interfere with student learning and services, but would make it difficult for the administration to implement it’s policies. Professors would still teach class but they may refuse to attend certain faculty meetings. Level II: Actions that involve "work to rule," such as enforcing course prerequisites and not accepting over enrollment in classes. Level III: Actions involving work stoppages including a complete halt to teaching. Level III actions would be implemented if Level I and II actions do not satisfactorily resolve the contract struggle.

Faculty members say students will not be affected by the initial stages of a strike action. "We don't want to do anything to upset students lives," said Nubra Floyd, Associate Professor of Collaborative Education at CSUMB. The CFA is worried about how students will perceive a strike and they noted that there is hope for more credibility with students to get the students to support a strike. If a strike were to be called at CSUMB classes would likely be in session at the scheduled times at Level 1 and 2. However, Level 3 would cancel classes of faculty who went on strike. What, if any, level is CSUMB on? According to May, "Part of getting what we want is the element of surprise. If we do get to level III it won't be until the fall semester of 1999."

The reasons for the strike aren’t just about money. The CFA’s resistance to the Chancellor’s Office’s efforts to impose a merit pay system has been the main issue throughout the negotiations.

Ken Swisher, Media Relations Manager for the Chancellor’s Office says, "with the Chancellor’s suggested increase in the merit pay pool to 40%, the salary pool could allow two to three times as many faculty to receive merit pay increases as in previous years."

All other U.S. institutions with which the CSU is compared in terms of compensation have a merit pay system, and over previous years.

The reasons for the strike aren’t just about money. The CFA’s resistance to the Chancellor’s Office’s efforts to impose a merit pay system has been the main issue throughout the negotiations. The Failure of Leadership resolution stated, "In selecting some elements of the VISION statement, the leadership has been able to reprioritize resources and re-define the focus of the University’s commitment."

cont. on page 11
On April 5, 1999, CSUMB held its inaugural First President's Symposium at the World Theater. The symposium was the first in a series dedicated to exploring Teaching and Learning for the twenty-first century. Barbara Christian, Dr. Takaki and Dr. Barbara Christian. Dr. Takaki is the author of the most widely used college text in multicultural U.S. history. He is a first generation college student only because of affirmative action. Dr. Barbara Christian is a leading scholar of Black Feminist Theory and because she has often been a pioneer, a leading scholar of Black Feminist Theory affirmative action. Dr. Christian has often been "the first to be the only one." The action began before the official start of the program. A group of CSUMB students, formerly known as the Vision Coalition, held a protest rally outside the World Theater. The rally was in protest of CSUMB's alleged deficiencies in following the Vision Statement. They marched in a circle calling such chants as "Students now. Students First!" "What is education, not segregation!" as the time to enter the theatre grew near, Dr. Takaki spoke harshly about the amount of tenured faculty in relation to the number of students. CSUMB began with fourteen tenured faculty and still only has fourteen tenured faculty. While the number of tenured faculty has grown, the number of tenured faculty has remained at fourteen and the increased workload has been made up by part-time and temporary employees who are paid hourly and receive no benefits. "Fourteen-hundred students and only fourteen tenured faculty? Haven't you hired any more?" asked Takaki. This comment drew one of the largest applause of the event. Multiculturalism was a hot topic. Takaki said students should not simply meet the multicultural class requirements without knowing why they are taking the classes. Christian said, "multiculturalism should not start at the university level" and "multiculturalism will eventually become a fact because it has to." Takaki spoke of funding issues. "The California budget is exploding. The question is how do we cut the pie. We are the taxpayers. The pie is moving in our direction." The question was asked about how the school would create a multicultural curriculum. Takaki said, "Create a curriculum which acknowledges the histories of these cultures." Christian said, "I have never seen administration or faculty do what they need to do without pressure from students. As a group, we don't have to do what one culture could teach about the experiences of another culture. Takaki spoke about his own experiences when he taught UCLA's first black history class during the "Birmingham studies" in the University classroom. Takaki also said, "I hope people don't say professor T said he has to." Takaki pointed out "we are not all the same just because we are people of color." She also admonished to include gender because "culture often means "male." When Ray Martinez, a member of the vision coalition, took his turn to ask a question, he asked Dr. Takaki why he was not taking notes on the Internet. Takaki said, "the key is faculty-faculty unity. The faculty is being hired here, you can't build a strong multicultural program." Dr. Amalia Mesa-Bains closed the symposium with a passionate speech about practicing what we preach and questioned the audience on what it is they practice when they preach.

**GRADUATE ALMANAC: Nikki Sannicolas**

by Troy Martin

"Make the most of your education, and find the direction you want to go." says Nikki Sannicolas, and that is just what she is doing. After graduating from CSUMB with a BS in Social and Behavioral Sciences (SBSC) this last year, Sannicolas had a tough choice ahead of her. Having applied to both Harvard and Northeastern University, both schools accepted her into their Master's to Ph.D. program. However, when Sannicolas re-entered school with an Associate of Science after being in the Army and the local workforce since the 80s. When she did re-enter for her final stint, her true thought of applying to San Jose State University for a Masters in Social Work was largely altered.

"Being involved in the multidisciplinary program at SBSC, I became much more interested in more than just social work. The anthropological component at SBSC opened up a whole new dimension of the global and cultural components of SBSC," said Sannicolas. Furthermore, CSUMB's technological competency emphasis revealed to her a whole new side to social work. "The net is changing the way we communicate, it paved the way for mass media to be an interactive process. This is also a fairly new field with lots of opportunities."

"So with her new ambition intact, Sannicolas began applying to Masters programs in Sociology and Social Anthropology that would lead into a Ph.D. The institutions in Boardman were most encouraging since there are several programs and scholars in the area who were actively doing research in social science research in this field. As she went on to explain, "When you apply to graduate school, you need to look for a program and an individual (professor) with research interests that are similar to your own. I think the school that I chose is doing a great job in teaching and preparing students for research." She found just what she was looking for at Northwestern, and she applied to several professors. She received her Masters this December and is now a full-time professor at Northwestern. "I hope people don't say professor T said he has to." Sannicolas said.

Sannicolas has been a teaching assistant for the last 24 years and is now working as a full-time professor at a service learning type course as a research assistant to several professors in her department. She will receive her Masters this December and is now a full-time professor at Northwestern. She plans to continue her teaching and research at Northwestern and is considering a Ph.D. program. "I hope people don't say professor T said he has to."

