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Broken contract : : a people's history of CSU Monterey Bay, 1994-2004 ...

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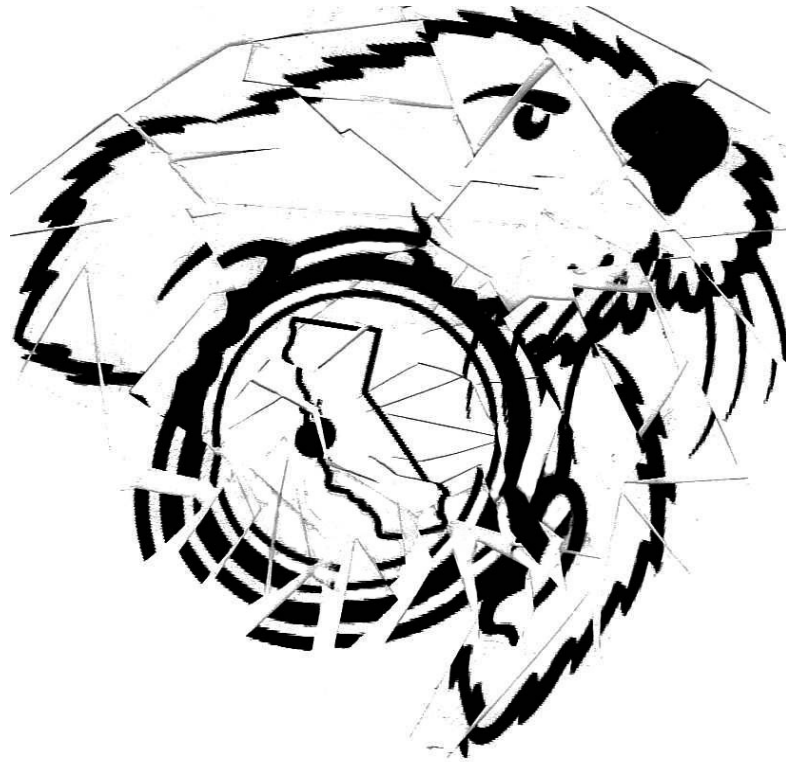
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BROKEN CONTRACT:



A PEOPLE'S HISTORY OF CSU MONTEREY BAY 1994-2004

**MARK WEIRICK
SENIOR CAPSTONE
DIVISION OF HUMANITIES AND COMMUNICATION
SPRING 2005**

BROKEN CONTRACT:

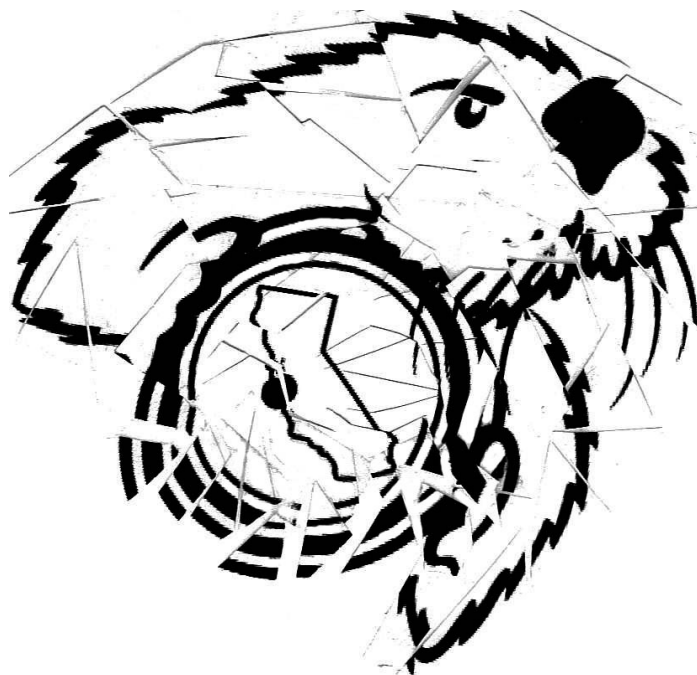


Image: Mark Weirick

A PEOPLE'S HISTORY OF CSU MONTEREY BAY 1994-2004

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SPRING 2005**

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All interviewees that contributed to this capstone. Special apologies to those whom I was unable to include (next time!).

Kenneth Gonzalez and Sharon Sweeney Goldsmith's dissertations provided much of the groundwork for my comprehension of the first year of the university's history and I am indebted. Ruben Mendoza's website the Hactivist provided invaluable resources and documentation from the first five years of the university's history.

Gloria Anzaldua's "Speaking in Tongues: A Letter to 3rd World Women Writers" essay provided inspiration during the late nights of madness spent trying to write this thing. I am indebted to her guidance of telling me to "Put your shit on the paper."

*Respectfully dedicated to the campus community of CSU Monterey Bay, past, present,
and future. If you tremble indignation at every injustice, then you are comrades of mine.*

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INTRODUCTION

Dissertations don't bite. I wanted a project that would wound, that would sink teeth into flesh—just a little bit of pain, but a lasting scar nonetheless. A scholarly paper would have merely made you observe from a cautious distance the pain that this wounded animal has been dealing with. It would have maybe told you its plight—from an objective, “unbiased,” cold, scientifically heartless point of view. It would have been the man with the white coat, peering through rimmed lenses, explaining away the circumstances, the reasons, the concerns about why this beast is endangered. But after the White Coat is done talking you would be free to walk away.

Buy your cotton candy, complain about the heat. And walk away.

But creative writing won't let you do that. It grabs at your arm and yanks you into the cage to face that animal. It rubs your face into the dung. It prods you over to where the beast is licking its wounds. Snarling, it stares at you back, and you share the fear. You both now share the same problem. *You are now stuck together in this cage.*

I am not writing this paper in anticipation of my acceptance into grad school. I am not writing this paper to engage in make-believe fantasies of being an exalted scholar, a cold academic, who upon seeing grief and struggle, chooses to view it in objectivity and neutrality, to observe, analyze, publish, and continue on. I didn't go to college to learn how to speak my opinion only to hide it behind a curtain of detachment and objectivity.

If I wanted you to be safe from truth
I would have masked words of suffering
and tragedy
with distanced observations.

I would have comforted you, with
academic questions to be explored,
rather than human dignity to understand.

Always, I have tried to avoid working within the context of the academic cage. Even now I struggle to look beyond the limits of academia and what it means to create a “scholarly” piece of work. HCOM has exposed me to the experiences and writings of many who have struggled to keep their voice, despite the requirements that in order for them to speak, they must change how they speak, and in order for them to be heard, they must change what they say. Reading their works has strengthened my desire to claw and tear down any wall that would seek to invalidate how I wish to communicate. In many of the works as a student that I have been exposed to, whether in my general education at CSUMB, my education in the Humanities and Communication major, or, most especially in the Creative Writing and Social Action concentration within that major, we have read the works of scholars and poets, organizers and communicators, who have chosen to speak in their own tongue, because they wish to speak to those who understand their tongue, instead of seeking to merely educate their oppressors.

Already in anticipation of its ten-year anniversary, hired guns have been employed to retell, rewrite, and ultimately re-imagine this university’s history and the struggles (or “growing pains, as apologists have chosen to call them) it has had to endure.

Already in anticipation of a year of glorifying and reflecting upon the past, a timeline chronicling key events in the university’s history has been established. Already history is being rewritten to glorify the accomplishments without examining the failures.

Their history will highlight the addition of a new provost, but what is missing is what happened to the founding provost. It will highlight the then-Assistant Vice President in the Department of Student Affairs, Cecilia Burciaga, and her being named in 1999-2000 by Latina Magazine as “one of the ‘Pride of the Century,’ one of the top 50 women of the year,” but it will

not explain why she was no longer the Executive Assistant to CSUMB's President, or why she can never come back to this campus again. It will speak of the transition from a military base to a place of learning, yet it will not talk about how part of that transition includes questions raised even today of potential risks to human health as a result of placing this campus on a US-EPA Superfund Site.

"It is very natural that history written by the victim does not altogether chime with the story of the victor" said a Mexican in 1874 (qtd. in Takaki [A Different Mirror](#) 14).

To those who wish to see something more
this is a glimpse
a guide
a scrawling on the wall
An act
of resistance against
amnesia

This history, a people's history, seeks to show that other perspective: that marginalized voice, that silenced student, that disappeared professor.

The stories collected for this project came from interviews, emails, letters, articles, and dissertations. This a collection of voices lifted from forgotten letters, taken from seditious pamphlets, mined from whispers and rumors, taken from names etched onto sidewalks with chalk, words ripped through the air from a bullhorn. Each voice, whether it's a whisper from the disappeared or a cry from the ignored, joins this swelling chorus of voices that collectively rises to say once more, *you will not write us off*.

If history is to be creative, to anticipate a possible future without denying the past, it should, I believe, emphasize new possibilities by disclosing those hidden episodes of the past when, even if in brief flashes, people showed their ability to resist, to join together, occasionally to win. (Zinn [People's History](#) 11)

This senior capstone project is a culmination of what I have gained in my education and life experiences at this university. It documents and chronicles “those hidden episodes of the past,” moments where decisions made from the top-down threatened futures, stifled dissent, where students, staff, faculty, and even administration, dared to show their ability to resist, join together, and occasionally win. This project is an attempt to document a “people’s history”—a chronicling of struggles, movements, moments, and acts of resistance against decisions and actions that marginalized and silenced members of the campus community and undermined the spirit of the university Vision Statement. This is a story, a history, and a tactics guide for the campus community.

In order to determine what to extract from the hours of interviews, oral history, and the pages of narratives and letters stories that would best represent the speakers and best tell their stories, I relied upon Anna Deavere Smith's Twilight: Los Angeles, 1992 as a source of inspiration and an example on how to best convey these stories, and the format in which to convey them. As Smith observes:

What most influences my decisions about what to include is how an interview text works as a physical, audible, performable vehicle. Words are not an end in themselves. They are a means to evoking the character of the person who spoke them. Every person that I include in this book, and who I perform, has a presence that is much more important than the information they give. (Smith xxiii-xxiv)

The decision to present these stories in the form of dramatic monologues came from deciding that the dramatic monologue as a form of creative writing could best convey the character of a person, the emotion, and the way in which they tell their story. Anna Deavere Smith writes, "...I am looking at the processes of the problems...I am looking for the humanness

inside the problems, or the crises. The spoken word is evidence of the humanness" (xxiv). I quickly learned that often the challenge in interviewing from a creative writing perspective is the attempt to extract the humanness from the interviewee. It is a matter of questioning and digging, trying to find the right word or the right question that hits a chord with the interviewee and can trigger a forgotten memory or a buried emotion that will rise to the surface. Suddenly they are reliving it; and the outrage, the tension, and the passion that comes from a time before starts to boil from somewhere deep inside where it was buried, churning and bubbling up until it starts spilling out of their mouths. The poetry starts to flow and I quickly grab a bucket to try and catch as much of it as I can.

I must make it clear that this is not a history in which I am a distanced observer; this is a history that I claim as mine. To pretend that my existence in this history has been ahistorical would be to deny myself. I had a unique position as a participant in many of the experiences about which I interviewed others. This created a unique opportunity for them and me. There were advantages to being a fellow participant when interviewing these students and former students; I could bring up phrases that they had said long ago that had seared into my memory, slogans and scribblings from the past, and their eyes would brighten with recognition as they suddenly remembered a forgotten detail. There were times when an interviewee would be recounting a particularly satisfying or humorous moment, and I would be doubled over, silently pounding my fist on the table, cracking up. Other times, something personal and cruel would be recounted, and I'd sit there, listening with a sadness that comes from knowing that I was spared this pain—while they were not, as their voice cracked and eyes had to stare away in order to finish recounting it. In the case of one interviewee, what had been a calm and collected, even jovial, recounting of a tale shifted significantly when he started talking about his own oppression.

It was a strange sound to hear, like a wounded animal that garbled out words, and as I saw tears fling themselves off of a face twisted with rage and frustration, my finger silently glided over the “stop” button on the tape recorder and stayed there, hesitating. My role as a listener required that I spend most of the time looking into the eyes of the speaker. I sat there, my eyes not daring to turn away and abandon this person, as the speaker, despite sobs choking up from his throat, continued on, steadily speaking, unwilling to stop telling his story even as he was sobbing in rage, unwilling to give up his words despite the pain that they had brought.

As historian Ronald Takaki has said, "The telling of stories liberates" (*A Different Mirror* 15). It is in the telling of these stories that we can reaffirm the authority and legitimacy of our experiences and our emotions. In the telling of these stories we can reclaim and take ownership of our role and value at this university. As Ida B. Wells said in her interview,

This is our school,
we have to be in control of its destiny.
We have to feel as though we have a place here
and we have a right to do what we're doing.

This same viewpoint was later reflected in Kyle Petty’s interview, when he said,

You’ve got to stop and think that
the students are the university,
and if we weren’t doing what we did,
we would keep losing our grip on this school,
and our control on this school,
and it would slowly turn into those other schools that
you know,
we all decided not to go to.

Again and again, the stories told here weave back into a common struggle; the struggle for those who are most excluded, and most affected by decisions that have been made, struggling to have their voices recognized, and ultimately struggling to force the powers that be that it has an

obligation from its Vision Statement to recognize these injustices and take action to address them.

The telling of these stories was also an opportunity that many of us often do not have; this was a chance to sit down and reflect on the past, and re-examine just what it was that made these stories worth telling and these struggles worth taking. In many cases, it was often the first time an interviewee had talked about the events of the past since they had happened. As Takaki points out in A Different Mirror: A History of Multicultural America, "In their sharing of memory, the people in this study offer us an opportunity to see ourselves reflected in a mirror call history" (15). This is an opportunity for our campus community to learn from the struggles that have taken place in our history, in the hope that we do not let the injustices of the past remain with us. As noted historian Howard Zinn argues in The New History,

It is good that we are getting more history from below. We have believed too long in our own helplessness, and the new history tells us how, sometimes, movements of people who don't seem to have much power can shake the rich and the powerful. (145)

Many of the struggles documented here were not entirely successful in achieving justice. It has been an uphill battle where the few victories won have reclaimed some ground, only to lose it later. But what has made so many continue to fight this uphill struggle is the knowledge that *we have* gained ground. It has been possible to win, and it is worth struggling for. As one interviewee, Fred Hampton said,

I really wish
or I really hope
that this history of struggle at the university,
while unfortunately that it has to occur,
that it continues.
That it doesn't die down,

because again if we don't fight for these things,
we don't survive.

In the telling and documenting of these stories, it is my hope that our campus community will never again be subject to institutional amnesia; that when the same injustices that have happened before happen again, that we will not be operating out of a historical vacuum, devoid of collective memory of the previous battles for justice. We must learn from these struggles. We must say to ourselves and each other, *there will be no more reinvented wheels from this point on.*

Here is a lantern. Take it with you during your time here. It is not the best lantern; the handle is rusted and doesn't swing so easily—you'll have to place your hand under it to steady it. Its light can only shine so far, and there are so many shadows left that have yet to be revealed. I admit that I have only used it to shine on what I encountered—but there are so many stories and voices that have still been overlooked. There are many more shadows that have yet to be brought up before us. This project is by no means a final authority on our history. I ask you: Learn from this. Build on it. Carry on the work. Continue this struggle. We need more stories and more voices to penetrate our campus consciousness.

This is one final act of resistance on my part to say that we refuse to be systematically ignored, co-opted, disappeared, written off, and silenced. We will not leave in a muted defeat.

This wall of silence
that must be knocked down
is immense,
but it has been cracked so many times
that soon
a single cry
will be enough to bring it crashing to the ground!

In Solidarity,
Mark Weirick

LOS DESAPARECIDOS



SEARCHING FOR GHOSTS: CSUMB'S DISAPPEARED

I had heard in passing that many of the founding faculty and administrators of this university had left on bad terms. When I arrived at this university in the fall of 2001, there had been little information available about what had happened to these missing founding faculty members. A year later, I was given a name to describe them: Los Desaparecidos. What began as whispers and fragmented words began to take shape and form as the story of Los Desaparecidos began to be fleshed out to me from many of those who had been here during this university's early years. "This is a CSUMB concern. Our numbers are diminishing. We jokingly call ourselves 'los desaparecidos,'" said Donaldo Urioste (qtd. in Adam 13).

"Los Desaparecidos" traditionally has been the term used to describe the 10,000 to 30,000 dissidents, rebels, and innocents that were violently repressed, covertly arrested, tortured, and vanished without a trace by Argentina's ruling military junta. This term took on a different meaning at California State University Monterey Bay with the forced removals, demotions, resignations, reassignments, and intimidation of faculty, staff, and administrators of color who quickly disappeared after the university's inception.

The chronicling of this story is difficult. I was not permitted to interview anyone directly involved in the events described in this chapter. Instead, I had to rely on public documents, oral histories, and two dissertations to use as sources for telling this history. The struggle has been to piece together the fragments and the scraps, while trying to present the memory of the disappeared with some level of accuracy. The task of this humbles me.

Within the university's ten-year anniversary webpage, I could find nothing about any of the demotions, reassignments, or even any words in memory of the suicide of a staff member during the first year of the university. I could find no mention of the controversial decision to

remove Steve Arvizu, a key crafter of the university and its Vision Statement, from his position as Provost. I could find nothing of the \$2.5 million settlement that CSUMB agreed to pay to settle a lawsuit filed by three former administrative staff members based on racial discrimination. What I have found reported is a \$1 million scholarship endowment campaign that “was launched last year” (<http://csumb.edu/site/x3651.xml>), around the same time as this same lawsuit settlement. In the University’s retelling of its own history, the removals and disappearances of many key founding members of the university remains unwritten—their memory left to disappear with them.

WE ARE CALLED UPON TO TESTIFY

Donaldo Urioste, Ray Gonzales, Rina Benmayor, Amalia Mesa-Bains, Bert Rivas, Phil Esparza, Juan Avalos, Richard Bains, Betty McEady, Jose Martinez-Saldana Faculty, Staff, and Administrators

Words taken from a March 12, 1999, message from CLFSA to the campus community titled "Witness Piece re: Resignation of Octavio Villalpando"

We are called upon to testify to what we witnessed
because we are in a climate where
the very nature of our history is at stake
and the soul of our vision
requires us to stand together.

We want to be clear that these events took place in the way we describe.

In the past,
practices of discrediting,
isolating,
reassigning,
and dismissing faculty,
staff,
or administrators,
particularly those of color,
have resulted in the loss of many
of our most valuable academic community members.

We will not let that happen again.

We claim institutional memory of the events herein described.

1. THE CRITICAL FIRST YEAR

“He tried to change the vision statement as soon as he got here,” said Steve Arvizu (qtd in Adam 14).

Within the first semester of the opening of California State University Monterey Bay, the founding Provost Steve Arvizu was dismissed by university President Peter Smith. The announcement came over email to the campus community before many left for Thanksgiving.

The most dramatic change of all was the presidents [sic] decision to remove the provost as chief academic officer. A division among the faculty emerged as a result of this decision. Many of the faculty believed that the provost represented the core of the vision statement and the “soul” of the university. Without the provost as the chief academic officer, a number of faculty from this group eventually left the university. (Gonzalez 76-77)

Steve Arvizu had been responsible for the crafting of CSU Monterey Bay’s Vision Statement, as well as putting together the founding administrative team prior to the selection of Peter Smith as founding president of the university. Founding faculty member Ruben Mendoza said, “He [Smith] was trying to neutralize any legacy that Steve had built in founding the campus” (qtd. in Adam 14). Sharon Sweeney Goldsmith, ethnographer and official observer of the first eight months of CSUMB’s history, writes:

I am at home and very sick when I read the president’s email announcing a major restructuring which eliminates the office of provost and his intention to begin a search for a vice president for academic affairs. I return to CSUMB as soon as possible to find closed doors and whispered conversations. A petition is being circulated among faculty in support of the provost. More lines drawn in the sand

dunes...It is the most difficult day of my fieldwork, and I cry for four hours driving home that afternoon. (132-133)

The shock of dismissing the provost before the end of the first semester divided a campus community that was already fragile from the record amount of time and work spent in creating a visionary start-up campus within less than a year.

TERMINATION BY EMAIL

Ruben Mendoza Founding Faculty

*Words taken from an email titled "Actions Against People of Color at CSU Monterey Bay".
(<http://sbs.csumb.edu/advocate/ActionsAgainst.html>)*

Smith's removal of Dr. Steven F. Arvizu, our founding provost, was handled by way of a campus email in which Smith informed this community that Dr. Arvizu was no longer the provost. Sadly, I was in Washington, D.C., with Dr. Arvizu when I learned of this action by way of email. As is so typical of the brutality of Smith, Dr. Arvizu was not made aware of his removal prior to leaving town for the American Anthropological Association meetings in Washington, where I tracked him down and informed him of what had just transpired. In Smith's email, he implied that Dr. Arvizu had in fact agreed to be removed as provost... again, Smith's blatant tendency to lie to this community about any and all actions pertaining to his so-called reassignments, demotions, and terminations of people of color clearly demonstrate the pattern in question.

YOU DON'T JUST TREAT SOMEBODY THAT WAY

Anonymous founding faculty member

Words taken from an anonymous faculty member interviewed in Kenneth Gonzalez's dissertation Faculty Commitment in the First Year of a New University with a Distinctive Vision.

It was sort of like right before Thanksgiving, he puts this thing out over e-mail. And I think faculty were real divided about how they felt about it,

with some faculty having had run-ins with Steve
and not liking him
and being just as glad.
Other faculty,
including myself,
being real upset about, one,
you just don't treat somebody that way.
It sent a negative message
about how this campus feels
about diversity.
A lot people started to question the institutions values.

END OF THE HONEYMOON

Anonymous founding faculty member

Words taken from an anonymous faculty member quoted in Sharon Sweeney Goldsmith's dissertation Creating Culture At A New University.

When the [president] did that,
it just splintered us.
Relationships were shattered
and it felt like
a rape,
actually.
To me it was
the end of the honeymoon
and the beginning of the dream
turning into a nightmare.

For many founding faculty members, the presence of a Chicano provost at CSU Monterey Bay contributed to their own personal decisions to teach at the university, and it solidified their confidence in the university's commitment to multiculturalism and diversity.

NOW I KNOW THERE AREN'T TOO MANY CHICANO PROVOSTS AROUND

Anonymous founding faculty member

Words taken from an anonymous faculty member interviewed in Kenneth Gonzalez's dissertation Faculty Commitment in the First Year of a New University with a Distinctive Vision (87).

When I walked in the room
and saw the ethnic diversity of
the faculty search committee,
that signaled to me that this place was serious

about diversity and multiculturalism.
But even more than that,
it was the questions they asked.
They really wanted to know
how committed I was to multiculturalism,
in addition to interdisciplinary studies
and service to the community.
What was even more surprising
was that the provost was Chicano.
Now I know there aren't too many Chicano provosts around,
so I thought they must be serious about diversity.

I COULDN'T BELIEVE IT

Anonymous founding faculty member

Words taken from an anonymous faculty member interviewed in Kenneth Gonzalez's dissertation Faculty Commitment in the First Year of a New University with a Distinctive Vision (89).

In the interview
I was able to meet the provost and some of the deans.
They were all people of color.
I couldn't believe it.
The provost was Chicano
and the two deans I met were African American
and Native American.
I heard the president was white,
and I didn't know where he stood on things.
But with a Chicano provost and two deans of color,
that really gave me a lot of hope
for the multicultural vision of this place.
To know that people of color
would be in positions of influence
to advocate for multiculturalism,
that is what made me feel good about coming here.

The removal of the provost and what the provost represented worried many about the university's ongoing commitment to diversity, multiculturalism, and ultimately the Vision Statement.

A WALKING SYMBOL OF THE VISION

Anonymous founding faculty member

Words taken from an anonymous faculty member interviewed in Kenneth Gonzalez's dissertation Faculty Commitment in the First Year of a New University with a Distinctive Vision.

Whether we agreed with the decision or not
is irrelevant.
The fact of the matter is that the provost
was a walking symbol of the vision,
especially as it relates to multiculturalism.
And without the provost,
how are we to interpret this institution's commitment
to multiculturalism,
because that is certainly
not a strength of the president.
I came here because of that vision,
primarily constructed
and articulated by the provost.
I'm at a loss on what to do now.

Ultimately, the former Provost would remain as a part-time executive Vice President at CSUMB with specified duties after deliberations between the Peter Smith, Steve Arvizu, and Chancellor Barry Munitz. Arvizu would ultimately leave in 1997 to accept a position as president of Oxnard Community College.

Meanwhile, efforts taken by the Social & Behavioral Sciences Institute (SBSI) faculty and staff to petition the Chancellor against the removal of Steve Arvizu from his provost position brought retaliation from the administration against the SBSI and its faculty and staff in January of 1996.

DESTINED FOR THE CHOPPING BLOCK AS WELL: THE SBSI FACULTY

Ruben Mendoza Founding Faculty

Words taken from an email titled "Actions Against People of Color at CSU Monterey Bay" describing the attempts of President Peter Smith to dismantle the Social & Behavioral Sciences Institute (SBSI) (<http://sbs.csumb.edu/advocate/ActionsAgainst.html>)

Shortly after the involvement of the SBSI
in forwarding a faxed petition to the former Chancellor
demanding a stop to Smith's unilateral,
abusive, and illegal actions against our founding provost,
Dr. Steven F. Arvizu,
the SBSI faculty and staff,
came under repeated and essentially incessant attacks

from the Smith administration.

It should be noted
that as a result of a pattern of exclusion and retaliation,
the SBSI is now the smallest academic unit at CSUMB...
and this despite our early strides in becoming
the second largest draw of students at CSUMB
in our inaugural years.

The failure of the Smith administration
to permit additional hires of faculty during the past four years,
and his incessant efforts to suppress dissent from this academic unit
that has essentially been forced
to fight a battle of attrition with Smith and his cronies
makes clear that we are destined for the chopping block as well...
and I have no reason to believe
that our largely Latina and Latino,
Native American, and Asian faculty
are not being targeted by virtue
of our CEO's disdain for people of color.

In January 1996,
President Smith sent out a campus-wide email
informing the campus that the Social and Behavioral Sciences Institute
was being shut down
and its faculty reassigned.

Interestingly,
as has so often been the case with Smith,
he informed the campus community by email
that the faculty of the SBSI
were in accord with such an action.
Because I opened the email message shortly after it was sent to our division
at 5:00 pm, on a Friday, January 1996,
I contacted all of my colleagues
(including Drs. Baldwin and Carlos),
and neither they nor the Dean, Dr. Arias,
had been provided any indication
that this retaliatory action had been set in motion.

Subsequent to the SBSI's
and Academic Senate's actions to preserve
both the vision statement and the SBSI
as an academic unit at this campus (Spring 1996),
the faculty of the SBSI were locked-out of
and forcibly removed from their offices in the Media Learning Center.
In that police action,
we were given virtually no prior notification
and our belongings were simply dumped into boxes

and personal materials and research notes were lost at that time. The SBSI faculty were removed to the edge of the campus and placed in Building 86A where we were left for nearly two years. Because the building was un-retrofitted, and unfit for use by those of us with asthma and related respiratory ailments, I myself suffered repeated asthma attacks and related respiratory conditions that resulted in my repeated hospitalization. Despite expressed and documented concerns with the office of planning relations and design, which was essentially under the control of Dr. Smith's wife, Sally Smith, neither my health concerns or those of Dr. Jim May, and many other people of color, were left unheeded or acted upon. Such actions constitute but one more example of the sort of "environmental racism" perpetuated by the Smith administration at CSUMB.

Were it not for the actions of the academic senate, which was also put in the position of having to stop President Smith's attempts to dismantle the CSUMB vision statement at that same time, neither the SBSI nor the CSUMB Vision Statement would still be intact.

It appeared to founding faculty member Ruben Mendoza that President Peter Smith "was trying to neutralize any legacy that Steve had built in founding the campus" (qtd. in Adam 12).

THE CASE OF MARCELYN KROPP

Ruben Mendoza Founding faculty

Words taken from a June 20, 2000 email titled "Actions Against People of Color at CSU Monterey Bay" describing the termination of Marcelyn Kropp, a Native American who was removed from her position as Publications Director for reporting a "pattern of fiscal mismanagement, misappropriations, and cronyism within the offices of University Advancement" (<http://sbs.csumb.edu/advocate/ActionsAgainst.html>)

Ms. Kropp, who was brought to the campus by Dr. Steven F. Arvizu so as to prepare the first and several subsequent university publications, including the charter catalog of the university, clearly demonstrated her graphic arts skills, talents, dedication and excellence in creating the publications program of this university.

However,
two years ago,
just prior to being coerced to leave the university,
Ms. Kropp reported to her supervisor
what she observed to have been a pattern of
fiscal mismanagement, misappropriations, and cronyism
within the offices of University Advancement
that included the hiring of cronies
and friends of the Smith's
to perform high-paid consulting duties.

Despite believing her actions in reporting the fraud in question were appropriate,
Ms. Kropp was informed by her supervisor that she was to be terminated.
Upon filing a grievance in this matter,
Smith threatened to deny Ms. Kropp any future letters of recommendation
as per her new job search...
and this despite informing Smith
that her actions were intended to protect the university.
After acquiring an attorney,
Ms. Kropp negotiated for letters of recommendation for her new job search
in exchange for signing
a coerced non-disclosure agreement with Smith.

The case of Marcelyn Kropp
is but one more example of how the Smith administration
has crushed dissenting voices,
abrogated its responsibilities to the campus community,
and brutalized, deceived and humiliated people of color at CSUMB.

Almost immediately, founding Dean Dr. Jim May was “demoted without review” in 1996 (Adam, 13). As one of the founding administrators recruited by Steve Arvizu before the appointment of Peter Smith as university president, it seemed as if the demotion and subsequent treatment of Jim May was yet another sign of a president who wished to remove any traces of the legacy of the founding provost. “...he came into this environment purposefully deciding he was going to wipe away alternative voices. The first person he began wiping away was me—and the people around me,” Steve Arvizu recounts (Adam 12).

THE CASE OF DR. JIM MAY

Ruben Mendoza Founding Faculty

Words taken from an email titled "Actions Against People of Color at CSU Monterey Bay" describing the treatment of Dr. Jim May, a Native American who was demoted from his position as Dean of Instruction, Information Resources and Technology
(<http://sbs.csUMB.edu/advocate/ActionsAgainst.html>)

First,
despite his having been appointed
by the former Chancellor
to institute the technology initiatives
at CSU Monterey Bay,
upon setting foot at CSUMB,
Peter Smith noted to a room full of administrators
that the founding team,
including Jim May,
Steve Arvizu,
and other people of color
"would not be on my leadership team".
That incident occurred
during Peter Smith's first month at CSUMB (i.e., January 1995).
During the course of several subsequent meetings with Jim May,
Dr. May has noted,
and is prepared to document,
that he was berated by Peter Smith repeatedly.
In fact,
Cecilia Burciaga expressed concerns to Smith
about his abusive treatment of Jim May,
and he begrudgingly apologized some time later...
but even this did not stop the subsequent actions
of Smith against Jim May and all others,
including Cecilia Burciaga, Bert Rivas, John Halcon,
and Dr. Steven F. Arvizu, our founding provost...
and many, many others.

In June of 1996,
Dr. May was contacted at his home phone
by Smith at 2:00 a.m.,
and informed that he was no longer
dean of the technology division,
and that his personal belongings
would be forcibly removed
from his office under police escort...i.e., police action.
By the time Dr. May had arrived at his office,
his belongings,
including several cherished possessions –

not the least of which were sacred prayer feathers
used by Dr. May for personal religious use
and personal devotion pertaining
to his Native American heritage –
had been all but destroyed by those who
simply tossed his materials into boxes.
Several items were destroyed
and the police chief,
Captain Fitzpatrick
oversaw the police action in question.
Soon thereafter,
in August of 1996,
Dr. May's entire staff was convened by Dr. Rivas
for the purpose of informing them that Dr. May had
“retired” from his post as technology officer
and Dean of said division.
Despite the fact that Dr. May had several computers
that he obtained from grants through his prior affiliation with Chico State,
these computers were also "confiscated"
in a police action
and all personal and business files on Dr. May's computers
were wiped from the hard-drives on said machines.
In the end,
and this too shall be documented by way of a series
of documents that will be forwarded to me
by Dr. May from his Washington offices,
Dr. May was relegated to a series of offices
at the perimeter of the campus...
and his new office was located in an un-retrofitted building
with no ventilation.
I know this to be a standard protocol
as per people of color at CSUMB
as my colleagues and I in the Social and Behavioral Sciences division
were similarly evicted from our offices
and forced into a "sick building"
that resulted in my being
hospitalized by way of ambulance
on seven different occasions
during the 1996 and 1997 school years.
Despite several grievances filed with the CFA
and the Chancellor's Office against Peter Smith,
the Chancellor has all but failed to see justice done in this matter.

Further alarm among the campus community about the university's commitment to the Vision Statement was raised when the President gave his first annual State of Our University Address on January 19, 1996. One core aspect of his speech in particular alarmed the faculty:

...I promise you my commitment to our mission, to three values, and to three priorities in the next phase of our development.

Our mission is to create an environment of quality, diversity, and mutual respect through which learners learn more, faster, and better . That's why we are here.

Each job in this University bears a relationship to that purpose. Everything that I do will be aimed at the goal of creating an environment of quality, diversity, and mutual respect through which students learn more, faster, and better. (Smith 7)

Faculty interpreted the emphasis on "more, better, faster" as the President's attempt to rewrite the Vision Statement. "Worried that CSUMB's vision statement was vulnerable as a result of the president's address, the faculty voted to endorse it as the official vision for the university" (Gonzalez 121). This in effect "successfully protected the vision statement" (Adam 14), and unified the faculty around their commitment to the values of the Vision.

SEEMS LIKE THE VISION OF THIS PLACE IS UP FOR GRABS

Anonymous founding faculty member

Words taken from an anonymous faculty member interviewed in Kenneth Gonzalez's dissertation Faculty Commitment in the First Year of a New University with a Distinctive Vision (120).

We were all shocked
when we heard the words,
"more, better, and faster."
Where did that come from, I thought.
Those words have
nothing
to do with what is written
in our vision statement.
It seems like the vision of this place is up for grabs.
And, if the faculty doesn't do anything
to support the vision,

I'll be a little apprehensive
about staying here.

THIS IS OUR VISION

Anonymous founding faculty member

Words taken from an anonymous faculty member interviewed in Kenneth Gonzalez's dissertation Faculty Commitment in the First Year of a New University with a Distinctive Vision (121).

I couldn't believe what I was hearing
in his state of the university address.
And none of my fellow colleagues could believe it either.
"More, better, faster?"
That's not what this university is about.
We already know what this university is about.
It's written in the vision statement.
I was so relieved when the faculty put it to a vote
to make it our official vision.
This is our vision,
this is what keeps us here,
this is what we are working towards.

The faculty, after having dealt with the pressures of creating a new, visionary university in less than a year's time, the drama from the President's decision to remove the Provost, and the subsequent perceived attempt by the President to replace the Vision Statement, faced another tragedy in March of 1996. "A month [after the President's State of the University Address], affirmative action officer Ron Cisneros, acknowledged to be concerned over campus politics and, like most others, overworked, hanged himself in his office" (Adam 14).

Challenged with so many pressures already, the suicide of this well-known university staff member was almost too much to bear for the faculty. While some felt that what led to the decision to take his life had little to do with the university, the site of this death was difficult for many faculty to ignore. (Gonzalez 79)

Ron Cisneros' suicide had a devastating effect on many of the faculty. His death added to the questioning of the university's commitment to the Vision Statement and the direction the university was taking.

RON'S WORDS HAVE NOT FALLEN ON DEAF EARS!

Ruben Mendoza Founding Faculty

Words taken from a response to a staff member who questioned the racial discrimination practices of the university that Dr. Mendoza was bringing attention to (<http://sbs.csumb.edu/advocate/EthnicCleansing6-15-99.html>).

You should note
that just two weeks before Ron Cisneros
(a former Salinas lawyer and community rights advocate)
committed suicide by hanging himself
by the neck
from the sprinkler line in his office in CSUMB building 80,
he expressed his sadness
at what had been done to former Provost Steve Arvizu...
he said then,
and prophetically so,
that he felt that the original vision statement of this university
was in danger of being "destroyed,"
and that he feared the direction
the campus was then taking.
Ron's words have not fallen on deaf ears!

2. ENTER DELL FELDER

“Anglos believe they can control the future; they strive to manipulate the environment to suit their needs. The Mexican American is more likely to be fatalistic, disposed to believe that altering the present will have little effect on the future.” -Dell Felder (qtd. in Adam 16)

According to Michelle Adam, author of the article, ““The Dream; Deferred or Betrayed? Latino Struggles at Monterey Bay,” once Arvizu was demoted, President Smith and Arvizu’s replacement Texan Dell Felder, who was hired in the summer of 1996, “received veto power in the hiring and firing of faculty” (12). Octavio Villalpando, Latino Director of Institutional Research, was immediately concerned about Dell Felder’s view of Latinos in administrative positions. “The first thing she said when I met her was, ‘What are your credentials?’ She told me I was engaged in an ambitious enterprise and doubted my abilities,” said Villalpando (12). Villalpando saw her lack of confidence in him reflected “between her and other Latinos” (12),

and that the issues of “serving underrepresented minorities fell off the radar” (12), with student support programs being eroded and funding reallocated to other sources (12).

Under the leadership of President Peter Smith and Provost Dell Felder, administrators, faculty, and staff members of color allegedly resigned, faced non-renewals or were terminated. According to Michelle Adam’s article, “The Dream, Deferred or Betrayed?” “in 1995, eight of 16 key administrators were Latino. Now only two of 25 are, according to [Ruben] Mendoza. He and several other faculty also verified at least 70 staff and faculty demotions, resignations, or firings since 1995. The survival of several centers has been threatened as well” (13). The university’s ten-year anniversary website triumphantly notes that “As of fall 2001, the staff, faculty, and administration of CSUMB are 60% white and 40% people of color. Thus, CSUMB demonstrates more diversity than the CSU system-wide workforce, which is 66% White and 34% minority” (<http://csumb.edu/site/x2972.xml>). It fails to note, however, that the first year of operation for the university had a staff, faculty, and administration that was only 45-47% white (CSUMB Catalogue 89). As Kenneth Gonzalez notes in his dissertation study of the first year of the university “...the faculty and staff represent a non-white majority” (75). When viewed in this context, accusations of the failure of the administration to retain faculty, staff, and administrators of color carry more legitimacy.

3. THE REASSIGNMENT OF CECILIA BURCIAGA

SET ASIDE, UNRAVELED, OR TARNISHED

Chicano/Latino Faculty and Staff Association (CLFSA)

Words taken from the March 1999, Statement of the: Chicano/Latino Faculty and Staff Association of Cal State Monterey Bay addressed to the campus community.

It is our belief that a "chilling atmosphere" now exists on this campus with respect to the present or future role for Chicano/Latino faculty, staff, and administrators at CSUMB.

The pool of Chicano/Latino university personnel in this country is not a large one.
The word is already going forth throughout the country as to the treatment of Chicano/Latino personnel at this university. As more Chicano/Latinos are dismissed or mistreated, it is not likely that other Chicano/Latinos will be willing to come here to fill-in behind them. The departing faculty and staff would be hard-pressed to give this institution an endorsement under present circumstances. The list of departed Latino/a faculty and staff is long:
Founding Provost Steve Arvizu;
founding faculty, John Halcon, Maria de la luz Reyes, Judith Baca.
The list of other people of color is also significant:
Founding Faculty, Victoria Jew, Michael Connor, Harold Murai, William Franklin, Benjamin Lorica, James White, Tomohisa Hattori.
What does this say of our VISION and diversity efforts on this campus?
What does this say of the Social Compact and ethical behavior that we felt the institution was committed to?
One of the most serious reasons for the erosion of the campus commitment to the VISION is the fact that as those early founders and planners among faculty and staff who helped sculpt the VISION and have been forced out directly or indirectly, are now being replace[d], in many instances, by individuals without the same commitment to the VISION. Those early committed founders who remain find themselves with diminished numbers and under siege.

This has got to end!
We the members of CLFSA make this pledge to all the members of the CSUMB community and to the residents of the tri-county area, and the citizens of the state of California:
We will not allow our VISION Statement to be set aside, unraveled or tarnished.
We stand together with all those in this community that still believe "in serving the diverse people of California, especially the working class and historically under-educated and low-income population."
CLFSA will be vigilant, aggressive, determined, and creative to see that these word[s]

become the reality for ourselves
and for our students.

The Hactivist: A Social Justice Forum and Community Documents Archive, chronicles many of the struggles and actions that CLFSA participated in. According to the Hactivist, concerned with the “survival of the VISION” (Hactivist) the Chicano/Latino Faculty and Staff Association of CSUMB formed in the Spring semester of 1998.

It was formed because of deep and persistent concerns about the survival of the VISION, given much evidence of its fading reality. Among other things, we said in our statement of purpose, "We wish to be full partners in CSUMB's efforts to preserve and foster the integrity and vitality of the public commitments of our VISION Statement to the internal and external Chicano/Latino community." But, of course, we go far beyond that; we embrace the commitment to the VISION for all of our colleagues and students on this campus. (Hactivist)

Immediately, the association sent a letter to Provost Dell Felder “seeking a meeting with her to discuss a number of issues including our concerns with respect to this Institution's real commitment to ‘recruitment and retention’ of Chicano/Latino faculty and staff and other people of color as well” (Hactivist). But their efforts soon focused on the latest events in the changing face of the administration: the reassignment of Cecilia Burciaga, the founding executive assistant to the President and the highest-ranking Latina at the university. As a result of this action, Dr. Octavio Villalpando, who also worked directly under President Smith, tendered his resignation under protest (Hactivist).

Villalpando’s decision to resign under protest came both from Smith’s decision to reassign Cecilia Burciaga and from Smith’s continued practice of announcing an administrator of color’s resignation/reassignment as a decision that was made by that administrator. “Smith told

Villalpando that Bursiaga [sic] had asked to be reassigned, which he knew not to be the case, then broached the subject of a reassignment for Villalpando as well” (Adam 15). Laurel Chesky’s Monterey Coast Weekly article, “Vision Quest”, quotes Burciaga as saying, "In the professional sense, [my reassignment] left me very surprised. The president has never indicated dissatisfaction. His [decision] to reassign me came without context.”

Villalpando had previously thought that, “this guy [Smith] could turn it around” (Adam 15), but changed his mind when he saw Smith’s treatment of Bert Rivas, Vice President of Student Affairs: “he tried to demote him, reduce his budget, and reassign him to a different department (Adam 15). As Villalpando notes, the motivation to get rid of Rivas came from the influence of Dell Felder. “The motivation was unfounded. Smith was motivated by Felder's lack of confidence in a person of color” (Adam 15).

A CHILLING ATMOSPHERE

Donaldo Urioste, Ray Gonzales, Rina Benmayor, Amalia Mesa-Bains, Bert Rivas, Phil Esparza, Juan Avalos, Richard Bains, Betty McEady, Jose Martinez-Saldana Faculty, Staff, and Administrators

Words taken from a March 12, 1999, message from CLFSA to the campus community titled “Witness Piece re: Resignation of Octavio Villalpando”

On Friday March 12, 1999 the undersigned faculty and staff attended a meeting with President Smith to witness the resignation of Octavio Villalpando. We feel it is important to state the context of Dr. Villalpando's resignation for those who do not know the circumstances of his decision. Dr. Villalpando made it clear he did not want to leave the university but that he could not continue in the hostile climate that he saw intensify over the last year. In this "chilling atmosphere," Dr. Villalpando experienced disrespect and a lack of recognition for the expertise he has brought to the campus. He spoke about experiencing disrespect from CSUMB leadership, particularly from the Provost. He stated that this attitude, disparaging to his person and his professional expertise, has continued to occur despite the fact

that Dr. Villalpando has contributed immensely to the credibility and growth of the campus. He wrote and secured a million dollar grant, for which he has never been formally acknowledged nor has he been consulted subsequent to the arrival of the grant. He also took the lead in the Diversity and Unity Task Force. The event that finally provoked Dr. Villalpando to resign was the President's decision to reassign Cecilia Burciaga. Ms. Burciaga has been a leading figure on the campus because of her expertise in the area of culture and education, women's empowerment, her long career in Latino educational issues, her regional knowledge, and her important mentorship of students across the state and at CSUMB. As the Executive Assistant to President Smith, she has served as a support in helping him to understand the complexities of the regional communities. Her reassignment by Dr. Smith followed no negative evaluations and removes one of the top ranking Latinos in administration. During the course of our two hour discussion with President Smith he was forced by Ms. Burciaga to admit that her reassignment had not been a mutual decision but in fact, solely his decision and at his will. This is a key witness observation in light of President Smith's subsequent attempt to tell concerned students that the reassignment was a mutual decision. We were witnesses to the fact that President Smith admitted sole responsibility in this decision, and that it was not Ms. Burciaga's request.

THE STUDENTS DESERVE IT

Octavio Villalpando Director of Institutional Research
Words taken from a March 16th, 1999, letter to the campus community, from Dr. Octavio Villalpando, Latino Director of Institutional Research, who resigned in protest to the actions of the campus administration and its treatment of people of color in the campus community.

Estimada Familia:
It is with great sadness and
con mucho coraje
that I share with you that I
submitted my resignation to Peter Smith
yesterday afternoon.

For approximately three years,
I have worked very hard with each of you
toward our common goal
of actualizing the values in our Vision Statement.
I have decided to leave,
with deep regret,
because I have lost all trust
in our senior administrative leadership's
interest in
and ability to
foster an ethical, civil,
and caring environment-
especially for people of color.
I do not know how we can succeed
without such an environment.

Our campus community is
perhaps too busy
to recognize and name
the organizational culture
that is emerging at CSUMB
which tries to
silence people of color
and undermines our contributions.
After failed attempts
to try to contribute internally,
I would be unethical and irresponsible
if I continued to work within this structure
without challenging this environment.
I am leaving in protest.

Dolores and I will depart with very fond memories,
close friends,
y nuevos miembros de nuestra familia.
We wish you and CSUMB
buena suerte
as you continue to strive
toward actualizing
the Vision Statement.
The students deserve it.

Cordialmente,
Octavio Villalpando

On March 31, students responded to the reassignment of Cecilia Burciaga and resignation of Octavio Villalpando. Over 200 members of the campus community rallied outside the President's office while student leaders marched in and demanded his resignation.

Stop the
BS
Bullying & Silencing
of students, faculty and staff

Do you believe in the vision statement? Are your needs as a student being met? Do you know where your tuition money is going? Should our administration practice what they promote in the vision statement? Are you fed up with lip service?

Student Coalition
Protest & Rally
Student retention, childcare, Vision statement, Broken promises, money, diversity, Housing

In response to these issues a student coalition and protest have been organized and the students will be confronting the University President Peter Smith on Wednesday, March 31 at 12:00 PM, in front of the campus flagpole to present the students resolutions.

Flyer for a protest & rally on March 31, 1999, to confront University President Peter Smith

I BEAR WITNESS

Felix Cortez-Littlefield CSUMB Pioneer student, first graduating class
Words taken from a June 23, 2000, email to CSUMB President Peter Smith, following the resignation of Octavio Villalpando.

Dear Peter Smith,
On March 31 1999,
with the un-ethical reassignment of
Dr. Cecilia Burciaga
and resignation of
Dr. Octavio Villalpando...

CSUMB students formed a
Student coalition
to look at the behavior of the CSUMB Presidents Office.
The students raised their voice
and 5 CSUMB students walked into
your Office and
presented you with a petition
asking for your
and then Provost Dell Felder's
resignation.
Meanwhile,
at that same time,
250 members of the CSUMB community
protested in support of the petition
outside your Office.
We voted no-confidence
in your ability to lead this institution
in fulfilling the Vision Statement
that you pretend
to support with unlimited rhetoric.

I bear witness
as one of the five students
that walked into your office that day.
We asked you to resign,
you declined.
I told you on that day
that you have had 4 years
to create positive progress and
we the community
have only suffered.

You supported yourself with
rhetorical statements
of how committed you were
to Diversity and Multiculturalism
and that our vote of no-confidence
was just a call
to try harder.

Dr. Smith
a vote of "No-confidence"
meant then and
STILL means today
"NO-CONFIDENCE".
Now more than a year has passed
and your actions



Photo: Dr. George
Baldwin, March 1999.
Taken from the Hactivist

are revealed to all with the courage
to critically see,
for actions speak louder
then all the rhetorical words you can muster.

Your leadership has been inadequate at best,
you have failed to represent
the words laid out in the vision statement,
furthermore you are not prepared
to defend knowledge over tyranny
and lead this university
into the multi-cultural and
diverse future of California.

Please,
instead of reflections on
where you visited and
whose hand you shook this week,
try to reflect on what
you have done and
how you have negatively effected and
oppressed YOUR community.
The very people you were supposed to be
leading and teaching the CSUMB Vision.
You have become
what you were supposed to teach against,
an oppressor.



Students and faculty rally for President Smith's resignation in March of 1999.
Photo: Dr. George Baldwin, March 1999. Taken from the Hactivist.

In response to Villalpando's resignation, Peter Smith "offered to pay him his salary until September if he would pledge no action against CSUMB" (Martinez). Peter Smith offers him the following letter to sign:

"In order to arrange a respectful separation from CSUMB, I am willing to offer the following under the terms stated."

1. I will be retained on payroll through Sept 3, instead of June 30, to run out my vacation days.
2. With the Sept 3 separation date, I will receive health benefits through October 31.
3. I will be released from all duties effective April 1.
4. If I accept employment elsewhere prior to Sept 3, my resignation will be effective as of the beginning of my new employment and any unused vacation credits will be paid to me.
5. I must clean out my office of any personal effects within two weeks of April 1, between 8-5 p.m., and must notify Brenda in advance.
6. And finally-"By signing below, I agree to these terms and agree that I will release the University, its officers and employees from any present and future claims against the University." (<http://sbs.csumb.edu/advocate/Villalpando2.html>)

As Villalpando observes, "For some reason, he is under the impression that he could bribe me with the appearance of an offer to delay my termination date by two months—the same length of time I have left of unused vacation (<http://sbs.csumb.edu/advocate/Villalpando2.html>). With the final part of the letter including a release statement, it appeared that the offer to extend

Villalpando's salary came with a very desired condition attached—that he take no legal action against the President or the university.

HE SEEMS MORE INTERESTED IN ENSURING THAT I DISAPPEAR

Octavio Villalpando Director of Institutional Research

Words taken from a April 7, 1999, message to CLFSA members entitled "Peter's Letter" describing his meeting with Peter Smith to arrange projects that he would be working on for the remaining 90 days of his employment. (<http://sbs.csumb.edu/advocate/Villalpando2.html>)

He opened the meeting by telling me that he "wanted to buy out my remaining time because it was clear that since I had lost all trust in the senior administrative leadership, I could no longer continue to work in the University until June 30." He proposed paying me a "lump sum" of money equivalent to the remaining 90 days of my appointment. However, I refused because I did not want my health benefits to end any sooner than that they would with a June 30 separation date.

He asked me to consider taking my 6 weeks of unused vacation time before June 30, but I told him that I could not afford to do that—I needed the money and preferred to cash out my unused vacation on June 30. He also reminded me that I had to move out of Schoonover [on-campus housing] by stating that I was "free to remain in housing for another month after my June 30 separation date." The next 45 minutes were spent reviewing my memo which described all of my projects. Several days later, he mailed me a letter at home in which he stated his "summation of our discussion about the terms of my resignation from the University." He asked that if I agreed with the items in the letter, I should sign and return the letter to him.

