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CULTURElines

CAL POLY, SAN LUIS OBISPO'S MULTICULTURAL MAGAZINE

FALL 1994

**CAL POLY
Demographics**
The Meaning Behind
the Numbers

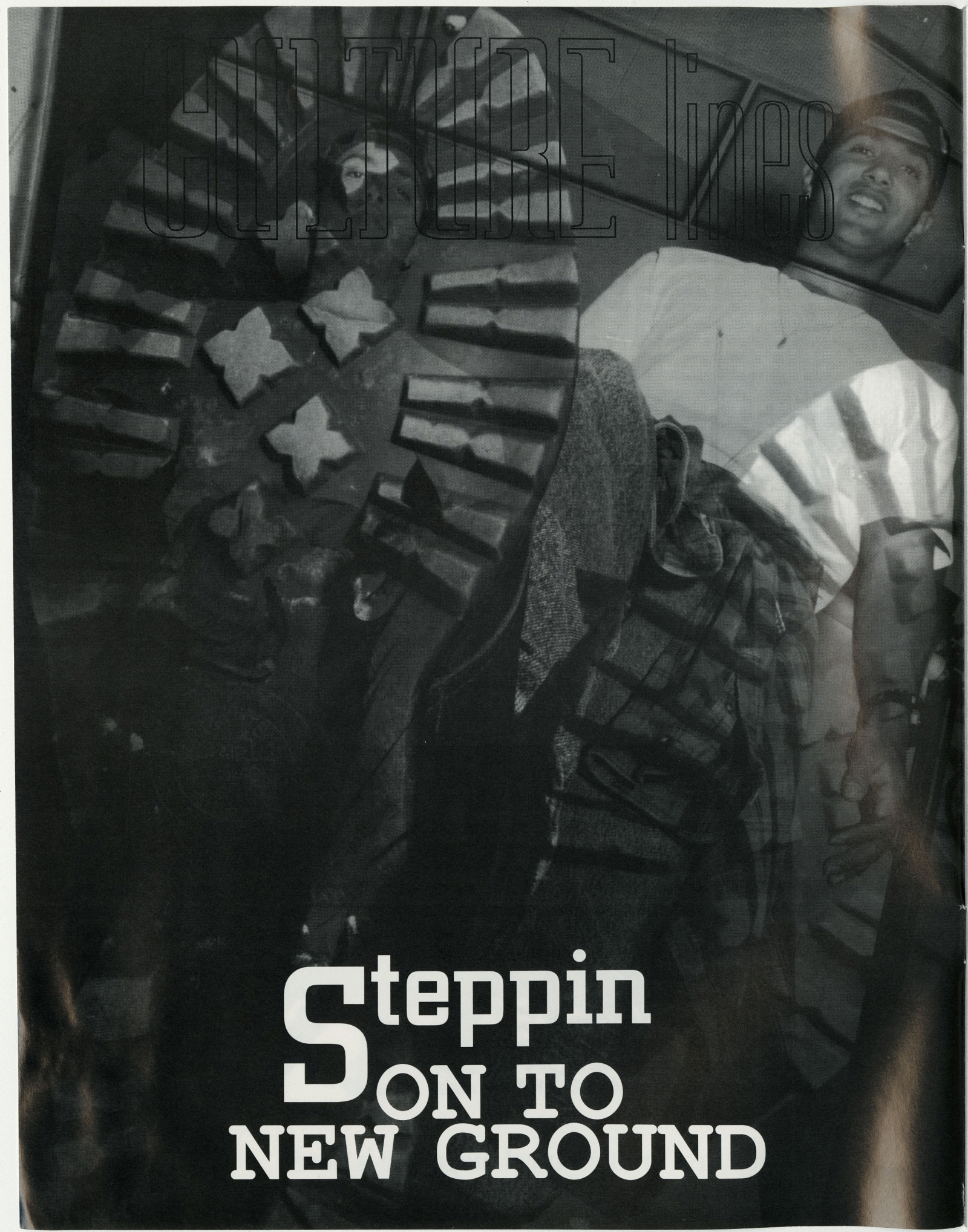
**ETHNIC
LEADERSHIP
COMMISSIONS**
Cal Poly's Ethnic Clubs Unite

Admissions
News Flash,
Cal Poly's
Latest

**PREMIERE
ISSUE**



Our first multicultural magazine is here!



CULTURE lines

Steppin
SON TO
NEW GROUND

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Culture Lines: A New Vision

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Cal Poly ITC

Cal Poly's new international multicultural educational venture, Mexico's largest university system and the U.S. largest university system join forces to develop new technologies.

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Cal Poly Demographics

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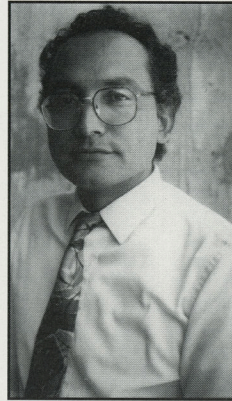
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Cover Photograph: Everardo Martinez-Inzunza;
see back inside cover for photo highlights.

Cal Poly begins this academic year by designating it as the "Year of the Curriculum." This poses the formidable task of maintaining the "learn by doing" philosophy in times of current cultural transformation. The student population is changing so rapidly that we are challenged to learn about teaching our "new California."



Culture Lines is a new vehicle for dialogue about our "new California." It takes more than embracing the change. It requires a critical examination of who we are, and who we are not. It is not enough to be sympathetic to differences, but it is necessary to be an educated architect of socio-educational change.

Access to information is key to the development of an educated society. This publication is committed to providing this information in a timely manner. *Culture Lines* will publish scholarly reviews on ethnic studies, student opinions, professional analysis of culturally diverse issues, community profiles and a year-long cultural events calendar.

The respect of common interests and cultural differences leads to harmony and academic growth which is essential to institutions of higher learning. I welcome the challenge to serve as editor to this new publication, dedicated to mutual respect and academic progress.

The "Year of the Curriculum" comes at a very opportune time. Cal Poly's rich history of setting the pace for advancing technology will continue on to the new century. Adjustments will be made and this university will continue to be known for producing some of the best and brightest students in our new California.

Everardo Martinez-Inzunza
Managing Editor

CULTURE lines

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Multicultural Media Production,
San Luis Obispo, CA.

Volume One, Number One

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is published by
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VICE PRESIDENT OF STUDENT AFFAIRS

As Cal Poly's Vice President of Student Affairs, I am excited about the many opportunities students, faculty and staff have to share points of view, cultural perspectives, differences and similarities. The value of the written media is essential to this sharing process. Student Affairs proudly presents a new vehicle for this communication process: *Culture Lines*.

Culture Lines comes from the collaboration of many people, departments, clubs and organizations. It is a publication created by and staffed by students and professionals working side by side. The photographers and graphic designers are students from Cal Poly's Applied Art and Design department. The college of Liberal Arts' Journalism and Graphic Communication department also play a key role as writers and printers. It is this collaborative effort that provides the professional support, computer equipment, supplies, student assistants, and general guidance that make this project a reality. One that truly symbolizes the benefits and rewards of bringing people together to work towards one common goal.

Culture Lines is being widely distributed not only across our campus, but to high schools, community colleges and universities throughout the state. I invite your participation as we embark on this new voyage. Through your comments and suggestions, we can surely make a difference. Δ

Buen Viaje,
Dr. Juan Gonzalez



Welcome to the premiere issue of *Culture Lines*! To finally see the magazine become a reality is very exciting. I remember discussing the concept to publish a magazine that would serve as a resource for personal enrichment and as a sounding-board for cultural issues.

The dream has become a reality, and the responsibilities that come with publishing such a magazine are enormous. My hope is that by regularly addressing issues through the pages of *Culture Lines* it will help us celebrate diversity and respect and appreciate our differences.

As an African-American woman, it is important for people to recognize me as an individual with a unique personality and characteristics; it is equally important for people to understand the important role culture has played in my development.

Improved understanding will come only through constant open and honest communication, and this magazine is a step towards improving and opening the lines of communication.

I am sure future issues of *Culture Lines* will provide fun and exciting opportunities for us to learn about and celebrate our cultures. Good luck and best wishes!

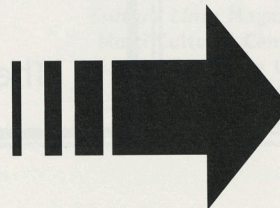
Erica Brown, President
Associated Students, Inc.. Cal Poly



Photographs By Carie Lazansky

ASI PRESIDENT

a new vision



CULTURE LINES

ADVERTISE IN CULTURE lines

Ad Rates:

\$400 Full page

\$250 Half page

\$175 Quarter page

\$50 Business card size

Advertise your:

- commercial business
- state business
- university, community college, or high school,
- school district
- cultural organization
- art gallery
- professional organization

Distribution Includes, but not limited to the following:

- All public and private high schools in California
- All community colleges in California
- All University of California campuses
- All California State Universities
- Cal Poly faculty, staff, clubs and organizations

Call The Multicultural Media Productions office at (805) 756-1405 for more information, ask for Everardo Martinez-Inzunza

IT'S HERE!

Culture Lines, is a magazine to bring cultures together. A medium to read about the arts and traditions of different cultures. A new tool that promotes visual and performing arts. Our staff comes from very different backgrounds and different fields of study. We hope the magazine articles will be as diverse as our staff.

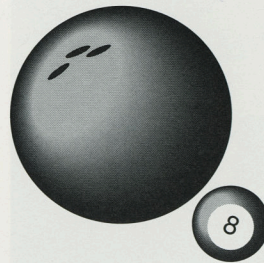
*Roberta Beltran,
Culture Lines Assistant Manager.*

Cal Poly

McPhees

Games

a r e a



- 10 bowling lanes
- 40 video games
- 8 pool tables
- air hockey
- weekly pool tournaments
- bowling tournaments

The greatest stress relieving place on campus!