Upon receiving her Ph.D., Sannicolas is hoping to work in a rural or developing community "teaching and bringing tech­ nology into the classroom, computer programs are becoming a part of the social work, and there are areas that have not had much opportunity to use them. Besides" she adds, "I hope people don't say professor T said he has to."
Letters to the Editor

Sarah Lerma

I am extremely hurt by the recent events that have taken place on this campus and by the response we have received from the administration. I came to this campus in the fall of 1995 at the age of eighteen. The only thing I knew about this University was that it was in Monterey, a small city known for its military base and it was brand new. I liked the idea of "creating" a university. I liked the idea that I wouldn’t be told what to do based on the reason "We’ve always done it like that." I liked the idea of having possibilities.

I walked into the Pomeroy for our orientation and for the first time I heard words like ULR’s, MLO’s, multiculturalism, diversity, technologically advanced, service learning, bilingualism, and the Vision Statement. And I heard President Smith passionately speak about wanting student input and involvement in creating this university together and for the first time I felt like my voice would count. I felt like I could make a difference, like my voice would count.

I wasn’t a political person in high school and I wasn’t at all interested in student government or politics at all. I never expected to get involved in politics here either, but due to the time I arrived at this school, due to the chaotic nature of it all, I felt the need to step up to the challenge that laid ahead of us and feel like I mattered heavily in the decision making process.

I am the Vision Statement. I am Chicana. I am from Gilroy, which is part of the Tri-County area. I was a part of the Talent Search program in high school. I am from a family that is considered low-income and I am a part of the first generation in my family to attend college. And it hurt me deeply that I am under attack.

I spent the last four years involving myself in this university. I have worked at Outreach & Recruitment working to get high school students to apply to CSUMB, I have volunteered more hours than I can count and I have spent the last four years involving myself in this university. I have worked at Outreach & Recruitment working to get high school students to apply to CSUMB, I have volunteered more hours than I can count and I have been involved in student government for two years. I am a HCOM major and a graduating senior and if anyone has a vested interest in this university it’s me.

I have been involved at all levels and facets of this university and it saddens me to see all of the injustice that has occurred over the last four years. I and other students have been extremely patient, caring, and understanding. I have tried to work with and through the system in order to help students and I, in order to make the Vision a reality. I cannot tell you how hurt I was to walk into the meeting with Peter Smith and the student coalition. Dell Felder showed some emotion and that I can respect. President Smith responded as a politician, arrogantly without thought towards the meaning of what students proposed.

"Yesterday was not a great day for me because I, as a pioneering student, I, as a Chicana, I, as the President of Student Voice, I, as a graduating senior, I, as someone who has run through the walls and roofs. I can't stand by and watch my faculty of color forced to leave due to racial ten­sions. I cannot stand by as my faculty are fearful of losing their jobs due to being "too pro­student." I cannot stand by when the students that this university is supposed to cater to are ostracized and attacked. I cannot stand by as the university I have devoted myself to strays away from the document I hold up as my belief system. This is an innovative university. There are wonderful people here who truly believe in the Vision Statement. People who are willing to do whatever it takes to make our vision become a reality. I consider myself to be one of those people and if I do not take a stance now then what the hell have I been doing the last four years? If I do not take a stance now, my degree is as meaningless as the paper it's printed on. I will do everything in my power to voice my concerns and to take action. I am doing this for myself, I am doing this for students, I am doing this for future students, I am doing this for faculty, I am doing this for future faculty and I am doing this as a small step towards a more just world. Please join me in taking action. Join me in this fight and stand up for what your degree really means. Come to the student coalition meeting tonight at 7:00 on bldg. 86B or write to our CSU Chancellor: Dr. Charles Reed 400 Golden Shore room 324 Long Beach, CA 90802 or call him at (562) 985­2800 or send a fax to (562) 985­2749 or write to our CSU student Trustee: Eric Bidelman 5432 Resivor Dr. F5 San Diego, CA 92120 or call him at (619) 295­5389

Eric Mitchell, Undeclared

Collective BULL

by Troy Martin and Tera Marshall

From its start, CSUMB has endeavored to become an innovative campus, removing itself from the pedagogical status quo to "a model, pluralistic, academic community where all learn and teach one another in an atmosphere of mutual respect and pursuit of excellence." This campus is not the norm. So who then are these fellow comrades of this great experiment, and why are they here? This week the collective buzz asks the question: Why did you come to CSUMB?

Thers Harvy-Beaudry, HCOM Junior

After interviewing the director at San Jose State I found out their program was getting away from liberal arts in their Human Communications department. Sticking more with the tradition Shakespeare, Greek, nothing patience for I was suggested to check out this university and interviewed Dr. Wang. After that I was very excited about the professors and so far I have not been let down.

Paul Larish, ESSP Freshman:

I had never seen the school before, except maybe in a picture. The number one reason I came was because the ESSP program looked good. The second reason I came to Monterey is because of the good waves.

Connie O'Dea, CST Senior:

I came because of the Computer Technology. I chose it when I needed to change my goals because of my disability. It looked like the best program out there, the pioneering concept was exciting.

Adam Hocker, Undeclared Freshman:

I picked CSUMB because it was the only four year university taking applications in mid­June.

Stewart Jenkins, Information Specialist for the Service Learning Institute:

I used to be a teacher and I liked working around students.

Maria Concha Salinas, Coordinator of Community Participation for the Service Learning Institute:

I came to CSUMB interested in the community. I read the catalogue for the first year and loved the Vision Statement, and I had an interest in visual arts.

Debian Marty and Ted Matula, professors for Human Communications:

"The Vision Statement!"
ESSP Community:

ESSP Student Kendia Herrington (junior):
"I think that ESSP as a whole is trying to live up to the vision statement of the university. I know that ESSP has asked to put funding in for recruitment in getting a more diverse student body but has been rejected. Also, every professor that I have ever had in ESSP have always went out of their way to help the students out, especially if there is a student that isn't understanding an aspect in the class. They all appear to want to succeed and try their hardest to help out. The professors aren't just teachers here. They write the best letters of recommendation, if you need one, they get you in contact with future jobs, and most important of all, they're all friends to every student. Never in my wildest dreams, would I have thought I would call my teacher by their first name and have dinner with them and talk just about life. For what every person involved in ESSP gets paid, they go way above and beyond the call of duty!"