I, of course, will not sign this letter. I am going to write him back and tell him that my resignation date of June 30 remains firm for me

and that I stand ready to work on whatever projects
he wants to assign to me prior to this date.
He will, of course,
immediately cut off my email access
(which I need as I make arrangements for a new a job)
and lock me out of my office.
For some reason,
he is under the impression that he could bribe me
with the appearance of an offer to delay my termination date by two months—
the same length of time I have left of unused vacation.
With this benevolent gesture,
I would agree to not present any claims against him or others.
As I told him in your presence on March 15,
I had no intention of pursuing any legal action.
Yet, he seems very focused on this,
rather than on really arranging a respectful separation."
(Maybe he has something to be concerned about?)
Instead of accepting my offer to continue to work on a series of projects
(even from home),
he seems more interested in ensuring that I disappear.
I suppose that he believes that I may be masterminding
the current campus activism from home!
Anyhow, I share all of this with you
because it is very clear to me that the hope
that Dolores and I were clinging to about the possibility
of working on this campus again will not come to fruition
with Peter as president.
Both Dolores and I are in the process of actively arranging employment elsewhere
and have several good options.
Peter has reminded me that he will make sure
that CSUMB is not one of these options.
Thanks again for your support y buena suerte.
--Octavio

“...In one swoop he was going to get rid of all people of color,” said Octavio Villalpando
(qtd. in Adam 15).

On April 8th, “25 Latino faculty members marched into Smith’s office demanding his
resignation along with the resignation of Dell Felder, CSUMB vice president of academic
affairs” (Chesky). The CLFSA members “called the Vision Statement ‘a broken contract,’ given
the severe loss of personnel of color and other failures” (Martinez). Concerns raised included

“attrition among minority staff members, the university's alleged failure to champion diversity issues and a lack of facilities and programs to support children of migrant families recruited to the campus” (Banducci 3B). The President ultimately chose to remain in his position, rather than resign in the face of protest from CLFSA members and the student body.

ACHIEVING THE LOFTY GOALS OF THE VISION STATEMENT

Peter Smith Founding President

Words taken from Peter Smith's April 22, 1999 response to the Monterey Coast Weekly article "Vision Quest: Is a Blonde, Blue-Eyed Republican from Vermont Capable of Leading a Multicultural Campus?" (<http://www.montereycountyweekly.com/articles/3541>)

The question posed by the Coast Weekly headline last week "Is a blonde, blue-eyed Republican from Vermont capable of leading a multicultural campus?" proves the need for education like that offered at CSUMB.

Our strong focus on multicultural issues and diversity clearly could have been useful to some at Coast Weekly.

To question the qualifications of an individual based on color of eyes, hair, skin, or any other physical attribute is simply unacceptable.

To assert that ancestry and origin or birthplace precludes qualification violates the most basic tenets of equal opportunity.

The facts show that our commitment to diversity is real.

Forty-three percent of students,

48 percent of faculty,

and 41 percent of administrators and staff are individuals of color.

These numbers are also impressive for other diversity factors such as gender and geographical origin.

Through the combined vision and determined work of community members, students, administrators, staff, and faculty,

in less than five years,

we've taken a vacant military base

and created a diverse community where extraordinary talent, commitment, and success abound.

But we all know that diversity is more than just numbers.

It's a question of commitment,

of knowingness,

of awareness.

It takes conscious effort to achieve.

And like every goal the people of CSUMB have targeted, we will accomplish the objective

with the determination of people who know we are creating a new model for education.

Rather than questioning where I come from or how I look,
I expect people to care about what is in my heart and mind.

Rather than relying on accusation and speculation
to come up with the answer,

I expect people to look to the facts.

I will resist the temptation to guess what is in the hearts and minds
of the Coast Weekly editor and reporter
and the few individuals who were quoted in the article.

Instead,

I will continue to work to achieve
the lofty goals of the CSUMB vision statement.

I hope after reviewing the facts,
you'll agree that although unfinished,
CSUMB has become a university deserving of respect.

MULTIPLE CRISES

Ray Gonzales Founding faculty, Co-Chair of CLFSA

Words taken from Ray Gonzales May 6, 1999 opinion piece titled "CSUMB Crisis--Multiple problems continue to plague CSUMB campus."

(<http://www.montereycountyweekly.com/articles/3601>)

In the midst of a major challenge to his leadership,
President Peter Smith of CSUMB
responds with the rhetoric of self-justification.

Terms like "trying,"

"work in progress" and

"lofty vision"

all bespeak an impossible task

through language of excuse, escape and apology.

How many times has Smith failed to address
the deteriorating conditions of diversity on this campus?

Unable to provide pro-active and informed leadership,
President Smith avoids and ignores events of concern
until they become crisis.

Concerns arising at CSUMB

in the last several weeks

are not solely related to issues of diversity.

The financial situation of the university

has also come into question,

leading some campus groups to call for an audit of the school's finances,
especially the funds collected

from the two- and three-bedroom units

rented to faculty and staff.

Smith's salary of \$175,536 is roughly equal to that of the president of San Jose State, who administers a campus of 26,000 students while Smith's campus has only 1,577. In addition to his own salary, the top-heavy administration Smith has put together has higher annual salaries than the administrative salaries at Cal State Humboldt, Bakersfield, Dominguez Hills, San Bernardino, and Stanislaus, and equal to that of Cal State Hayward with 14,684 students.

When the campus was first opened, the leadership of the university decided not to create "separatist" programs like an Educational Opportunity Program (EOP). Since CSUMB was to be a model institution that embraced diversity and multiculturalism, it was decided that rather than create programs that only served some students, the university would commit itself to offering support for all students, regardless of race, ethnicity, class or socioeconomic status. The problem with this approach was that the CSUMB leadership never committed the resources necessary to provide the promised services that students would need to succeed.

Likewise, the continuous cuts in the Migrant Ed. program have left a half-time faculty position with no budget and no staff to serve the continually recruited farm worker youth of our region. This practice of recruitment without retention support is a recipe for disillusionment.

Contributing to the worsening situation is the continuous attrition of diverse faculty role models. How can our students feel welcome and safe on the campus if their own role models and mentors are not able to stay?

At CSUMB, the challenges faced by any institutional start-up were magnified by a conflict-ridden atmosphere created when Smith unilaterally decided

to terminate the position of founding Provost
Dr. Steven Arvizu.

Since the departure of Dr. Arvizu,
a minimum of 28 founding faculty and administrators
have either been reassigned to lesser posts
or have departed/are departing the university.

Leadership's failure to create an ethical,
cross-cultural climate on the CSUMB campus is grave.
The present leadership has found it easier
to create its own sense of comfort at the expense
of students, faculty, and staff
while failing to create any central space for students to gather
and learn across all their differences
in a common social world.
Some have described it as an
imperial landscape more suited to a private college
than a state university
mandated to serve the students of our region.

In a time when minority populations
are reaching a majority status in this region,
it is unconscionable that we must battle to maintain the small measure
of diverse representation that we have.
Our communities hold funds of knowledge
which must be valued by those who lead,
and if this cannot be done,
new leadership must be found.
The lofty vision of CSUMB demands that much.

Multiple resolutions were brought from various campus departments to the administration
regarding the reassignment of Cecilia Burciaga and the resignation of Octavio Villalpando:

CLFSA-- "A permanent position for Ms. Cecilia Burciaga. Exploring all options
to retain Dr. Octavio Villalpando at CSUMB...."

AHCCT-- "In particular, we strongly urge President Smith to collaborate with
Cecilia Burciaga to identify a funded position commensurate with her skills and

abilities. Cecilia Burciaga's new job should be in place by June 1st. We also strongly urge that Dr. Villalpando's services be fully utilized while he remains and a dialog initiated about how to retain him at California State University, Monterey Bay...."

Service Learning-- "We... would like to join those from across campus and from the community who have expressed concern about the recent events on campus related to the reassignment of Cecilia Burciaga and the resignation of Octavio Villalpando...."

HCOM-- "We echo the concerns of CLFSA, specifically... The permanent position for Ms. Cecilia Burciaga; The retention of Dr. Octavio Villalpando at CSUMB."

(Source: <http://sbs.csUMB.edu/advocate/PersonalizeCrisis6-16-99.html>)

Later in April, Student Voice, the representative campus student government, passed a resolution on the "Campus Issue of Climate and Diversity" on April 26, 1999, which outlined steps to be taken by the university administration to bring a resolution to the issues of climate and diversity at the campus. Among the demands Student Voice called for were the following:

Administrative [sic] must implement the report submitted by the Unity and Diversity Task Force.

Establishment of regular forums for the discussion of the issue of multiculturalism to continue indefinitely.

Reestablishment of the core commitment to multiculturalism and diversity as stated in the Vision Statement as the primary driving force of policy, programmatic and resource decisions, in order to "serve the diverse people of California, especially the working class and historically undereducated and low income populations."

Student Voice strongly concluded its resolution with stipulations including that if satisfactory progress had not been made, then the Student Voice would "insist on the replacement of the President, and his Provost, to take place over the following year." The resolution also concluded that if the resolution was not honored and addressed, the Student Voice would "deem the behavior as inefficient action by administration and grounds to pass a vote of "no confidence" and pursue the resignation of the President and Provost." With the large student turnout at the March 31, 1999 rally, and the Student Voice resolution on the "Campus Issue of Climate and Diversity", clearly faculty, staff, and administrators were not alone in voicing their resistance to changes being made by the President and Provost.

IT IS NOT A RUMOR

The Chicano/Latino Staff and Faculty Association of CSUMB

The words of The Chicano/Latino Faculty and Staff Association of California State University, Monterey Bay May 18, 1999 (<http://sbs.csUMB.edu/advocate/ResponseCabinet-5.htm>).

It is not a rumor that the president
is moving into his third campus house
in four years.

It is not a rumor that the cost of remodeling

the duplex units for these houses
has been over \$700,000
in these four years.

It is not a rumor that Cecilia Burciaga
was relieved of her duties
as executive assistant to the president
without cause.

It is not rumor that after two months
she has still not been given an assignment
and has most recently
been placed on administrative leave
by the president.

It is not a rumor that the president
locked Dr. Villalpando out of his office
and refused to let him complete several assignments
for the university,
as he wished to do
before his departure date of June 30.

It is not a rumor that President Smith
has created a situation
where an employee is being paid state moneys
while being denied the ability to complete university work.

It is not a rumor that President Smith offered to pay
Dr. Villalpando until September
if he would sign a statement
indicating he would not file a lawsuit.

It is not a rumor that Sarah Brothers
was paid a substantial sum of money
in her out-of-court settlement
with the university
over racial discrimination.

It is not a rumor that the Chancellor
is withholding the promised report
filed by his investigator Maria Santos
because of possible
damaging evaluations of campus leadership.

It is not a rumor that the California legislature
has contacted the Chancellor
about the crisis at this campus

and that the Civil Rights Division of the Justice Department is being asked to investigate.

The list goes on.

NO AMOUNT OF VERBIAGE WILL SUFFICE

Words taken from a May 1999, message on the “Dysfunctional Leadership at CSUMB” from an un-credited author to the campus community.

(<http://sbs.csumb.edu/advocate/DysfunctionalLeadership.htm>)

The administration needs to explain some of its actions of the past in order to prove its goodwill.

Why was the Founding Provost dismissed in a public e-mail to the campus before he was even told he was being relieved of his duties?

Why was Dr. Romelia Morales not rehired as the only Latino/a in teacher preparation after the faculty RTP committee had recommended retention?

Why was Dr. Miguel Tirado put out to pasture?

What caused the University to settle the Sarah Brothers' discrimination law suit in her favor?

Why was Jim May sent into exile and removed from a deanship?

Why was Armando Arias demoted from a vice-presidency?

And most recently,

why was Cecilia Burciaga found “unfit”

and left without a defined position,

and Dr. Villalpando locked out of his office for ninety days,

expending state monies on his salary,

even though he had communicated in writing he could complete several projects for the university before his departure date of June 30th?

How can one be expected to accept the forthcoming report to the campus community,

if it is being produced by "dysfunctional" leadership?

How can one be expected to have faith in leadership

that is not candid, forthright, sincere, and diverse?

These are serious questions.

These are serious issues.

Accreditation is at stake here.

If the WASC team were to arrive on this campus this semester, they would not likely be impressed by the morale of faculty and staff, nor the spirit of cooperation they would find.

Ultimately,

the buck stops with the highest leadership of the institution.

No amount of verbiage will suffice,

without a sincere admission of failure

and a believable pledge to make things right.
Ultimately,
I believe the present leadership is incapable
of making things right.

4. THE PRESIDENT'S HOUSE SCANDAL

In addition to the “multiple crises” as Raymond Gonzalez has described the issues surrounding the President and the campus community, another controversial decision had been recognized: the remodeling of the President’s third campus residence since he had moved into CSUMB housing in February of 1995 (Friedrich). According to Monterey County Herald reporter Alex Friedrich, the remodeling of the President’s three homes have “surpassed \$650,000” (A1). University spokeswoman Holly White that the Smiths’ previous house “proved cramped and awkward,” since it had no formal place “for entertaining,” for business purposes such as fundraising (Friedrich A2). Friedrich describes the 4,500 square foot house as having “four bedrooms and four bathrooms, arched front doors hand-carved from red cedar, and a 12-foot-tall, hand-cut stone fireplace” (Friedrich A1). Other furnishings included an \$8,000 “12-jet, 175 gallon whirlpool bath in the master bathroom next to the bathroom fireplace,” \$14,500 for the main living room’s 12-foot-tall hand-cut stone fireplace, and \$2,400 for gas fireplaces in the master bedroom, master bathroom and private living room, as well as \$19,500 for Corian kitchen and bathroom countertops” (Friedrich A2).

WOW! WHAT A BARGAIN!

Ruben Mendoza Founding Faculty

Words taken from a June 30, 1999, message to Sarah Lerma, President of the Student Voice.
(<http://sbs.csumb.edu/advocate/ResponseLerma6-30-99.html>)

It is my understanding that the "Monterey County Herald" will soon be running an exclusive story on Peter's new house...

you know the one...

it has four or five fireplaces,

and a fireplace and jacuzzi in the master bath.

Of course,
we are being told that the jacuzzi and fireplace in the master bath
is so that our CEO can properly entertain other CEO's and special guests.
As for myself,
I don't normally bath with my guests...
were I to do so,
I'm sure that my wife would be none too happy.
In addition,
it is my understanding that the building contractor
that did all of that hard work to "remodel" our president's home
has not been paid,
and has since been forced to file a lawsuit against the university
for payment due.
At last count,
the amount owed to the contractor in question
was well in excess of \$400,000.
Oh, by the way,
the contractor in question
is now on the verge of bankruptcy
as a result of the massive non-payments in question.
So, I guess that this is all just another great example
of your taxpayer dollars at work.
Did you know that in addition to controlling any
and all activities of University Advancement
and its public relations program,
our president also controls all monies associated with the CSUMB Foundation...
which in turn controls
a very substantial amount of cash.
I am still wondering how this institution can justify paying out
nearly \$700,000 in remodeling fees to make our CEO more comfortable...
isn't his recent 10% raise...to \$193,000 dollars, enough?
The President of these United States makes little more
than the president of CSU Monterey Bay...
and that,
in exchange for all of this
chaos, confusion, discord, and deceit.
Wow, what a bargain!

Contractor Tom Long of Long Horn Construction recently filed a lien on this third house
“for the difference of \$216,000” (Friedrich A1). Apparently, “Foundation officials have refused
to pay any more than \$425,000 for the University House renovation because they claim Long
added extras without their approval” (Friedrich A1-2).

THE EXTRAVAGANCE OF A UNIVERSITY HOUSE

April Santiago

Words taken from a June 30, 1999, message titled "President's House and Scandal" (<http://sbs.csUMB.edu/advocate/PresHouse7-2-99.html>). It is not clear from the message if April Santiago was a student, faculty, administrator, etc..

President Smith appears to have lost all sense of reality and priorities as a university president.

The remodeling of a new house as his residence is an example of this.

His extravagance has run beyond \$400, 000 for renovations alone, not inclusive of the base price which may be at least \$200,000.

The renovation was developed without a contract in writing (the contractor was trying to accommodate the president and his wife because he had been awarded a large contract for other work) and therefore the project has not been subject to the checks and balances in place for other faculty house renovations.

The new renovations include custom-made doors from New Mexico, four fireplaces

including three in the family residence section of the president's university house.

Particularly notable is the fireplace and jacuzzi in the master bathroom.

The house has a balcony and outdoor enclosed area as well as an entrance arbor.

The extravagance of such a university house paid for by CSUMB Foundation funds

is questionable in view of the limited funds available for the development and renovation of campus facilities.

The question is who oversaw this family residence/university house and who made the determination to allocate

almost a half a million dollars in renovations for a president's third home in four years

where the housing allowance only covers that area inhabited as a residency by the president and his wife?

Adding to this controversy is the termination of the contract with Long/Horn construction company for other projects.

The contractor has not yet been fully paid for the renovation of the president's home, based only on a verbal contract.

There is the possibility that the contractor may go bankrupt and may place a lien against the Seahigh Housing Corporation in order to collect on the outstanding cost overruns on the president's house. His sub-contractors are threatening to take him to court.

The fiscal irresponsibility inherent in this

excessive and eccentric University House
is a reflection of the concerns over
leadership, judgment, and decision making
that have been raised in the last few months
by a number of university and community groups.

Many members of the campus community raised their concerns of the President's
upgrade in housing in direct relation to the increase in student housing rental rates. According to
Friedrich, "since 1995, their rents have gone up between 15 percent and 33 percent, depending
on the unit " (A2). Although Holly White said that "the university Foundation receives the bulk
of its revenues from rents from housing Schoonover and Frederick parks as well as profits from
the sale of houses there," she "insisted the rent increases have no connection to the renovations"
(Friedrich A2). So even though the Foundation generates revenue from the renting of student
housing, Holly White and the university claims that this has no direct relation to the use of
Foundation funding to pay for these new renovations to the President's homes.

SO MUCH FOR A REDUCTION OF FEES

Cynthia Fernandez Student

*Words taken from a June 30, 1999, message to the campus community
(<http://sbs.csumb.edu/advocate/SpecialBudget6-30-99.html>)*

Yesterday Governor Davis signed the State Budget.
One of the items in the budget
was support for California's college students,
by reducing student college fees.
The reduction is slight but at least something.
Here at CSUMB,
our president introduces the beginning of the fiscal year which is July 1,
with a rent increase for students, staff and faculty
that live on campus.
So much for a reduction of fees,
at the same time your rent goes up.
And coincidentally,
the president and his wife move into their new digs
which have now surpassed \$500,000
in remodeling costs
and have nearly bankrupted the contractor

who hasn't been paid.
The president should pay the contractor
and freeze the rent increase.
Humm??
Cynthia

WHAT DO YA SAY, PETE?

Freeda Burnstad Student

Words taken from a July 2, 1999, message in response to seeing the controversial third new home of CSUMB President Peter Smith that allegedly cost the university an excess of \$500,000 and allegedly bankrupted the contractor due to the contractor receiving no payment for the remodeling work (<http://sbs.csumb.edu/advocate/PresHouse7-2-99.html>).

I was out in Schoonover a few weeks ago
and noticed the house.
I could tell it was the Smith's
new residence from the color scheme.
It is an extremely beautiful home!!!
I also look forward to seeing
the view of the bay
from the presidents
new penthouse office in building 47,
the Student Services "One Stop Shop"
(remember the original intention of this facility?).
Those will be the two places
I direct students to
when they ask me about
the EOP program, the Student Union, our Migrant Ed. Program, International
Studies Department, Faculty Office Space, Child Care, Student Voice Associated
Students,
lack of full time faculty,
lack of housing,
rent increases,
insufficient health services,
Admissions and Records,
Advising Capabilities,
or the recent scandal
regarding our President
managing the university inappropriately.
Mismanagement and
misappropriation of funds
are likely criminal charges,
and are damn well
sufficient enough to call for resignation.
How many of the points presented to the Presidents office
in the many campus resolutions

have been met?????

I think that the description
of the Smith's third house
sounds like [a]
perfect student center to me!
What do ya say Pete?
Why don't you quit
while your [sic] ahead
and resign
before the authorities are called in,
or your conscience
catches up with you.
Or perhaps you'd prefer
to become a failure on your own
by causing the collapse
of the University
due to the decent faculty and staff
(not [to] mention the student body)
leaving in disgust?
This is really inexcusable!!!!!!
I'm also extremely offended
that you, Peter,
thought no one would notice
or call you on it.
Or that you think
you're [sic] power is so great
that you are untouchable.
I have lost faith in your ability
to lead this University towards
achieving it's Vision Statement
due to your obvious action to the contrary
of these philosophies.
I apologize for the harshness of this letter,
but nothing else seems
to be getting through to you!

5. NO CONFIDENCE

The fall semester of 1999 proved to be particularly decisive in the continuing split between the administration and the faculty. Provost Dell Felder had recently announced she was leaving in August to accept a post in Saudi Arabia (Adam 15). Meanwhile, the Academic Assembly voted on whether they had confidence in their university president.

**CSU Monterey Bay Academic Assembly
BALLOT 8/27/99 - 9/3/99**

Please indicate by YES or NO your agreement with the following statement:

I have confidence in the President's abilities to provide the leadership necessary to build the type of multicultural university that we are committed to creating.

_____ **YES**

_____ **NO**

_____ **ABSTAIN**

From August 27, 1999 to September 3, 1999, faculty members voted on whether they had confidence in "the President's abilities to provide the leadership necessary to build the type of multicultural university that we are committed to creating." Otter Realm student reporter Kechia Smith-Gran reports 73 Assembly Members had voted "No," 28 voted "Yes," and 9 chose to abstain (1). Although "less than half of the eligible faculty voted" (1), Steve Watkins, Parliamentarian and Member of the Academic Senate Executive Committee clarified the meaning of these results:

As one of those charged with the official tallying of ballots, I have reviewed the names of those Academic Assembly members who voted on this ballot. Of the 110 votes cast, more than 80 were by full-time faculty (tenured, tenure-track, multi-year contract, lecturers) and full-time "administrators who hold tenure or tenure-track faculty status." Based on the figures recently released by our campus chapter of the California Faculty Association, that represents more than 80% voter turnout from the full-time, long-term, faculty stakeholders in the success of our university. In my opinion, the turnout from part-time faculty was understandably

low, given the critical, but more tenuous, nature of their relationship to the university. (Watkins 2)

Using Watkins' analysis, it is clear that a significant majority of those who voted (most significantly full-time faculty members) indicated their lack of confidence in the President's ability to "provide the leadership necessary to build the type of multicultural university that we are committed to creating." As Monterey County Weekly columnist Michelle Maitre noted in her article "Trouble at the Top," "at a minimum, however, the votes expose a rift on [the] campus that may never be healed".

6. VANDALISM AT THE PRESIDENT'S HOUSE

In late October, the President's house was egged and the cars' tires were slashed by three unidentified vandals. The President immediately claimed the attack was linked to the continued calls for his resignation by members of the campus community, claiming that the vandalism was not only political in nature, but that it was connected to "a few members of the campus community," who have been trying to "make life so unpleasant for us that we will leave the university" (News Briefs). He makes it clear that he "connect[ed] this climate of anonymity and hatred to the attack," implying his critics had some level of responsibility for the vandalism or association with the vandals (<http://sbs.csUMB.edu/advocate/Reflections1023.htm>).

REFLECTIONS 1023

Peter Smith Founding President

Words taken from his October 23rd, 1999, reflections addressed to the campus community.

About three o'clock on Saturday morning,
Sally and I were awakened by a loud thump
from the front of our house.
It was pitch dark.
I ran to our front door and confronted
a group of young men vandalizing our house.

Sally's car tires were slashed and her car was scratched seriously in several places, ruining the paint job. There were eggs and paint balls covering the house and the cars. It will cost hundreds of dollars to repair the damage.

But there is more to it than that. People in the night, attacking our house. They had been sneaking around our house in the middle of the night. There was a knife. Did they want to hurt our animals? Us? Were they trying to get into the house? Two doors were open when I came downstairs. It was frightening.

I went after them, chasing a young man across the grassy area in front of our house. I couldn't catch him before he jumped in a car and took off. I couldn't get the number as they disappeared around the corner. So, I returned home to property damage and a huge mess. It was a dangerous situation. Someone could have been badly hurt.

This attack was anonymous, and hateful. Sally and I were attacked because of who we are and someone's twisted opinion about what we have or have not done. As individuals and as a community we must condemn and resist this kind of dangerous and cowardly attack whether it is on someone's reputation, their person, or their property.

I have spoken with members of the Cabinet and they are united in their condemnation. I think Bert Rivas said it best when he said, "This must stop. It is outrageous and

we must stand together
as a cabinet
and a university to fight it.”

So, what is “it” we are fighting?
Since last Spring,
there has been a continuing attack
directed at Sally and me
by a few members of
this campus community.
The point has been to
make life
so unpleasant for us
that we’ll leave the university.
That will not succeed.
The attacks have questioned my integrity,
fairness, and professionalism
as well as background.
Some people have even said that
the state where I was born and raised,
Vermont,
disqualifies me for the Presidency
of CSUMB.
That is nonsense
and most people know it.

Some of the attacks,
on email and in public remarks,
have been hateful,
others have also been anonymous.
And, whenever other people
attempted to create a more civil dialogue
on this or related issues,
they were attacked,
sometimes publicly for their opinions.
I connect this climate of anonymity
and hatred to the attack on our house.
Hateful speech leads to hateful actions.
We have only to look to the nation’s abortion clinic murders to know this.
And hiding your identity is the staple of terror;
the way the Ku Klux Klan hides
behind their hoods to avoid identification.

We must live by our policies and the laws of the land.
I will continue to do that.
To those peddling these attack messages

and those who attacked our house,
I have one message:
stop,
now.

Apparently, the attack on the President's home generated sympathy from third parties, and his accusations that the attacks were linked with his critics, according to Ruben Mendoza, "essentially halted" the Chancellor's office's investigation into allegations against Smith (<http://sbs.csUMB.edu/advocate/CarlosSinghLtr.html>).

REOPEN THE INVESTIGATION

Ruben Mendoza Founding Faculty

Words taken from a June 22, 2000 message "Call for a Federal Investigation at CSU Monterey Bay" to Carlos Singh, of the Assistant US Attorney's Office (<http://sbs.csUMB.edu/advocate/CarlosSinghLtr.html>).

We also demand a reopening of the investigation into the vandalism of the Smith home that took place at a time when faculty were demanding the resignation of Peter Smith... and at a time when the Chancellor's Office had initiated a preliminary investigation that resulted in a report titled: "Report of the Site Visit to California State University Monterey Bay, September 19-21, 1999." After the vandalism in question, the Chancellor's office essentially halted its investigation into the allegations against Peter Smith after Smith insinuated by way of campus email that the Chicano-Latino Faculty and Staff Association and other campus critics of his actions and personnel practices were responsible for the vandalism of his home. To date no suspects have ever been identified to the campus community, and it is patently clear that the sympathy generated for Smith at that time clearly benefited his retention as per the publicity generated by the vandalism in question... and the resulting xenophobia that Smith himself generated against CLFSA and other people of color at CSU Monterey Bay at that time.

7. ADMINISTRATIVE RESTRUCTURING

On June 8th, President Peter Smith placed Dr. Bert Rivas, Vice President of Student Affairs on academic leave, before making the decision over the summer of 2000 to “restructure” Student Affairs, effectively removing Vice President of Student Affairs Bert Rivas from his position.

I AM NOT GOING TO TURN THE OTHER CHEEK THIS TIME

Bert Rivas Founding Vice President

Words taken from a grievance allegedly lodged by Rivas to President Peter Smith that was quoted in Dr. Ruben Mendoza’s letter to Peter Smith .

I have given much thought to our meeting of last Thursday, June 8, 2000, when you informed me of your decision to demote me.
As you have in the past,
you presented me with critical information at the last moment with no consultation,
room for alternative solutions
and without apparently any consideration
about the impact it would have on me....
This demotion,
placed in context,
has greater meaning than the demotion itself.
It represents yet another example
of professional humiliation from you...
this step,
like others in the past,
is unreasonable,
unwarranted,
and professionally embarrassing.
I am not going to turn the other cheek this time....
From a broader perspective:
Directly and negatively impacting key Latinos on campus, including
(a) forcing Octavio Villalpando to resign,
(b) transferring Cecilia Burciaga out of your office, and
(c) forcing Steve Arvizu to resign.
Other people of color left because of you as well.

Peter Smith writes on June 14, 2000, to the campus community:

It is with surprise and sadness that I am writing to inform you that Vice President Bert Rivas today announced his retirement from CSUMB effective October 15, 2000. He has served the University well over a long period of time as a valued colleague. There will be plenty of time to recognize his contributions to the university appropriately in the days and weeks ahead. For now, please join me in wishing him well as he plans his new future.

(<http://sbs.csUMB.edu/advocate/RivasRetirement.html>)

ANOTHER LATINO LYNCHING

Ruben Mendoza Founding Faculty

Words taken from a June 16, 2000, message to Peter Smith from Ruben Mendoza titled "RE: Institutional Racism at CSU Monterey Bay".

(<http://sbs.csUMB.edu/advocate/FedInvestigation.html>)

Dear Peter,

It is with surprise and sadness
that I am writing to inform you
that we now know the truth behind Bert Rivas' so-called
"retirement."

While I fully understand your politically-inspired need
to employ euphemisms in an effort
to avoid responsibility for your actions and shortcomings,
the word "retirement" in this instance is just as easily referred to –
euphemistically, of course –
as a hatchet-job,
another Latino lynching,
ethnic cleansing,
deception,
fraud,
and of course,
as but one more in a growing list of deceptions
created by your inability and failure
to provide the stable and wholesome leadership
that this campus has longed to see.

POLICE ACTIONS AGAINST LATINOS AT CSUMB

Ruben Mendoza Founding Faculty

Words taken from a June 16, 2000, message addressed to the campus community.

On Friday, June 16, 2000,
CSU Monterey Bay president Peter Smith
convened a meeting with the staff of the Student Affairs division
formerly under the direction of
Associated Vice President of Student Affairs, Bert Rivas,
who was unilaterally
and without prior consultation or due process
removed by Smith as of June 8th, 2000.
As has been the tradition and protocol of Peter Smith
as per his treatment of people of color,
Dr. Rivas will soon be locked out of his offices
and forced to vacate his campus home and office.
During the course of the meeting
in which Smith informed Dr. Rivas' current staff of its impending fate...
one staff member recorded the meeting.
Given Smith's failure to abide by
his many unmet public commitments to work with the campus
to heal the rifts that he himself set in motion,
many have grown so skeptical of Smith
that many of us now find it necessary
to document his actions and statements
in a variety of venues
(including by way of tape recordings and copied messages).
Upon learning that a staff member
had tape-recorded the meeting with Smith,
which in this instance is
no more than a form of personal protection
against the tyranny of the moment,
Peter Smith conducted a police action
in which campus police were summoned
and the incriminating tapes were confiscated.
Such police actions against people of color by president Smith
are but the tip of the iceberg;
and, the actions in question
are only growing worse by the minute.

AGAINST HIS WILL

CLFSA

Words taken from a June 29, 2000, message to Chancellor Reed from CLFSA's "Statement 2000: Relative to the Forced Departure of Dr. Rivas" (<http://sbs.csumb.edu/advocate/RivasCLFSA6-29-2000.html>).

This most recent personnel action is reminiscent of a number of incidents that have been part of on-going pattern of administrative practices. In the case of Dr. Rivas the "reorganization" of Student Affairs was to include the demotion of Dr. Rivas, a shift in reporting from President Smith to Academic Vice-President Cordero de Noriega and a potential blurring of academic and student affairs divisions. This practice of reorganizing has been on a number of occasions the impetus for reassignment and isolation of faculty and administrative staff members with whom President Smith has had conflicts. These manipulative personnel practices are disguised by the presidential prerogative of administrative decision-making. The campus demonstrations of spring of 1999 were the direct result of this pattern of personnel action. The reassignment of Cecilia Burciaga and the pending reorganization of Dr. Octavio Villalpando under then Provost Dell Felder, precipitated the resignation of Dr. Villalpando. In both of these instances President Smith used the cloak of reorganization to remove administrative staff who disagreed with the direction that he and Provost Felder were taking in relation to student needs. In an identical action to that which followed Dr. Villalpando's resignation, President Smith now places Dr. Bert Rivas on academic leave, effectively enacting a lock-out as he did with Dr. Villalpando a year earlier. In the case of Dr. Rivas, President Smith waited until faculty and students were away on summer break to take the unprecedented action to "reorganize" the Student Affairs leadership and to place Dr. Rivas on an administrative leave against his will.

¡YA BASTA!

Donaldo Urioste Founding Faculty

Words taken from his June 23rd, 2000, message to his colleagues in response to the sudden announcement of the retirement of Dr. Bert Rivas, founding Vice-Principal of CSUMB, later demoted to Vice President of Student Affairs.

¡¡¡Ya Basta mis colegas y amigos!!!!

How long can we tolerate such dictatorial maneuvering???

Who will be his next victim???

*Perhaps it's time that we again stand up for what is right!!
for what is principle!!!
for what is honorable!!!!*

I guess it was only a matter of time
for president Peter Smith
to revert to his habits of old;
that is,
to create an ambience
or situation that once again would
force one of our colleagues into retirement;
or better said,
into leaving CSUMB
against his own wishes!!
This time the victim is Dr. Bert Rivas,
Vice President for Student Affairs,
the second highest ranking Latino administrator at CSUMB.

In your absence
(since many of you are traveling or off vacationing for the summer),
president Smith has decided
on a major organizational change at CSUMB:
to demote the position of VP for Student Affairs
to a position under the VP for Academic Affairs.
Why?.....
Who knows!!!!
ASEC and Faculty Senate certainly
were not informed of such a structural change!!!
Was Academic Affairs?
... the Dean's Council?
... Student Voice???
Due to the change
Dr. Rivas has reluctantly decided on early retirement.

Like many of you,
I just recently saw and spoke to Dr. Rivas
at the 99-00 commencement
and later at the Chicano/Latino Graduation (May 20)
and in no way was he contemplating retirement.
In fact,
given the jubilee of the Chicano/Latino event
and the presence of so many
students, parents, faculty, staff and relatives (@ 400 in total)
he was expressing pride and personal satisfaction,
and was very eager to begin planning next year's event.
But retirement?
Never!!!,
or at least
NOT YET!!!
With only three years remaining
to complete the "milestone" 30 years in the CSU,
why would he want to retire now?
It seems that his decision to retire
--or resign his position—
came only after he was informed by Peter Smith
that he was to be reassigned
(demoted)
to a position of less stature than his current position
And as in previous situations
(i.e.: Arvizu, Halcón, May, Burciaga, Villalpando, among others),
once again under the guise of reorganization.
Doesn't this sound too familiar?
My goodness,
we are talking about the Vice President of Student Affairs Position here!!!!
Doesn't it seem plausible that if such
a major organizational change and/or reassignment
were being considered
that there would have been some type of consultation
with ASEC, the Faculty, the Deans, the Directors of Student Services etc.
prior to the move being made??
Well, as stated above,
as far as I know,
no such consultation ever occurred.
SO MUCH FOR THE SHARED GOVERNANCE PROCESS THAT ASEC
AND THE ACADEMIC SENATE HAVE BEEN ENCOURAGING AND
PROMOTING!!!

¡¡¡Ya Basta mis colegas y amigos!!!!

As another of our colleagues so appropriately stated:

"how can this guy make the decision
to make such a structural change?
How can he do this,
without consultation,
without discussion in the Cabinet,
without discussion with the Academic Senate?
And how can he do this at a time
when so much effort has gone into
Strategic Planning,
WASC review preparation,
and the efforts of the Enrollment Management Taskforce?
None of the groups ever suggest[ed]
a major restructuring of this nature.
And again,
he plans his move in the summer
when faculty and students are not on campus in great numbers."

Not only did president Smith
coerce Dr. Rivas into retiring,
but last Friday—
after the retirement announcement had already been made
(to be effective Oct. 15)---
he placed Dr. Rivas on administrative leave
effective July 1, 2000!!!,
and after he wrote,
"There will be plenty of time
to recognize his contributions to the university
appropriately in the days and weeks ahead."

July 1,
That's next week my friends!!!
Does this man have no compassion???
Are such actions legal?
... acceptable?
...principled,
ethical?
In my mind,
Never!!!!

So much for
Peter's weekly reflections,
and his words of repentance!!!!
I think he actually had some of us believing
that he was changing and,
if you all recall,
he even apologized and asked
the CSUMB community

for forgiveness at one public forum last fall.
However, his recent actions
once again
reveal the real Peter Smith:
deceitful....
spiteful....
hateful!!!

But, what more can one expect
from a politician?
Yes, a politician!!!
but an effective leader,
a visionary....
a friend to our multicultural community...
Never!!!!

¡¡¡¡Ya Basta (ENOUGH!!!) mis colegas y amigos!!!!
How long can we tolerate such dictatorial maneuvering???
Who will be his next victim???
Perhaps it's time that we again stand up for what is right!!!
for what is principle!!!
for what is honorable!!!!
For such adverse actions against the good
of the CSUMB community
perhaps we collectively could place
Peter Smith
on permanent Administrative Leave,
effective immediately.

In addition to the forced departure of Bert Rivas, it was recently discovered that the founding Provost Steve Arvizu, who originally had been dismissed by President Smith during the university's first semester, and then reassigned by the Chancellor, was rescinded from his agreement with the President for the full benefits of his 30-year retirement from the CSU system. This displayed yet another act of injustice against the founding Provost.

COERCED, DECEIVED, AND CHEATED

Ruben Mendoza Founding Faculty

Words taken from a June 27, 2000 message titled "About the President" to Student Voice President Jason Sanchez (<http://sbs.csumb.edu/advocate/AboutPresident6-27-2000.html>)

I wish to commend your stance
in demanding an investigation

of the coerced administrative leave of Dr. Bert Rivas
and the many recent and past actions of Dr. Peter Smith.
I also urge you to push for an investigation
of any all other colleagues
against whom similar such actions have been taken in the past.
Other similar such actions include
those taken against our former provost,
Dr. Steven F. Arvizu,
who was essentially coerced, deceived, and cheated
out of the full benefits of his 30-year retirement by Peter Smith.
In a phone conversation that I had with Dr. Arvizu
just last week (Wednesday),
Dr. Arvizu informed me that though Smith agreed
to a multi-year leave of absence for Dr. Arvizu...
Smith unilaterally and without due process and prior notice
rescinded the agreement in question
after Dr. Arvizu had already informed Smith
that he had accepted a three-year leave of absence
to become the president of Oxnard Community College.
Because Dr. Arvizu had already made a contractual commitment
to Oxnard Community College,
and did not wish to drag the still vulnerable CSUMB
through a lawsuit,
he chose to live with the anguish of having walked away
from those benefits due him.
As such,
and despite his thirty years of devoted service
to the CSU system and its students,
Dr. Arvizu lost entitlement to the benefits owed him.

Similarly, Dr. John Halcon,
Dr. Arvizu's executive assistant
and a CSUMB faculty member,
deprived of tenure by two faculty members on that committee –
who in concert with Peter Smith –
sought to deprive Dr. Halcon of tenure
and his position as the provost's assistant.
Because I was a member of that tenure review committee,
and a specialist in Chicano-Mexicano studies,
Dr. Manuel Carlos and I were the only two specialists
who could speak to the merits of Dr. Halcon's Chicano studies scholarship.
Despite this fact,
the two faculty in question argued
(from an essentially racist standpoint)
that Chicano Studies research and scholarship was not worthy of tenure.

On September 11, 2000, Student Voice passed a “Resolution Against Administrative Restructuring.” The resolution faulted Peter Smith’s decision to “restructure the higher-level administration” without student feedback, lacking “communication and inclusive decision making in the process which Peter Smith used to come to this conclusion”, with the ensuing decision made by Peter Smith resulting in the “loss of yet another administrator of color.” The resolution resolved that “Student Voice is officially opposed to the process, which Peter Smith used to restructure the higher-level administration,” that Peter Smith “use the concept of Shared Governance in further administrative decisions” and that “Student Voice requests the restructuring of the position of Vice President of Student Affairs be reconsidered under the auspice of Shared Governance.”

RECKLESS REORGANIZATION

Chicano-Latino Faculty and Staff Association

Words taken from a June 29, 2000, message to Chancellor Charles B. Reed from CLSFA (<http://sbs.csumb.edu/advocate/RivasCLFSA6-29-2000.html>).

Dr. Rivas had offered his resignation effective October 15, 2000 to allow sufficient time and support for Fall admissions, once again putting the needs of the university first. Despite Dr. Rivas’ willingness to oversee a smooth transition, Smith decided on his all too familiar tactic of administrative leave. The legalities of this paid leave/ lockout must be raised. How many times does President Smith believe he can engage in such transparent actions without campus response? Perhaps most troubling is President Smith’s willingness to jeopardize the stability of the division entrusted with the support of students at a critical time of self-assessment and enrollment dilemmas. This precipitous decision was made without consultation with the department directors under the Student Affairs division. It is even more astounding that Smith could begin such a reorganization without advice and recommendations for such a restructuring while relevant planning processes

which could be brought to bear on such a critical decision are as yet unfinished.

The President's decision to reassign Bert Rivas forced him to announce his resignation. Rivas then joined Octavio Villalpando and Cecilia Burciaga in a lawsuit against the administration for racial discrimination.

8. DISCRIMINATION LAWSUITS

In the spring of 2002, two discrimination lawsuits filed against CSU Monterey Bay and the CSU system were resolved, totaling close to \$2.9 million, establishing discriminatory actions were taken upon administrators of color from the university administration.

In March of 2002, Jim May, former founding Dean of Instruction at CSUMB, won a "\$375,000 judgment in a discrimination and harassment lawsuit filed against the university and the state university system," as reported by Joe Livernois in the Monterey County Herald (B1). The jury determined that "the university unfairly harassed James May and demoted him when he told university officials he believed other professors and employees were being discriminated against" (B1). Although this decision rules against the university "discriminat[ing] against him because of his Native American background" (B1), the decision indicated that Jim May faced retaliation and discrimination for speaking out on behalf of other "professors and employees" who were "being discriminated against." According to May's attorney, Robert Jaret, "May complained to university administrators about what he considered to be a pattern of discrimination in the hiring and promotion of university personnel" (B1). Jaret said "administrators did not investigate any of May's reports and claims of discrimination. Instead, May was demoted until he was eventually stripped of his own management position" (B1).

The university's attorneys maintained the position that Jim May "was never subject to discrimination" (B1), and CSUMB officials issued a statement saying they were "disappointed with the split decision of the jury as we believe it was not supported by the evidence introduced in court. CSU has always believed it has treated Dr. May fairly and that Dr. May's claim has no merit" (B1).

Two months later, a racial discrimination suit filed in June of 2000 by former administrators Bert Rivas, Octavio Villalpando and current administrator Cecilia Burciaga against CSU Monterey Bay reached a settlement of \$2.5 million. The settlement "exceed[ed] by five times the highest settlement ever paid by the CSU system in any employment discrimination or harassment case," Sergio Sanchez reports to Hispanic Vista, with the previous highest judgment the CSU paid being at \$450,000 to a single plaintiff as reported to Ken McLaughlin for the Mercury News.

The settlement "calls for the university to create a scholarship fund that will award \$50,000 annually for ten years for low-income students from the Tri-County area, with the university consulting with the League of Latin American Citizens (LULAC) in identifying students who will be awarded these grants (Sanchez). Audrey Williams reports that CSUMB will also bankroll the scholarship fund until university officials are able to raise \$1 million for an endowment whose interest would keep the scholarship going." The new scholarship will be called the Vision Statement Scholarship (Sanchez). Finally, the remaining \$1,000,000 of the settlement was to be paid to the three plaintiffs Rivas, Villalpando, and Burciaga and their two attorneys.

The lawsuit alleged that the plaintiffs had been "'discriminated, harassed, and retaliated against because of their race' by the university's president, Peter Smith, and two other former

administrators” (Williams), which resulted in the resignations of Bert Rivas and Octavio Villalpando and the reassignment of Cecilia Burciaga.

For Bert Rivas, the suit claimed that he had been "subjected to a persistent and humiliating campaign of reprimands, insults, and discipline" (qtd. in Williams), and that the president refused to appoint him to the university foundation board—a board to which all other CSU Monterey Bay Vice Presidents were members (Williams).

For Cecilia Burciaga, the suit claimed that she was reassigned from her Executive Assistant to the President position because the President “needed a new person to fill the changing demands” (qtd. in Williams), but that her replacement’s duties are “essentially the same” (qtd. in Williams). In her reassigned position, the suit said that her subordinate was instead invited to speak at cabinet meetings for discussion of residential life instead of her (William).

For Octavio Villalpando, when he complained to Peter Smith about former Provost Dell Felder’s continued comments that he was “not doing his job and lacked the capabilities to do it” (qtd. in William), the President “threatened to reassign him so that he would report directly to the provost” (William).

The settlement of the case is called a vindication by CLFSA co-chairman Ray Gonzales (McLaughlin). "This case also exposed . . . the inadequacy of the policies and procedures utilized by the CSU for the prohibition, investigation and remediation of complaints of employment discrimination” (qtd. in McLaughlin). The filing of the suit itself allegedly caused the Chancellor’s office to send investigators to the campus to investigate how administrators were handling personnel situations, improving conditions at the campus, according to Gonzales (McLaughlin).

Perhaps another irony to the legacy of the Desaparecidos is that, much like Dr. Octavio Villalpando having never been formally acknowledged for his securing of a million dollar grant for the university while he was the Director of Institutional Research (<http://sbs.csUMB.edu/advocate/WitnessPiece3-12-99.html>), the origins of the newly created Vision Scholarship remain absent from any description of the scholarship that the university provides. In the university's ten-year anniversary website, it lists the beginning of the scholarship campaign under its "Milestones/Events/Achievements" for the academic year of 2002-2003, and merely notes the event of the first donation made to "the university's \$1 million scholarship endowment campaign, which was launched last year" (<http://csUMB.edu/site/x3651.xml>). What is absent from any of the milestones listed on the university's ten-year anniversary website is any mention of why the university began a \$1 million scholarship endowment campaign.

Three days after the settlement with Burciaga, Rivas, and Villalpando, the university filed for appeals in Jim May's case.

THE ATTACKS CONTINUE

Jim May Former Founding Dean

Words taken from <http://www.inditek.com/jimmay/TheStory.html>

Let me clarify
what it has cost the University
and is continuing to cost the University
to suppress faculty, administrators, staff, and students who speak out.
The price tag is enormous.
I roughly estimate that the total cost to the University (or its insurers)
has already exceeded \$8 million in cases
that have been filed against the University.
To put this in perspective
this is nearly the total cost for
ALL faculty salaries at CSUMB for a year.

In my case I won \$375,000
and had legal expenses of over \$625,000

(which were not acted on by the judge).
I estimate the University spent well over
\$1 million for their legal fees, staff time, and other costs.
Yet, three days after the Rivas, Burciaga, and Villalpando case
was settled for a total cost of \$3.5 million
(including staff time and expenses plus \$866,000 for CSU's outside legal costs)
they got the judge to overturn my jury verdict and declare a new trial.
We appealed his decision a year ago this spring
but have yet to get a single page of the six-weeks trial transcript
even after the court reporters charged over \$20,000 for it
(yes, I had to pay personally
to get court reporters to transcribe their stenotype
into readable documents).
Half of my salary this past year
went to court costs for the appeal.
My extended poor family has suffered greatly.
As many of you know
we suffered four deaths in the family immediately before,
during the trial,
and since the trial.

My own case,
the first to go to trial and win,
was certainly an impetus to the University to settle the Latino case
without a trial a year ago.
However, three days after that settlement
the University lawyers persuaded the judge to struck back.
I had won my award on an 11-1 vote of the jurors
(9 are needed in a civil case).
That one opposed retired white woman juror from Carmel,
according to the other jurors,
has opposed me from the start.
The entire "evidence" of jury misconduct
came from her
and was countered in its entirety
by all the jurors we were able to contact
and ask for declarations.

Rather than defending the University as defendant,
the University resorted to attacking me and my family,
Steve Arvizu,
and even a student
with some of the most vile smearing imaginable.
This went so far as subjecting me to their psychiatrist
for several hours
(only to have him say that I was NOT depressed),

getting ALL confidential notes from psychiatrists and doctors I saw,
whether relevant or not.
They even subpoenaed my college records
as a teenager decades ago.

As you can imagine in a six-week trial there is a whole lot more.
Still I won only to have Judge Michael Fields
side against the jury
and with the CSU
in declaring a mistrial.
The appeal is now before
the Supreme Court of California

Jim May's case has been the only suit on grounds of discrimination that has successfully won in court against the university. May notes that, "My own case, the first to go to trial and win, was certainly an impetus to the University to settle the Latino case without a trial a year ago" (<http://www.inditek.com/jimmay/TheStory.html>). The success of May's cases may have convinced university lawyers that settling with the highest settlement in CSU history would be more feasible than taking the Burciaga, Rivas, Villalpando case to court. That the timing of the appeal to Jim May's case happened three days after the settlement of the Burciaga, Rivas, Villalpando may have implied the university's desire to maintain a record of zero successful discrimination lawsuits. May's appeal is currently going before the Supreme Court of California.

9. THE DISAPPEARED REMAIN

WE MUST DECIDE NOW WHAT FUTURE WE WILL LIVE Chicano/Latino Faculty and Staff Association (CLFSA)

Words taken from the CLFSA 1999 Position Points on "The Failure of Leadership"

If we could look forward five years from now
at the results of the decision that are being made at this moment,
what would we find?
Where are the under-represented students we were committed to serve?
Would the under-represented residential students
suffer from dwindling resources

and second-class citizenship?
What students were considered
too expensive
to educate?
Who will we serve in the future?
Where will faculty and tenured faculty
who reflect that diverse community
appear in this picture?
What world-class faculty
would still be willing to come
to share this vision?
What national image and reputation will we have?
Who would be the community
to which the university is accountable?
How representative would it be?
What will be the results of Program Review?
Which programs were deemed too costly to retain?
When did assessment take over
without shared planning?
When did assessment and OBE
become the focus of the Vision Statement?
How will this university look in five years?
Will it be the noble vision we all once dreamed
or will the commitments to applied learning,
interdisciplinary learning,
ethical problem solving,
cross-cultural competency
and the concept of relevant 21st Century education
based in a culturally diverse society
be just
another
failed
educational
experiment.

We must decide now what future we will live.

There has been a chilling effect that has been created at this university. Steve Arvizu's dismissal through an email by the President shocked the campus community. The removal of a founding Provost who was considered "the architect" of the university's Vision Statement, and subsequent removals, reassignments, and demotions of founding administrators, faculty, and staff members who were brought to the university through the Provost indicates the existence of

an agenda to remove or “wipe out” the legacy of the architect of CSU Monterey Bay. This agenda went so far as to cause concern to founding faculty that the Vision Statement would be replaced with “more, better, and faster,” as the university’s mission to its campus community.

As Ruben Mendoza documents, the SBS Institute’s involvement in petitioning a stop to Arvizu’s dismissal led to retaliation from the President through “a freeze on additional hires of faculty during the past four years,” as well as a similar email announcing the SBSI’s dissolution without the SBSI’s notification. The faculty of the SBSI were subsequently locked out of their offices, with their belongings dumped into boxes, and were then relocated into an un-retrofitted building. The message was clear; there is a price to pay for standing up for the architect of the Vision. There is a price to pay for defending the Vision.