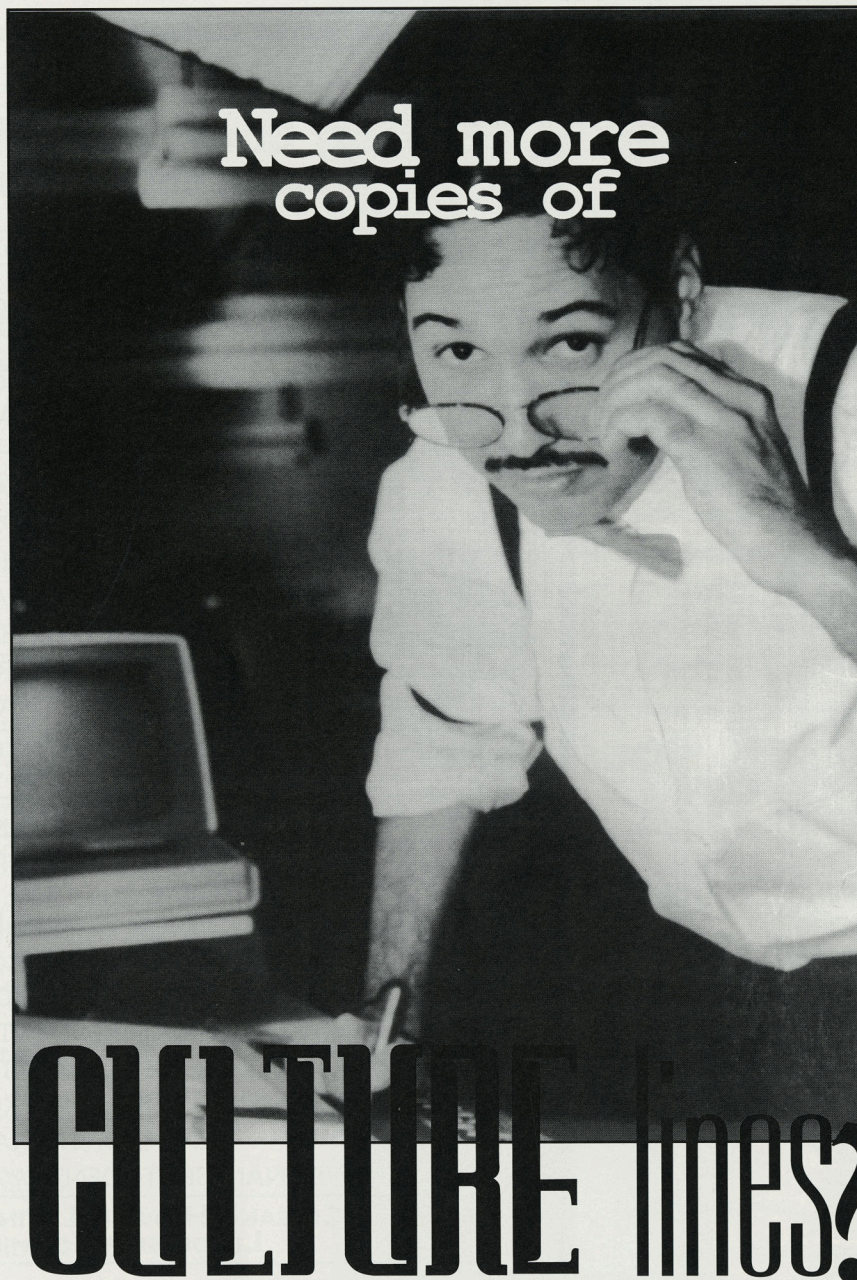
Hot News!

This year the HOTTEST place to be at Cal Poly is the Multi-Cultural Center (MCC). It's the newest center on campus and everyone working there is very excited about it. The MCC Coordinators have developed a great new way of getting all the students to be involved in a fun, yet educational way. We all know it's a comfortable social gathering area to meet new friends and interact with people from different cultures. This year, while you sit and visit, you can volunteer your time and gain wonderful experiences. The center will enlist at least 60 student volunteers from all ethnic groups to help plan and coordinate many different events that the center will sponsor. Being a volunteer will give you the chance to interact with people of different ethnic backgrounds. You will have a chance to coordinate Cal Poly students' multicultural events, and work in the art gallery for multicultural exhibitions (MCC will be hosting at least six exhibits per year). You can also work with Cal Poly Spectrum, a quarterly cultural periodical and Cal Poly's first multicultural magazine *Culture Lines* our newest project.

So, what do you say? Stop by and complete the volunteer application form and be part of all that's happening this year at the Multi-Cultural Center.

Volunteer Tasks

| | |
|--------------------------|-------------------------------------|
| FRONT DESK WORK | SPECTRUM & CULTURE LINES |
| SPECIAL PROJECTS: | JOURNALISM |
| ASIAN AWARENESS WEEK | GRAPHIC DESIGN |
| BLACK HISTORY MONTH | PHOTOGRAPHY |
| CINCO DE MAYO | MARKETING |
| PUBLICITY | CIRCULATION |
| PRESENTATIONS | ACCOUNTING |
| GRAPHIC DESIGN | |



Photograph By Chris Chavira

Yes, I would like to receive additional copies of *Culture Lines* at \$2.00 per issue (includes shipping). Send me _____ copies. Total amount enclosed \$ _____

Name _____

Address _____

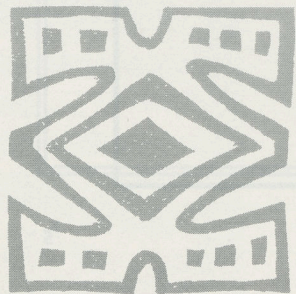
City _____

State _____ Zip _____

Send check or money order (no cash) to:
Culture Lines Magazine
 Multi-Cultural Center
 Cal Poly, University Union
 San Luis Obispo, CA. 93407

LEADERSHIP COMMISSIONS

LEADERSHIP COMMISSIONS



Cal Poly Ethnic Club Members of the Leadership Commissions

AFRICAN-AMERICAN STUDENT LEADERSHIP COMMISSION

AFRICAN AMERICAN ENVIRONMENTAL DESIGN
STUDENT ASSOCIATION
AFRO- AMERICAN STUDENT UNION
ALPHA KAPPA ALPHA (AKA)
ALPHA PHI ALPHA
DELTA SIGMA THETA (SIS)
KAPPA ALPHA PSI
OMEGA PSI PHI
PHI BETA SIGMA
SOCIETY OF BLACK BUSINESS STUDENTS
SOCIETY OF BLACK ENGINEERS & SCIENTISTS
ZETA PHI BETA

ASIAN-AMERICAN AND PACIFIC-ISLANDER STUDENT LEADERSHIP COMMISSION

ASIAN-AMERICAN CHRISTIAN FELLOWSHIP
CHI DELTA THETA
CHINESE CULTURAL CLUB
CHINESE LION DANCE
CHINESE STUDENTS ASSOCIATION
INDIAN STUDENTS ASSOCIATION
KOREAN-AMERICAN STUDENTS ASSOCIATION
OMEGA XI DELTA
PILIPINO CULTURAL EXCHANGE
TOMADACHI KAI
VIETNAMESE STUDENTS ASSOCIATION

CHICANO/HISPANIC/LATINO STUDENT LEADERSHIP COMMISSION

GRUPO FOLKLÓRICO IMAGEN Y ESPÍRITU (GFIE)
HISPANIC BUSINESS STUDENTS ASSOCIATION (HBSA)
LAMBDA SIGMA GAMMA (LSG)
LATINOS IN AGRICULTURE (LIA)
NU ALPHA KAPPA (NAK)
SOCIETY OF HISPANIC PROFESSIONAL ENGINEERS (SHPE)

NATIVE-AMERICAN STUDENT LEADERSHIP COMMISSION

AMERICAN-INDIAN SCIENCE & ENGINEERING SOCIETY
NATIVE AMERICAN STUDENT ORGANIZATION

The majority of the student leadership of these organizations have formally approved the conceptual structure of the leadership commissions. Formal approval by membership constituencies and by Cal Poly Associated Students Incorporated is expected Fall quarter, 1994.

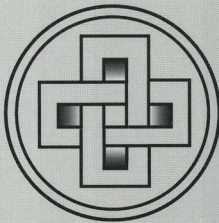
Quadrilateral Ethnic Commission

FULL FORCE

AHEAD

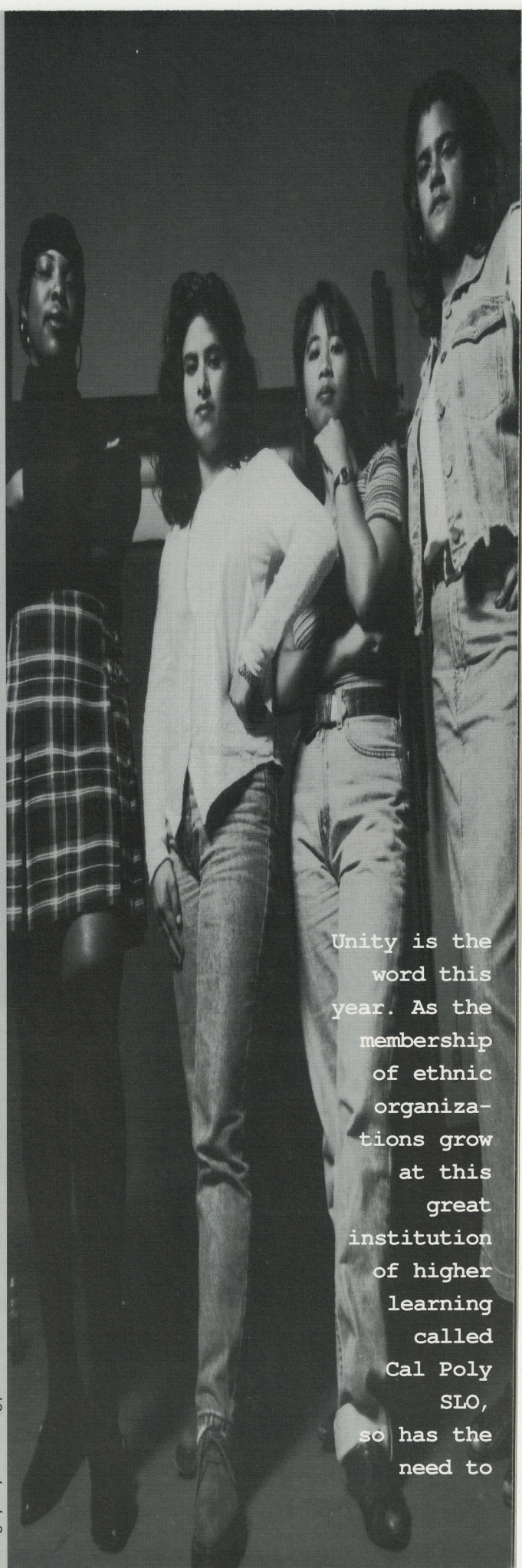
By Gener Abella

There is a new breed of leadership brewing at the Multi-Cultural Center.



That leadership is the Quadrilateral Ethnic Commission. The purpose of this commission is to bring together the leaders of the many ethnic organizations on campus to talk. Talk about what's up, what's new, what should be done, how and when to do it. Talk about how to increase the peace, decrease the ignorance, bring up the communication, and turn down the anger. Talk culture, heritage, and what to do to teach others of our unique backgrounds. All of this will be taking place this year through the Commission. *(continued on page 8)*

Photograph By Teresa Hagiya




Unity is the word this year. As the membership of ethnic organizations grow at this great institution of higher learning called Cal Poly SLO, so has the need to



(continued from page 7)

Through all the discussions, each participating organization will realize the benefits of involvement. These benefits include: 1) participation in MultiCultural programming on campus; 2) free advertisements in *Culture Lines* for all commission constituents; 3) use of Multi-Cultural Center resources such as computers and phones; 4) the opportunity to participate in a forum consisting of the leaders of participating ethnic organizations. The commissions included are the African-American Commission, Asian

and Pacific-Islander Commission, Chicano/Hispanic/Latino Commission, and Native American Commission. Each of the entities will consist of ethnic organizations fitting one of the categories (African, Asian, etc.) There will be a great deal of activity springing from the commissions and the Cal Poly community is encouraged to get involved. There is only one thing that can assure the success of this program: YOU! All of the planning, sweat, tears, and time will be spent so that there is a greater understanding and real-

ization of the rich cultural heritage present on this campus. We cannot do this alone. We must unify and work together. Be sure your club or organization is involved in the commissions. If it's not, do something about it! Come by the Multi-Cultural Center Monday through Friday and find out how to get involved and when the meetings take place, or call 756-1405. 

