

California Polytechnic State University San Luis Obispo

Faculty Staff WASC Survey

Prepared by:
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Business Solutions Services
Office of the Chancellor
Report Date: 5/8/09



Faculty / Staff WASC Survey Cal Poly, San Luis Obispo

Survey Campus Coordinator Contacts

	Primary Contact	Additional Contact 1	Additional Contact 2
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Survey opened: 4/30/09

First reminder sent: 5/5/09, 1:00 pm. (555 responses prior to reminder.) **Second reminder sent:** 5/7/09, 9:30 am. (821 responses prior to reminder.)

Survey closed: 5/8/09, 11:30 am.

Survey Administration & Analysis

The survey was administered by Business Solutions Services, Chancellor's Office.

The web-based surveys were conducted using Remark Web Survey 4.

The survey URL was distributed to the sample group via e-mail.

Analysis was performed and reports created using Excel 2007.

Population and Sample

	Faculty & Staff
Total campus email list for faculty and staff	3942
Undeliverable emails	201
Known invalid emails	1
Total valid sample	3740
Total responses	1020
Response Rate	27.3%

Sample Description

The survey was sent to a census of all faculty and staff members.

Surveys Communication & Promotion

- 1. Two weeks of announcements in Cal Poly Report, a weekly newsletter to all faculty and staff
- 2. Announcement on the campus Portal
- 3. One email to all faculty and staff from Academic Programs alerting them that the survey would be coming.
- 4. Word of mouth



Initial Survey E-mail Invitation Text

Subject Line: Cal Poly Faculty/Staff Survey

Dear INSERT FIRSTNAME

This is your invitation to participate in the Cal Poly Faculty/Staff Survey. Please take this opportunity to contribute to the self-study by which the University is re-affirming its accreditation. All respondents will be entered into a drawing for Campus Express gift cards. One \$100 prize and four \$25 prizes will be offered.

To take the survey, first copy the password below. Then, click on the Take Survey link and paste or enter the password into the space provided.

The survey may take up to about 20 minutes to complete. Please ensure adequate time to take the survey once you enter as the password will only work once.

Please complete the survey as soon as possible, but no later than 5:00 p.m. on Thursday, May 7.

Thank you for your help. If you have any difficulty accessing or completing the survey, please contact Academic Programs at (805) 756-2246.

Your password: INSERT PASSWORD

Take Survey

If your email program does not support links, copy and paste or type the link below into your web browser:

http://websurvey.calstate.edu/scripts4/rws4.pl?FORM=SLO FSWASC 09

Professor Bruno Giberti AIA PhD Faculty Director Academic Programs & Undergraduate Education



First Reminder E-mail Text

Subject: Cal Poly Faculty/Staff Survey

Dear INSERT NAME

Please remember to take the Cal Poly Student Survey by 5:00 p.m. this Thursday, May 7. Everyone who completes the survey will be entered into a drawing for Campus Express gift cards. One \$100 prize and four \$25 prizes will be offered.

The survey shouldn't take more than 20 minutes to complete. Please be sure to have adequate time to complete the survey once you start as **the system will time you out if you exceed 60 minutes idle time**.

To take the survey, first copy the password below. Then, click on the Take Survey link and paste or enter the password into the space provided.

If you have any difficulty accessing or completing the survey, please contact Academic Programs at (805) 756-2246.

Thank you for participating. We really do appreciate your help and your perspective!

Your password: INSERT PASSWORD

Take Survey

If your email program does not support links, copy and paste or type the link below into your web browser:

http://websurvey.calstate.edu/scripts4/rws4.pl?FORM=SLO FSWASC 09

Professor Bruno Giberti AIA PhD
Faculty Director
Academic Programs & Undergraduate Education



Second Reminder E-mail Text

Subject Line: Cal Poly Faculty/Staff Survey – Final Call

Dear INSERT NAME

Today is your last chance to respond to the Cal Poly Faculty/Staff Survey and be entered into a drawing for one \$100 prize and four \$25 prizes from Campus Express.

The survey shouldn't take more than 20 minutes to complete. Please be sure to have adequate time to complete the survey once you start as **the system will time you out if you exceed 60 minutes idle time**.

To take the survey, first copy the password below. Then, click on the Take Survey link and paste or enter the password into the space provided.

If you have any difficulty accessing or completing the survey, please contact Academic Programs at (805) 756-2246.

Thank you for participating. We really do appreciate your help and your perspective!

Your password: INSERT PASSWORD

Take Survey

If your email program does not support links, copy and paste or type the link below into your web browser:

http://websurvey.calstate.edu/scripts4/rws4.pl?FORM=SLO_FSWASC_09

Professor Bruno Giberti AIA PhD
Faculty Director
Academic Programs & Undergraduate Education



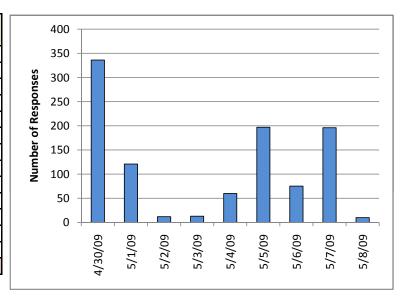
Survey Results



Total Sample Size 3740 (Original list of 3942 emails minus undeliverable and invalid)

Total count responding to survey 1020 Response, % 27.3%

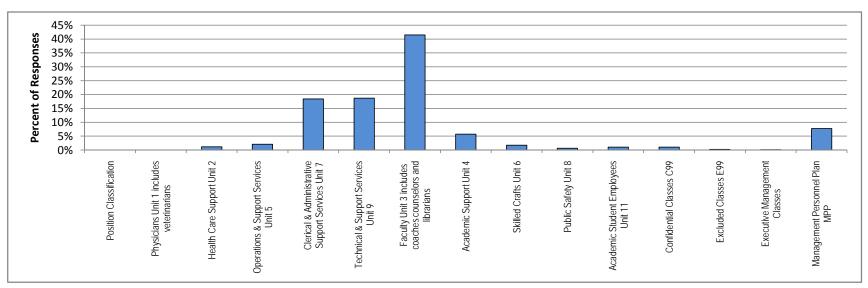
Date Response Received		Count	% Response	Cum %
	4/30/09	336	33%	33%
	5/1/09	121	12%	45%
	5/2/09	12	1%	46%
	5/3/09	13	1%	47%
	5/4/09	60	6%	53%
	5/5/09	197	19%	72%
	5/6/09	75	7%	80%
	5/7/09	196	19%	99%
	5/8/09	10	1%	100%
	Total	1020	100%	





Demographics

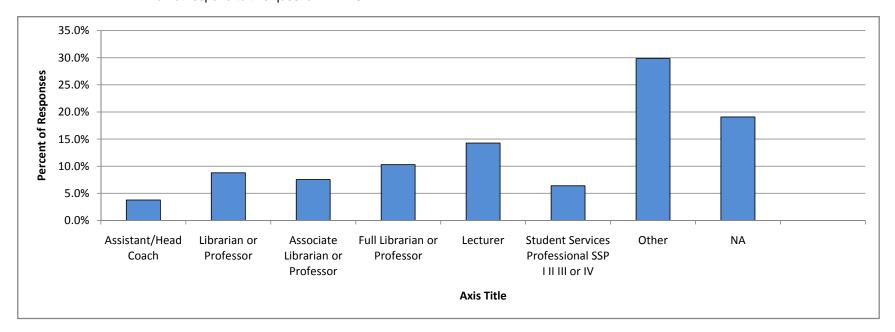
Demographics		
Position Classification	Count	% Response
Physicians Unit 1 includes veterinarians	0	0.0%
Health Care Support Unit 2	11	1.1%
Operations & Support Services Unit 5	20	2.1%
Clerical & Administrative Support Services Unit 7	178	18.4%
Technical & Support Services Unit 9	181	18.7%
Faculty Unit 3 includes coaches counselors and librarians	401	41.5%
Academic Support Unit 4	55	5.7%
Skilled Crafts Unit 6	17	1.8%
Public Safety Unit 8	6	0.6%
Academic Student Employees Unit 11	10	1.0%
Confidential Classes C99	10	1.0%
Excluded Classes E99	2	0.2%
Executive Management Classes	1	0.1%
Management Personnel Plan MPP	75	7.8%
Total	967	100.0%





Demographics

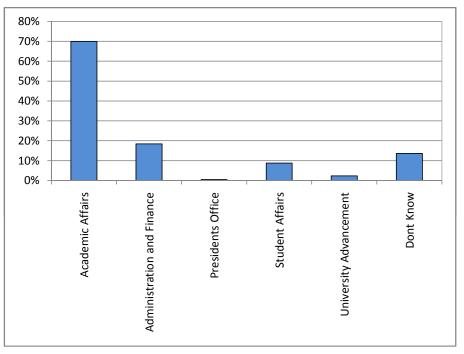
Rank (if applicable)		Response
Assistant/Head Coach	33	3.8%
Librarian or Professor	77	8.8%
Associate Librarian or Professor	66	7.5%
Full Librarian or Professor	90	10.3%
Lecturer	125	14.3%
Student Services Professional SSP I II III or IV	56	6.4%
Other	261	29.8%
NA	167	19.1%
Total	875	100.0%





