

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407  
ACADEMIC SENATE

FILE COPY

Academic Senate Executive Committee Agenda  
Tuesday, January 10, 1995  
UU 220, 3:00-5:00pm

*all minutes  
were removed*

- 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:

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-7-  
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State of California

DEC 14 1994

CAL POLY

Memorandum

Academic Senate

December 12, 1994

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

Cc: ✓ Jack Wilson  
A.S. Exec. Comm.

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 mandate, 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 cochairs, James Vilkitis (FNR) or John Culver (Political Science).

\*Lee Burgunder (Bus), John Culver (PolS), Bill Forgeng (Mat. Engr.), Phelicia Gomes (ASI rep), Glenn Irvin (Admn), Bob Smidt (Stat), George Stanton (Testing), Matt Wall (Const. Mgt./Curr. Comm. rep).



### **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.

01/10/95

**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



**RECEIVED****M e m o r a n d u m**

NOV 14 1994

To : Jack Wilson  
Chair, Academic Senate

Academic Senate Date : November 9, 1994

Doc. No. : HlthSrTF.nom

From : Juan C. Gonzalez  
Vice President for Student Affairs

Copies : Robert Koob  
Jim Aiken

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

State of California

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California Polytechnic State University  
San Luis Obispo

NOV 29 1994

**MEMORANDUM**

Academic Senate

To: Academic Senate Office ✓  
Attn: Margaret

Copies: Dwayne Head

From: Steve Davis *SD*  
PE & Kinesiology Dept.

Date: November 27, 1994

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 I.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

adopted December 1, 1992  
AS-396-92/CC

**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

Adopted:

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

**AS- -94/  
RESOLUTION ON  
DEPARTMENT NAME CHANGE FOR THE  
ELECTRONIC/ELECTRICAL ENGINEERING DEPARTMENT**

- 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.

Proposed by the Electronic/Electrical  
Engineering Department  
January 10, 1995

State of California

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California Polytechnic State University  
San Luis Obispo, CA 93407

OCT 21 1994

**Memorandum**


VICE PRESIDENT  
ACADEMIC AFFAIRS

**To:** Robert D. Koob, Vice President  
Academic Affairs

**Date:** October 19, 1994

**File:** eenamchg.doc.dd

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

**From:** Peter Y. Lee, Dean   
College of Engineering

**Subject:** DEPARTMENT NAME CHANGE FOR ELECTRONIC AND  
ELECTRICAL ENGINEERING

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.

MEMORANDUM

CAL POLY STATE UNIVERSITY  
ELECTRONIC & ELECTRICAL ENGINEERING

TO: Peter Y. Lee, Dean  
College of Engineering

DATE: September 23, 1994

FROM: Saul Goldberg, Chair *SG*  
EL/EE Department

SUBJECT: REQUEST FOR DEPARTMENT NAME CHANGE

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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.

SG/db

NAMECHNG.MEM

RECEIVED  
SEP 23 1994  
DEAN OF ENGINEERING



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

## **DRAFT**

### **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 a 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:

<b>Total Direct Costs</b>	<b>% IDC Returned</b>
\$350,000-699,999	15% of total IDC
\$700,000-999,999	25% of IDC earned on TDC in excess of \$700,000
\$1,000,000	33% of IDC earned on TDC in excess of \$1,000,000

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.

13. This policy will be reviewed by the Academic Senate Research Committee after the first and second years of implementation, to assess the impact of its provisions.

#### **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:

	<b>Research</b>	<b>Other</b>
<b>Direct</b>	\$3,207,801	\$2,697,268
<b>Indirect</b>	\$ 589,927	\$ 353,272
<b>%</b>	18.4%	13.1%

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: (on a project by project basis)		15.99%
4) To receive distribution, the Dept/CTR recovery threshold for distribution is: (calculated as an average of IDC's on all projects)		15.99%
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:		
	DIRECT ABOVE	PERCENT RETURN
1	350000	15.00%
2	700000	25.00%
3	1000000	33.00%