Gener Abella is the Multicultural Project Coordinator at Cal Poly, and can be reached at the center Monday thru Friday.

Photograph By Teresa Hagiya



Multicultural Media Productions presents the Cal Poly quarterly magazine, *Culture Lines*. Distribution of *Culture Lines* will be to the entire Cal Poly campus and other universities, colleges, and high schools statewide. To be successful we need you. We would like to encourage your participation to take part in the opportunities and benefits that *Culture Lines* has to offer. If you are a teacher, counselor, or professor or your club or organization have any articles, events, or pertinent information that you would like to print or advertise in *Culture Lines*, please submit by the deadline dates given below. *Thanks!*



ideas for articles

we're looking for

- Community Cultural Events
- Multicultural Education
- Calendar of Events
- University Cultural Events
- Cultural Performing Arts
- Cultural Visual Arts
- Club Profiles and News
- Leadership
- Cultural Diversity
- Cultural Interaction
- New California

Deadline Dates

Winter 1995 Quarter Issue
Spring 1995 Quarter Issue

January 9, 1995
March 3, 1995

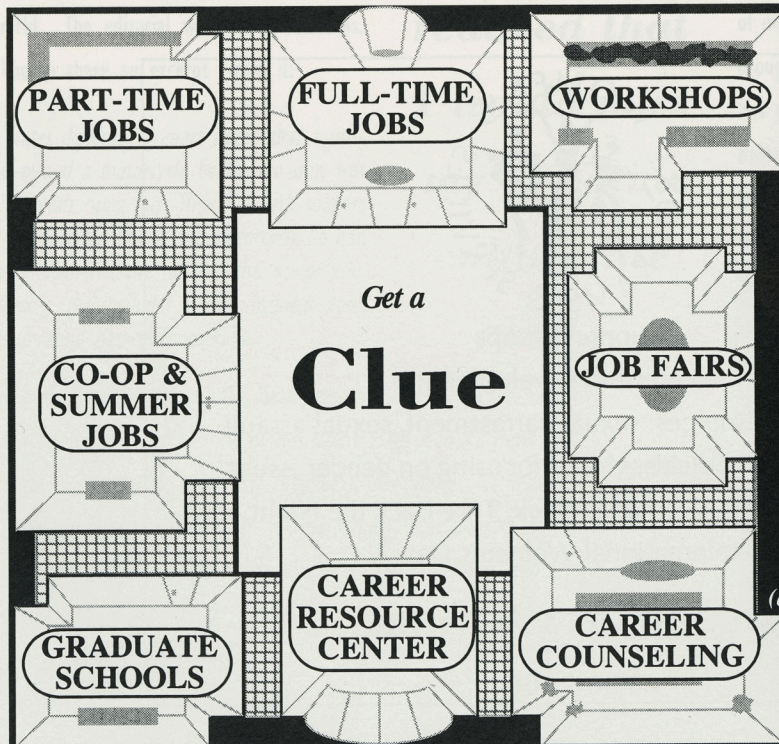
Articles may be submitted on 3.5 diskette from Macintosh Microsoft Word, and/or a hardcopy.



Submit articles, information, events, etc.. to:

Culture Lines Magazine

Multi-Cultural Center
Cal Poly, University Union
San Luis Obispo, CA 93407



at

CAREER SERVICES

8:00 am to 4:30 pm
Monday - Friday

Building 124
(across from the football stadium)

(805) 756-2501

CAL POLY DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

MINORS OFFERED IN:

- Spanish
- French
- German

CLOSELY ASSOCIATED WITH VARIOUS STUDENT CLUBS WHICH INCLUDE:

- Spanish Club
 - French Club
 - German Club
 - Japanese Club
 - Italian Club
- Prepares, supports, and sends students to Study Abroad International Programs.
 - Faculty members belong to the International Program Interview Committee.
 - Works with Foothill College(in the Bay area), for university credit to send students to work in Europe over the summer.

Department sponsors:
**Summer in México Study Program
Cuernavaca, Mexico**

*For additional information call the
department at (805) 756-1205*

NEW ADDITION FOR STUDENT LIFE AND ACTIVITIES

*By Pat Harris, Coordinator
Women's Programs and Services*



The Student Life and Activities Office has a new addition as of August 1, 1994—Women's Programs and Services. Located within the Student Life and Activities Office, Women's Programs and Services is committed to fostering a safe and inclusive environment where people (male and female!) can come together to create positive change.

We have a large lending library of books, videos, and periodicals that focus on gender and ethnic issues. We also have support groups for re-entry students, sexual assault survivors, and lesbian and bisexual students. There are computers and desks available for students looking for a quiet place to study, too.

Events are being planned for the entire 1994-95 school year that will focus on women and celebrate their strengths and diversities.

*If you are on campus, please stop by University Union
Room 217, or call us to find out what is happening.
(805/756-2600).*



Support groups

Leadership development

Referrals & resources: sexual harrassment, sexual assault

Literature, periodicals, videos focusing on gender issues

Special events: Women's Week, Take Back the Night,

International Women's Day

STUDENT LIFE & ACTIVITIES

**UU217
756-2600**



Croatia & I

BY MARIO MIHELICIC

Dobar Dan, Dobri Ljudi!

For those of you unfamiliar with that Croatian phrase, its translation is: Good day, good people; however, these days this polite phrase is rarely heard around the former Yugoslavia. The former Yugoslavia included six republics: Bosnia-Herzegovina, Croatia, Macedonia, Montenegro, Serbia and Slovenia. My heritage lies in the newly sovereign nation of Croatia.

My parents grew up in the Croatian cities that have been destroyed by the war. A hard fought war for freedom and democracy. A war where the only difference between the Holocaust taking place in Bosnia now and the Holocaust during World War II are the people being murdered. I wrote an editorial in my high school newspaper, the *Hillsdale High School Scroll*, about the genocide committed by the Serbs against the Muslims and Croats. A Holocaust that has been, and is being ignored by the majority leaders around the world. The editorial won many accolades, and I would like to share an excerpt from it:

"A United States diplomat's report stated that a prisoner, who had owned a motorcycle before the war, was beaten until his teeth came out. Then the Serb soldiers used a wire to tie his testicles to the motorcycle he had owned. A Serb soldier drove off on the motorcycle, viciously castrating the prisoner" [This incident took place in a death camp named Omarska].

Omarska is probably the worst of the death camps identified in the December 27, 1992 issue of the *Dallas Texas Morning News*. Serb soldiers form a gauntlet so that they may beat new arrivals to this death camp. Other prisoners, according to the newspaper, are 'chained to the walls of a building called the White House and hit with rifle-butts and lengths of heavy cable.' To torture the Muslim prisoners even more, Serbs played Muslim songs while beating them.

The most targeted prisoners in this concentration camp are political leaders, police officers, and successful business owners. In one incident, a Muslim police recruit was beaten bloody. One witness, quoted in the *Dallas Texas Morning News*, stated: 'he [the beaten man] was lying in a pool of his own blood, and then they [the Serbian guards] slit his throat.' Later this same witness saw a leader of a political party 'wearing a bandage over what had been his nose.' His nose had been cut off.

This war has greatly affected my family; the entire side of my mother's family is still in Croatia. However, it has also brought my family together and strengthened our cultural ties to Croatia.

Before coming to Cal Poly, I was repeatedly asked, "What will you miss the most when you move away from home?" Until now, I never realized that I would miss my Croatian culture the most. As a writer for *Culture Lines*, I will explore and research other European cultures here in America. Hopefully, through my work in this field, I will fill the empty spaces in my heart, as well as share my new

knowledge, with you, about the different European cultures. ☺

*"Until now,
I never
realized that
I would miss
my Croatian
culture the
most."*

Mario Mihelcic is a first year student at Cal Poly and majors in History. He graduated from Hillsdale High School, located in San Mateo, California. At Hillsdale he served on the student newspaper for four years, was president of the school band, and worked on various projects at Hillsdale High.

Student Academic Services

Student Academic Services is Cal Poly's key resource for educational equity programming and support services. Eligible students can obtain valuable services through one of our seven programs:

Student Support Services

This program provides academic advising, assistance in course selection, tutorial services, and activities designed to prepare low-income, physically disabled, and/or first-generation college students for academic success at Cal Poly. SSS is located in Hillcrest (Bldg. 81). For more information call 805/756-2301.

Disabled Student Services

Students who are permanently or temporarily disabled can receive information and assistance from DSS. Specialized services include academic advising, campus orientation, on-campus transportation, special parking permits, loan of adaptive equipment, and provision of direct services (interpreters, etc.). DSS is located in the University Union (Bldg. 65) Rm. 202. For more information call 805/756-1395

Athletes Academic Support Program

This program provides both new and returning student-athletes, who are at risk, with support services to ensure academic retention and success. Services include study skills enrichment, group study, and intrusive advising. The Athletes Academic Support Program is located in Fisher Science (Bldg. 33) Rm. 290. For more information call 805/756-1256

Academic Skills Center

Study skills programs are available to increase student academic success and retention. Study strategies include study skills assessment, learning styles, time management, etc. Academic advising is available to assist with improved academic success. The ASC is located in Fisher Science (Bldg. 33) Rm. 290. For more information call 805/756-1256

Summer Institute

The Institute provides a select group of freshman and transfer students an exciting summer mini-quarter. The program enhances students' academic and university level skills by offering Cal Poly courses, on-campus living, and completion of actual university credit prior to the start of Fall Quarter. SI is located in Hillcrest (Bldg. 81). For more information call 805/756-2301.

Educational Opportunity Program

The primary goals of EOP are to improve access, retention, and graduation of those who are historically disadvantaged. Eligible students are historically low-income, educationally disadvantaged, and/or under-representation in higher education. EOP provides a wide range of comprehensive admissions and support services including academic advising, graduation planning, study groups, and supplemental instruction. EOP is located in Hillcrest (Bldg. 81). For more information call 805/756-2301

Upward Bound

The Upward Bound program motivates and academically prepares local jr. high and high school students (from groups that are under-represented at the college level) to pursue a postsecondary education. The academic outreach program and the residential summer school session at Cal Poly offers tutoring, career advising, supplemental instruction, and cultural and recreational activities. Upward Bound is located in Hillcrest (Bldg. 81).

For more information call 805/756-2301.

Message from the Director of Admissions

By James Maraviglia

Welcome back! I hope fall 1994 is going well, whether you are a student enrolled in high school or college or a counselor assisting us in the process of encouraging students to go on to complete a university education.