Demographics

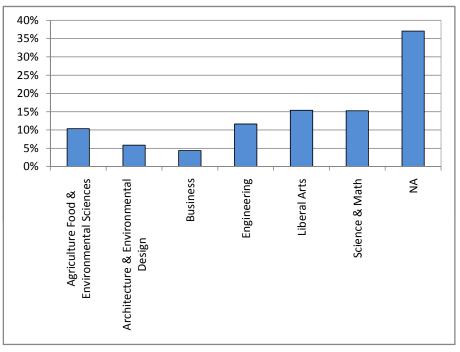
Division affiliation	Count	% Response
Academic Affairs	596	70.0%
Administration and Finance	157	18.4%
Presidents Office	4	0.5%
Student Affairs	75	8.8%
University Advancement	20	2.3%
Dont Know	116	13.6%
Total	852	100.0%





Demographics

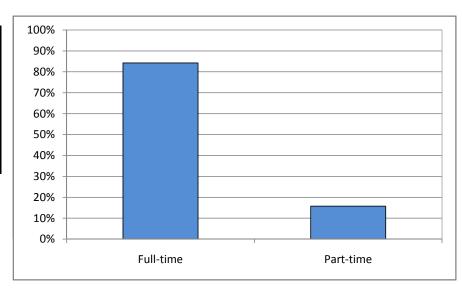
College affiliation (if applicable)	Count	Response
Agriculture Food & Environmental Sciences	97	10.4%
Architecture & Environmental Design	55	5.9%
Business	41	4.4%
Engineering	109	11.6%
Liberal Arts	144	15.4%
Science & Math	143	15.3%
NA	347	37.1%
Total	936	100.0%





Demographics

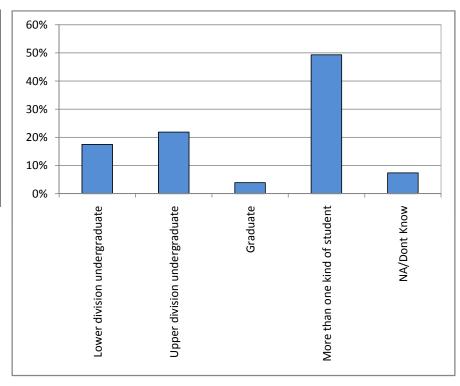
Are you full-time or part-time		Count	Response
	Full-time	851	84.3%
	Part-time	159	15.7%
	Total	1010	100.0%





Demographics

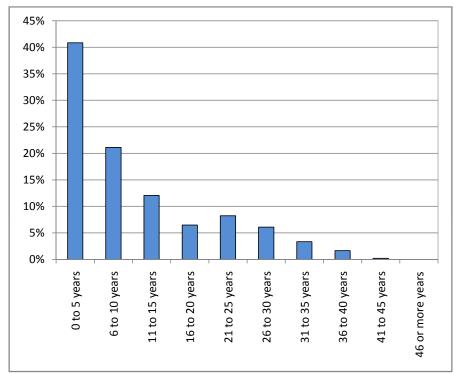
What kind of student do you mostly work with	Count	Response
Lower division undergraduate	178	17.5%
Upper division undergraduate	222	21.9%
Graduate	40	3.9%
More than one kind of student	501	49.3%
NA/Dont Know	75	7.4%
Total	1016	100.0%





Demographics

Years on Campus	Count	Response
0 to 5 years	416	40.8%
6 to 10 years	215	21.1%
11 to 15 years	123	12.1%
16 to 20 years	66	6.5%
21 to 25 years	84	8.2%
26 to 30 years	62	6.1%
31 to 35 years	34	3.3%
36 to 40 years	17	1.7%
41 to 45 years	2	0.2%
46 or more years	0	0.0%
Total	1019	100.0%

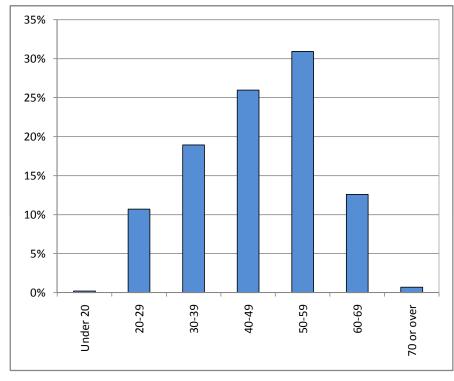




Demographics

Age	Count	Response
Under 20	2	0.2%
20-29	108	10.7%
30-39	191	18.9%
40-49	262	26.0%
50-59	312	30.9%
60-69	127	12.6%
70 or over	7	0.7%
Total	1009	100.0%

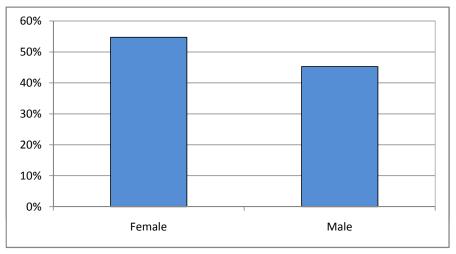






Demographics

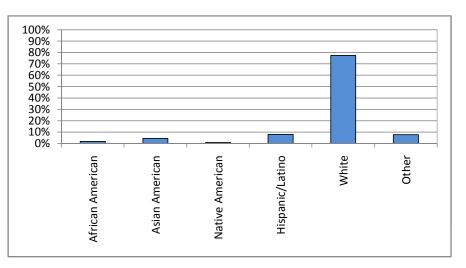
Gender	Count	Response
Female	549	54.7%
Male	454	45.3%
Total	1003	100.0%





Demographics

Ethnicity	Count	% Response
African American	18	1.8%
Asian American	44	4.4%
Native American	8	0.8%
Hispanic/Latino	79	8.0%
White	766	77.3%
Other	76	7.7%
Total	991	100.0%





Student EngagementThis kind of experience will help students in their personal and professional lives:

Count of Responses

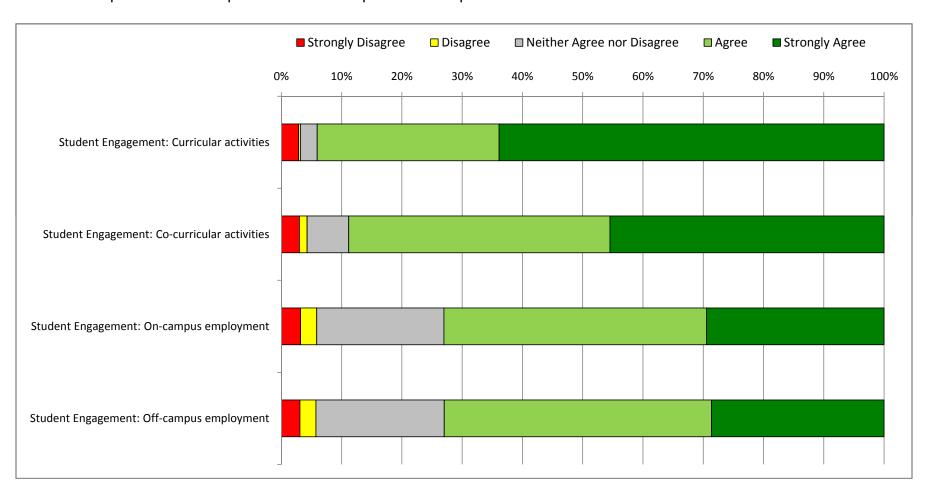
Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total	Did Not Respond
Student Engagement: Curricular activities	29	3	28	305	645	1010	10
Student Engagement: Co-curricular activities	30	13	69	435	456	1003	17
Student Engagement: On-campus employment	32	27	212	438	296	1005	15
Student Engagement: Off-campus employment	31	27	215	448	289	1010	10

% of Responses

Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
Student Engagement: Curricular activities	2.9%	0.3%	2.8%	30.2%	63.9%	100.0%
Student Engagement: Co-curricular activities	3.0%	1.3%	6.9%	43.4%	45.5%	100.0%
Student Engagement: On-campus employment	3.2%	2.7%	21.1%	43.6%	29.5%	100.0%
Student Engagement: Off-campus employment	3.1%	2.7%	21.3%	44.4%	28.6%	100.0%

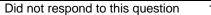


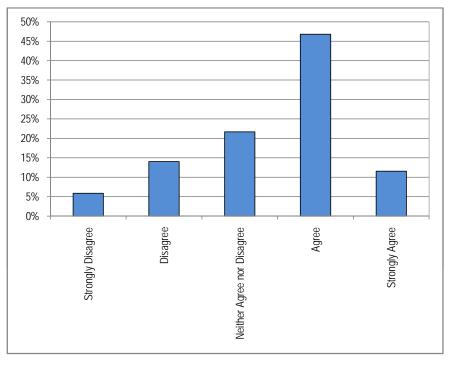
Student EngagementThis kind of experience will help students in their personal and professional lives:





I am aware of Cal Poly's University Learning Objectives	Count	% Response
Strongly Disagree	60	5.9%
Disagree	143	14.0%
Neither Agree nor Disagree	221	21.7%
Agree	477	46.8%
Strongly Agree	118	11.6%
Total	1019	100.0%







Student LearningIn working with Cal Ploy Students, how often do you stress the following skills?

