

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO  
ACADEMIC SENATE

EXECUTIVE COMMITTEE - AGENDA  
May 8, 1984

FOB 24-B

3:00 PM

Chair, Jim Simmons  
Vice Chair, Barbara Weber  
Secretary, Charlie Crabb

- I. Minutes
- II. Announcements
- III. Business Items
  - A. Policy Statement on International Involvement (Hellyer) (Attachment)
- IV. Discussion Items
  - A. WASC Report (Simmons)

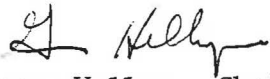
# Memorandum

To : James Simmons, Chair  
Academic Senate

Date : May 4, 1984

File No.:

Copies : T. Fort, Jr.  
L. Carter  
IFAC

  
From : George Hellyer, Chair  
International Food & Agriculture  
Committee  
Subject: Policy Statement on International Involvement

The attached "Statement Governing the Role of International Involvement at California Polytechnic State University, San Luis Obispo" was developed by the International Food and Agriculture Committee (IFAC). It is intended to be a campus guide for activity in this area.

The current campus statement on international involvement (CAM 451) is largely procedural. This statement is intended to go beyond that, to explain the rationale and philosophy behind the University's renewed interest in international education. Because the statement addresses issues involving not just agriculture, but the whole University, the President has asked the International Food and Agriculture Committee to refer the proposed policy to the Academic Senate for review.

With a philosophy statement in place, the University can proceed to put together a cogent proposal for a strengthening grant from the Agency for International Development. This grant - which could amount to \$500,000 over five years - would provide implementation funds that would help us move towards realizing the goals listed in the policy statement.

The period of eligibility for strengthening grants is rapidly drawing to a close. The University plans to complete its proposal this summer. The committee, therefore, requests your prompt review and consideration.

**STATEMENT GOVERNING THE ROLE OF INTERNATIONAL INVOLVEMENT  
AT  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
SAN LUIS OBISPO**

This statement is intended to define Cal Poly's philosophy on international involvement and to describe parameters for expanding this involvement within the instructional setting. It proposes renewed and focused activity in the area of international instructional programs.

**I. Background**

California Polytechnic State University has had a long history of international development activity. This history dates from the early 1950's, when the University first became involved in participant training activities. Groups of students sponsored by the U.S. Department of Agriculture, the Agency for International Development (AID), and developing countries themselves, came from all over the world for specifically structured learning activities or degree programs. During the height of this era, there were as many as 100 sponsored international students on campus at a time.

In 1963, Cal Poly signed its first contract with AID to send faculty overseas. The team went to Zambia (then Northern Rhodesia) to assist in the development of the College of Further Education. AID had solicited Cal Poly's interest in the contract because it wanted people with direct knowledge of its "learn by doing" philosophy to help establish a workable technical education program.

From this beginning several contracts were signed with AID in the mid- to late sixties with many less developed countries. Cal Poly's reputation became established for its unique contributions in the international arena. The University excelled at giving guidance to foreign countries in how to set up

practical training programs that would both endure and show quick results in the field. The University developed an international reputation for training a high caliber of development expertise and leadership. That reputation has been formally recognized. For example, a USAID study published in 1981 selected a program designed by Roland Bunch, a Cal Poly alumnus, as the finest development program in the world.

Unfortunately, during the mid 1970's, the general mood in both Washington, D.C. and California made our continued involvement in international programs more difficult. In Washington, AID began to issue Requests For Proposals (RFP's) rather than sole source contracts for overseas work, and Cal Poly lost out in a competitive process that was biased in favor of land-grant, research institutions. At home, mounting enrollment pressures led to a decision to limit admission of foreign students to impacted programs.

That is now in the past. The creation of the Board for International Food and Agricultural Development (BIFAD) has enhanced and broadened the role to be played by universities overseas. And Cal Poly's enrollment pattern in certain relevant areas, such as agriculture, now allows room for foreign students. Under new leadership, California Polytechnic State University is committed to a renewed and active role in international involvement and education.

## II. Definition of International Development

International development in its broadest sense refers to those activities which help less developed countries better themselves. More specifically, it refers to the training of people to identify, analyze, and solve their own problems. One mode of international development is through the education of international students at Cal Poly. Another is through direct involvement in a foreign country by a Cal Poly sponsored team, normally oriented to educating individuals who will, in turn, train or supervise others. A third method is the

offering of seminars, workshops, and short courses designed specifically for visitors from foreign countries. A fourth method is through cooperative agreements with private volunteer organizations as well as for profit entrepreneurs. All four modes can involve institution building and technology transfer, areas that are traditional strengths of Cal Poly.