I'm pleased to report several positive technological advances in progress. The first is our participation in the "electronic recruiter," College View, which is now in place at 65 high schools and 3 community colleges in California. What is it, you ask? It is a fantastic multimedia program that allows students to find out more about a college or university, (including what it looks like), via CD-ROM—it's viewing a prospective college or university without even having to leave your Transfer or Career Center! The "electronic recruiter" includes an excellent sound system, well-organized search process, comments from current students enrolled at each college/university, and an easy way to request more information.

When Cal Poly's Admissions Office receives the request, a tailored, personalized student packet is prepared by RESPONSE (a sophisticated communication system) and mailed out to students from various sections of the campus community (e.g. department heads, school deans, athletic coaches).

Another exciting technological advance that is soon to be up and running (possibly by spring 1995) is Cal Poly's "VRU" or Voice Response Unit. The VRU is a mini-mainframe computer system that will make it possible for prospective students to call the Admissions Office at any time day or night to receive information about their application using their touch-tone phone.

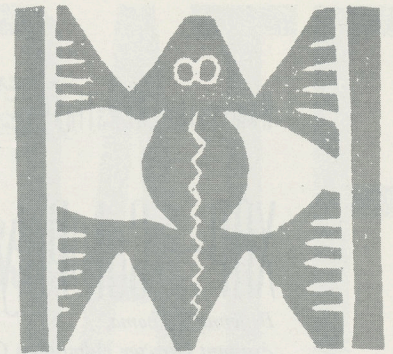
"The VRU is a mini-mainframe computer system that will make it possible for prospective students to call the Admissions Office at any time day or night to receive information about their application using their touch-tone phone."

Students will also be pleased to learn that the admissions process will be even faster. In about a year, transcripts will be available to send electronically from schools to Cal Poly. The electronic transfer of transcripts is presently being tested at three community college sites.

More positive news! New student enrollment for fall 1994 rose from 2,849 in 1993 to 3,400. Even more increases are expected in the next few years as greater efforts are made by the Admissions recruitment staff to encourage accommodated students to enroll. And, the high graduation rate from Cal Poly of 64% allows us increased flexibility in enrolling more new students.

Finally, we accommodated a high percentage of students for the coming winter quarter 1995—69%: 479 of the 696 applicants were selected! Thanks to enrollment management planning and an excellent pool of applicants, we were able to select a larger number of students than in past winter quarters. However, admission to all majors continues to be competitive which helps to ensure a quality student body at Cal Poly (see the "Come Take a Look" brochure for further details on our selection process).

I'm proud of the progress that the Admissions Office has made this past year with the merger of the Office of Admissions and University Outreach Services, the hiring of additional staff, and the reorganization of units by function to bring about better service to students, parents, counselors, and the general public. And as described above, we are making significant progress through the use of sophisticated recruiting and communication technologies. As always, please contact us if you have ideas, suggestions, or questions (phone: 805/756-2311; or fax: 805/756-5400).



STUDENT SERVICES

XAP—Cal Poly's Electronic Application

By Jennifer Thoma,
Assistant Director, Admissions Office

Last year our XAP, electronic application process was a great success! We received and processed 3,515 disks for the entire 1994-1995 application year (2,096 disk users were offered admission to Cal Poly), with over 2,700 of those for fall 1994. We wish to extend a big THANKS to those readers who gave support to the use of our disk. Without your support, this level of success would not have been possible.

Based on last year's success, we anticipate an increase in the volume of disks received for the upcoming 1995-1996 application year. Our 3 1/2" application disks are again available for DOS and MAC machines. The disk col-

lects both the standard CSU application data and our Admission Supplemental Questionnaire (ASQ) information. The 1995 disk includes new application questions, improved messages, HELP and automatic data check. It is even more fun and easier to use! Because of the tremendous benefits to all, use of our electronic application disk is STILL the preferred method for application to Cal Poly.

Our disk has been distributed to over 1,300 California high schools and

community colleges and will be mailed directly to students who request one by mail or phone. An instruction booklet is distributed with each disk to guide the user through the disk's SAVE, RETRIEVE, PRINT and other functions. These instructions are also available on the disk and may be invoked at any time during the use of the disk by pressing CTRL-L.

Technical help is available 8:30 a.m. to 5:30 p.m. (Pacific Standard Time) by calling the XAP hotline number, (800)

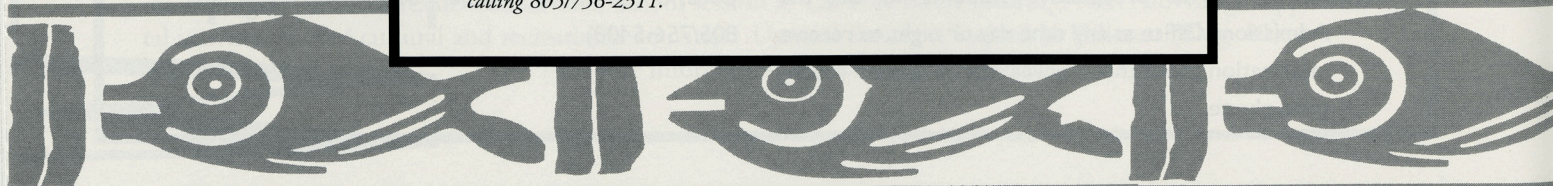
468-6927. Questions regarding Cal Poly's admission process, requirements or selection criteria and requests for a copy of the application disk should be directed to the Admissions Office at (805) 756-2311. We look forward to more feedback from you! G

Admissions Selection Criteria Changes for Transfer Students Applying for Business Major

The College of Business has modified its selection criteria for admissions, effective for fall quarter 1995. The modifications apply only to transfer students. The changes are as follows:

- Points are no longer given for completing an "Introduction to Business" class.
- General education courses are now worth 30% of the total possible points (5,000).
- Grade-point-average (from the Admissions Supplemental Questionnaire, ASQ) is worth 30% of the total points possible.
- It is even more important that transfer students complete business calculus before enrolling at Cal Poly—more points are now deducted for not taking the course.

For a complete list of all majors and recommended courses for admission to Cal Poly—see the "Come Take a Look" brochure. You can request one by calling 805/756-2311.



UPDATE

International Undergraduate Admissions

Cal Poly continues to seek highly qualified students from around the world as part of its mission to create a multicultural, global campus community. Although admission to the university is very competitive, it IS possible to be admitted as an international student.

Every international student applying to an undergraduate program must have graduated from a secondary (equivalent of

high school) or a higher secondary or tertiary (community college/college/university) institution which is recognized by the Ministry of Education. Students are required to send several documents to the Cal Poly Admissions Office by a specific deadline—the documents are known collectively as a “portfolio.”

The portfolio contents include:

- Official transcripts from all schools attended showing evidence of graduation from secondary school and all coursework and any certificates or degrees received. All transcripts must be submitted in the native language and be accompanied by a certified English translation.
- Two letters of recommendation from instructors or professors.*
- Confidential financial statement.*
- Certificate of health.*
- International Education Background form.*
- Test of English as a Foreign Language (TOEFL) score of 550 or more
This requirement does not apply if the student's native language is English.
- International Money Order or United States Postal Money Order in the amount of \$190 (U.S. Dollars), made payable to “AACRAO.”
This is required to cover the cost of the independent analysis and course-by-course evaluation of transcripts/credentials.

After the portfolio is complete, the Director of Admissions and the Dean/Associate Dean of the specific college makes the final admission determination. Students who are admitted receive the I-20 form that makes it possible to obtain a student visa.

PORTFOLIO DATES

| <u>Quarter</u> | <u>Portfolio Completion Date</u> |
|----------------|----------------------------------|
| Summer | April 1 |
| Fall** | June 1 |
| Winter | October 1 |
| Spring | February 1 |

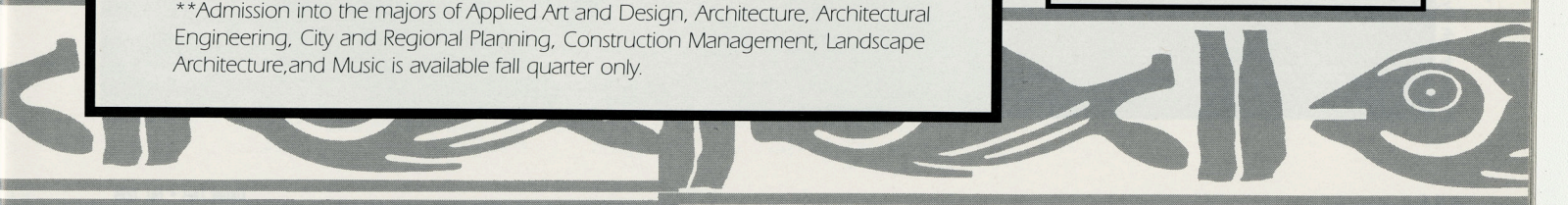
*Forms are sent to students after receiving the completed CSU application form.

**Admission into the majors of Applied Art and Design, Architecture, Architectural Engineering, City and Regional Planning, Construction Management, Landscape Architecture, and Music is available fall quarter only.