### Results:

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

School	Unit	Dep/CTR Distribution	School	Project Director	Distribution
AGRI	ASIN	\$418	AGRI	WILLIAMS	\$630
AGRI	SS	\$185	AGRI	DAUGHERTY	\$118
ARED	ARCH	\$2,864	AGRI	HUNT	\$300
ARED	DESI	\$8,106	AGRI	HALLOCK	\$508
BUSI	IT	\$104	AGRI	RICE	\$2,809
ENGR	ARDFA	\$43,607	AGRI	VILKITS	\$1,545
ENGR	CSCI	\$327	AGRI	BURT	\$943
ENGR	ELEE	\$1,307	AGRI	RICE	\$164
ENGR	ME	\$2,415	ARED	POHL	\$2,864
SCMA	CHEM	\$1,148	ARED	POHL	\$7,735
SCMA	PHYS	\$4,959	BUSI	GAY	\$104
			ENGR	CHATZIOANOU	\$271
			ENGR	HOCKADAY	\$13,369
			ENGR	KOLKAILAH	\$233
			ENGR	MACCARLEY	\$285
			ENGR	MARTIN	\$833
			ENGR	SULLIVAN	\$5,337
			ENGR	VANT RIET	\$155
			ENGR	WALSH	\$471
			ENGR	FISHER	\$327
			ENGR	MACCARLEY	\$591
			ENGR	NAFISI	\$422
			ENGR	TANDON	\$295
			ENGR	CARPENTER	\$1,085
			ENGR	CHIVENS	\$373
			ENGR	MEDIZANDEH	\$433
			LIBA	LEVI	\$272
			LIBA	VALENCIA-LAVER	\$390
			SCMA	CANO	\$130
			SCMA	HANSON	\$2,459
			SCMA	HOLLAND	\$353
			SCMA	HOLLAND/HANSON	\$489
			SCMA	CENSULLO	\$131
			SCMA	JONES	\$198
			SCMA	WILLS	\$817
			SCMA	FRANKEL	\$1,328
			SCMA	HOFFMAN	\$1,523
			SCMA	ROSEN	\$2,108



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.


**RECEIVED**

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY** <sup>NOV 17 1994</sup>  
**SAN LUIS OBISPO, CA 93407**  
**Academic Senate**

**Department of Foreign Languages and Literatures**

## **MEMORANDUM**

**TO** : Academic Senate office **DATE:** Nov. 14, 1994

**FROM:** William Martínez, Jr.  **COPIES:**

**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.

Revised Oct., 1994

**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

1385 Atlantic City Ave #103  
Grover Beach, CA 93433  
(805) 481-1773

**EDUCATION**

Ph.D., Summer, 1993. Contemporary Latin-American Poetry.  
Dissertation Thesis: Centro y margen en la poesía venezolana contemporánea: Códigos poéticos e identidad nacional.  
University of California, Irvine. Dissertation Chair: Prof. Julian Palley.

M.A., December, 1988. Spanish-American Literature. San Diego State University. (SDSU). Committee Chair: Dr. Gerald Head.

B.A., June, 1982. Major emphasis in Spanish (Literature)  
SDSU. Minor in Cultural Urban Anthropology.  
Concentration in Civil Engineering.

**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

Spanish 101	Introduction to Spanish
Spanish 102	Introduction to Spanish
Spanish 233	Selected Critical Readings in Spanish
Spanish 301	Advanced Composition and Grammar
Spanish 305	The Mexican Revolution through Literature
Spanish 330	Spanish for Bilingual Speakers
Humanities 310	Cultures of Mexico
Foreign Language 400	Special Problems in Spanish

### 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

"Cinematografía en la imagen de José Antonio Ramos Sucre."  
Revista de la Universidad de los Andes. Venezuela: Publicaciones  
de la Universidad de los Andes, 1992.

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

"Día de los muertos" in Task-Based II: More Communicative  
Activities for the Language Lab. Lee Ann Stone, editor. Irvine, CA:  
International Association for Learning laboratories, 1993.

"Elementos cinematográficos en la poesía de Ramos Sucre."  
Romance Language Annual. (West Lafayette: Purdue University  
Press, 1991).

"Introducción a la poesía Sijo" en Luz en arte y literatura. No. 4. Revista bilingüe cuatrimestral. Los Angeles: Luz Bilingual Publishing, mayo, 1993.