ESSP Student Pat Finch:
"ESSP is for the most part technologically in the dark. It stresses the policy part too much, and does not stress the physical sciences enough. We have computers, we should use them for what they are worth, not just Excel and Word."

ESSP Student Maria Ferdin (senior):
"I can see tell-tale signs of institutionalization within the department. What this may mean for multiculturalism or all the other great and wonderful idealistic notions we as individuals and collectively strive to achieve. I don't know."

ESSP Student Gina Hamilton:
"I feel that the vast majority of ESSP faculty, students, and staff believe in the same concepts as put forth in the Vision Statement simply due to the nature of the program and the persons it attracts. ESSP carries an equitable, unified vision, which is the general idea of the Vision Statement, as I interpret it.

"The ESSP Institute is highly student-oriented. Individual faculty and staff attempt to take into account the individual student and their needs. This is incorporated into decision-making processes more often here than it seems you might see at other Universities. While this may be a virtue of it's current size, right now it is a reality.

"There seem to be on-going efforts through ESSP and through ESSP/Service Learning to reach out to the members of this diverse community with the intention of encouraging them to join us in our pursuit of education, science and excellence. In addition, I can think of very few classes I have had since coming here in the Fall of 1996 that have not incorporated social and economic justice into their curriculum to either a small or a great degree.

"While it does appear that the majority of ESSP faculty are "white", sometimes one feels they are not as hard-pressed to convince me that they were hired for any other reason than that they were chosen as the best people for their positions. The true community. The true members of the ESSP faculty and staff is obvious and I would estimate that the majority of ESSP students are female."

ESSP Faculty Elena Jaramillo:
"As the only Chicano faculty in ESSP, I feel it is my duty to say that recruiting, nurturing and retaining students, faculty and staff of diverse backgrounds is not only frequently and passionately discussed topic at ESSP planning meetings, but also that most of us feel that serving California's diverse communities is a core value that we must uphold in many ways. My own experience at ESSP has convinced me that it would be difficult to find a more diverse group of top-notch scientists in our society. Before going to ESSP, I felt that the work I was going to be a hard, uphill battle to achieve excellence and multiculturalism under the chaotic and resource-constrained circumstance (of an underfunded ESSP). It is some disappointments at CSUMB during the past two years, mostly a pattern of non-delivery on promises made, as well as a lack of central focus, and I believe that their commitment is still very strong.

"I think ESSP has done fairly well within it's resource base. We have made a commitment to teaching SL200, Biology, Chemistry, Physics, and we have the opportunity here in the fall to do a static point at which all of these ideas are being implemented. To make the Vision Statement part of our day to day reality. ESSP and ICST, like other Institutes on campus, are making headway in realizing some parts of the Vision Statement, and struggling with other parts. But the Institutes' faculty and staff were recruited with the Vision Statement as a central focus, and I believe that their commitment is still very strong."
CSUMBOpinions

More Responses

Responses from
TeleDramatic Arts and Technology:

Preston Mullins
I don’t sense much racial tension. My director, a Latino (pilipino), I appreciate learning Spanish here. It does help to have minorities represented in the department. There aren’t too many communication problems in TAT.

Jennifer Browne, Junior
In our film history we’re watching films from India, Japan, and Italy from the twenties through the 60’s you get to see different cultures, languages and talents from such a diverse group this helps one grow together for one purpose so that we can value, cultivate creative and productive talents, of all so it can better our communities and the quality of life. The quality of life deteriorates when we do not understand each other and we don’t respect each other. World Languages and Cultures has so many worlds of cultures and languages working together to understand and respect each other.

I strongly believe that when you have a leader who practices serving the diverse people with actions, not merely words, then the rest of the people will follow. I believe it is being practiced in this department.

Guillermin Hererra, Spanish Language Tutor & WLC Major
I think the WLC complies with the vision statement. The diversity of the WLC department is big and open for discussion as well as the learning environment by substantive commitment to a multilingual, multicultural and intellectual community. Also, the WLC recently opened the Language Lab, a place of active learning. Enriching speaking and writing skills. The WLC is investing in the preparation for the future and students are going to be able to succeed.

Response from The Director of Liberal Studies:

The Liberal Studies Advising Center opened to students; January, 1999. Five peer advisors and 1 coordinator staff the office. All employees have received intensive training about the requirements of the University and the requirements of the State as pertaining to the educational requirements. I looked to the training for the answer to the question, “How do you feel your department is living up to the vision statement?” But an answer to this question also be in the form of active participation. This office must actively participate in the vision statement rather than training students. I stand by the vision statement.

This center does live up to the vision statement in the realm that we inform students on a daily basis about those requirements of the University. The requirements of the University are the Vision Statement. Liberal Studies is integrated in general education requirements as well as upper division major requirements. Therefore, we in the center work with the requirements known as the ULRs and MLs daily.

We explain to continuing students and visitors about the University about the need to complete and understand the requirements of Liberal Studies. Liberal Studies has requirements in the areas of, Cross-Cultural Competence, Global Competency, Second Language Competence, Multicultural Literature, English Communication, Technology Communication, Service Learning, Social Sciences, Human Development, Integrated VPA, Quantitative Literacy, Natural Sciences, Concentration, and Prossemior &

Holly White - Advisor

CSUMB Voices Are Heard
by Peter Smith

CSU Monterey Bay was established to be a new kind of university. The State of California, the CSU Board of Trustees and the communities which surround our campus asked us to pursue a different vision. So, over four years ago, we started the process of building a new university by writing a Vision Statement.

The Vision Statement sets lofty goals for our university. It spells out our commitment to several core values; learning through service to our communities, creating a multicultural environment where diversity is valued, preparing for the 21st century by gaining global perspective and technical excellence, creating an underserved and underrepresented populations, communicating and collaborating with mutual respect, developing knowledge that crosses over and connects traditional fields of study, and applying this broad learning in very practical ways.