Disappearances work on two levels: not only do they effectively silence those opposition members who are disappeared, they also sow uncertainty and terror in the wider community in general, thus silencing other opposition voices, current and potential alike. (“Disappearance”)

The Chicano/Latino Faculty and Staff Association of CSUMB, in its resolution on the “The Failure of Leadership,” cites the existence of “a chilling effect” at the university:

The fear of reprisals for speaking out, the management of dissent, the history of personnel practices (that includes reassignments, isolation, resulting in the attrition of faculty and staff of color) creates conditions of duress, which are untenable. The result of these practices is the development of a climate of distrust, a hostile work environment and in the loss of critical faculty and staff leadership. This “chilling effect” combined with workload has resulted in exhaustion and frustration. (<http://sbs.csUMB.edu/advocate/leadership-3.htm>)

The resolution also cites “A sense of intimidation, the fear of reprisals and the growing lack of trust in the leadership to be fair and equitable have created a profound sense of powerlessness, especially among staff” (<http://sbs.csUMB.edu/advocate/leadership-3.htm>).

INVISIBLE BY HUMILIATION

Amalia Mesa-Bains Co-chair of the Chicano/Latino Faculty and Staff Association and head of the Visual and Public Art Institute

Words taken from Elizabeth Martinez’s report, “Who’s Cleansing Ethnic Studies? Devastation at Cal State University Monterey Bay.”

A lot of faculty and staff of color made mistakes
but so do whites-
and they stay.
Many people came here,
considering this a model for the country,
but they have left.
Why are people appointed without searches
and why are they usually white people?
Attrition,
failure to replace,
and privatization of public hiring practice,
rendering those who remain
invisible by humiliation...
the administration must go to a school in these tactics.
For them,
diversity is a problem,
a burden.
Smith is treating the campus as an imperial landscape,
like a private school,
not accountable to the community.
What concerns me most
is the privatization of a public institution.
And homogenization.
We are not just asking questions about diversity
but about power.
We must serve those who have not been served
and we must do it with public accountability.
The abuses have been carried out with public funds.
We’re paying to be abused.
It’s time to get a big flashlight
and shine it in those dark little corners
where decisions are being made.

Either we will achieve the vision
or it will be defeated
by the white-dominated campus model.

Despite the disappearance of close to close to seventy staff, faculty, and administrators as of June of 1999, despite the outcries of dissent from everyone else, the President remained president. Despite a Vote of No Confidence in 1999 by the campus faculty, despite a rally with over 250 students, where representatives demanded that the President sign his resignation, despite twenty-five faculty members demanding that the President sign his resignation a week after that, the President remained president. Despite the record \$2.5 million discrimination lawsuit settlement, despite the \$375,000 successfully won and now appealed discrimination lawsuit, the President remained president.

I AM THE VISION STATEMENT

Sarah Lerma Student Voice President Academic Year 1998-1999

Words taken from Michelle Adam's article "The Dream: Deferred or Betrayed? Latino Struggles at Monterey Bay."

I am the Vision Statement.
I am a Chicana.
I am from Gilroy,
which is part of the tri-county area.
I am part of a family that is considered low-income
and I am part of the first generation in my family to attend college.
And it hurts me deeply
that I am under attack.
I have witnessed the increasing gap
between administration,
faculty, staff, and students.
I'm so sorry that you came here believing you would count.
I'm sorry that this university's administration has let you down.

NAMING THE NAMES

I will name the names
like so many have before
Of those who have left Steve Arvizu
Of those who have resisted Jim May
Of those who have disappeared Ron Cisneros

I will name the names Gary Sharp
Of those who have resigned Octavio Villalpando
Or have been reassigned Cecilia Burciaga
Denied tenure John Halcon
Demoted Eddy Hogan
Terminated Marcelyn Kropp
Disappeared Maria de la luz Reyes

I will name the names Bert Rivas
Much like the others Michael Connor
Who compile, who speak, who tell Judith Baca
Who write in chalk the names the names Harold Murai
so that no one may forget Victoria Jew
so that they have to come out and scrub the pavement Jixuan Hu
if they hope to make us forget Tomohisa Hattori

I will name the names of those Armando Arias, Jr.
Who have struggled all their lives Miguel Tirado
For dignity under oppression William Franklin
Who even in a university of Vision Carl Berman
discovered the new world to be the same Ross Miyashiro
as the old. Claudia Rico

I will name the names Margarita Ibarra
Even though there are too many Brenda Robinson
Too many to remember Jenais Brody
Too few without faces Mary Ellen Ashley
Too few without footprints David Rojas

I will name these names because
Los Desaparecidos remain.

NAMING THE NAMES: LOS DESAPARECIDOS DE CSUMB 1994-1999

An Updated Listing of Faculty, Staff, and Administrators Alleged or Known to have Resigned, and or been Reassigned and or Terminated as the Direct or Indirect Result of the Politics of Diversity at CSUMB. Version of June 16, 1999.

Taken from “The Hactivist: A Social Forum and Community Documents Archive” (<http://sbs.csumb.edu/advocate/>)

Original Faculty and Staff Listing Posted in March

Dr. Steve Arvizu, Latino Founding Provost
(reassigned/resigned)

Dr. John Halcon, Latino Founding Special Assistant to the
Provost (reassigned/resigned)

Dr. Maria de la luz Reyes, Latina Founding Faculty
(resigned)

Dr. Victoria Jew, Asian American Founding Faculty
(resigned)

Dr. Michael Connor, African American Founding Faculty
(resigned)

Judith Baca, Latina Founding Faculty (resigned)

Dr. Armando Arias, Jr., Latino Founding Associate Vice
President for Academic Affairs (reassignment from VP to dean)

Dr. Miguel Tirado, Latino Founding Dean (reassigned to
faculty)

Dr. Bert Rivas, Latino Founding Vice President
(reassignment/VP of Student Affairs)

Dr. Harold Murai, Asian American Founding Faculty
(resigned)

Dr. William Franklin, African American Founding Faculty
(resigned)

Dr. Tomohisa Hattori, Asian American Founding Faculty
(resigned)

Cecilia Burciaga, Latina Founding Executive Assistant to
the President (reassigned/position currently in limbo)

Dr. Octavio Villalpando, Latino Director of Institutional
Research (reassigned/resigned in protest)

Dr. Jim May, Native American Founding Dean
(reassigned/reassignment to faculty)

Dr. Eddy Hogan, Latino Founding Head Librarian
(demotion)

Dr. Jixuan Hu, Asian American Faculty (resigned)

Ron Cisneros, JD, Latino Founding Human Resources
Specialist (suicide)

Staff Resignations, Reassignments, and Terminations

Gary Sharp, Jewish American (Steve's former staff reassigned/resignation)

Carl Berman, Jewish American (reassignment from Steve's staff)

Ross Miyashiro, Japanese American Director of Student Academic Advising (resigned)

Claudia Rico, Anglo American Administrative Operations Analyst (Steve's former staff/reassigned/grievance saves position)

Margarita Ibarra, Latina Campus events coordinator (medical leave/resignation)

Dr. Brenda Robinson, Anglo American (Dean of the Center for Global & Distance Learning)

Jenais Brody, African American (Director of Housing)

Dr. Mary Ellen Ashley, African American Dean of Residential Life (terminated)

David Rojas, Latino staff director (?)

Tulia Cobian-Garcia, Latina Housing Assignments Coordinator (resigned)

Travis Ho, Asian American Multimedia Technician

(resignation/medical leave)

Steve Potter, Anglo American Administrator Human Resources (resigned/cited hostile work)

Corinne Lopez-Allen, Latina Administrator for Human Resources (resigned/cited hostile work environment)

Marie Bonillas, Native American Staff (resigned/cited non-promotions/workloads)

Chuck Striplen, Native American Administrative Assistant to Jim May (resigned)

Virginia Peterson, African American President's Office staff (resigned/job responsibilities reduced/complained of marginalization)

Dee Martin, African American Housing Staff (resigned)

Carol Pendergrast, Anglo American Academic Support Developer (replaced/resigned)

Monique Ortiz, African American Wellness Center staff (resigned)

Recent Faculty Resignations or Non-Renewals

Dr. Tomas Kalmar, Latino faculty (resignation)

Marilyn Abad-Cardinali, Asian American faculty (resigned)

Dr. Ben Lorica, Asian faculty (resigned)

Suzanne Lacy, Anglo American faculty (retained at 20%)

Dr. Laraine Lomax, African American faculty (resigned)

Dr. Romelia Morales, Latina faculty (Bilingual education specialist: not retained/not Tenured; CLFSA formed to contest this decision in March 1998)

Dr. James Rote, Anglo American faculty (resigned due to illness)

Dr. James White, African American faculty (not retained/not-tenured)

Dr. Judith White, Jewish American faculty (not retained...grievance/challenge in progress)

Dr. Nubra Floyd, African American faculty (not retained)

Dr. Patricia Rodriguez, Latina faculty (resigned)

Dr. Tom Anderson, Anglo American faculty (resigned)

Dr. John Stamm, Anglo American Faculty (resigned)

John Ober, Anglo American Faculty/Librarian (resigned after one year)

Susan Hensley, Anglo American Faculty/Librarian (resigned)

Mary Ito Dennison, Asian American Faculty/Librarian (resigned)

Recent Administrative Resignations

Richard Hank Hendrickson, Anglo American Vice President for Administration/Former Fort Ord Base Commander (resigned due to questionable budgetary expenditures and space allocations by Peter Smith; has never formally discussed this matter publicly; was recently assigned to serve as a Special Assistant to the President...i.e., “consultant”)

Marcelyn Kropp, Native American Publications Director (resigned under protest due to questionable administrative appointments, and the misuse of campus resources and consultants by the Office of University Advancement; retained lawyer after she was asked to resign as per her having stepped forward to question the aforementioned irregularities in her division; Peter Smith demanded she sign a non-disclosure agreement in exchange for “positive” letters of recommendation; Sister of George Baldwin; suffered diabetic problems, kidney stones, and recurrent hospitalizations)

LucyAnn Geiselman, Jewish American Vice President for University Advancement (resigned under protest due to questionable treatment of members of President’s Cabinet)

by Peter Smith; has never formally discussed this matter publically)

Jeanne Picard, JD, Anglo American Assistant Vice President of Academic Personnel (resigned for what she characterized as the “hostile work environment” within the CSUMB administration)

Linda Jones, Anglo American Confidential Office Support staff member for Academic Personnel Services/Jeanne Picard’s assistant (resigned due to “hostile work environment” within the CSUMB administration; began appearing at CLFSA meetings in support of CLFSA efforts to bring accountability and diversity back into CSUMB practice...and this after she resigned)

Dr. Ken Eke, African Interim Assistant VP for Academic Programs (contract not renewed or extended beyond service rendered...contracted ended as of this term)

Dr. Elaine Wangberg, Anglo American Assistant VP for Research (reassigned due to health related issues; being assigned to faculty post)

Rick Humm, Director of the Institute for Wellness, Recreation, and Sports (resigned)

Recent Grievances Against Administration

Petra Valenzuela, Latina Administrative Operations Analyst II for Academic Affairs (requested reassignment denied, harassment/race discrimination grievance against Academic Affairs and Provost Felder’s Academic Support Developer Mary Mauro; racial epithets and related abuse alleged; rest of staff

came forward to sign affidavits supporting Petra’s grievance; she is now actively engaged with CLFSA)

Sarah Brothers, African American Academic Personnel Officer (terminated; filed racial discrimination lawsuit against administration (including several members of President’s Cabinet; Peter Smith settles lawsuit out of court with non-disclosure agreement; Steve Arvizu asked for affidavit regarding Peter Smith’s use of racial epithets...e.g., “Italians” to refer to Latinas & Latinos...as in “There are already too many Italians around here...we don’t need any more.” Lawsuit settled for “substantial” sum of money.)

Claudia Rico, Anglo American Administrative Assistant to the VP of Academic Affairs (attempt to terminate position...for forwarding e-mail regarding diversity plan to former Provost Arvizu...this despite Dell Felder’s encouragement that Rico maintain contact with former Provost; obtained lawyer and university reassigned her to another office; now actively engaged with CLFSA)

Marcelyn Kropp, Native American Publications Director (retained lawyer/resigned/forced to sign a “non-disclosure” agreement; see description under Administrative Resignations)

Judith White, Jewish American Faculty (not retained...grievance/challenge in Progress; has retained lawyer and state faculty union representation; many publications and RTP criteria met; though she received a favorable evaluation and a recommendation from Dell Felder to retain, Peter Smith recently, and unilaterally, decided to terminate her contract; graduate students, faculty and staff have begun petition drive to retain her...Smith will not discuss his decision because case has now moved to litigation



LOS DESAPARECIDOS DE CSUMB 1994-1999



THE COALITION

V: It does not do to rely too much on silent majorities, Evey, for silence is such a fragile thing...

One loud noise, and it's gone.

Evey: But the people are so cowed and disorganized. A few might take the opportunity to protest, but it'll just be a voice crying in the wilderness.

V: Noise is relative to the silence preceding it. The more absolute the hush, the more shocking the thunderclap.



Image: Joe Forman

Our masters have not heard the people's voice for generations, Evey...

...And it is much, much louder than they care to remember.

-Alan Moore, V for Vendetta

LET THE SUPPRESSED VOICES BE HEARD

“Our role is a simple one; to comfort the disturbed, and to disturb the comfortable.”

I had heard about the workers. The university’s contracted custodial workers were not unionized, and they were being exploited, to some degree. I had heard from my room mate, Vito, that he had voiced his concern about the workers and their working conditions during a Student Voice meeting, and that one of the Student Voice Senators who was from Mecha took him aside afterwards and told him that they had it covered, and that they were going to bring it up when they were ready. So when my other room mate, Tony, a Senator on Student Voice came home one day and told me that they were going to have a meeting about the workers, and that they were opening up participation for others outside of Mecha to help out, I was interested.

I was surprised to find out when I walked into meeting room that this meeting would not be solely about Mecha and their issues. As I walked into a room, I found myself sitting with leadership from the Black Students United, leadership from Mecha, and some of the more progressive members of Student Voice (my room mates). There was tension in the room from so many diverse individuals sharing the same space. When the meeting started, we went around and put our issues on the board. Mecha listed the contracted custodial workers, the university’s failure to build a cultural center, and the many missing founding faculty members who had left due to institutionalized racism. BSU listed the recent abuse and discriminatory treatment they had faced from an event they held at the Black Box Cabaret, as well discriminatory treatment some of their members were receiving from Residential Life. As members of the Student Voice Environmental Committee, Joe and I listed the existence of the OU-2 landfill that existed only a few hundred feet away from student housing, with cleanup reports indicating that it was leaking chemicals that had been known to cause cancer into the air, and the university’s response was to

resist informing the campus community about its existence. Faced with so many issues, recognizing that these injustices on so many fronts could only be allowed by the active endorsement of the university administration, it became clear to us what had to be done: we had to confront the administration.

I can't recall exactly when we had decided to refer to ourselves as The Coalition. On some level each of us must have been aware of the significance of such a coalition forming, and the threat that it had meant to the established order of things at the university. *Our existence was dangerous and we knew it.*

I used to joke with the Coalition members who would be graduating that the university administration didn't understand us, didn't understand our structure. They believed they could bide their time and wait for the rabble rousers to graduate, and then all would be calm again. They could only see us in the terms that they were used to being structured; *there must be a leader. If we go after the leader, this will all be over. We can just wait for the leader to graduate, and then next year will be like the year before this one.* They couldn't understand that we were *all* leaders. A many-headed hydra. I used to joke with Abraham, because the decision for him to speak for us on stage came through a consensus, almost by pulling straws. But the university would interpret him as being *the* leader, because he spoke. I used to cackle that the fools would relax once he graduated, only to find out next year, *that some of us remained.*

"Beds of poison lie at our feet, water unsafe to drink, let us take a moment to think...

Who will take a stance for justice???"

Faced with our numerous struggles, the Coalition agreed on a primary goal: to keep the Vision alive. And we were ready to do that by any means necessary.

At the President's Annual State of the University, we successfully stole the stage and prepared our own State of Our University speech. Subversive pamphlets posing as "programs" were distributed throughout the audience. We walked in, walked up to the stage as if we owned it, and left without any arrests.

We discovered a few things from our actions; the university was vulnerable to bad media coverage and humiliation, and the State of Our University Address was the perfect forum to do it in. Second, although we never acted on it, and ultimately rejected such a plan, the university was very fearful of their donors being scared off by students at their annual student scholarship fundraising event that was held in February—the fundraiser that the university was bound by its \$2.5 million racial discrimination lawsuit settlement to raise money for the Vision Scholarship. We had also discovered that the very nature of what we had done meant that we had to immediately go underground after having announced ourselves. This came with good reason; ultimately the two most visible members of our group would each face retaliation from the university; one would get called in by the university's Judicial Affairs Office in an attempt to pressure him into revealing the rest of the Coalition's membership while being threatened with disciplinary action, while the other was profiled and harassed by the university police on the day of his graduation, as they sought to find out who his room mates and other associates were in an attempt to build a database of the rest of the group. We learned that if you choose to fight the Power, *the Power will fight back*.

Word had gotten around about what we had done at the State of the University. Just as quickly, however, we were already being forgotten. The recording of the event was never aired. Our refusal to speak with the Otter Realm, the small student attendance at the State of the University event, and the lack of any high-profile follow-up actions prevented any word from

spreading about what we had done and it prevented us from capturing the campus community's imagination. After the State of the University Address, there were a series of follow-up actions that only the university administration and Coalition members would know of. Even now, there are some things that I have chosen not to discuss in these pages. Our decision to remain underground and keep our affiliation secret, while we attempted to wage a covert war with the university, meant that we too would just as quickly be written out of history.

The evening we met with the founding members of Mecha at CSUMB, we recovered the lost history of the Desaparecidos. In my struggle then to raise awareness of Fort Ord's environmental problems and health risks, I struggled to recover a lost history of an issue that had existed many years before I had enrolled here. The university was trying to silence all of our struggles *now*, and as we learned of the struggles from the past and as we learned of each others', we saw the difficulty in trying to chronicle and document our struggles so that they would live on after each of us had left this university. We had made noise. We had established that we were a threat. And just as quickly, we were disappearing. It is important that this story survives, and that others learn that not only did such a grouping of such diverse individuals happen, but that it should happen, and it should happen again, and it should keep on happening. It is for these reasons that I have chosen to tell our story, for in the act of telling of it, just to tell is an act of resistance.

“Let the suppressed voices be heard from the many student leaders who are lost in the endless fields of bureaucracy from CSUMB's administration. Stop being passive—wake up and take charge of CSUMB's Destiny!”

THINGS DON'T CHANGE, THEN THERE DEFINITELY IS A PROBLEM

Fred Hampton Mechista

Umm kay.
Again, I can—
I can talk about, you know—
I'm gonna be jogging my memory—
the events leading up to the state of the union address,
I wasn't present,
at the state of the union address.
But the plan was essentially
to disrupt the state of the union address
and bring attention to the issues that
the president and his administration had um,
we felt, had—
had been responsible for at CSUMB.
The loss of a lot of faculty,
the cutting of various programs
that served people of color
or under represented peoples.
Actions by the president and his administration
that were directly contrary to the themes of the vision statement,
of the university's vision statement,
and essentially that's what—
you know
the state of the university address
is supposed to be this fluff show,
this um, talking about
how great the university is
and how's it come along,
and what not--
and its very superficial.
And, we thought as a coalition
that would be a very perfect opportunity
in a very public setting,
to bring attention to these issues,
because obviously the attention that these issues warranted
wasn't being given,
you know,
on a daily basis at the university.
Or through regular channels,
for example,
because they had been going on for years.
Um, you know,

if you receive a vote of no confidence,
and then you know,
twenty students walking into your office
that tell you to leave,
and things don't change,
then there definitely is a problem.
So again,
it was disrupt the—
the president's state of the-the university address.
And from what I remember
I think there was going to be a bullhorn,
and um, there was going to be people with signs,
there was going to be people making
some kind of noise, um, um,
during the address.
A lot of very inventive ideas
that again this collective group came up with.

1. A NEW MORNING, CHANGING WEATHER

If one were to look through past issues of the CSUMB campus student newspaper The Otter Realm, one would notice the decline from the year 2000 of any coverage of concerns with a toxic Superfund environment or the concerns with a toxic administrative environment. There is silence. Two years of silence. The President survived a “Vote of No Confidence” by the campus faculty and a protest of over 200 students with students marching into his office with a letter of resignation for him to sign. The President had survived the worst of the criticism and the protest and was still president. The campus community had been beaten.

Two years of silence followed.

It was a shock to many then, when on January 23rd, 2003, “About a dozen students of California State University, Monterey Bay, staged a public demonstration Thursday at the eighth annual “state of the university” address,” Jerry Jimenez reports for The Californian. “When university president Peter Smith was introduced to speak, demonstrators clapped disruptively” (Jimenez). A group of students dispersed throughout the audience of the university president’s Annual State of Our University Address rose from their seats and began clapping rhythmically just as the President was about to speak. The clapping continued. Each student nervously looked across the audience at each other. The President stopped in mid-sentence, his mouth gaping. The students continued clapping. Clap. Clap. Clap. What started off as nervous, unsure clapping had now hardened into emboldened and firm claps from the hands of these students, who quite clearly were not clapping for the man at the podium, but were clapping for what was coming.

A handful of students rose up from the front rows and approached the stage. One of them leaped on stage, bullhorn in hand. Uniformed and plainclothes police started to hesitantly approach him, unsure of whether they should interrupt what was going on, but the President,

fearing that this would make the situation appear worse, gestured for them to back away motioned for them to remain where they were. Seeing that an arrest was not imminent, the intruder raised the bullhorn and prepared his own speech about the state of the university.

“Good morning ladies and gentlemen. If I could please have your attention...”

What happened that day sent waves through the campus community and it sent a direct message to the administration. A coalition of students had formed, and their voices were much, much louder than the administration had cared to remember.

2. COMING TOGETHER

On December 18, 2002, student leaders from Mecha, Black Students United, the Student Voice Environmental Committee, and Student Voice assembled to discuss the different struggles both individuals and organizations were having with the university and its Vision.

For the Black Students United, they were each facing various forms of discrimination as individual students and as an organization.

GOING BACK TO THE 60'S

Umar Abdur-Rahim Black Students United

We were dealing with sexual harassment,
discrimination in the dorms,
police profiling,
we're dealing with events,
like for events we're dealing with,
I don't know what you'd call it,
bureaucratic nonsense <chuckles>
because I mean everybody was allowed
to throw an event at the Black Box,
and you know about that Black Box right?
I'm not even going to go into detail,
but you know, that speaks for itself.
And then sort of like internal conflicts in classrooms,
like racial conflicts.
Every time we had a BSU meeting

somebody talked about a racial conflict in the classroom.
And I told you probably about the one where
we had a black girl combing her hair,
and a white girl came up and was like,
"oh, oh, so that's how you do your hair,"
and like you know,
just like <starts cracking up> just crazy stuff man.
It was like just, I mean like,
going back to the,
how I remember going back to the 60s man.
And we were trying to block it out,
like that ain't a big—that ain't a big deal you know,
this ain't really going on.
Man, it was bad.
It was bad.
I don't know if I even covered every issue,
but those were the ones that I could think of
off the top of my head.

Members of Student Voice, the student government, were facing disillusionment with the direction the organization and its advocacy for student issues was taking.

HOW COULD WE BE TRYING TO SERVE THE UNDEREDUCATED—WHEN WE'RE ABUSING THEIR PARENTS?

Vito Triglia Student Voice

There's already people in student government
that are down, you know.
And so we're just kind of trying to see what's going on
and so one time in a meeting
I just threw out there because they were talking about—
John Charter was really good at structure,
so he's like, well what needs to be fixed,
what are challenges,
what are obstacles that needs to be worked on.
And they were saying all this lame stuff like well,
skateboarding on campus needs to be a right,
and skateboarders rights, and stuff like that.
And I'm just sitting there,
like what the fuck is going on, you know?
So I was like screw it.
I raised my hand and I was like,
well our campus is the only CSU
that doesn't contract unionized labor,

and that Diamond and Linda Vista laborers,
not only is it not union,
but they're being abused as workers,
and we're a university with a commitment to working class people,
and how could we be trying to serve the undereducated
and the working class kids,
when we're abusing the parents, you know?
And stuff like that.
And so they wrote it down,
and I mean I have nowhere to go,
nothing to stand on,
nowhere to go,
so I just started throwing stuff out there you know.
So after the meeting,
Abraham Magana came up to me.
And so I met Abraham
because I opened my mouth
and so after the meeting he was like
“hey, cool it,
we're already working on it,
don't ruin it, you know?”
Well I didn't know,
and I was like, cool,
well I won't ever say anything again.
And he's like “yeah, we got a plan,
and we got a certain time
when we're going to introduce it
to student government but not yet.”
And I like cool.
And so it was neat, because,
it was a mistake for me to say that,
but at the same time if I hadn't said it,
he wouldn't have known where I stood,
and he wouldn't have never come to me
or said anything.

Mecha remained concerned with the attrition of the faculty, staff, and administrators of color—*the disappeared*, and were struggling as well to improve the working conditions of the university's contracted custodial staff.

STILL NO JUSTICE

Abraham Magana Mechista, Student Voice

One of our priorities,
or my priorities,
and Mecha's as well
was the worker issue.
That had been on our plate for awhile
and we had been sitting on it.
The other issue was with one of the Vice Presidents,
that is administrators,
specifically going after students
from our constituents, you would say.
And of course the long standing issue
was Peter Smith,
and the whole Desaparecidos.
Still, we hadn't felt we had gotten justice from that.
So strategically that was on our plate.
So our plate was rather full in combination with those types of issues.

WE WERE MAXED OUT

Umar Abdur-Rahim Black Students United

BSU had issues with ResLife
and we were maxed out,
and I know that environmental club,
you all had issues with the environment
and Mecha had issues with
the labor exploitation of the workers,
and other things that they were dealing with too
that were with the students injustices.
And from that point
we all just came together after the protests
so that's how I remember it going down.
So it was a dream,
you know what I mean?
We was maxed out,
it was like we had too much,
but then, it was perfect,
because each group had too much
so we came together just to do it.

THE VISION COALITION

Gabriela Lopez Mechista, Student Voice

Well I think during that time
there was a big issue about the superfund site,
and how we as students weren't being told
that there's pollutants and deadly chemicals
where we live in our environment.
And that was an issue,
the workers again were an issue,
and it wasn't just the people
who were cleaning our offices and our classrooms,
it was also the food service workers,
and people came because of that.
I know the BSU was in it,
it was mainly Ida and Umar,
and some people from the environmental committee
were really part of that,
Mecha, we were there
and I think many women who were also there.
Just people who were active...
and members of Student Voice that also were seeing
that Student Voice seemed like high school politics
and I think they noticed that
and were trying to make a change in the area.
So really what it was,
I think it was that,
a lot of people came together
because they wanted the campus
to go to its original ideals.
And that's why we were called the Vision Coalition.
We wanted to go back to that Vision that had been ignored,
that we just recite in Pro Sem,
but don't do anything about it,
and nobody's active about it anymore.
So everybody wanted to go back to that Vision
and really bring back those ideas that we had
and professors we had before us
to make it what it was supposed to be,
not just another Santa Barbara,
which is what I think of it now.

THE FIRST COALITION MEETING

Abe Magana Mechista, Student Voice

The first Coalition meeting.
Actually,
I don't remember when it was.
Okay. I do recall...
okay, it was about that time,
and it had to be around that time
because we had to kick off the next semester.
I don't remember where it was at,
but I do recall it was supposed to be a...
privileged meeting,
with individuals from the campus
that make shit happen,
that had similar values.
We were tired of just,
you know, um...
We were tired of trying to do things
in similar fashion.
We all did within our own little causes
things to try and change this university.
We weren't being so effective.
So we had all these little microcosms going on,
and I guess the purpose
was to bring those individuals onto the table
so we can unite, and get a
I'd say united front,
but we can all--
we can combine our resources.
I do recall it was a privileged meeting.
I don't remember who ran it
or what the agenda was,
or how it went,
but I just know that going into it
the goal and the purpose
was to get us all on the same page.
We each identified through a list our top priorities.
From that stemmed, well,
what is common amongst--
what problems can we identify
that are common amongst
or are the result,
or are directly impacted--
what are our issues stemming from?
And from that we were able to identify and target,

well the administration of course.
Um, and one being,
well I guess certain administrators that we perceived,
i.e. Peter Smith.
So we derived a list and identified causes
for what our issues were,
and from that we derived a plan
or we started getting tactfully,
or planning around,
or plotting around it I guess.
So the direction was that
we decided to start unifying it together and um,
agree that
you're right,
that indeed we can do more things
and accomplish more things
if we all put our heads together and
we all strategize and
act as one unit.
So...you asked that question with specifics.
Well we had, well I don't remember if the list was 17, or 11, or 12.
But I do recall
that one of our main concerns,
or one of the main issues
was the administration,
or Peter Smith,
given where this university was going,
how he was managing or administrating,
or how he's managing it.

The group came together with the realization that each individual struggle they were facing tied back to the larger picture of the university and its failure to adhere to the Vision Statement. Attendees of the meeting quickly realized that through collective struggle, they would be able to band together and confront their individual issues as well as the larger issue that they identified—the university administration's continued attack on the Vision Statement. The meeting ended with all of the attendees agreeing to meet over winter break to finalize their plans in preparation for the coming spring semester.

2. DEVELOPING A PLAN OF ACTION

The Coalition met again on January 21, 2003. This time, however, the group was no longer as inspired as they were from the first meeting.

THERE WAS NO ELECTRICITY ANYMORE

Vito Triglia Student Voice

Yeah, we met two days before the university address,
that sounds right,
I don't remember exactly,
but, we met, and fucking...
nobody, nobody, it was just like,
it was not happening.
It was like,
there was no electricity anymore.
And it was, it started right before break,
and then break happened,
and then we came back
and everyone was like,
why are we here,
and it was almost as if like the other thing
like, all of us were wrong before.
It was almost like we couldn't remember why,
what had brought us together
or why were there.
That's how I felt.
And it just seemed like a waste of time,
and nothing was happening,
and then Umar just started like,
took the floor.
And then he just kinda said—
to be honest, it didn't seem like it made...
I don't remember him really
articulating the problem or anything,
but he just kinda like,
it was emotional,
and he just said,
that basically we needed to do something,
and we weren't doing it and,
basically he just called us all out
and the reason why I said that he didn't say
what the problem was,
was because we never really found out what the problem was,

know what I mean?
Nobody really knew what the problem was then,
and nobody ever figured it out.
There was a problem,
but we never figured it out.
And so he just kind of got everybody on track.
I don't remember exactly what he said,
but I remember it was directed at everybody in the room,
at the same time and so
it just kind of like, took the floor,
and then it unified the group
because he addressed everybody, you know?
And so it was like <hehe> maybe in retrospect,
maybe that's what he did.
He just said, ME, all of YOU.
And so it kind of gave us all a bond or something.
I don't know.
But it worked,
and so all of a sudden it was just like
he cracked this ice
and then everything started flowing.
And then all these ideas came out.
So through a bunch of peoples ideas
and kind of like wood shedding,
and um, just nitpicking,
and uh, just kind of like going over the idea
over and over and over
and refining, refining, refining
they came up with the idea that they came up with.

SOMETHING REVOLUTIONARY COULD BE DONE

Umar Abdur-Rahim Black Students United

I said what I said at that moment
because I felt like people were dying man.
I don't remember that long speech thing
that you said that I just popped,
but I had a tendency to do that.
I used to do it in the BSU to motivate them
you know what I mean,
just like explode,
like man you're all just getting soft
you know what I'm saying,
we've got so much work to do,
ya'll walk across campus,
some white guy is going to come get you later on

and report you in,
because you did such and such in
ResLife or in your dorm,
you guys gotta stand up for yourself.
So I guess I might have reacted that way,
but I don't even remember.
But what I did that event for
was to show that I was willing to sacrifice being arrested,
to motivate you know what I mean?
I had an objective when I said that statement.
I was going to do that,
to show them that something could be done,
like direct action, you know what I'm saying?
Something revolutionary could be done.
By me doing that,
and saying it out loud,
and then they're waiting for me to do it,
and then they would drive by,
damn, that crazy fool, did it! <laughs>
Then you'd see an email: we need to meet.
So I figured it would happen like that,
that's what my plan was
but it didn't end up happening that way.
I ended up squashing that plan I had been thinking
and going strictly with the Coalition,
you know what I'm saying?
With a coalition effort,
which was more powerful man.
I mean...its shaken up Peter Smith for years to come man.
You know what I mean?
That mural was nothing,
but I mean, that event,
because we all were involved,
as a Coalition,
has shaken up things for months,
years to come.

Roused by Umar, the Coalition began to develop a plan of action. It's target: the
President's annual State of Our University Address.

EVERY DOG HAS ITS DAY

Ida B. Wells Black Students United

Then we put our heads together
and we decided that the president's address,

his symposium, so to speak,
happens every year,
and its a lot of these promises that are being made at that time,
during that speech.
'This is where we have the plan,
and how to look forward to the year to come,
and what's in the mix,
you know what's going to be created,
what's going to get cut and get fundage,'
kinda, you know,
that's what happens at the state of the university address.
So it seemed like the most logical thing
would be to confront the president at that time,
and at least make people knowledgeable
of the fact that these were promises that were made.
So what if they were made back in 2000?
So what if they were made back in 1994?
The principle is
you made these promises,
you have to be accountable for them.
The principle is
you have students who have made
requests, and you've shunned them away.
You've chosen to disregard them,
or your personnel has to disregard them.
And it was kinda like the students revenge.
Okay,
now, you need to be accountable.
Tell us why you've ignored our cries, so to speak.
And also,
I felt like it was the perfect opportunity to also challenge
the faculty and the staff.
Because here the faculty and staff supports this event
but yet and still,
when it comes time for student events,
faculty and staff are missing in action.
So why is that,
in my mind,
my position on this, okay,
this infuriates me
because this whole world theatre is filled
with people who work for this university,
and there were maybe two or three of them present
at an event.
I mean and not just one event.
I mean events that all of the clubs that came to the Coalition had done,

there had been poor faculty and staff attendance?
So that was an issue for me,
like you can come and support the president,
but you can't support the students.
Can a school function without the president?
Hmm, I don't know,
but I know a school can't function without the students.
So for me that was my position.
And also <pause>
you know every dog has its day,
so to speak. <pulls herself up, says in low voice>
Why not?
Woof, woof.

START IT OFF WITH A BANG

Abe Magana Mechista, Student Voice

Well we knew that,
from past experience that,
breaks, or semester breaks,
or fall breaks or winter or summer breaks,
really put uh...
were really...
they really hindered the movement.
They really slowed it down.
I believe we had identified that before that
and we agreed that we'll meet during winter break,
we'll finalize our agenda,
and we'll start the semester off,
you know,
I don't want to say with a bang,
but we'll start the semester off
like we should, and
we'll continue the momentum.
So we did meet
and we did manage to meet,
and we came up with,
with uh,
I think a fairly effective [sic] strategy
on how to get our message across.
Get our point across and establish our presence.
And send a message to the university,
given that we--
or at least I felt that--
or we felt that,

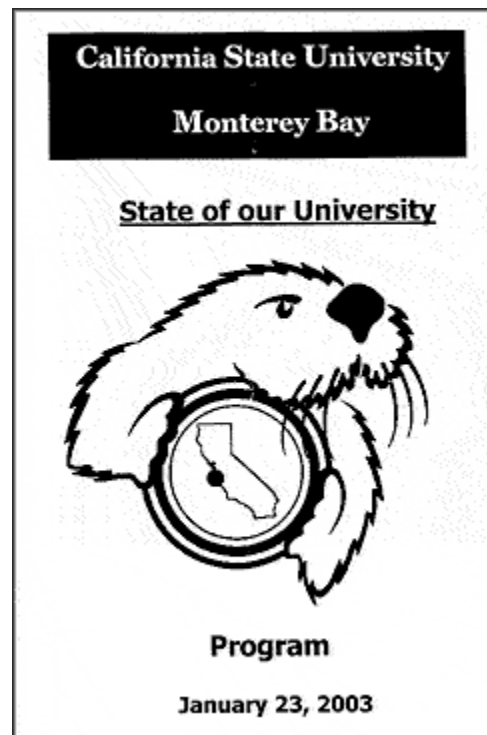
the movement,
the struggle,
or individuals
were really getting burnt out;
things were starting to slow down,
we were starting to accept things
as they were, etc.
And we wanted to
<snaps fingers>
spark things up a bit.
So from that we decided on uh, on...
sending a message to the university
through the state of the university address,
which Peter Smith was going to be addressing
with his own perspective
and his own views.
We figured we'd have a captive audience,
so it would be a good place to start.

YOUR SHIT'S GONNA CRUMBLE

Ida B. Wells Black Students United

Well besides being up till
damn four or three in the morning the night before,
preparing these lovely pamphlets that had the university emblem--
that was one thing we were kinda concerned about,
like well we could get in trouble using the university emblem
but dammit its our emblem
and I think,
before I get on to that--
it really created a sense of ownership.
This is our school,
we have to be in control of its destiny.
We have to feel as though we have a place here
and we have a right to do what we're doing.
And I think a lot of students are put in a position where
'I don't want to speak up.
I don't want to say anything.
I don't want to ruffle any feathers.'
And the idea of ownership,
and knowing that you are a piece in this puzzle,
and your piece is just as important as the big piece at the top,
even if it's a little piece at the bottom,
is the reality that
I have some type of power.
Even though I may feel powerless,

I have some sense of power,
and I can use it,
when I feel the need to.
And my little puzzle piece may not mean shit
to the big puzzle piece at the top,
but when I get four or five lines of puzzle pieces,
and you break our chunk off,
your shit's gonna crumble.
It's not a puzzle anymore.
Every piece doesn't fit where it should.
So I think the ownership was really empowering,
not just for me,
but I could tell you feel like
yeah, I did something, now what?
I'm big and bad now,
yeah, I may be little,
like that little light,
this little light of mine, I'm gonna let it shine,
that song?
And it's an empowering feeling,
and it also builds not only self esteem
but confidence that even though
this university has a lot of problems,
you know what I mean,
there's no perfect university, but, but,
there's not many universities
where students can be able to go
into the state of the university address
and make an impact like we did.
Like I'm still around talking about it,
you know what I mean?



Front of pamphlet distributed at the
2003 State of Our University Address

THE PLANNING

Abe Magana Mechista, Student Voice

As we went
we were coming up with these great ideas like,

what are we going to do then and there?
How are we going to get our message across?
What can we do that really sends a message across
but that will leave a lasting impression.
Etcetera.
So, we had individuals and I think,
I think you did, or Joe did,
or somebody else came up with the idea of well,
lets make the flyer or the--
the pamphlet which is like the program.
So that was great.
Then well what are we going to do?
How are we going to demonstrate?
Well, um, we all decided
that we were all going to have
one unified action or movement,
we're all going to stand and turn our backs,
and clap.
And then,
well what then?
Well we're going to take the mic with the bullhorn.
Well ok,
so what are we going to say after that...
so--it was all--it was a...
it was kind of a--
as we went we came up with these ideas
and they sounded great,
and we did 'em.
And we just went after 'im.
And that's,
I'm not saying that's the experience but
that's my recollection of it;
that at times it was hectic,
at times it was stagnant,
some of us had different uh--
Umar, and some of us,
had more radical ideas,
and wanted to do something more radical,
others more tactful,
others it was--
it was different.
We had consensus,
but we also had disagreement,
but that disagreement
fostered better action or
better planning or

better strategizing.
So that's my experience.

3. WELCOME TO THE STATE OF OUR UNIVERSITY

On Thursday, January 23, 2003, Coalition members and every fellow student they could bring began filing into the audience seats of the World Theatre.

IT BEGINS

Abraham Magana Mechista, Student Voice

That day of.
Fuck.
Well actually that night of
I think we left at like
3 in the morning.
And we um,
well it came between Umar and myself
to give the speech.
So I think Umar defaulted.
He said go for it.
Alright.
And I think it was for several reasons,
because one,
I don't think Umar would have made it
that far to the stage <snickers>.
But uh, so I wrote the speech,
or I think it was Umar,
and then we passed it around,
I don't remember,
or I think it was just
bam! Here it is.
So I can finalize it
and that's all there was to it.
So that night we left.
We all agreed we were going to meet in the morning in the office.
We were all going to bring our friends.
We're going to bring as many people as we could
and not just the activists,
but more students in general.
We're going to try and get
the general population involved
so that when they did see us in our action,
it wasn't just the usual troublemakers,

it was a diversity of students.
So we went from here to—
I don't remember if we drove or not,
we went from here to the university center.
And I think we had—
it went off in stages.
We had some members already passing out or
were supposed to be there at a certain time
passing flyers out.
We were supposed to have people on the inside already,
scoping the place out,
letting us know what's going on, etc,
doing detail on security,
seeing what the layout was going to be etc.
We had,
what else did we have,
we had other people that were going to meet
that were supposed to meet us there with more students.

WE'RE GOING TO HAVE TO BE BOLD ABOUT THIS

Umar Abdur-Rahim Black Students United

I remember coming in,
and sitting in the front,
and the two undercover police officers IMMEDIATELY
I mean like clockwork,
looked at me just, and I'm like,
you know I'm thinking in my mind,
what did I do!?!
What did I do?
What did I do?
I said, we did open mic,
I didn't do nothing bad there,
I'm like thinking like the list,
okay, okay, let's see,
he pulled me over yesterday...
no, no, that was two weeks ago.
I was thinking like,
why is that cop looking at me man?
Why, why, what did I do?
Because I said, I'm good,
we didn't have no events,
there's nothing on me,
my record's clear,
I've been kinda quiet.
It must have been two weeks

and we didn't have an event,
and that's what I'm thinking.
So anyway, he's looking at me
and I'm saying, dang,
and so I got nervous, and I said man,
we're going to have to be bold about this.
And so I'm thinking in my mind,
because they're already on us,
they're already on us.
So I sat down,
and then I looked around,
and I messed up,
because I tried to be cool,
I mean, back then I did kind of look around
like on my left side to see if everybody else
was in position like those girls,
and I did notice like little details,
like some of the girls weren't sitting in the spots
that they were assigned in.
So I was already getting nervous like, aww man,
we're violating the plan <laughs>.
We're violating the plan.
She's not sitting in,
four-short-chairs-to the left,
because we had it down to the T,
four tables to the--you know what I'm saying?
It's going to be crazy.
But yeah it was cool, it was cool.
And then I remember Zoilo coming in,
because I think he ran out of programs.
Somebody ran out of programs.
He said he ran out of programs quick
and he actually came and took a seat too.
And I said oh wow!
That's added to it.
I remember seeing that.
Like Zoilo went out,
he said he ran out,
so he came in to sit down,
and later on he told me,
I came in to sit down and be a part of the plan,
because I ran out real quick.
And I think you--did you run out too?
You had a few left. Okay.
And so um, yeah,
so I sat down and was chilling,

and uh, you know,
just waiting for the main event,
and I remember it was part of the plan
that I had to be there early,
because that front seat had to be occupied,
so everyone had to be there way before Peter.

MASSAH SMITH

Ida B. Wells Black Students United

What happened was that we were up till
three in the morning creating these pamphlets
that looked as if they were created by the administration.
And it fit the event because
the event was somewhat conservative,
the event was well planned,
and they had uh you know coffee,
and I think they had some little pastries out there or something.
And it was all part of a plan
because if we went in there with jeans and t-shirts,
then we would look as if
we were in there with jeans and t-shirts.
And mind you there were students
at the state of the university address.
There were students there.
So its not like we didn't really fit in so to say.
But some people chose to wear ties and you know slacks,
things like that to appear as ushers, basically,
and fool people,
to make them think that oh yeah,
I'm supposed to be getting a pamphlet,
oh yeah, this is an usher who works here,
okay, yeah, you know.
And it was rehearsed so well
that there wasn't any hostility,
I don't think anyone was nervous,
I mean, yeah we were nervous,
but we didn't show that we were nervous,
so there was no reason for any suspicion because
we were part of the state of the university address, hell.
And I handed out my little thing about
the 'thank you for coming to the state of the university address'
and I particularly chose the words
Massah Smith because we were all slaves to this system,
and technically speaking,

he's the big cheese,
so he would be the massah
if we were on the plantation.

Two pieces of literature were distributed in the World Theatre at the State of the University Address: the "State of Our University Program" pamphlet, and the half-sheet flyer, "Thank you for attending Massah Smith's State of the University Address," a flyer intended to shame attendees, specifically staff and faculty members, who had not been supportive of student events but were willing to spend the day attending the President's event.

Thank you for attending Massah Smith's State of the University Address

And supporting CSUMB's Administration

But have you attended any of these student-sponsored events in the past year?

- Open Mic Open Knowledge
 - Spring Concert
 - Latino Film Festival
 - Grand Master Chen Quigzhou
 - 2nd Annual Black History Banquet
 - African American commencement
 - Millions for Mumia
 - Unity Tour
 - Skyus
 - Semana de la Raza
 - Kelp Kraze
 - Posting Policy Protest
 - Chicano Latino Graduation
 - War on Iraq protest
 - Music for Mumia
 - Sharing Africa
 - Diversity Days '02
 - Spring Formal
 - BSU Talent Show
 - Social Justice Colloquium
 - Vagina Monologues
 - The Collective Hip-Hop Show
 - International Womyn's Day
- ...or any Student Organization Meetings Consistently

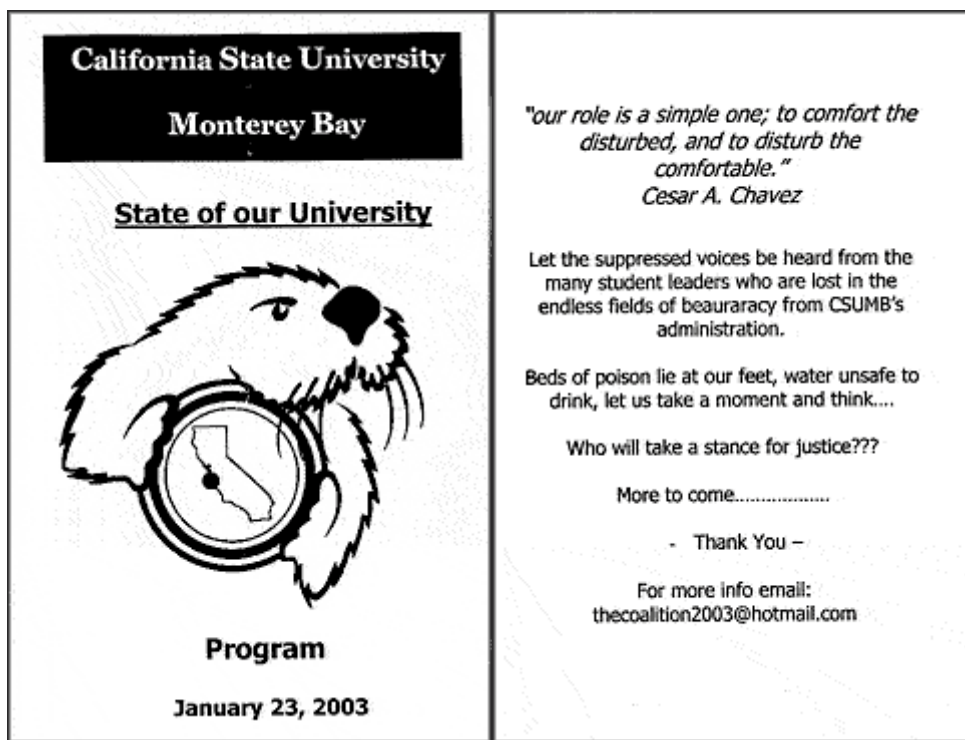
Hopefully we will see you
in 2003!

THERE'S SOMETHING WRONG WITH THE PROGRAM!

Umar Abdur-Rahim Black Students United

And I remember, oh,
the process of the programs,
you can not forget that man,
Like two old white couples,
I don't even know,
it was a white man and a white woman,
sitting next to each other,
they're like, ho ho ho!
Ho ho ho!

Like laughing, ho ho ho!
“Look at this!”
“Look at this!”
“God damn.”
“What kind of program is this?”
I just remember, “what kind of program is this?”
“I don't know, is this some kind of j--?”
And then one guy said, “hey,
there's some type of pollution out there in the dorms,”
and there was some type of discussion you know what I'm saying?
And then one guy,
an administrator,
and he got up and said, “who's handing these out?”
He's like nervous,
he's nervous and he looked—
“wait a second, this can't be--who handing these out?
Is there something wrong with the program?”
And then I remember they ran to the other lady
and they said “oh there's something wrong with the program.”
And I remember seeing this.
“Something's wrong with the program!
This is wrong!”
And they was like sort of discouraged
but the event almost got started so,
you know what I mean?
And it was perfect because it had
the little otter on it and everything,
and it just went straight through.



Front & back pages of the program distributed
by the Coalition at the 2003 State of the University Address.

UNDER THE GUISE

Mark Weirick Student Voice Environmental Committee, Food Not Bombs

So I was dressed up with a
black collared button-up shirt
with black slacks
the uniform that the ushers wear in the World Theatre.
Zoilo was supposed to be the other usher
but he hadn't shown up yet
so Rocky took over for him.
So we're taking our time
just chatting with some other students
waiting for the right moment
to start distributing these pamphlets.
We were very lucky we didn't start immediately.
We watched the news folks walk in past us
and then eventually the police.
After they had walked past us into the main auditorium
we thought it was safe to begin.
Both of us each took up one of the two entrances
into the main auditorium
and began handing out the fake "programs" we had

to everyone who began walking in.
I was like, “good morning,”
“here you go”
with a nice big smile on my face
as each unsuspecting person received one.
I couldn’t believe that it was actually working.
I even had a couple folks that were already seated
come back out to ask for one.
Jerry DeLeon of the career center
as he was walking out
just looked at me and said,
“this is really sarcastic,”
but he didn’t seem to be too concerned with what we were doing.
Eventually Zoilo arrived and took over for Rocky
so Rocky went and took his seat inside.
A little while later Zoilo rushed over
and was like, “oh shit!”
I just gave out pamphlets to Peter Smith
and the Program Coordinator!”
I was like, “Why the hell did you do that?”
He was like, “I had no choice.
They were walking in and asked for one.”
And it was just like, fuck,
well there’s nothing we can do now.
So eventually we switched places
and not too long after that the Programming Coordinator
came up to me with a pamphlet in her hand
and she asked me where I had gotten them.
I put on the dumbest look on my face that I could imagine.
She was like, “Have you read these?
Have you looked at what these say?”
I was like, “uh, no, I haven’t.”
“Who gave them to you?”
I was all vague and shit, like,
“I don’t know. Some guy gave them to me and
just told me to hand these out to people as they walk in.”
She was still buying it that I was an usher!
She was asking me, “Well, where did he go then?”
And I was all, “I think I saw him walk inside,
but I don’t know if he’s still in there.”
She was totally stressing out
and finally started treating me like someone
who had been purposely distributing these pamphlets
instead of just being some dumb usher who was doing his job.
She was like, “Well if you’re going to hand these out,
you need to do that outside.

Come with me, I want to talk to you.”
So I went out with her back to the main lobby
but then she ran over to talk to some bigwigs or something.
And then I saw Peter Smith standing in the lobby
and so I decided it would be in my best interests
to not remain in this room.
So I wave to her and tell her I was going to use the bathroom.
Once I went in, I just stood in a stall for ten minutes,
staring at my watch,
trying to kill time and lay low.
By the time I walked out,
everyone else had walked in,
and so I started walking in
and ran into the Programming Coordinator again.
She told me that she wanted the rest of my pamphlets.
So I gave her the last five copies that I had left—
after having already distributed a couple hundred or so,
suckas! and then walked inside to take my seat.
I saw Ida standing in there, handing out her
“Thanks for attending Massah Smith’s
State of the University Address” flyers
and nodded to her
as I searched for my designated seat
that Gaby had saved for me.
The administration now knew something was up
but they had no idea that it went
even farther than just the distribution
of these little pamphlets.

