I. Minutes: Approval of the October 25, November 1, and November 8, 1994 Academic Senate Executive Committee minutes (pp. 2-6).

II. Communication(s) and Announcement(s):
FYI: attached is a copy of GE&B Committee memorandum regarding "Revisions to the Cal Poly General Education Program" dated December 12, 1994 (pp 7-8).

III. Reports:
A. Academic Senate Chair
B. President's Office
C. Vice President for Academic Affairs' Office
D. Statewide Senators
E. CFA Campus President
F. ASI representatives

IV. Consent Agenda:

V. Business Item(s):
A. Appointments to committee vacancies: (pp. 9-12).
B. Resolution to Amend AS-396-92/CC "Formation of a Subcommittee to the Curriculum Committee"-Clark, Chair of the Curriculum Committee (pp. 13-14).
C. Resolution for Department Name Change for the Electronic/Electrical Engineering Department-Goldberg, Department Chair for the EL/EE Engineering Department (pp. 15-17).
D. Resolution on Indirect Cost Policy-Krieger, Chair of the Research Committee (pp. 18-23).
E. Selection of candidate to the Academic Council on International Programs (pp. 24-35).
F. Calendar: Should a faculty referendum be taken? (Senate vote was 29-18-1 in favor of retaining quarters)

VI. Discussion Item(s):
Curricular review: Developing guidelines for campus-wide curricular review.

VII. Adjournment:
To: College Curriculum Committees, 
   College deans, Academic Senate 
   Curriculum Committee 
   ASI Executive Committee 

From: The General Education & Breadth Committee*

Re: Revisions to the Cal Poly General Education Program

We need your help in determining the manner in which GE&B 
requirements will change and we need this by January 27, 1995.

For the past several years, the Academic Senate’s GE&B Committee 
has discussed reforms to the current gen ed program at Cal Poly. 
This program has had only minor changes since it went into effect in 1982. We propose three conceptual models to achieve gen ed reform, each of which is designed to (1) give students and programs more 
flexibility in how GE requirements can be fulfilled, (2) encourage the 
development of more innovative and challenging GE courses, and 
(3) strengthen the academic integrity of the whole program.

While there is consensus that the general education program needs 
to be revised, there is, not surprisingly, disagreement over just 
what changes should be made. None of the models advocates a 
dramatic restructuring of general education. This campus, as with 
the others in the CSU system, has to abide by the Chancellor’s 
mmandate, E.O. 595, on general education. While we do need to satisfy 
E.O. 595, we do have considerable flexibility in how we accomplish 
this.

Which models hold the most promise? And, please advise us as to 
any suggestions you want us to consider. We will use your responses 
to guide our recommendations on GE&B that will go to the Academic 
Senate this Spring. Please send your responses to either of the 
Committee cochair, James Vilkitis (FNR) or John Culver (Political 
Science).

*Lee Burgunder (Bus), John Culver (PolS), Bill Foreng (Mat. Engr.), Phelicia Gomes 
(ASI rep), Glenn Irvin (Admn), Bob Smidt (Stat), George Stanton (Testing), Matt Wall 
The Complementary Model:

This model classifies all programs in the university into three domains of knowledge:
A. Science, technology, & mathematics
B. Social & behavioral sciences
C. Humanities and fine arts

The g.e. program is to be distributed appropriately among these three domains. Each disciplinary major is assigned to one of the domains. The model assumes that the major is constructed broadly enough that students completing it will have an understanding of the fundamental principles and concepts in that domain of knowledge. The g.e. requirements of the domain in which the major is located are considered satisfied, and the students complete the requirements of the other two domains.

The Core-Capstone Model:

This model places general education into three categories. The CORE is composed of courses which teach skills and knowledge all students should have as a basic foundation for a university education (e.g., American Institutions, English Composition). The BREADTH category is composed primarily of courses in the arts, humanities, and sciences and is structured to avoid having majors take an excessive number of courses in their own disciplines/support areas. The CAPSTONE is composed of 12 units selected from a variety of upper division courses organized around different themes.