Count of Responses

Question	Never	Rarely	Sometimes	Very Often	Always	NA	Total	Did Not Respond
Student Learning: Think critically	6	19	107	369	415	95	1011	9
Student Learning: Think creatively	6	20	162	387	342	92	1009	11
Student Learning: Communicate effectively	1	15	90	325	497	76	1004	16
Student Learning: Demonstrate expertise in a scholarly discipline	24	69	233	298	205	163	992	28
Student Learning: Understand a scholarly discipline in relation to the larger world of the arts, sciences, and technology	30	101	258	270	183	169	1011	9
Student Learning: Work productively as individuals	3	11	102	378	438	85	1017	3
Student Learning: Work productively in groups	5	34	178	366	329	101	1013	7
Student Learning: Use knowledge and skills to make a positive contribution to society	12	54	220	314	303	112	1015	5
Student Learning: Make reasoned decisions based on an understanding of ethics	23	84	224	274	285	126	1016	4
Student Learning: Make reasoned decisions based on a respect for diversity	36	119	221	237	268	132	1013	7
Student Learning: Make reasoned decisions based on an awareness of issues related to sustainability	41	126	297	241	177	135	1017	3
Student Learning: Engage in lifelong learning	18	43	174	285	390	104	1014	6



Student LearningIn working with Cal Ploy Students, how often do you stress the following skills?

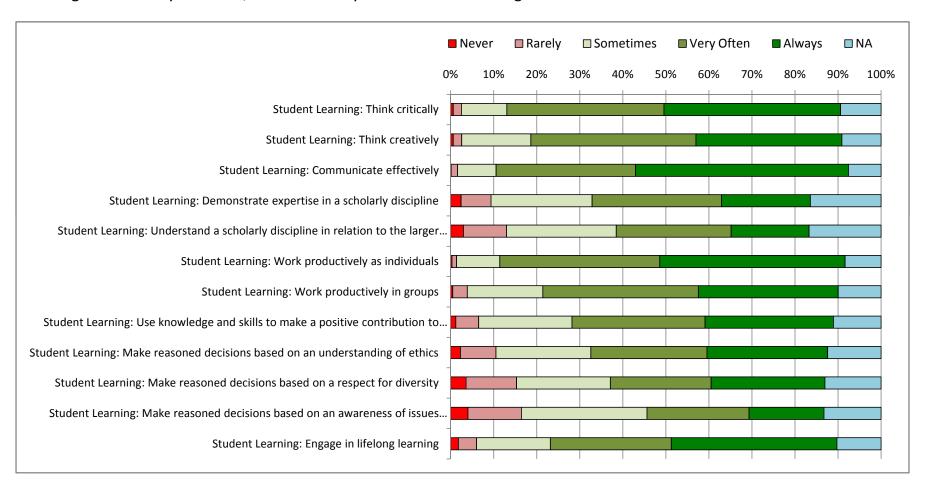
% of Responses

70 OF Nesponses							
Question	Never	Rarely	Sometimes	Very Often	Always	NA	Total
Student Learning: Think critically	0.6%	1.9%	10.6%	36.5%	41.0%	9.4%	100.0%
Student Learning: Think creatively	0.6%	2.0%	16.1%	38.4%	33.9%	9.1%	100.0%
Student Learning: Communicate effectively	0.1%	1.5%	9.0%	32.4%	49.5%	7.6%	100.0%
Student Learning: Demonstrate expertise in a scholarly discipline	2.4%	7.0%	23.5%	30.0%	20.7%	16.4%	100.0%
Student Learning: Understand a scholarly discipline in relation to the larger world of the arts, sciences, and technology	3.0%	10.0%	25.5%	26.7%	18.1%	16.7%	100.0%
Student Learning: Work productively as individuals	0.3%	1.1%	10.0%	37.2%	43.1%	8.4%	100.0%
Student Learning: Work productively in groups	0.5%	3.4%	17.6%	36.1%	32.5%	10.0%	100.0%
Student Learning: Use knowledge and skills to make a positive contribution to society	1.2%	5.3%	21.7%	30.9%	29.9%	11.0%	100.0%
Student Learning: Make reasoned decisions based on an understanding of ethics	2.3%	8.3%	22.0%	27.0%	28.1%	12.4%	100.0%
Student Learning: Make reasoned decisions based on a respect for diversity	3.6%	11.7%	21.8%	23.4%	26.5%	13.0%	100.0%
Student Learning: Make reasoned decisions based on an awareness of issues related to sustainability	4.0%	12.4%	29.2%	23.7%	17.4%	13.3%	100.0%
Student Learning: Engage in lifelong learning	1.8%	4.2%	17.2%	28.1%	38.5%	10.3%	100.0%



Student Learning

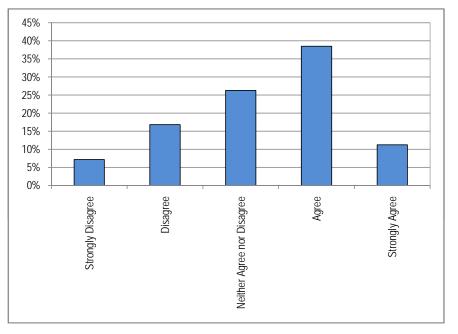
In working with Cal Ploy Students, how often do you stress the following skills?





Diversity Learning

I am aware of Cal Poly's Diversity Learning Objectives	Count	% Response
Strongly Disagree	73	7.2%
Disagree	171	16.8%
Neither Agree nor Disagree	267	26.3%
Agree	391	38.5%
Strongly Agree	114	11.2%
Total	1016	100.0%





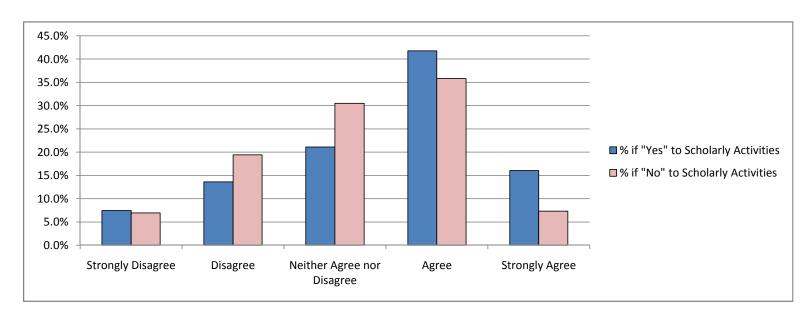
Diversity Learning

Example of additional analysis: Awareness based on expected to engage in scholarly activitiy.

<u></u> -		 		
Branch: Engagement in scholarly activities is an				
expectation for you in your position	Yes		No	

I am aware of Cal Poly's Diversity Learning Objectives	Count	% if "Yes" to Scholarly Activities
Strongly Disagree	34	7.5%
Disagree	62	13.6%
Neither Agree nor Disagree	96	21.1%
Agree	190	41.8%
Strongly Agree	73	16.0%
Total	455	100.0%

	% if "No"
Count	to
Count	Scholarly
	Activities
39	7.0%
109	19.4%
171	30.5%
201	35.8%
41	7.3%
561	100.0%





Diversity LearningIn working with Cal Poly students, how often do you stress the following skills?

Count of Responses

Question	Never	Rarely	Sometimes	Very Often	Always	NA	Total	Did Not Respond
DLO: Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally	64	154	286	201	143	168	1016	4
DLO: Demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities		170	300	193	130	166	1012	8
DLO: Consider perspectives of diverse groups when making decisions	33	100	232	274	242	133	1014	6
DLO: Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own	27	61	228	283	293	121	1013	7

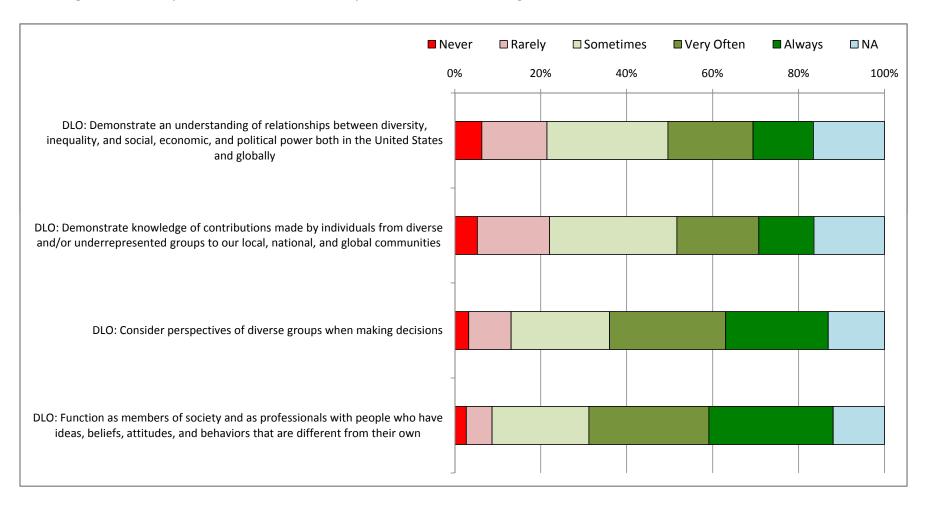
% of Responses

70 OF 1 Coporiscs							
Question	Never	Rarely	Sometimes	Very Often	Always	NA	Total
DLO: Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally	6.3%	15.2%	28.1%	19.8%	14.1%	16.5%	100.0%
DLO: Demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities	5.2%	16.8%	29.6%	19.1%	12.8%	16.4%	100.0%
DLO: Consider perspectives of diverse groups when making decisions	3.3%	9.9%	22.9%	27.0%	23.9%	13.1%	100.0%
DLO: Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own	2.7%	6.0%	22.5%	27.9%	28.9%	11.9%	100.0%



Diversity Learning

In working with Cal Poly students, how often do you stress the following skills?