We must commend Peter Smith and the Administration for the incredible amount of progress made since the University's inception. Under their grand leadership and wisdom, Cal State Monterey offers its students such benefits as:

Great Housing!

Located a mere 386 ft downwind from a toxic dump that emits volatile chemicals that are above acceptable health risk levels, students here at CSUMB enjoy the luxuries of living "the college life" on everyone's favorite EPA Superfund Site. Did someone say "Super-fun?"

Affordable Education!

While students must face a tuition increase of \$72, and a possible increase of \$206 this coming year as mandated by the State of California, they can still be comforted in knowing that they can expect to be paying \$1000 of their tuition straight into their favorite administrator's pocket! How? CSUMB has the highest administrator per student ratio in the CSU system. Further, we have Peter Smith, Diana Cordero de Noriega, and Henry Villanueva to thank for the erosion of student support services through significant staffing cuts to the Equal Opportunity Program, the faculty mentor program, and the migrant support program, while student enrollment continues to increase.

Diversity and Multiculturalism!

Here at CSUMB we carry on a proud tradition of celebrating diversity. In fact, the CSU system has invested over \$3.5 million into it, defending Peter from various lawsuits and allegations of discrimination, institutionalized racism, and the creation of a hostile work environment towards various staff, faculty, and administrators.

First-rate Faculty!

CSUMB's excellent teaching staff is rewarded with such benefits as: inadequate medical coverage, low pay and large workloads, and the greatest discrepancy between opulent administrators and underpaid faculty in the CSU system! All this courtesy of an administration (spearheaded by the gallant Peter Smith!) that lacks consideration for faculty unions. CSUMB Faculty: Inspired to educate in the new millennium!

Beautiful landscape and clean facilities!

All thanks to our contracted workers who enjoy the benefits of; inadequate equipment, unpaid overtime, and unsafe working conditions, as well as being mismanaged, overworked, underpaid, and harassed. We can thank the University Facilities for whoring out its house-cleaning services to these sweat-shop run contractors. Catering to this especially exploited working class is just one of the many goals that have been met through the Vision Statement.

Our Vision Statement in Action!

The Founding Faculty, brought to tears at seeing their Vision Statement made reality, gracefully rode off into the sunset and jumped ship (80% of founding faculty have departed). So thank you Peter Smith and like minded administrators, for the hard work you've put in to ensure that this University has grown into everything its Vision Statement would describe it to be: a University that "reflects a belief in the importance of each administrative staff and faculty member", with ... student fees, providing for efficient and effective operation of the University," and its "substantive commitment to a multilingual, multicultural, intellectual community."

Inside contents of the program distributed by the Coalition at the 2003 State of the University Address.

ON THE CLOCK FOR TWO HOURS OF BULLSHIT

Ida B. Wells Black Students United

You know the most rewarding part of the state of the university address was looking at the faces of these staff and faculty members who received these pamphlets. And you know they were so cordial and nice at the beginning, "oh thank you, thank you" and then they got to reading, and their eyebrows would go up, and their mouth would twitch, and they'd get all pissed off, and its like the truth will set you free. No one likes to be told about what they're doing wrong, and nobody likes to be kinda— I think it was embarrassing for some of them. I think it was embarrassing for some of them.

And some of the events that I've done in the past
where faculty and staff chose to come,
they didn't stay the whole time,
but I noticed that people sure were looking comfortable
like they were going to sit through two hours
to hear this man go on and on
about what he's planning to do for the university.
And so much faith and hope put into it.
And even if they didn't believe what he was saying,
they still supported it.
Just being there, and it's like
even if they would have came to my event to just be there,
it would have made a difference
than just to come in and participate.
They didn't have to get up and dance at the banquet,
but just being there is some type of incentive to show that you care,
that you give a damn.
And they all give a damn about the administration
so to speak,
they all give a damn about the president.
And then you have faculty and staff
who are also in that position
where the campus is their employer,
and for you to support something
because you're getting paid for it,
“well we're getting paid to be here,
so might as well go”
its kinda like we have to look into how
capitalism feeds our motives so to speak,
you know what I mean,
“well because we're getting paid,
we'll go anyway,
even though we don't agree with any of the bullshit
he's gonna feed us today,
we're just gonna go because
hell I'm on the clock,
I might as well just go
and waste my two hours
and hear his bullshit.”

CREATING A DIALOGUE

Stephanie Vargas Food Not Bombs, State of the University Participant

So we're sitting there
and everyone has these...
not real pamphlets <starts to laugh>,

well they were real because we made them
but they weren't like <laughs>
from the university,
and they were all like what?
People were talking about what they said
and if they were real and stuff and um,
and so we were just kind of sitting there
kind of nervously wondering how this was going to take off.
And we had started up a conversation with the lady sitting next to us
and I think she was a staff person or something like that.
And she—she was reading the pamphlet and we were all like
uhh like kind of nervous about it.
And so she asks us,
are you guys students here?
And we were all like yeah...
And she's like what do you think about this pamphlet?
Do you think this is true?
And we were just like, yeah.
And so she's like well what are the students concerned with
the most about the university?
And so we were just able to talk with her
and she hadn't heard anything about any of the things
that were going down
and so we gotta talk to her about it
for a few minutes
and that was really cool.
She asked us what we thought the most important thing was.
And I think Rocky was talking about um,
I think he was talking about—
the DC workers
and how they weren't unionized
and how they treated them like crap and just,
stuff like that.
And she was just like looking at the stuff.
And we talked about the environmental issues too
with them not letting us know what was going down
and the water,
and whether it was bad,
what we thought about it,
and if we thought that the university was properly addressing our needs
and we were telling her no,
we didn't think they were.
And that they were having these big parties
for Peter Smith and stuff,
to talk about state of the university,
but they weren't really talking about anything that mattered to the students.

So we were able to talk to her about that for a little bit,
and that was probably my favorite part of the protest,
cuz it was like awesome,
we're actually creating dialogue here,
which is what we were trying to do.

OKAY, WE'RE ON

Abraham Magana Mechista, Student Voice

But uh, we walked, we...<laugh>
we got there
and we started walking in
and we were all spread out,
We didn't want to seem like a group.
So some of us went in before others.
And as we entered the theatre
if we saw any faculty that we knew
or staff that we knew
we were supposed to just let them know,
'look, just participate today'
and that was as much information
we were going to give out.
We found out that
we did indeed manage
to distribute quite a bit of flyers or pamphlets,
but I think when I got there
they had already pulled them out
or they had collected them
or they had pulled them from
one of the members.
Took 'em away.
So we had a reason to be cautious.
Right there in their eyes
the element of surprise
was gone.
We went and took our seats,
and we all sat all around the theatre.
We went and took our seats and we—
oh shit, I was nervous.
And we were trying to identify and
pick out where different police officers were.
And they weren't dressed in uniform.
They were dressed in regular clothes
but you can tell who it was.
And uh, Umar was,
I think he had been,

I don't want to say identified,
but he had been profiled.
And um, so yeah
we noticed that they were indeed,
looking at Umar,
looking for Umar,
and you know,
just making sure he was being careful with them.
So I guess that worked,
that the attention was on Umar.
But we had individuals that were supposed to
go out with me on stage
to stop the police officers
or Peter Smith
from taking the bullhorn away.
We walked in with a backpack.
With the bullhorn in the backpack.
Peter went up,
I think, clapped,
and we kept clapping,
and then we stood up,
and turned around,
and at some frickin' point or another
we all agreed,
okay, fuck it,
we're on.
And we went,
and we were seven seats
back from the stage,
and we went—

'WE'VE BEEN SET UP!'

Umar Abdur-Rahim Black Students United

This is when I'd like to just put that part about
how Abe was just perfect,
because when he actually got up there to speak,
the lady was like,
he just whipped out the bullhorn, okay.
His calm demeanor
had everyone's attention.
And the lady who told him, what was her name?
Betty McEady, yeah, she said let him go ahead,
let him go on, let him go on,
and actually then told him to go on to the microphone.
Now I know all that wouldn't have happened to me

but then that's why I realized why
he was such a perfect candidate,
because of his calm demeanor,
and being able to address everyone.
The right tone,
for the right room.
And he did everything right,
referred to the programs, duh duh duh.
I mean it was just like they were all,
I mean I know they felt stupid.
“We're set up! D'oh!”

WHY IS EVERYBODY CLAPPING RHYTHMICALLY?

Vito Triglia Student Voice

I was in the lobby.
And I heard the clap.
That's how it started.
We did the farm worker's clap.
Which I thought that was pretty brilliant.
Because everyone claps,
but then someone keeps clapping <clapping hands>.
I mean that doesn't right away signal that there's something wrong,
but to the people that are involved,
its signaled that yes,
its on,
and you're not alone,
everything is going as planned.
And so that's good,
because I think that would be harder to just jump on stage.
There must be a thought that goes through your mind like,
did I dream this?
Am I crazy?
But no, there's the clap <clapping>
everything's going on as planned.
And I just liked the confusion of,
is that a good thing?
Why is everybody clapping rhythmically?
So I was in the lobby and I heard the clap,
and I was just like,
oh shit, I got to get in there.
So I walked in there,
and I didn't even sit down,
I just watched it,
and walked out.

THE UNITY CLAP

Gabriela Lopez Mechista, Student Voice

I love the unity clap.
It originated with the UFW,
and it was a way to get the attention,
when the UFW or when anybody that was trying to get attention
from the city council or any other meetings
where they were just being ignored,
they would start clapping,
and using the unity clap.
It was start slow, and united,
and then you go faster,
faster, faster, faster.
And that's been going on and then Mecha
has been using it to start their meetings,
and it's a way we start our meetings and I think its regarding,
to go back to the same thing,
to remember where we started from,
not being listened to,
not being heard,
to being heard,
and being active,
and being leaders in the community.
So that's always been something I really enjoy,
and it really gave me a lot of strength,
going there and doing that,
that part,
just the unity clap,
I--it just felt amazing.
And so I remember going and
clapping, clapping, clapping
and feeling more strength,
and more power,
and that I actually can make a change,
and everything that I had always hoped for,
since I began school here,
is that we can make a change,
and that this a new school,
and that we don't have to let the bullshit happen
if we don't want it to.
So that happened and I remember seeing Abraham with the bullhorn,
and I was really, really proud.

The Monterey County Herald reported:

Irritated, Smith asked the students to leave the stage area so he could continue his address. The student with the bullhorn continued speaking, eliciting some boos and jeers from the audience until faculty member Betty McEady requested that he be allowed to continue. McEady's request drew enthusiastic applause, and the student finished his speech at the podium. (Moore)

BETTY MCEADY

Umar Abdur-Rahim Black Students United

She said something about
we're an institution that's uh,
for the students,
and we encourage our students to be,
that whole HCOM thing,
ethical and effective leaders,
preparing for the new future,
which is a multicultural future,
one of diversity,
and that we move away from the inter-relationships
I guess of domination and oppression.
She kind of like, you know,
she said the whole CSUMB flavor.
And for it to come out of her mouth it really shocked me.
And so she said,
students are first here at this university,
duh duh duh,
she really set herself up.
Because when Abe got up,
she said, that's what we're all about.
I remember her saying that.
After he got down,
she got on the microphone and said
that's what we're all about,
yeah, let this happen,
and people were like mad at her man
for letting it happen.

HOW MANY OF YOU WANT TO HEAR WHAT HE HAS TO SAY

Vito Triglia Student Voice

I think that everyone was
pretty well suited for the job
except for fucking Tony,
was the one who's job was to hold up the paper,
and Tony's like 5'2",
and he's holding up this paper,
and Abraham's standing on a stage that's four feet high,
and he's about 5'10"
and so Tony couldn't lift the paper up high enough
for Abraham to read,
and so Abraham is leaning over with a weak bullhorn,
and it's kind of inaudible
and he can't read it,
and he's standing on the stage,
and Peter Smith has his hands on his hips
with his jacket pushed back and um...
It, <laughs> it was not really,
to be quite honest,
it was not really that impressive.
But, because it was so awkward
it gave Peter Smith an opportunity
to go to the microphone and go,
"is this what you want to hear?
Is this-is this what you want?"
and the audience of course,
a good portion of them were like,
"nooo. Boooo."
and Peter Smith,
I'll never forget it,
he said, "get off the stage.
Get out of here--get off the stage."
And then Abraham did.
I don't know who,
but some lady came out,
and basically said something to effect of,
"student input is valuable,
and if students have something to say,
I want to hear it,
so how many of you want to hear
what he had to say."
She said it better than that,
and she said it a little bit longer than that,
but that was pretty much the gist of what she said.

And then, we got to hear from the other part of the crowd,
a lot of people cheered, you know.
And so Abraham came out to the podium,
and once he was on the podium,
then the speech kind of didn't work that well,
because it seemed more formal
and he was sitting there saying stuff
like 'shit' you know, in the speech.
I remember there was one part where he said
'tired of this shit' or something like that.
And it made sense when we wrote it,
because it was like, <macho voice> on the bullhorn,
'tired of this shit!' <end>
but then when you're standing there at your podium,
and you're like <calm/bored voice> 'and I'm tired of this shit'
it kind of like, it didn't work as—
but the point is he got a lot of claps to come back on stage,
and a good response when it was done.
And I'll never forget that Peter Smith,
rather than addressing anything,
good politician, he said,
“you know what?
I'm going to go on with my speech,
just the way it was planned”
and then he showed a slide of his newborn grand daughter
or something like that,
and people clapped for that and I left at that point.

GETTING ABE OUT OF THERE

Umar Abdur-Rahim Black Students United

I think Peter really tried to flip it.
And when he first said, stop, Abe!
He even said his name like,
what are you doing? Like that.
But then he flipped it.
And then he moved back,
like back towards the officers.
Because I remember,
I don't remember how he got there,
but I remember when the officers started to move in,
and Peter was moving in with them,
that's when I realized okay, yeah.
And Peter was inviting Abe to go over here,
and Abe was about to do it,
but then I said, no, no, no.

Come this way.
Because, Peter's like,
"oh, good speech,"
like trying to comfort him
but he had two officers next to him,
so its kinda like,
"it's a good speech—
come on, take him boys!"
Yeah, after he finished the speech on the podium,
he was confused because
he looked this way,
and I had to like call him,
like hey, follow the plan,
follow the plan.
And he actually had,
he went this way,
and then he went this way,
and that's actually when we got him off.

Once Abraham got off the stage, Coalition members began exiting the World Theatre as a group. The university police department followed them for as a distance, as the students quickly walked back to the dorms and rendezvoused in a dormitory laundry room.

LIKE A FEELING YOU GET AFTER THE REVOLUTION IS OVER

Umar Abdur-Rahim Black Students United

The exit was perfect.
So smooth.
I mean,
I think we had somebody on the end
who was a clapper,
I don't remember.
Somebody who just opened the door.
The door was open like five feet before we got there,
we had the route
mapped out.
We even had--
we had so many people that was a part of the protest
that police and stuff were confused,
all, "oh wait, so what's your name?
So you're one of the organizers?"
Like just asking all kinds of questions you know.
And somebody said the media was there.
I don't know.

All I remember was
my job was to escort back,
and, get in,
to the dorms in the laundry room.
8 or 9 people just---that's--
that's the part that I loved the most!
A moment.
Frozen in time.
No words.
Just
Hearts beating just
Everybody was just like...
Like a feeling you get after the revolution is over,
You know what I mean? Just
It's done.
We're in the middle of it.
Like just
We know they're after us
You know what I'm saying?
Just--and just hiding up there in that laundry room
It was kinda--
radical man
The best, you know?
Uh, just waiting for one more person
And each person came and just like
Saw the quietness in the room and kind of reacted
And then, um...
Good thing we hanged out there
because I think they went to student voice or something
I mean like, we heard like, all kinds of stuff,
'oh its student voice, they went over here'
You know, they were looking for us, they got some names and...
And then we finally ended up at student voice and just
kinda-let-it-out-whaaa-yeah! Yeah you know, 'side!
We got away with it!
So yeah, yeah
That was...man. <stares away distantly, grinning>
<three second pause>....Dang.

MESSAGE SENT—AND RECEIVED

Vito Triglia Student Voice

But uh, the cool thing was
I knew a lot of staff people,
because I had worked in the early outreach programs.
By that time I had already been, yeah,

I was a tutor, so I knew a lot of staff people,
and the cool thing was
I still hear to this day,
to this day,
I still hear people like, like,
<whispers> “that was cool.”
Like, “we can't say anything because we were staff,
but that was awesome.
We cheered so loud.
We talked about it for a week.”
And there was people that just,
they just talked about it for a long time.
The really slick part of that protest,
I mean it still worked,
I'm not going to do anything but be honest,
there was a couple hitches, you know,
but the really slick part was handing out the programs-
the fake programs.
That's subversive! That was cool.
Everyone was all oh thank you,
oh thank you, student volunteers.
Taking these programs with all this info in it,
and I also heard about a lot of staff people saving those,
and sharing those when they got back to the office
with the different secretaries and staff persons
that didn't go, sharing that stuff.
And that was effective,
that was a message sent,
and it was received.
And there was a lot people—
I've heard from a couple faculty,
that they think that is why Peter Smith is leaving
is because of the continued protests.
And so, that's what kind of keeps me going is
I don't expect to win, and it seems futile,
and everything seems like a bust.
I remember at the end of that protest,
there was kind of a sentiment of accomplishment,
but there was also kind of a sentiment like,
we didn't really do anything.
But you never really know until its over.
And its never over,
so you never really know,
but you can affect change in ways
that you didn't expect,
and I've learned that.

And you just gotta go out there and do it.
So you never know, you know.
And so the protests um,
some faculty say that the protests
at the university addresses,
led to him getting out sooner
than he otherwise would have.
I don't know if we'll ever know,
but I certainly like that idea.

I THOUGHT IT WAS HANDLED WELL

Peter Smith University President

Words taken from the January 24, 2003, The Monterey County Herald Article “Students Interrupt Speech” by Silvia Moore.

I think
they are passionate in their convictions,
but I disagree
with the substance of what they said.
It was a surprise.
I thought it was handled well.
I think it made some of the points
that I made in my larger speech
that we have to pay attention to each other,
and that we get farther
by emphasizing what we have
than by being divisive internally.

4. AN EVENING WITH THE FOUNDING MECHISTAS

The next night the Coalition were invited to an evening with the founding members of the CSUMB Mecha chapter. The founding Mechistas gave testimony, providing a narrative of what had happened in previous years with the Desaparecidos and the struggles for justice at the university.

A LITTLE BIT OF A HISTORY LESSON

Fred Hampton Mechista

Ok, well I think in any...
struggle for social justices,

you have to know the history
of what you're struggling for,
in order to understand which direction you want to take it in,
or what goal you want to achieve.
And so what we organized one time
was a little bit of history lesson
with some of the original members of Mecha
giving their perspectives
and their first person perspectives
on those days of protest leading up to
the Mecha students walking into the President's office
and asking for his resignation.
And that served the purpose of course
of bringing people in the coalition up to date with the issues,
the tumultuous history of this university
that maybe they weren't aware of.
I think all this stuff culminated in 98 or so, maybe 99.
I mean that was before some of the people that were in the Coalition
had even started their tenures at CSUMB.
And it was for an idea for,
to help us idealize a strategy as well.
So we had this sit down meeting
and we brought in some of these original Mechistas
and they gave us as much as they could
of the history of what had happened
and why it was important.
You know the loss of a lot of very good,
faculty and staff, again,
once again I'm always going to go back to this,
directly contrary to the Vision Statement of the university.

THE PROBLEMS STILL REMAIN, IT IS UP TO US

Vito Triglia Student Voice

So, that was really cool information,
and it was a little bit humbling too,
because it meant, this is not new.
We're not necessarily pioneers in this.
We're just more like the next generation carrying it on.
And so it was a little bit humbling
to see that it had been done to a greater effect.
It made me wish
I was at the school four years earlier.
Because I felt cheated.
I felt cheated that I had to be on this campus
with fucking, it's like a satellite for Orange County,

you know?
I was pissed.
I was pissed that they got so close
and that the problems still remain
and that we're further away from accomplishing them
than we were in '99.
So that's how I remember feeling.
But it was cool because it was like,
wow that was possible.
That's how I felt.
They could actually do popular protests
because they had enough people.
So that makes it a lot easier
when you have a 100 people instead of 10.
Other thing is, when you have that many people
you can actually do more.
They can't arrest 100 people.
They can arrest 10.
there was so much planning and intricacies
that we had to go over,
and I just keep saying 10,
it was give or take,
but they had enough people where they could actually—
I mean in retrospect our idea was that
well there's only a few of us;
its an affinity group kind of approach,
and we can do anything,
but when you have a bunch of people,
that's when you can do anything.
So they marched in
and put a letter in front of peter smith,
walked into his office and put a letter in front of him
that said “resign,
sign here.”
We could never pull that off you know?
It was cool because a lot of the stuff that I knew
was just bits and pieces
and that seemed to be a very full fleshed out history.
They had a lot of knowledge.
Their message was, this is what we've done.
We're not doing anything more,
its up to you guys.
And that was what they told us,
like literally.
They just said, its up to you,
we're not students anymore.

So whatever you guys do
is what you guys do.
So we hope you do something,
basically.

THE BIGGER PICTURE

Ida B. Wells Black Students United

What I believe the original intent
was to catch up the current group that were doing acts of activism
as to the history behind the university
and the vision statement,
and it was really an enriching experience
because we got to hear from former students
who are now employees through the university
who have a whole new scope on things,
but it was just, for me,
exciting to see that the same,
well not necessarily exciting
but it was exciting because it kind of ignited us
to do more, you know,
that the same type of things had been going on previously,
with the discrimination with faculty members and staff members,
and we heard about the suicide of--Cisneros,
yes, we heard about that.
We heard about two difference lawsuits that had taken place,
we didn't hear about the details of the lawsuits,
but just the principle that there was over
\$2 million dollars awarded for scholarships,
for diverse students, because of that.
And I think our university has had a lot of lawsuits
for it to be so new, and so young,
and that was surprising to us,
and its like, this goes back to 1995, 1994?
The school started in 1994.
And at the time it was only what, 2000, 2001,
I don't know exactly what year that was,
but you've got how many lawsuits?
And you've got the same president?
And you've got the same complaints from staff and students
five years prior to a new whole crop of freshman students?
You know, like hmm, kind of get you thinking,
kind of get your gears in your mind rolling like okay,
there's a bigger picture.
There's an even bigger picture.
So that meeting was really informal,

but we got the most information,
and it was kind of like an oral history session.
An oral history session.
And those don't come a dime a dozen,
few and far between.

After the initial testimony that the founding Mechistas provided the Coalition, the group ran into its own internal problems.

CONFRONTATION

Vito Triglia Student Voice

Okay, so the beginning part was the Mechistas talking. But after that, that's when, I mean, Gaby was talking about stuff she wanted to do. And they were good ideas, just stuff that needed to be done, but they were small. And Umar just voiced his dissatisfaction. Ok. And then we went again, and peoples are kinda going around like what do we want to do, what are we going to do. And it was just a lot of small stuff that was kind of not threatening, not dangerous, but it was on the right track, and nobody disagreed with the point.

And so Umar tried to throw down the same thing he did a few weeks before and galvanize everybody and get everybody on track, and it just silenced everybody. It was like, absolutely silent. He was basically just saying what's Gaby's suggesting, what other people are suggesting is bullshit, it's a waste of time, if we're not going to do some real shit, then quit wasting my time let's get out of here, blah blah blah. The message was, if you don't know, then I'm not going to tell you. And so it ended with, "Am I crazy?"

I remember that. Because the first thing I said, and it was probably god, I don't know, I mean, its all subjective, but it seemed like a minute passed where it was absolutely silent and the last thing that was said, "am I crazy?"

And I was sitting there and I just really wanted to say something. And so I did.

And I've gone over what I said in my mind a million times. A million times. And I remember the first thing I said was, "No, you're not crazy."

And then I basically, because I took him seriously, I listened to what he said. And what I said was, "If you feel like there's something lacking from this group, that's not being represented, a more hard-line approach or something, then you are the one that needs to give it to the group. You can't wait for Gaby to present it because that's not who she is. If you feel there's something lacking, then maybe that's what we need from you."

And so that's when I felt comfortable using my privilege because I did feel comfortable, probably because of my background, because I am raised in a white supremacist culture that teaches that my voice is valid and needs to be heard, I'm ultimately, 20 years old, and I feel like if I think something and I think I'm right and I've thought about it then I should say it. And so that was a position where I was like, well, I feel comfortable saying this, I don't have a problem disagreeing, or I didn't really outwardly disagree, but I just put a spin on it you know. So I did.

Because his whole message was, I'm not getting what I need from you guys. And I took him seriously and I was thinking about it. And I was like; you can't ask us to be what we're not. And I really felt honestly at that point it had crossed the line where I was trying to think about, and Gaby was being really honest. She was being really honest saying what she was comfortable doing and what she wasn't comfortable doing. And nobody was saying, "don't do this." But they were saying, I'm not comfortable doing that, or I would rather do this. And I was probably average, I was probably in-between. Some of the stuff being classified as violence was just absurd. I didn't agree with all the stuff like, well I don't want to do that because it's violent. No, it's not violent to break a window, it doesn't hurt anybody, it's not violent. But those are all valid

discussions you know, but this was not part of the discussion. This was silencing the discussion. Literally, silencing the discussion. So that's why I spoke up.

So that pissed Umar off a lot, because that was really different than what had happened before. What had happened before was he set everybody straight and everything fell in line, but this was like he set everything crooked and everything fell apart. And I felt like I made a good point. I took him seriously, I listened to what he said, and I made a good point. And so he was pissed. And so a little time from that I think it was something like, 'ok well what does each individual want to do or go around' or something like that. And somehow time had passed because I remember situating myself differently in the room. I was in a different place later. And so it was each person's turn to talk about what they wanted to do.

While it was my turn to say what I wanted or what I thought or something like that, Umar cut me off. And he was like, "No, no, no, no, no. WHO-ARE-YOU?" And so I started to talk, and he'd be like, "NO, NO, NO, NO. I DON'T WANT YOU TO GET ON A SOAPBOX. TELL ME WHO YOU ARE."

And then Katy said something. And Umar said, "In HCOM, they teach us when the white man is under attack, the first person to come to the white man's defense is the white woman," which is really cool you know, I've really thought about that a lot. But I didn't feel comfortable saying anything, but in my head I was like, well in my SBS class, they teach that the separatist movements are actually encouraged by the oppressor, and that the movements that are unifying groups are the ones that are deemed as threats, and that's not just a matter of opinion that's a matter of fact.

And I don't really know what he wanted. So I was like, I knew that he was pissed from earlier. So I didn't know whether to take him too seriously because I felt like he was just being

pissed because I had called him out earlier. And when I said that, the other thing is, when I said that, nobody spoke up, but Fred was kinda like, “Yeah.”

I remember Fred standing in the back corner like, “Yeah.”

And so he was like, “Who are you? Don't get on your soapbox.”

And I remember in my mind thinking like, this guy's telling me not to get on a soapbox, and he's the one who will stop any discussion at any time and yell at everybody? Which is fine. I never had a problem with that. But I think that it's hypocritical for him to turn around and say, don't get on a soapbox when he's silencing particularly women in the room.

And so I didn't know what he wanted to hear, but I-I-I thought about it, and I-I tried and I said, “You know what? I am a true product of my society. I am sexist. I'm racist. And I'm a little bit homophobic. I am a true product of my society. But I'm here and—”

That was pretty much the gist of what I said. It was a little bit longer than that. But that was what I said. I think the people who say, ‘oh I'm not racist,’ those are the most racist people you can find. So I have no problem admitting that you know. I'm a true product of my society. That's what I said at the beginning and that's what I said at the end.

I said, “You want to know who I am, well this is who I am.” And somewhere in there, somebody alluded to something like, “Why don't you two go out there and settle it or something like that.”

And I'm glad somebody said that because it was so absurd that it eased the tension. Because its like yeah what are we going to do? We're not going to fight. Right away we were both like heh, you know, laughed, you know, because it made it ridiculous.

* * *

After the group had resolved its differences, members focused on developing their next plan of action. One plan that never materialized was “the Vision Statement Funeral.”

THE VISION STATEMENT FUNERAL

Ida B. Wells Black Students United

The Vision statement funeral
was a very melodramatic scene,
but a lasting impression,
a real lasting impression...
I think it was in the middle of the quad
at 12 in the afternoon,
but something else was going to be going on.
It was going to interfere with an already planned event,
but I don't remember what the already planned event was.
But it was something else
that was going to be held in the middle of the quad,
and the funeral would be—
maybe it was the club showcase.
I think it might have been the club showcase.
I believe it was for the club showcase,
and during the club showcase,
the idea was to have ushers that were dressed
as if they were in a funeral
and they had more flyers of the pamphlets
that we had and handed out at the symposium,
but with a different twist to it.
This was more so geared towards the students.
This wasn't a stab at the faculty so to speak.
But originally the flyers would be passed out
and there would be a procession of selected students,
and they would be carrying a coffin,
and um, I mean really mournful, all in black,
we had planned that one wouldn't talk for <laughs>
the whole entire section.
And the coffin was going to be laid out
and someone was going to get up and be like the preacher at the funeral.
The thing was, we needed a lot of people to make this happen.
We needed a lot of people to just want to do it,
and we needed to have a variety of different positions
that people would play.
So if someone who didn't feel as radical
could just participate if they just dressed in black
and came and sat down

as if we were about to hear eulogy
or something like that.
But anyway the preacher had a speech that was created
I believe based on all of the lies from
the president and the administration
and the Vision Statement would be read
and it would be incorporate in the eulogy.
So this was supposed to be a really knock 'em out
big time event.
And there was a lot of reasons why this didn't
<laughs> go down.
I brought the paint for the coffin, okay?
And I brought the cardboard,
I'm like okay let's do it.
Let's do it.
And it was maybe three people
that were really trying to do it still.
It required a lot more leadership, I think.
That's the thing.
You needed someone over the actual people
that are supposedly in the pew,
you needed somebody to be like the ushers
and everybody kind of had to practice in unison.
It was something that I don't think realistically
we had enough time to plan for it to go nice and smooth
and right on perfect timing
like the symposium,
even though the symposium was kind of a last minute thing anyway,
but, you know, lack of planning.

Another plan that emerged was to chalk the names of all of CSUMB's Desaparecidos
from the walkway of the President's parking space to his office, with the message, "Remember
Us?"

BRINGING BACK THE DESAPARECIDOS

Gaby Lopez Mechista, Student Voice

We were angry.
We were trying to figure something out.
We stopped,
and we were like okay,
what is the next thing,
what are we going to do?
We need to bring back those Desaparecidos.

Because they have always kept it in hiding,
they don't really want to talk about
Los Desaparecidos.
We need to mention those people
who have lost their job,
who were not given tenure,
who were demoted,
who were asked to retire.
And we were trying to do that.
We were figuring out what do we do?
We had everything from making gravestones,
tombstones,
and we were thinking of the vision statement funeral
which is amazing,
I wish really we had done it.
We were like well we can just up stakes,
we were thinking of doing something like the mujeres de juarez
where they have the pink cross,
but rather than have the pink cross
I think we were going to do something else,
like missing,
or desaparecido,
and try to find their pictures.
I think we had also said
we were going to try to put in a bunch of balloons
with all of the Desaparecidos names,
and we ended up just considering to chalk—
chalk right,
all of the names,
because we figured it would be okay
since all of the fraternities and sororities were doing it,
I figured we could just pretend we were
what is it called, pledging.
So that is one of the things we decided.
It was an amazing effort by all of us,
that's what we needed.

CHALKING

Ida B. Wells Black Students United

We decided on several things
and one of them I know
was the chalking of the founding faculty's names.
And it was a path that was created
from the president's car parking lot, his spot,

the president's spot,
on the walkway towards the president's office
which is really the administrative building
where all the bigwigs have their offices at.
So this will remind him on his way out of his car
the people that have moved on
or who originally were part of his team
that created the vision of this school,
so it was kinda like an eye opener for him.
That was one, and that was led—
the ladies wanted to do that,
the guys didn't really,
they were like uh whatever, whatever, who cares.
That wasn't a big thing.
And you got to realize when you got mixed gender <laughs>
that's another divide.
That's another divide.
Race, gender, you know,
so that was one thing.

REMEMBER US?

Gaby Lopez Mechista, Student Voice

It was Abraham, Ida and myself,
and we went out in black.
We didn't bring any masks or anything to not identify us,
which was really stupid,
um, so we went like at 2 o'clock at the morning, or 3.
I picked up Ida,
and we met Abraham at the freshman parking lot,
we were like well we're just here
and they can just say that we're partying or something.
So we parked.
We kinda took our own ways,
we had our chalk,
it wasn't very much
we actually ran out.
Our goal was,
in the morning,
when Peter parked himself in his little president's parking spot,
he would see all the names of the Desaparecidos,
and it would say,
I think it said,
"Remember Us?"
to the doorway.

But we went in reverse, so
we ended up putting all the names,
and we tried to do it,
I think by year that they left,
so fall of '98.
I know that we started with Ron Cisneros,
and the first provost, Steve Arvizu.
And we went down,
and we tried to do it as fast as we could,
because we were like—
we just thought about it, oh crap,
we don't have any masks,
we don't have anything.
So when we were finished,
we were walking,
and I remember there was a police officer at Abraham's car.
We were like oh shit,
they caught us,
there was probably cameras,
of course there was cameras in the president's office,
why wouldn't there be?
And we were really worried
that we were going to get caught.
And he kinda asked some questions of Abraham,
and Abraham talked to him,
and we pretended we were not doing anything,
Ida and I kinda stayed to the side.
So finally we decided to,
he drove us around to try to make sure that
the police didn't follow us,
that they weren't going to do something with us.

ALREADY ERASED

Ida B. Wells Black Students United

See, the thing that gets me is that
I didn't get to see any reaction,
and when I went to go investigate to see the actual chalk
it was being cleaned up,
it was some, a sweeper and one of those power hoses
that was blowing the chalk and residue away
and they were sweeping it up.
I was up at about yeah,
I think I was up a little after 8:00 to go to class
and I wanted to see it because you know

its like ooh let me go see the founding faculty's names.
Some of them were still there
but they had already erased the majority of them.
Well anyway, they had erased most of it, so shit.
But I'm sure the person we intended to see it
saw it and that's why it got erased.

5. ABRAHAM GETS INTERROGATED

From the State of the University Address, and the chalking of the Desaparecidos, the Coalition had gained the attention of the university. It came as no surprise then, when the university targeted the one member of the Coalition who was most visible during the State of the University Address.

IT WAS TO BE EXPECTED

Abraham Magana Mechista, Student Voice

Yeah, um, I had no clue as to what Judicial Affairs is.
I went home and I had a message on my answering machine,
“This is Vince Montgomery, from judicial affairs,
I'd like to schedule something in my office
where you need to see me”
or something like that.
I was surprised, like oh shit, judicial—
that sounds like, that sounds pretty deep,
like fuck, am I going to have to get a lawyer?
But it was to be expected though.
We knew that there would be repercussions,
or that there might be, and that this, well,
I called certain staff members that I knew on campus
to ask what this is all about,
and who is this Vince Montgomery?
And they gave me the lowdown on him,
and found out that he was very much,
or the perception was that he very much
did what the administration wanted him to.
So he was the administration leverage.
Or the perception was the university leverage.
So finally I agreed, I called him back,
and we scheduled a meeting,
and he wanted to talk about a couple of things.
I'm like, okay, whatever.

But the reason I got called in,
I don't remember if it was right afterwards,
but I do remember that the next line item
on the Coalition's agenda
as far as major actions went,
was the fundraiser.
And that was something we had identified
as a venue to express our concerns.
But I don't recall how far down the line it was
but we did identify it as,
we had pulled this one off,
we could do that one.
We had proven success.

The resultant meeting between Abe Magana and Judicial Affairs Officer Vincent Montgomery indicated the university's interest in two things: the membership of the Coalition, and what the Coalition's plans were for the upcoming fundraiser that the university was hosting.

WHO IS THE COALITION?

Abraham Magana Mechista, Student Voice

I was visible.
Umar was visible.
I don't remember, I just remember getting up,
and walking on stage, and I don't remember
who's fucking holding it—
I just remember the little white paper that I couldn't read.
So I don't remember who that was
<mutters> fucker.
So us three, and Umar, are visible.
And I don't remember,
I don't recall if they got the names of the individuals
handing out the pamphlets or not.
But I was the only one who got called in.
So he called me in, he asked,
“Do you know Umar?”
Well, what's it to you?
Who doesn't know Umar?
So trying to get information out of me.
The point was,
I don't want to say we knew the tactics,

but we knew what the intent was.
I guess they were trying gather intel.
So what they wanted was,
“What are you guys going to do next?”
And how involved I was,
and “Who else was involved in—“
and “Who's the Coalition?
Who are you guys?”
So they were trying to gather information, intel.
Well they didn't get much,
and I think I had two meetings with them,
I don't recall.
But I think their main concern,
or their main fear was,
that actual fundraiser.
Because they were supposed to—
they raised thousands—
this was a major fundraiser for them.
But I think the concern came from
University Advancement and Financial Aid
that this fundraiser was going to benefit the Vision student,
the cause is for Vision students, blah blah blah,
we don't want to blow it for them.
The fundraiser is a good cause, etc.
So were we effective?
Fuck yeah!
Otherwise they wouldn't sweat us.
And they knew there were affluent people, or again,
individuals in the community that donated large sums
or were somebody that were going to be there.
So they tried to instill this,
'well there's a time and place for everything.'
Okay, well what do you mean by that?
'Well we have a time and place.'
Well what do you mean by you have?
They couldn't come up with a time and place policy,
because they didn't fucking have one.
I think it was in the planning stages or something.
But anyways, their concern was,
who was the Coalition,
what are you guys going to do next,
and are you guys going to be at the fundraiser.
And then trying to tell me that what I did was wrong, etc.

It becomes quite clear that the purpose of the meeting was not to press charges on Abraham, but to gather intelligence to determine what the Coalition's next move would be, and if they would target the university's scholarship fundraiser.

6. A CEASEFIRE

In fear of the Coalition targeting the university's scholarship fundraiser and thus discouraging donors, the organizers of the fundraiser event attempt to reason with Abraham that targeting the event would be hurtful to Vision students as well as the university.

MONEY TALKS

Abraham Magana Mechista, Student Voice

Well, we could have very much done something
for that event.
But with what happened,
we knew that the security would high.
We couldn't decide, it was hard to meet.
We weren't uh, we weren't ready for it.
And given that we went into this one,
you know, we just went into this one.
We planned, but we just made it happen.
We didn't feel that it was...
we just weren't ready for it.
But the university had the perception that
fuck, we're going to be there.
And given that the impact,
or the scenario that we put at the state of the university address,
we could probably be more effective,
and put on a bigger show at this
formal sit down, auction/dinner.
So their perception was that.
Bonni Brown...Jose Martinez was my mentor,
and he's been an advisor for our organization,
for Mecha, and we're good friends,
and he's also my mentor/advisor when it comes to stuff.
So, and we had worked together before.
He worked for early outreach,
and our organization, through Mecha,
we do outreach as well so we've worked together.

So I guess we're colleagues/partners.
But financial aid knew that Jose Martinez knew us.
So Bonni Brown and I think someone from university advancement,
because this was their baby,
contacted Jose, and Jose contacted us, and says,
you know what, these guys want to meet with you.
“For what?” <snickers> you know?
Well they want to discuss some things with you.
Fine, we'll go.
And we didn't trust the university for obvious reasons
because we had been fucked around before,
but we're like okay, we'll go.
And he says they just want to speak with you guys,
specifically Mecha.
And I was like well, okay I don't represent Mecha,
Mecha wasn't at that thing but okay.
So we, it was myself, I think Fred, and Gaby,
who went to that meeting.
And, to some extent, I don't really want to say this,
but you can feel,
and see the fear in them,
when we walked in.
And I kinda felt bad,
because we're not bad people.
We don't hurt people.
So I kinda felt bad.
Why are they--why are they scared of us?
Maybe they were just nervous, whatever.
But it turns out this was their baby.
It was money to raise for financial aid, for scholarships,
which was needed, and it was university advancement P.R.
So it was huge P.R.
So they were responsible.
So they wanted to meet with us and they wanted to tell us,
or relay the message that, you know,
we're on the same team,
with this fundraiser we do it to provide scholarships
for Vision students in the tri-county area, etc, etc, etc.
So if you did anything, it would really hurt that.
And that made sense.
I can totally see that.
But...money talks. <chuckles> Right?
And we understood that university doesn't listen to students.
They didn't listen to commissions.
They didn't listen to taskforces.
They didn't listen, etc.

They don't.
What they do listen to is, um...what they listen
is when you pull them in the corner—
when they listen is when you pull them in the corner or legal action,
or you hit them in the pocketbooks.
So that's what they were scared of.

THE JOKE'S ON THEM

Vito Triglia Student Voice

I remember that Abraham mentioned
that they tried to act like he was in trouble
and he just kind of—
they were bluffing them basically,
and he was like,
fine I'm in trouble,
what are you going to do?
And they didn't have anything.
Also they tried to bluff him and say
we know that you're planning a protest for the auction,
the have a heart for students auction
so you might as well just tell us,
because we know you're doing it.
And of course, there was no protest planned for that.
It had been mentioned,
but there was nothing planned.
So we thought that was really hilarious,
you know,
that they had to plan for that.
And then Abraham ended up getting a ticket to it,
so he got to attend it, dress up nice,
and he was there,
and they didn't have anything on it.

Abraham uses the university's assumption that the event will be targeted as leverage to broker a deal; the university must supply a bench in memory of the deceased Ron Cisneros, and that representation on the scholarship committee would be provided for Mecha and CLSFA.

THEY ARE STARTING TO TAKE US SERIOUSLY

Abraham Magana Mechista, Student Voice

So what happened?
We had a discussion.
We said, well, we'll relay your message
and we'll take it into consideration
and we'll get back to you,
on whether or not we uh, we disrupt,
we protest your event.
Or at your event.
Or in your event.
So we came back, and uh,
we weren't going to do anything anyways <laughs>.
So we can leverage the fuck out of this.
But how do we leverage it,
and how do we ask or demand for things
that we can actually get?
So what we came up with were realistic demands.
The deal was that we would do a cease-fire,
and we wouldn't disrupt the fundraiser,
but in exchange,
because those funds were going to
what I believe they mentioned,
Vision students,
we wanted Mecha representation,
CLFSA representation,
in the scholarship selection committee.
What we also wanted was a bench
in memorial to Ron Cisneros.
Originally, he was considered the first casualty on this campus—
committed suicide.
But the campus I guess planted a tree,
but where the new science building is at,
they plowed over it,
they planted a different tree,
they let it dry,
and that's about as far as it had gone.
The deal was,
that they would incorporate the bench in the master plan
and make it happen within the year,
and that we would have representation
in the scholarship committee.
We requested Jose Martinez
since he was the one who contacted us,
they were familiar with him.

Jose's department also benefited: Early Outreach,
because he brings university students in,
and he informs the students that we got scholarships.
So his department would have been effected too.
He brings students in,
he mentions scholarships
and then there's no money
or there's no funds for scholarships...
So we saw how he was not just professionally involved,
but he was the intermediary,
he was the point of contact.
So we wanted him involved too.
And after the meeting he was,
he was really surprised that one,
he had never...
The university had never done that.
The university is used to doing things their own way.
They didn't even bother asking.
So the fact that they were willing to come to the table
and sit down and discuss, you know,
can we come to an agreement,
can you not do this for us,
because they have a lot riding on this?
Nor have the university people ever,
I don't want to say with that kind of reaction,
I don't want to say trembling,
but scared,
over something that students,
at least with the history of this university,
with something that the students did.
So he was, I guess he was proud <cracks up>.
He's like, whatever you guys did,
it worked, or it's working,
because they're starting to take you seriously.
And it's about time.

SOMETIMES RESPECT AND FEAR GO HAND IN HAND

Gabrielle Lopez Mechista, Student Voice

I think it was the four of us.
And we went and Abraham
was really the one who was doing the dealing
what we wanted to see.
We wanted to see.
They started kinda talking about it first

about the scholarship money.
"Oh we are going to make sure the scholarship."
They mentioned to us that the members of los desaparacidos
who gone into this,
who received the settlement monies
put some restrictions
some qualifications that were needed
to receive this scholarship.
Karen was talking and talking about
how great it was and it was a wonderful thing.
"We are making change.
Look what we're doing we're getting this money."
Abraham was like ok, we need to have student on that.
A student from not the Vision Coalition
but I think it was a student had to be on the board
who was to be deciding who gets the scholarship.
I think he wanted somebody on the committee.
He wanted it to be a first generation student from the tri-county area.
I think they wanted to call it the Student Vision scholarship.
I think that is what I remember to be honest with you.
We walked out
and he starts laughing and he goes
"did you see Chris? They were scared of me."
It was funny because you see these women—
old, older than me at least.
Older than most of us and –
who maybe most of the time don't focus on the students
or who sometimes—I know like in admissions
that's Chris and she's not the most friendly, you can tell.
They have the power there as students know
who gets their transcripts or who doesn't.
They were afraid of us students,
they were afraid.
I think they were threatened maybe.
And I think that you can see it as a bad thing
that they were scared of us but no.
It's good.
Sometimes ...
respect and fear go hand and hand
I think sometimes.
Maybe she didn't respect him then
and respect us as a group
but I think they will begin to do that
if they hadn't done that already.
Students want to make change
they are going to make change.

And you can try to stop us
or you can try to do something
but we are going to get your attention
and we are going to get what we want.

7. THE MOMENTUM TAPERS OFF

As the spring semester continued, Coalition members found it increasingly more and more difficult to continue their work as a Coalition. There were many different reasons, one of them being internal conflicts within a very diverse group of individuals.

INTERNAL CONFLICTS AND SELF-DISINTEGRATION

Fred Hampton Mechista

My personal opinion
was I think what I had alluded to earlier
was the internal conflicts
and the sort of self-disintegration
that the Coalition went through.
We had a lot of these meetings
and there was, specifically (laughs)
a couple of individuals that always wanted
to take over the meetings with their arguments.
Actually in all honesty as well, those...
battles, those internal battles,
did two things:
they wasted a lot of time,
a lot of energy,
a lot of peoples resourcefulness,
and I think in a—well this may have been inadvertent
or it may not have been,
but it also led to...a very, male-dominated platform
for argumentation during the meetings of the Coalition.
Um, because the people that were always fighting were guys.
And I think that's something that alienated
female membership in the coalition,
not that the coalition was ever a huge amount of people, but um,
so I think that definitely, that definitely—
for me my involvement again I just got tired—
I hosted a couple of the meetings and then,
you know I got tired of—you know
meeting and arguing for an hour and a half.
So I think that's definitely what happened.

In addition to internal conflicts, organizationally, the members of the Black Students United had to focus their time and efforts on Black History Month and its events, while the members of Mecha turned their attention towards unionizing the contracted custodial workers, as well as eventually putting together their Semana de la Raza events in May. Many members of the Coalition began to focus on their work, student work, and for some, graduation.

IF YOU WANT TO MAKE GOD LAUGH...

Fred Hampton Mechista

Well yeah, my thing was, um,
you know there was all these <chuckles>
there's this saying you don't even know,
I'm not religious per se, but it says
if you want to make god laugh tell him man's plans.
And I really that's true in this case.
When the Coalition first came together
there was of course the excitement of something new
and having all these minds that were on the same level
and sort of on the same—
same way of thinking together,
and all these ideas and events we wanted to do,
these radical quote unquote events that we wanted to do.
And one of the things I had said was
well this sounds great and all,
but let's be realistic with time,
everybody's got responsibilities,
you know school,
in my case work,
I was taking classes and I was working full time.
And their respective organizations
and trying not to let those things taper off.
Unfortunately you know what I predicted I guess you could say—
also what happened that was a contributing factor,
in all honesty that was definitely a contributing factor...um,
people just get busy that's just a reality.
It's not only that people get busy
but it's that the same people who are doing all this work
are doing all this other work
in their own organizations or on the side.
And I think um, you know

looking back on it now,
one of the things we need—
what you need is a popular base of other people
that are going to participate,
they're going to take things,
and they're going to share the responsibility.
But definitely yeah,
I mean you know
that's one of the things that happened.

Even though the Coalition's activities began to taper off, the solidarity created from the bonds formed within the Coalition remained.

SOLIDARITY REMAINS

Ida B. Wells Black Students United

One good thing that kind of came
of the tapering off
is at least we all made a point to support each other's clubs
in some way, shape, or form.
And I think what the Coalition helped was public relations
and getting different clubs
exposed to different things
that they would not have been interested
prior to getting involved,
so that's a big reward.
I think there was still a lot of solidarity left.
I mean, I had a strong relationship with Mecha
and other club members,
that I still talk to today.
You know that I feel like okay, you know,
it was good to have that experience.
But this is actually the first time
I've ever actually spoken on it so much
so now it's kind of like a whole new feeling of empowerment,
like I guess we did something really major, you know?
It didn't seem like it at the time.

8. POLICE ACTION AGAINST UMAR

Even as the semester drew to a close, and many key members of the Coalition were graduating, the university had not forgotten the humiliation it had received at the hands of the

group. On May 24, 2003, later in the day after the graduation commencement had been completed, Umar was stopped by the university police department, profiled, then interrogated.

A MAP WAS BEING MADE

Umar Abdur-Rahim Black Students United

This was a few isolated situations, there was a gentleman named Jason Reed and Dexter Amy, these gentlemen have been pulled over a lot, and I was pulled over a lot, and I think we had a record, we had it all written down in BSU papers, but you're talking twelve times BSU members have been pulled over in that one semester, just that one semester by police.

So they knew us, and they got us, you know what I mean it was like, if you're going to pick on anybody, you're going to pick on the black people, you're going to write them tickets. Jason Reed, one of ours, got three tickets out of the twelve. I already had a lot of problems with being pulled over, I think I got one ticket, guy said I ran a stop sign but anyways, so the officers knew me. They used to come to our events they used to come to our parties. If we have dances and stuff, they'd always be there, so they knew us, they knew that we was out to either party or to protest, one or the other, one of the P's.

So I'm chilling. I'm chilling at the crib you know, um...Ida is about to go to a graduation party, this is the day of graduation. A little argument. So I decided to run away, across some ice plant. But before I came to the house, I was waiting outside. I don't know what I was doing. Maybe I was. I was kinda like standing outside, chilling, I think might have my cell phone or something, but I had my hood on, so, <puts hood over head>, if I'm in the middle of the night I'm doing this <puts imaginary phone to head>, you can't really see my arm, but this is the car, right here, right, and so I'm standing next to the car and I think somebody called the police prior. This is what I'm suspecting, who knows. So I'm a little upset so I ran across—well I had flip flops on,

so I wasn't really running fast first of all, but I was running, you know, over some ice plant, and I ran right into the police.

And so he says, “where you running?”

And I said, “officer, you know, leave me alone dog, I'm trying to go.”

And so I started running again, he grabbed me and he's like, “oh no, come over here, I want to talk to you.”

He said, “yeah I saw you running across the ice plant, you got those flip flops on,” so that's why I pointed it out, I'm running nowhere man I got flip flops on, I live on Gettysburg, I was probably going right to hit Antietam, past Fredericksburg, not even three blocks. Two blocks over I'm getting stopped by the police.