The Incremental Model:

This approach incorporates modest revisions to the gen ed program, primarily by allowing more double-counting of certain courses in a student’s major program to fulfill g.e. requirements as well. Double counting would be allowed only if the courses met the E.O. 595 criteria and were approved by the Academic Senate. This model assumes that the units saved by double counting and other reforms to reduce the current unit requirement in g.e., would be moved to the electives category for students. The intention of these reforms is not to enable programs to require additional units of their majors.
ACADEMIC SENATE/COMMITTEE VACANCIES
FOR 1994-1995

ACADEMIC SENATE COMMITTEE VACANCIES

CAGR  Fairness Board

CAED  Constitution & Bylaws Committee
      Long-Range Planning Committee
      Personnel Policies Committee
      Status of Women Committee
      University Professional Leave Committee

CBUS  Instruction Committee (replc J Danes for '94-95 term)
      Library Committee
      University Professional Leave Committee

CENG  Fairness Board (replc K Brown for '94-95 term)

CLA   Constitution & Bylaws Committee (replc A Forster for '94-95)
      Instruction Committee

CSM   Constitution & Bylaws Committee
      Long-Range Planning Committee
      Status of Women Committee

PCS   Budget Committee
      Status of Women Committee

GE&B SUBCOMMITTEES
Area E: Lifelong Understanding and Self-Development  one vacancy
Area F: Technology  one vacancy

HEALTH SERVICES TASK FORCE
see attached

FACULTY/STAFF WELLNESS PROGRAM ADVISORY COMMITTEE
see attached
Memorandum

Date: November 9, 1994

From: Juan C. Gonzalez
Vice President for Student Affairs

To: Jack Wilson
Chair, Academic Senate

Subject: Health Services Task Force -- Nomination of Representative

Due to changes in state fiscal procedures and the variety of proposed modifications of the health care delivery system at both the state and national levels, it is appropriate to convene a working task force to assess future campus health services direction and develop a long-term strategic plan. Toward this end, I have requested that Jim Aiken, Interim Director of Health and Psychological Services, chair a broad-based campus group to address these issues. While the working task force will meet toward the end of Fall Quarter, 1994, to formalize an approach and plan for subject review, the bulk of the work will occur during Winter Quarter, 1995, with completed analysis available by quarter's end. A list of task force membership/members is provided below. Your assistance in appointing a representative by November 15, 1994, would be appreciated; please forward the name of your nominee to Vickie Randall in the Office of Student Affairs.

Thank you for your assistance.

Task Force Composition:

1. Students: (4)
   A. SHAC Representatives (2)
   B. ASI Representatives (2)

2. Student Affairs: (2)
   A. Assistant to the Vice President
   B. Student Affairs Representative - Carole Schaffer

3. Academic: (3)
   A. Paul Zingg, Dean of Liberal Arts
   B. Representation of Academic Senate
   C. Charlie Crabb, Associate Vice President for Academic Resources

4. Administration and Finance: (1)
   A. Vicki Stover, Assoc. Vice President for Administration and Finance

5. Chair and Staff (Health Services): (2)
   A. Jim Aiken, Chair
   B. Betty Kroeze and other staff as needed

6. Community Health: (1)
   A. Tom Maier, SLO community health services representative
MEMORANDUM

To: Academic Senate Office
   Attn: Margaret

From: Steve Davis
       PE & Kinesiology Dept.

Re: Faculty Representative for Faculty/Staff Wellness Program Advisory Committee

As per your request, here is a brief description of the Advisory Committee and intended member responsibilities.

As you may know, in conjunction with several agencies on campus, we are planning on starting a Faculty/Staff Wellness Program sometime in the near future. Although the Cal Poly Foundation has had such a program for several years, to date there has been nothing available to the faculty, staff, or administration of the university. The purposes of the Faculty/Staff Wellness Program will be to provide "wellness" services to the faculty, staff, and administration of the University, and to enhance the educational opportunities for students preparing for careers in the allied health professions.