Where Are We Now?

The following is a list of hopes and ambitions for Cal Poly. How strongly do you agree or disagree with these statements? *Count of Responses*

Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total	Did Not Respond
OPIC: Senior project is culminating experience that engages all of the ULOs	29	139	317	419	108	1012	8
OPIC: All programs – both curric and co-curric – embrace the challenge of Learn-by-Doing	13	133	222	502	137	1007	13
OPIC: All of our colleges contribute to our identity and reputation as a polytechnic university	25	127	178	453	225	1008	12
OPIC: All of our graduates display both depth and breadth; they are ready to practice citizenship and enter industry, graduate school, or the professions	26	199	316	377	88	1006	14
OPIC: All of us - faculty, staff, and administration - share a responsibility with our students for student learning	8	30	60	390	525	1013	7
OPIC: We make plans on the basis of evidence, especially the evidence of student learning	24	118	327	446	89	1004	16
OPIC: We understand and appreciate that learning takes place in many venues; these include curricular and co-curricular experiences, as well as on- and off-campus employment	9	50	131	540	279	1009	11
OPIC: We recognize a special responsibility for STEM (science, technology, engineering and math) education, while we affirm the importance of all our programs, including those in the arts, humanities, and professions	29	102	247	468	162	1008	12
OPIC: We are accountable to our students, our colleagues, and our external stakeholders - parents, employers, and citizens	17	70	169	469	286	1011	9
OPIC: We are engaged with the world outside the university	16	80	192	513	205	1006	14
OPIC: We collaborate; we understand that education, like knowledge, is a shared project	20	71	191	526	201	1009	11
OPIC: We recognize an inclusive community as a prerequisite to excellence	39	99	305	412	145	1000	20
OPIC: We develop graduate programs consistent with our institutional mission	27	94	443	358	80	1002	18
OPIC: We engage in scholarship to develop knowledge and maintain professional currency	21	47	331	493	111	1003	17
OPIC: We have an agile curriculum that prepares students for a changing world	41	137	310	424	95	1007	13
OPIC: We promote sustainability in our curriculum and we practice it in our operations	24	150	368	378	87	1007	13

CAL POLY

Where Are We Now?

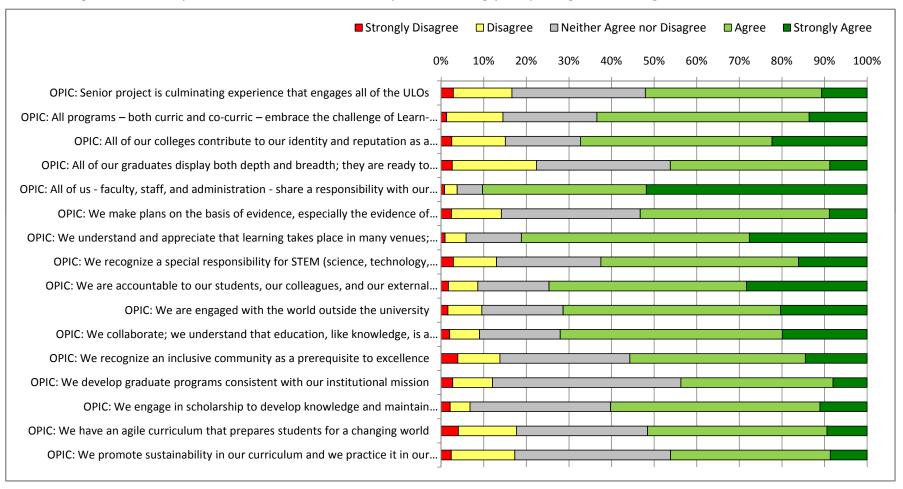
The following is a list of hopes and ambitions for Cal Poly. How strongly do you agree or disagree with these statements? % of Responses

Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
OPIC: Senior project is culminating experience that engages all of the ULOs	2.9%	13.7%	31.3%	41.4%	10.7%	100.0%
OPIC: All programs – both curric and co-curric – embrace the challenge of Learn-by-Doing	1.3%	13.2%	22.0%	49.9%	13.6%	100.0%
OPIC: All of our colleges contribute to our identity and reputation as a polytechnic university	2.5%	12.6%	17.7%	44.9%	22.3%	100.0%
OPIC: All of our graduates display both depth and breadth; they are ready to practice citizenship and enter industry, graduate school, or the professions	2.6%	19.8%	31.4%	37.5%	8.7%	100.0%
OPIC: All of us - faculty, staff, and administration - share a responsibility with our students for student learning	0.8%	3.0%	5.9%	38.5%	51.8%	100.0%
OPIC: We make plans on the basis of evidence, especially the evidence of student learning	2.4%	11.8%	32.6%	44.4%	8.9%	100.0%
OPIC: We understand and appreciate that learning takes place in many venues; these include curricular and co-curricular experiences, as well as on- and off-campus employment	0.9%	5.0%	13.0%	53.5%	27.7%	100.0%
OPIC: We recognize a special responsibility for STEM (science, technology, engineering and math) education, while we affirm the importance of all our programs, including those in the arts, humanities, and professions	2.9%	10.1%	24.5%	46.4%	16.1%	100.0%
OPIC: We are accountable to our students, our colleagues, and our external stakeholders - parents, employers, and citizens	1.7%	6.9%	16.7%	46.4%	28.3%	100.0%
OPIC: We are engaged with the world outside the university	1.6%	8.0%	19.1%	51.0%	20.4%	100.0%
OPIC: We collaborate; we understand that education, like knowledge, is a shared project	2.0%	7.0%	18.9%	52.1%	19.9%	100.0%
OPIC: We recognize an inclusive community as a prerequisite to excellence	3.9%	9.9%	30.5%	41.2%	14.5%	100.0%
OPIC: We develop graduate programs consistent with our institutional mission	2.7%	9.4%	44.2%	35.7%	8.0%	100.0%
OPIC: We engage in scholarship to develop knowledge and maintain professional currency	2.1%	4.7%	33.0%	49.2%	11.1%	100.0%
OPIC: We have an agile curriculum that prepares students for a changing world	4.1%	13.6%	30.8%	42.1%	9.4%	100.0%
OPIC: We promote sustainability in our curriculum and we practice it in our operations	2.4%	14.9%	36.5%	37.5%	8.6%	100.0%



Where Are We Now?

The following is a list of hopes and ambitions for Cal Poly. How strongly do you agree or disagree with these statements?





OPIC: What else do you think defines our current identity

A lack of input from employees in a non-management classification.

a limited state budget dictates what we present to students

a lot of good talk, very little accountability by faculty and administration. Plus very low expectations of students thereby lowering the bar. Grading far too easy and based too much on who you know not what you know. Do not hold students responsible for themselves, what they need to do or what they learn. Just let them get by and graduate.

A love of hierarchy, the protection of stagnate individual identities and practices, and a fear of interdepartmental learning--in part due to sheer defensiveness, and in part due to the inability (or unwillingness) to think past current departmental budgetary practices.

A pursuit of perceived sustainability. It is one thing to say we are striving to become more sustainable, however the actual practice of such a statement is lacking. The university recently stopped the composting club; we encourage the tractor pull event at open house; little produce consumed on campus actually comes from our ag program; we have an award winning architecture program, but no building on campus (to my knowledge) is designed by our architecture students. Why aren't we making use of such an amazing resource?! And rather than restrict parking on campus we chose to build yet another GIANT parking structure. To our credit we have built a new high density housing development, cycling is getting more attention from campus officials, and the Science and Math Faculty Offices building was just LEED Certified. My point is, we could do more.

A sense of community and working together to achieve our big goals and dreams.

a strong commitment to providing a first class undergraduate education at a reasonable cost. We are also known for having faculty who are actively engaged in directly working with students at all levels in the curriculum.

A strong emphasis on hands-on learn by doing rather than just classroom or lecture defines the Cal Poly philosophy and is critical to real world experience that prepares Students to take part in and lead their generation.

A them" and "us" mentality between the faculty and administration."

A very good tech and agriculture school that emphasizes "learn by doing." But as far as encouraging cross-disciplines so students are "well rounded," the tech side (i.e. the college of engineering) as a LONG way to go.

A very segragated faculty. Equally segregated students. A lack of awarness of the importance of everyone's responsibility to educate the entire student, not just to mechanize her/his abilities so that s/he can perform a task

A work in progress, students with entergenic and creative perspectives.

administrative goals that are out of touch with the betterment of the student experience, specifically, the focus on grants and publications and the attempt to make Cal Poly known nationally--it is destroying the young faculty

Although not stated as such in the university's objectives, CalPoly produces good workers but not good thinkers. Students have so much to learn that they don't have time to sit back and reflect on the importance of their knowledge and how it can be extended to the current world.