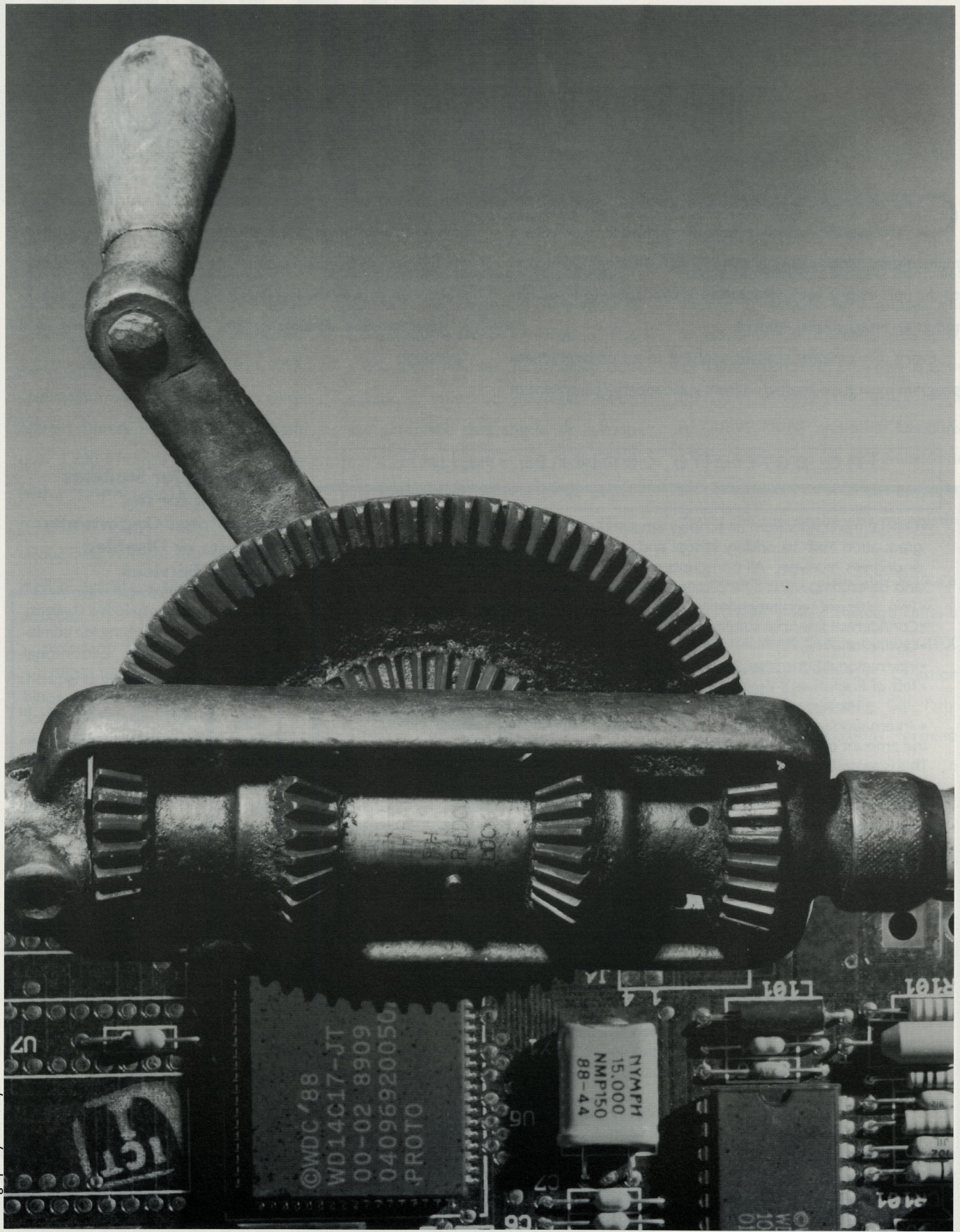
Reminder for Students Applying for the Educational Opportunity Program or Disabled Student Services

In the past, prospective students interested in applying for admission through the Educational Opportunity Program (EOP) or Disabled Student Services could apply for any quarter in which there were spaces available in their major. Effective fall 1994, the Admissions Office accepted applications for these two programs for FALL QUARTER ONLY. This change was necessary so that better financial aid packages and/or additional services could be offered to the students who were granted acceptance through these two programs.

For more information contact the Admissions Office (805/756-2311), Student Academic Services (805/756-2301), or Disabled Student Services (805/756-1395).



Photograph By Steve Aja



CAL POLY ITC

CENTER FOR TECHNOLOGICAL INNOVATION

An initial step towards opening working partnerships between the two largest university systems in Mexico and the United States

By Dr. Ruben Rojas
Professor, Aeronautical Engineering, Cal Poly

More than ever before, the effects of diverse linguistics, geo-political orientation and geographical separation, are readily becoming a memory of past times. All of those factors, which used to limit the ability of people of distinct intellect and cultural origin to work towards solving the great challenges of humanity, don't seem to be so limiting.

In this day and age, the world-wide-impact of the professional activities carried out by the faculties of North-American Universities abroad can barely be assessed by their participation in international conferences.

International consulting is nowadays common place in most of the Americas, Asia, Europe and parts of the former Eastern-Block. As a consequence, technology transfer takes place around the clock.

However because international conferences and symposia are usually organized in the "old ways," i.e., by agglutinating bodies of knowledge by :
a) subject, b) topic, c) sub-topic, etc. ; the effectiveness of such technology transfer process is minimized. Of course, this has never been the objective of such an activity. Nevertheless when the real focus is in world-class global competitiveness, it is easily acknowledged that the evolutionary trends of a global economy has lead nations and their respective industries to form partnerships along international lines. (Examples are both, the Common Market in Europe, and the North American Free Trade Agreement in the Americas).

In the U.S., the necessity to become more competitive and circumvent the negative effects of loosing significant world-market share, has resulted in government and U.S. corporations issuing directives emphasizing the technology transfer activities with the aim to promote commercialization and new prod-

uct development to invigorate the national economy. (Examples are the Defense Technology Conversion, Reinvestment, and Transition Assistance Programs). Unfortunately, it is during this time when major personnel cuts and downsizing practices reduced the work-force within national laboratories and major U.S. corporations. Hence, limit their ability to re-educate and redirect the remaining personnel to continue to produce revenues and meet new tasks associated with technology transfer and deployment.

It is because of the above that Cal Poly is interested in establishing an office to foster and support those strategic activities. This new office would coordinate international agreements of collaboration with the Mexican National System of Technological Institutes (NSTI). The proposed activities are directly related to technology transfer and deployment.

Since the proposed activity is not a result of a mandate derived of official policies or new legislature, Cal Poly has the opportunity to charter this activity in the direction that will reinforce the core-competencies of this university. As a result, Cal Poly can define, develop, plan, organize, project and promote potentially cutting-edge initiatives. The University can invest time in seeking the best approach to integrate the great diversity and technical expertise represented by Cal Poly students and faculty and the technological infrastructure within our campus with the impressive industrial network of Cal Poly's partners and supporters.

Mission and Objectives:

The mission of the Cal Poly-ITC -CTI office is: to identify, evaluate, and facilitate the realization of international developmental projects. This will strengthen the core-competencies of Cal Poly in the framework of advancing university education opportunities within a global perspective into the year 2000 and beyond.

The objectives of the Cal Poly-ITC CTI project is to involve Cal Poly - ITC students and faculty participation in fostering and inviting development of industrial co-investment ventures between Mexico and the U.S.

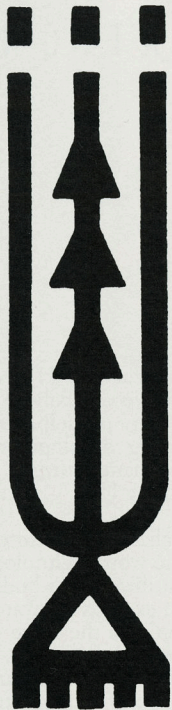
It is important to realize that the interpretation given to the word technology includes the expert utilization of bodies of knowledge, which exceeds software-hardware assimilation into the value added product/process development. This interpretation focuses on **human resource development as fundamental element** for world-class competitiveness in any arena. At the same time, the objectives reflect an operational activity to pursue. The general objectives are:

- a) To identify mechanisms and available resources to increase opportunities to establish collegial relationships between Cal Poly student and faculty investigators, and student and faculty investigators from the Mexican NSTI, and possibly other universities associated with the NSTI.
- b) To develop and articulate mechanisms to initiate interest and support from other Technological Institutes in creating opportunities for the establishment of collaborative agreements to foster technological innovation.
- c) To developing prototypes of center-to-university links to support and guide the planning of technological infrastructure that will evolve into partnerships among colleges in the Mexican federal system and in the CSU system of a long-term duration.

Cal Poly students interested in volunteering or interested in developing a senior project involving this international initiative please contact Dr. Rojas or Dr. Montecalvo at (805) 756-1515 or (805) 756-2109.

AFRICAN AMERICAN STUDENT UNION (A A S U)

P R E S I D E N T S M E S S A G E



The purpose of this statement is to welcome you to the Ethnic Student Leadership Commissions, to *Culture Lines*, Cal Poly's new multicultural magazine, and to emphasize the need for networking among ourselves and within our communities.

First of all, the leadership commissions are organizations designed to keep the ethnic committees tight and talking to each other. The Commissions are groups of student leaders who will periodically discuss issues, events, and cultural planning so that different ethnic clubs can work together in harmony to support each other. This will boost publicity, participation and profits for each

organization involved, promoting a move to be more dependent on each other and less dependent on the university.

Culture Lines will be a medium of communication for students and community to support each other through our group and individual struggles. The purpose again is to boost publicity, participation, and profits for our respective groups; to teach ourselves to be less dependent on "the man" and focus more on our own community building skills--culturally, politically and economically.

The need for networking among ourselves today has never been greater. The various ethnic groups are at a point in time nationwide, where pro-

tecting and defending ourselves and our identities is a primary key for survival. There are many lost young people coming into this world with no sense of community, no sense of culture, and an immense lack of respect for people, especially themselves. We must either lead ourselves or be lead by someone who would like to exploit our talents. The talents and resources within our communities are massive beyond our wildest dreams, and it's about time that we pull our resources together and head in a common direction. I hope you enjoy this magazine. Peace.

Paul Beaudry,
AASU President

YOU ARE INVITED TO VISIT THE UNIVERSITY CHRISTIAN CENTER



A PLACE WHERE...

- Everyone is welcome!
- Students, faculty, staff, alumni, and partners can find community and fellowship.
- We respond to Christ's call to share God's love and acknowledge with joy our different traditions.
- We grow in faith; take time for worship; reach out to others, and seek justice, mercy and peace for all people.
- The program of activities reflects the needs of participants.
- People are invited to hang out, visit, study, rest, pray, worship, eat, play, meditate, and enjoy themselves!

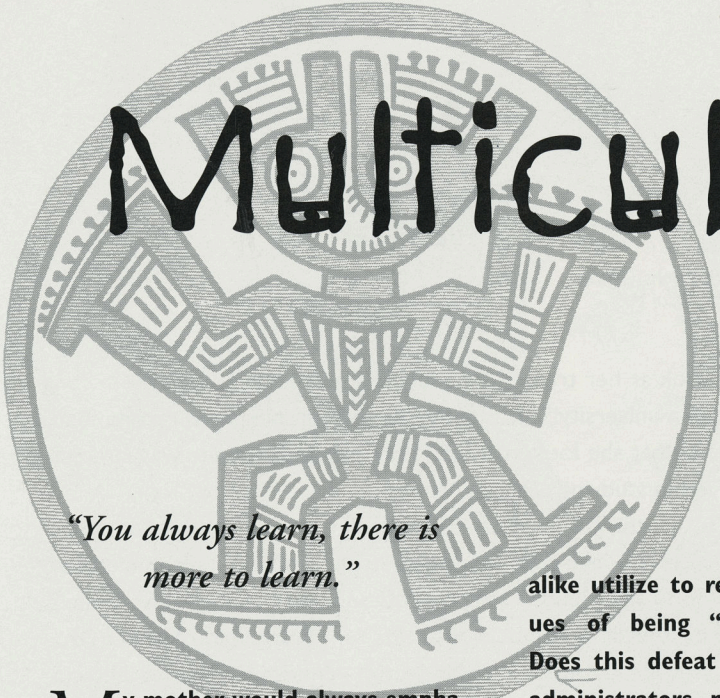
For more information please call or visit:
David Smiley, Campus Minister
Monday through Friday, 9:00 a.m.-5:30 p.m.
(805)544-3710

Sponsored by the Presbyterian, Episcopal, United Church of Christ and Christian Church (Disciples) dominations.

Multiculturalism

IN HIGHER EDUCATION

By Michael D. Welch



"You always learn, there is more to learn."