I have been working to develop an Advisory Committee for the Wellness Program. The function of the committee will be to serve as liaison between the Wellness Program and interested constituencies, and to assist in decision making regarding policies and procedures. Members of the Advisory Committee will represent their constituencies at committee meetings, and will disseminate information about the Wellness Program. Thus, faculty representative(s) are needed for development of policies and procedures, and to pass information to and from the faculty at large and the Academic Senate.

Current Advisory Committee Membership is as follows:

   Physical Education & Kinesiology Department: Dwayne Head, Steve Davis

   Cal Poly Foundation: Pat Martin

   Recreation Sports: Marcy Maloney

   Health Services: James Aiken

   Cal Poly Staff Council: Valerie Barboza

   Employee Assistance Program: Jean DeCosta

   Administration: ?

   Faculty/Academic Senate: ?
I am currently working on a package of policies and procedures which I would like to present to the Wellness Program Advisory Committee soon. After the package is tentatively approved, it will be forwarded to the new Institutional Review Board (Human Subjects Committee) for their approval as well. After being approved by the IRB, the Program may begin.

I hope this information is helpful in recruiting faculty Advisory Committee Member(s). The faculty is an important constituency on campus, and deserves representation. If you should have any further questions, please don't hesitate to contact me (x2754; DI480@OASIS; or scdavis@cymbal).

Thank you very much.
Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS-94/
RESOLUTION TO
AMEND AS-396-92/CC "FORMATION OF A
SUBCOMMITTEE OF THE CURRICULUM COMMITTEE"

Background Statement: This resolution amends the above-mentioned resolution regarding the formation of the Cultural Pluralism Subcommittee of the Academic Senate Curriculum Committee. We propose to add two ex officio members to the Subcommittee--the Director of Women's Studies and a student representative--to assist in the evaluation of the content of courses submitted for fulfillment of the cultural pluralism requirement and in particular to Area B, "Attention to general issues of gender, diversity, equity... [and] discrimination."

WHEREAS, The addition of ex officio members to the Cultural Pluralism Subcommittee of the Academic Senate Curriculum Committee involves a change in the Constitution and Bylaws of the Academic Senate; therefore, be it

RESOLVED: That the Constitution and Bylaws of the Academic Senate be amended as follows:

(To be added under 1.3.b.(1)):

Ex officio members shall be the Director of Ethnic Studies, the Director of Women's Studies, and a representative from both the General Education and Breadth Committee and the Curriculum Committee, and an ASI representative.

Submitted by the Academic Senate Curriculum Committee
January 10, 1995
RESOLUTION ON THE FORMATION OF A SUBCOMMITTEE OF THE CURRICULUM COMMITTEE

Background Statement:

This resolution is a companion to that above and addresses the composition and responsibilities of the committee which will evaluate the content of courses submitted for fulfillment of the cultural pluralism baccalaureate requirement. We propose a subcommittee of the Curriculum Committee because all new courses and substantial changes to old ones should be considered by the CC; yet this is a specific area of review which merits its own deliberations.

WHEREAS, The establishment of a subcommittee of a standing academic senate committee involves a change in the Constitution and By-Laws of the Academic Senate; be it

RESOLVED, That said Constitution and By-Laws be amended as follows:

To be added under I. 3. b.

1) Cultural Pluralism Requirement Subcommittee:

There will be a standing subcommittee of the Curriculum Committee for the initial review of courses proposed to fulfill the Cultural Pluralism Baccalaureate requirement. This subcommittee shall consist of seven voting members, one from each college and one from the professional staff. Terms shall be for two years, staggered to ensure continuity.

Senate caucuses will solicit and receive application for membership. The slate of applicants will be forwarded to the Curriculum Committee who will appoint members.

A chair of this subcommittee will be elected from the subcommittee members each academic year.

Ex officio members shall be the Director of Ethnic Studies and a representative from the General Education and Breadth Committee and the Curriculum Committee.

Selection of courses to fulfill the requirement shall follow the criteria listed in AS-395-92.