### **CREATIVE PUBLICATIONS.**

#### **Short Story:**

"Contents under Pressure" Spectrum. Cal Poly SLO, Fall 1994.  
"La mera neta" Voz Mestiza UC. Irvine. Spring, 1992.  
"Love's a bitch, no?" Voz Mestiza. UC Irvine, Winter, 1991.  
"Oranameyú: A Chicano/Latina Legend". Voz Mestiza. UC. Irvine, Spring, 1991.  
"Tomorrow, We Eat". Voz Mestiza. Spring, 1991.  
"Nothing: Look Away." The Womyn's Quarterly. UC Irvine. Spring, 1991.  
"Morrison y las jaisculeras cotorreando en Tijuana". Honorable mention. Sixteenth Chicano/Latino Literary Contest. University of California, Irvine, 1990.

#### **Poetry:**

Poems published in Voz Mestiza, Winter, 1990, Spring, 1991, Fall, 1991, Winter 1992, Spring, 1992, Winter 1993.  
Poems published in Womyn's Quarterly, Spring, 1991.  
Poems published in Raining Plutonium. (Irvine: New U Pub., 1990)  
Poems Published in Noitlover (SLO: 1994)

### **PRESENTATIONS AT PROFESSIONAL MEETINGS.**

- 1990: "Máscaras de la fragmentación cultural: Análisis de Skin Deep de Guy García". American Association of Teachers of Spanish and Portuguese. Southern CA. Chapter (AATSP-SC), Los Angeles, CA. April, 1990.
- "Breve Historia del cuento en la Baja California"  
UCI Graduate Students Colloquia. Spanish/Portuguese Department. Winter, 1990.
- 1991: "Marginalización de Arise Chicano!: And other poems. Congreso "Conflictos culturales en la literatura contemporánea." Mayagüez, Puerto Rico. Feb., 1991.



"Una introducción a la poesía de José Antonio Ramos Sucre" . AATSP-SC Chapter. San Diego, CA. April, 1991.

"Femenismo, teoría y práctica: análisis de O Quince de Raquel de Queiroz." Women speak: feminism, cultura e historia. (Symposium). UC Irvine. April, 1991.

"Marginalización en Angela de Hoyos". Symposium: "Female Discourses: Past, Present, and Future." UCLA, May, 1991.

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

"Lo Magi-Trágico de la frontera: revisando los cuentos de Marcela y el rey al fin juntos de Luis Humberto Crosthwaite". Philological Association of the Pacific Coast. Las Vegas, NV. November, 1991.

**1992:** Sobre la literatura chicana. Serie de tres conferencias dictadas en la Universidad Católica "Andrés Bello." Caracas, Venezuela November, 1992.

**1993:** "Cuál es la vaina: Breve revisión de la poesía venezolana de los años 80" .Asociación Asiática de Hispanistas. 3er. Congreso. Tokyo, Japan. Jan. 8-10, 1993.

"Eros y tanatos en el Romancero Gitano de Federico García Lorca." Homenaje a Lorca. Symposium. April 23, 1993. San Diego State University

**1994** "El uso de técnicas multisensoriales en la enseñanza del español para hispanoparlantes." CCCFLTA Conference. San Luis Obispo, CA. Jan 8, 1994.

"Reynaldo Arenas y la (re)vision de la verdad: una perspectiva parahistórica." XXX Congreso del Instituto Internacional de Literatura Iberoamericana. Pittsburgh, PA, June, 16 1994.

"...in the 'eye' of the beholder. Observations on Frida Kahlo's Self Portraits." Cuernavaca Summer Latin American Series at Cemanahuac Educational Community. July 23, 1994.



## **OTHER PROFESSIONAL ACTIVITIES**

- 1988: Co-Development/translator of 1st. Annual Bilingual Literature Colloquium. "Readings on the Border: A Bilingual perspective." SDSU, May, 1988.
- 1990: "Picture This: Camera Techniques for the Classroom". Teacher Development Workshops. Language Laboratory And Instructional Development Services, UCI, Winter, 1990.
- 1992: "See me, hear me, touch me: The Use of Multisensorial Simuli in Second Language Acquisition" . Language Laboratory Classroom Development Workshops. Winter, 1992. UC Irvine.
- "Using Multisensory Techniques to Teach Literature" La Puente High School Teachers Workshop. July, 1992.
- 1993: "Multisensorial education and the Bimodal Model of Learning." Cal Poly State University, San Luis Obispo. Oct, 1993.
- 1994: "Remembering César Chávez' Legacy." Earth Day Celebration, Cesar Chavez Memorial. San Luis Obispo, CA. April, 1994.
- " Multisensorial tecquniques for the classroom." Cal Poly State University. San Luis Obispo, Ca, Oct, 1994.