Since 1995, we have all poured ourselves into turning that Vision into reality, and we have had amazing successes. We have attracted an extraordinary group of students, faculty, administrators, and staff. Our current faculty has won prizes and recognition for their scholarship. And our graduates are getting great jobs and being accepted into graduate programs. We are moving towards full accreditation and the campus increasingly buzzes with cultural events, speakers, athletic contests, and other activities.

There are also the problems inherent in any startup, fatigue, shifting priorities, and unfinished work, as well as concerns about our ability to maintain diversity in our student body, faculty, and top administrative ranks and foster a positive environment on campus. My recent decision to reassign my executive assistant to the Vision office. All employees have received intensive training about the requirements of the University and the requirements of the State as pertaining to the educational requirements. I looked to the training for the answer to the question, “How do you feel your department is living up to the vision statement?” But an answer to this question also be in the form of active participation. This office must actively participate in the vision statement rather than training students.

Although the protests, the email attacks, and the calls for resignations have been painful, they have been important open expressions of concern by members of our campus community. And open debate about important matters is essential to university life. The fact that some people would care so much about a perceived lack of commitment to the diversity element of our Vision says great things about this young university.

At the same time, it is important to remember that the CSUMB Vision belongs to everyone. Not just Peter Smith, not just those who wrote it, not just any other group. It places responsibility on all of us, and it belongs equally to each current member of the CSUMB community and the broader tri-county communities that support us as a public university, as well as to future faculty, staff, and students. Being the responsibility and ownership are shared so broadly, the Vision is dynamic and evolving, not static. We are its current stewards.

Multiculturalism and diversity are not easy concepts. America has not resolved them, nor has California. I am proud to lead a university that wrestles with these difficult issues. They are about all people and groups, not numbers. If numbers were what counted, I would be focused on the statistics on my desk which tell me that 41 percent of our administrators, 48 percent of our faculty, and 44 percent of our students belong to ethnic classifications other than Caucasian. Instead I find myself drawn to the window to see the faces of students visiting our campus. I believe they tell me that we have work to do.

We are its current stewards.

Vision is dynamic and evolving, not static. The lofty goals of our CSUMB Vision are not reality. We have work to do. As the dialog continues on campus, I will make every effort in ensure that members of the local communities remained informed. The raising of voices, whether collective or singular, is important on a campus where we are searching for a new way of doing business that better serves everyone. Every individual on this campus has a voice. I encourage all to continue to raise them freely within an atmosphere of mutual care and respect.

Peter Smith, Ed.D
President, California State University, Monterey Bay

For comment or more information, Herald readers can reach Dr. Smith by writing 100 Campus Center, Seaside, CA 93955

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Master’s Student Wins New American Fellowship

by Leah Maxwell

Master’s student, Yer Thao, is one of thirty recipients to be named a Fellow in the second year of The Paul & Daisy Soros Fellowships for New Americans. This $50 million Fellowships program was established last year by Paul and Daisy Soros, New Americans who wanted to return something to the nation that has given them so much. The Fellowships were founded to support graduate education for exceptional immigrants and the children of immigrants. For up to two years, each Fellow receives half of the tuition cost of graduate study as well as a maintenance grant of $20,000 a year.

After a difficult and lengthy application process, including two essays, several letters of recommendation, and intensive interviews, Thao was chosen among 1,215 applicants from 410 colleges and universities nationwide. The applicants represented 120 national origins, including many minorities within countries such as Kurds, Chaldeans, Bahá'í and Hmong.

Thao, 28, was born in the northwestern mountains of Laos, the youngest of seven children. After his father was declared missing in action from the Royal Laos army, Thao fled with his mother and siblings. His family resettled in northern California when he was 12, and in 1992 he became a naturalized citizen.

Even with a lack of any former education, Thao persevered and was admitted to Humboldt State University, where, in 1993, he earned his Bachelor’s degree. In 1994 he completed his elementary teaching credential, and began to teach in the Eureka City school district. It was there that Thao began his commitment to volunteer programs designed to "build bridges between the Hmong and the general community."

Thao has given workshops on Hmong culture and spoken publically about southeast Asian cultures to high school and college teachers, administrators, and students. He founded the Hmong/Hmong Community of the North Coast, as well as the Homework Helper Program to help Hmong children with their academic skills. He has been honored several times for his ongoing contributions, and has become a role model for other Hmong, who, like Thao, want to hold on to their heritage, language, culture, and identity.

"He is one of the most highly self-motivated individuals I have ever known," said Armeda Reitzel, professor of speech communication at Humboldt State. "He is truly a leader, a fine public speaker, and an individual who will serve and inspire people from all different cultural backgrounds in the United States."

Thao’s field of interest is multi-cultural education, and he became interested in pursuing his Master’s degree at CSUMB because of the school’s vision statement and the Professors in the Master of Arts program.

"Many of them have a strong specialty in the area which I want to study," said Thao. "I want to learn from them and pursue higher education so I can help others."

After completing CSUMB’s Master’s program, Thao plans to continue working toward a Doctorate, using the Fellowship to help him obtain his goal.

Money

by Jan Hill

Knowing what you know today, would you have done something differently while you were growing up? Would you have studied harder in high school or started playing your favorite sport at an earlier age? In a recent survey, people who were about to retire were asked, "If you could live your life over, what would you do differently?" Their greatest regret, according to 60 percent of the participants, was not saving enough money.

Hard-working college students often have car payments, school payments, rent, food, and other bills to pay month after month, and can't possibly conceive of starting a savings plan. However, the amount of financial success you enjoy in retirement depends on you and your willingness to take advantage of your most precious asset, which happens to be time.

According to Albert Einstein, the most amazing and historical discovery of all time is compounding interest. Put simply, when your saving or investment gains compound, the money you have earned turns into even more money.

Here's how it works: If you have $1,000 earning 8 percent interest a year, at the end of one year you will have $1,080. The second year your money will grow to $1,166 a gain of $86. Why? Because the $80 you earned the first year, also earns money the second year. While the results of compounding seem very small in the beginning, they can be astonishing over time. For instance, if your initial $1,000 earns $80 interest per year without compounding, at the end of 30 years you would have $3,400. However, if your earnings compounded, at the end of 30 years you would have over $10,000.