Recommendations from this subcommittee will be forwarded to the Curriculum Committee who will, in turn, submit them to the Academic Senate for a vote.

submitted by the Academic Senate Curriculum Committee
Christina A. Bailey, Chair
WHEREAS, The Electronic/Electrical Engineering Department has requested the name of its department be changed to the ELECTRICAL ENGINEERING DEPARTMENT to better reflect the program the department is currently offering; and

WHEREAS, The request for this name change has been approved by the College of Engineering Council, the College of Engineering Academic Senate Caucus, and the Dean for the College of Engineering; therefore, be it

RESOLVED: That the name of the Electronic/Electrical Engineering Department be changed to the ELECTRICAL ENGINEERING DEPARTMENT.
Memorandum

To: Robert D. Koob, Vice President
   Academic Affairs

From: Peter Y. Lee, Dean
      College of Engineering

Subject: DEPARTMENT NAME CHANGE FOR ELECTRONIC AND
         ELECTRICAL ENGINEERING

Date: October 19, 1994

File: eenamchg.doc.dd

Copies: S. Goldberg, C. Dana,
        J. Wilson,
        Dept. Heads/Chairs

After consultation with the College of Engineering Council and Academic Senate Engineering Caucus, the College of Engineering recommends that the Electronic and Electrical Engineering Department's name be changed to the Electrical Engineering Department.

The name change would better reflect the program the department is currently offering. The department is offering one B.S. degree (EE) effective with the 1994-97 catalog rather than two, and has also changed to one course prefix (EE) effective with the 1992-94 catalog. The name change to Electrical Engineering is also more consistent with industry and other universities throughout the country.

Should you have any questions regarding this name change request, please do not hesitate to contact me.
At our Fall Retreat on September 12, 1994, the tenured and probationary faculty of the Electronic and Electrical Engineering Department voted unanimously to change the name of the department to the Electrical Engineering Department.

We are requesting this change because electrical engineering is the term most commonly used in industry and at other universities throughout the country. Beginning with the 1994-97 catalog, the department is only offering one Bachelor's degree - in Electrical Engineering, and we eliminated the EL course prefix with the 1992-94 catalog.

I request your agreement to this name change, and ask that you forward it to the appropriate persons for approval.

Thank you for consideration of this request. Please contact me if you have any questions.
Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -94/
RESOLUTION ON
INDIRECT COST SHARING AGREEMENT

WHEREAS, Pursuant to AS-423-94/RC, the Academic Senate Research Committee, working with the Vice President for Academic Affairs, in consultation with affected parties and other appropriate Academic Senate committees, has developed a policy and procedure for distribution of sponsored project indirect costs to include center, institutes, and project directors; therefore, be it

RESOLVED: That the attached draft of "Indirect Cost Policy" be approved by the Academic Senate and submitted to President Baker for adoption as Cal Poly's policy for indirect cost distribution.

Proposed by the Academic Senate Research Committee
January 10, 1995
INDIRECT COST POLICY

Whereas indirect costs recovered on grants and contracts are reimbursements by the sponsor to the University for real costs that the University has incurred;

and whereas the University is committed to furthering the development of faculty and student research on the campus;

the following indirect cost policy is proposed:

1. A fixed percentage of the indirect costs (IDC) recovered on research grants and contracts will be returned to the project investigators and their administrative units (academic administrative units or research centers/institutes that have received senate approval). These funds will be restricted in their use as outlined subsequently in the policy.

2. To qualify for a return of IDC to either a project investigator or an administrative unit the following conditions must be met:
   a. For returns to a project investigator on a particular grant/contract, indirect costs equal to 16% of the total direct costs must have been recovered on that grant/contract.
   b. For returns to an administrative unit, an average IDC rate of 16% of total direct costs must have been recovered on all grants/contracts from that administrative unit.