Alumni engagement

An emphasis on practical rather than purely theoretical knowledge

An over-emphasis on the perceived importance of contributions made by our traditional polytechnic areas to the detriment of the other programs, curricular and non-curricular, that contribute to students' development and society in general.

An overly large emphasis on vocational training as opposed to intellectual development.

Answers would have been different if statements didn't begin with "All"

Being one of the 3 most selective public univ's in California.



OPIC: What else do you think defines our current identity

Cal Poly in my mind operates as a family and are here to assist the campus community in any way we can. I have been associated with this campus since I graduated in 1972.

Cal Poly is a fine science and engineering undergraduate institution.

Cal Poly is a pragmatic institution that fosters real-world solutions for our world's challenges.

Cal Poly symbolizes excellence in education and experience.

Cal Poly's reputation remains primarily that of an architecture school.

Close interactions between faculty and students, due to small class sizes

Community resource for SLO

Complacency and self-satisfaction.

Dedication to the students we teach, both in and out of the classroom.

Definitely not sustainability - it's a trendy buzzword the university uses, but I see this principle violated every day at Cal Poly.

Despite high grades and scores at acceptance, many of our students resist reading, lack a strong work ethic, and are unprepared for college level study. elitist. uniform.

Emphasis on community responsibility.

Engr/Ag/Arch schools.

Exposure of students to the realities of the world by participation in one quarter of required study abroad programs, local, state and national community based programs, student exchange programs, americorps engagements, inter/departmental courses such as agriculture, sociology, economics...etc

faculty and staff practice social, spiritual and individual wellness and model this for all with whom we are engaged.

Far too complex an issue to address meaningfully (both because of time and space limitations, and because of my ignorance of nuanced identity issues)...

For a polytechnic, we are starting to fall behind. In the last 10 years I have seen a great fall in the technology used and offered (supported) for faculty and staff by Cal Poly.

Funding.

Graduate student do not feel valued at this university, nor do most minority groups. I was appalled at the way our administration handled the crop house incident; I'm ashamed to be associated with an instition that devalues humanity and doesn't provide consequences to horrible actions.

Graduates are prepared to enter the workforce because they have applied experience within their coursework.

Great location where undergraduates are the priority and where academic challenges are not extreme.

Hands-on, Learn by Doing education that prepares students for instant entry to the job force as creative, capable employees

Hard for students to change majors, which impacts our reputation for being student centered. Some majors (CENG) do not offer additional courses that allow students to have a well rounded education when they leave. Learn by Doing is not what occurs in many of our courses and majors, we need a new 'handle' that more closely matches our curriculum.

Having the same University President for the past 30 years.

high faculty student ratio in laboratory research settings

High quality students and faculty; strong industry relationships; high academic standards.

highest undergradute undergraduate education



OPIC: What else do you think defines our current identity

history and rigid adherence to the past, as well as faculty desperately afraid of change. We force students to choose their majors upon admission and do not allow them to explore by locking them into a rigid curriculum that has been in place for ages.

Honestly, I think the tension between STEM and arts, humanities, etc., defines our current identity. I'm not entirely sure that we have identified a path to resolving the tension. Part of this may stem from the fact that we still see them as discrete entities, rather than as connected and interdependent.

I believe we face shortcomings in the area of on-campus diversity and training in respect for diversity among our students. We must challenge ourselves to make appreciation of diversity a stronger value among all branches of the university. We must support our non-polytechnic disciplines with the same resources as the polytechnic disciplines.

I can not answer ULO?'s since I do not know what they are.

I have no idea

I personally don't like the phrase "Learn By Doing". Very corny phrase and misleading since multiple levels of student to faculty interaction for learning inside and outside of the classroom. Don't know if this phrase is any better, "Project Based Initiatives", Hands on Learning, etc? There are several levels to this "Project Based Initiatives": discipline specific student initiatives inside and outside the university, interdisiplinary student initiatives inside and outside the university, discipline specific student and faculty initiatives inside and outside the university, and interdisiplinary student and faculty initiatives inside and outside the university.

I think that one thing that defines this university is it's drive to be better, to work more collaboratively, and to move toward a more efficient state of functionality. I think this campus places too much value on the strict definition of polytechnic, i.e. in terms of STEM. I could not disagree more with the notion that there is a special responsibility" of STEM while we affirm the importance of other disciplines. It's actually quite patronizing to make such a statement. In our world, we need to grasp the importance of true interdisciplinarity (yes, ALL disciplines equally) as a condition for success. "

I think we are schizophrenic. We have one identity that we think looks good to the outside world that includes research and sponsored projects. We have another identity of being excellent teachers. The result is that we are good at neither and mediocre at both.

I want to comment on my Strongly disagree" answers. The question about STEM and the arts--I agree that the university promotes STEM, but not that it affirms the arts and humanities. I do not support the senior project as it exists at Cal Poly. I do not think that we plan well at all, based on evidence or otherwise. And I think that COSAM and CLA are not currently seen as contributing to our university identity. "

I was confused if the questions were asking what I think IS the current situation at Cal Poly or SHOULD be.

I work in an administrative area that has almost no diversity, which is a poor model for the students.

In a state of flux. Outcomes of current actions will define how our university is viewed/perceived in the future.

In at least some areas: Emphasis on procedural rather than principle-based practice, misunderstanding of the concept of experiential learning (i.e., learn by doing), and a complacent lack of alignment with current theory or practice. The reputation I hear from other parts of the state is that Cal Poly SLO prepares engineers, computer/tech employees, scientists, teachers,... to be competent from the start; UC Berkeley (Davis, UCLA, etc.) prepares them to continue growing toward excellence. This is not said as a compliment to CP.

In some disciplines, the learn-by-doing approach borders on a more vocational mission. We are not quite to the point of being a truly integrated university where the arts are as important as the sciences/technology.

Individualized attention to student needs in small class sizes.

infighting, hierarchy, micromanagement.

Interdisciplenary For the non-technical major, an exposure to and appreciation of technical disciplines.



OPIC: What else do you think defines our current identity

Learn by doing instructional institution that also engages in research and links up with industry to give cal poly students an edge in preparing them for what comes next in their lives.

Learn by doing is a complete joke. Architecture hasn't had a meaningful building experience for students in decades. Now we throw together furniture, and call that learn by doing. Social responsibility is also completely lacking, and sustainability is more propaganda than practice. That's the reality behind the rhetoric. Learn by doing philosophy.

Learn By Doing requires real 3D world experience, not exclusively computer or paper simulation of reality.

learn by doing" Our internal diversity is NOT great. We tend to think of CP in an elitist fashion (We're #1)"

Many professors desperately want to be engaged in scholarly activity but are absolutely buried by coursework and expected to participate in old-school" club activities (e.g., endless barbecues), which frankly are beneath a professor's responsibility."

Ina

narrow student and faculty demographic. lack of attention to our core teaching directives.

none

not a diverse student population

Not many opportunities for critical thinking across disciplines. Little impact of global consciousness in curriculum. Too many rigid requirements in some colleges hampering experimentation and broad learning.

Obsessive fixation on pragmatism and doing" at the expense of contemplation and learning for learning's sake."

Our ability to attract the best students from High School or JCs; a reputation of scholarship among the faculty that is equal to, if not weighted more than, the emphasis on teaching/learning, especially in the Liberal Arts. Teaching/learning will become dull and obsolete unless one publishes and stays current in the field. One may look like a good teacher on the surface and even to the students, but there is at this time little quality control regarding content (the degree of critical depth and relevance) of what is taught. Publishing needs to be rewarded more at Cal Poly and standards for research excellence raised to control/judge quality of content of what is being taught.

Our Cal Poly identity is defined by the masses and that equals white middle students. I do not physically observe diversity on this campus when working with students; we could do a better job of preparing our students for a global job market instead of keeping their heads in the sand, unexposed.

Our current identity is in flux, with some colleges (Engineering in particular) out of touch with the direction of most top universities with regard to the centrality of the liberal arts.

Our current identity, based on 20th Century" practices, is strongly focused on the success of our students; we are being led toward a "21st Century" model which gives lip service to student learning while emphasizing "scholarship" of faculty (publications and grants) as the primary goal. "

Our faculty are more focused on student learning more so than other research colleges. The small class sizes (lab/activity) and learn by doing method of Cal Poly instruction provides a great learning opportunity.

Our geographical location.

Our inability to communicate and collaborate internally; not recognizing the value in the collective services and programs of the university.

Our learn by doing philosophy is a strength...

Our personal view of the world

Our relationships with our neighbors

Our students feel that they are receiving a high quality education; they are satisfied with the academic level they participate in.



OPIC: What else do you think defines our current identity

Our unique Central Coast location affects our identity!

Our University stresses networking.

Over whelming Whiteness and economic narrowness (lots of wealthy students).

overly rigid curriculum

Personally, and I realize budgets play a large role in this, I believe that Cal Poly has an almost embarrassing lack of cutting edge technology readily available for students. For a technological school, the lack of widespread computer labs, smart rooms, information technology infrastructure, and current software applications seems counterintuitive.

political activism

positive faculty/staff/student relations

prestige through intellect

professional career-focused programs

Progressive Thinking about who we are and what we would like to become.

Promoting real-world, multicultural, international experience with study abroad programs.

Providing real life experiences from the classroom to full-time employment.

Relatively small class sizes and the vast majority of classes are taught by faculty members, not graduate students, as is the case in most research-oriented universities.