Here is another example of how compounding can effect your financial future: Suppose you and your neighbor just turned 30. You both decide to invest $38 per month. You begin saving today, but your neighbor waits until he/she turns 40. The only difference in your two investments is about $20,000 over a period of 10 years. When you retire, you will have $354,354 more than your neighbor. In other words, by starting only 10 years later, your neighbor lost out on the benefit of compounding and nearly $350,000 (assuming a 10 percent before-tax return).

Earning and saving money is hard work. Almost 100 percent of high schools and colleges fail to offer a single course in money management. Most Americans don't know how to manage personal financial futures, because they were never taught how to do so. Consequently, many people are afraid of starting a saving or investment program, because they feel they don't have enough money to make a difference. However, you don't need much money at all to take advantage of an early start.

Social Security Administration statistics show that among Americans over 65 today, 45 percent are dependent on relatives, 30 percent rely on charity, 23 percent are still working, and only 2 percent are totally self-supporting. Procrastination is a dangerous thing when it comes to saving and investing for your future. Set aside a portion of your income as early and as often as you can make time for your ally.

Earth Day Activities and History

by Ginger Rose O'Kelley

Earth Day will be celebrated on campus on April 22.

At noon in the Main Quad there will be music, environmental speakers, and games for students. There will be a joint performance of Monterey Harmony Movement members and the a capella artists, Everyday People at 7:30 p.m. in the Music Building. Tickets are $2 in advance or $3 at the door for students, and $5 at the door for the general public. Doors open at 7 p.m.

Earth Day was founded by John McConnell as a time to "alert concern and interest" for the planet. It was first celebrated on March 21, 1970 on the Vernal Equinox, in San Francisco, according to the web site www.thesemesh.com/abouted.html. It was a day to remember life on Earth, to plant trees, grasses and flowers, and to clean streams and wooded glens.

Senator Gaylord Nelson coordinated a national environmental teach-in, which took place first on April 22, 1970. This event was also called Earth Day. An estimated 20 million people across the country participated in peaceful demonstrations in an effort to send a message to the nations' politicians to start action to preserve the earth, according to the web site www.earthday.org/eday1999/ca.htm

This April, think of how you can make a lesser impact on the earth. Here are some suggestions:

If you're just getting a few things at the store, try to go without the bag the clerk may offer you. Re-use that bottle of water you just bought. Re-fill it tomorrow.

It takes over 1,000 gallons of water and about 16 pounds of grain to produce one pound of edible beef. If you usually eat beef more than three times a week, try to cut back.

Pack your trash.
Elusive Shrimp Found Again in Fort Ord Vernal Pools

by Mary Patyen

I must have blinked at least three times.

There, in the tea-colored sample of vernal pool water, flothered three or four of the creatures I'd only seen before on videotape and in still pictures. "Mmmppff!" I exclaimed, as I realized that the tiny pink 'shrimp' fluttering in the tupperware container were the rare and elusive fairy shrimp. I found my voice. "Fairy shrimp! I've got fairy shrimp!" I yelled. Nearby, fellow samplers Kim Stevens and Sandy Ayala looked up. "What? You DO??"

The fairy shrimp is one of the most elusive creatures inhabiting Fort Ord's vernal pools. They and a host of other tiny animals弹簧 life when winter rainfalls fill depressions in the landscape. As summer's heat dries the pools, the tiny creatures lay their offspring in the mud to wait for the next season's rains. A complex community of plants and animals has evolved to survive vernal pools' seasonal existence; some species only recently discovered.

The fairy shrimp scooped up last March added new territory to the shrimp's known distribution here on Fort Ord. "They (fairy shrimp) have been found in only a few pools on base" said Earth Systems Science and Policy biology professor S. Scott Worcester. "Finding them in a new vernal pool makes this (discovery) really exciting. We've just extended their known distribution on Fort Ord by 25% or more."

Certain species of fairy shrimp are so rare that they're federally listed as endangered or threatened. Identifying the exact species of these latest Fort Ord fairy shrimp has been a difficult task for biologists here. "It doesn't appear that we can (identify) our fairy shrimp to species," said Worcester at a vernal pool meeting in March. "For the purposes of this research, we consider the fairy shrimp to be a single species."

Professor Worcester's "Vernal Pools of Fort Ord" classes have been researching the backcountry's vernal pools since spring semester, 1998. CSUMB students wade out into the shallow pools armed with sampling equipment, such as green-meshed nets, brown and clear sampling bottles and tupperware containers for capturing pool creatures. Electronic meters read water pH, dissolved oxygen content, salinity, and other chemical variables. Dramatic differences in water chemistry and diversity of plants and animals may be seen in pools separated by only a few hundred yards.

These 'pools of mystery' hold many unsolved questions. For instance, why is the water in Fort Ord vernal pools tea-colored? Conventional scientific wisdom says that tea-colored water is caused by tannic or humic acids, such as one finds in nutrient-poor bogs which harbor only a few species of plants and animals. Yet Fort Ord's vernal pools do not suffer from a lack of biodiversity or nutrients. When vernal pools dry up in the summer and fall, a lush growth of plants and animals replaces the pools. These plants die at the end of the year, replenishing nutrients in the next season's pool, and fostering exceptionally high biodiversity: vernal pools harbor more species than most other aquatic environments. The seeming contradiction of high nutrient levels and high biodiversity accompanied by tea-colored, enriching water remains an intriguing topic for further research.

Vernal pools' rich waters are enjoyed by a host of creatures besides fairy shrimp. Dragonflies, damselflies, midges and predaceous diving beetles all use the pools as nursery and home. In April and May, legions of tadpoles transform and leap from the water as toads and tree frogs. Surveys are currently under way to determine whether another rare creature, the endangered red-legged frog, uses these backcountry ponds.

Specialized vernal pool plants also thrive in the demanding semi-aquatic environment. Delicate white poppy flowers keep pace with the retreating pond edges, and tiny floating (ITALICS) Azolla (ITALICS) ferns dot the water's surface.

The abundance of small creatures draws predators in the form of wading birds, ducks, hawks and snakes, as well as four-footed predators such as bobcats and foxes.

In the past, Army machinery and manpower raged through the pools, tearing up and polluting them indiscriminately. Now, under the jurisdiction of the Bureau of Land Management, Fort Ord's vernal pools enjoy relative tranquility. They are open to the public, and provide a wonderful setting for picnicking, hiking, and bird-watching.

