



Academic Senate
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE
805.756.1258

MEETING OF THE ACADEMIC SENATE
Tuesday, February 1 2011
UU220, 3:10 to 5:00pm

I. **Regular Reports:**

- A. Academic Senate Chair:
- B. President:
- C. Provost:

II. **Business Item(s):**

- A. **[TIME CERTAIN 4:00] Resolution on a Working Definition of Learn by Doing:** Trice, chair of the Learn by Doing Task Force, first reading (pp. 2-3).
- B. **[TIME CERTAIN 4:30] Resolution on Defining and Adopting the Teacher-Scholar Model:** Steinmaus, chair of the Teacher-Scholar Model Task Force, first reading (pp. 4-5).

III. **Adjournment:**

Adopted:

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-__-11

RESOLUTION ON A WORKING
DEFINITION of LEARN BY DOING

Background: Pages 11-16 of the WASC Capacity and Preparatory Review Report describe a two year effort to develop a definition of “learn by doing” based on: the analysis of pedagogical theories and current practices by the WASC Learn By Doing Working Group; campus surveys and focus groups conducted for all campus constituencies; and student research. Additional efforts to refine the definition through committee efforts and faculty solicitation have occurred since the December 2009 submittal of the Preparatory Review Report.

- 1 WHEREAS, The Cal Poly community has never adopted a working definition of Learn by
2 Doing; and
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4 WHEREAS, Learn by Doing was one of the four major themes of Cal Poly’s WASC Self Study
5 Committee approved by WASC; and
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7 WHEREAS, The WASC Review Team encouraged Cal Poly to provide an evaluative definition
8 of our Learn by Doing educational philosophy following its initial review in early
9 2010; and
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11 WHEREAS, Programs may use this definition of Learn by Doing to assess the diverse ways in
12 which Cal Poly’s signature pedagogy contributes to student learning at Cal Poly;
13 and
14
15 WHEREAS, Learn by Doing is an educational model that represents all disciplines at Cal Poly
16 and thus is in need of a definition that reflects this diversity; therefore it be
17
18 RESOLVED: That the Academic Senate of Cal Poly recommend for approval the attached
19 definition of Learn by Doing.

Proposed by: WASC/Academic Senate Learn by Doing
(LBD) Task Force

Date: November 15 2010

Revised: January 24 2011

Attachment to Resolution on a Working Definition of Learn by Doing

Learn by doing is a deliberate intellectual process whereby students acquire and apply essential knowledge and skills through self-reflective, active engagement in their education inside the classroom and beyond it.

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-__-11

RESOLUTION ON DEFINING AND ADOPTING THE TEACHER-SCHOLAR MODEL

- 1 WHEREAS, Cal Poly is a predominantly undergraduate university committed to the highest
2 possible quality of education; and
3
4 WHEREAS, In support of the mission of Cal Poly, the faculty engage in teaching; research,
5 scholarship, and creative activities (RSCA); and service; and
6
7 WHEREAS, A balance of faculty talents and activities is essential to meet the objectives and
8 goals of the institution, resulting in a range of duties and responsibilities among
9 faculty; and
10
11 WHEREAS, Continued intellectual/professional growth of faculty, such as through Research
12 Scholarship and Creative Activities, is central to providing a vibrant learning
13 environment for students; and
14
15 WHEREAS, The Teacher-Scholar Model as proposed in Boyer (1990) characterizes the
16 engagement of faculty in both teaching and scholarship, be it
17
18 RESOLVED, That Cal Poly faculty adopt the Teacher-Scholar Model, defined as participation in
19 both teaching and scholarship; and be it further
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21 RESOLVED, That the Teacher-Scholar Model include, when possible, meaningful student
22 engagement in faculty scholarly activity and inclusion of scholarship in teaching to
23 create vibrant learning experiences for students; and be it further
24
25 RESOLVED, That scholarship be defined in general terms as the scholarships of discovery,
26 application, integration, and teaching/learning (Boyer 1990), implemented in a
27 discipline-specific manner while mindful of Cal Poly's mission; and be it further
28
29 RESOLVED, That the Teacher-Scholar Model allows for individual variations in the balance
30 between teaching and scholarly activities; and be it further
31
32 RESOLVED, That in support of the Teacher-Scholar Model, the Administration should work
33 with the Faculty to remove impediments and provide appropriate resources to
34 implement the Teacher-Scholar Model.
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36 Proposed by: WASC/Academic Senate TSM Task Force
37 Date: 25 January 2011
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39 BACKGROUND:

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41 The Teacher-Scholar Model essay in the WASC Capacity and Preparatory Review Report (Dec. 2009) begins
42 by recognizing that though Cal Poly is a teaching-centered institution, scholarship has taken on a greater
43 importance as the mission of the institution has evolved. The essay finds that Cal Poly faculty and staff
44 appear to engage in a high level of scholarly activity that enhances student learning, according to the results
45 of the 2009 Cal Poly Student and Faculty/Staff Surveys, the Department Head/Chair Survey, and the
46 literature. Progress toward enacting the teacher-scholar model at Cal Poly, however, has been hampered by
47 the lack of: 1) a comprehensive understanding of scholarship, and 2) an accepted working definition of the
48 model.

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50 Cal Poly has traditionally been a teaching-centered institution, but, over the last thirty years, scholarship has
51 gradually taken on a role of greater importance. The University's mission is tied to that of the CSU, and the
52 system's mission has changed significantly since the days when faculty scholarship was proscribed in keeping
53 with the strict vision of the 1960 California Master Plan for Higher Education. In 1989, with significant
54 leadership provided by Cal Poly and the Cal Poly President's Cabinet, the Joint Committee for Review of the
55 Master Plan for Higher Education concluded that research, scholarship, and creative activity are central to the
56 mission of the CSU, and the Educational Code was changed to reflect this conclusion. The Cornerstones
57 Report of 1997 acknowledged this change when it stated that "faculty scholarship, research and creative
58 activity are essential components" of the CSU's teaching-centered mission (Principle 4). A decade later, the
59 2007 CSU Provosts' Statement asserted the economic value of what has come to be known as the "teacher-
60 scholar model," whereby teaching and scholarship are understood to be mutually reinforcing. The statement
61 identified the model as an important way to keep California's citizens competitive in a global marketplace
62 based on human capital economies—an important consideration for an institution that has always played a
63 major role in preparing the state's workforce. In turn, Cal Poly's current mission statement emphasizes
64 fostering teaching and scholarship.

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66 The literature on student learning supports the value of an increasing emphasis on scholarship within the
67 CSU and at Cal Poly. Student involvement in undergraduate research is a form of active learning, and it has
68 been deemed a high impact practice that enhances student retention and engagement. Though undergraduate
69 research is more common in the sciences, student involvement in faculty scholarship is possible in all
70 disciplines and yields encouraging results. According to the provosts, it increases the frequency of meaningful
71 interactions with faculty and peers; encourages students to spend more time and effort on research, writing,
72 and analytic thinking; and involves them in more collaborative forms of learning.

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74 Scholarship also benefits student learning by helping to maintain faculty and staff enthusiasm. As the CSU
75 Provosts have stated, "When faculty [members] are at the cutting edge of their disciplines, they remain
76 connected with the source that feeds their intellectual curiosity and creative abilities and are able to establish
77 and maintain partnerships with other scholars around the world." This scholarly currency, in turn, enhances
78 faculty teaching and interactions with students, from freshman through doctoral levels.

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