And I'm saying “man, 3202 Gettysburg man, that's where I live. Just get your hands off of me.”

And he's all, “where you going?”

“I'm going to a party.” Because I remember that ya'll had a party, Vito had a party that day, or something. And ya'll lived on Antietam. Ya'll had a party. I knew ya'll was probably getting down. It was back in the hey day. So I didn't have no intentions, I just threw that out at him, but then I didn't want to say where the party was, I just said the party's right up here. And I didn't want to say so he can go ‘okay, well what's going on here, Mark, you're on our list too.’

He started talking so I tell him, “you know what you're violating my fifth amendment, my right to due process.”

He said “No, no, no. I'm not stopping you. I just said that we got a call that there was a black man looking at cars.”

And I said, “Oh really? So you assumed that because I’m coming down here that I’m the black man looking at cars.”

He says, “Well you’re running.”

And I just said, “No. I just ran across the ice plant because its kind of wet, and I have my flip flops on—where I am running to? What do I have on me? And I live down the street. This is my neighborhood. This is my block.”

He’s like, “Oh no, no, no. Aren’t you Umar?”

I was like, “Huh. Actually my name is Noel Horrington.” I told that straight up, you know what I’m saying? Yo, because that’s what I’m registered at, Noel Horrington, so I told him, “Noel Horrington.”

And he’s like, “No, no, no, you’re Umar. You’re the guy that does all the protests, huh?”

And I was like, “The guy that does all the protests? I know the BSU had done a few protests but not me.”

And he’s like, “Ohh, okay. You’re a wise guy. Okay, let me have you put your hands behind your back.”

And I was like, “Excuse me?”

And he was like <starts talking into shoulder, mutters> “Got a four-five, we might need back up for the situation.” Really, man. And then the little rookie cop came up, and so he went up to him and said “Okay”, I kinda heard a little bit of what he said, “if he resists I want you to grab his arm.”

“Come a little closer. So I’m going to ask you one more time Umar, put your hand behind your back, and don’t make this difficult.”

And I said, “Man you know what? Put your hands on me. Put your hands on me because you're violating my rights. What am I being charged with? I'm being charged with nothing.”

He said, he said, “Well, all I asked you for was your name and you haven't given it to me.”

I said, “But you told me who I was, what do you need my name for, you said you know me.” I said, “Write that down on the paper and then let me go.”

He said, “Then do you have any ID on you?”

And I said, “I have nothing on me man, I have nothing on me.”

He's like, “Okay, well, this is what I say, put your hands behind your back...”

And so he came and grabbed me and started to put my hand and I said, “No.”

And he so grabbed me again and he started pulling and so I said, “Look at this! Look at this!”

And at the time there was a crew of people coming and he had put my hand in an arm lock, and it was perfect. And then the other squad comes <makes a squealing tire sound>, all up in the thing, blocking the whole court, and then there's these people walking and I'm saying, “Look at this! Look at this! You see, this is police brutality. Look at this guy grabbing me, you see him?”

And I went up to him and I pulled my hand away and I grabbed one of the girls, and I'm like, “Don't you know me? You know who I am.”

And she's like, “Yeah! You're um, you're um <snaps fingers trying to remember>...”

I said, “Come on, you know I go to school here, right?”

And she's like, “Yes! Yes, I've met you at one of your BSU events. You're um, you're um, yes, Umar...”

And I'm like, "Yeah. Yeah, there you go. There you go. See this girl knows me."

And he's like, "Oh alright. Does he go to school here?"

And she's like, "Yeah, you know. He goes—yeah I've seen him around. I don't really know if he goes to school—"

I said, "Come on! Don't break down on me like that!"

And so we kinda went back and forth but then she kept walking.

And finally he put me against the car, put my hand behind my back, searched me, and pulled out a stick.

And he's like, "Oh look what we got here?"

It's a stick. I guess he thought it was blunt. He started rolling his hands, "Look what we got here!"

I said, "Man, that's a stick."

He said, "Ohh, okay. All right."

He put everything in plastic bags. I'm like, "Really, man." I said, "You know, I can't believe you did this to me man."

And so basically, he said, "So what do you want to do man."

I said, "Take me downtown man because you already said if I didn't go with you I would be arrested. You're arresting me, you're in the car, why are we sitting right here by this stop sign?"

He's like, "You know, I will take you to county, there's nothing really man, just filling out this little thing right here."

And I'm like, "Okay. Take me to downtown. Take me to downtown. I want you to take me downtown, and I'll call my uncle, he's an attorney." Just shooting stuff out at him.

And he's like "Uh," and then his partner is like, "Yeah he does live down the street."

Because he ran my name in, and it came up 3202 Gettysburg, and I told him I lived down the street. So he's really making a mistake. Arresting me in my own neighborhood, where I live, that's not gonna hold up in court.

So anyway, so I said, "Let me tell you one more time officer. I'm back here, and you got the heat on—" He had the heat on. He specifically turned the heat on, left me in the car while he was talking to the other officer, with the heat on max. I mean I was burning, like my face burning and everything, and I said, "let me tell you one more time; let me see if this settles with you. I live in 3202 Gettysburg. Why don't you turn me around. And take off these motherfucking tight-ass cuffs that you put on extra tight, and let me go home."

And he's like "Oh! I didn't know you lived in 3202 Gettysburg! Why didn't you tell me!"

So I stayed in the car and he went upstairs and I said, "Why don't you go talk to Nick Hack."

And Nick was my room mate then, and Nick went to my room and got my ID and gave it to him. He came back down stairs and wrote it down. He asked Nick his name, he got Nick's name, there was Lucas and Ben Reiker...He asked his name, he got all their names, and he was like "Okay, you guys are not doing anything illegal here, right?"

And he's like, "No officer."

He said, "Do you know if Umar is into any illegal activity?" He asked that question. "And is he a nice guy?" He's like asking him that question like that!

Nick's like, "He's fine. He goes to his room, he studies, you know, he's my room mate, what are you asking me these questions for?"

Nick later on, when I went up there, “He's like hey! He was asking me all kinds of questions like, ‘do you do drugs?’”

And I was like, “Man, why is he—“ But he was asking all these questions you know, who is he associated, who's in this room, who is his room mates, he got all this information, which I know is on file, because like I said, when he ran my name to his dispatch, it came back to 3202 Gettysburg, when in fact, my name is registered Noel Horrington. How could they get that AKA? You see what I'm saying? They put that file together. That's what let me know, led me to believe that there's more than just that information. Now they got my room mates names, all in that file. My plate number, the color of my car, because I always got pulled over, every time I drove by an officer, they would always look at me. So they had all that information, all in a file. Who I normally visit. Where I'm normally at. I think they had all that in a file. Just a part of profiling you know. A scare tactic. I think they knew who I was affiliated with. I think they knew.

Because Nick was a part of Food Not Bombs. He did Food Not Bombs. That's the other side of the Coalition. I mean no matter how you look at it, a map was being made. I mean yeah, they got the picture. I mean it was a part of the investigation. It was a part of the ongoing investigation, because the Coalition became an investigation, and I'm sure you know that because that's when Abe went to see Judicial Affairs, Vince Montgomery. Yeah that's right. That's playing into the whole ballgame. But anyway that's basically the nutshell, so he cited me and released me. He asked me to sign the citation and I refused. And the D.A. or District Attorney, dropped the charges. So I got away.

This episode served to confirm that the university had not forgotten, and it also confirmed that the university police department had not given up on gathering intelligence on student

protesters, most specifically those who had humiliated the university and the university police department by taking over the State of the University Address and getting away with it.

9. POLITICAL POWER GROWS OUT OF THE BARREL OF A BULLHORN

No one could have been prepared for the appearance of the Coalition and what they did on January 23rd, 2003. It began with a clap and made its demands through the blaring of a bullhorn. It was nothing short of a coup.

Look what we did in 48 hours. Look. And learn. Have you ever heard of a group of students steal the stage, steal the microphone, steal the speech out from under the President of a university? Have you ever of them do such things, and then calmly exit out of the a building with uniformed and plainclothes trailing them, fumbling, unable to do anything but let them walk away?

Each of us wanted to take it back to the original Vision. We each found our individual struggles to be the same struggle. We formed to do what we couldn't do individually. It was too much on our own. We needed each other.

We started reclaiming the university piece-by-piece. We took ownership of the university emblem for our program. We decided to have our own State of Our University Address—and we decided the best location would be where the President was having his.

Rather than allow power to continue uninterrupted, we decided to directly confront it, to push it to the side, to ignore it, and to address the university as THE legitimate authority on the real state of our university.

When we clapped, we were not clapping for the President. We were clapping for ourselves, drawing strength from each other, and we were clapping in anticipation of our speaker to approach the stage.

Imagine the vision statement
having hands with which
to swing a bullhorn to mouth,
a mouth with which to speak truth
into the exposed,
gaping face of power
and feet with which to climb onto a stage
and imagine words blaring
as faculty and students thundered a clap
that would silence all those who
were so comfortable silencing others.

We challenged a perceived authority, and it shirked away. It faded into the background and it gave the podium to a real authority on our state of the university. In that moment, anything was possible. The Coalition was the Vision statement in action.

IT'S A MIGHTY BLOW

Ida B. Wells Black Students United

I think at that time it was a slap in the face,
and a tug at the legs
because there were a lot of changes going on
at the university and there were a lot of things
that had been going on
that were brought to light from this meeting.
There's one thing to understand the struggle of a club,
understand the struggle of a collective minority
or a group of people working together,
and then its another thing to realize
we're not the only ones that are having difficulties.
And I think that coalition meeting
got a lot of people riled up.
And it was the breaking point,
or the boiling point, so to speak,
where okay, we all had these problems,
and if you look historically,
anytime you include people of different races,
you've included mixed genders,

you've included—you know
when you bring people of different origins together
for one cause,
it's a mighty blow.
And that's—that's damaging to the overall system.
So I think at the time it was empowering,
and for once you didn't feel like you were powerless.

BREAKING OUT OF OUR OPPRESSED POSITION

Umar Abdur-Rahim Black Students United

One of the most primary impacts this had on me.
And just my whole political activity on campus.
I mean, I can go further and say
how it impacted my life, do you want that?...
Because of everything I did on this campus,
and not I--I don't wanna say.
Not I.
I don't mean I.
The fact that WE,
in that period,
and I say WE,
because WE were successful
in bringing together multiple groups,
when we were very much segregated.
Like BSU, segregated in the sense that
we were already stigmatized uh,
as being a black student union or something like that,
um, and having a lot of parties in our group.
We--we you know,
guys in there that threw parties that have legends,
you know what I mean? Uh, to this day.
Um, and you know, coming together,
breaking out of our oppressed position.
You feel where I'm coming from?
To actually get together with everyone else and mobilize,
but under the pretense of that anarchist concept,
of, right of free association.
Yeah, that--that's the most beautiful thing
because we were able to come in,
but do whatever we wanted to do.
And that's that ways groups are organized.
We may have stumbled onto a framework—
that the world may need to use.
Right here on this campus <knocks table>.
Cause we had the political climate,

we had everything that was necessary
for all groups to come up together,
and not compromise their positions.
Not playing oppressed peoples roles,
or play dominators roles.
So your capstone is maybe more valuable than you think.
Because, uh, you know, we didn't—
we didn't feel—
we didn't feel the positions that we've been feeling.
Like every room we go into we go into a Student Voice meeting
<announcers voice> BSU HAS SOMETHING TO SAY.
You know what I mean?
Or, LET'S GET BSU'S OPINION ON
uh affirmative action.
Maybe we should, you know,
that's one the things Mac Clemmens would say something like,
'oh. Oh, we've got this—
we've got black history month coming up,
and you know we're dealing with this issue
you know of uh black uh poverty.
We should call the BSU—
maybe we can get somebody—
can somebody call the BSU--'
And then someone would say,
'oh we have ICC member Umar here,
uh, why don't you talk about it?'
And I'm like, man, squash all that.
I ain't got nothing to say about all that.
Send an email to BSU.
Send an email to Ida. Or something.
You know, I tell them,
I'm not here to represent black people.
You know what I mean?
When ya'll don't even care about BSU.
So we eradicated that stigma to come together to work together.
It's a good framework.
And if we're able to—
if you were able to map it out
or find out if it's the political climate,
like and then the environment,
the key pieces that are all involved,
you may have a framework that organizations
in a real society can actually operate on to come together.
These rules and guidelines on how to conduct the meeting.
Because these meetings didn't necessarily have like,
parliamentary structure.

Maybe if you come together as a coalition
with other groups maybe you don't want to have—
that type of tight structure, things like that.
So something really good to study,
and I'm glad you took the opportunity to study it.

ACTIVIST BOOTCAMP

Vito Triglia Student Voice

Personally, I'm glad I went through it
because it was kind of like activist boot camp, you know.
So coming out of it in the movements that followed,
in the years after that,
I kind of felt like a vet, you know.
And I felt like I could take the role
of the more experienced kind of person
for some of these younger people coming up.
And that was true,
because they were coming up
with a lot of the same ideas that didn't work
that we were coming up with
and then I could just be like,
well actually, if you think about it,
it doesn't add up because you have this and that or whatever
and it would be true because we had worked it out before
and we thought about it
and we could kind of bypass a lot of the initial
kind of brainstorming because
we knew what would ultimately work or not to an extent.
So I got that personally.
As an institution,
to be honest a lot of people never even heard about the protest.
I mean not only like now, a few years later,
but at the time a vast majority of the student population
never heard about it,
so I don't want to overestimate its affect.
But years later there's still staff and faculty who talk about it.
So it happened.
It had an affect.
It wasn't grandiose and
we didn't really intend it to be grandiose
we intended it to be like the kick start of something
that could maybe turn into something real big.
So I don't think we ever had any false impressions
going into it thinking that we were going to do something huge.
That was just like, you know, two nights before,

well let's do something, what are we here for
if we're not going to do something.
It wasn't supposed to be the crown jewel
it really wasn't.
And it's only because the stuff that followed didn't exist
that it became the crown jewel
and the achievement of the Coalition which is fine, but...
As an institution some people say it helped Peter leave,
I know it didn't help him stay..

AUTONOMY

Umar Abdur-Rahim Black Students United

In a line, 'in order, there is chaos.
And life sucks its order from the sea of disorder.'
And in that room,
we had no unity,
but we had unity.
And see, you,
I'm serious Mark,
you made this to you,
when you made that anarchist statement
that the right to disassemble,
it didn't really flow over the way that,
you know what I mean?
They didn't really feel it.
They didn't.
They were like aw man here's this guy,
he's wearing black, you know,
but really, even me I was like—
man you know, it's that anarchist concept man,
but really, we did it.
We did it.
Subconsciously we did it.
Because we were doing something against this administration.
So we had to take a model contrary
to the administrative model.
Like this government,
this country tries to perceive that we're united.
United we stand divided we fall.
But there's no unity.
But were they to accept that they were disunited,
but then tried to accomplish a goal then they may be successful.
And that's what happened in the Coalition.
There were subgroups just like you discussed.
Some that wanted to work on the pamphlets,

even though I was against the—
I mean not the pamphlets, the little leaflets,
I was against the leaflets.
There's some people that didn't want to do the planning.
There were some people that were just wanted to uh
send emails out to other people, you know,
organize, come here, do duh duh duh, do this and that.
Some people just wanted to talk, you know.
We all found a spot.
And it came together.
Successfully.
But I think it has a lot to do with the environment,
like our campus is like a bubble,
sort of like from the outside.
So we have less interference in our lives.
They're all geared around school.
It would be hard to do that in regular society
because the system is designed to keep you working 8 hours
keep you paying taxes,
keep you duh duh duh da da da.
But there will come a time where the economy
will stoop so bad where people won't be working
and people will have time for this when they're hungry,
and things like that.
But I think at that moment it will be good for us
to implement this type of model of:
you can do your thing,
but we come together for a cause.
And that's how most groups work.
So yeah I mean we stumbled across something big
and it's actually the future.
It's a model of the future.
But it's so much ignored.
Um, that...you know it's sick.
I mean, there's no one now
who can even have a recollection of that time,
or even uh, would even think about it on a daily basis.
You know, um...and I have to think about it,
because uh, like I said,
my arrest on campus,
and things like that it deals with affects my life.
And the car I drive,
every time I look at my transcript
I remember the pain.
It's like it's painful when I remember CSUMB.
It's painful. You know.

When I come up here it's painful.
I mean all this route, where I used to drive.
Fear used to come in me man.
It's not fear, but frustration, you know what I mean.
Knowing where the police officer hangs out
in that little crack with his lights on you know
where you drive past the--you know, you know all those spots.
Where they hide all that.
How they used to pull me over to the side.
Worrying that I'm going to see a police officer and stuff like that.
It still goes through my mind today.
And this is where I got my degree from.
It's not a pleasant experience.
Knowing that the tension's still here,
that we were never successful in opening this place up
like Santa Cruz.
UC Santa Cruz is busted open
where people can do whatever they want to do,
act crazy, stuff like that.
We weren't successful,
uh, but we were close.

THAT'S NOT WHAT WE'RE HERE FOR

Stephanie Vargas Food Not Bombs, State of the University Participant

I think this university started off awesome,
with such a strong Vision Statement that really
spoke to what I
and what other social justice activists
want, and strive for.
And so,
if we let people take that away, its—
its pointless.
I mean we always have to take it back,
we have to try and take it back as much as we can
because we want to be able to have a learning environment
that promotes equality,
and multicultural issues,
and we don't want to—
eh, uh I don't know.
It's just—
we're here,
we're learning,
why not make it the best experiences we can, you know?
Because, its—
its stupid all the crap

that we have put up with from day to day business
of like sexism,
and homophobia, and racism, and inequality in pay,
and all this stupid, stupid bullshit
you have to put up with constantly in the outside areas,
you know?
You want to be able to come to school
and not have to deal with that shit.
You want to be able to come to school
and be in an environment that is good for you
and that fosters learning and growth and,
you know, social justice and all that stuff,
and how important it is for that stuff.
And so if—
if the administration is constantly trying to pull that away from you,
you have to get together with your students
and say no,
that's not what we're here for.
That's not what we want.
We have enough of that when we watch the TV,
or when we go home,
or when we try and buy something.
Like, everywhere.
It's everywhere.
So we want to be able to say,
here at CSUMB it's not here.
But unfortunately it is.
And like for those students
who are activists who want it to not be—
we have to organize.
We have to get together and say no,
we want it to be different.
Or else how are they gonna know we want it to be different?
And its just going to keep getting worse.
And that's some bullshit.

RISE OF THE TENANTS UNION



Eric Drooker www.Drooker.com

"I for one believe that if you give people a thorough understanding of what confronts them and the basic causes that produce it, they'll create their own program, and when the people create a program, you get action."

-Malcolm X

WHERE THE VISION STUDENT COULD LIVE

I remember near the end of Fall 2003 as a Senator for the Associated Students the meeting where Andy Klingelhofer, director of Residential Life, and Dean of Student Life, updated the Senate on the development of the new North Quad housing for upper-division students that would be operational by Fall 2004. I remember each of us scribbling away at the statistics being given to us: the differences between the North Quad apartments and the suites, the capacity for each, the different room mate setups available, etc. I also remember that it was made clear to us that students currently living in the Frederick Park apartments would continue living there until they graduated, and that students who normally would be eligible to move there would instead have to seek placement in the North Quad. This meeting occurred perhaps a week or two before Residential Life sent out a letter to the Frederick Park community outlining its plan to immediately displace single status students living there and relocate them to the more expensive North Quad housing, completely contradicting what was told to the student government.

The university's administration is known for sending out decisions that have had no input from the rest of the campus community shortly before a scheduled break in the academic calendar. By the time the campus community returns, the decision has been made and enacted, and it is too late for the community to organize against it. What is unprecedented with the CSUMB Tenants Union, who formed to resist the displacement policy that ResLife had drafted, is that it did most of its mobilizing during finals week, going door-to-door and speaking with neighbors, gathering support. By the end of the week the CTU had received hundreds of signatures in support of its actions, a front page article in the Herald on the issue had been published, the CTU had approached the CSUMB Foundation to make its purposes known, and

the Associated Students had passed a resolution in support of the CTU and its actions. The CTU continued meeting during winter break, in preparation for its spring semester campaign, which started with walkout protest during the annual President's State of Our University Address. The CTU was ultimately successful in achieving the reversal of ResLife's displacement decision, *and this was all done during finals week and winter break*. What the university had perceived to be our weakness had become our strength.

In many ways, the CTU followed the lessons the Coalition had learned the previous year. The decision to target the State of Our University address was reinforced by the recounting of what had happened the year before. We knew that the State of the University Address would provide the captive audience that we needed to bring our issue out beyond the campus. We knew that a strong, visible showing of our ability to bring students out to the protest, at a time where most were with family during their winter break, would only hint to the administration the possible numbers we would bring out once school was back in session. We knew that we needed to target the President in our literature, since he ultimately had the ability to change ResLife's decision. And we knew that there would be more police than last time, and that they would be ready for something. We staged a silent walkout as our form of protest, handing out pamphlets to audience members as we walked out of the rows. We had believed that we would be free from arrest or retaliation since they couldn't arrest us for leaving a building. What we didn't anticipate was that the university police *would* retaliate; by firing on the spot their student employee, Aaron Sass, as he was walking out with us. The ramifications of this action, and what this means for freedom of speech on this campus has still never been resolved to my satisfaction.

Six days after our walkout, the university announced that no one would be moving. It was perhaps the wisest decision the university could have made.

Tenants union members were considering a number of events for the coming semester. There was talk of the “Mass Marriage” event, where a media spectacle would be made from students who were ordained ministers who would marry off single-status students in Frederick Park, so that their newly gained family status would guarantee their continued tenancy in Frederick Park, undisrupted by ResLife’s displacement plan. There were talks about creating a cardboard shantytown with signs that read “Have a Home for Students” that would occur at the annual February student scholarship fundraiser, this year themed, “Have a Heart for Students.” And ultimately, the possibility of a rent strike was being weighed in, with each day that passed bringing it closer and closer to a possibility that would be taken seriously. Were it to happen, houses with the CTU symbol on their garages would either participate or show their support. With such visible community support, and the possibility of the media covering it, the university wouldn’t dare forcibly evicting students from their homes. Students would only have to pay a \$20 late fee; in contrast to the hundreds it would cost to evict them from their homes.

And finally, should all else fail, we were prepared to move out into the surrounding area, where the costs were comparable to the costs of living in the North Quad. Our viewpoint was that if ResLife wanted our money so badly that they wanted to force us to pay \$666 a month in the North Quad, then we would move off campus, and they would receive *no money* from us. We would not be moved where they wanted us to.

The tenants union was a grassroots movement that was mobilized by a coalition of student activists and students who had never been involved in struggles for social justice before. The party kids got radicalized. And that gave the university good reason to be fearful.

In many ways, the university’s decision to cave in at the beginning of the Spring 2004 semester prevented a stronger grassroots movement from forming. Since the beginning of its

formation, the CTU had recognized the need to organize not just the students from Frederick Park that would be forced into the North Quad, but it also recognized the need to organize the students living in the dorms who would be forced into the North Quad with no option to move into Frederick Park. Members agreed that “first our fight, then yours,” would be the stance they would take in the battle for affordable housing. When the time came to reach out to students living in the dorms, the CTU was ultimately unsuccessful in finding students living in the dorms who wanted to mobilize their base. The CTU won the battle for affordable housing for ourselves, but lost the war for affordable housing for those who come after us.

As the last generation of single-status students living in Frederick Park start to graduate and move on, the remaining campus community will have forgotten that the housing in Frederick Park was once available to all upper division students. They will have forgotten that housing in Frederick Park is drastically cheaper than housing in the dormitories or the North Quad. They will have forgotten that to live in Frederick Park meant that you could live with dignity, and with community. They will have forgotten that Frederick Park was once a place where the Vision student could live. And they will have forgotten that some of us once decided to rise up and fight to live here, and won. And most of all, they will have forgotten that they can do this too.

THE STRUGGLE

Kyle S. Petty CTU Organizer

Yeah, that was my first taste,
um, and I—
it—it should have been seen a lot earlier
and it should be seen
by a lot of us in our everyday actions
at this school,
but that was my first encounter with, um,
an administrative approach to
what I considered a very humanistic lifestyle
and school setup.
And the rigid,
you know, implementation
of their policies,
it just—that was my first encounter with that.
And it really made me stop and think about the things
that they're teaching you here
and if they're really practicing
what they're preaching.
It just drew a line between what goes on in the classroom
and what goes on above the classroom
in administration.
And the thing that really attracted me to this
was that the tenants union
and what came out of this,
it made my experience at CSUMB,
that much more valuable
because what we fought for
is everything that this school is about.
And when you—
when you're—
you're doing your finals
and when you're going crazy
with all these interviews
and all this door to door stuff,
and staying over winter break so you can go to meetings
and so you can find out what the university is planning,
you've got to stop and think that
the students are the university,
and if we weren't doing what we did,
we would keep losing our grip on this school,
and our control on this school,
and it would slowly turn into those other schools that
you know,

we all decided not to go to.
Um. So I just...
I'm glad that I had that experience.
And—and what it did
is it opened my eyes
and it was like, um,
a catalyst for me looking at
all the other issues at this school
that has come that we have not been able to be a part of
or see or know about.
And you're title of this is a people's history of CSUMB?
Well the history,
as we know,
is told by the victors.
And so when you come here,
and you hear the stories,
you know, whose stories are you really hearing?
And so that's why the arguments that we had as a tenants union
became part of the history,
which is the most important part,
which is the struggle.
And what came out of the struggle.

1. THE STRUGGLE CONTINUES

According to an Associated Press report, May 22, 1996, an estimated 70 students rally against the announced rent increases for the university's on-campus Frederick Park apartments. It is the first demonstration to have been held at the new campus, with students claiming that the increases "dash [the] school's goal to aid [the] poor" (Associated Press). The university's Vision Statement states that, "The campus will be distinctive in serving the diverse people of California, especially the working class and historically undereducated and low-income populations" (csumb.edu/vision). At the rally, Kathryn Ramirez, a student, says, "We are the low-income population here. We can't work full time and go to school and get a good education" (Associated Press). The 15% rent increase meant that the apartment costs would increase from \$500 a month to \$575 a month starting July 1st of 1996.

The rally itself happened shortly after the passing of a "Resolution on Housing Policies" by Student Voice, the student government, on May 19, 1996. The resolution cites concerns with the creation of "several [housing] policies greatly impacting student life without including students in the decision making process," the proposed rent increase of 15% for students in on-campus housing "without appropriate consultation with students," the lack of "due notice of this rent increase," and that students ultimately "do not know the source of these Residential Life policies created and implemented without student input" (See Appendix D). The resolution called for the creation of a housing board "made up of an equal number of students and housing staff with a chair appointed by the campus president" where "all decisions concerning policy" would be made.

It is unknown if such a board was created or what the university's response was to this resolution, but what is known is that by the fall of 2003 the same two-bedroom apartment in

Frederick Park whose rent increased from \$500 to \$575 a month for the unit back in July of 1996, now cost \$1240-1360 a month for the unit, with four single students housed in each two-bedroom unit paying \$310-\$340 a month for their individual rent. The struggle continues.

2. THE HOUSING STUDY

A “Student Housing Study” released in August of 2002 by Brailsford & Dunlavey reported that it had surveyed 265 students on housing at CSUMB. The survey asked students to rate things such as housing proximity to campus, work, kitchen access/no meal plan, and total cost of rent and utilities by importance. The largest response in the survey was 76% or 201 students out of 265 students rating “the total cost of rent and utilities” as being “Very Important”, the highest rating of importance that students could indicate (Brailsford). In their summary of findings for the Student Housing Demand Analysis, Brailsford & Dunlavey noted that “The total cost of rent and utilities was of primary concern for students in their selection of their current housing. 95% of the respondents considered housing costs to be “very important” or “important” in their residential decision” (Brailsford). Students were quoted as saying, “Keeping the cost down is the most important thing,” and that “even now, housing costs are exorbitant and most students cannot live on what they make part time” (Brailsford).

TO MAKE ENDS MEET IS A STRUGGLE EVERY MONTH

Anonymous Student

Words taken from the August 2002, “Student Housing Study” by Brailsford & Dunlavey.

Although the housing here in Frederick Park is reasonable compared to other rentals in the area, it is still very hard as a single mom to come up with the \$866.00 a month for my apartment. I have no financial support from my parents, and to live in this area and make ends meet is a struggle every month.

I ask, is it necessary to increase the rent every semester?
I believe it's going up over \$900.00 next semester,
and when you figure in
childcare, food, phone, car
and all the other unexpected costs,
that extra money is going to be really hard to come by.

One of the final sections in the study lists a “Financial Contingency Plan.” The plan states that “Should the projected demand for on-campus housing decrease at any time, the Foundation (an auxiliary corporation of CSUMB, whose purpose is the “furthering of educational programs” including the operations of the university’s housing rental programs) “has the ability to control the number of occupants per unit of the Frederick Park apartments” (Brailsford). This means that the Foundation could change the density and population of the Frederick Park apartments to meet the needs of on-campus housing. The financial contingency plan then proceeds to outline a scenario where this change in density would presumably be used: “By controlling the density in East Campus housing, the Main Campus student housing (Residence Halls, Suites, and Apartments) can be assigned prior to allowing single students the opportunity to move into the Frederick Park apartments” (Brailsford). This meant that density/population control in Frederick Park could cause single students to move into the “Main Campus” housing instead. According to the plan, Frederick Park housing would then be used for “married/family housing” (Brailsford). “In fact,” the financial contingency plan concludes, “this is the intended long-term use of Frederick Park, and this transition could occur sooner rather than later if demand turns out to be less than projected” (Brailsford). What this means is that if the “less than projected” “demand” for main campus housing were to occur “sooner rather than later,” the Foundation could choose to “control the number of occupants per unit of the Frederick Park apartments” and force single students to move into what would have been empty main campus housing.

Since this scenario is listed as a “financial contingency plan,” it becomes quite clear that the study submitted by Brailsford & Dunlavey recommended that if the university were to commit to building new campus housing that depended on full occupancy in order to cover the costs of its construction, then the density of the single student population of Frederick Park could be changed “sooner rather than later if demands turns out to be projected” in order to ensure that full occupancy of new housing occurred.

3. THE NEW NORTH QUAD HOUSING

The university was expected to have completed construction of its new \$33 million North Quad housing in time for Fall 2004. Because of the budget crisis, however, an enrollment cap on the student population meant that most likely the university would not be enrolling enough new students to place them within the North Quad housing to fill it at maximum capacity. So when residents of the Frederick Park (FP) apartments located in the east side of campus received a letter in late November of 2003, it became quite clear from the letter that the university’s plan was to displace FP residents from their homes so that they have no other option than to move into the North Quad.

THEY COULDN'T AFFORD TO HAVE EMPTY BEDS

Ricky Maldonado Associated Students Upper Division On-Campus Housing Senator

They were trying to,
as far as I know,
what they were telling me is that
they were trying to work out the numbers.
How are they going to build this 33 billion dollar building,
and how are they going to pay for it.
And with the economy being down,
thanks to Bush,
with the economy being down that year really low,
and low enrollment with CSU's

because we only had a certain amount of students
that we could get,
it wasn't going to transfer over.
At least that's what they thought,
that it wasn't going to transfer over,
that people weren't--
they were going to have a bunch of empty beds...
Just in their language
about how,
all of a sudden they're going to get FP2 students,
and only single status students are
going to be forced to live in FP1,
which only had limited space already.
And then the people who are left over
had to move to North Quad,
and if there's not room in north quad,
then they would have to move to the dorms.
It just,
it just seemed a little fishy.
They couldn't afford to have empty beds,
when it comes down to it.
If they have empty beds,
that whole 33 million dollar building,
its just going to be a waste,
it would be losing money.
And they needed to fill that building.

4. THE LETTER

In late November of 2003, the residents of the Frederick Park east campus apartments were surprised to receive a letter from Residential Life that would describe a new living situation for the coming year for many of the residents. This letter stated that

All single residents living in Frederick Park II will receive notice requiring you to vacate on or before June 30th. During Reservation Days held in the month of April you will be able to secure available single housing in Frederick Park 1 or secure an assignment in the North Quad Apartments and Suites, or the Divarty Residence Halls for Fall 04. Assignments are based on availability, eligibility, and

date of completed reservation application. Beginning June 30th, Frederick Park II will be only reserved for family students. (see Appendix D)

In contrast, currently family status students residing in Frederick Park I were “encouraged” to “consider transferring to Frederick Park II, which will be designated for family students beginning August 2004” (see appendix).

The letter came as a complete shock to the residents of Frederick Park. Although many were aware of the construction of the new North Quad housing and that Frederick Park would not be accepting any more single-status students, there had been a general belief that single-status students currently living in Frederick Park would be allowed to live there for the remainder of their enrollment at the university.

BLINDSIDED

Kyle S. Petty CTU Organizer

I worked for the university,
I was a tour guide
and I felt I was in the know
as far as the housing situation goes
and the way that I was telling students
about upcoming housing issues.
I felt like I was—
maybe not knowing more than other students would know,
but maybe—actually maybe I did feel like
I should know of something like that.
And then we were blindsided by this letter
that basically stated that the cul de sac known as Frederick Park 2
that I lived in,
or the groups of housing,
we were all going to be moving into Frederick Park 1,
with absolutely no notice.
It was—it was—all of our homes,
all of our friends,
all of our neighborhoods that we had created here.
Um, we were being told to move and we—we...
disagreed with that completely.
We were under the impression that while there was new housing being built,
we would be able to stay in our housing situation

and what the university deemed a grandfather clause,
where once we graduated they would stop letting any students in there
but they wouldn't kick anybody out.
So we were actually—
more than angry,
I was—I was confused at the way that the university had gone about
structuring this and-and
blindsiding us in essence with the letter.

RIGHT BEFORE FINALS

Natalie Stephens CTU Organizer

I remember that
the housing letter came way late,
that it was sent out after they had a meeting,
and I couldn't go to the meeting cause of the class-
but there had been talk about what ResLife
was planning on doing-with the students in Fredrick Park.
This is bullshit
was the first thought that came to my mind.
And the letter was very unclear-
I mean it described what was happening,
but it didn't really let you know
everything that was going on.
So I had a lot of questions afterwards
and it basically just told us that there was a chance
that we'll get kicked out,
but not to worry about it
because we'll have housing and it just--
it was not very effective on ResLife's part.
And the housing letter was sent like 2 weeks later,
or maybe even 3 weeks,
I'm not sure about the exact time,
after talks had been going on
and a lot of it was rumors
but most of what we heard was true
and they also sent the letter out
either the week of finals or the week before finals,
so it was right before
people were getting ready to go home
and they were really busy.
And it was very convenient planning on their part.
And a lot of students took offense to it
because there was nothing they could do ,
cause they were gonna go home
and did they really want to waste their winter break fighting this?

You know, what about their finals?
Is--are their grades enough to jeopardize for housing?

Strangely enough, this letter was in direct contradiction to the “2002-2003 Student Housing Rate FAQ” released by the University the previous year which states under the section titled “Are there designated family courts and single student courts in Frederick Park?” It is answered, “Over the Last three years we have worked to assign families to family-oriented courts and singles to single-oriented courts. We have no plans to force anyone out of a current housing unit to speed this process along” (see appendix).

It appeared that Residential Life’s plans had changed. The letter indicated that they would now only allow family status students and their families to live in Frederick Park II (FP2), and that the remaining single status students were to attempt to secure housing in Frederick Park I (FP1), even though all families currently living in FP1 were given the option to stay. This new arrangement created a scenario where presumably many families currently living in FP1 would not move, and that there would be a shortage of housing available for single status students to move to in FP1. In effect, a large number of single-status students would be displaced from their homes.

The letter from Residential Life seemed to be aware of this possible scenario; the statement that single-status students will be able to “secure available single housing in Frederick Park 1 or secure an assignment in the North Quad Apartments and Suites, or the Divarty Residence Halls for Fall 04” (see Appendix D), made it quite clear that the university was anticipating that there would be an excess amount of students from the Frederick Park apartments that would have nowhere else to go other than the newly created North Quad housing.

The attachment with the letter included the costs of making the transition from Frederick Park to the North Quad. It noted that the North Quad Apartments would cost \$6,000 for the academic year (see Appendix D). Living in the North Quad Suites, which had a required meal plan that had to be purchased, would cost \$7,995 for a single room, or \$6,600 for a shared room for the academic year (see Appendix D). If these costs were split into a monthly rent for the nine months the buildings were available to live in, residents of the North Quad apartments would be paying \$666.66 a month for rent, while residents of the North Quad suites would be paying \$733.33 a month for a shared room or \$888.33 a month for a single room. In contrast, single-status students that remained in Fredericks Park would pay \$360.00 a month and would be able to continue living in Frederick Park housing during the winter and summer breaks, unlike the North Quad housing.

THIS MEANT A WHOLE LOT MORE MONEY

Jane Smith CTU Organizer

I think that was one of the main roots of it.
It meant a whole lot of more money
for a lot of us,
whether we did go off campus
or to the north quads,
because many of paid
I think it was \$350 at the time in rent,
and moving into the north quads,
you have to buy like a \$1200-1500 meal plan,
on top of rent that averages \$600 a month.
And that doesn't even include the fact
that you don't have winter or summer housing.
And a lot of us were really settled into our places,
and we live here year round,
its not like the younger students
where we go home for the summer
or have other places to go.

5. AS IN YOUR HOUSE

On December 8, 2003, the Associated Students were hosting an “AS In Your House” event at the Saratoga Community Center in Frederick Park, where students could attend and voice what issues or concerns they would like to see the student government work on. Because of the letter from ResLife, many residents attended the gathering to voice their concerns with the new housing arrangements. Both Andy Klingelhofer, director of Reslife, and Randy Hanlin, assistant director of ResLife, attended the meeting to address these concerns.

THEY WEREN'T THERE TO NEGOTIATE

Kyle S. Petty CTU Organizer

Because they scheduled the AS In Your House
I think as a result
of the backlash that they felt from the students
and the complaints that they were receiving in regards to this letter,
I expected people from Residential Life to be there
but also people who were dictating to them
what was going to be going on.
Um, and I feel that when they did walk into that place,
I think it was Randy and Andy,
that they <chuckle> walked into the crossfire basically.
Um, and they kept making statements in regards to,
um, “we’re—we’re not—
we don’t want to kick you out of your homes,
we don’t want to do all this, it’s—“
and it made it seem like that someone else is pulling strings
and to not have that person there
and answer our questions
was a little bit unfair as I see it.

Voices.
Voices were—
were really raised.
Just trying to remember specific things
that were being said
was pretty difficult,
just because of the emotion

and the um, you know the adrenaline
that was running through that place.
It seemed like the people from Residential Life
were going back and forth on how they felt.
We thought that they were on our side
then they said things that weren't on our side...
Man, I really wish I could remember the what they had said,
but we all had felt lied to.
And—and, um, we felt that there was—there was...
to our understanding the housing policies that had been set up,
and it had been written as part of an amendment
from associated students in the past
that any housing decisions we would be included on.
This came to light way too late.
And we were there expecting to be able to talk about this decision
and the decisions had already been made.
They weren't there to negotiate,
they were there to,
basically keep their foot down.
And that just got people more riled up,
and more riled up,
more riled up.

WE WEREN'T THERE TO BACK DOWN

Jane Smith CTU Organizer

I remember it was extremely tense,
even the set up;
it was all ResLife against one wall
and all of the students against the other,
and it was just,
I don't know,
hostility back and forth,
and questions and answers,
and none of the questions we posed to them
were really answered clearly
and the answers they did give us
just made us even more pissed off.

I think there was maybe,
probably about 8 or 9 of us,
and we all just stayed afterwards
and we were all thinking about what we could do
and plan to meet up again,
and just kind of started bouncing ideas off of each other
about what our next step would be.

I think it was pretty apparent
that we were all going to take it past just that meeting.

Unsatisfied with the dialogue, a number of students stayed outside the community center,
excitedly talking about forming a tenants union and taking action to resist the new housing
policies.

WE NEEDED TO TAKE ACTION

Kyle S. Petty CTU Organizer

There was uh groupings
outside the Saratoga community center set up
where we decided that we needed to take action on this
and we needed to do it immediately.
Our goal
was to just stay united
and not have just one spokesperson
and one person in charge.
So I think it was spearheaded mainly—
we were listening to Vito a lot, um
and what he was saying
and his experience with social action at this university.
And we just decided that we needed to take action immediately against this,
and so we set up,
I think we had meetings within—
within the week.
And we had the word out,
we had emailed as many people as we possibly could,
and we were ready to...
go to the mattresses <grins>.
And what spawned off from that
was all these great meetings,
and these great student interactions
and then this great taskforce that we created,
this tenants union.

The group decided to meet within the week and to begin petitioning the rest of the
student population for support. Later that evening, Kyle Petty sent an email to the campus
community which would call for the rallying of all students in support of what would become the
CSUMB Tenants Union.

THE TIDES ARE TURNING

Kyle S. Petty CTU Organizer

Words taken from a December 8, 2003, message to the campus community

The tides are turning in this bay we call home.
The new student housing policies that we've all received in writing by Res Life
will have some effect,
whether good or bad,
on each and every one of us.

The time to fight this injustice is upon us.
Forget the Res Life letters and their phrasing.
This is not about single students and family students.
This is not about Frederick Park I and Frederick Park II.
This is about students.

We are the family,
AND WE WILL ALL BE AFFECTED.

We are taking it upon ourselves to make this change.

Now we need the support of each other.
A group of students will be meeting
and discussing our plan of action
(fresh from a meeting with Randy Hanlin
and Andy Klingelhofer,
student representatives
and Associated Students)
within the next couple of days.

Following this meeting,
students will be collecting signatures
from each of the members of
our **FAMILY**
who believe in the power of change.

We will be talking to all of you; FP I, FP II, single, family, OTTERS.
These students will be asking for your support now more than ever.

Whether this affects you directly or indirectly,
whether you're transferring, moving or graduating,
please support the rest of your family
in our goal to satisfy the needs of the students
living in the east campus apartments.
We look forward to meeting and discussing this action with you,
most likely as early as Sunday, December 14th.

Please spread the word.

Forward emails,
make telephone calls,
tell your parents,
roommates
and your neighbors.
With your support,
knowledge and understanding,
our demands will be met.

6. THE FIRST MEETING

The first meeting consists of vigorous discussion on what the group should do.

Ultimately the group decides to call themselves the CSUMB Tenants Union, or the CTU. The group decides to reject having one specific leader and instead form committees to handle each aspect of its operation: the Media Committee would handle press and public relations, the Fact Finding Committee focused on creating the surveys, petitions, and gathering of information, the Legal Committee explored legal options and strategies with lawyers and other tenants union models, the Calendar/Contacts Committee focused on creating a timeline and maintaining a CTU conference folder on the university's First Class e-mail system, and the Action Committee, which consisted of all the members, was charged with carrying out all plans of action.

NO LEADERS

Natalie Stephens CTU Organizer

At first, I was vehemently against that,
I was like we need a leader.
We need people in charge of these committees,
because we need structure,
I don't know how we're going to run without structure,
and this is coming from a three hour meeting
where the last hour was productive.
And at first it was like oh my god,
am I going to have to sit through a three hour meeting
every time to get something done?
But right when we put that structure into place,

it started working really well
because each group kind of in themselves
had a spokesperson,
but this spokesperson changed all the time,
but there was at least one person in each group
that knew what was going on
and could report back to everyone else.
And I think it also helped
that our group was so small because even though
we didn't have set one leader,
there was a couple of people who really stood out
and led the CTU
and I think that's what really helped,
because we all contributed our individual parts
into the whole leadership role,
if that makes sense.
The different qualities of leadership
were just taken on by different people in the CTU.
Oh and I don't know if this is important,
but we really did not want a leader
because we did not want anybody to be a scapegoat.
It wasn't really fair to also put that on someone,
because if--I mean,
Aaron Sass got fired from his job for the protest,
and Jane and I started getting concerned
about our house being known as the CTU house.
It was--what we were doing was against the university,
and we didn't know the repercussions of it.
And so we didn't want one single person to get singled out
and kicked out of school.
If one person was going to go down,
we figured we'd all go down
because it was going to be a lot harder to kick out 10 to 20 people
than it would be to kick out one person.

The organization discussed a number of different tactics including a rent strike, lawsuits,
and ultimately, surveying the rest of the Frederick Park population to determine how much
support the CTU would gain from the community.

WE NEEDED TO FIGHT THIS THE RIGHT WAY

Kyle S. Petty CTU Organizer

Well I mentioned that there was no leader.
The difficulty with that is trying to find someone's idea to follow,

without singling them out as a leader.
Some common ground, exactly.
And it was originally discussed that because they were asking
single students to completely move out of Frederick park 2
to make room for a growing number of family students
and the need for quiet streets,
that we were being discriminated against
because of our marital status
and that they were not allowed to do that.
And so that was the original reaction
was that if we're going to go about this in a way
that is going to involve paperwork,
politics, policies, law, you know—
lawyers were dropped,
we had, um, our current president
Yuri Beckelman back then
was telling us that, you know,
I've been involved in this before,
we can have lawyers, and so—
it was going from this small campus organization
to something very serious very fast.
And when we kicked that idea around,
the next idea,
refresh my memory,
what was the second one?
Yeah,
we discussed a rent strike.
And that maybe aside from having lawyers,
the best way to go about this was to hit them
where it hurts.
Hit them in the pocketbooks,
and rent strike.
And I think Vito had some knowledge
of how this could go about and how it could be effective.
And I was actually on the boat with this,
this was to—to—to smash them <makes fist slap palm>
where they were—
after increasing the rent,
and then you know,
it—it's a big snowball in housing.
After rent strike,
we moved on to,
let's see how everybody feels because if there's gonna be uh...
what we felt that it was doing,
the letter was tearing apart the communities that we had created.
In essence, you have family students

and you have single students that are living uh,
what I'd like to think of as harmoniously,
there were issues
but you do have students and families living on the same streets currently,
now you're telling single students that they have to leave.
What it did inevitably,
and this was evident at AS in Your House
is that it pitted students against each other.
Instead of fighting the real cause,
we were fighting each other.
And I think it was carefully calculated to do such a thing,
to bring us all in an uproar,
but not against the administration,
and against housing,
but against ourselves.
So what we did was we went out
into the communities that we wanted to keep
and we asked both single students and family students in
Fredrick Park 1 and Fredrick Park 2
their opinions on the new housing plans,
how they felt ResLife was doing,
if they were happy where they were,
if there were some negotiations that needed to take place
as far as what turned out to be quiet streets
what turned out to be family courts,
so we felt that we needed to fight this
and fight it the right way
we had to get everybody's consent
both single students and families.

SURVEYING

Natalie Stephens CTU Organizer, Fact Finding Committee

What we agreed to do
was conduct this survey of students in Frederick Park,
and so we made up a questionnaire,
and I think we had-I don't remember what we were calling ourselves at the time,
if we had determined our name yet...
which was the CTU
CSUMB Tenants Union-
and the questions on the um, survey
were where you lived,
what your status was,
um what you thought of the housing situation,
if you'd be willing to live in the north quad,
if you -ah-would move off campus

if faced with living in the north quad...
and...any other questions and comments
you had with it and it was basically
a yes no survey
so that way it was really easy to collect the data...
but...it took hours to go actually and distribute the survey
to knock on people's doors to talk to them,
and got yelled at by some people,
and some people got support from them
and then it took more hours to actually compile all the data,
and it was-me and this girl Anna and Dante
sitting in my bedroom like for 3 hours,
writing down everything,
organizing all the information,
drawing conclusions,
and then realizing that although there were valid points
we could make from the survey,
which was-you know-
98% of the people we surveyed did not approve of ResLife's tactics,
there was a lot of survey error.
And so we could say actual numbers,
but we couldn't say percentages
and-it was something that we used more as leverage.

Determined to take immediate action, the CTU outlines its plan for the coming week:
take to the streets.

7. TAKING TO THE STREETS

On Sunday, December 14, 2003, tenants union members fanned out across the Frederick Park 1 & 2 apartments, surveying residents about how where they stood with the new housing policies, and petitioning residents for their support of the CTU. The petition statement, signed by 260 residents consisting of single-status students and family-status students, stated: "We feel that the CSUMB office of Residential Life has unfairly treated the tenants of Fredericks Parks I and II in attempting to implement its new housing policies. By signing this petition we are supporting the CSUMB Tenants Union in trying to work for policy change so that all peoples affected by these new changes are represented and treated fairly" (see Appendix D).

THAT'S NOT RIGHT

Kyle S. Petty CTU Organizer

Most of the reactions I was getting
were that people had no clue what was going on.
People had heard the echoes of our cries
but had no idea
that ResLife had implemented this and that,
even the family students that enjoyed living
on the same streets as single students,
didn't really know that they were kicking out all the single students,
because I went on
I believe it was Trenton or Princeton
one of the streets in Fredrick Park 1,
and the family students had no idea
that single students were going to be moving in over there
and that this was all going to be single.
And then their reaction became
well I don't want to move
why are they making me as a family move
I don't want to move just another block you know
I have a home here created too.
So there was what we did notice
when we started telling people this,
is that people reacted and said
that's not right,
both family students and single students
said that's not right,
and second of all
said they were really confused
as to why we were not included in the decision making process
why were we not at the table
why are our opinions not accounted for.

In addition to discovering many residents had not heard of the new housing policy changes, tenants union members discovered support from many family-status students in their actions.

IT IS WRONG TO EVICT STUDENTS

Karin Corona Family Status Student, Frederick Park I

Words taken from January, 16, 2004, testimonial submitted to the CSUMB Tenants Union.

My family moved here this past fall.
I was told originally that my assignment

would be on Wilderness Ct.
Then, on moving day,
I was told that I had been reassigned to Yorktown
because FP1 would eventually be all family housing,
that as single students graduated or moved,
that they would keep assigning families to this area.
Yorktown Ct. is already 80% families –
I think it is ludicrous to move all of us off this court.
I understand that families won't be forced to move,
but it just bugs me that they lied to me.
I feel bad for the single students
and think it is wrong
to evict students
and force them into more economic distress-
especially since other fees are going up.
It makes me wonder if the vision for this university
will ever be truly implemented.
Good luck and stay strong-

The new housing policy was meant to be divisive. By focusing only on forcibly relocating Frederick Park II single students, families in Frederick Park II were presumably expected to be apathetic to the situation of Frederick Park II single students. Many students in Frederick Park I were unaware that the displaced Frederick Park II single students would be competing with them for housing in Frederick Park I. Families in Frederick Park I, unlike single students in Frederick Park II, were only “encouraged” to consider transferring to the newly designated family housing in Frederick Park II. In effect, the housing policy isolated FP II single students from the rest of the Frederick Park community by playing on existing tensions between single students and families.

SINGLES AGAINST FAMILIES

Martha Medina Single Status Student, Frederick Park I

Words taken from January, 16, 2004, testimonial submitted to the CSUMB Tenants Union.

When I first moved to my apartment
I knew that life would be different than the dorms.
I have lived in the dorms of CSU Bakersfield
but not here, however it is the same in every dorm room,

four walls , roommates, and bad food.
That is why I decided to live in the apartments,
to have more freedom to decorate my room,
prepare my own food,
and to learn a lesson that we all need to learn in our lives RESPONSIBILITY.