Reliance on a reputation created years ago

Reputation

REQUIREMENT THAT STUDENTS SELECT A MAJOR BEFORE THEY APPLY TO CAL POLY, THEN WE MAKE IT VERY DIFFICULT TO CHANGE TO A DIFFERENT MAJOR AS THE STUDENT'S ACADEMIC EXPERIENCE EXPANDS. CONTINUATION OF THIS REQUIREMENT IS RIDICULOUS.

Right now it seems that we are defined by our silos -- or our inability to talk to one another about shared interests across disciplines. We do not offer students an integrated, cohesive education where GE and major courses build on one another in the way they need to.

Rose Bowl Parade

Sensitivity to needs of all students not just select students. A desire to become a more diverse population. My son as a student here has encountered great accessibility to professors that are willing to share ideas or go over possible solutions to problems.

Since most of our students live within five miles of campus, we have a greater sense of community" than other universities in California"

Small classrooms with one-on-one work with a professor (not a graduate student). Personal attention to our students.

Smart students who work hard to quickly learn a topic.

Some of my colleagues do these things in different ways at different times to different degrees of intensity, with different results; I don't feel comfortable making blanket statements about what we" do."

Some of your questions are skewed because they do not account for qualitative nuances. They also presume that the intention to teach diversity compensates for the systemic inequalities that characterize a Cal Poly education. We could teach diversity issues more effectively and profoundly we had actual diversity in enrollment and faculty hiring. These questions do not allow us to directly address what I believe is the most important issue. These questions therefore, and the survey itself, are an excellent evasion of our social responsibility to our under-served citizens, particularly Latinos. They allow the university to make a great display of its good intentions without altering the status quo, or informing our current corporate and upper-middle class white clientele that will need to sacrifice some of their privileges if they really believe in justice and equality.



OPIC: What else do you think defines our current identity

Student access to teachers and the low crime safe community

Students who expect to graduate and select a field of study as freshman.

Swanton Pacific Ranch and School Forest is internationally recognized/certified by the Forest Stewardship Council for outstanding sustainability practices, environmental monitoring and stewardship. So we do more then just talk about sustainability and effective stewardship...we practice it as we learn what works and what does not. This is hugh....

Talk about diversity--we do not invest in it, suport it in the curriculum, teach it well outside of particular department or practice its principles effectively. But, boy, do we love to talk about it. Too bad talking only gets us so far. Also, our curriculum is overloaded, rigid, non-responsive. The system needs a big overhaul.

technology focus; changing world

Temperate climate, tidy community, academic excellence

The caliber of students that enter CPSU and continue through to graduation.

The fact that the College of Liberal Arts has the largest budget on campus clearly demonstrates a lack of commitment to maintaining our polytechnic identity. the idea of currency is important, inclusive of the students, faculty and administration

The identity is rapidly changing because of large faculty retirements and partial replacement with younger faculty. This will increase focus on outside" skills, technology, and accountability."

The sustainability we practice in our operations is a great encouragement to our students. It sets an even more practical example than does the sustainability taught in our curriculum.

There is a major disconnect between administration and student education. For example, administration does not seem to understand how valuable graduate students are to the success of many departments because of the huge amount of laboratory courses they teach, saving the university thousands of dollars a quarter. Yet graduate students who are teaching are still required to pay tuition. Even so, I see Cal Poly as a unique and special university in that we have excellent staff and faculty that develop personal relationships with students allowing the education to flow both directions between student and instructor and it becomes individualized. Also, a common perception of Cal Poly is it's lack of global involvement and diversity.

There is a strong conservative tradition in this community

There needs to be an absolutely new definition of general education for the 21st Century. We need an outcomes based learning experience. We need all graduates to be exposed to science, math and engineering. We must embrace a difference from the rest of the CSU. Institutional diverity is key in the new technological century.

There's something to be said for being in San Luis Obispo and the SLO" life; there is something about the climate and beautiful surroundings of San Luis Obispo that attracts people to engage in outdoor activities"

These are identified as hopes" - and to that extent I agree. But there are many on campus who will not buy in to these "hopes" because the items threaten the all-too-prevalent silo mentality at Cal Poly."

These are poorly worded questions, the words all and we are used. There is no room for partial.

This is actually to clarify my above responses: I think the above are great ideals - I just don't think they are all carried out well in actual practice here, or I might agree more with statements such as Most of us..." etc. rather than "All of us..."

To those outside the county, Cal Poly is also defined by the community in which it is housed. San Luis Obispo is known to perspective students and their families as a safe, wonderful college town, playing a big role in its attraction to new students.



OPIC: What else do you think defines our current identity

too many levels of analysis (individual, concentration, department, college, campus) that make it difficult to respond

too much power in hands of engineering

Uncertainty. Uncertainty about funding. Uncertainty about the importance of research. Uncertainty about what learn by doing" actually means."

Unfortunately our limited diversity among the student body.

Unfortunately, I am not in a position to speculate about the qualities of "All of our graduates...", or to make judgements about "All of our programs..." or what "We" understand or recognize; sorry...

Unfortunately, I think we are losing our strength in the hands-on learning and polytechnic aspect of our identity- due to budget cuts and an unsustainable number of students being admitted.

Uniqueness among the CSUs. Location, image, demands, admission criteria, faculty/student interaction, etc.

Uniqueness as top state university, superior to many UCs.

unstable

We are a bloated institution that is generally poorly managed at almost all upper levels and some intermediate and lower levels, yet somehow manage to maintain and excellent reputation dispite the poor leadership. The excellent reputation for student education is generally well-deserved. However, the waste of time and money and resources combined with excessive "politics" leaves a lot to be desired.

we are a divisive university, each college has its own identity.

We are a learning institution so the real world accomplishments of our faculty are more valuable than their academic accomplishments. I think it is important not to lose that characteristic as some of our faculty retire.

We are currently confused as to whether we want to emphasize an R-1 approach to scholarship and sacrifice our commitment to teaching.

We are highly polarized along disciplinary lines. Faculty and esp. administrators in the STEM and/or traditional Polytechnic disciplines seem to look down on faculty in more traditional academic disciplines, esp. the liberal arts. Resources flow to the stem and/or traditional Polytechnic disciplines to the detriment of the traditional academic ones, esp. the liberal arts. Some Cal Poly faculty and administrators from the traditional STEM and Polytechnic disciplines seem to feel that only their disciplines are important to Cal Poly's polytechnic mission" and appear to more traditional academic disciplines within the liberal arts as an irksome and unnecessary impediment to their students' swift completion of their degrees. When an administrative emphsasis on "through put" is allowed to trump the importance of EDUCATION, we do both our our students and the broader community a considerable disservice. A university should not be concerned exclusively with vocational training; it should be an institution of higher LEARNING. Like many of my colleagues, I grow exceedingly weary of being made to feel that liberal arts faculty (and to some extent administrators) are second-class citizens at Cal Poly, here only to offer service courses to students in the (clearly more IMPORTANT) technical disciplines."

We are moving away from a fundamental component of our identity: 1. Teach/Teacher model, to teacher/scholar 2. Direct faculty involvement with student clubs & organizations. This was a fundamental connection that has been lost...and is obviously no longer valued.

We are vulnerable to strong-willed individuals who railroad through their pet projects, regardless of the increased demand on scarce university resources -- so we are now saddled with several inane degree programs that are hard to defend on paper or in reality.

We attempt to provide a more personalized experience for the undergraduate, although our ability to maintain a small student-faculty ratio for a state school is unlikely to survive the current economy.

We emphasize undergraduate education. Smaller class sizes allow faculty to know their students.

We encourage students to learn to think outside the box and to learn from different cultures.



OPIC: What else do you think defines our current identity

We excel in teaching using learn by doing. Certain values (diversity, ethics) cannot be imparted to students in a classroom setting but must be learned through the student's maturity, although the university can certainly provide activities to raise awareness.

We have had a strength in our emphasis on undergraduate education as the highest priority.

We have had, perhaps, a too-strong sense of vocational preparation, at the expense of the broad-spectrum approach that is the hallmark of a university education. We hold a desire to be the best at whatever we are doing and strive to break new ground and be leaders in industry.

We lack in scholarship. We don't recognize the link between being engaged in research and professional development and teaching well through our curriculum. We conceive quality teaching as a basket of tricks" (i.e, technologies to use) rather than as being founded in a quality curriculum (i.e., being engaged in and keeping abreast of current research in our fields)."

We need to practice more sustainability in the facilities area.

We operate in a limited resource environment with inadequate state funding.

We prepare individuals for engaged citizenry but also for gainful employment.

We promptly respond when a member of the Cal Poly community -- student, faculty or staff -- acts in a way that is not representative of or is adverse to the university's overall educational mission. At such times, it is an opportunity to reaffirm the university's position and restate its goals.

We work hard to be the best we can be as a university as well as make a mark, as an asset to the rest of the world

Well, there is a bit of a gap between stated objectives and practice and application. I agree that we seek to meet all these objectives, but I don't think we always do achieve them.

We're not a very racially diverse campus.

What defines our current identity as an institution? Apathy A certain level of apathy exists among currently enrolled students in their approach to their education, their societal responsibilities and their treatment of others.

White.