My mother would always emphasize this point in discussing her involvement in the civil rights movement. "Just as we felt that we had made some progress, we had really taken a step backward." Today, my mother's words are very appropriate in evaluating our progress with multiculturalism in higher education.

Multiculturalism is partially the enrichment that diversity can bring to the college environment. It enables students, faculty, and the community to take advantage of educational opportunities that exist cross-culturally, and to potentially move, individually and collectively, towards a level where awareness, human dignity and respect, prevail over the ignorance we are socialized with, and those which are perpetuated in our society. Thus, the concept is very positive and progressive in that an environment is structured allowing people to learn and matriculate in their own culture as well as becoming exposed to perspectives quite different from their own. Today, however, multiculturalism is having a somewhat adverse effect in academia. Across the country, multiculturalism is becoming a trendy "buzz" word that many administrators and students

alike utilize to reveal new found values of being "politically correct." Does this defeat the purpose? Also, administrators meet in the boardrooms of their ivory towers and offer lip service about diversity, but actions are much louder than words, especially when it comes to the infamous "budget". Where are our priorities?

As an African-American male and new professional at Cal Poly, I constantly ask myself, why do we have such a problem teaching multiculturalism? In fact, I asked myself this question as I walked across campus one day. My thoughts were interrupted as I noticed a white female walking towards me very nervously. As we got close enough to where our eyes met, she immediately walked off the sidewalk and about 5 yards into the grass to go around me. As I turned to watch, I noticed that she did not move off the sidewalk at all to pass the people behind me, who were also white.

This experience, and others like it, help me realize that in order to learn from what multiculturalism has to teach, students, faculty, and staff must first challenge their world view.

"An open world view fosters a more open-minded approach to views and people different from their own"

World view is an individuals' psychological and philosophical perspective on everything that touches ones' life. It is shaped through experience, family education, and environment, to name a few. A limited, or closed world view oftentimes manifests itself in the form of ignorance, stereotypes and prejudice. An open world view fosters a more open-minded approach to views and people different from their own. In order to benefit and learn from a multicultural environment, people must first look at themselves. In other words, we must evaluate the way that we've been socialized, understand how it shapes our world view, and challenge it if necessary. Many feel that people of color are the beneficiaries of multiculturalism so it is our responsibility.

However, the benefits of being aware, appreciative and celebrative of difference is not limited to race, color, or ethnicity. Thus, in order for us to learn from the enrichment multiculturalism offers and start moving forward in creating a pluralistic environment, we must all challenge our own world views. And if you're not part of the solution, you may be part of the problem. ☺

Michael Welch is a coordinator of Student Development and Housing and Residential Life at Cal Poly.

Meet Christine Begay!

By Jean Stirling, Admissions Officer
Admissions Office, Cal Poly

Christine Begay, a 21-year-old Cal Poly social sciences major, is well on her way to becoming an excellent teacher and a person committed to building cultural bridges. Below her “shy” surface is a young woman of spiritual strength and someone who has strong goals and beliefs.

Christine is very proud of the fact that she is full-blooded Navajo; of the “Tangle People” (her father’s clan) and the “Manygoats” (her mother’s clan). The Navajo call themselves the Dine (pronounced da-ne), the “people of the earth.” She began her life, however, far from a reservation or area where there were many Navajos—San Francisco, where she attended a private school until she was 10 years old.

From there her family moved to the Navajo reservation of over 1.3 million acres near Tuba City, Arizona. Life in Arizona was vastly different from her earlier city experiences. All the children on the reservation attended a public school where Navajo students were obviously in the majority. Her trip to school was more like a 22-mile bus journey, and when she arrived back home she was by herself until the late hours of the evening, when her parents would arrive home from work. (Christine does have two sisters who, at that time, were away at high school.) What she liked most about her life in Arizona was the freedom to be outside, the beautiful land around her, and the constant interaction with people of the same cultural heritage. Although it was lonely staying home by herself and a challenge being her own “parent,” she believes the plentiful amount of quiet time helped her to do well in school.

Although Christine considered herself a loner during her high school years, she actively pursued participation in summer Upward Bound or school camp activities. She took as many honors courses as she could fit into her schedule.

At the age of 16, she realized that she had to leave Tuba City or she could end up “stuck”, like many of her peers—many of whom had dropped out of high school and/or had gotten pregnant. Also, she had had a taste of life off the reservation and wanted the opportunity to interact with people of other cultural backgrounds. Upon graduation, she set off for San Francisco to live with her sister and to enroll at City College of San Francisco. However, the college’s counselor took one

look at her transcripts and good grades and said, “You belong in a university!” It was this same counselor who recommended that she look into Cal Poly because Christine was interested in studying electrical engineering.

In the fall of 1992 she entered Cal Poly in engineering, but after a while, began to feel a strong sense of being unfulfilled. Soon she found the right path for herself through involvement in the Friendship House in San Francisco (Alcohol/Drug Rehabilitation Center for Native Americans), sharing her cultural heritage in Cal Poly’s ethnic studies classes, and from her interactions with her cousin and “mentor” who is a mental health specialist in Arizona.

Now, Christine is a social sciences major at Cal Poly and believes that she is on her way to becoming a teacher/preserver of culture and mental health specialist (back in Tuba City!). She also has plans to complete a Ph.D. program some day. In addition to her studies, she is a member of the Native American Student Organization and the American Indian Science and Engineering Society, and she volunteers to visit American Indian inmates who are in nearby Lompoc State Penitentiary. There, she and the other volunteers offer words of encouragement and cultural/listening support.

In many ways, Christine’s life so far has been very much like a full circle—she has

gone from living in the multicultural city of San Francisco, to living on a Navajo reservation, to moving away from Arizona because of the desire to interact with others from different backgrounds, to now being in college and seeing the importance of creating a strong personal cultural identity and then sharing it with others.

At the conclusion of my interview with Christine Begay, she had these words to share with fellow and potential Cal Poly students: 1) learn from and respect your culture and elders (there is much to learn from those older than you); 2) don’t let your economic situation at home prevent you from achieving your goals; and 3) believe in yourself!

**“In many ways,
Christine’s life so far has
been very much like a
full circle—she has gone
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cultural city of San
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Navajo reservation.”**

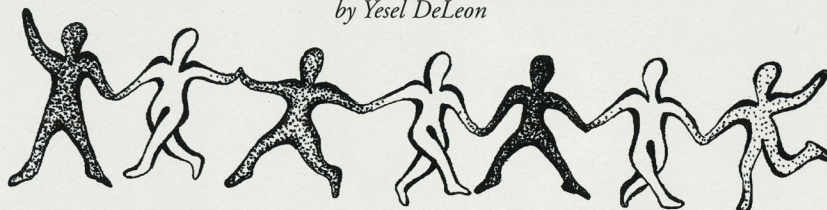
Please see the poems that Christine has written on page 29



Photograph By Hector Valenzuela

STUDENT PARTNERSHIPS AND MULTICULTURAL SERVICES

by Yesel DeLeon



Cal Poly students can engage in dynamic partnerships with Multicultural programs and services.

These partnerships will enhance student relations with the Multi-Cultural Center, and strengthen the foundation for progress in achieving its' goals. By making these opportunities available for the students, it creates an overall benefit for the university by integrating cultural awareness and involvement on a personal basis.

For example, a new internship will be taking place. This new internship will be for a peer counselor facilitator.

The purpose of the peer counselor facilitator is to give students the ability to relate to a peer, a peer that is a person of color. The facilitator will be a link between the students of color, and the resources available to them to guide them in their academic success. The peer counselor facilitator will be available to everyone, so feel free to come visit in the Multi-Cultural Center.

Yesel DeLeon is a Psychology and Human Development major at Cal Poly and is the MCC Peer Counselor Facilitator. She can be reached Monday through Friday at the Multi-Cultural Center. (805) 756-1405.

CAL POLY The College of Science and Mathematics

STATISTICS

Physics

Mathematics

Minority Access To Health Careers

Health Careers Opportunity Society

Chemistry

Biology

SMART (Science and Math Are Really Terrific)

*Physical
Education*

For more information on SMART call
Joyce Curry-Daly at (805) 756-2709

For more information on Minority Access to
Health Careers or Health Careers Opportunity
Society call Ursula Bishop at (805) 756-2840

NEW DIRECTIONS

The Multi-Cultural Center....
 a place of endless possibilities.
 In the past ten years we have seen the Multi-Cultural Center (MCC) moved to three different locations. Each move brought new changes.
 Over the last twelve months, we have again gone through major transformations. The Center occupies a much larger space which we celebrated with a week-long Open House. We have become more visible to the campus by sponsoring such events as Black History month, Asian Awareness week, Chicano/Latino celebrations...(etc).
 This year, we will continue bringing cultural awareness to this campus and the community around us, but we will achieve this under a different structure. Since the funding has been lost to hire an MCC graduate intern, the center will be run by student assistants and a team of 60 volunteers. Ethnic leadership commissions have been formed with their new advisors, and MCC will serve as their coordinating center.

A concept that is new this year is Multicultural Media productions. Multicultural Media Productions will promote and produce different mediums for conveying student works, ideas, events, writings, art, etc. One of the biggest projects is

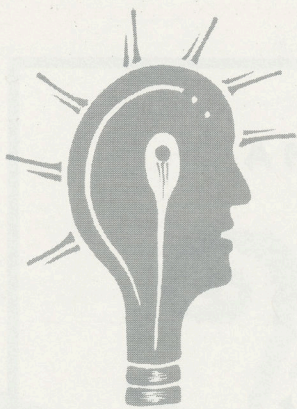
"The center will be run by student assistants and a team of 60 volunteers."

Culture Lines, Cal Poly's first multicultural magazine. It will contain informative articles, calendar of events, and news of what MCC is doing. *Spectrum* will continue as Cal Poly's quarterly ethnic student newspaper, publishing works of written and visual art and student opinions. The Multi-Cultural Center....a place of endless possibilities... ♪

Luvelyn is the MCC Special Projects Coordinator and is a Senior in Architectural Engineering.

by Luvelyn Lamp





New Psychology Major

O F F E R E D

*By Jean Stirling
Admissions Officer*

Students interested in studying psychology or pursuing careers in the helping professions, whether they be in business, educational, research, or clinical settings, will be happy to know that Cal Poly now offers a Bachelor of Science degree in psychology (effective Fall, 1994). The psychology major is available through the Psychology and Human Development Department, under the direction of Dr. Patrice Engle. The department also offers a Bachelor of Science degree in human development, minors in values, technology and society, gerontology, psychology, and a Master of Science in psychology.

What makes Cal Poly's new psychology major different from other university programs? Dr. Engle says, "It is the emphasis on applied psychology and a hands-on approach, as well as the opportunity to undertake independent study or research projects and a two-quarter internship." Currently, less than half of the country's undergraduate psychology programs include practical experience in their curriculum and less than 15% require independent study projects.