When I was asked to cover the story
on substance-free housing,
I was also told that students would have an option
of either moving into the new dorm buildings
or stay in the apartments,
yet once the time came around
all that students have been hearing is that
we all will be kicked out of our apartments
to be placed in dorm rooms.
To single students living in the apartments
is like living at home away from home.
WE feel that we are being kicked out of our homes.
Yet some of us do not feel
that the families should be kicked out of their place as well.
Right now many of our students are struggling to pay for rent,
and moving into the new buildings
does not make it easier,
because it will be more expensive
and it will be per academic year,
not year round.
There will be many students that will be moved
during their last year of college,
or at the moment that they are getting ready
for commencement.
Forced moving does not help,
its just more stress besides midterms,
finals and schoolwork.

This moving situation is not easy for anyone,
however what I see is that
we are being turned against each other
singles against families
and no one is winning...

If the intention of the new housing policy was to isolate and marginalize a portion of the
Frederick Park community so that there would be little resistance in relocating them to the North

Quad housing, then Residential Life did not foresee the level of concern that the families of Frederick Park I would have.

IT WASN'T FEASIBLE FOR FAMILIES

Ricky Maldonado Associated Students Upper Division On-Campus Housing Senator

FP1 families,
that's who I can admit I mostly dealt with.
FP2 families weren't worried about it too much,
because if we had followed that plan
that Andy wanted from the get go,
the families on FP2 would have been happy
because there's no more single-status students,
we're all going to FP1.
FP1 families were concerned because,
and this is what I dealt with,
because they didn't want to mess with
the whole family dynamic out there.
And there's a lot of families out there.
And they didn't want to have more singles out there,
and mix up the whole dynamics of the whole living area.

That was the major concern.
It's not overall single students,
it's the new single students that were moving in there.
They were used to these single students whoever,
were living down the street,
yeah, their neighbors,
because they know how they are.
Okay, these are kind of loud,
these are quiet.
They didn't want to have a whole new group
of single students move in,
and be like okay,
we're not used to having these new students in.
It's a lot harder for a family of three to four,
or even two people to move out of an apartment
than just one single status student.
There's a lot of single mothers out there who have children,
and for them to get up and just move,
that's not feasible.
I mean, they don't got people to move out there
and move their stuff,
they would have to move it on their own.

I remember one single mother came up to me and say
“I can't do this, I can't move.
But if there's a bunch of new single status students,
and they're a bunch of party animals,
what am I going to do with my kids?
My kids are going to end up staying up,”
and they just thought the worst.
I think they pictured 500 party animals moving into FP1,
and they were really concerned about that.
That's why I was really outspoken for the families.

Yorktown Court in particular, consisting of an alleged “80% families” on its street,
within its 72 apartment units, did not desire to relocate their homes and had no excessive
tensions with their current single student neighbors.

LEAVE THE REST OF US ALONE!

I LIKE MY NEIGHBORS AND HAVE NO PROBLEMS HERE

Brandy Ament Family Status Student, Frederick Park I

Words taken from January, 16, 2004, testimonial submitted to the CSUMB Tenants Union.

I recently moved onto Yorktown Ct.
after being on the waiting list for 4 months.
Res life called and said that I could move November 1st
(about 6 days notice).
At that time they gave me 3 street options to move onto,
Trenton, Yorktown, or Wilderness.
I was told that Yorktown was already a family "quiet" street,
and knew the reputation for the other two streets.
I am only 22, and have lived in the campus apartments before,
therefore I chose Yorktown.
At the time I was 5 months pregnant,
and wasn't able to help in the move,
and between work and school timing was just bad.
I had just finished unpacking and settling in
when I received the same letter that everyone else had.
To move again right away was ridiculous,
and to move in June will be insane
if even possible.
Now that the nursery for the new baby is ready,
I would hate to have to start all over come July.
I hate the fact that I was lied to,
or misguided just like the rest of you....

and don't want to move.
I know that I don't HAVE to move,
but now not only am I dealing with a new baby,
but I will have to deal with new neighbors,
possibly loud neighbors.
I have no problems living near other single students,
I know that not all of them party,
or have garage bands, but some do,
and I would prefer not to live next to them
(otherwise I would have chosen a different street initially).
There is a very simple solution,
and I don't understand why FOAM or who ever it is
that's moving us can't understand it.
Though its been said before,
I'll say it again....
Let those that want to move to the "North Quad suite" move,
and leave the rest of us alone.
Don't let any new students move out here...
phase them out.
If their pan is to turn these all into family housing
then why make us families move
or be subject to all this disruption in our lives.
I only speak for my ct. (Yorktown)
its fine just how it is..
please
please don't reek havoc in our lives.

I don't plan to relocate..
don't have the time, energy or money to move...
nor do I want to..
I like my neighbors,
and have no problems here.

CSUMB Tenants Union member Derek Ford reported on December 16, 2003, that "After surveying and petitioning many residents on Yorktown, I've found that most of the residents on Yorktown are behind the CTU all the way. Thank you to the residents of Yorktown for their support." The residents of Yorktown Court made it clear that families and singles would fight together.

COVERING FREDERICKSBURG

Natalie Stephens CTU Organizer

<sighs> Oh god...
I was in charge of Fredericksburg court...
and I think it was split up between me and Dante
cause we both lived on it,
and other people were given different courts.
And we split the street in half...
and I think it took me-2 hours-3 hours
to get through half the street
and then another 2 to 3 to get through the other half and....
most of the people on our court were very friendly
and it was a lot of students,
and you go knock on their door,
talk to them about it ,
we had a lot of seniors saying
“oh it doesn’t affect me but what they’re doing is wrong,”
and a lot of people wanting to know more about the tenants union
and how they could get involved....
and we met with....um....
I only really remember 4 families,
and 3 of them were really supporting,
and there was this one guy who lived next door to me
and talked about how great the students were
and he thought it was important to have families and students together.
There was this other lady who said
how she loved living next to the students
cause they baby-sit her kids,
and then there was this one guy who-
was very nice-and he was I think from Australia...
but he did not want to sign the letter because he...
he had a dog and on the path between Fredericksburg and Gettysburg court
and there was always broken bottles,
and he was always having to clean up after the students s
o he would-he would like to see them gone
just to deal with the litter policy and the vandalism,
but I think that’s something that a lot of single students feel
that they’re fed up with, the vandalism so...
and there was one other guy that said no I’m not signing that
I want you all out of here.

Tactically, the door to door campaigning is a success, both from its informing the Frederick Park community about the new housing policies, and from its effect of uniting the community behind the CTU.

TREATING PEOPLE LIKE PEOPLE AGAIN

Kyle S. Petty CTU Organizer

At this campus its all about e-mail
and it was even said that
we would sit down with a jug of water,
a glass of wine,
and e-mail you know
everybody that we could possibly find
but I think that going door to door
really showed the love that we had for this community
and the desire to keep it the way that it was.
Umm so I think that going door to door first of all
showed great organization skills for the tenants union
in delegating streets to groups of people
and tasks forces to go out all day,
into the night,
into the evenings,
go into the houses sit down with these people at their dinner table
and have sometimes thirty to forty five minute
discussions with people as friends and community members.
I think it was the best way possible,
the reactions to the e-mails would have been the wrong way to go about it.
I think that was where we really shined through
when we actually started treating people like people again
instead of mailing things out.

Ricky Maldonado, the Associated Students Upper-Division On-Campus Housing Senator used the pressure of the CTU's mobilization in his own negotiations with Residential Life to try and reverse the decision to force Frederick Park single students from their homes.

GOOD COP, BAD COP

Ricky Maldonado Associated Students Upper Division On-Campus Housing Senator

I think once the CTU started going out there
and getting petitions,

I think that was,
that was a beautiful,
beautiful sign of students uniting and saying
that we're against this.
When CTU did that,
and they went out and handed out flyers,
I had a meeting with ResLife explaining
that not only are students against that,
but they're collecting names on a petition
to show that as a whole we're not for this,
and they're forcing something upon us
that it's just not right,
not only families,
but singles believe that.
And I used that as a platform
for my next meeting as, look:
Look at these group of students,
they're out there going <starts pounding table>
and getting petitions
because they don't want to move.
You're squishing us too tight.
You're forcing us to live in some North Quad apartments
that's gonna cost a lot more.
I just remember basically telling him
that this is not going to happen.
And basically that's where I think they looked at it.
That's my assumption,
because at that meeting I really,
really emphasized that.
I thought it was a perfect mix of the CTU coming in,
and—and kind of threatening them,
and kind of telling them that look,
we're going to do this,
and then me coming in and saying
let's negotiate because CTU might do something.
Good cop, bad cop type of thing,
and I think it worked perfectly,
and we ended up staying.

8. FINALS WEEK

Having surveyed 25% of the single-status student population of Frederick Park, and having gained 48% of family support (see Appendix D), in addition to 260 signatures for its petition, the CTU prepared for three actions within the week: contact with the outside press,

contact with the CSUMB Foundation Board, and the passing of a resolution in support of the CTU from the Associated Students.

On Wednesday, December 17, 2003, the tenants union received front-page coverage on the Monterey County Herald with the article, “Dude, Where’s My Housing?” The article reported that “430 or so ‘single’ students” have been told that by June 30, “they must move,” and that “university officials said relocating single students from Frederick Park II is necessary to make room for more families” (Manley). It also reported that “any single students living in Frederick II must move out by the end of the school year” and that if they don’t get into the Frederick Park I units, they “will be assigned to a room or apartment in North Quad Suites and Apartments.” Furthermore, the article revealed that according to university officials, “any singles living in the much-desired Frederick I are also at risk of losing their home,” since “they’ll be placed in the same lottery as everyone else” (Manley), confirming to many that single-status students living in Frederick Park I were just likely to be removed from their homes as single-status students living in Frederick Park II. Tenants union members were pleased with the coverage, as well as the insensitive quotes Assistant Director of Residential Life Randy Hanlin provided, but were equally disappointed with the article’s portrayal of students.

DEMEANING TO STUDENTS

Natalie Stephens CTU Organizer

It was really exciting at first,
because it got exposure to our housing-ah-situation,
except... although any publicity for us
was good publicity,
it felt like it was very demeaning to students.
Like, the front page picture....
it-like I remember Kyle was on the front of it
and it looked like he had this huge earring
from a bottle opener hanging up in the back,
and he was making this weird gesture,
and I think peter was in it, too,

and Melvin and they just both looked ridiculous.
And so they looked kind of stupid,
and then- the person who wrote it,
she didn't-she kind of picked out quotes of what people said,
and students sound a little ignorant or selfish, or
she could have really turned it
cause we had so many people telling us
well if they raise the housing cost,
if they don't-if they make us move to the North Quad
and pay this much more,
I don't know if I can afford to go to school here,
and so that was a big issue.
And she just made it sound like –
oh, these students don't like their housing situation...
but it still was really good to get a article.

I'M HOPING THAT THEIR WHOLE COLLEGE CAREERS DON'T RELY ON AN EXTRA \$300 A MONTH.

Randy Hanlin Assistant Director of Residential Life

Words taken from Assistant Director of Residential Life, Randy Hanlin from the December 17, 2003, Monterey County Herald article “Dude Where’s My Housing?” (Manley).

Our single students and families
have individual needs,
and the university
can accommodate those needs
The current model has
not worked for the past seven years.
Both sides
have articulated that they
feel uncomfortable with the other.
I'm hoping
that their whole college careers don't rely on
(an extra) \$300 a month.
Do what you need to finish.
Finish.
Cut back on your personal expenses.
Don't let your lifestyle
compete with you getting your degree.

The comments made by Randy Hanlin in the “Dude, Where’s My Housing?” article offended a number of members of the campus community and brought further attention to the issue and solidified support for the tenants union.

THERE'S PLENTY OF STUDENTS WHO STILL CAN'T AFFORD GROCERIES

Jillian Bagley CSUMB Alumni

Words taken from a December 19, 2003, message to Randy Hanlin.

In light of recent events,
I am sure you have received many letters/emails like this,
however, I just finished reading the article in The Herald
about student housing and,
as an alumni,
I felt I must voice my concern.

I think the statements in the article
I took the most issue with
were the following made by Mr. Hanlin:
"I'm hoping that their whole college careers don't rely on [an extra] \$300 a month"
and also:
"Do what you need to finish. Finish.
Cut back on your personal expenses.
Don't let your lifestyle compete with getting your degree."
I graduated in May of 2003.
While attending CSUMB,
I lived in the student apartments.
I took over 20 units a semester,
was involved in many extra curricular theater activities,
and worked part time at University Human Resources.
Every month (not bi-monthly)
I came home with only a little more than \$300.

Mr. Hanlin,
\$300 was a HUGE deal to me,
(it was my ENTIRE paycheck)
and still is to most every one of the effected students,
whether they have financial aid or not.
And I don't think it's a matter of
"personal expenses"
unless you count food and phone bills as
"personal expenses" or "lifestyle" choices.

While I was attending CSUMB,
I was lucky enough to have parents
that could pay my rent for me,
but even with that bit of help,
if I was still attending CSUMB this year,
I would not be able to afford

groceries, a phone, or gas for my car,
all things I think are pretty necessary in a student's life.
As it stands now,
I know PLENTY of students
who still can't afford groceries
and live off of cereal.
What about them?

So despite your expressed concern
over this increase in rent/forced move
for a lot of students
forcing them to drop out of school,
I think that's exactly what might happen to many of your students.

-A concerned alumni

I'M NOT SURE WHAT TO 'CUT BACK ON'

Paul Swinderman Student, Resident of Antietam Ct, Fredericks Park II

Words taken from a Dec 19, 2003, testimonial submitted to the CSUMB Tenants Union.

I'm currently a senior in the TMAC major at CSUMB.
I have been living in the same apartment
with the same roommates for the past two years.
I have been stressed lately
as a result of Res Life springing the news
that we will be forced
to try and reserve a space in Fredericks Park
right as finals are occurring
as if that was not enough stress.

I now have the choice
of trying to reserve a space in Fredericks Park I
and then will get to move possibly every year
and have no roots
or sense of my apartment being a home,
which contrary to ResLife's opinion
is an important feeling for one to have.
Of course,
my other choice is to try and reserve a space in North Quad
and not be able to have my furniture
and other possessions,
relocate during summer and breaks
and also not have any sense of being in a stable home,
and pay double the amount I'm paying for my apartment now,
and not get anywhere near what I have now in return.
I carefully chose the apartment I am living in now

so I would be living near and with my friends
and have a small sense of community
which will be destroyed
for myself
and a lot of others
as a result of the forced move.

As a result of Mr. Hanlin's decision
I am now forced to move into housing off campus,
meaning my on campus job
that allowed me to afford living on campus
may no longer be sufficient
to meet my financial needs.
I will also be removed from my friends
and far away from campus.
More importantly,
my plans for graduation next fall
will also be delayed as a result
of not being able to take as many classes as I could
when I lived on campus.

Contrary to Mr. Hanlin's quotes in the newspaper,
"I'm hoping that their whole college careers don't rely on [an extra] \$300 a month"
Maybe he does not remember
being a college student himself,
and making 300-800 dollars a month.
In our case of being students who juggle working
and going to class 300 dollars
is a LOT of money
in some cases almost 1/3 to 1/2 of our paycheck.
In regards to his quote of
"Do what you need to finish. Finish.
Cut back on your personal expenses.
Don't let your lifestyle compete with getting your degree."
I'm not sure what to cut back on
as my personal expenses consist of:
rent, food, gas for my car, and school supplies.

PORTRAYING US AS LOUD UNRULY KIDS

Kyle S. Petty CTU Organizer

I was on the front page of the Monterey county herald,
with quite an interesting look on my face,
discussing housing—what's her name? Victoria?
Victoria Man or something like that.
Anyways,

she contacted us about doing the herald article
over on Antietam court.
She contacted us about giving an interview,
to give an update on what was going on at CSUMB with the housing,
what the student uproar was about,
I think we contacted her,
we said we have an issue we would like you to report on.
Um, and, we went into thinking
this is going to be great,
there's going to be this front page coverage
about how housing has wronged us,
and how they have—
they've been double-speaking in the way that
they're segregating their students from families,
and the way that they're portraying us as these loud unruly kids—
and we'll get into this, because this all—
this comes down to monetary values, too,
with the new apartments and suites that went in,
and how they wanted us to pay the money over there.
Um, but, the outcome of the article
after sitting and talking with her for 45 minutes
with her and her photographer.
I thought it was going to be pretty well.
Unfortunately, she did the same thing
that the university administration had done
in portraying us as students.
That title of the article was Dude, Where's My Housing?
Which invites anybody to think about
one of the stupidest movies ever made
about two idiots
that don't say anything but dude and sweet.
It just made us look really young,
immature, and it—
it set a tone for the way that—
that reporting—it was bad, it was just bad.
The content of the article,
if you read through it, was okay,
but the image that they portrayed was that
we were these, just idiots, trying to fight this power.
And here we've been told that
we have the power to do this at this university,
that we have the power socially to act and to fight for w
hat we believe to be a form of social justice
and a form of—of equality, of a sense,
and we're getting this negative portrayal from everything,
from newspaper articles to the school,

it almost seemed to help their plight out.
Whether Randy Hanlin did put his foot in his mouth
in the article or not,
it didn't help our plight
in the way that we wanted it to,
I felt.

The article served its purpose, however. The publicity was enough to generate a response later that day from the Karen Mendonca, the Vice President for Student Affairs.

THE INACCURATE INFORMATION BEING CIRCULATED

Karen L. Mendonca Vice President for Student Affairs

Words taken from a December 17, 2003, message to the campus community titled "CSUMB Housing Issues."

Dear Members of the Campus Community,
I am writing to express my
sincere concern
regarding the inaccurate information
about student housing that is currently circulating
around the campus.
I will address the housing issues that I have heard expressed
by some campus community members,
as it is imperative
that we all share the same accurate information.
A comprehensive response
is currently being prepared
and will be disseminated to the campus community
very shortly.
Sincerely,
Karen L. Mendonca
Vice President for Student Affairs

The university was now paying attention. That the Vice President for Student Affairs was now stepping in to justify the university's stance showed that the cumulative effects of gathering community support and publicizing the issue beyond the campus community was having an effect on the university. It should be noted that although the message was sent to the "Staff & Faculty", "Associated Students", "General News", and "Open Forum" conference folders on the campus email system, the message was only carbon-copied to the newly created

“CSUMB Tenants Union” conference folder. This is indicative of the university’s position of not formally recognizing the existence and creation of tenants union.

The following day, December 18, 2003, the CTU approached the CSUMB Foundation, a non-profit auxiliary corporation for the university who ultimately owns the on-campus housing. Before the CTU were able to speak during the “Open Communications/Announcements” of the meeting, “it was asked that speakers identify themselves by name instead of representative organization” (See Appendix D). Yet again, this revealed the university’s position to not formally recognize the existence of the tenants union as an organization.

WE'RE DOING THEIR JOB

Jane Smith CTU Organizer

I think that's because recognizing us
would undermine ResLife,
because ResLife is supposed to be the one speaking for students
in living on campus,
and because we felt they weren't doing their job,
and we felt that there was definitely
a number of other perspectives
and ideas to be brought to light,
we did our own thing,
and so acknowledging us would be kind of
demeaning to ResLife.

CTU members Vito Triglia, Ezekiel Bean, and Peter Macy each addressed the board, with Vito Triglia brought up the existence of “a Student Voice resolution made seven years ago about a housing board comprised of an equal number of students with a chair appointed by the campus president to review housing issues” (See Appendix D). The response to the students gathered there, according to the meeting’s minutes, was that “The reality is that the North Quad construction needs to be paid for and that can only be done if it is occupied.” A more fully quoted statement taken from the meeting by a CTU member (and later included in a pamphlet, See Appendix D) attributed this statement to President Peter Smith, and had quoted him as

saying that, “The reality is that we have \$40 million dollars worth of construction to pay for, and we have to pay for that in six months...one way or another we’ve got to pay the bills on those buildings” (See Appendix D). This statement clearly indicated that the Foundation was quite aware that the intention of the new housing policy was to forcibly relocate Frederick Park students to the North Quad housing in order to pay for its construction.

The Foundation Board concluded that “student leadership needs to be involved. There needs to be a single point of contact, preferably a member of the Associated Students leadership, to interface with Director Mendonca and Kevin Saunders” (See Appendix D). This statement both indicated that there had not been any previous efforts to have student leadership “involved,” and it also indicated that the Foundation desired only to communicate with a member of the Associated Students, rather than continue discussions with an upstart grassroots student organization.

The next day, December 19, 2003, the Associated Students Senate called for a Special Senate Session meeting to approve the “Resolution in Support of the CSUMB Tenants Union and Campus Equitable and Affordable Housing,” which was submitted by Upper Division On-Campus Housing Senator Ricky Maldonado and Senator-At-Large Mark Weirick. The first line of the resolution directly quoted from a passage from the 1996 Student Voice “Resolution on Housing Policies,” stating that Alliance and Residential Life “have created and set several policies greatly impacting students’ lives without students in the decision making process” (See Appendix D). The resolution also cited that “single-status students are being discriminated based on their marital status and are forced into a situation that will result into a rent increase of up to 115% for those relocated to the North Quad Apartments, and up to 197% rent increase for those relocated to the North Quad Suites with its mandatory meal plan,” and that “the effects of

Residential Life's current housing plans will result in a decrease of student retention from these very populations that the Vision Statement seeks ('the working class and historically under-educated and low-income populations') to serve due to a lack of affordable and equitable housing" (See Appendix D). The resolution also cited the 1996 "Resolution on Housing Policies" and how "the University or Residential Life has failed to uphold or meet the requirements of the first documented resolution passed by the Associated Students" (See Appendix D).

The resolution then recognized the CSUMB Tenants Union "as an organization that seeks to advocate, empower, and represent student concerns for affordable and equitable housing in collaboration with the AS Upper Division On Campus Housing Senator and Residential Hall Senator" (See Appendix D). This action meant that the Associated Students would recognize the CSUMB Tenants Union as an organization, and that Residential Life and the university would now have to work with them in addition to the two Associated Students housing senators. The resolution additionally called for the university and Residential Life to participate in "equitable governance" in any decisions "affecting the housing community of CSUMB," that "affordable and equitable housing" be provided for the campus population, and that "Residential Life guarantee that all existing Frederick park residents are able to maintain occupancy in Frederick Park until Graduation" (See Appendix D). This resolution made it clear that the Associated Students would be fully supporting the CSUMB Tenants Union in its efforts to be included in the decision making process and to prevent Frederick Park residents from being uprooted from their homes.

The tenants union's swift response to Residential Life's decision to uproots residents of Frederick Park during finals week sent a message to the university. Within one week, the CTU

had petitioned and surveyed a sizeable portion of the 460 apartments in Frederick Park. They had also received front-page news coverage, approached the CSUMB Foundation and made their presence known, and had a resolution passed by the Associated Students which declared support for the CTU and its aims.

IT WAS JUST A TORNADO

Kyle Petty CTU Organizer

Let me just add that they did drop that letter
right before finals.
And that the organization of the CTU
and the going door to door
and the newspaper article
all took place within
the couple of weeks
that were the most hectic weeks of the semester
hands down.
Outside of what we were doing;
the finals, the reading, the
you know,
doing all the projects that are going on here academically.
We not only had to deal with that,
we had to deal with this housing issue to.
I can only speak for myself and what I saw
is that we were all very,
very sleep deprived,
we had been on the phone
with newspapers, uh,
I'm sure we were talking to lawyers at some point.
Ezekiel was very adamant about this;
meeting with Dr. Smith,
and anybody that he could get a meeting with
to fight this issue.
And this is in-between taking finals
and studying and reading.
And what it did is it turned our world upside down,
in all the wrong ways.
You want to have that comfortable environment
to learn in, and to grow in,
and to make your community
and to make your home,
and that was teetering on a cliff, you know,
right when—right when finals were going on.

And it just totally—it ripped,
again it ripped the community apart because—
and speaking personally
I was on the phone with my parents every single day
giving them updates,
and they were calling the university
asking what’s going on,
and that was another one of the backlashes
that the university felt
was that parents of all of the—
whether it was the CTU
or people that we talked to door to door
were calling up and saying listen,
we’re helping our students out
and what’s going on,
and why are our children being forced
to do all this stuff.
It was just a tornado, basically.

Karen Mendonca responded to the campus community on December 22, 2003, with her follow up to her promise to “provide an update that is responsive to the questions that have been raised regarding the plans for student housing during 2004-5” (See Appendix D). A couple areas of concern were raised from this additional information. First, tenants union members were confused by President Peter Smith’s assertion that “the reality is that the North Quad construction needs to be paid for and that can only be done if it is occupied,” and the conflicting justification that Vice President for Student Affairs Karen Mendonca’s provided for why single students were being moved out of Frederick Park II:

Why are single students being moved out of Frederick Park II?

In an effort to provide additional housing for student families and to begin to reduce the density in Frederick Park, beginning fall 2004, single students will be assigned to housing in either Frederick Park 1 or in the new North Quad suites or apartments. Families will continue to be eligible to live in Frederick Park. Single students and families have different housing needs. The noise levels have been a

source of complaints from both singles and families and have caused repeated police action and excessive interaction with residential life staff. Separation of single and family housing assignments will provide a more conducive living environment for all residents. (See Appendix D)

IT IS BOTH FINANCIAL AND ENVIRONMENTAL

Karen Mendonca Vice President for Student Affairs

Words taken from a January 7, 2004 message to Zeke Bean in response to Zeke's message to President Peter Smith, where he asks if the reason for the housing changes is financial or because it is environmental.

In response to your question, Zeke, the short answer is that the reason for implementing housing changes is both financial and environmental. As has been discussed in several meetings, including the Foundation Board meeting of December 18, 2003, and the "AS in your House Open Forum" on December 8, 2003, there are a number of reasons for the housing changes. Because the campus is committed to housing approximately 60% of its student population, additional housing has been added almost continuously in order to keep up with the growing enrollment. There are significant costs involved with renovating and building new housing. These costs are passed along to the students who live on campus in an effort to make student housing self-sustaining and to reduce the Foundation subsidies to student housing. Full occupancy of both newly renovated and newly constructed housing is vital to reaching this goal. Additionally, there has been a long-standing need to provide a family/graduate student housing environment that is different from the single undergraduate student environment. As new housing becomes available it allows us to realize that housing environment for families and graduate students in Frederick Park.

I hope that this information is helpful to you and provides the clarification that you were requesting in your message to President Smith. Please let me know if I can be of further assistance to you at this time.

PLEASE ENLIGHTEN ME

Ezekiel (Zeke) Bean CTU Organizer

Words taken from a January 7, 2004, message addressed to Karen Mendonca, Vice President for Student Affairs in response to her message to Zeke Bean.

Thank you Karen,

Yes, I would like more assistance. Maybe I can rephrase my question:

What is CSUMB's OFFICIAL justification for this change?

You must have something in writing, where can I find it?

Were you at the foundation meeting?

Sorry if I missed you,

but I do not know you by face.

Here is what I took from the meetings you mention:

Peter Smith made it very clear at the Foundation Board Meeting that,

while he is very concerned with the increased parties

and "gang" element in the FP area,

the driving force is purely financial.

Maybe I took the wrong message away.

Is it the policy of the board to take detailed notes?

I have requested the minutes but they are not yet available.

The AS in your house Open Forum

was put on by AS to answer any type of question,

it just so happened that the letter was sent out a few days earlier

and thus it turned into a Q & A on the housing decisions.

The AS members did not know much more than the students,

and it was stated by Andy Klingelhofer that,

while they are going to go ahead with the changes,

they are willing to listen.

Are they willing to act?

Are you willing to act on what you hear?

As far as meeting the needs of the growing enrollment,

is it growing?

I would love to see the statistics on the number of graduates

verses the number of applicants for this year

and the anticipated applicants for next.

FOAM tells me that they may have to turn away up to 6 families.

I can guarantee you that far more than 6 single students

will be displaced if you go ahead with your plans.

You WILL NOT achieve full occupancy of the new unit

by forcing us out of the old ones,

GUARANTEED.

Please elaborate on the different needs for family/graduate students.

Keep in mind that as of November 7, 2003 (According to Randy Hanlin)

there are 14 graduate students living in FP.

14! There are 192 families. There are 796 singles.

There are 460 UNITS.
I'll do the math.
If you put 4 singles per unit,
and 1 family per unit,
and say 1 grad student per unit,
that fills 405 units.
That leaves a potential for 55 empty units to be used for families.
Take away ADA requirements and you still have close to 30 units empty.
You have 225 sophomores and 100 juniors/seniors in the dorms.
Assuming only 200 of them move "up" to the new North Quad suites/apts,
why must you displace those of us who are already happily situated?
Do families and graduate students have
a greater need for privacy and quiet
than undergraduates?
I am very interested in your take on how we differ.
It is nice that you want to reduce the foundation subsidies to student housing
by increasing what the student pays.
I am eager to see how you can do this
while fulfilling your vision
of serving the housing needs of the underserved communities
you are supposed to represent.
Please enlighten me.

Another significant feature of this information that was provided by Karen Mendonca was that "If necessary, a lottery process will be utilized," for determining which single students currently living in Frederick Park I and II would be able secure housing in Frederick Park I. This now made it clear that Frederick Park II single students would not be the only single students that would have to worry about the future status of their housing.

THAT MEANS YOU, TOO

Jane Smith CTU Organizer

It was kind of hard, I guess,
for people who weren't in that situation,
and I think the majority of us
were from Frederick Park II,
and I think a lot of people from Frederick Park I
didn't understand,
so I remember telling them about it,
and they'd be like,
that sucks for you guys,
and then, you know,

well ResLife is thinking about
putting everyone into this lottery,
so that means you too,
and then they'd get mad

Karen Mendonca's additional information also specified that students who were assigned to the North Quad would be able to move in "when it opens in mid-August." When taking into account that the original letter announcing the new housing policy indicated that "All single residents living in Frederick Park II will receive notice requiring you to vacate on or before June 30th," this meant that a displaced Frederick Park student assigned to the North Quad would have to move out by June 30th, and then wait till mid-August to move back into the area. This raised many questions about what arrangements would be made for moving and storing furniture and personal belongings, as well as what arrangements the student would have to make if they were currently employed in the area.

One of the final questions addressed, "If I live in North Quad, do I have to buy a meal card?" revised the original stance from Residential Life that students would have to buy such a meal plan: "Students moving from Frederick Park I or II will NOT be required to purchase a meal card." It appeared that the university was trying to give some sort of concessions, although this concession was still impractical; the North Quad suites that originally required mandatory meal plans did not have stoves or ovens, so students seeking to make their own meals would find themselves in need of buying food from the campus Dining Commons, or cooking microwaveable meals during their time in the North Quad Suites.

9. WINTER BREAK

Over the winter break, CTU members continue to meet as they discuss what their next plans of action would be for the coming semester. One of the first topics discussed was the

possibility of a rent strike throughout Frederick Park. At the time, the only fee for being late for rent was \$20 dollars.

RENT STRIKE

Natalie Stephens CTU Organizer

One of the things that we,
Vito, I believe, came up with it,
very early on in winter session,
was that, once school got started,
and we'd have to do it near the beginning,
is to do a rent strike,
where people would stop paying their rent,
because we knew that FOAM could not handle kicking—
even it was just like 15 students out,
it would take them awhile.
And we also knew about FOAM's process
with kicking people out,
that they had to hire an officer to actually come and evict us,
and it was very costly as opposed to,
I don't exactly remember the costs,
actually hiring the officer was something like a couple hundred dollars,
so it would be really expensive for FOAM
to come and hire officers to kick every person out of their house
if we even got 20-30 people to participate in the rent strike.
And a big concern with people was the 20 dollar late fee,
because if you are over 15 days late with your rent,
you would have to pay a 20 dollar late fee.
And there was also the issue of financial aid,
because if you are on financial aid you don't have to pay your rent,
until something like April for the spring semester,
which was the semester for the rent strike.
And so that's when we came up with
the idea of actually putting something on your garage door,
so that way to show that you were a part of the rent strike.
So it kind of worked out well if you're on financial aid,
because you wouldn't have to pay the late fee,
but you could still show your support
and saying that once you had to start paying,
you weren't going to.
And that was an option,
it was going to be our next move
after the State of the University Address.



Squatter symbol. This was the proposed symbol that would have been placed on the garage door of all apartments that agreed to participate or support a rent strike.

WE HAD EVERY RIGHT TO DO IT

Kyle S. Petty CTU Organizer

Good question. Because
rent strike is a drastic measure
for someone who has never been involved
in a community or a group organization out for--
for um, for some sort of justice,
for some sort of equality and representation.
And I honestly think that it was the rent strike.
When the symbol was introduced,
when we were going to be going off of
the symbol of the squatters.
So when it went from
just a group of people talking about action to
'seriously, we need your support,
we need to know that you're in 100% percent'
and it was just giving yourself to that struggle,
and it was probably the rent strike,
that idea of the rent strike,
and me saying that you know what,
this could have scared me like a year ago,
six months ago,
this could have been something that I would have been like,
wanted no part of,
I was very comfortable in my bubble,
but the idea that things were bad enough
to take it to that level
and that we had
every right to do it
in my eyes completely changed my perspective on it.
And so the rent strike,

knowing that we had
EVERY RIGHT
to withhold money
because we had felt that we had been wronged,
and believing totally in that
was what really sent me over.
Plus I don't like paying money <laughs>.

Other ideas included targeting the annual “Have a Heart for Students,” a charity event run by the university to raise funding for its scholarships.

HAVE A HOME FOR STUDENTS

Natalie Stephens CTU Organizer

Oh the Have a Heart thing,
that was the other thing we were going to do.
I remember we were going to build cardboard houses
for the Have a Heart for students,
it was like
“Have a Home for Students”
and it was going to be like this shantytown.
That was my image of it,
outside of the UC,
where they were having the have a heart dinner.
And we were going to try and publicize
why Peter Smith was having a have a heart dinner,
and how he really didn't have a heart for students.
It was really controversial though
on whether or not we wanted to be a part of it,
because although it was a good place to protest
because there was a lot of people coming,
it was also a charity event,
it wasn't--I mean they were raising money for students so,
it was a fine line. <laughs>
But just this great image of a shantytown...

Another idea included challenging the university through changing the marital status of all of the single students of Frederick Park.

THE MASS MARRIAGE PLAN

Natalie Stephens CTU Organizer

Another thing that we talked about

is all of us getting married,
so we could live together.
Yeah, the mass marriage plan.
Just getting ordained off the internet
and having a mass marriage.
And we never were too serious about it,
because we knew it would have been more for show
than anything else.
But we figured we would just bombard ResLife
because we knew had until March to get something done.

CTU members would be ordained off of the internet and couples would line up for assembly line marriages, creating a media spectacle that would bring more attention to the issue.

Ultimately, the CTU members who were still active during the winter break decided on their next plan of action: the university's upcoming annual State of the University Address.

THE NEXT MOVE

Natalie Stephens CTU Organizer

Right before winter break
we met up and decided how much people could help
and who could help us
and who would be leaving
and we kind of compiled a list of all the people who would
be able to meet.
I don't remember when exactly our first meeting was
but I'm pretty sure it was in the AS office,
like maybe the first week back of winter break, and...
we had a decent number like maybe 10 people
and we just decided where are we going to go from here
cause we thought it was really important
to work throughout winter break

So when got back from winter break,
our first plan of action I think
was to assess the information
we got from the questionnaires,
and to decide what our next move was.
And we decided our next move
would be at the presidential state of the university,
where the president Peter Smith talked.

EYES ON THE STATE OF THE UNIVERSITY ADDRESS

Kyle S. Petty CTU Organizer

Finals ending made things
a little bit easier to see through.
But the unfortunate thing
is that when finals end,
people go home for the holidays
and people go home
and live their lives with their families,
wherever they need to go.
So, again,
the implementation and the giving of this letter
came at a really bad time
because not only was it finals,
when that ended,
you had to deal with,
trying to stay together as a whole unit,
but with people doing their own things,
away from the school.

So we found out we had this opportunity
at the state of the university address to um—
to organize.
So there was a I think a small group of students
that stayed here and that did meet
while the majority of the tenants union was away,
came up with these great ideas,
made the right contacts,
and by the time we all got back down here,
it was evident that much work had gone on
and it was inclusive,
we tried to stay in touch by email but,
much work had gone on,
that kept fighting for our cause,
and that was very, very—
because I was one of the students that went away
for a couple of weeks
and it was very, very reassuring to me
to know that people that I had left behind
had just kept it going.
They hadn't stopped,
and they had been in contact with us,
and we just kept it moving,
with our eyes set on the state of the university address.

10. THE STATE OF THE UNIVERSITY

Members of the CTU who had been members of the Coalition from the previous year provided their knowledge of the tactical value of using the captive audience of the President's annual State of the University Address as a medium for both raising awareness of an issue and humiliating the university. Members of the CTU decided to target the State of the University Address.

IF YOU'RE NOT GOING TO LISTEN TO US...

Jane Smith CTU Organizer

I remember we were talking about
what other groups had done in the past to protest,
and we didn't really want to interrupt him
by like shouting anything out
or jumping on the stage,
but we still wanted to make our presence known,
and I think the whole idea behind
walking out
as soon as he started talking is that
if you're not going to listen to us,
then we're not going to listen to you,
and we're going to show you
that we're not going to listen
and, yeah,
I think it was a good idea.
It really pissed a lot of people off, though.

THE PLAN

Natalie Stephens CTU Organizer

We had a lot of controversy
on what we wanted to do with the state of the union,
because some people were very proactive,
some people wanted it to be very quiet,
a sort of classy protest instead
of an in your face protest.
We decided the CTU wasn't claiming it, didn't we?
Because we didn't want to associate all our members with this,
with something that we were doing for the housing struggle,

and we didn't think it was fair
for the organization of people
because we wanted the CTU
to really be the people's tenants union,
we didn't want it to be our tenants union,
so we decided not claim it.
But what the CTU officially did
was hand out flyers addressing
the housing situation in front of the state of the university address.
And what we ended up deciding to do
was we would all enter the world theatre
with these flyers
and sit strategically
so that we were all in different places
but we all sat in the middle of the rows,
and then we'd leave
and we'd pass out these flyers to people.
And so they'd get them in their lap.
And we decided that was the best idea
because we didn't want to be too radical
because we didn't want to alienate people
who may be for the situation and for our housing stance
but thought that we were too radical
and that it was inappropriate and immature,
and so we thought that was the best possible way.

A LITTLE MORE SUBDUED THIS YEAR

Stephanie Vargas State of the University Protest Participant

As a participant of both the Coalition's State of the University Address and the CTU's State of the University Address walkout, Stephanie Vargas was able to offer a unique perspective on the differences between the protests.

Well the housing one
was way different than the other one.
First of all because it started off way more organized,
like there was a lot more people who knew about it,
and it wasn't necessarily the same activists that do everything—
it wasn't the leaders of clubs,
it wasn't anyone in Mecha,
there was a few people in Mecha but,
it hit a lot more people because a lot more of us,
I think it is the juniors,
the kids who had been in the apartments for their first year,
it was the ones it was really affecting.
And there was a huuge [sic] amount of people that it affected.
We were all going to have to move out

and pay a ridiculous amount more of money
and we were all just pissed about it.
Lots of people were pissed about it.
So it started off with way more kids.
And I think the organizers were more—
like the coalition seemed kind of more secretive,
or not necessarily secretive, but it wasn't—
not everyone could be in the coalition.
Yeah, it was underground.
It was underground.
Whereas the CTU stuff was in your face like,
anyone who has an apartment
and cares about keeping their apartment can come.
So it started off way more organized.
The meetings were on first class.
It was like everybody knew when the meetings were happening
and so everyone could go.
I think I went to one of the meetings,
but not all of them.

Um...but the coalition was so quick and so like,
'alright two days,
we're planning some shit,
and its going to go down the way we want it to,
and not everyone can come',
but this was like a month in advance.
And so we were all there
and there was a lot more people than in the coalition,
a lot more people.
And it was different kind of people it wasn't
your normal activists kids it was like...
these other kids that <chuckles>,
uhh, well let's see.
It was a lot of white, middle-class kids
who normally don't come out for coalition stuff because they don't—
I guess they don't feel like they're affected as much or,
I'm not really sure what the deal is with them
not coming out the first time,
but, the second time it was like
they were going to lose *their* apartments.
So all of a sudden its *their* issue
and they needed to come out and you know be pissed.
And it seemed like one of those things where it was like,
you know, when they graduate and in like four years from now
and they're lawyers or whatever with their SUVs and their lattes
and they're gonna say,

“yeah I protested in college,
they said I couldn’t have my apartment,
but then I got it back <laughs> those sons of bitches,”
you know?
Uh, but...not to talk crap too much because they were still there.
And that was still cool they cared about it,
but it was definitely a different kind of crowd.
And so because it was a different kind of crowd,
they didn’t know as much about what they were doing
and everyone was standing there talking about—
there was a lot of talking about what to do
if the police arrest you.
Yeah, there was a lot of police training.
There was like four or five kids who had been in protests before
and knew a little bit about what to do when the police come
and so they were like pretty much circulating around all the groups
telling them what to do
and I was kind of like,
well alright, who cares.
It seems like we were getting these kids
a little more scared than they have to be, you know?
Especially because what we were doing was a little bit more—
subdued than the year before.

Not very long into making final preparations, the university police department arrived to
interrogate the assembled group of students.

IT GOT SERIOUS REALLY FAST

Natalie Stephens CTU Organizer

Each person was responsible
for bringing a carload of people,
and we all I think tried our best
to get the students who were in housing over the winter there,
because there weren't many students that came back,
and I think we all did a decent job
bringing a number of students there
because out of I think the ten of us that were part of the CTU,
as active members,
there was like thirty of us maybe.
It started up,
I think we met at something like
8 in the morning,
really early,
at the university center in the parking lot,

and it was really cold
so we moved inside and started talking about it.
And we tried to organize
and have what we were going to do,
and explain it to people
and assign them to rows,
and in the process of this,
we were kind of being loud,
and in the offices off to the side
in the university center,
and one of the women who works there
heard what was happening,
and figured out what we were going to do,
so then out comes a police officer,
and the police officer came up,
I don't remember who it was,
it was superman,
it was Lawson.
He came up and asked
who's in charge,
and somebody pointed to Yuri,
and so Yuri became "in charge"
of our protest.
And although he was a key member,
it was a little unfair to put all of the blame on him,
and so Yuri told him what we were doing,
and he said you can do that
because there's nothing I can do to stop you,
but anything more than that,
and you guys will be under arrest,
and you'll have consequences.
So it got very serious very fast,
that we had to do this,
and this is all we were allowed to do.
But we still all agreed that we wanted to do it,
and Yuri decided against participating
just because he was singled out as the person
who was in charge of it all,
and we all supported him with that idea.
And so we all left...

THAT'S ONE REASON THAT WE NEVER WANTED A LEADER

Jane Smith CTU Organizer

I think we were all getting
kind of nervous

and we knew that he had been there,
probably to kinda handle protests,
because they had had one
I think both years prior,
and so we were kind of wondering if
what we were doing was legal,
but then we couldn't see how it wasn't
because all we were doing was standing and walking out,
it wasn't like we were necessarily interrupting him
or trying to jump on the stage,
we weren't trying to harm anyone.
I think it was a little intimidating but...

I think we all just kind of backed up,
and um, I think Yuri stepped up,
and maybe one or two other people stepped up with him,
just kind of talking to him
telling him we weren't going to do anything wrong,
and the rest of us were like oh crap <laughs>,
what did we get ourselves into?
I had completely forgotten about that,
but yeah, we had just finished pairing up,
and we were going to sit in twos, and,
it was probably about a minute before
we were going to walk on over there
when he came in, Lawson.
That's one reason that we never wanted a leader,
because the leader would have had to answer to someone.

Despite the intimidation from the university police department, the group was allowed to proceed as planned.

THE WALKOUT

Natalie Stephens CTU Organizer

We decided to filter in,
I think like groups at a time
so that they wouldn't notice us.
But we had I think Vito who was passing flyers out
in the front to people,
and then we filtered in to small little groups,
and sat down in our assigned roles,
which we were like 2,
every other row,
and I was in the very front,

I remember that, with you,
and we got up,
and they had the signal to everyone
to take their seats
and we looked back
and everyone was sitting in the middle.
The cops.
I remember they just watched us,
and looked at us.
Go sit down.
They--oh god,
they were undercover,
but they were so blatantly cops <laughs>.
So they were dressed in suits,
but they were very sturdy looking,
and would just look around and glance at you.
And I think we even had one sit right in front of us
after we sat down, right?
I forgot about that.
I forgot about the undercover cops,
they were pretty funny,
because it was so obvious that they were.
There were maybe four, right?
Of the undercover cops?
There was a fair number considering the size of us.
And so they flickered the lights
and we look back and I remember
just seeing all these students sitting in the middle.
And everyone I think knew,
and the audience knew
that something was going to happen
just because of the year before,
and there was a lot of speculation.
And so somebody introduces him,
and he comes on stage,
and then we all stand up,
and we had sat in pairs
so that way each of us could exit to a different side,
and we passed out our flyers as we went,
and some people were supportive
and said good job, or something like that,
and other people were like you're immature,
this is stupid,
or what did one lady say?
She said something like,
oh what a surprise,

like really snotty.
And then we got up and left
and went outside
and I think there was this general high
among all the CTU members
and then we took a picture <laughing>
to commemorate the event
because we were really into documenting everything
and like having a history to the CTU
and <laughs> it's a really funny picture
because it's all of us standing there smiling
like we look like we're on a class field trip.

The walkout itself received attention from the local media. Sukhjit Purewal reported in The Monterey County Herald article “CSUMB Head Lays Out Campus’ Housing Plans” on January 23, 2004 that “a group of CSUMB students protested the university's plans to move out about 430 single students out of four-person units in Frederick Park II apartments to make room for more families” (Purewal B1). Kelly Nix reported in The Californian article “We Will Not Be Diverted” on January 23, 2004 that

At the onset of his address, about 15 students left the auditorium. They were protesting CSUMB's decision to phase out single-student housing in the campus' Frederick Park area and move them to more expensive units in the new North Quad Apartments and Suites. (Nix 1A)

CTU Organizer Yuri Beckelman was quoted as saying, “They are forcing out the single-status students so only families will be able to live in the area. For a lot students, this is not an option for education” (qtd. in Nix). Despite police harassment and surveillance, the walk out was successfully carried out with its desired effect. Unfortunately, not everyone who participated was free from retaliation.

THE LIGHT CAME FLOODING IN

Jane Smith CTU Organizer

It took some convincing and it was,
we were really had to tell these people you know,
and they'd say
you guys are doing a good thing,
and it was like, no,
you need to come out and do it with us,
it's your housing too,
and so that's how I kind of got people in my car,
by really telling them
I'm not the only one getting kicked out here you know,
its not just this group of ten.
And I think that was a good idea getting everyone's car full,
because numbers was the most important thing
in this kind of stunt.
And I remember we got there and we gathered outside,
and everyone was kind of nervous and antsy,
and we moved in and sat down,
and I was freaking out,
because the people I was working with over winter break
were actually right in the same row as me,
but I guess it was more just nervous for you guys
because I had been one of two people to stay behind
and take notes of the reaction,
and then walk out 2-5 minutes later.
And we were all sitting there,
and I believe that's when we started passing out our pamphlets,
and I remember I got them,
I took one--or actually I didn't take one,
I kept passing them down,
and some people took them,
and some people just kind of looked at them and groaned
and just kept passing the pile.
And once Peter Smith came up,
we were pretty well timed,
we stood up, or they stood up,
and walked out,
and I remember Aaron Sass was a couple rows behind me,
and I watched him walk by,
and as soon as he passed his boss,
his boss stood up and followed him down.
He didn't even turn the corner of the world theatre,
and his boss guided him out,
actually, I think it was one of the emergency exits,

and so it was like this dark theatre,
and the light came flooding in,
and so everybody turned around
and looked and,
watched him kind of get escorted out by his boss.

11. AARON SASS

The Monterey Herald article Jan 31, 2004 “Free Speech? Student Says Protest Prompted Firing” by Virginia Hennessey reported that Aaron Sass, a student who participated in the CTU walkout at the State of the University Address, “was fired from his job with the campus police for staging a silent protest during a speech by university President Peter Smith.” According to the article, university spokeswoman Holly White asserted that Aaron Sass’ termination “was ‘unfortunate’ but coincidental” (Hennessey), and that Aaron Sass was really fired “because he failed to disclose a previous employer on his application and delayed providing full details on a petty theft conviction” (Hennessey). "The timing, I think, everybody would agree, was unfortunate," she said (Hennessey).

Although protesters as a whole had already received warning, according to the article, it would appear that Aaron Sass as an off-duty employee of the university police department received direct warning from the police.

Sass said a campus police officer approached him before Smith took the stage, noted that Sass was an employee and warned that he would "arrest you three first" if they pulled anything. When Sass assured him he would not do anything illegal, the officer told him it was illegal to disrupt a university event. (Hennessey)

Troy Holt, manager of the transportation and parking services division of the police department met Aaron Sass on his way out and reportedly told him in “an angry, quivering voice” that “we

can't have you work as a CSO anymore,” and when Sass asked if he was being “fired for standing up for what he believes,” Holt responded with a “yes” (Hennessey).

I THINK IT'S OUTRAGEOUS

Gerald Shenk Aaron Sass' Advisor, Faculty Member

Words taken from the Jan 31, 2004, Monterey Herald article, “Free Speech? Student Says Protest Prompted Firing” by Virginia Hennessey.

He was told he was fired
as he was walking out (of the protest).
His supervisor was there.
The juxtaposition would lead you to believe
(the protest) was the reason.
It's highly irregular for an employee to be fired
when he is off the job
and not close to where he does his job
and to just tell him in a public place, 'you're fired.'
If Aaron's story is correct,
I think it's outrageous.
I can't imagine how an institution of higher education
could fire a student
for protesting the president's speech
and the university's policy.

FIRED FOR SPEAKING MY MIND

Aaron Sass State of the University Protest Participant

Words taken from a January 27, 2004 message to the campus community.

Okay...
I feel that everyone at this school should know
what is going on here at CSUMB.
My name is Aaron Sass
and for a few months,
I was training to be a CSO.
Being a CSO involves driving the shuttles,
making escorts, and matters along these same lines.
It is actually a really neat job.
Apparently, it wasn't the right job for me.
Considering school is where we do much of our living,
I believe that it is my duty as one of your peers
to describe what happened to me last week.
As many of you know,
last week the President of the University

gave a speech about the new apartment complexes on campus.
Due to the fact that the rent will
increase highly from what it is in the Fredrick Apartments,
I, as well as many others,
did not agree with the University's standing on the matter.
In order to show our difference in views,
20 to 25 students got up from our seats
and left the World Theatre when Peter Smith,
the president,
started his speech.
It was a silent protest
and no illegal acts had taken place.
I feel it was a calm
but forceful way of expressing our stand.
As I was exiting the building,
Troy Holt who was my boss,
asked me to turn in my things
because I was no longer needed as a CSO.
He had told me that
I can not make a political stand
on a matter such as this and form a biased opinion.
To my knowledge,
freedom of speech is my right as an American
under a little thing called the first amendment.
So, after a meeting with him,
he is still holding his stand
as well as I am holding my stand.
These actions on the part of the UPD are,
to be quite blunt... illegal.
Let me know what you guys think.

THE AARON SASS INCIDENT

Kyle S. Petty CTU Organizer

Standing outside the world theatre,
I remember as the students all exited
during the state of the university address,
someone saying,
'this guy even loss his job over the fight',
and that was the Aaron Sass incident right there.
From my knowledge of it,
he worked as a CSO,
which is a campus service officer?
Safety officer or something like that.
He drove a shuttle at the school.
And his boss was at the state of the university address.