3. If the above conditions have been met, 10% of the recovered indirect costs will be returned to the project investigator(s) and 10% to the administrative unit.
4. If the total direct costs of research grants/contracts awarded to a single administrative unit in a given fiscal year total $350,000 or more, a greater percentage of the recovered IDC will be returned to the administrative unit, as follows:

<table>
<thead>
<tr>
<th>Total Direct Costs</th>
<th>% IDC Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>$350,000-699,999</td>
<td>15% of total IDC</td>
</tr>
<tr>
<td>$700,000-999,999</td>
<td>25% of IDC earned on TDC in excess of $700,000</td>
</tr>
<tr>
<td>$1,000,000</td>
<td>33% of IDC earned on TDC in excess of $1,000,000</td>
</tr>
</tbody>
</table>

5. Distribution of the indirect cost returns computed as above will be made as soon as feasible after completion of each fiscal year. Amounts less than $100 for a fiscal year will not be distributed.

6. The remaining indirect costs recovered on research grants/contracts will be pooled with those recovered on all other sponsored projects and used to support the Department of Sponsored Programs in the Foundation and the University Grants Development Office. Any funds remaining after the legitimate expenses of these two units have been met, will be transferred to the Dean for Research and Graduate Programs, to be used in support of the development of research on the campus.

7. The amount transferred to Research and Graduate Programs will not exceed the total amount returned to project investigators and administrative units in a given fiscal year. Should this occur, additional amounts will be returned to the project investigators and administrative units in proportion to their IDC earnings, so that the total amount of IDC distributed to them is equal to the amount assigned to Research and Graduate Programs.

8. For the purposes of this policy, grants/contracts will be designated as instruction, research or public service, according to the following definitions:

**Instruction**: Grants/contracts awarded for the purpose of any of the following:

a. providing instruction/training to groups within or outside Cal Poly;

b. developing new courses/applying new teaching methodologies;

c. obtaining equipment/supplies for instructional purposes;
d. providing educational scholarship/fellowship support to students/faculty;

e. providing student support services.

Research: Grants/contracts awarded for the purpose of any of the following:

a. carrying out scholarly/creative activities and basic or applied research, including educational research;

b. application of faculty professional expertise;

c. providing scholarship/fellowship support to students/faculty when this is directly related to the conduct of research.

Public Service: Grants/contracts awarded for the purpose of carrying out community-based projects that are not directly related to the educational and research mission of the University.

9. All sponsored projects should recover full indirect costs (for FY '93-'94, approximately 22% of total direct costs) from the sponsor. Project investigators will make every reasonable effort to assure this.

10. Funds that are returned to project investigators may be used for professional development activities and research expenses. They may not be used to pay additional salary of any kind to the project investigator. Examples of legitimate uses of these funds are:

   Professional travel
   Books, journals, office supplies
   Telephone, postage, photocopy, photographic expenses
   Secretarial services
   Student assistant expenses
   Dues for professional organizations
   Publication costs
   Additional released time

11. Funds that are returned to administrative units may be used for any legitimate purpose except to provide additional salary of any kind to project investigators.

12. Sharing of indirect cost returns among several investigators on a single project will be based on the percent effort devoted to the project by each investigator. Only principal and co-investigators will share in the return. The same parameter will be used to determine the sharing of indirect cost returns among administrative units on projects that involve more than one such unit.
Impact of the Application of this Policy to the '93-'94 Fiscal Year

If this policy had been applied in 1993-1994, 35 project investigators in six colleges, and 11 administrative units in five colleges, would have received returns of indirect cost income, ranging from $104 to $13,369 for individual project investigators (total: $52,396), and $104 to $43,607 for individual administrative units (total: $68,733). A total of $121,129 would have been returned to project investigators and administrative units. The operating expenses of the Sponsored Programs and Grants Development Offices would have been met fully and approximately* $34,500 would have remained for the Office of Research and Graduate Programs.

* This figure is approximate because the Grants Development Office drew on reserves to cover part of their expenses. If GDO expenses had been fully covered, an additional $18,000 would have been used, leaving only $16,500 for the Research and Graduate Programs Office.