WOMEN IN LAW ENFORCEMENT
(can they handle the job?)

by Chuck Stringer

Yes, women can handle their jobs in law enforcement. Over the years in order to become a police officer one had to be male first of all. As time passes and women became active in reference to their rights and the right to work in any field they were qualified, many women chose to go into law enforcement.

While working in law enforcement myself for sometime, I had the opportunity to work with many female officers. I can truthfully say that many of the female officers handled their jobs as good as if not better than many of the male officers I worked with. They have indeed proven to be quite effective on the job and handle their positions in a professional and dignified manner. Law enforcement is not for everyone but the field is open for dedicated women and men. See women continuing to move up the ranks in all areas of law enforcement.

Call them Miss. Mrs. Or simply call them officer. They have made it and many have moved up the so-called ladder. In some areas they can be called Chief, Sheriff, Warden and maybe even Commissioner. By either title, it is clear that the women have achieved the pinnacle of law enforcement power in some areas of the country. They control from small to very large budgets, command small to large departments and in some places hundreds of employees and help to bring in large amounts of revenue.

In the last decade, women have made modest gains in the field of law enforcement. Though many of the female officers continue to work, many of the male officers I worked with. They have indeed proven to be quite effective on the job and handle their positions in a professional and dignified manner. While the number of women in law enforcement has increased, it is still lower than it should be.

Women in law enforcement are many times faced with adversity. And in this profession that builds character. The same conviction and dedication to overcoming adversity in life help women succeed in law enforcement. It builds character.

There are women right here in our immediate area who have proven themselves to be hard core, strong, determined, professional and dedicated law enforcement officers and I salute them for having the courage to hang in there when the going got rough as I know it did for so many. I also salute each and every law enforcement officer both male and female who serve and protect this country and especially right here at CSUMB. There are still that few who abuse their powers and of course this does not pertain to them, only to those officers who conduct themselves in a professional and dignified manner.

There are women in law enforcement to include corrections officers, who with strength of character, have climbed to the prestigious ranks of Sheriff, Chief, Warden, and Commissioner at many law enforcement agencies and correctional facilities. Many of these women have defined the odds to rise to the top in law enforcement. Women have proven that with a great determination, belief in themselves and a belief in God they can and have achieved their goals in law enforcement in many areas of America. Again I salute you.
Julian BondChoice For Keynote Speaker

by Sondra Rees

"Since his college days, Julian Bond has been an active participant in the movements for civil rights, economic justice, and peace, and an aggressive spokesman for the dispossessed.

CSUMB Features

Beat Era Revisited

Poetry and Acoustic Music at the BBC

by Marisa Mercado

The daring Black Box Cabaret has pulled off another hat trick, transforming itself last Wednesday night, chameleon-style, into a smooth, old school coffeehouse.

A glance behind the counter turned into a double take, as freshman barista Michael Gomez looked almost like a young Jack Kerouac, grinding coffee in a light blue t-rcloth hat and button up plaid.

From seven to nine, an audience composed of students and faculty shared a Multicultural Writers Series presentation by the Human Communications Institute. No coffee drinks were made which might distract the appreciatively silent audience to the spoken word.

The cost of entertainment is usually offset by funding from the Student Voice, making it a popular student alternative to downtown Monterey.

Despite the low rent look, the Black Box has been praised for its premium sound quality by every visiting artist, from San Francisco's underground blues rockers Zen Guerilla to Lillith Fair alum Magdalen Hsu Li. Sipper was in complete accordence saying, "it's a great room, great sound, sweet people; can I come back in the fall?"

According to music manager Jenny Mcphee the answer is yes. Students will again be treated to a memorable performance by Sipper and might come away next semester with strong impressions like those of Monterey local Brandon Tuxbury, who felt that Sipper's voice could, "touch a thousand souls, she sounds at peace with her music."

Even off-duty BBC barista Anna Mcmorran, a Solano Beach resident who came to CSUMB to visit friends, found her lyrics, "heavy, very thought provoking, filled with a lot of different emotions," adding, "you've got a cool place here.

The quality of performances at the BBC has sharpened over the past few months, with consistent professional acts, from local rock acts like Juice and Jonah and the Whalewatchers, to nationally touring solo guitarists Wendy Buklew and Michelle Malone.

"You can't beat it for the price!" laughed Marina resident Brant Trenton. More often than not, concerts at the Black Box are free or a minimal two or three dollar charge.

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Unfortunately so far that has not been the case. "It might be that we are expecting to do much of ourselves right now because of or the Otters have played in 4 competitions: enjoying the competition and having fun like we did in the first semester," said Coach Andy Gonzales. So far this season the Otters have played in 4 competitions:

More Responses:
Cont. from page 5

Capstone. All the requirements built into Liberal Studies are built into the vision statement;
The University will invest in preparation for the future through integrated and experimental use of technologies as resources to people, catalysts for learning, and providers of increased access and enriched quality learning. The curricula of CSUMB will be student and society-centered and of sufficient breadth and depth to meet statewide and regional needs, specifically those involving both inner-city and isolated rural populations (Monterey, Santa Cruz, and San Benito). The programs of instruction will strive for distinction, building on regional assets in developing specialty clusters in such areas as the sciences (marine, atmospheric, and environmental), visual and performing arts and related humanities; language, culture, and international studies; education; business; studies of human behavior, information, and communication, within broad curricular areas; and professional study. (Vision statement).

I would not be explaining these requirements to students’ day in and day out if I did not believe they are necessary and essential aspects of daily life on this planet. I also believe that all five of the peer advisors (language, culture, and international studies; education; business; studies of human behavior, information, and communication, within broad curricular areas; and professional study. (Vision statement).

Liberal Studies prepares its students to become elementary teachers. Currently 85% of students in Liberal Studies do plan to pursue a career in teaching elementary school. "University students and personnel will attempt analytically and creatively to meet critical state and regional needs and to provide California with responsible and creative leadership for the global 21st century." Liberal Studies prepares students for "creative leadership for the global 21st century". What better way to prepare a leader is there than educating a future teacher? There is no training that can prepare an office to "live up to the Vision Statement." The vision statement as with multiculturalism must be a living thing.
Dear President Smith,

I am writing to let you know what I think and how I feel regarding the reassignment of Cecilia Burciaga and the attempted reassignment, and resignation of Octavio Villalpando.