### III. Institutional Characteristics Supportive of International Involvement

The San Luis Obispo area has a climate similar to that of many less developed countries. Thus, the campus, in comparison to most universities with an agriculture program, is a good site for training the future leaders of these nations.

Cal Poly's educational process, imbued with a "hands on" and "learn by doing" approach and backed with sound, academically based practical knowledge, prepares students to grapple realistically and creatively with the monumental problems they face in development work. Cal Poly possesses a vast amount of usable and practical knowledge that can benefit students from developing nations as well.

Cal Poly faculty members can work well with marginal but practical facilities. This ability translates well into overseas situations. The faculty also possesses specialized, applied expertise, seldom found in other universities or less developed countries.

One vehicle for campus support is the multi-disciplinary International Food and Agricultural Committee. This committee, established in the School of Agriculture and Natural Resources, includes faculty from several schools within the University. Cal Poly, through its prior international involvement, also has a resource in the large number of "retired" and experienced international development people living in the immediate area.

The Cal Poly Foundation is able to act as fiscal and organizational agent as programs are defined.

#### IV. Benefits of International Involvement

The students' learning experience at Cal Poly will be greatly enhanced by a renewed involvement in international programs. Through such a rebirth, Cal Poly students will become more aware of world issues, world problems, and the economic, political, and social interdependence of our world today.

As students from California meet students from foreign countries, their mutual awareness will help break down the walls of insularity and provincialism that are a major source of world problems. The ultimate result must be a better informed, more aware, internationally sensitive and compassionate student body and alumni group.

Exposure to international activities can help Cal Poly faculty focus more effectively on real-world problems and the solutions to those problems, thereby strengthening the learn-by-doing educational philosophy. International activities will promote a desirable multi-cultural and multi-ethnic orientation. Faculty will be offered opportunities to develop appropriate technologies with applications both at home and abroad. Involvement can also give faculty managerial and administrative experience while providing more diverse and stimulating teaching experiences.

#### V. The Role of International Involvement

The benefits that can accrue to resident students and faculty indicate that an active pursuit of international activities can play an important role in the cultural development of the institution and in the continued professional development of its faculty. This philosophy statement therefore asserts that international involvement by Cal Poly's faculty constitutes an important form of professional development and is to be encouraged. As faculty pursue these

activities, it is expected that their leadership will result in a transformation of campus attitudes towards international involvement.

#### VI. Goals for International Involvement

Cal Poly is committed to pursuing an active role in international involvement. That commitment has the support of the school deans, the Provost, and the President. To give focus to this intention, the following goals are set down:

- A. Schools and departments should, as appropriate, incorporate into their philosophy, mission, and goal statements references to their commitment and potential contribution to international involvement.
- B. Deans and department heads should show a willingness to bring students and faculty from foreign countries into their educational programs.  
The presence of international students and faculty on campus will be a visible sign of departmental and school commitments to international involvement.
- C. Administrators should demonstrate their awareness of the positive contribution of international involvement to the campus by supporting their faculty's efforts professionally, physically, and psychologically.  
This support is essential both during the faculty member's personal and professional preparation prior to contract work as well as while he or she is overseas.
- D. Faculty who anticipate working on overseas contracts should prepare themselves in advance as knowledgeable not only in the technical aspects of their discipline but also in the cultural and linguistic aspects of the less developed countries. Interest in international involvement implies a willingness to respond to the intense planning and writing demands inherent in responding to Requests For Proposals.

- E. Curriculum development and modification may be necessary to implement this new emphasis.
- F. Efforts to conduct research related to international involvement shall be encouraged and promoted.
- G. As facilities are renovated and resources are improved, consideration should be given to ways that those changes could accommodate instruction in foreign agricultural techniques as well as current domestic ones.
- H. Programs shall be actively sought to offer specialized education to international visitors through intensive short courses or extended seminars given during intersessions and summer periods.
- I. Liaison will be developed with selected private organizations, both for-profit and not-for-profit, which directly participate in the development process of less developed countries. Cal Poly will seek to undertake training and other support functions in cooperation with these private enterprises.
- J. Cal Poly's graduate training program in international agriculture will become an integral part of the cooperative support of the private sector doing development work in the less developed countries.

Social thinkers are increasingly reminding us that the world is becoming smaller and smaller, and that the concerns of less developed countries are intimately ours as well. As Cal Poly continues to mature as an institution, it is important that the University make a conscious effort to bring this awareness to its students. This statement is intended to be a milestone in that effort and renewed commitment.



# Memorandum

To : James Simmons, Chair  
Academic Senate

Date : May 8, 1984

File No.:

Copies : W. Baker  
M. Wilson  
S. Bernstein

From : Tomlinson Fort, Jr.  
Provost

Subject : WASC REPORT

On June 26, 1980, the Executive Director of the Western Association of Schools and Colleges wrote to reaffirm the accreditation of California Polytechnic State University, San Luis Obispo. A fifth-year visit in the spring of 1985 and a fall visit in the spring of 1990 were scheduled at that time.