For reference, the division of sponsored project funding between "research" and "non-research" projects during FY '93-'94 was:

<table>
<thead>
<tr>
<th></th>
<th>Research</th>
<th>Other</th>
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<tbody>
<tr>
<td>Direct</td>
<td>$3,207,801</td>
<td>$2,697,268</td>
</tr>
<tr>
<td>Indirect</td>
<td>$ 589,927</td>
<td>$ 353,272</td>
</tr>
<tr>
<td>%</td>
<td>18.4%</td>
<td>13.1%</td>
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</table>
Criteria: Indirect Cost Distribution Models

1) Only RESEARCH PROJECTS receive distribution
2) Required Distribution Threshold (minimum amount to be distributed): $99.99
3) To receive distribution, the Project Director recovery threshold for distribution is: 15.99%
   (on a project by project basis)
4) To receive distribution, the Dept/CTR recovery threshold for distribution is: 15.99%
   (calculated as an average of IDC’s on all projects)

AND,
Both Dept/CTR and Project Director thresholds must be met

The percent to the project directors (based on IDC recovered by individual projects): 10.00%
The percent to the Dept/CTR (based on cumulative IDC recovered): 10.00%

ALSO,
If project expenditures are above the following, margin percentages apply:

<table>
<thead>
<tr>
<th>DIRECT ABOVE</th>
<th>PERCENT ABOVE</th>
<th>PERCENT RETURN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 350000</td>
<td>15.00%</td>
<td>25.00%</td>
</tr>
<tr>
<td>2 700000</td>
<td>25.00%</td>
<td>33.00%</td>
</tr>
<tr>
<td>3 1000000</td>
<td>33.00%</td>
<td></td>
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</tbody>
</table>

Results:

Total Distributed to Project Directors: $52,396
Total Distributed to Departments/CTRS: $68,733
Total Overall Distribution: $121,129

<table>
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<tr>
<th>School</th>
<th>Unit</th>
<th>Dept/CTR Distribution</th>
<th>School</th>
<th>Project Director</th>
<th>Distribution</th>
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<td>$2,106</td>
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</table>
451.6 Academic Council on International Programs

The Trustees of The California State University have authorized as a part of their policy on The California State University International Programs the establishment of a statewide Academic Council on International Programs. The Academic Council on International Programs consists of one member from each college or university of the CSU system, selected in accordance with locally approved procedures.

Pursuant to the By-laws of the Academic Council on International Programs of the CSU, "Nominees must be either tenured, or tenure-track, members of the teaching faculty, or hold an academic/administrative appointment, and should have demonstrated their interest in international/intercultural education through personal participation in [such] activities..."

The following procedure governs the selection of Cal Poly's representative to the Council:

A. During the winter quarter in the final year of a current term of appointment, the Academic Senate office will conduct a campus-wide solicitation for persons interested in serving on the Academic Council on International Programs for the following three years. The criteria for membership on the ACIP will be publicized.

B. Each candidate shall submit a memo of interest with her/his vita to the Academic Senate office. These names will be brought to the Academic Senate Executive Committee for consideration and the selection of one candidate.

C. The name of the nominee chosen by the Executive Committee shall be transmitted to the Vice President for Academic Affairs with a memo of endorsement.

D. The Vice President for Academic Affairs shall transmit the name of the nominee and the Executive Committee's endorsement to the President.

E. In the event the President cannot endorse the nomination, the nomination shall be returned to the Executive Committee along with the reasons for non-endorsement. The Executive Committee shall then have the option to reaffirm its selection or to select another nominee from among the list of candidates brought to it in item B above.

F. The President shall transmit the name of the candidate to the Academic Council on International Programs.
MEMORANDUM

TO: Academic Senate office
FROM: William Martínez, Jr.
Department of Foreign Languages

DATE: Nov. 14, 1994

RE: Application for ACIP committee

I would like to submit my name for consideration to the Academic Council on International Programs committee for our campus.