And as he got up and expressed his views
on what all of us were fighting against,
he was told then and there
that he would not be able to return to work.
The long end of the story is that
there were other things going on,
it was a complicated issue.
He had something that involved Sears,
they made some allegations about
criminal records or something like that,
or maybe it wasn't that serious.
They tried to say that
they fired him for another reason,
but the problem lied in the fact
that his boss told him
as he was walking out
that he was fired.
One would expect to be called into the office
if we were getting fired for something that they said
that they were firing him for.
Basically it came down to
that students were not allowed to express
their concerns or their discontent with the university
if they were employed by the university.
Then it became an issue of speech,
and how they could silence this student's
freedom of speech
against how he felt about the university
by firing him <laughs>
and giving a different reason.

Again it brings it back to this vision statement
that they have been supporting
and supporting
and using as their foundation at this school.
And the way that they're doing things
and carrying things out
and you know,
how tacky is that
to fire someone just for walking out of a--
an assembly basically.
Didn't say a word,
just got up and walked out.
I was really concerned with how they were upholding
the things that they had initially planned
when they started this school,

and the way that the makeup of this school
is being completely changed
into that normal mainstream university
that we have been fighting against,
and that we were started as a school
to be different from.

We are slowly sliding down a slippery slope
towards that normal California state university,
or just that normal university.

And that's where the fight should continue, is,
in going back, and it's only been ten years,
we just need to look back at the reasons why they started this school,
and continue to advocate the foundations
that they've been advocating,
but to have it materialize,
and to come to the understanding
that this is the way its going to be,
and that the students are going to have
their freedom of speech,
and we're going to be able to fight
for our affordable housing,
and we're going to be able to fight
for equality at our school
because that's why we're at this school,
that's why this school is here.
It's all circular,
and that Aaron Sass incident was huge.

Many faculty members were concerned about the chilling effect of what had happened.

Professor Ruben Mendoza was reported in the "Free Speech?" article as saying that he had been told by students who work in the campus housing areas "that they've been threatened with termination if they discuss the incident or comment about it online" (Hennessey).

MINIMUM WAGE TO FORSAKE FIRST AMENDMENT RIGHTS

Ruben Mendoza Faculty Member

Words taken from the Jan 31, 2004, Monterey Herald article, "Free Speech? Student Says Protest Prompted Firing" by Virginia Hennessey.

We're concerned the students
are being corralled
into making no statements.
It's as though the university
is paying them

minimum wage
to forsake their
First Amendment rights,
and we all see that as very problematic.

In addition to this, university president Peter Smith had “opened his State of the University address by walking on stage with a megaphone and making a comment that drew laughs from the audience...mocking a student who protested him with a bullhorn on stage at last year's speech” (Hennessey). University spokeswoman Holly White responded in Smith’s defense to those who were offended by him, "To those, Peter Smith would welcome a direct dialogue. Peter Smith is one of the most accessible presidents you can find and welcomes free expression -- whether it be from students, employees – anyone” (qtd. in Hennessey).

The consequences of Aaron Sass being terminated from his employment with the university as a result of silently walking out of the President’s speech has left concerns with free speech at the university that have still have still remained unresolved.

12. VICTORY

Six days after the State of the University Address walk-out, a January 28, 2004 message titled “Housing Information” from VP of Student Affairs Karen Mendonca and Dean of Student Life Andy Klingelhofer was addressed to the Associated Students, the President’s Cabinet, the General News and Open Forum conference folders on the campus e-mail system, and, for the first time, the CSUMB Tenants Union. It stated:

Significant feedback from Frederick Park residents regarding concerns and alternative plans has been received during the past six weeks. The concerns focus on requiring single students to move, separating singles and families, and the cost of the North Quad project...We can now share with you that we believe we can meet many of our original objectives without requiring single residents to relocate

from Frederick Park II to Frederick Park I as was originally proposed. There will still be a need to consolidate single students next fall based on occupancy levels in individual apartments, but residents will, for the most part, be able to choose where they will relocate.

According to the letter, the residents of Frederick Park would not have to move.

IT'S OFFICIAL!

Yuri Beckelman CTU Organizer

We did it!
The forced move has been cancelled!!!
I just met with the heads of Residential Life
and we are not moving.
There are going to be consolidation/environmental issues,
but the Tenants Union will be at the table the whole way.
This is a HUGE victory for the residents of FP,
Associated Student Senate
and the CSUMB Tenants Union.
Thank you for everyone's hard work.
Let's remember to make sure
that everyone knows that this was what happened
when a determined group like the CTU
and some members of the Associated Students
decide that they want something changed.
We can't let the University play it off
as though it was there idea in the first place.
In closing, the CSUMB Tenants Union is not going anywhere.
This is just the beginning of something great.

WE MADE A DIFFERENCE

Natalie Stephens CTU Organizer

We uh, before the—
I guess protest at the state of the university address,
Yuri, Zeke and I
had a meeting with Andy and Karen,
and I think it was just the five of us,
but I was there for taking notes and recorded it,
and the way they were talking
didn't sound like they were going to back down at all,
but it sounded like

that they really wanted to listen to the students.
But everything they said you kind of took with a grain of salt,
especially Karen, because Andy always seemed more sincere,
I don't know why.
But everything they said
you kind of took with a grain of salt
because its like okay,
they're saying this,
but I don't know if this is actually going to happen,
so its like what are they actually going to do.
Because we found out a lot about the financial problems with CSUMB,
and so it really became aware to us
that they were doing this
because they thought that they could make money off of the students,
and that they really gave us the impression
that they needed to make money off of the students
and this is how they were going to survive.
So it kind of got to be one of those things where
we weren't sure if we were actually going to make a difference
or if we were going to just make a lot of noise
before it got finalized.
And so when we actually got the letter,
and it was an email,
it was emailed out to people,
and I was in shock.
I just read it twice
because it was also during the first week of school,
and it was like it took a little while to set in
and I ran and I talked to my room mate Jane,
and the two of us were just like oh my gosh,
I can't believe this happened.
And we actually--we made a difference.
Because if the group of us didn't go and protest,
if we didn't organize all these meetings,
if we didn't scare them,
because I think we looked like we had a lot of power
and we were really organized,
and I think that was a very important part of us winning this thing,
because we started with the article in the herald,
and then we moved on with this meeting with Andy and Karen,
and then we hand out these flyers--just the pamphlets who—
nobody claimed to write them,
because we didn't want to get in trouble,
but they basically just tore apart ResLife
and tore apart Randy,
and just made ResLife look horrible.

And then the protest,
and so we had that protest
and it was very apparent that we were there,
and that we weren't willing to back down.
I think that,
it was almost a façade of confidence by us,
really was what pushed them over to,
saying that, okay,
we have to do something now,
or we don't know what they're going to do.

WE'RE GOING TO GO ANYWHERE ELSE WE CAN

Jane Smith CTU Organizer

I think that the CTU had a lot to do with it,
because if we hadn't formed
and we had just gone along with their decision,
who knows where we all would have been today.
I think we brought to their attention a lot of problems
and definitely a perspective
that they never even thought about
in making this decision.
The state of the university address,
I don't know how much,
I think it just kind of showed them
that we weren't going to be—
we were definitely going to pursue it,
and make ourselves visible
until they started compromising,
they started working with us.
So I think that maybe was just the icing on the cake
with demanding our <pounding fist>
meeting after meeting after meeting.
It was just relief, and I felt proud,
and I was like hell yeah!
I finally felt like they had accepted our voice
and thought about it
and was like okay,
maybe it's not okay to displace hundreds of students right now,
especially these are seniors,
and people who are trying to work on graduation
and other stuff
and don't have time to find another place to live.
And I think also
we had a very strong voice in telling them
that if they moved us,

we weren't going to the north quads.
We're going to go to Marina,
we're going to go to Monterey,
anywhere else we can,
we're not going to move into those buildings.

WE FINALLY DID SOMETHING, TOGETHER

Ricky Maldonado Associated Students Upper Division On-Campus Housing Senator

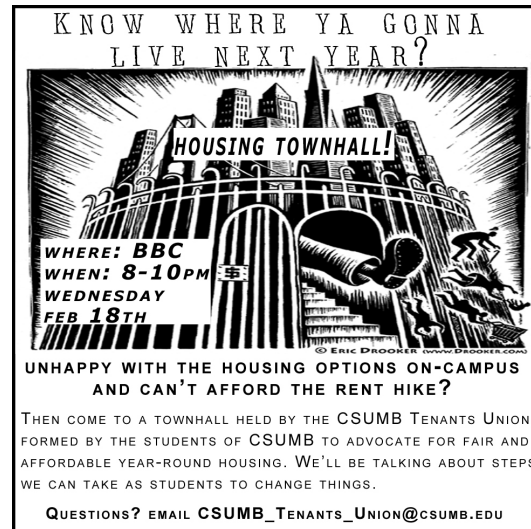
Sigh of relief.
In the beginning,
I was not confident at all.
Basically,
they told me this is not going to happen,
this is what we're going to do.
Because CTU, really pushed it,
and because I came—
I don't think we realized it,
but we worked in a perfect match
without even talking to each other.
It was like you guys were the bee in the ear
kind of poking at them,
and I was kind of there whispering in their ear,
and they were like,
this is bugging me <waves away imaginary bee in ear>,
and finally they were just like okay,
we're going to do this,
and that's it.
It felt like,
I was happy that students...
we finally did something together,
to really do something for this school.
We, as in everybody that was involved,
from the person that set up the meetings
to the person that went to the meetings type of things,
whatever, you know,
from the bottom up.
I think we all came together,
and I think it was good.
It was really good.
I think it was overall we did a great a job.
We did it.
We did it.
I mean the students are still out there.
And that's thanks to Yuri, you, me,
everybody in the CTU,

I mean it's--it's awesome.
That's one of my biggest accomplishments
here at CSUMB,
by far.

12. TAKING THE BATTLE TO THE DORMS

Ever since the first meeting of the CTU, it was agreed upon by members that the position of those in the dorms needed to be addressed immediately after the CTU had succeeded in preventing their forced removal from Frederick Park. The CTU had recognized that even if they were successful in keeping their right to stay in

Frederick Park, that future single students would not be able to move into Frederick Park, and would only have the option of staying in the expensive North Quad housing. They decided to hold a housing town hall meeting on February 18th, 2004 at the BBC to carry the battle for affordable housing into the dorms. The CTU approached the town hall meeting as a way to share their experiences, to gauge if the students in the dorms were concerned about being shut out of the Frederick Park community and instead being forced to live in the North Quad, and to find out if dorm students wanted to take action to win the right to have affordable housing.



OUR FIGHT FIRST, THEN YOURS

Jane Smith CTU Organizer

It was right after we had gotten the letter
that said we could stay, correct?
And I think we were all kind of psyched
and now we were like okay,
we had promised these dorm kids
our fight first, then yours, you know,
secure what we have now,

and then secure what you could have.
And our plan was to totally get them riled up,
to get them to kind of start asking questions,
to get them to see the financial aspects of it,
to get them to see the awesome community
that they could be living in,
as opposed to just dorm building
after dorm building
after dorm building.
So we went into it definitely
with an open mind,
kind of suggest and encourage,
but then more so to kind of listen,
to see where they stood,
where they wanted to go with their fight,
and how we could help them out with that.

Unfortunately, CTU members were disappointed to find that there wasn't as much
interest from the students who attended the town hall meeting to carry the battle into the dorms.

NO ONE WAS REALLY FIRED UP

Natalie Stephens CTU Organizer

The North Quad housing
and closing of Fredericks Park—
we thought that they wouldn't want to move there.
And I think...
I think our strategy with that was majorly flawed
because we didn't talk to many dorm people
to see if they actually wanted to move to the North Quad
or if they would be willing to move to the North Quad,
because that was the key thing.
If Frederick Park residents got kicked out of Frederick Park,
they were moving off campus.
There was no way in hell
they were going to move to the North Quad.
Dorm students, when,
you know these freshmen and sophomores went like,
“oh we have to move there?
We're not going to move to Frederick Park?
Okay.”
Like it was just something we had to do.
And especially with the freshmen being able
to move to the North Quad
when they were sophomores

and they were nicer and they could live in suites with kitchens,
it was a better option than the dorms.
So I think we didn't really talk to enough dorm people about that.
And when we held a meeting which was,
maybe like the second or third week of school in the BBC,
we had a lot of people show up,
but the people weren't so much concerned
about actually living in the North Quad,
they were more concerned about the parking issue.
And they were concerned about,
“oh, I can't move out to Frederick Park?
Oh, I guess its okay,
we can live in the north quad,
but its really expensive
but the housing issue:
are we going to have a full kitchens?”
It was more issues with the north quad than the north quad itself.
And I remember all of us sitting around, talking,
and I think we really <laughs>
scared people,
because I remember,
we were just so fired up from everything,
that it was, 'you don't have to live there if you don't want to!
Don't take this from the university!'
and the kids going, 'okay.'
And just smiling and kind of looking scared.
And so I think that whole situation didn't work out too well,
and there was no group of students that came to the meeting
who were really fired up about
not wanting to live in the North Quad,
it was like, “I don't want that extra parking permit.”
That was the main thing I got
from what the north quad was.
And the students weren't as passionate as we were,
but they weren't getting kicked out of their houses.

AGAINST THE IDEA OF FIGHTING

Jane Smith CTU Organizer

I just was sitting there frustrated,
because these kids were...
it was like one or two of them seemed like
they were kind of even against the idea of fighting,
and a couple of them wanted to just focus on,
like just lowering the rent
or trying to get different kitchen facilities into the north quad.

They wanted us to work on changing the north quad
as opposed to changing the policies of where the students could live.
They kind of went into it I think,
expecting us to tell them what to do.
And we went into it knowing that
we could give them ideas of what we had done,
but there was no way we could fight their fight for them,
and I think they failed in that,
and so it was frustrating for us,
and I think that's why we gave up.

14. GENTRIFICATION OF THE VISION

There were two main reasons why the tenants union assembled and fought Residential Life and its new housing policies. One was that members did not want to move out of their homes or leave their community. Another reason, more significant than merely want of a community, was the issue of affordability with university housing, and the difference in cost between Frederick Park and North Quad housing.

As the tenants union battle progressed, increasingly the CTU relied more upon affordable housing arguments, acknowledging the that the university's Vision Statement states that, "The campus will be distinctive in serving the diverse people of California, especially the working class and historically undereducated and low-income populations. It will feature an enriched living and learning environment and year-round operation" (See Appendix D). In the pamphlet that was distributed at the State of the University Address walk out, it said,

One of the key factors that brought Vision students to CSUMB was the affordable rent that Frederick Park (FP) provided. We need to continue to live in the community that we have created and fostered. We need to be able to continue to be able to afford our pursuit of a higher education. We need the university to continue its pursuit of the Vision. That vision does not include displacing

students from their homes and community in order to pay off the institution's debts. (See Appendix D)

The battle had evolved from preventing students from being removed from their homes to a battle for more affordable housing for the students that the university was meant to serve.

VISION STUDENTS ARE BEING LOST

Kyle S. Petty CTU Organizer

For the most part,
and we haven't really been able to talk about it,
finances were a big part of the argument,
whether it was tearing apart communities,
or the difference between family and single students.
The letter that came out stated that
if you were not able to get a place in Frederick Park I
you would be moving into the new north quad apartments or suites,
which are basically glorified dorms with astronomical rent charges,
separate parking permit fees,
mandatory dining commons usage,
because a lot of those suites don't have kitchen units,
that's why they can call them suites.
And so the argument flirted with affordable housing
but we didn't really set our sights on it
until we had found out that we didn't have to move.
And then we realized that part of the larger struggle
that we need to broaden and focus on
is the idea that the Vision Statement sets forth
that students that come here
that we consider Vision students
that fit the exact profile of the Vision Statement
that the university sets forth
are being lost.
They are not able to do so
because of the way that the school is handling things
as far as housing,
that students are being forced to pay the
in the north quad apartments,
go to the dining commons,
pay that kind of money,
pay the parking permits,
the money in comparison to what students would be paying
in the student apartments out here
was completely at opposite ends of the spectrum.

So the fight turned into how to
one, account for,
and I guess, make bold, the Vision Statement again,
in the continued growth of this university
to be able to still serve the people that it's designed to serve.
And so we brought it to affordable housing,
and so that changed the entire way
that the rent's set up out here in Frederick Park I and II,
it changed the way the options are
in the north quad apartments and the suites.

Ultimately, the tenants union may have been victorious in preventing any current residents (Vision students) that were living in Frederick Park from being moved into the North Quad, but the issue remained that the North Quad existed, it was being charged for twice the price at half the space than Frederick Park residents were accustomed to, and that future upper-division single students would have no choice but to move to the North Quad or seek housing off campus. In the battle for affordable housing, the CTU had won the battle, but had most likely lost the war.

SCREWING OVER THE UNDER SERVED

Jane Smith CTU Organizer

Well, it's...very...<sighs>, hmm,
let me think about this for a second.
It's screwing over older students.
It's screwing over the under served,
because the under served are going to want to be out here in the apartments
that they could split with three other people,
so their rent is \$250 a month,
they could buy their own food,
so if they need to they can live off of cereal and "Easy Mac" or whatever
and not have to buy the over-priced DC food.
I think this, it kind of seems like this school has a lot of goals,
which are definitely admirable,
like I know they want to become a walking campus in a few years,
and so it will be good for the North Quad then,
because all the students will be right there,
but then they also want to be one of the most family oriented,
so that's why they want the apartments,
but not every freshman in college is 17-18,

and not every, you know,
even those who are,
don't necessarily want to be crammed into buildings
with hundreds of other students.
And I've actually seen them,
and they're really nice,
but they're definitely glamorized dormitories.
And the apartments,
it's not really an apartment,
it's pretty much a glamorized dorm room
with a kitchen.
And I think the North Quads now,
the biggest complaints I've heard,
is that the kitchenettes provided in the suites,
there's like a microwave and a refrigerator,
and some entire buildings
don't even have an oven in them.
So they have to walk over to the dorms
if they want to use an oven to bake anything,
and it just seems kind of really ridiculous
that they put all of this money in kind of making them nice,
but not making them realistic, you know?

It is unfortunate that the North Quad housing was being justified as something that “students asked for.” One of the quotes in the student housing study that was used for the design of the North Quad housing has this to say about the importance of affordable housing: “I feel CSUMB needs to rethink the idea of raising the cost of living and cutting down the space. You’re charging us more for less space?...I think you should also pay better attention to living surveys” (Brailsford).

Since the first year of Frederick Park’s use as housing for CSUMB’s students, there have been protests and concerns about the unending increases in rent. With the construction of the new North Quad housing, and its pricing amounting to the highest amount of costs a student has ever had to conceivably pay for university housing, we have to question who will be unable to enroll at the university because of these additional costs, and who will remain comfortable enough financially to be able to afford it. In the pamphlet distributed during the State of the

University Address walkout, it proclaimed that, “We, the students of CSUMB have formed as a united Coalition to protest the discrimination and gentrification of our community. This new housing will result in a decrease of student retention from the very populations that the Vision Statement seeks to serve.” What background and composition would future students come from, and would they be Vision students, or would it only be students who could afford to pay for North Quad housing that was comparable to the local real-estate market. There is no more permanent way of changing this university’s student demographics than by making it so that only students from a certain economic background can afford to enroll at the university.

THE COSTS WILL DEFINITELY CHANGE THINGS

Natalie Stephens CTU Organizer

In this area, after doing more and more research on it,
you came to kind of realize
that we did have somewhat affordable housing,
considering all the factors involved in it,
but we also realized that if you moved off campus
your rent would not go up that much.
And so the issue with affordable housing and this campus,
I don't think its so much of this campus and affordable housing,
but the area and affordable housing,
because, to attract students here,
they need to have housing in the area
that people can afford,
but they also try and do a lot with financial aid and that stuff.
I don't know, cause,
I don't know how much its going to change the dynamic.
I think parts of it depends on the area too,
because if the area itself goes up,
which they're trying to do,
and its already so expensive to live around this area,
I think it will definitely change things,
but people will find ways to make things work,
like you cram a lot of people in the house, so...
I hope it doesn't change that much,
because I think this school has somewhat of a diversity,
and it would be nice to have it more diverse,
and I think if the affordable housing issue—

it has become more and more expensive,
the diversity would go down.
And so, that's a huge issue with everything.

“Gentrification” has been defined as “the restoration and upgrading of deteriorated urban property by middle-class or affluent people often resulting in displacement of lower-income people.” What we are seeing is the creation of new housing whose pricing is geared towards “middle-class or affluent people” with very little focus on meeting the needs of “lower-income people,” the same lower-income people whom the Vision Statement promises the university will seek to serve. It is no secret that rent increases lead to student enrollment attrition. And with every rent increase the likelihood of Vision students being able to remain at a university that once espoused its commitment to them and their education will be just another broken promise in an increasingly broken contract.

FEW IF ANY UNDERPRIVILEGED PEOPLE COULD LIVE HERE

Anonymous Student

Words taken from the August 2002, “Student Housing Study” by Brailsford & Dunlavey.

Housing at CSUMB is too expensive.
I moved here
because this school had a mission statement,
which said it catered to underprivileged
and underrepresented groups in society.
I have witnessed the rent increase every year
until it is near comparable
with the local community.
Few if any underprivileged people
could live here without government assistance.
Privacy has dwindled over the past five years.
More housing is needed to accommodate the amount of students coming.

What we have seen from the battle fought by the tenants is one of a ongoing series of housing battles that have been fought against the gentrification of the Vision Statement.

15. RECOGNIZING THE STRUGGLE

BECOMING WHOLE

Kyle S. Petty CTU Organizer

It did have a big effect on me.
And I think I really noticed it
at the state of the university address when I was outside.
All the staff members from my office
were walking into the state of the university
and saw me standing there
with a big group of students,
ready to go inside,
and you know started talking to me
and asking me questions.
And then I realized that I was,
I had the ability,
I was fortunate enough
to be on both sides of this argument.
And what it did for me
was that it started changing the way
that I talked about the school.
And I started focusing less on—
when I was giving tours and selling the school,
I started focusing less on the things
the university could offer,
because those are evident
and they're tangible,
people can see those,
and I started talking about what the body of the university—
what the students have to offer.
And coming off as an engaged,
critical thinking, aware student
who knows what's going on
at the university that he has chosen.
That's how I started giving my tours.
I used to drive around the apartments and say
this is where the upper-division students live,
and then said--starting driving around saying,
this is what we're fighting for.
And I think that,
what people saw from that,
especially in the tours,
was that, they wanted to see that.

People want to know the struggle.
They want to know what they're really getting into.
And I was as honest as I could be about it.
I'm not gonna—
I'm not gonna sell the school and tell them
that it's a great place to go and that
they have guaranteed housing for four years
because that was,
that was almost gone.
And so it really did change my perspective on things,
and I started acting more like a community member,
than a student here <puts one hand up>,
in class, and then a tour guide
over here <puts other hand up>,
I started—
it brought me together <claps hands together> basically,
I was less divided between two things,
I started becoming the same person,
advocating that stuff.

Whereas the Coalition from the year before drew its strength from a diverse group of individuals from different backgrounds and cultures, the CTU consisted of a group of individuals who came from different ideological beliefs and practices. When the thought of resistance came into their minds, some immediately decided they would get their parents' lawyer involved, while others saw the way to victory through a collective rent strike. It was this same diversity of beliefs and values that created a plan that could be inclusive for everyone.

CONSERVATIVES AND RADICALS

Natalie Stephens CTU Organizer

One of the things that was amazing about the CTU
was how diverse our backgrounds were.
Because of some of the individuals there
were some of the most conservative people you'll ever meet,
and some of the most radical individuals on our campus.
And it was just this consensus of,
we were not happy with our housing
and what were we going to do to fight this,
and that brought us all together.
And it was really good cause
I think it balanced out everyone's idea

and it made the CTU stronger
cause it pulled from just a collective of opinions
so that way when we did something,
like when we did the state of the union address,
we did our best to not alienate people
who thought it would be too radical,
but to also include people
who thought we needed something more radical,
so everything was a compromise,
and I think that's what made the CTU so strong.

It is important to recognize that much of the membership of the CTU was made up of students who had never been involved in any struggles for social justice before. It is also important to recognize that the CTU fought the hardest during finals week, and during winter break; a period in time that the university may have anticipated would have been relatively eventless from the student population. The CTU fought the hardest during a time when traditionally students were at their weakest. And the display of organization and ferocity, and popular support the tenants union had contributed to the impression that should the battle progress pass winter break, more radical measures than what had already been shown would be taken. The work of the tenants in effect, radicalized many students who previously before had never believed in struggling for social justice, and it made them more sympathetic to other similar causes and movements.

THEY SURE AS HELL BETTER LET US DECIDE HOW WE'RE GOING TO GROW

Jane Smith CTU Organizer

It really, before I was kind of skeptical about protests,
and kind of anything really fighting
any sort of institution or system,
and this really kind of let me know that you can make change,
you can get your voice out there,
and it really does help,
and it really does change things, so.
Kind of inspired me that way,

it made me see the perspective of a lot of people
who I not necessarily disagreed with before,
but it was kind of like, that's not going to work,
why even bother.
So it changed me on that.
And my attitude towards the school,
it kind of made me realize
that if all of us weren't paying money to go here,
you--you know, this school wouldn't exist.
And especially because we're a growing school,
and because we have to feel these growing pains,
they sure as hell better let us decide how we're going to grow.

THERE WILL BE A FIGHT

Kyle S. Petty CTU Organizer

Basically being in a department of Humanities for Social Justice,
that's all I've been studying,
about how to be inclusive of everybody,
how to promote equality,
how to achieve a sense of social justice,
and how to get voices to be heard,
sort of like level this playing field.
Having that in my classrooms,
I had yet to include that in my life.
You're studying it,
you're studying about how it affects the world around you,
but there's a definite line
between the classroom and my own life.
And that was the first instance where I noticed
that I really need to start paying attention
to how the things that I was learning
were out there that I hadn't yet discovered.
And so what the CTU allowed me to do
was find a way to put my energy and action
towards something that I knew a whole lot about
because I was studying it
but I hadn't had it first hand just personally.
And I thought that the CTU really opened my eyes
even in this bubble of a university of only like 3700 students
or 4000 students or whatever it is,
you can get lost in thought here on the Ord,
um, but that opened my eyes
that if its happening at this level,
right here,
in our own face,

and it took me awhile to notice it,
just imagine what's going on outside of that.
And I know that this is just a peoples history of CSUMB
but what its allowing us to do
is to learn here in our own little bubble,
and transform that energy into--
we're just going to just like,
fall like dominoes,
and just head out,
and try to fight the same fights other places.
That was preparation for the fight.
There will be a fight.

CONCLUSION

UNDERSTANDING OUR HISTORY

Fred Hampton Mechista

One thing I try to guide my life with now
when I'm undertaking an issue,
and what I learned in part
from the Coalition, but,
is to understand
the history of what it is
you're objecting to.
So we if we find ourselves
objecting to something at the present moment,
we essentially
like they say
unpeel the onion back to its core,
to find out how it started,
and understand its history,
because you cannot understand
where you are going
unless you know where you are coming from.
So in the context of CSUMB,
its definitely—
that has to do with specifically
understanding the history of the university;
how it was founded,
how the vision statement was lain out,
how faculty and staff of color had been um, <smacks lips>
let go of,
had been pushed out,
had been purged, um,
by an administration
that definitely didn't apparently want them here.
You know,
the shenanigans that have gone on,
the repairs to the presidents houses
on the dime of the university.
Um, you know the things
that he had said under oath in court.
Um, for example,
things that had come to the surface,
lawsuits,
the hundreds of thousands of dollars

that the chancellors office had spent in defending Smith
for the various lawsuits they had gone to.
I mean these are the things
that you have to understand
if you're going to be understanding
what your place is at this particular time
at CSU Monterey bay.
In trying to understand that,
because it does play a factor into how you can strategize
and how you want to address those things.
I think if you don't understand that
you cannot fundamentally take on the issue
without any kind of success.
I really wish
or I really hope
that this history of struggle at the university,
while unfortunately that it has to occur,
that it continues.
That it doesn't die down,
because again if we don't fight for these things,
we don't survive.

“The only part of the vision that I think is alive is the constant questioning of where is the vision.

In other words, there is still enough memory in this place for people to invoke the vision
statement when they're disappointed.” Anonymous Staff Member (Goldsmith 164).

LEAVING THE VISION

Ricky Maldonado Student

I think this university,
as much as they want to follow the vision statement,
they're going to leave it.
I just think of the whole dynamic
of how this university is.
I remember talking with one of my room mates,
and I could count how many african americans
are in my class.
Latinos, same way.
I feel in 10 years this university is going to just be a--
I don't know,
like a Pepperdine,
or something like really ritzy,
like an upper-middle class type of university.

Just by the living area,
the costs of living out here,
plus those dorms;
the rent's going to go higher and higher
every year,
so I think--
I think they're not going to follow the vision statement in 10 years.
Does it bother me?
No.
No, not really.
I don't think it follows the vision statement now,
so I don't see it following it anymore,
you know what I mean?

When I approached a possible interviewee about taking part in the capstone, he was interested in hearing about the project, but once I asked if he would be interested in telling his story, his face filled with pain. He told me, "You know, I just want to finish up this year, without making too much noise, and then just disappear."

Disappear. The word carries a special connotation at this university. Faculty, staff, and administrators of color were "disappeared" through demotions, reassignments, terminations, non-renewals, and disillusionment with the promises of the university's Vision Statement as "the direct or indirect result of the politics of diversity at CSUMB" (hactivist).

The new North Quad housing, at the twice the rent residents of the east campus housing live in, heralds the future of housing on CSUMB. And when we ask ourselves who can afford to pay \$700 a month to live in these buildings, we have to ask who will disappear from this university and who will not even arrive at this university because of this.

BURY MY HEART AT CSUMB

Strange how so many could
put so much into this Vision,
and they welcomed the newcomer as their leader,
outstretching arms
like indigenous greeting pilgrims,
only to get them hacked off,

and their village ransacked.

While the land and the peoples continue to get cleared,
the settlers arrive,
and soon word spreads that this
this will be another haven
for worried Orange Colonizer parents,
who fear that California continues to darken
and the future—
the future doesn't look so
white anymore.

Too many of these CSU's
have too many of um,
well you know,
'them.'

Let's send our kid to a UC,
or at the very least,
Cal Poly or Chico.
At least they'll be more comfortable there.
But then,
I hear that CSU Monterey Bay is pretty nice.
Haven't seen the campus,
but we love traveling to Carmel on the weekends.
Sounds like the perfect place for our child.

But this place wasn't meant for your child.
The campus
will be distinctive
in serving
the diverse people of California,
especially
the working class
and historically undereducated
and low-income populations.

But every year starts fresh with a clean slate,
a slate cleaned and bleached
from the stains of brown people
and the amount of life force they placed into a vision
that might as well have been a door mat
for the conquerors to wipe their feet on.

Soon this will be just another place of mediocrity,
no different than the others.

With the completion of the first wave
of new campus housing
for the invading forces,
and the never ending sea of incoming O.C. settlers,
colonization is almost complete.

Natives have almost been completely
uprooted and removed
from where they once inhabited.

History has been co-opted and rewritten.
Soon a Thanksgiving celebration will be underway
to celebrate the coming of our great Columbus,
and the vision he had for this university.

They will make a hero of this Cortez
while the ransacking and pillaging
of the last remaining shreds of what once was
and what could have been continue.
And every one who knows better
will leave with their own trail of tears.

Tharee Davis, a student who left the university a year before her planned graduation, felt that the university was attempting to force her off of the financial aid she needed to stay enrolled due to the dwindling financial aid resources that made the university view her as an expendable loss. She was disappeared.

Her story in many ways personifies the CSUMB experience that so many others have had. She came to me to add her voice to the many other voices collected here to join in our collective chorus of resistance against the policies and practices of a university administration that places profit over people, mediocrity over Vision.

NOT IN A MUTED DEFEAT

Tharee Davis Former student

Tharee Davis entered CSUMB at the age of 30, as a returning student who had already completed a baccalaureate degree. She received grant money for her tuition as a second bachelor's, and received loans and worked part time to pay for her education. She had decided

to become an SBS major and to get a teaching credential so that she could teach art and history. She had a history of chronic illness and was on financial aid.

The trouble began
with the letter I received in the beginning
of the Spring 2004 semester,
and instead of it being the financial aid check
that I really was depending on,
it was a disqualification letter,
saying that because I had received too many incompletes or "W"s
I was no longer eligible to receive
any money whatsoever.

And I called and they said,

“well since you've received W's or incomp—”

actually, I just received the first incomplete
that I've ever had at my career here in CSUMB.

It was W's that had gotten me in trouble before when I had fallen ill.

I have chronic illnesses

that have followed me all my life, and

they flare up every now and then so...

They said I had dropped out

or had gotten too many incompletes,

so it didn't make sense to begin with,

because I had only received the one incomplete from Fall 2003.

And um...that's started a whole slew of problems

between financial aid and I, so...

I followed the procedure

and got a doctor's statement of my illness

and appealed the disqualification

and they sent me a letter back saying

that they needed to see my ILP.

They did not address my doctor's statement.

They did not address my incomplete.

They just wanted to see my ILP,

and did not tell me

whether or not I had financial aid

and at this point, you know,

I had no money

and I was starting to look at not being able

to even survive,

no money for rent

and things like that.

Then, I went back and spoke with my advisor Gerald Shenk.

We did an ILP which was,

I thought to my advantage,

if I filled out a new ILP,

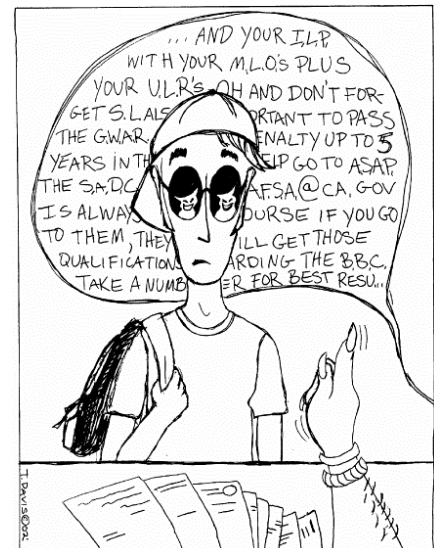


Illustration: Tharee Davis

but when I submitted it with a letter from Gerald Shenk,
that I was an SBS student,
that I was following my ILP according to plan,
they sent me a letter back saying,
'you haven't done this course,
or what is this course,
and why have you taken that course, and now...'
So the next level that I went to
was to address the Ombudsman, Eleanor Funk,
about my problem,
and she began to mediate between
Bonni Brown, Gerald Shenk, and I about the situation,
and at this time,
I was starting to experience extreme financial duress,
and we needed to take quick action or
I wasn't sure what I was going to do.
And so Eleanor advised that I go to disability
because of the nature of my problems of withdrawing,
and in previous semesters
because of illness,
so while I was compiling an appeals letter to the vice president of student affairs,
Ortega,
I was also processing my application through disability, with Margaret Keith.
And Margaret Keith said that
I should have been referred by financial aid
a long time ago
when I had problems with school
and my illness.
So my papers went through disability,
and I did qualify for disability,
and at the same time I qualified,
Ortega reviewed my appeals and denied it,
once again,
not because of getting too many incompletes,
or having a wrong ILP,
but because I had too many units.
Now that does not make any consistent sense
whatsoever
as to why I was disqualified from financial aid in the first place.
So I said to Ortega,
I am a person who has a disability regarding my health,
and I said that if they didn't-
financial aid or their department,
didn't roll back my tuition for the spring
which financial aid cannot cover,
I was going to press charges because of discrimination.

And the department, I guess
quote unquote "settled" with me
by rolling back my enrollment fees for a full semester
which was thirteen hundred dollars and some change.
So Margaret Keith,
I guess in closing to my side of the story,
she said off the record
that she felt one of the reasons
that I was having this kind of difficulty,
was that I was a second bac,
which is a second baccalaureate student,
and the state ran out of money to cover me
as far as financial aid was concerned.
So they found a way to
shake me out of their system,
so to speak.
So that's what Keith said off the record.
I don't know,
that's why I'm here to tell you about this story.
It's a pretty bitter taste in my mouth from all of that.

Well it fell apart.
That my entire semester I was about--
I had invested six weeks of my time
into three heavy duty history courses,
which were dropped.
I received no credit for even that amount of work that I spent in class.
I started having to live off of credit cards.
My part time job that I had
wasn't even enough.
And I had to move out of my place,
and you know,
the rest of the year was very difficult for me,
because I had
no financial plan,
I had not planned on getting disqualified at all,
so it was hell <laughs>
in a matter of fact.
I uh...
I kind of had to spend the next few months
after um,
running out of money,
and friends couches and...
uh, I did receive help from friends,
or family rather,
for money.

But because of my health constraints,
I really had a hard time.
I have what you would call
one of those auto immune disorders
that is subject to inflammations from stress,
so it was really difficult
for the rest of 2004. Heh.
Um,
and then I left the school.
I mean it was a really disappointing ending
for a school that I really had a lot of commitment to
because of the social justice aspect
that it promoted to teach to the students.

My frustration with the administration,
it just felt so unjust,
it was--it was--
it was an extremely upsetting situation
because of the treatment towards
somebody with a disability,
it was really profound.
And then financial aid gave me no slack,
they didn't change their tune at all,
they gave me no financial aid
period,
and they informed me
that if I wanted to go to school in 2004-5
for the next academic school year
I would still be disqualified
to receive any financial aid from the government
or any grants specifically to CSUMB,
because I was on quote unquote academic probation.
And...<nervous laugh>
so it didn't make any sense for me to stay.
And I-I have since found
another school to attend
to finish up my academic plans
and try to make a living.

To me it's--
I've heard a lot of people who have had problems
with this administration,
tell their stories about the total injustice and
discrimination they've experienced,
but to actually go through it first hand,
especially when it was a personal issue with my health,

that I had a real long battle with,
it was just,
more than disillusionment,
just kind of a, just kind of, a deeply angering time
to be involved with the school.
It's hard to even look at the
administration building in the school, you know.
I was an avid participant earlier in my time
with the school because
I felt like the unity that the students had
in fighting the administration
and speaking out
was really exciting
and engaging for me to be a part of,
because I could actually
you know, write an article for the paper,
interview students about what was going on,
I felt like, you know involved,
and that my voice counted.
But when my academic plans pretty much
crashed and burned,
on the basis of having...
an illness.
Or two or three, hehe,
denied--you know
caused--
caused me to be denied financially,
and to try and state my case
in every way possible way
short of a lawsuit,
was just profoundly upsetting.
What kind of an institution is it
that carries a vision statement of promoting the education
of social justice that--
nobody anywhere else does,
and yet some of the worst injustices
have occurred here.
It seems like the ultimate hypocrisy.
It just really, eh heh.
It just really was a downer. Eh heh.
So I'm really glad you're doing this,
a lot of people probably have similar comments, I'm sure.

Well, um,
it's my hope
that by speaking out today

about, you know,
this whole thing
that I went through,
it's like one last...
presentation on my part,
that I am still committed
to social justice,
because speaking out for me
in this manner
is still a symbol of stating to the institution that,
I am here
I am alive
I have a voice
and I --
you know, I'm not,
you know,
a number and a statistic
that can just be dismissed.
So my voice can be,
I hope,
charted into the catalogues
of somewhere in CSUMB history as,
you know,
not having left in a muted defeat,
but in--
in something that carries on from here.

This project is one last presentation, on the part of many of us, to state that we are still committed to social justice, that we are still committed to the Vision, and that we are still committed to the struggle. It is my hope as well, that our voices can be charted somewhere in CSUMB history “as not having left in a muted defeat,” but rather in something that carries on from here.

AFTERWARD

Unfortunately, CSUMB has a history of struggle that contains far too many stories more me to have been able to cover in this capstone project. Listed below are the stories that I am aware of, but wasn't able to include in this project due to the constraints of this project. Here are the stories that weren't told:

The origins of the conversion of Fort Ord and the start up process of creating CSU Monterey Bay. There are three sources that I would recommend: the February, 1994 Needs Assessment conducted for the CSU System, titled, "The 21st Campus for the 21st Century," and the dissertations of Kenneth Gonzalez and Sharon Sweeney Goldsmith (see annotated bibliography).

The Building 47 scandal, and the President's unsuccessful attempts to place his offices on the top floor.

The cooptation by the administration of the Advisory Council on Diversity and Multiculturalism.

The lack of funding and support of student support programs and CLFSA's work to provide funding for these programs and the Vision students they benefit.

The burying of the Chancellor's investigative report that was commissioned to determine if the allegations of the Desaparecidos were true.

The battle to "Save the BBC." I saw no reason to cover this, since there is an excellent TAT Capstone documentary that chronicles this story.

Fort Ord's "dirty secret": the environmental problems of Fort Ord, the possible health affects of living on it, and the failure to fully inform the campus community of these problems, despite repeated lobbying from students throughout the university's ten-year history.

The racial discrimination the BSU received at its “Open Mic, Open Knowledge” event at the BBC in Fall 2002, in addition to the racial discrimination BSU and African American students continue to receive from various aspects of our campus community.

Mecha’s unionization of the university’s contracted custodial workers, the struggle for humane working conditions, and the university’s indifference to the exploitation of its contracted custodial labor.

A closer look at the implications of the firing of student Aaron Sass while he was participating in a walkout, the emergence of a draft “Time, Place, and Manner” policy that would prohibit, under its section “Freedom of Speech” “activities that would include but not be limited to blockades of entrances through ‘sit-ins,’ close order picketing or other placing of people in such a way as to make it impossible or hazardous to pass, speaking, chanting, singing, clapping, stomping feet or other methods of making disruptive sounds that interfere with instruction or scheduled campus activities or the conduct of business in University offices.”

The “Queer Mutiny” presence, and the resistance to campus homophobia and heterosexism.

The new campus library scandal, and the President’s decision to place his offices on the top floor of it (using funding donated for the library) despite opposition from the Academic Senate, the Associated Students, the staff, faculty, and administration of the current existing library, and the campus community as a whole.

The alarmingly high rate of suicide on the CSUMB campus, and how it is directly tied to a consistent lack of funding from the university to the understaffed Personal Growth and Counseling Center.

The clampdown on ESSP capstones that focus on social justice, and the limits of academic freedom.

As shown, it is quite clear that CSUMB has many stories that have yet to be chronicled. I would like to encourage the campus community to chronicle these, others, and current struggles for the benefit of us all. “Oppression only lives through silence.”

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APPENDICES

APPENDIX A: REFLECTIONS

Ever Critical: An Interdisciplinary Reflection Essay

HCOM has reinforced my belief in the power of the word. My reasons for choosing to major in HCOM were based on my belief that communication is the most important aspect of human development, and that in order for us to be able to achieve social equity and social justice, we must learn to be able to communicate clearly and understandably to a wide range of people.

When I first decided to major in HCOM, my belief at the time was that the major was basically an English major that was perhaps a little more critical and grounded in history, and not as focused on literature as a typical English major would be.

Taking the major proseminar, I was surprised to be reading about the “banking concept of education” from Paulo Freire’s Pedagogy of the Oppressed. This definitely shaped my perception that HCOM would be focused on more than just feeding me reading assignments. Also, looking at the courses offered, and the subject matter of these courses, it became apparent to me that out of all the majors offered at this school, HCOM offered the most courses based on cultural analysis of different cultural groups, as well as courses that focused on white privilege, free speech and responsibility, power to the people, and social action writing.

Now my understanding of HCOM is much broader; students majoring in HCOM develop that allow us to critically analyze people, movements, and events in their historical context and in terms of race, class, and gender. We examine who has voice, who has power. We develop critical thinking and communication skills.

As a Global Studies minor as well, and from my experiences in currently taking Social & Behavioral Sciences course, I feel that although these two other majors may be adept at teaching power relations and inequities of different groups from a broader and more distanced

perspective, that their students, in comparison to HCOM students, often are skilled at explaining the oppression instigated, but remain completely oblivious to how they are contributing to and perpetuating oppression themselves. I feel that HCOM effectively sensitizes its students to the multiple ways in which we each contribute to and are subject to oppression, and the ways in which our communication and actions can either contribute to or undermine oppression. By being able to view power dynamics on a personal, intimate level, we are more effectively prepared at seeing these relationships on a broader, global level.

The impact of choosing to concentrate on Creative Writing and Social Action within HCOM has been tremendous. Creative writing liberates, and my decision to choose it as my concentration came as a result of wanting to do something that I wanted to do, rather than choosing to concentrate on something that might be good for a career with a tie as a noose around my neck. I have managed to receive the exact amount of academic freedom that I have wanted in my capstone thanks to creative writing, and I have found through the creative writing curriculum many other voices and writers who share in my rejection of religiously following academic guidelines which inhibit our voices. Creative Writing and Social Action has given me an opportunity to use that other voice; a voice which a journalism or pre-law major would have difficulty finding, because it had been smothered and stamped out long ago.

I feel that my critical thinking skills have developed a great deal since I started in this major. I find myself often analyzing what is said and what is communicated through a critical perspective that looks at race, class, and gender in terms of historical context and power dynamics. This has made me a more effective and convincing speaker during my term as a senator in Student Voice, as well as a more effective listener.

A very distinctive connection I was able to make that has been addressed in my capstone project is the relationship between Creative Writing and Social Action and Historical Analysis. I've found that when creative writing is used for social action purposes to document and tell the stories of those who are typically not written into history, this can lend itself to a more fully developed historical analysis. Also, a Creative Writing and Social Action approach can illuminate and shatter "myths needed to maintain traditional relationships of power within and between particular cultures," which the Critical Cultural Analysis MLO seeks to identify.

I feel that the concepts of cooperative argumentation, though they are valuable and applicable in many situations, did not adequately address or recognize how power inequalities and power hierarchies would prevent cooperative argumentation from occurring, so perhaps I wasn't able to connect as fully to these teachings.

HCOM has made it possible for me to view situations and perspectives critically, and to be able to communicate critically disparities in power, acts of injustice, and systemic problems. This has aided me in activities, decisions, and movements that I have been part of in being able to communicate to others the disparities and inequalities that are so prevalent but kept so invisible.

I think my HCOM education has kept me committed to making life choices and decisions based on ethics and social justice, and I plan to seek career choices which can contribute to equity and justice.

Allowing Voices to Emerge: The Capstone Experience

My experience in trying to produce an interdisciplinary piece of creative work for my capstone was incredibly difficult, and yet completely essential for the project. My expectations for the Capstone was to be able to synthesize historical information with a critical and distinctive

voice, and to use this knowledge to fuel creative writing that would further add to weaving a historical narrative of the university's history.

The hardest challenge was being able to conceptualize and frame the structure of the project. I spent a semester trying to think of what stories I felt should be told, as well as how I could best find a way to coherently tie all these struggles and stories together. I spent another semester trying to develop the structure of the project, specifically how to integrate a historical analysis with the creative writing work.

Probably the hardest part of actually creating the project was developing the introductory essay, which reflects on the creative process, the scholarly process, my experiences and development as a creative writer, and synthesizing these different disciplines into a coherent introductory essay that conveys what I am trying to accomplish, in addition to writing this introduction in a creative style that synthesizes analysis, poetry, and distinctive voice.

A particularly enriching aspect of this experience has been my opportunity to reconnect with many fellow participants in events that I myself had been a participant in, and the opportunity we had to reflect on past events more fully, something which typically none of us have had time to do. In many cases, it was often the first time interviewees had spoken of the events of the past since they had happened. What was also particularly satisfying was the sense of urgency and responsibility many interviewees felt they had to contribute to this project, and in many interviews, interviewees stressed the importance of knowing our history, as well as the importance of continuing to struggle for social justice and the ideals of the Vision Statement at this university. It was very satisfying to find so many who believed in the same reasons I had for taking on this project.

The challenges of producing creative work at a more advanced level was researching the historical context of the subject matter that I planned on interviewing people on, and developing questions that not only would have the interviewee illuminate on historical events, but would also cause them to reveal the human aspect of it, through the emotions, thoughts, and feelings that they had at the time of the event they are recounting. It was another challenge, once I had decided upon what material might be suitable to use as creative pieces in the capstone, to decide which of the dramatic monologues would best complement each other, and which would have to be cut out due to redundancy or because they didn't flow with the overall compilation of monologues.

I feel I've managed to present a collection of voices through creative writing that can present a different perspective to the already established interpretations of our university's history. What I feel I am in danger of not accomplishing is a comprehensive enough history of people's struggles here and that I might not have the time or opportunity to present as much as I wish to.

It is my hope that the impact of this work on others will be that campus consciousness of our history will increase, and that this can project can be used as a source for others who become involved in struggles for social justice. I hope my project serves as a source on previous struggles, what those involved hoped to accomplish, and what happened. It has been my experience here that often the same problems re-emerge. As a result, often those of us without a historical knowledge of these problems find ourselves reinventing the wheel and doing the same work as those before us did, instead of building off of the work of what others did in the past. It is also my hope that presenting our history from a people's perspective will provide a viewpoint

that contrasts with the university's interpretation of history, and that the voices collected in this capstone will no longer be written off or marginalized from our history.

The impact this project has had on my preparation for the future is that I feel it has introduced me to the difficulties and level of work needed to produce a creative project such as this. When I read the pains of other writers in creating a creative piece or putting together a book, I feel that from my experiences working on this capstone project that I can now empathize.

APPENDIX B: PROSPECTUS

Capstone Prospectus

Section One**Name:** Mark Weirick**Concentration Area:** Creative Writing and Social Action**Working Title of Capstone Project:** A People's History of CSU Monterey Bay

The purpose of the capstone is to focus on the lived experience of members of the CSUMB campus community, particularly student leaders, on social justice issues that have affected the campus and its community such as: the Disappeared, environmental justice, affordable housing, worker rights, civil rights, and freedom of speech, and, and to present these viewpoints in the form of a Creative Writing and Social Action documentary capstone. This capstone seeks to break the silence of social justice issues that have affected CSUMB and its community by writing about and providing a means for members of the campus community who have been involved in these issues to “break the silence” and bear witness and reflect on these issues. Voice will be given to their lived experience through creative writing in the form of poetry, stories, dramatic monologues, and/or narratives, out of which the social action art emerges to build awareness of these issues and the struggles surrounding them.

- The Disappeared is in reference to a number of staff/faculty/administrators of color who were allegedly targets of discrimination.
- Environmental justice is in reference to Fort Ord's environmental cleanup situation, and how the campus community has dealt with it.
- Affordable housing is in reference to how the campus has dealt with affordable housing issues, especially with the arrival of the North Quad housing.
- Workers' rights are in reference to the working conditions of contracted workers that the university has used, and how the campus community has reacted to it.
- Civil rights are in reference to how the campus community has responded to issues of civil rights and equality.
- Freedom of speech is in reference to the current state of freedom of speech on this campus, and how the campus community has responded to limitations/threats to it in the past.

What motivated me to work on this topic were my own personal experiences in many of these issues, and realizations that often these issues have been brought up before in our university's history. It is a desire to help the campus community “resist amnesia” by breaking the silence that has surrounded many of these issues. Too often history is written from a top-down perspective, that glorifies the accomplishments of the few, while marginalizing the struggles of the many. I hope to provide a means for these marginalized voices to bear witness and reflect upon the struggles this university has gone through in order to create a stronger, more historically-conscious campus community.

Section Two

MLO 7: I intend to apply MLO 7 by meeting the criteria of demonstrating a comparative understanding of the cultural, political and social differences/similarities of the various

groups my capstone intends to interview within a historical context and in relationship to the structure of power that is the university.