Preliminary Report Cal Poly Faculty Staff WASC Survey San Luis Obispo Where Are We Going?



The following is a list of hopes and ambitions for Cal Poly. How strongly do you agree or disagree with these statements? Please tell us where Cal Poly should be in 10 years.

Count of Responses

Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree		Total	Did Not Respond
OPIF: Senior project is culminating experience that engages all of the ULOs	33	65	163	419	307		987	33
OPIF: All programs – both curric and co-curric – embrace the challenge of Learn-by-Doing	7	33	110	446	389		985	35
OPIF: All of our colleges contribute to our identity and reputation as a polytechnic university	10	32	118	431	390		981	39
OPIF: All of our graduates display both depth and breadth; they are ready to practice citizenship and enter industry, graduate school, or the professions	4	38	123	383	433		981	39
OPIF: All of us - faculty, staff, and administration - share a responsibility with our students for student learning	2	12	52	371	548		985	35
OPIF: We make plans on the basis of evidence, especially the evidence of student learning	4	21	150	447	361		983	37
OPIF: We understand and appreciate that learning takes place in many venues; these include curricular and co-curricular experiences, as well as on- and off-campus employment	3	12	106	434	429		984	36
OPIF: We recognize a special responsibility for STEM (science, technology, engineering and math) education, while we affirm the importance of all our programs, including those in the arts, humanities, and professions	17	31	152	422	362		984	36
OPIF: We are accountable to students, colleagues, ext stakeholders – parents, employers, citizens	5	15	104	420	442		986	34
OPIF: We are engaged with the world outside the university	1	13	86	422	458		980	40
OPIF: We collaborate; we understand that education, like knowledge, is a shared project	3	9	86	453	432		983	37
OPIF: We recognize an inclusive community as a prerequisite to excellence	5	15	173	375	410		978	42
OPIF: We develop graduate programs consistent with our institutional mission	14	31	186	412	339		982	38
OPIF: We engage in scholarship to develop knowledge and maintain professional currency	6	14	149	422	389	_	980	40
OPIF: We have an agile curriculum that prepares students for a changing world	3	20	130	365	464		982	38
OPIF: We promote sustainability in our curriculum and we practice it in our operations	6	21	157	389	411		984	36

Preliminary Report Cal Poly Faculty Staff WASC Survey San Luis Obispo



Where Are We Going?

The following is a list of hopes and ambitions for Cal Poly. How strongly do you agree or disagree with these statements? Please tell us where Cal Poly should be in 10 years.

% of Responses

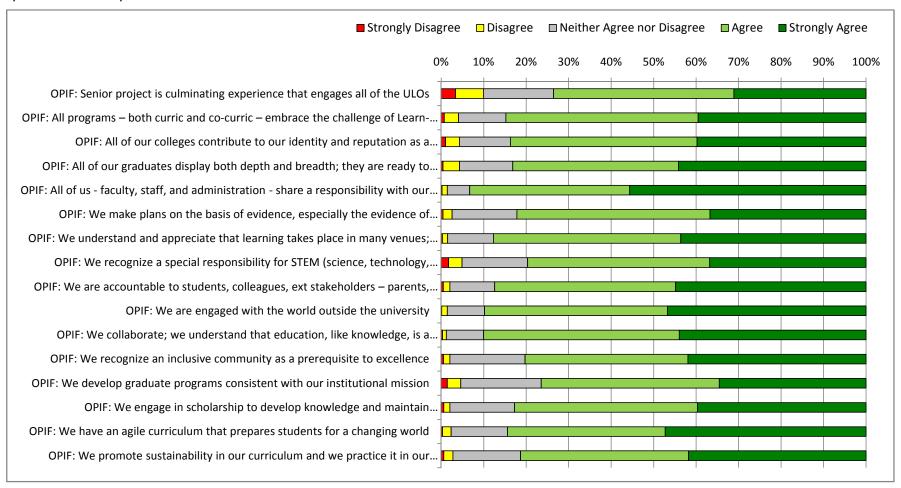
Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
OPIF: Senior project is culminating experience that engages all of the ULOs	3.3%	6.6%	16.5%	42.5%	31.1%	100.0%
OPIF: All programs – both curric and co-curric – embrace the challenge of Learn-by-Doing	0.7%	3.4%	11.2%	45.3%	39.5%	100.0%
OPIF: All of our colleges contribute to our identity and reputation as a polytechnic university	1.0%	3.3%	12.0%	43.9%	39.8%	100.0%
OPIF: All of our graduates display both depth and breadth; they are ready to practice citizenship and enter industry, graduate school, or the professions	0.4%	3.9%	12.5%	39.0%	44.1%	100.0%
OPIF: All of us - faculty, staff, and administration - share a responsibility with our students for student learning	0.2%	1.2%	5.3%	37.7%	55.6%	100.0%
OPIF: We make plans on the basis of evidence, especially the evidence of student learning	0.4%	2.1%	15.3%	45.5%	36.7%	100.0%
OPIF: We understand and appreciate that learning takes place in many venues; these include curricular and co-curricular experiences, as well as on- and off-campus employment	0.3%	1.2%	10.8%	44.1%	43.6%	100.0%
OPIF: We recognize a special responsibility for STEM (science, technology, engineering and math) education, while we affirm the importance of all our programs, including those in the arts, humanities, and professions	1.7%	3.2%	15.4%	42.9%	36.8%	100.0%
OPIF: We are accountable to students, colleagues, ext stakeholders – parents, employers, citizens	0.5%	1.5%	10.5%	42.6%	44.8%	100.0%
OPIF: We are engaged with the world outside the university	0.1%	1.3%	8.8%	43.1%	46.7%	100.0%
OPIF: We collaborate; we understand that education, like knowledge, is a shared project	0.3%	0.9%	8.7%	46.1%	43.9%	100.0%
OPIF: We recognize an inclusive community as a prerequisite to excellence	0.5%	1.5%	17.7%	38.3%	41.9%	100.0%
OPIF: We develop graduate programs consistent with our institutional mission	1.4%	3.2%	18.9%	42.0%	34.5%	100.0%
OPIF: We engage in scholarship to develop knowledge and maintain professional currency	0.6%	1.4%	15.2%	43.1%	39.7%	100.0%
OPIF: We have an agile curriculum that prepares students for a changing world	0.3%	2.0%	13.2%	37.2%	47.3%	100.0%
OPIF: We promote sustainability in our curriculum and we practice it in our operations	0.6%	2.1%	16.0%	39.5%	41.8%	100.0%

Preliminary Report Cal Poly Faculty Staff WASC Survey San Luis Obispo



Where Are We Going?

The following is a list of hopes and ambitions for Cal Poly. How strongly do you agree or disagree with these statements? Please tell us where Cal Poly should be in 10 years.





OPIF: What else do you think should define our future identity

1) We should be a place where students can see the unique contributions of diverse faculty and students...this diversity should include competent women who have moved up into the higher ranks of Professor, Dean, and higher level administration. 2) Continue to explore partnerships with local community to involve students in useful and beneficial projects. 3) More funding for faculty in order to continue the ongoing process of professional development.

100% commitment to student success

A clear and solid commitment to the teaching-scholar model and high-quality faculty led undergraduate research. Clarity about what learn-by-doing" means. Stable funding."

A faculty that is less dependent on Lecturers, and more tenure-track based. A revision of the tenure system so that it has a ten year cycle, and thereby brings in fresh minds/new ideas with greater frequency.

A focus on personal and corporate ethics.

A more democratic form of management. I've been in a few different positions at CP that were bottom of the totem pole (Technician I). The common theme is nobody cares.

A more holistic approach to defining ourselves; embracing the importance of liberal arts to all students, even engineers.

A realistic resource model that combines internal and external resources.

A renewed commitment to the arts as a major tool of facilitating teaching and learning.

a wilingness to look beyond our own narrow self interests

After participating in two rounds of reading the Writing Proficiency Exams (winter & spring '09)I remain dismayed at the poor writing skills of Cal Poly students. Something is terribly wrong and it does not appear anything is being done to address this issue. These students are not prepared for the professional writing demands most of them will encounter in the next year or two.

Again, I think CalPoly students need to be asked to think for themselves - not just memorize facts. Anyone can look up facts - it's putting information together to produce new knowledge that we should be nurturing. Learning by doing makes sense for ag science, kinesiology, the arts. For the sciences, learning by doing should include creative thinking which it does not, at least in my department. With 100 students in a class, we often take the easy approach rather than engaging their minds.

Again, this is more to clarify my above responses: this is where I think Cal Poly SHOULD be in 5-10 years, I do not necessarily think it is where we ARE going - unless significant changes are made. Also, I am qualifying my response on Accountability" because I am concerned that through grade inflation, PolyRatings, Cal Poly's support for "Pick-A-Prof," etc., Cal Poly has moved to the student-as-consumer model OVER student-as-learner model. This forces professors into customer-service roles rather than educators, needing to please students immediately (in the form of easy courses and high grades, etc.) for the sake of evals (rather than please them in the long term, where they might recognize in a few years the value of being pushed to excel or rise to high standards, etc.). The unfortunate cost of this student-as-consumer model is that education goes downhill - in the end, students are the ultimate losers in this model, as they are short-changed. I would STRONGLY caution against Cal Poly continuing this trend of endorsing the student-consumer model over the student-learner model."