I have had experience doing research in Latin America, Mexico and Venezuela specifically. I feel that it is an imperative priority to expose our students to international ideas. As a recent Resident Director of Cal Poly's Mexico Summer Program, I have gained valuable experience on and about the management and participation in international programs. I believe that my experience will be an added asset to the committee.

I have included a copy of my CV for review. If you have any questions, or desire more information, please do not hesitate to call. My extension on campus is 2889.
William Martínez Jr.

Dept. of Foreign Languages and Literatures
California Polytechnic State University
San Luis Obispo, CA
(805) 756-2889
E-Mail: DI 807 @Oasis.calpoly.edu

EDUCATION


TEACHING EXPERIENCE

Assistant Professor of Spanish. California Polytechnic State University at San Luis Obispo. Sept, 1993 to present. Teach Mexican culture and Literature, Latin American Literature, Chicano Literature and culture, and Spanish language courses. Class size, 35-60 students each.

Teaching Assistant. Dept. of Spanish and Portuguese, UC Irvine. Sept. 1989 to June, 1992. Taught undergraduate 1st, 2nd and 3rd year language classes, as well as Spanish 5 (Spanish for Native Speakers), an advanced writing/grammar class. 25 students per class.

Summer Lecturer. UC Irvine, 1990. Responsible for independent teaching of 1st Year language class in Spanish. Class size: 30 students.

Teacher Assistant. Dept. of Spanish and Portuguese, SDSU. September, 1986-December, 1988. Taught all levels of Undergraduate Spanish language courses. (2-3 sections per each semester). Taught an Introductory Latin-American Literature Class. Responsible for development and implementation of curricula for all classes. Class size: 35 students.
COURSES TAUGHT AT CAL POLY 1993-94

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Spanish 101</td>
<td>Introduction to Spanish</td>
</tr>
<tr>
<td>Spanish 102</td>
<td>Introduction to Spanish</td>
</tr>
<tr>
<td>Spanish 233</td>
<td>Selected Critical Readings in Spanish</td>
</tr>
<tr>
<td>Spanish 301</td>
<td>Advanced Composition and Grammar</td>
</tr>
<tr>
<td>Spanish 305</td>
<td>The Mexican Revolution through Literature</td>
</tr>
<tr>
<td>Spanish 330</td>
<td>Spanish for Bilingual Speakers</td>
</tr>
<tr>
<td>Humanities 310</td>
<td>Cultures of Mexico</td>
</tr>
<tr>
<td>Foreign Language 400</td>
<td>Special Problems in Spanish</td>
</tr>
</tbody>
</table>

COURSEWORK DEVELOPED AT CAL POLY

Course on Chicano Poetry in Spanish
Course on development of Literary theory in Spanish
Courses on Mexican Literature, to include:
  a) XIX C. Novel
  b) XIX and XX C. Poetry
  c) XX Narrative
Images of the Mexican Revolution through literature
Courses on Latin American Poetry, to include
  a) Modernism
  b) XX C. Poetry
  c) Women's poetry
  d) Venezuelan Contemporary Poetry

RESEARCH PUBLICATIONS


"¿Cuál es la Vaina?: Breve revisión de la poesía venezolana de los años 80" en Actas del II Congreso Internacional de Hispanistas Asiáticos. Tokio: AHA, 1994


**CREATIVE PUBLICATIONS.**

**Short Story:**

"Tomorrow, We Eat". *Voz Mestiza*. Spring, 1991.

**Poetry:**

Poems Published in *Noitilover* (SLO: 1994)

**PRESENTATIONS AT PROFESSIONAL MEETINGS.**


"Breve Historia del cuento en la Baja California" UCI Graduate Students Colloquia. Spanish/Portuguese Department. Winter, 1990.


"Elementos cinematográficos en la poesía de Ramos Sucre." Purdue University Conference on Romance Languages, Literatures and Film. West Lafayette, IN. Oct, 1991.


OTHER PROFESSIONAL ACTIVITIES


1990: "Picture This: Camera Techniques for the Classroom". Teacher Development Workshops. Language Laboratory And Instructional Development Services, UCI, Winter, 1990.