I have had the privilege of knowing and working with Cecilia Burciaga since the Spring of 1996. We served together on the Continuous Renewal Work Group and the following semester I had a class with her. She is an inspiration to me and has provided me support and love as I have navigated my way through CSUMB. In addition, she has supported activities that we, the students have organized.

Although I have not taken the opportunity to get to know Octavio as closely as I know Cecilia he always greets me by name when he sees me and is interested in how I am doing. I was the only student on a search committee last semester, and therefore was charged to represent all CSUMB students. As I raised the concerns of other students and members of our local community in the search committee meetings, Octavio was vocal in his support for my perspectives and the perspectives I represented. Had it not been for Octavio, I don’t know what I would have done. I am concerned that my voice, that the voices of students in general would have been left out of the decision making process.

As I mentioned to you at your party on Thursday the 18th the power dynamics that exist in hiring committees, in work groups, and in some classes are not acknowledged or addressed enough by the people in power. More and more I am acknowledging my own position of power as Residential Life Senator of the Student Voice and that is a very important piece of who I am. With this power, I am responsible for representing, and being accountable to, every CSUMB student. I am charged with recognizing that I am in a position of power when talking with students and being aware of the power dynamics that exists there. Furthermore as a 23 year old white woman I am discriminated against daily (sexism, ageism) and given privileges daily based upon the color of my skin (racism).

I do not want to “do difference” here at CSUMB. I am currently enrolled in the first student led service learning discussion course here at CSUMB entitled Compassion and Vulnerability as a lived experience, and I want to do difference differently.

I want to attend a university where there is compassionate leadership, shared ownership, shared development of our young, Multi-cultural university. For me this means

1) a university that is inclusive that is diverse,

2) acknowledgement of the interpersonal racism, sexism, classism, ageism, ableism, heterosexism, that exists within ourselves (from the bottom up and the top down)

3) acknowledgement that we may have opened our university doors a bit to early for some students that we believe are not ready for us. As an example of this we are currently living on a former army base and that means a Superfund site in my backyard, finding bullet shells on every walk, and working together with the surrounding communities who previously supported the wants and needs of the Army.

4) having a clear plan, that is charged, developed, owned university wide, about how do we live the values of our Vision Statement?

5) questioning how we are building community here at CSUMB and how we can heal as a community.

I believe that once we can acknowledge the institutionalized oppression that is holding like a foggy, wet day here on the Ord, and how it effects and affects our lives daily, we can then begin honest dialogue about our experiences and situations building a civil and equitable community to live, work and play in. Furthermore I want to see authentic, inclusive action follow this dialogue.

While eight of our nine foundation board members are white, and three of the nine are women, while four of our five cabinet members are white and two are women, these powerful, decision making bodies of our university should be reflective of our surrounding communities and our students. Furthermore as a student of color, I have navigated university and community to live, work and play in. Furthermore I want to see authentic, inclusive action follow this dialogue.

I have had the privilege of knowing and working with Cecilia Burciaga since the Spring of 1996. As demonstrated by the resignation of Octavio Villalpando, the elimination of colored administration and faculty has been going on for some time.

I came here in 1996 from UC Davis. I chose this school, like many others, because of the Vision Statement and financial restrictions. I care very much about the quality of education and the accessibility of resources available for students. Currently the student resources such as: EOPS, a student annex, proper child care for our single parents and counseling for historically disadvantaged students is non existent. It is alarming that administrators who have been instrumental in the lives of our students are disappearing.

Mr. Smith, is it not correct that this school was organized to reflect the demographics of the tri-county area? Is this reflective of our administration? Of our faculty? Of our student body? No, it is not. Mr. Smith, what do you propose we do about the issues that are currently facing the students? I am tired of our traditional university setting that we seem to be moving toward. So many of the students want to be part of this Vision that was proposed back in 1995. They would like to come back and teach here, to be a part of their dream of their Chicana/o Latino/a community. They would like to come back and teach here, to be a part of their dream of

I care about this university! I care about the students, the faculty, the staff, the administration, the people we contract with for landscaping, cleaning, housing, and the surrounding community. Peter, I care about you. I believe that you want what is best for this university, and I believe that you want what is best for me. Let us share the power, the ownership, the responsibility, the success and mistakes of our university. Let’s ask the hard questions. Let us learn lessons together, in an atmosphere of mutual respect where we all teach and learn from each other.

Thank you for your time.

Kelly Osborne, residential life senator
Right to Strike:

pay is an important way to reward outstanding faculty for outstanding performance. To reach an agreement that will allow for decentralizing the merit pay process to include more faculty input at the department level and reduce some of the presidents' discretion.

According to May, "CFA supports a merit pay system, which is different than the one already in place. There is another merit pay system known as the Retention, Tenure, and Promotion (RTP) process. CFA opposes the Chancellors' merit pay system because they see it as 'patronage pay' which ignores the RTP process and is instead a system whereby increases for faculty are at the discretion of the President without any possibility for faculty to grieve if they object to not having received an increase."

Swisher says, "The CFA's claim is that the Chancellor's merit pay system leads to favoritism." He goes on to say, "It is not accurate to say that the RTP process is a merit pay system because it is not tied to accurate to say that the RTP process is a merit pay system because it is not tied to the faculty to grieve if they object to not having received an increase." He goes on to say, "It is not accurate to say that the RTP process is a merit pay system because it is not tied to the faculty to grieve if they object to not having received an increase."

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Student Coalition:

This claim cited this failure to be particularly detrimental to under-represented students. Smith said he is as committed as ever to the Vision Statement. "Like everyone else here, I picked my family up and came across the country when I read the first draft of the Vision Statement back in 1994. I said, 'that's me, that's what I want to do.' I was commited the moment I read it and I'm sticking to it."

After the student meeting with Smith, the student coalition had a rally in front of Smith's office. Protesters held signs and made a little graveyard for the "death of diversity" at CSUMB. "We demand your resignation" was chanted by the student coalition as they clapped in unison. Several students and faculty took the stage and spoke against the administration and about the Vision Statement.

"You are the new pioneers in reclaiming the vision," said Buriaga, "This is not about me, this is about removing voice from the president's office."