Since then the Commission has decided to review annually institutions scheduled for fifth-year visits to determine whether or not such visits could be waived. Following such a review at the February 1984 meeting, the Commission acted to waive the fifth-year visit to Cal Poly, and to request only a report instead. The report is needed by the WASC Executive Director by November 15, 1984. Some information about the report is appended.

It is now necessary to appoint a Committee to draft the report, and to adopt a schedule for report review by appropriate campus groups. As members of the Committee I suggest the following:

Chair - Vice Provost Malcolm Wilson  
Two faculty named by the Executive Committee of the Academic Senate  
One dean named by the Academic Dean's Council  
One department head named by the Instructional Department Head's Council  
One Student named by the President of ASI  
Walter Mark will serve as staff liaison to the Committee

To meet the submission deadline the following schedule is necessary:

May, 1984 - Committee members chosen  
June 1, 1984-September 15, 1984 - Report drafted  
September 16, 1984-October 31, 1984 - Review by Academic Senate,  
Dean's Council, Student Affairs Council, etc.  
November 1, 1984-November 13, 1984 - Final Administrative Review  
November 13, 1984 - Submission of Report to WASC

The purpose of this memorandum is, first, to appraise you of what needs to be done and, second, to request that faculty members be named to the Committee. It is important that people named be available this summer since that is when most of the Committee activity will occur. With reference to the Major Recommendations appended, appointment of people with strong backgrounds in the role of the Academic Senate in institutional governance and in our General Education Program, would seem especially appropriate. For your information, at its meeting yesterday the Dean's Council named Philip Bailey as its representative to the group.

## FIFTH-YEAR REPORT

Institutions on the ten-year full review cycle are required to submit a report after the fifth year. This report may be followed by a limited visit when specified as a condition of reaffirmation or because, in the view of the Commission, changes sufficient to warrant a visit have occurred in the institution's operations or programs since the last visit. The Commission will review these issues on a case by case basis.

1. **Cover sheet.** The cover sheet includes the date of submission, the name and address of the institution, and a notation that this is a fifth-year report.
2. **Table of contents.**
3. **Statement on report preparation.** A fifth-year report is not a self-study report, but the institution should nevertheless describe in narrative form the process of report preparation and name those who were involved in it.
4. **Descriptive background and history.** The purpose of this brief section is to provide a concise and factual description of the institution. Items to be noted include founding date, year first accredited, geographic location, etc.
5. **Response to recommendations from the most recent evaluation.** Each major recommendation of the previous team is to be repeated, followed by a brief description of resulting action. An institution may concur or disagree with a team's suggestions but should respond to each one.
6. **Description of major changes since the last evaluation.** Information given under #5 above should not be repeated. Plans for changes or improvements in the next five years should be described.
7. **Required documents.** The report should be accompanied by documents to support #5 and #6 above and the following:
  - current catalog(s) and class schedule.
  - current statistics on enrollment and other basic data the institution believes to be significant; current Annual Report to the Commission.
  - budget for current year.
  - Most recent financial statement and audit by an independent professional agency or by the appropriate state agency if a public institution, and management letters, if any.
  - organization chart or tables, both administrative and academic, showing any changes since the last visit.

## II.

Major Recommendations

The accreditation team's general recommendations to the institution which developed from the self-study and site visit number seven.

1. In view of the current and projected levels of resources available to the institution, its administrative organization and academic priorities should be reexamined to insure that they permit the mission of the institution to respond effectively to the needs of a changing society in the 1980's.
2. In view of the changing world of work and careers, the obsolescence of knowledge, as well as the growing need of adults for continuing education in all fields, the institution should reexamine its basic statement of purpose and consider including a high level of commitment to this expanding area of higher education.
3. It is recommended that a review of the current general education requirements be made to insure that technological programs are appropriately complemented by studies in the liberal arts and further, that programs of study in the liberal arts include meaningful exposure to science and technology.
4. The institution should initiate a comprehensive program of professional development for faculty members, such program to be described in the annual Faculty Personnel Handbook.
5. The Accreditation team reaffirms the recommendation of the 5th year accreditation review team (1975) that the responsibilities and powers of the faculty in the determination of educational policies be reviewed in the interest of strengthening the role of the Academic Senate in the governance of the institution.
6. In the interest of increasing faculty understanding and motivation for professional development the institution should continue to clarify and to publish its policies, procedures, and criteria for faculty appointment, promotion, and retention.
7. The institution should strengthen its program for implementing affirmative action.

\* Taken from final report of W.A.S.C. evaluation team after visit of January 23-25, 1980