Readings:


Literary Reading. MEChA. UC Irvine, September, 1990


Guest Lectures/ Presentations:

"¿Qué sucede hoy en la poesía Chicana?", University of San Diego Summer, 1991.

"Different is not bad, it's just different" Irvine High School March, 1992


"The poetry of Jimmy Santiago Baca" UC Irvine, December 2, 1992

"I ain't 'his' and I don't 'panic.' Reflections of a Chicano in the U.S." United Methodist Congregation. San Luis Obispo, CA April 1994.

Others:

Resident Advisor/Mentor Summer Undergraduate Research Fellowship Program at UC Irvine. Summer, 1993. Supervised in-residence program of 30 young scholars invited by the University to California to obtain research experience with faculty on a one-to one basis.


Committee Work at UC Irvine:


Committee work at Cal Poly, SLO

Academic Senate Member, 1994-1996.


Software librarian for Dept. of Foreign Languages and Literatures.


Library Resources Committee. Dept of Foreign Languages and Literatures.

Bilingual Proficiency Exam reviewer.

Faculty Advisor to Spanish Club.

Faculty Advisor for MEChA.

Faculty Advisor to "Spectrum."

Editorial Board Member to "Culture Lines." MCC, Cal Poly.
CURRENT RESEARCH AND WORKS IN PROGRESS

Articles:

"Now you See it, now you Don't?: The(Re)presentation of the Un(re)presentable." A look at postmodernism, and its inner mechanics, as seen by Jean F. Lyotard.

"Sobre la bilirubina y la poesía de Juan Luis Guerra." Propuesta teórica sobre la posibilidad de tratar la letra de la canción popular como poesía lírica. (Article in Review)

"Several Words you Can('t) Say in the Classroom". An approach to teaching scatological terminology through the use of etymological presentation in foreign language classrooms.

"Mirando al espejo: la historia y la búsqueda de la imposibilidad en Madero, el otro de Ignacio Solares." Análisis historicista de la novela como parte de la "nueva novela histórica." (Article in Review)

"Cuando la forma se convierte en poema. La poesía de Alberto Blanco." Análisis de la nueva poesía mexicana con un enfoque en Alberto Blanco y el uso de su espacio poético.

"The use of instant photography as a means to personalize the picture file concept." Research in progress in language classroom.

Creative Work Texts:


"Searching the Homeland: Poems for a (Con)fused Chicano" Collection of poetry in English. Work in Progress for 18th. annual Chicano/Latino Literary Contest.

"Chicano Intellectual Blues" A collection of Prose poetry.

Research Texts in progress:

Contra la corriente: Textos de mujeres (working title) An analysis of women's writings in Venezuela in the 20th Century.

FELLOWSHIPS AND GRANTS

1994-1995 University Services Summer Grant.

CONSULTANT/TRANSLATION EXPERIENCE

1990: "GDE Soft Copy Work Station." General Dynamics. Responsible for sole translation of entire 16 Million dollar implementation plan, for the familiarization of technical data system dealing with 3-dimensional topographic survey. Voice-over on Video presentation of system delivered to the Armed Forces of the Spanish Government.


"EPA Lesson Plans on the Environment for K-12 learning." In collaboration with José Martín. UC Irvine School of Education, October, 1992.
PROFESSIONAL MEMBERSHIPS

American Association of Teachers of Spanish and Portuguese. Southern California Chapter.
Central Coast Chapter of California Foreign Language Teachers Ass.
Community College Consortium.
Teachers of Tomorrow.
Philological Association of the Pacific.
Central Coast Association of Language Professionals
Association of California language Professionals

HONORS

President's List, Spring, 1986.
Phi Beta Kappa, 1986.
Sigma Delta Phi, Spanish Honor Society. 1986.
Outstanding Graduate Student Teacher, SDSU, 1987.
Phi Kappa Pi, Graduate Student Honor Society. 1988.

LANGUAGES

Fluent: Spanish.
         English.
Advanced: Italian.
          Portuguese.
Reading: French.