Many of the speakers talked of the faculty being afraid to speak up for fear of losing their jobs or being reassigned. "I've seen colleagues after colleague dishonestly and demeaned," said Ruben Mendoza.

On the evening of March 31 the student coalition had a meeting to discuss issues brought up in the rally. The attendees were committed and initially it was a hostile environment. The meeting started with a statement by the leader of the coalition, "Our staff of color have been systematically reduced", said Rey Martinez.

Many people came uninformned and felt they were misled. "We are missing pretty much (all) the facts," said Michael Cassidy.

Cassidy also alluded to his disdain that the coalition was speaking for all students by calling themselves the 'student coalition' and issued a statement that read 'We the students of CSUMB'. After the initial chaos and raised voices, the people at the meeting calmed down and started to discuss the issues. People wrote down questions and they discussed them as a group.

Plans are being made for future demonstrations and protests.

"We are going to stay visible, showing our discontent w/ Peter and Dell till we get a satisfactory answer. If it takes protesting everything the president does, we will do it," Martinez said.

Smith stated that he realizes that many students, faculty and staff have lost confidence in him.

"Those who have lost confidence and trust in me, I take that seriously," Smith said. "It has been extremely painful for me to have assigned him a motive based on their feelings that is negative and not accurate."

Smith said that at this time he has no intention resigning. "My judgement is the way to work through it is not to have anyone leave," Smith said, "We need to recreate a sense of community and shared vision."

President Smith said as a leader, his next step is to recognize where the university has gone wrong and try to mend the problems one at a time. He said it needs to be an inclusive process so people do not continue to feel alienated.

"What we have to do is to set a direction and to go to it."

Smith cited three areas with consistent problems he sees at this time, although he recognizes there will probably be others that come up.

The first area is hiring and retention. He said it is important to make the climate at CSUMB one people want to work and stay in.

The second area is in leadership; the cabinet and the president need to clarify their priorities.

"We need to stop adding new priorities to the already existing ones," Smith said.

The third problem area Smith identified was support for students.

"We do not have a comprehensive student support system which includes all students," Smith said. "That means from Res Life to Pro Seminar to ASAP..."

"We are going to come through this," Smith concluded. "I believe this University will become stronger as a result of this."

According to Martinez, the student coalition will continue to meet and plan where they want to go from here.

"We are going to keep bringing out the issues that are important to students," Martinez said. "(Issues) that have not been addressed by the staff or the things we lack; things that are not met.

Attempts were made to speak to members of CLPSA, but there was no response in time for this article.

This is a paid Advertisement

The LUTHERAN Churches Invite You!

Carmel Valley: St. Philip's Lutheran Church
8065 Carmel Valley Rd (4 m. east of Hwy 1)
9:00-Family Education Hour
Marina: Epiphany Church-Lutheran Episcopal
425 Carmel (corner of California St)
11:00-Worship
Monterey: Bethlehem Lutheran Church
800 Cass St (Between El Dorado and Hartnell)
8:00 & 10:30 Worship
Monterey: St. Timothy Lutheran Church
52 Soledad Drive
8:30- Traditional Worship
Salinas: Iglesia Lutheran El Buen Pastor
817 Beech St. (East of N. Sanborn)
10:00 - Sunday School 11:00 - Sun. Worship
Salinas: Lutheran Church of the Good Shepard
580 Larkin St. (East of Davis Rd)
8:30 & 11:00- Worship
Salinas: Lutheran Church of Our Savior
1230 Luther Way (at Blanco Rd.)
8:30- Informal 10:30- Traditional Worship
Salinas: St. Ansar's Lutheran Church
72 E. San Joaquin (1 block east of S. Main)
8:00 & 10:30 - Worship w/Holy Communion
Seaside: Faith Lutheran Church
1460 Hilby Ave.
9:15 - Sunday School and Bible Classes

The Rev. Jim Sorenson
Pastor Wendell Brown
9:45 Sunday School
(831) 422-6352
Pastor Rueben Escobar
(831) 424-2935
The Rev. Elli Kimbauer, Psy.D.
(831) 624-6765
The Rev. Roy Blumhorst
10:00-Worship
(831) 384-6323
Pastor Arnold Steinbeck
9:15 Sunday School
(831) 375-2042
Pastor Herb Hoff
10:00- Contemporary Praise Service
(831) 424-2935
Pastor Rueben Escobar
(831) 424-5643
Pastor Robert Brown
9:45 Sunday School
(831) 422-6352
Pastor Walter Brown
9:45 Sunday School
(831) 758-8427
Pastor Wendell Brown
9:45 Sunday School
(831) 422-6352
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<tr>
<td>4/14</td>
<td>Wednesday</td>
<td>Student Voice Elections, Main Quad, All Day</td>
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<td>4/15</td>
<td>Thursday</td>
<td>Student End Of Semester Flash Back Dance, Meeting House, 8 pm-12 am</td>
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<td>4/24</td>
<td>Saturday</td>
<td>Basura Vista BBQ, Fredricks Park, TBA</td>
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<td>4/24-25</td>
<td>Saturday</td>
<td>Dennis Lee: Master Class and Piano Recital, Music Hall, TBA</td>
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<td>4/26</td>
<td>Monday</td>
<td>World Saxophone Quartet, World Theater, TBA</td>
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<td>4/28</td>
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<td>Language Olympics, Bldg 49, 8-2 pm</td>
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<td>4/28</td>
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<td>Club Recognition Reception, WAC, 7:30-9:30</td>
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<td>4/30</td>
<td>Friday</td>
<td>Residential Life Recognition Banquet, Bayonet, 7 pm</td>
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<td>Environmental Awareness Week</td>
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<td>5/5</td>
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<td>Simple Strategies to Live Simply, Main Quad, 12-2 pm</td>
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<td>MEChA Cinco de Mayo Celebration, Meeting House, 8 pm</td>
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<td>5/13</td>
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<td>Blood Drive, Dining Commons, 11:30-3 pm</td>
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<td>5/20-21</td>
<td></td>
<td>Capstone Festivals</td>
</tr>
<tr>
<td>5/22</td>
<td>Saturday</td>
<td>Graduation, Main Quad 10-12 pm</td>
</tr>
<tr>
<td>5/22</td>
<td>Saturday</td>
<td>Chicano/Latino Graduation Celebration</td>
</tr>
</tbody>
</table>

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