### **Readings:**

Invited poetry readings. Class Held at UC Irvine.  
Conducted by Prof. Robert Peters. UC Irvine.  
Winter, 1990; Spring, 1991, Fall, 1991, Winter, 1992, Spring, 1992  
Summer, 1992, Fall, 1992.

Poetry Reading at La Ecole Superiore de Language.  
Brussels, Belgium. Personal Invitation from Profr.  
Eliane Van Stichel. March, 1990.

Literary Reading. MEChA. UC Irvine, September, 1990

Poetry Reading. "Give Literature a Chance". Lecture Series.  
UC Irvine . April, 1991.

Literary Reading. "Pride in Our Culture" Series. Cross  
Cultural Center (CCC). UC Irvine. May, 1991.

Poetry Reading. The MTombo Project. CCC. UC Irvine, May, 1991.

Poetry reading. UC Irvine Poetry Series. School of Humanities UC Irvine, Nov. 25, 1991.

Poetry Reading. Cal Poly Civil Rights Awareness Week. California Polytecnic State University. May 9, 1994.

#### **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

"Chicano Poetry Today". UC Irvine, July 23, 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.

Executive Co-Editor for "Graduate Voice", an information Newsletter produced by the Office of Graduate and Professional Opportunity Program. UC Irvine, 1991-1992 and 1992-1993.

Developed concept for Teaching Assistant development video entitled: "What To Do After the First Day of Class" Directed and Produced with Darci Strother. Instructional Development Services /UC Irvine, Executive Producers. June, 1991.

Director of Undergraduate Literary Workshop. Dept. of Spanish and Portuguese. UC Irvine. 1990-1991.

Advisor to "Club de Literatura Española." UCI, 1990-1991.

### **Committee Work at UC Irvine:**

Student Chair. Ph.D. Chicano/U.S. Hispanic Languages and Literatures Curriculum Development Committee. 1990-1991.

Textbook Evaluation Committee. Dept. of Spanish and Portuguese. 1991-1992.

Summer Session Student Evaluation Committee. Student Representative. Dept. of Spanish and Portuguese. 1991.

Student Ambassador. Graduate Student Advisory Committee. Graduate Opportunities Program. UC Irvine. 1991-1992. and 1992-1993.

Co-Editor of Graduate Survival Guide. Graduate Student Advisory Committee, UC Irvine, 1992-1993.

"In Honor of Lorca" Symposium. University-wide planning committee. University of California, Irvine, 1993.

### **Committee work at Cal Poly, SLO**

Academic Senate Member, 1994-1996.

Resident Director Cal Poly Summer Program in Mexico. Cuernavaca Morelos, Mexico. Summer, 1994 and Summer, 1995.

Software librarian for Dept. of Foreign Languages and Literatures.

Mexico Study Abroad Program Planning Committee, 1993-1995.

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:**

Postales para Leg. Collection of poetry. Development of a technique called "postcard poetry." Submitted for publication.

"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:**

¿Cuál es la vaina? Una breve antología de poetas jóvenes de Venezuela. An anthology of Venezuela's young poets. With introduction and critical comments in Spanish.

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

### **FELLOWSHIPS AND GRANTS**

Graduate Opportunity Program Fellowship. UC Irvine, 1989.  
President's Fellowship. UC Irvine, 1989-1991.  
Travel Research Grant. School of Humanities. January, 1991.  
Instructional Development Grant. UC Irvine, 1990-1991.  
Travel Research Grant. School of Humanities. March, 1991.  
President's Dissertation Fellowship. UC Irvine, 1992-1993.  
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.

"The Spirit of SSS: Training Manual for New Employees". Sheraton Hotel and Sheraton International, Inc. Included contractual and legal terminology and explanations to new employees. Cultural consultant on development for training video.

**1991:** "New Employees Training Manual" Hilton Hotel of San Diego.  
Development of Training Manual in Spanish for maid and service staff.

**1992:** "Health Safety for Employees." Language translation consultant for development of Clorox Training video. Enviromental Safety Division. UC Irvine.

"A New Place of Confrontation: The Conference on the Environment and Its Development" Article translation. To be published in a Social Science Journal at a later date. UC Irvine.

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

## **PROFESSIONAL MEMBERSHIPS**

American Anthropological Association.  
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**

Deans List. 1985-1986.  
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.