Experiential learning situations in the major include computer lab classes, group dynamics, a preschool laboratory class, and a helping relations lab. Typical internships include working with Child Protective Services, mental health and probation service agencies, support programs for victims of crime/abuse, elementary schools, and completing research work. Another excellent "learn by doing" activity for students is participation in Cal Poly's annual research symposium during which both students and professors present research topics to their peers.

A second strength of the program is the opportunity for students to select a theme or concentration within the psychology major. Concentrations are now available in family psychology, applied developmental psychology, applied social psychology, and an individually tailored option.

An integral part of both the psychology and human development programs is the teaching of multicultural awareness in the majority of classes required for graduation.

There are approximately 440 students in the Psychology and Human Development Department's programs including 60 graduate students. The department is proud of the fact that all of its 22 professors have Ph.D.s and many are active investigators. Three of the faculty members have received Distinguished Teacher awards within the past four years.

What does the job situation look like for new psychology majors? Bright! A recent study ranked psychology fourth in terms of percent increase in jobs expected by the year 2005. Also, there is a great demand for psychology graduates with ethnically diverse backgrounds and those who are bilingual. Even though many Cal Poly graduates are hired by their internship employer and the future for psychology majors is promising, students should be prepared to complete graduate work, since many helping professions require at least a Master's Degree (e.g. counseling). Last year approximately 50% of Cal Poly's human development graduates went on to graduate school.

Dr. Engle expects that the majority of students in the department will be psychology majors in the next few years and that students will be able

to transfer easily within the two undergraduate programs. Students interested in a strong human development program that emphasizes early childhood development or an alternate path for obtaining a multiple-subject credential should consider Cal Poly's human development major.

Prospective human development or psychology students and all counselors are encouraged to call or write the department for a copy of the 1994-1997 curriculum sheets, since the information printed in the 1994-1997 catalog is incorrect and obsolete (805/756-2033; fax 805/756-1134).

"What does the job situation look like for new psychology majors? Bright! A recent study ranked psychology fourth in terms of percent increase in jobs expected by the year 2005."

PROOF

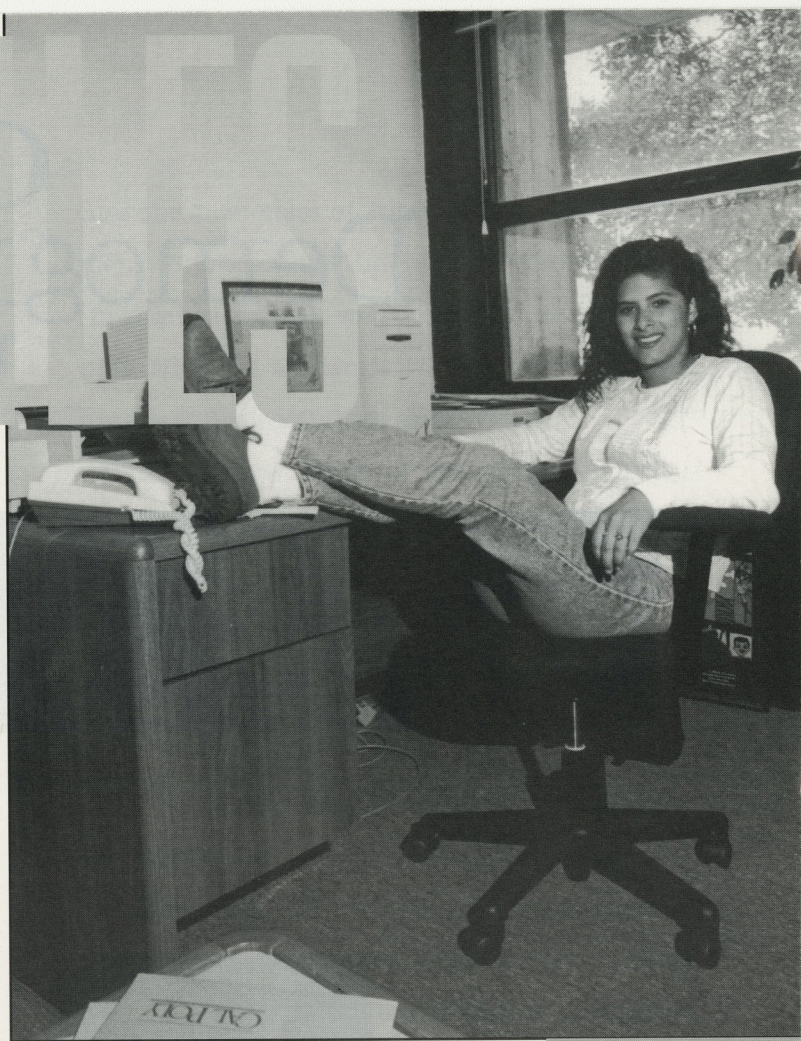
INTRODUCING THE ASSISTANT MANAGER, ROBERTA BELTRAN

I am a transfer student from Ventura Community College and a junior in the Journalism Department. I am very fortunate to be working at the Multi-Cultural Center on campus as the assistant manager for the new campus magazine called *Culture Lines*.

I was anxiously anticipating the first day of school. I was very nervous because coming from a junior college to Cal Poly is a very big transition in my life. I know I can do well and will do well here but fear of the unknown is what's getting me. I have always wanted to be a journalist ever since I can remember, probably since I was about nine years old. Also, I have always wanted to attend Cal Poly.

I am so excited because, let's face it, this is a very good school. I also live on my own now which was a very big change. The bottom line is that my life is changing every time I turn around. The next few years will be filled with new choices, changes, and challenges. I am confident that I am not alone in the way I feel. Being a young Mexican woman I am ready to work hard and set an example for my fellow Latinos. I have always felt that education is the key to life. In this stage of my life, I feel anything can be accomplished if you have personal motivation and perseverance.

I feel that I wouldn't be here if it weren't for my family, which is very large and close-knit. There were many times when I felt like giving up and finding a full time job, but my family has always emphasized the importance of an education. My family has always supported me in everything I have ever done.



Photograph By Teresa Hagiya

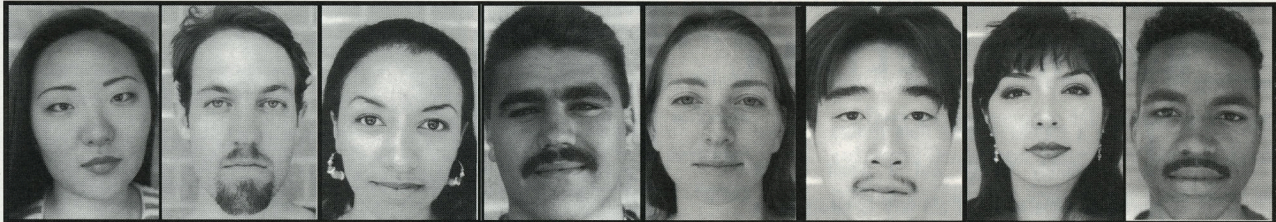
So, here I am at Cal Poly. I have very high hopes and expectations for myself here. Good luck to all students. May we all make the very best of our time here. As assistant manager of *Culture Lines*, I will have many duties. I will be one of the reporters for the magazine. I will also help promote participation of all our campus clubs and organizations. I urge everyone to use our magazine for information, events, issues, and just about anything that has to do with students and student life. *Culture Lines* is a voice for all students, allowing us to cross the "culture lines" that society has placed on us. So, do not hesitate to come by the Multi-Cultural Center and let us hear what you have to say or even volunteer to help us out. With your help we will make *Culture Lines* a tremendous success. ¶

"This magazine is a voice for all students allowing us to cross the *culture lines* that society has placed on us."

Cal Poly Demographics

The Meaning Behind the Numbers

by Elaine Ramos Doyle



The non-white population is expected to increase slightly to 33% for Fall 1994, with Asian students making up the increase. The proportion of non-white students on campus has more than doubled in the last 10 years, increasing from 14.3% in Fall 1983 to 32.4% in Fall 1993. This increase is due to the campus efforts made under the guidelines of the 1986 Cal Poly Educational Equity Plan and the new Strategic Plan for Cal Poly.

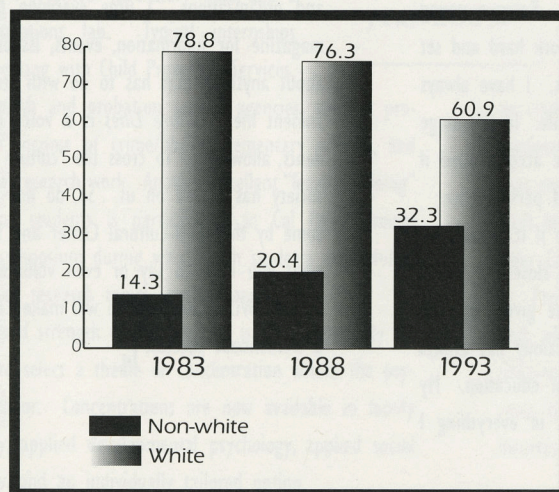
The primary goals of the Educational Equity Plan were to offer access to underrepresented students to the university and to provide for their success once here; to alter the university's minority enrollment and graduation rates to more closely reflect the cultural diversity of

California public schools and community colleges; to provide high quality academic instruction; to improve the quality of life of each student; and to provide students with an educational experience that would prepare them to become lifelong learners and productive citizens.

The Strategic Plan also outlines goals for achieving diversity at Cal Poly. The plan stresses the establishment of effective outreach programs to increase the number of underrepresented students, faculty and staff. Cal Poly also

espouses to create programs that promote the personal and professional success of underrepresented members of the campus community.

This is the first document that mentions increasing the diversity of faculty and staff. In the same 10-year period that student diversity has



increased, faculty and staff statistics fall far behind. In fact, the demographics of staff personnel were not widely distributed until 1991. Faculty diversity has increased slightly in numbers but has plateaued percentage-wise at 13% during the last four years.

The Strategic Plan also states that the university will create academic and cultural programs to demonstrate the contributions of culturally diverse groups. A few examples of the achievement of this goal are the creation of the Ethnic Studies minor, the cultural pluralism graduation requirement and the report of the Curriculum and Calendar Task Force that

cites the principles of intensifying our commitment to preparing students for "the real world" (multicultural), as well as integrating cocurricular with the academic curriculum, including multicultural activities and events.

With the new vision of the Multi-Cultural Center, the university hopes to achieve most of the diversity goals for Cal Poly. The demographics at Cal Poly will change to mirror California, but we must work on our retention efforts and throughput to graduation for all students. ¶



Photographs By Teresa Hagiya

THOUGHTS

on books "By" and books "About" American Indians

by Bob Gish, Ethnic Studies Director, Cal Poly

Several controversies arise each year concerning cultural appropriation and cultural mis-appropriation and of American Indian subjects, in particular. It's a volatile issue and touches on many rather serious issues about "knowledge" and its availability and dissemination.

Amidst the many heated arguments surrounding such issues, it is important to remember first of all that American Indians are not without their own voice. Non-Indians do not have to be consulted to either represent or explain or "translate" what American Indian peoples have to express.