MLO 8: I intend to apply MLO 8 by applying creative writing skills in the design and presentation of the capstone, and illustrating and highlighting these issues, which are very relevant to the campus and its community. I intend to meet the criteria that addresses if I've represented an informed and ethical reflection of a significant social issue, and to address the social, cultural, historical or political contexts by writing social action art in the form of dramatic monologues/poems/stories.

Section Three

Questions I want to ask that will fuel my creative writing and/or contribute to it:

- Although its been well documented who is among “the disappeared’s casualty list” from 1994-1999, are there any more names to add from 1999 to present? Has the university responded appropriately with the problems that have been raised, and have any structural/institutional changes been made?
- How widespread have health issues/problems/complications arisen from living on Ft. Ord as a member of CSUMB? How has this been addressed? How has the campus community responded/dealt with these issues? Has there been any efforts to publicly address these issues on the university’s part?
- How will the arrival of the North Quad housing impact future students and student demographics at CSUMB? Who is able to afford this housing?
- What obstacles have campus groups such as the Black Student United faced in trying to operate, specifically in putting on its Black History Month events? Is this illustrative of an institutional level of unequal treatment?
- What were the working conditions of CSUMB’s contracted labor? What struggles did Mecha face in confronting these conditions and unionizing contracted workers? Have these working conditions improved since then?
- Have there been any free speech issues in the past? How does the current drafting of the Time, Place, and Manner Policy protect or infringe upon free speech at CSUMB? How does it operating clauses reflect free speech problems that have occurred in the past?

Section Four: Sources I have located

Primary Sources

Adam, Michelle. “The Dream; Deferred or Betrayed? Latino Struggles at Monterey Bay.” *The Hispanic Outlook in Higher Education* V.9 No.25 (27 August 1999): 12

Green, James Thomas. “Discrimination Suit Settled for \$2.5 million.” *Otter Realm* May 2002: 1.

Martinez, Elizabeth. “Who’s Cleansing Ethnic Studies?” *Schoolsnotjails.com*. 7 April 2001. *Schools Not Jails*. 22 March 2004 <<http://www.schoolsnotjails.com/print.php?sid=29>>

Sanchez, Sergio. "History making settlement made by Cal. State U. Monterrey [sic] Bay." 3 May 2002. *Hispanic Vista*. 3 Mar. 2004
<<http://www.hispanicvista.com/html/050602fca.htm>>

Williams, Audrey Y. "Cal State Campus Settles Bias Case." *The Chronicle of Higher Education* 7 June 2002: 32

Secondary Sources

Goldsmith, Sharon Sweeney. "Creating Culture at a New University: Expectations and Realities." Diss. University of California, Los Angeles 1997.

Gonzalez, Kenneth Paul. "Faculty Commitment in the First Year of a New University with a Distinctive Vision." Diss. Arizona State University 1998.

Section Five

My plan is to conduct preliminary research on these social justice issues and identify possible interviewees who have been noted for their involvement in one of these social justice issues, and to then compile lists of possible interviewees to approach. Research will be done for 1-2 page introductions to the creative writing to contextualize the creative writing. I will then use their interviews for creative writing in the form of poems, stories, and/or dramatic monologues.

I still need to collect legal documents and documents from newspaper archives for the Desaparecidos subject. I also need to conduct more research on the Diamond Contractors Company that is employed by our university. I need to collect some more Fort Ord cleanup documents, which I plan to search through fortordcleanup.com, and the library cleanup archives.

Section Six

The format of my capstone will be a Creative Writing and Social Action capstone. Each chapter will address a different topic, and will have a 1-2 page introduction to the creative writing to contextualize it, with the creative writing to follow. Creative writing in the form of poems, stories, and/or dramatic monologues will be used to break the silence of the struggles surrounding the social justice issues I have chosen to identify at CSUMB, by giving voice to the lived experience of members of the campus community who have been active in these struggles. There will be an annotated bibliography, and there will be an 8-10 page creative non-fiction personal essay that will be written after I have written the poems, stories, and/or dramatic monologues. This essay will bring together my research and creative writing and reflect upon the processes involved.

Section Seven

I need to finish collecting legal documents and documents from newspaper archives about the Desaparecidos. I need to select which Ft. Ord cleanup documents I will be using. I need to finish my list of possible interviewees and contact them about possible involvement.

Section Eight

I have decided to archive my capstone with the library.

APPENDIX C: DOCUMENTS

Vision Statement

Source: CSU Monterey Bay. 15 April 2005 <<http://csumb.edu/vision/>>

Our Vision Statement

California State University, Monterey Bay (CSUMB) is envisioned as a comprehensive state university which values service through high quality education. The campus will be distinctive in serving the diverse people of California, especially the working class and historically undereducated and low-income populations. It will feature an enriched living and learning environment and year-round operation. The identity of the university will be framed by substantive commitment to multilingual, multicultural, gender-equitable learning. The university will be a collaborative, intellectual community distinguished by partnerships with existing institutions both public and private, cooperative agreements which enable students, faculty, and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity, and coordinated community service.

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 curriculum 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, and needs relevant to communities in the immediate Tri-County region (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; languages, cultures, and international studies; education; business; studies of human behavior, information, and communication, within broad curricular areas; and professional study.

The university will develop a culture of innovation in its overall conceptual design and organization, and will utilize new and varied pedagogical and instructional approaches including distance learning. Institutional programs will value and cultivate creative and productive talents of students, faculty, and staff, and seek ways to contribute to the economy of the state, the wellbeing of our communities, and the quality of life and development of its students, faculty, and service areas.

The education programs at CSUMB will:

- Integrate the sciences, the arts and humanities, liberal studies, and professional training;
- Integrate modern learning technology and pedagogy to create liberal education adequate for the contemporary world;
- Integrate work and learning, service and reflection;
- Recognize the importance of global interdependence;
- Invest in languages and cross-cultural competence;

- Emphasize those topics most central to the local area's economy and ecology, and California's long-term needs;
- Offer a multicultural, gender-equitable, intergenerational, and accessible residential learning environment.

The university will provide a new model of organizing, managing, and financing higher education:

- The university will be integrated with other institutions, essentially collaborative in its orientation, and active in seeking partnerships across institutional boundaries. It will develop and implement various arrangements for sharing courses, curriculum, faculty, students, and facilities with other institutions.
- The organizational structure of the university will reflect a belief in the importance of each administrative staff and faculty member, working to integrate the university community across "staff" and "faculty" lines.
- The financial aid system will emphasize a fundamental commitment to equity and access.
- The budget and financial systems, including student fees, will provide for efficient and effective operation of the university.
- University governance will be exercised with a substantial amount of autonomy and independence within a very broad CSU system wide policy context.
- Accountability will emphasize careful evaluation and assessment of results and outcomes.

Our vision of the goals of California State University, Monterey Bay includes: a model pluralistic academic community where all learn and teach one another in an atmosphere of mutual respect and pursuit of excellence; a faculty and staff motivated to excel in their respective fields as well as to contribute to the broadly defined university environment. Our graduates will have an understanding of interdependence and global competence, distinctive technical and educational skills, the experience and abilities to contribute to California's high quality work force, the critical thinking abilities to be productive citizens, and the social responsibility and skills to be community builders. CSUMB will dynamically link the past, present, and future by responding to historical and changing conditions, experimenting with strategies which increase access, improve quality, and lower costs through education in a distinctive CSU environment. 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.

–September 27, 1994

Ballot for CSUMB Academic Assembly

**CSU Monterey Bay Academic Assembly
BALLOT 8/27/99 - 9/3/99**

Please indicate by YES or NO your agreement with the following statement:

I have confidence in the President's abilities to provide the leadership necessary to build the type of multicultural university that we are committed to creating.

_____ YES

_____ NO

_____ ABSTAIN

"I am willing by any means
necessary to bring an end
to the injustices people
face." -Malcolm X

Walk-out and Rally

Monday,
March 9, 1998
12:00 noon
main quad

Stop the

Bullying & Silencing

of students, faculty and staff

Do you believe in the vision statement? Are your needs as a student being met? Do you know where your tuition money is going? Should our administration practice what they promote in the vision statement? Are you fed up with lip service?

Student Coalition

Student retention *money*
childcare **Protest & Rally** *diversity*
Broken promises *Housing*
Vision statement

In response to these issues a student coalition and protest have been organized and the students will be confronting the University President Peter Smith on Wednesday, March 31 at 12:00 PM, in front of the campus flagpole to present the students resolutions.

WEDNESDAY SEPTEMBER 20, 2000 12:00- 2:00

Town Hall meeting on "Shared Governance" is the
/principle that University decision making should include faculty and students, as
well as administrators.

WHERE UNIVERSITY CENTER BUILDING 29
AND WHY

BECAUSE MANY OF US ARE TIRED OF NOT BEING INCLUDED IN THE DECISIONS MADE BY OUR
UNIVERSITY LEADERS.

"SHARED GOVERNANCE". DISCUSSION:

ACTION

STUDENTS GETTING INVOLVED WITH COMMITTEES
BLACK BOX CABARET UPDATE

WEDNESDAY SEPTEMBER 20, 2000 12:00- 2:00

For Disability accesses, a hearing interpreter, or other needs please contact
Gerardo Salinas, Public Relations Director for Student Voice by Friday Sep
15.

582-4073

Sponsored by The Associated Students of Cal State Monterey Bay Student

STUDENTS AGAINST RACISM A DEMONSTRATION ON DEMORALIZATION

California State University, Monterey Bay (CSUMB) located on the Fort Ord ex-military base opened its doors and went from bullets to books in 1995. CSUMB holds high its vision statement. We have held our vision up as a model for the rest of the state and country to follow. We have regarded ourselves including our multicultural, pluralistic, and innovative style as being a leader for the 21st Century. In these past three years we have been testing our theories. We have applied our beliefs, reveled in our successes, and learned from our mistakes.

It has been suggested that a more pluralistic orientation in terms of knowledge, awareness, sensitivity, compassion and kindness is needed as we move towards and into the 21st Century and the continual shrinking global community. Twenty-First Century leaders will need to use the knowledge and comfort of their own culture, status, and background to help in the development and awareness and sensitivities to other cultures. It is our hope that CSUMB and other universities even-where will begin to see this as priority and will help prepare their students to meet this demand.

Yet, in only two and half years California State University, Monterey Bay has had more than our share of culturally related tensions. We have yet to fully see our vision of a pluralistic campus ("where we each teach and learn from another") fully realized. However, like many other areas, we hope to continue to learn from those things which have worked and those things which could use improvements.

We, the students of California State University, Monterey Bay, demand that the CSUMB community acknowledge the racial tensions that permeates our university. We also demand that the administration of CSUMB take action regarding these racial tensions and that we all become accountable for creating an atmosphere of mutual respect. Our hope is that those who are dedicated to an anti-racist stance will become our greatest allies and understand that their power lies in their deeds.

TENETS

- We believe all students should be able to claim an education in an environment free of attacks on race, gender, and sexuality.
- We believe that CSUMB should not condone a tolerant attitude towards racism, sexism, or any type of discrimination that hinders our vision for Multi-Culturalism.
- We believe all students deserve to be in a learning environment that respects different cultures, races, sexualities, genders, etc.
- We support reprimanding through education and/or penalties for those who continue to perpetuate hate mail on First Class.
- We, as students of CSUMB, believe in our Vision Statement when it states "Monterey - Bay includes a model, pluralistic, academic community where all learn and teach one another in an atmosphere of mutual respect and pursuit of excellence" .

We want CSU, Monterey Bay to follow through on its vision statement by making a strong effort to help its graduates leave with "the critical thinking abilities to be productive citizens, and the social responsibility and skills to be community builders."

"Students in our colleges and universities can do much to eradicate prejudice by starting a crusade which has for its slogan-Down with discrimination against human beings on account of race, color, sex, or creed." Mary Church Terrell.c. 1920

Student Voice Resolution on Campus Issue of Climate and Diversity

Whereas Student Voice recognizes the seriousness of the campus climate and diversity issues on campus and

Whereas we are responsible for making decisions representative of all student viewpoints for the benefit of all students.

Whereas it is the responsibility of all members of the community to work towards solutions to the problems at hand and

Whereas it is the administrative role to provide leadership in this growth, but everyone's responsibility to participate in this development.

Be it resolved that Student Voice insists that strategic steps will be made with participation from all factions of the community to bring the campus issues of climate and diversity to resolution and that these steps shall include:

- Administrative must implement the report submitted by the Unity and Diversity Task Force.
- Establishment of the position of an autonomous Ombuds person in the 1999-2000 budget.
- Establishment of regular forums for the discussion of the issue of multiculturalism to continue indefinitely.
- Establishment of a system of incentives for students, staff, faculty, and administration to participate in the above-mentioned forums and in the shared governance of this institution.
- Reestablishment of the core commitment to multiculturalism and diversity as stated in the Vision Statement as the primary driving force of policy, programmatic and resource decisions, in order to "serve the diverse people of California, especially the working class and historically undereducated and low income populations."

Be it resolved that the administration will respond to all resolutions presented by all factions of the University on this issue in a public forum in which they delineate all aspects they are prepared to conform to, which ones they are not prepared to conform to and why and why not for each.

Be it resolved that the administration will be granted the period over summer to develop a plan to achieve the resolution of all priorities presented to them by the campus community along with time lines, and that this plan will be presented in one of the regular designated public forums.

Be it resolved that progress to achieve these goals would be assessed at the end of each semester in a public forum held by student voice. If after one semester satisfactory progress has not been made, by determination of comments acquired in the public forums, then Student Voice, the Associated Students of CSU Monterey Bay will insist on the replacement of the President, and his Provost, to take place over the following year. The replacements of these offices would be observed by the entire campus with full participation from all factions to insure professionals who are more qualified than those who previously held the position fill the positions.

Be it finally resolved that if this resolution is not honored and addressed the Associated Student of CSU Monterey Bay will deem the behavior as inefficient action by administration and grounds to pass a vote of "no confidence" and pursue the resignation of the President and Provost.

Passed by Student Voice on 4/26/99

Student Voice

Resolution: Student Support of Faculty Stance on Campus Issues of Climate and Diversity

Culture by definition is a group who shares customary beliefs, and behaviors. It is not specifically oriented towards race or ethnicity; it applies to any group who share a common characteristics. Multiculturalism is the “act or practice of interacting with other cultures” however if we add the words “respectfully to gain a greater understanding of differing perspectives, languages and ways of life,” than we have a definition that encourages a positive learning environment and ultimately innovation. We need to start inviting people to open themselves up to different ways of seeing, not just for a short time, but constantly challenging themselves to understand difference. This has to be done on all levels, student, faculty, administration, and really throughout our entire country.

We, the student representatives (The Associate Students of Student Voice), are taking a stance in support of the recent faculty vote committing to ***making diversity and multiculturalism the core element upon which our university is to be built.*** As representatives of the students, we feel that our administrative cabinet is not compliant with the “student centered” goals set by this university, and we demand that this action be reversed. It is not enough for students to have full support, (in *action*) from all departments on campus, except the administrative cabinet.

Furthermore, we feel that the issues of student recruitment and RETENTION are not being addressed in our discussions of diversity. Too many of our students (especially those of color) are not being adequately recruited and retained at the university. The Full Time Enrollment (FTE) of CSUMB is insufficient. We demand administrative representation of the multi-cultural ideals and the pluralistic core values of the CSUMB vision statement.

In addition, we conclude, “feeling good about something does not equate doing good from it.” – Georgia State University Professor. The Associated Students of Student Voice will continue its on-going efforts to help the administration and the rest of the campus community to articulate, embrace and act upon on the values entrenched within our University’s Vision. We affirm our commitment to students, and call for the administrative cabinets’ correspondence in ***action.***

Passed and adopted by the Board of Directors of the Associated Students, Student Voice of California State University, Monterey Bay, on November 1, 1999.

Resolution Against Having the President and Provost's Offices in bldg. 47

Whereas the building 47 location was chosen by the Capital Planning Task Force in '98 on the precedence that this building would become a "one stop shop" containing student oriented services,

Whereas the last 14 million of our federal funding is being used to renovate and construct this building and should not be used for non-Student Affairs administration space,

Whereas Student Voice feels having the President and/ or Provost's office(s) in this building does not further multiculturalism, student retention, or student-service availability,

Whereas Student Voice sees having the President and Provost's office's in building 47 actually hindering the intent of the student service center building 47 was originally planned for,

Whereas Student Voice recognizes that both a "one stop shop" and a centralized administrative building are on the top of our campuses "wish list" we firmly believe that a compromise of space destroys the original intent of both of these wish list items,

Whereas Student Voice also recognizes that all the services we wish to be in this building can not fit because of space limitations,

Whereas Student Voice is alarmed about the changes that have been slowly made to this building from it's original intent,

Whereas Student Voice is relieved on the latest changes that appear to reinstate the original intent to provide student services, and finally

Whereas Student Voice believes that student retention is one of our universities top priorities and that a student service center would support student retention.

Let it be resolved that Student Voice is Against having the offices of the President and Provost located in Building 47.

Let is also be resolved that as the plans stand Student Voice is in flexible support of option 2 which was presented by the Campus Planning and Development Staff on the October 28, 1999 meeting regarding building 47 held in the Dining Commons.

And let it be resolved that this resolution be sent out to the CSUMB's Otter Realm, Student Affairs Directors Council, Campus Planning and Development Staff, Head of the Academic Senate, The Dean's Council, the Cabinet, the Foundation Board, the Faculty Student Affairs committee, and the California State Student Association.

Passed and adopted by the Board of Directors of the Associated Students, Student Voice of California State University, Monterey Bay, on Monday, November 01, 1999.

Resolution Against Administrative Restructuring

Whereas Student Voice, in tandem with the Vision Statement, is committed to the concept of Shared Governance and;

Whereas the action by Peter Smith to restructure the higher-level administration in CSUMB in early July lacked student feedback and;

Whereas this action was in no way communicated, in whole or in part prior to the reorganization, to the students, nor to the administrative parties involved and;

Whereas there was a lack of communication and inclusive decision making in the process which Peter Smith used to come to this conclusion and;

Whereas the decision made by Peter Smith has resulted in the loss of yet another administrator of color and;

Whereas the change from reporting directly to the president to currently reporting to the provost is seen as a restructurization of the Cabinet and not as a "change in reporting line".

Therefore, be it resolved that Student Voice is officially opposed to the process, which Peter Smith used to restructure the higher-level administration.

Be it further resolved that Student Voice asks that Peter Smith use the concept of Shared Governance in further administrative decisions.

Be it further resolved that Student Voice requests the restructuring of the position of Vice President of Student Affairs be reconsidered under the auspice of Shared Governance.

Be it further resolved that this decision be communicated to the Board of Trustees, the Chancellor, Peter Smith, the Faculty Senate, and the CSUMB community.

Passed and adopted by the Board of Directors of the Associated Students Student Voice of California State University of Monterey Bay, Monday, September 11, 2000.

California State University

Monterey Bay

State of our University



Program

January 23, 2003

*"our role is a simple one; to comfort the
disturbed, and to disturb the
comfortable."*

Cesar A. Chavez

Let the suppressed voices be heard from the
many student leaders who are lost in the
endless fields of beauraracy from CSUMB's
administration.

Beds of poison lie at our feet, water unsafe to
drink, let us take a moment and think....

Who will take a stance for justice???

More to come.....

- Thank You -

For more info email:
thecoalition2003@hotmail.com

We must commend Peter Smith and the Administration for the incredible amount of progress made since the University's inception. Under their grand leadership and wisdom, Cal State Monterey offers its students such benefits as:

Great Housing!

Located a mere 386 ft downwind from a toxic dump that emits volatile chemicals that are above acceptable health risk levels, students here at CSUMB enjoy the luxuries of living "the college life" on everyone's favorite EPA Superfund Site. Did someone say "Super-fun?"

Affordable Education!

While students must face a tuition increase of \$72, and a possible increase of \$206 this coming year as mandated by the State of California, they can still be comforted in knowing that they can expect to be paying \$1000 of their tuition straight into their favorite administrator's pocket! How? CSUMB has the highest administrator per student ratio in the CSU system. Further, we have Peter Smith, Diana Cordero de Noriega, and Henry Villanueva to thank for the erosion of student support services through significant staffing cuts to the Equal Opportunity Program, the faculty mentor program, and the migrant support program, while student enrollment continues to increase.

Diversity and Multiculturalism!

Here at CSUMB we carry on a proud tradition of celebrating diversity. In fact, the CSU system has invested over \$3.5 million into it, defending Peter from various lawsuits and allegations of discrimination, institutionalized racism, and the creation of a hostile work environment towards various staff, faculty, and administrators.

First-rate Faculty!

CSUMB's excellent teaching staff is rewarded with such benefits as: inadequate medical coverage, low pay and large workloads, and the greatest discrepancy between opulent administrators and underpaid faculty in the CSU system! All this courtesy of an administration (spearheaded by the gallant Peter Smith!) that lacks consideration for faculty unions. CSUMB Faculty: Inspired to educate in the new millennium!

Beautiful landscape and clean facilities!

All thanks to our contracted workers who enjoy the benefits of; inadequate equipment, unpaid overtime, and unsafe working conditions, as well as being mismanaged, overworked, underpaid, and harassed. We can thank the University Facilities for whoring out its house-cleaning services to these sweat-shop run contractors. Catering to this especially exploited working class is just one of the many goals that have been met through the Vision Statement.

Our Vision Statement in Action!

The Founding Faculty, brought to tears at seeing their Vision Statement made reality, gracefully rode off into the sunset and jumped ship (80% of founding faculty have departed). So thank you Peter Smith and like minded administrators, for the hard work you've put in to ensure that this University has grown into everything its Vision Statement would describe it to be: a University that "reflects a belief in the importance of each administrative staff and faculty member", with ... " student fees, providing for efficient and effective operation of the University," and its "substantive commitment to a multilingual, multicultural, intellectual community."

Thank you for attending Massah Smith's State of the University Address

And supporting CSUMB's Administration

But have you attended any of these student-sponsored events in the past year?

- Open Mic Open Knowledge
 - Spring Concert
 - Latino Film Festival
 - Grand Master Chen Quigzhou
 - 2nd Annual Black History Banquet
 - African American commencement
 - Millions for Mumia
 - Unity Tour
 - Skyus
 - Semana de la Raza
 - Kelp Kraze
 - Posting Policy Protest
 - Chicano Latino Graduation
 - War on Iraq protest
 - Music for Mumia
 - Sharing Africa
 - Diversity Days '02
 - Spring Formal
 - BSU Talent Show
 - Social Justice Colloquium
 - Vagina Monologues
 - The Collective Hip-Hop Show
 - International Womyn's Day
- ...or any Student Organization Meetings Consistently

Hopefully we will see you
in 2003!

Student Voice of CSU Monterey Bay
Resolution on Housing Policies

Whereas, The Student Voice is committed to increasing communication and collaboration between the administration and the student body of CSU Monterey Bay; and,

Whereas, During the Spring 1996 Semester, RLWSS and the CSUMB Housing Department have created and set several policies greatly impacting student life without including students in the decision making process; and,

Whereas, Rent was proposed to be raised by 15% for students in on-campus housing without appropriate consultation with students; and'

Whereas, Students did not receive due notice of this rent increase; and,

Whereas, Students have been given no input in the decision to replace RA's with an, as of yet, unexplained program; and,

Whereas, Housing Policies affecting first year students have been changed both mid-year, and in the middle of the recent room selection process without any student consultation; and,

Whereas, It is widely reported that property managers may take over the management of certain on-campus housing areas; and,

Whereas, Students do not know the source of these Residential Life policies created and implemented without student input. Therefore be it:

Resolved, That the Student Voice requests that the CSUMB Housing Department make all decisions concerning policy through a housing board made up of an equal number of students and housing staff with a chair appointed by the campus president. Be it further

Resolved, That the Student Voice asks for the immediate publication of decisions made by the above board both through E-mail and the US Postal System or on-campus posting in at least 5 public places. Be it further

Resolved, That a full written and itemized explanation for the current proposed increase in rent be distributed with a full itemized budget for the 95-96 school year and the 96-97 school year.

Passed by Student Voice on May 19, 1996



CALIFORNIA STATE UNIVERSITY
Monterey Bay
OFFICE OF RESIDENTIAL LIFE

November 18, 2003

Dear Resident,

We are excited to provide you with information about the new North Quad Suites and Apartments, our \$37 million dollar housing complex that will be opening Fall 04 on the main campus. The purpose of this letter is to provide you with general information about our new housing options and how this will affect student housing overall for the 2004-2005 academic year.

As you are aware, student housing has been over subscribed for the past three years. The North Quad Housing complex will allow the campus to reduce occupancy in both the residence halls and the apartments next Fall. At that time we will be able to house up to 1080 students in the residence halls, 596 sophomores, juniors and seniors in the new suites, and 138 juniors, seniors and graduate students in the new apartments.

As a way to reduce the occupancy in the Frederick Park apartments, beginning Fall 04 we will no longer assign single students to that area. Only new family students will be assigned to that area. As a part of that process we will do the following:

- Not transfer any current students from the residence halls to Frederick Park beginning Fall 2003.
- Assign all new single students for Fall 2004 to the residence halls, North Quad suites or North Quad apartments. Actual assignment is based on availability, eligibility, and the date of completed reservation application.

The two most significant changes affecting current residential students are the following:

Current Residence Hall Students

- Current residence hall students will only be able to secure assignments for the 04-05 academic year in the Divarty Residence Halls or the North Quad Suites (If you have completed 30 units by Spring 03) and North Quad Apartments (if you are 21 by October 31, 2004 or have completed 60 units by Spring 03). Please note: Actual assignment is based on availability, eligibility, and the date of completed reservation application.

Current Single Frederick Park Apartment Residents

All single residents living in Frederick Park II will receive notice requiring you to vacate on or before June 30th. During Reservation Days held in the month of April you will be able to secure available single housing in Frederick Park I or secure an assignment in the North Quad Apartments and Suites, or the Divarty Residence Halls for Fall 04. Assignments are based on availability, eligibility, and date of completed reservation application. Should a FP II resident desire summer housing, and if your new FP I Fall 04 assignment is ready on or before June 30th, you will be able to relocate to your new assignment for the summer. If your Fall assignment is not available, your only on-campus summer housing option is residence hall 201. Beginning June 30th, Frederick Park II will be only reserved for family students.

Current Family Frederick Park Apartment Residents

If you are currently living in Frederick Park I, we encourage you to consider transferring to Frederick Park II, which will be designated for family students beginning August 2004.

Please review the insert that describes the features and costs of student housing at CSUMB. We are in the development stage for the processes and procedures for current students to secure housing during Reservation Days. You will be updated as the details are established.

We are in the process of setting an information meeting in early February for residents to meet housing personnel to answer any of your questions. Stopping by or calling one of the housing offices at (831) 582-3378 or (831) 582-4802 can also address your questions.



CALIFORNIA STATE UNIVERSITY Monterey Bay

OFFICE OF RESIDENTIAL LIFE

On-campus housing is a vital part of the educational experience at CSUMB. Living on campus provides a special and unique opportunity. For many individuals, it becomes one of the only times in life when they live with others who are different from themselves, especially when it comes to issues like study habits, music, sleep, religion and politics. Residential Life is very much a part of the "education" of students on the CSUMB campus. *Through the celebration of diversity, Residential Life collaboratively builds living and learning communities that permit academic success, ethical leadership, and social responsibility.* Details regarding the types of available housing, special requirements, application process, and rates are listed.

Housing Options:

Residence Hall 201*: This hall is a three-story building with elevator access that has a number of room preference options. All rooms have adjoining common spaces. The room configurations have private or shared bathrooms. Amenities within the Residence Hall 201 include a mailroom, a computer lab, and a community center. This hall opens onto a central grassy quad. Full kitchens including microwaves are located on each floor. All rooms have high-speed Ethernet connections and cable TV.

Residence Halls 202-205*: Halls are uniformly configured three-story buildings. All rooms are designed for double occupancy and have private bathrooms. Each building is equipped with a mailroom, laundry room, TV lounge, and kitchen that includes access to a microwave refrigerator and stove. All rooms have high-speed Ethernet connections and cable TV.

Residence Hall 206*: This hall is a spacious three-story building with four room styles. Occupants will be assigned to single, double, triple, or quadruple occupancy rooms with private or shared bathrooms. Residence Hall 206 includes a mailroom, TV lounge, a laundry room, and a full kitchen.

Residence Halls 208, 210 & 211*: These spacious three-story buildings have the choice of four room styles. Occupants will be assigned to double, triple, or quadruple occupancy rooms with private or shared bathrooms. These Residence Halls have a full kitchen on each floor, as well as lounge and laundry facilities.

North Quad Suites*: Students with Sophomore status (30 completed units), are eligible for the suites. Students will be assigned to single or double occupancy rooms in either a two bedroom, one bath or a four bedroom, two bath configuration. All suites are carpeted and furnished. Amenities include kitchenette and a dining/ living room. Utilities, cable, and high-speed Ethernet connections are included. The four-story Suite structure is equipped with an elevator and conveniently located lounges and laundry facilities.

North Quad Apartments: Students with Junior status (60 completed units) or are 21 by October 31, are eligible for assignments in the North Quad Apartments. Students will be assigned to single occupancy rooms in either a two bedroom, one bath or a four bedroom, two bath apartment configuration. All apartments are carpeted and furnished. Amenities include a kitchen with basic appliances (some kitchens include a dishwasher), dining, and living room. Utilities, cable, and high-speed Ethernet connections are included. The four-story Apartment structure is equipped with an elevator, lounges, and conveniently located laundry facilities.

East Campus Apartments: The Frederick Park Apartments form a residential community on CSUMB's east campus. This community serves students with families. The spacious two bedroom, one bath unfurnished apartments offer comfortable accommodations, picturesque views, and a convenient commute to university classes and campus activities. Residents may commute by car, campus shuttle, or bicycle. Each 1,200 square-foot apartment features basic kitchen appliances, hookups for individual washer and dryer units, one full bath, and a one-car garage, and either a small fenced backyard or an enclosed walkout balcony. Upstairs units are carpeted and ground-level units have tile floors. Selected apartment units are configured for wheelchair accessibility. You will find playground, athletic fields, hiking trails, jogging routes, and bike paths throughout the neighborhoods.

*mandatory meal plan required

(please see reverse)

Qualifying for East Campus Housing:

Marriage or Domestic Partnership: A state certificate of marriage or proof of residency showing both names on a lease of 12 months or proof of common purchase of a home or dwelling; proof of joint responsibility; joint checking or credit cards documenting daily purchases over 12 months (documentation that shows both incomes are used jointly for bills occurring over 12 monthly statements). Not related by birth. Both must be over 18 years of age.

Dependant Child: Copy of child(rens) birth certificate and court documentation of custody stating that the individual is the primary care giver.

Mandatory Requirements:

On-campus living: All Freshman and Sophomore students that do not reside 30 miles from the main campus are required to live in university housing.

Meal Plan: All students that reside in the Residence Halls or in the North Quad Suites are required to purchase a declining balance meal plan that can be used on one of four campus dining venues: Dining Commons, Otter Bay Café, Otter Express, and the Black Box Cabaret.

Enrollment: Licensee must be enrolled full time (12 units undergraduate/8 units graduate) in pursuit of a degree at CSUMB to be eligible for occupancy.

Rates:

<u>LOCATION</u>	<u>TYPE</u>	<u>04-05</u>
Residence Hall	Single	\$5,625
	Double	\$4,190
	Triple/Quad	\$3,660
Residence Hall Meal Plan	Declining Balance	\$2,500
North Quad Suites	Single	\$5,795
	Double	\$4,400
North Quad Suites Meal Plan	Declining Balance	\$2,200
North Quad Apartments (meal plan not required)	Single	\$6,000
East Campus Apartments (meal plan not required)	Whole unit - Family Only	\$995 per month

Should you have questions please contact the Office of Residential Life at (831) 582-3378 or email us at Student_Housing@csumb.edu. For additional information, please consult our departmental web page at housing.csumb.edu.



CALIFORNIA STATE UNIVERSITY MONTEREY BAY
OFFICE OF RESIDENTIAL LIFE
100 Campus Center Seaside, California 93955-8001

Dear Frederick Park Resident:

We write to you in order to update you on the planning process for housing in Frederick Park for the fall of 2004. As has been presented in a letter dated November 19, 2003, and in a public meeting held on December 8, 2003, [AS in your House], the goal of the Office of Residential Life is to reduce the occupancy in the Frederick Park community and to move toward a family student community. Although the letter described a planned process, we indicated in the public meeting that our goal was to gather feedback from students before finalizing a plan.

Significant feedback from Frederick Park residents regarding concerns and alternative plans has been received during the past six weeks. The concerns focus on requiring single students to move, separating singles and families, and the cost of the North Quad project. The Office of Residential Life has been meeting with the Foundation and other University staff to review this information with the intent of meeting with students in February to review alternatives to the original plan.

We can now share with you that we believe we can meet many of our original objectives without requiring single residents to relocate from Frederick Park II to Frederick Park I as was originally proposed. There will still be a need to consolidate single students next fall based on occupancy levels in individual apartments, but residents will, for the most part, be able to choose where they will relocate. The details of a consolidation plan will be worked out over the next few weeks with the Office of Residential Life and interested residents. More details will be forthcoming.

The goals of the Office of Residential Life continue to be to address life style differences in Frederick Park; to provide additional housing for family students in Frederick Park; and to ensure that student housing on the Main Quad and the North Quad is fully occupied in order to meet our financial obligations. We continue to be open to alternative ways to meet those needs and continue to welcome your input. We anticipate having the details finalized by the end of February.

Respectfully,

Karen L. Mendonca, Ph.D
Vice President of Student Affairs

Andy Klingelhofer, MA
Dean of Student Life

Contingency Plan

Should the projected demand for on-campus housing decrease at any time, the Foundation has the ability to control the number of occupants per unit of the Frederick Park student apartments.

CSUMB will be experiencing occupancy rates of 125% for Fall of 2002. We are accommodating student residential demand by tripling double spaces in the Residence Halls and assigning 4 students to the Fredrick Park apartments, that are realistically designed for no more than 3 students. The Army built the Frederick Park apartments for family quarters with one large bedroom, one small bedroom, and one full bathroom; this setup has not translated well for 4 students sharing the space.

By controlling the density in East Campus housing, the Main Campus student housing (Residence Halls, Suites, and Apartments) can be assigned prior to allowing single students the opportunity to move into the Frederick Park apartments.

The current demand for married/family housing could absorb at least two-thirds of the apartments. The remaining inventory could be occupied under a number of different scenarios, such as assignment to graduate students and educational partners of the University.

This contingency plan would actually help alleviate the overcrowding that currently exists in Frederick Park. The Foundation revenues would not be severely adversely impacted; apartments are currently rented to single students by bed and rented to families by the unit, but the rent differential realized by the Foundation would be minimal, since families typically rent the apartments on a 12-month basis, while students often rent the apartments on an academic year basis. In fact, this is the intended long-term use of Frederick Park, and this transition could occur sooner rather than later if demand turns out to be less than projected.

Foundation of CSUMB Board Meeting

Thursday, 18 December 2003 8:32 a.m. – 10:40 a.m.

University Center, Building 29

Open Communications / Announcements: There were speaker requests from Ezekiel Bean and Kate Murphy. It was asked that speakers identify themselves by name instead of representative organization. Vito Triglia spoke in Kate Murphy's place about housing issues from the students' point of view. Vito Triglia mentioned a Student Voice resolution made seven years ago about a housing board comprised of an equal number of students with a chair appointed by the campus president to review housing issues. Ezekiel Bean spoke about the potential conflict of interest on the Board because Director Shindell, the student representative to the Board, had expressed to Ezekiel that he is in favor of a family-only Frederick Park (FP). Ezekiel stated that Director Shindell's point of view is not reflective of the FP community. It was clarified that Director Shindell was not on the Board at the time the decision was made to move forward to make FP family housing as that decision was made two years ago. The reality is that the North Quad construction needs to be paid for and that can only be done if it is occupied. There was discussion about the 30 June 04 deadline. Kate Murphy talked about the lack of communication and that the communication is coming too late. It was noted that there were no guarantees that everyone will be happy with the final outcome. Peter Macy stated that Res. Life and the University had already taken action and it was time for the students to take action. It was clarified that the action was taken two years ago, not just a couple of weeks ago. President Smith apologized that this was such a shock to the students. There was discussion about making case-by-case decisions. Student leadership needs to be involved. There needs to be a single point of contact, preferably a member of the Associated Students leadership, to interface with Director Mendonca and Kevin Saunders. After further discussion about Director Shindell's representation of his constituents, President Smith thanked the speakers for their tone, tenor, and forthrightness.



Associated Students of California State University, Monterey Bay

Senate Resolution: 0304_8

Question of: Campus Affordable Housing

Submitted by: Ricky Maldonado, Upper Division On-Campus Housing Senator

Co-Submitters: Mark Weirick, Senator-At-Large

CSUMB Tenants Union

Resolution In Support of the CSUMB Tenants Union and Campus Equitable and Affordable Housing

Whereas, during the Fall of 2003, Alliance and Residential Life have created and set several policies greatly impacting students' lives without including students in the decision making process; and;

Whereas, the CSUMB Office of Residential Life has unfairly treated the tenants of Frederick Parks I and II in attempting to implement its new housing policies;

Whereas, single-status students are being discriminated based on their marital status and are being forced into a situation that will result into a rent increase of up to 115% for those relocated to the North Quad Apartments, and up to 197% rent increase for those relocated to the North Quad Suites with its mandatory meal plan;

Whereas, the CSUMB Vision Statement states, "The campus will be distinctive in serving the diverse people of California, especially the working class and historically undereducated and low-income populations," and

Whereas, the effects of Residential Life's current housing plans will result in a decrease of student retention from these very populations that the Vision Statement seeks to serve due to a lack of affordable and equitable housing;

Whereas, the Resolution on Housing Policies passed by the Associated Students 96/97 board has resolved that, "That the Student Voice requests that the CSUMB Housing Department make all decisions concerning policy through a housing board made up of an equal number of students and housing staff with a chair appointed by the campus president," and

Whereas, the University and Residential Life has failed to uphold or meet the requirements of the first documented resolution passed by the Associated Students;

Whereas, recognizing that the role of the Associated Students as stated in its Mission Statement is "to serve, empower, and represent in all areas of student concern"; therefore be it

Resolved, that the Associated Students recognizes the CSUMB Tenants Union as an organization that seeks to advocate, empower, and represent student concerns for affordable and equitable housing in collaboration with the AS Upper Division On Campus Housing Senator and Residential Hall Senator; be it further

Resolved, that the Associated Students demands that Residential Life participate in equitable governance with the Associated Students in any decisions affecting the housing community of CSUMB; be it further

Resolved, that the Associated Students further demands for the University and Residential Life to provide affordable, and equitable housing for its campus population; be it further

Resolved, that the Associated Students demands that Residential Life guarantee that all existing Frederick Park residents are able to maintain occupancy in Frederick Park until graduation; be it further

Resolved, that this resolution be communicated to the Office of Residential Life, the President, the Cabinet, the Administrative Council, the Academic Senate, the Foundation Board of Directors, and the student body through oral presentation and written communication.

Passed and adopted by the Senate of the Associated Students of California State University, Monterey Bay Friday, December 19, 2003.

Lisa R. Moreno

President of the Associated Students, California State University, Monterey Bay.

Mark Weirick

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Associated Students of California State University, Monterey Bay
Senate Resolution: 0304_10
Question of: Resolution in support of student protest rights.
Submitted by: Mark Weirick, Senator-At-Large
Ashley Simmons, Lower Division Academic Senator

RESOLUTION IN SUPPORT OF STUDENTS' RIGHT TO FREE SPEECH AND THE RIGHT TO PROTEST

The 2003-04 Senate of the Associated Students of California State University, Monterey Bay,

Recognizing, that freedom of speech and expression is essential to a thriving educational community in which an open exchange of ideas occurs. Dissent is a product of knowledge and a necessary tool of empowerment for the historically under-represented people the CSUMB Vision Statement seeks to serve.

Troubled by the circumstances surrounding the January 22 State of the University demonstration. The university police department sought out a meeting of student protestors and threatened them with arrest and expulsion should they go through with their demonstration.

Noting that expulsion is a severe punishment that does not exist for the purpose of capricious police threats and is not a process they have primary control over.

Offended by flippant remarks made by President Peter Smith in the opening of his State of the University Address, which belittle student protests, and the grave concerns many students have about the administration of this university.

Concerned that the administration of CSUMB appears to have had a hand in the surveillance of student protests and encouraged hostile police tactics.

Disturbed, by the university's justification that the termination of Aaron Sass's employment during a silent protest was coincidental.

Alarmed that the President has made remarks justifying possible arrests of student protestors, stating that the silent, non-violent protest, which took place on the 22nd, could qualify as a misdemeanor.

Therefore the Associated Students of California State University Monterey Bay;

Call for a formal explanation and apology from the University Police Department and President Smith for the events which took place at the State of the University Address and

Urge the administration of CSU Monterey Bay to take steps to correct the climate of fear that *they* have created.

Recommend that a third party inquiry be conducted in to the circumstances surrounding the termination of Aaron Sass's employment and report their finding to the Associated Students, Academic Senate, Board of Trustees, and the Chancellor's Office

Assert the right of students and all members of the campus community to take part in political action and protest including non-violent protests, which are disruptive in nature. Furthermore students have the right to exercise their freedoms in university buildings and at university gatherings.

Demand the review and revocation of any policy on the campus, which requires student employees to abstain from political action or criticize the university.

Insist that the students be included in the creation of any policy which governs the conduct of student protests.

Assure that this resolution be communicated to the President and the President's Cabinet of CSU Monterey Bay, the University Police Department's Chief of Police, the CFA, the Academic Senate, the CSEA Executive Council, CSSA, the Chancellor of the CSU system, the CSU Board of Trustees, and the Monterey County Chapter of the ACLU.

Passed and adopted by the Senate of the Associated Students of California State University, Monterey Bay Monday, February 23, 2004

Lisa R. Moreno,
President of the Associated Students of CSUMB

MYTHS AND FACTS

MYTH: Students have given input into the new housing options.

FACT: There was an old AS resolution that demanded more input from the students. This was not followed. Res. Life sent out survey's to get the student's input, however they did not ask the right questions.

MYTH: Students who are evicted from Frederick Park will be forced into the new North Quad housing.

FACT: There are other options and cheaper housing on the peninsula.

MYTH: There is no discrimination going on.

FACT: Single status students are not going to have their leases renewed based on their marital and familial status. This is discrimination and is against the law.

Claims from the Office of Residential Life

"Residential Life is excited to offer the North Quad Suites and Apartments as an exciting new choice for on-campus living at CSUMB."
-Office of Residential Life

It is not a choice if students are being forced out of their homes and into the new apartments with out any other on-campus options.

"Residential Life educators help create a multicultural community in which all members are valued by: helping residents explore their values, feelings, and thoughts in a way that is not judgmental or dehumanizing; using knowledge and information to inform others about basic human courtesy..." -Office of Residential Life

By singling out single status students for relocation, Res. Life is being judgmental in assuming that single student households are not families.

It is not "basic human courtesy" to ignore the values, feelings and thoughts of hundreds of single status students.

CSUMB TENANTS UNION

Students for Fair and Affordable Housing



Housing: What You Need To Know

Questions

How much is it going to cost to live in the new North Quad apartments and suites?

How many people will be evicted from the Frederick Park Apartments?

Do I have any other options?

If you have questions contact us:
CSUMB_Tenants_Union@csumb.edu

**California State University
Monterey Bay**

Campus Planning in Action:



The State of *Our* University
January 22, 2004

The Gentrification of CSUMB

***Gentrification:**

The restoration and upgrading of deteriorated urban property by middle-class or affluent people often resulting in displacement of lower-income people.

"The campus will be distinctive in serving the diverse people of California, especially the working class and historically undereducated and low-income populations. It will feature an enriched living and learning environment and year-round operation." - The CSUMB Vision Statement

We are the Vision Students this university was meant to serve.

We refuse to be the victims of discrimination in order to shoulder the financial burden of the University's mismanagement of its \$37 million North Quad buildings.

We, the students of CSUMB have formed as a united Coalition to protest the discrimination and gentrification of our community. This new housing will result in a decrease of student retention from the very populations that the Vision Statement seeks to serve.

This university has failed to uphold its Vision. If anyone should be evicted, it should be Peter Smith.

Since Peter Smith's administration has refused to listen to our desperate pleas, we refuse to listen to him speak about the state of this university, and in protest we are walking out. That we have even attended is more of a courtesy than this university has shown us. And if nothing else...

TODAY, WE WILL BE HEARD

Profit Over People

"\$300 extra dollars a month ends my bid for a higher education- I'll have to drop out." -Single Status Student

"I'm hoping that their whole college careers don't rely on (an extra) \$300 a month." --Assistant Director of ResLife

"Right now many of our students are struggling to pay for rent, and moving into the new buildings does not make it easier, because it will be more expensive and it will be per academic year, not year round." -Single Status Student

"I feel bad for the single students and think it is wrong to evict students and force them into more economic distress-especially since other fees are going up. It makes me wonder if the vision for this university will ever be truly implemented."
--Family Status Student

"Let those that want to move to the "North Quad suite" move, and leave the rest of us alone. Don't let any new students move out here... phase them out. If their plan is to turn these all into family housing then why make us families move or be subject to all this disruption in our lives. I only speak for my ct (Yorktown) its fine just how it is... please, please don't ~~reek~~ havoc in our lives." --Family Status student

The following advice offered from Residential Life to concerned students: "Cut back on your personal expenses. Don't let your lifestyle compete with you getting your degree."

"The reality is that we have 40 million dollars worth of construction to pay for, and we have to pay for that in six months... One way or another we've got to pay the bills on those buildings."
--CSUMB President Peter Smith,
Foundation Meeting, 12/18/03

The Students of CSUMB: Our Housing Crisis

On Nov. 18, 2003 the office of Residential Life announced the introduction of the \$37 million dollar housing complex known as the North Quad Apartments & Suites. With that, ResLife also announced that instead of its earlier stated plans to phase out single-status students from the Frederick Park housing, they have decided to instead evict a potential 200 students from their current campus homes, and force them to move into the North Quad and pay rent that is almost double (roughly \$666.66 a month) of what residents would otherwise be expected to pay next year (\$360.00 a month). CSUMB is now faced with its own affordable housing crisis. At the rate things are going, pretty soon nobody but an administrator will be able to afford to live here.

The students living in Frederick Park housing are not going to pay for Peter Smith's mistake. Housing on the peninsula [some of the most expensive in the country] is comparatively less expensive in contrast to the North Quad housing. We hope that the Monterey Peninsula communities, who are already facing their own housing crisis, are prepared to welcome their new neighbors, as students begin moving into the comparatively cheaper off-campus housing of the peninsula.

One of the key factors that brought Vision students to CSUMB was the affordable rent that Frederick Park (FP) provided. We need to continue to live in the community that we have created and fostered. We need to be able to continue to be able to afford our pursuit of a higher education. We need the university to continue its pursuit of its Vision. That vision does not include displacing students from their homes and community in order pay off the institution's debts.

"Power concedes nothing without a demand—
It never did and it never will."
--Frederick Douglass

APPENDIX D: ELECTRONIC POSTER

HCOM Senior Capstone Digital Poster Spring 2005

Name: Mark Weirick
Project Title: Broken Contract: A People's History of CSU Monterey Bay
Concentration: Creative Writing and Social Action

Project Abstract

This project focuses on the lived experiences of members of the CSUMB campus community on social justice issues that have affected the campus and its community. It explores the campus' history from a "history from below" perspective. These lived experiences are presented in the form of poems, dramatic monologues and narratives.

Project Context & Contributions

CSUMB as a visionary start up campus has had many obstacles in its history in trying to live up to the ideals of its Vision Statement. I examine many struggles for social justice on this campus from a "history from below perspective" and what these struggles mean in the context of the Vision Statement. My creative writing pieces add to the foundation of knowledge of the history of CSUMB and its struggles and show it from the perspective of those who were most marginalized and most unlikely to have a voice in the telling of its history.

Relevant Links

<http://csumb.edu/vision/>

<http://sbs.csumb.edu/advocate/>

<http://innercitystruggle.org/story.php?story=28>

CSUMB as a visionary start up campus has had many obstacles in its history in trying to live up to the ideals of its Vision Statement. I examine many struggles for social justice on this campus from a "history from below perspective" and what these struggles mean in the context



Evidence

The fields of study I incorporated in this project include Historical Analysis, Critical Communication Skills, and Creative Writing and Social Action. The creative work developed is a result of interviews, oral history, and researching literature (books and articles) on the topics.

Project Format

My final project consists of a portfolio of original dramatic monologues that explore CSU Monterey Bay from a "history from below" perspective, with research done to provide historical context.

Selected Bibliography

Adam, Michelle. "The Dream; Deferred or Betrayed? Latino Struggles at Monterey Bay." The Hispanic Outlook in Higher Education V.9 No.25 (27 August 1999): 12

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Green, James Thomas. "Discrimination Suit Settled for \$2.5 million." The Otter Realm May 2002: 1.

Martinez, Elizabeth. "Who's Cleansing Ethnic Studies?" Schoolsnotjails.com. 7 April 2001. Schools Not Jails. 30 March 2005 <<http://innercitystruggle.org/story.php?story=28>>

Smith, Anna Deavere. Twilight: Los Angeles, 1992. NY: Anchor Books, 1994.

Takaki, Ronald. A Different Mirror: A History of Multicultural America.

Research Questions

- What struggles for social justice has the CSUMB campus community faced?
- What is the relationship of these struggles for social justice to CSUMB's Vision Statement?
- What are the power relationships in these struggles?
- Who has more access to having their voice heard?
- Whose voices and struggles have been silenced or marginalized?
- How do those who are silenced attempt to break the silence of their struggles?
- What are the human aspects of these stories?
- How does the telling of these stories contribute to social action?
- How do these struggles for social justice contribute to or detract from the campus with reference to its Vision Statement?
- What impact have these struggles had on the campus community?

Key Findings

of the Vision Statement. My creative writing pieces add to the foundation of knowledge of the history of CSUMB and its struggles and show it from the perspective of those who were most marginalized and most unlikely to have a voice in the telling of its history.

Relevant Links

<http://csumb.edu/vision/>

<http://sbs.csumb.edu/advocate/>

<http://innercitystruggle.org/story.php?story=28>

Again and again, the stories told here weave back into a common struggle; the struggle to have their voices recognized in the decisions that they are excluded from and yet most impacted by, and the struggle to force the university to acknowledge that it has an obligation from its Vision Statement to recognize these injustices and take action to address them.

Selected excerpts from monologues:

This is our school,
we have to be in control of its
destiny.

We have to feel as though we have
a place here
and we have a right to do what we're
doing.

You've got to stop and think that
the students are the university,
and if we weren't doing what we did,
we would keep losing our grip on this
school,
and our control on this school,
and it would slowly turn into those
other schools that
you know,
we all decided not to go to.

I really wish
or I really hope
that this history of struggle at the
university,
while unfortunately that it has to
occur,
that it continues.
That it doesn't die down,
because again if we don't fight for
these things,
we don't survive.

Some questions raised for further
research include: In what ways can
the campus community work
towards equitable governance and in
what ways can the campus
community work towards seeing the
Vision Statement fully realized?

Boston: Little, Brown & Co., 1993.
Takaki, Ronald. *A Larger Memory: A
History of Our Diversity, With Voices.*
Boston: Little, Brown & Co., 1998.
Zinn, Howard. "The New History."
Howard Zinn On History. NY: Seven
Stories, Press 2001. 143-145.
Zinn, Howard. *A People's History of
the United States: 1492-Present.* NY:
HarperCollins, 1999.