Admittedly, American Indians are not the sole and exclusive keepers of knowledge about American Indian subjects. And authority about a subject, the merits of accuracy of information and misinformation, are not to be judged solely on qualification by blood and by degree of "Indianness." But American Indian writers must assuredly be read and listened to on any subject dealing with American Indian peoples. Contrary to some wrongly held beliefs, Indian authors have not "vanished" with the buffalo, nor have Indian cultures. (Neither has the buffalo—and it is perhaps prophetic that speculation increases about the white buffalo recently born in Wisconsin.)

"Contrary to some wrongly held beliefs, Indian authors have not 'vanished' with the buffalo, nor have Indian cultures".

What is insidious about persons presuming to know more about Indian concerns than Indian themselves is that oftentimes this presumed knowledge comes merely from the outside, that is, from decidedly Anglo-European assumptions which tend to portray all Indians as "others."

American Indian writers and scholars often speak from the much-needed perspective which sets non-Indians as the "others." And, assuredly, American Indian writers and scholars do not always seek to tell everything about their culture and their "silence", and reticence must be respected. But this is not to be misunderstood as lack of knowledge about any given or respective Indian culture. And, it is not to be taken as authorization to presume to know something about a culture which ultimately should be "known," as much as is possible and proper, from the inside.

Saying this is to say, in part, that if you want to read good works "about" American Indians, be sure to read works "by" American Indians. |j|

In Beauty I Walk

***Beauty is the color of my skin
because I am a Navajo woman***

***Beauty is my long brown hair
that represents strength
and endurance***

***Beauty is my mother, father and elders
who teach me the traditional ways***

***Beauty is my land
where I will live with my People and
where I will die to move onto the
next world***

***Beauty is my Navajo language
with which I am able to express
my Navajo feelings***

***Beauty is my hogan
my home that is respected because
that is where life originates***

***Beauty is Dine'
the People of the Earth***

In Beauty I Walk



Poems and artwork by Christine Begay

Native Americans have a very ancient culture and that's what makes us strong people. Whether you are an urban Indian or a reservation Indian our experiences and our elders will tell us how to survive in whiteman's society. My Navajo culture and my People are what keep me alive and assist me while I attend Cal Poly and major in Social Sciences. This is true because someday I will go back to my People and return the knowledge they have given me. I will continue to learn, respect and appreciate what our ancestors have fought for.

Christine Begay

MY NATIVE HEART

As a Native American woman, gaining American citizenship in 1924 has no meaning.

We still must deal with their ways of ostracizing and deceiving.

We Navajos have been controlled by the government in prison for 126 years on our reservation.

White man will continue taking our land and continue with their laws of termination.

Assimilating us through their white religion and white academia.

I won't give in to their so-called civilization and society of mania.

Destroying us by their alcohol, drugs, misuse of tobacco and diseases.

I will not assist in the killing of my people, because I know who it pleases.

Terminating our People, Mother Earth, and themselves.

I could never comprehend their definition of democracy and meaning of their liberty bell.

I won't allow any white man to tear my culture or my Navajo heart out of me.

In me and in my children my culture will survive and so will my Navajo identity.

Calexico High/Cal Poly Grad On The Move

In our first issue, *Culture Lines* recognizes Jerry H. Valenzuela, owner and CEO of the construction & engineering firm, Valenzuela Engineering, Inc..

Jerry Valenzuela a Cal Poly, San Luis Obispo Agriculture Engineering graduate owns and operates an engineering and construction firm in Santa Maria California. Current sales exceed 12 million dollars.

Jerry attended Cal Poly right after graduating from high school in 1971. In 1975 he received his degree in Agriculture Engineering and went on to earn his Masters of Engineering degree from the University of California, Davis.

After graduating from UC Davis, he was hired by the USDA Soil Conservation Service, where he was trained in Design Engineering for flood control and erosion control projects. He worked closely with the Imperial Irrigation District designing and inspecting drainage systems installations and as Project Engineer for the Construction of General Flood Control Projects in Santa Barbara and in San Bernardino Counties.

Later, he took a position with the U.S. Army Corps of Engineers at Vandenberg AFB as Civilian Project Engineer and Contract Administrator on the space Shuttle Launch Complex Facilities. There he supervised over twenty engineers in estimating and negotiating thousands of facility modifications. After the space shuttle tragedy in 1986, all construction activities were cancelled, and finally the goal of having a Western State Launch Site was eliminated.

In 1987, Jerry began his own business providing consulting services to several contractors throughout the Central Coast. This included proposal preparation, expert witness for the Government, estimating, surveying, and general engineering services.

The firm originally started with one

full-time and one part-time employee. Later construction services were added. Sales in 1988 were about \$300,000 and in 1990 they increased to 1 million dollars. In 1993 sales increased to 12 million dollars. Based on growth, the company maybe rated in *Hispanic Business Magazine* as one of the Top Ten fastest growing Hispanic firms in the nation.

Valenzuela Engineering Inc. has a client base which includes private individuals, seven military installations, two Veterans Administration Hospitals, National Aeronautical Services Administration (NASA) and the U.S. General Services Administration.

Presently, the company employs five civil engineers on staff, one mechanical engineer, two architects, three draft persons, six administrative personnel, an electrical division manager, a controller and thirty journeyman construction individuals.

The roots of the family as well as the firm are in Calexico. His brother, Louie, also a Cal Poly graduate, and Walter Brundy, Project Engineer, another Cal Poly graduate, and Calexico native are part of the firm. Several other Valenzuela Engineering employees are graduates of Cal Poly including, Buddy Williams (1978) and Mark Paz (1992).

The company's largest contract is Vandenberg AFB, worth 2.735 million dollars. The contract involves installing sewer and water service to 435 military family houses.

In 1992, Vandenberg AFB nominated the firm for the Directors Award as the Business of the Year. Recently, Jerry was chosen as the Small Business Administration's Minority Business Person of the Year for the Los Angeles district..

WHY?

Pain, Confusion, anger, and degradation felt by African-Americans throughout this nation,

PLEASE, TELL ME WHY?

You say that our brown skin is in and that you love our rhythms and rhymes, yet so many of us are locked up, doin' hard time

PLEASE, TELL ME WHY?

Marvin's songs of yesterday so sad and blue. "What's goin' on" his lyrics said and today in 94' they still hold true Brothers killin' brothers, crack born to our mothers...

PLEASE, TELL ME WHY?

I remember elementary school when show and tell was real cool. Our brown children so vibrant and alive showed off their new toys. Now it's show and hell and our children are packin' guns just to stay alive! Somebody,

PLEASE TELL ME WHY?

This poem was written by Sharron Dennis, a Cal Poly Liberal Studies senior from Richmond, CA. Her inspiration to write comes from the children that she works with in her community as well as personal experiences. She enjoys creating poetry and describes it as a way in which she can express her feelings and address issues concerning African-Americans.

WORD UP

El Corral Bookstore

Your campus source for textbooks, student supplies, computers, general books - including a large Ethnic Studies section, Cal Poly clothing & gifts, greeting cards and snacks.

Call 1-800-367-0771

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Store Hours:

Mon - Thu 7:45-6:00

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El Corral  Bookstore

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FALL QUARTER 1994

NOVEMBER 1994

- S.H.P.E. Night at the Flats, Cal Poly
- M.E.Ch.A. Día de la Revolución UU, Cal Poly
 - H.B.S.A. Taco Sale @ UU, Cal Poly
 - *NASO International Bazaar
- S.H.P.E. 60's Jell Jam
- *S.B.E.S High School Outreach-8am to 4pm
High school seniors w/ parents attending workshops geared around college life.
- *S.B.E.S BBQ after Outreach program-free admission for pre-registered guest(s), Cal Poly
- *NASO BINGO! Santa Ynez
- Día de la Revolución Community @ Chumash, Cal Poly
- S.H.P.E. ACE Shadow a College Student Day, Cal Poly
- No School! Cal Poly
- Thanksgiving
- NO School! Cal Poly
- Chanukah

DECEMBER 1994

- M.E.C.h.A. Posadas 1994, Cal Poly
 - C.S.A. Gift Exchange
- *AASU, Cal Poly, Kwanzaa Celebration, Odd Fellows Hall, 6-9pm
- FINAL WEEK! Cal Poly
 - Good Luck!
- WINTER BREAK Cal Poly
 - Have Fun!

WINTER QUARTER 1995

JANUARY 1995

- New Year's Day
- M.E.Ch.A. Dance Cal Poly
- Martin Luther King Jr.
 - No School
- *Chi Delta Theta Rush! Cal Poly
 - Jan. 17-19
 - Jan. 17-Info. Nite
 - Jan. 18-Cultural Nite
 - Jan. 19-Monte Carlo Nite (locations TBA)

FEBRUARY 1995

- Lincoln's Birthday
- Valentine's Day

FEBRUARY 1995

- 17 •M.E.Ch.A. Dance, Cal Poly
- Xicano Youth Conference
- 20 •No School Cal Poly
- 22 •Washington's Birthday

MARCH 1995

- 13 •Winter Finals Week Cal Poly
 - Good Luck!
- 17 •St. Patrick's Day

SPRING QUARTER 1995

MARCH 1995

- 20 •Spring Break Starts, Cal Poly
 - Have Fun!
- 27 •Spring Quarter Starts
- 31 •M.E.Ch.A. Dance!, Cal Poly

APRIL 1995

- 1 •April Fool's Day
- 15 •Tax Day!
- 20 •PCE "Panahon Na"~ (Pilipino Cultural Nite), Cal Poly
April 20-22. Location Cuesta Auditorium.
- 28 •Festival Folklorico, Day 1, Cal Poly
- 29 •Festival Folklorico Day 2, Cal Poly

MAY 1995

- 1 •May Day
- 4 •M.E.Ch.A. Cinco de Mayo Fiesta @ UU Hour, Cal Poly
- 7 •M.E.Ch.A. Cinco de Mayo Celebration, Cal Poly
- 19 •M.E.Ch.A. Banquet Y Baile, Cal Poly
- 29 •Memorial Day Observed

JUNE 1995

- 5 •Spring Finals, Cal Poly
- Good Luck!
- 9 •Chicano Commencement! Cal Poly

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ABOUT THE COVER



Photography by Everardo Martinez-Inzunza

Ektachrome double exposure with sunlight and candle light.

The Azteca indigenous people believed that death was the beginning of a new eternal life. Their ceremonies included celebrations honoring the power of life after death. The Spanish Conquistadores brought Catholic beliefs of eternal life symbolized by Jesus resurrecting three days after the crucifixion. The new faith merged with the native traditions to create a hybrid mixture of religious celebrations. The symbology of the photograph is the native faith turned upside down, yet still remaining with us.

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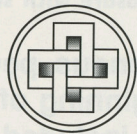
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SOCIALIZING
LEARNING
RESPECTING

Chicano/Hispanic/Latino

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**CAL POLY'S
Ethnic
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Native-American

African-American