All of our graduates display both depth and breadth with respect to the standard, traditional hallmarks of a college education.

All of these are nice, but impossible to meet all of these with limited resources and time.

All our students should embrace the need for a strong work ethic An improved initial screening process for student applicants at the college level

All students should become self-starting, self-guiding, self-testing, persistent life-long learners.

An increased emphasis on interdisciplinary studies. Increased emphasis on the independent and life-long student learning.



OPIF: What else do you think should define our future identity

An integrated curriculum where GE courses are regarded as being AS important as major courses. In a perfect Cal Poly, it would be easier for students to enter a new major upon discovering their true interests and talents. Too many students are trapped in majors they don't know how to get out of and end up with degrees in fields that do not interest them. This situation seems to offer a direct roadblock to the educational experience we claim to offer students.

Are these intended to be a repeat of the previous page?

As a CSU, we provide regional education opportunity.

Asking where we should be in 10 years is meaningless. By then, nothing we'd say today would apply. Where should we be in 2 years or 3 years, I could deal with. Be the face of the bioengineering, and alternative engineering revolutions. Include diverse faculty members, multidisciplinary projects. Turn out critical thinkers, writers, and speakers.

Because of the perpetual budgetary problems in funding the CSU system and the resultant reduction in the number of faculty and the increase in class sizes, I don't see how we, as a university, are going to maintain the senior project requirement as it has historically been done. Due to the decrease in the number of faculty and the large increase in the number of students in our department over the past ten years, our department simply doesn't have the number of faculty to handle the senior project requirement in historical fashion. We need to find some alternatives to satisfying the senior project requirement other than the historical model unless a more stable funding mechanism can be instituted by our state legislators to more adequately fund higher education.

Cal Poly can become a model for Sustainability in Practice — if it chooses to. It has let some opportunities slip away, but we need to catch up.

Cal Poly should be defined by the excellence of it training of undergraduate scientists and engineers focused on the knowledge needs of industry, graduate schools, and business.

Cal Poly should increase awareness to the students about how they can impact and make a positive difference within the Community surounding the university. Both economically and environmentally

Cal Poly's preiminence in communications will equip our students to excell in the global economy.

Challnage students to make an investment in their educations without looking to the easiest route to earn a degree.

Clarification on first point: The ULO's are not as good a set of objectives as those developed by colleges and departments. One size does NOT fit all.

Clarification on scholarship: If scholarship is broadly defined, I would agree, but the current model pretend you work at a UC and publish and get grants" is a very bad model for enhancing our undergraduate educational mission.

Collaboration and ethical integrity.

compassion

Continue to stress education and its connection to the outside world; dynamic curriculum that forsees the world's ever changing demands.

Critical thinking skills

Demonstrate stronger leadership by example in areas of cultural diversity. Right now we are mostly a campus composed of the majority, except for those few programs that specifically serve minorities. I would like to see stronger support for those programs.

Development as professional educators in addition to scholars and professors.

diverse, promoting educational opportunities for all.

Embrace a highly respected and ethical paradigm



OPIF: What else do you think should define our future identity

Emphasizing the personal resposibility of *students*! (Unfortunately, in practice, modern teaching methods--e.g., student-centered learning"--often shift the responsibility of learning from the student to the instructor, almost completely.)"

Encourage more ethnic diversity

Encouraging and support cross-discipline education, such as encouraging an engineering student to take music or theater courses.

Engagement with the community.

Engaging in scholarship not just for faculty and administrators but for staff as well.

Entrepreneurship, product design, a culture of agility and innovation.

Everything should be centered around the students.

Excellent teaching.

Faculty that is focused on student learning, not on research.

God

GOING TO THE BEACH

Greater cultural and economic diversity, authentic evaluation and assessment, streamlining of our buerocratic processes, greater space/support for faculty research.

GREEN, LEED, SUSTAINABLE

How much \$ we have after this fiscal year

I believe that higher education should leave personal belief systems" and politics out of the Educational setting. Student's shouldn't have "political correctness" shoved down their throats like it currently is. Individual ideas should also be "tolerated" and not frowned upon. After all, in a truly "diverse world", there are more individual ideas and opinions than there are similar ones. And, leave Presidential elections out of the "tax-payer's" Educational Campus. It seemed this year as if Obama was campaigning at the CSU's, through staff and faculty promoting him--I may be wrong."

I have no idea

I JUST COMPLETED THIS BOX! IT IS RIDICULOUS THAT CAL POLY REQUIRES STUDENTS TO SELECT A MAJOR WHEN THEY APPLY FOR ADMISSION AND THEN MAKES IT DIFFICULT TO CHANGE MAJORS AFTER THEY HAVE EXPERIENCED NEW AND EXCITING FIELDS. PERHAPS BEFORE DR. BAKER RETIRES HE CAN COMPLETE THAT TASK HE STARTED WHEN HE ARRIVED ON CAMPUS!

I prefer to see polytechnic interpreted in closer alignment to its roots - "poly" meaning many, and "technê" meaning arts or crafts, or applied fields. Thus, a polytechnic is an academic institution focused on preparing students for applied fields of study, such as engineering, architecture, education. I think this makes a better fit for the range of programs here, and would more easily able all programs to feel equally valued in their contribution. Focusing in STEM, when we're not really preparing individuals to be scientists or mathematicians, doesn't make sense to me and would give this institution a narrower identity than I think would be useful in the world. And my background and focus is in the sciences.....

I think all of the above are prerequisites for excellence. I think that aiming for excellence in all of these in the future is a wonderful goal.

I think if this institution truly wishes to affirm the importance of all its probrams, more time and funding should be devoted to developing the colleges of liberal arts and education.

I think leadership is a critical component that we do not currently focus on. We focus on working collaboratively, which is important, but we have little focus on leading.

I think senior projects will need to be changed if we are to do more with fewer resources. Similarly, the learn by doing model will be less predominant. I think graduate programs detract from our central mission rather than supporting it.



OPIF: What else do you think should define our future identity

I think that we should be more representative in our student body, i.e., seek out diverse groups and encourage them to apply to our institution. One avenue toward this would be to cultivate relationships with organizations whose members are diverse. We should look more like California in terms of our racial and ethnic diversity (right now we are much lower in diversity than the state population is)

I think we should encourage a paperless communication system. Whether it be university driven or department driven; scantrons, evaluations and newsletters should all be distributed electronically. Memory tests should be banned and critical thinking should be encouraged and tested upon.

I think we should not presume to know what the future holds--to approach our definitions of evidence for student learning" and what constitutes "knowledge" with an open mind--capable of adapting to breakthroughs in the arts and sciences and not letting a administrative imperatives or marketing aggenda shape curriculum in their image. Learn by doing means change, not formulae."

I was unclear on how to respond for some of these items. For example, on the STEM item: I don't think STEM should be given special prominence ahead of other disciplines but I still think that it is important.

I wonder why there is so much emphasis on students' employment? Is this a veiled way of saying college will cost you more money, so you'd better have a job on the side"?"

I would like to see a polytechnic identity that doesn't subjugate any particular discipline below any other -- we should be shaping well-rounded students that have been exposed to and can integrate several ways of learning and many types of knowledge. I also dislike the phrasing of the statement about STEM -- I think that it is a bit unclear and loaded.

I would like to think of us as preparing our students as professionals and responsible citizens, rather than think of preparing them for careers -- I suspect the latter is more likely to lead to self promotion that it is to the sort of breadth of approach to self and others needed to recognize a diverse and challenging world. In addition, many of them will have many careers and take on many social and professional roles -- what is important that they enter into all of those phases of life with skills and knowledge they pick up along the way, but also here at Cal Poly.

Ideally, everything should be Strongly Agree, except that I do not believe science and math are more important than arts and humanities. I think the Polytechnic" designation is archaic and meaningless to most students here."

I'm shocked that we are questioning whether or not some colleges contribute to the identity of the university. I think ALL the colleges are useful. For example, without liberal arts, my science student would have no idea how to read and write because it's clear they're not learning those skills in our science classes.

In 10 years I hope that Cal Poly achieves these goals. The Senior Project needs to be completely revised. It seems to be lacking of quality and consistency between departments.

increased incentive to pursue scholarly activities for students and the faculty.

integration of arts with science and technology

intellectually stimulating working environment, support for faculty research/innovation, positive faculty/staff/student/community relations, community service Keep core hands-on learn-by-doing. try not be all things to all people.

Keep the learn by doing emphasis while keeping up with the changing dynamics of a global economy and job market.

Knowledge of art, culture, humanities, the social sciences, the diversity of California and the US - these are things that those invested in the "core identity" of Cal Poly seem so willing to neglect and belittle. Do we want to train the "cogs" or the leaders?

leadership in the larger slo area. become center for continuing professional education.

Less busy" work (barbecues, reports that nobody reads, mindless committee work) so as to facilitate scholarly activity."



OPIF: What else do you think should define our future identity

Less emphasis on faculty research and more emphasis on classroom teaching.

Link learning outcomes to employment.

Make it less difficult for students to change their majors. More technology/smart rooms/etc. Truly become a hands-on institution.

Make sustainable/eco-conscious practices essential to everyday operations.

Money to pay for a stronger research faculty; development of grants and graduate research; methods to reward the most productive, professionally-active faculty with lighter teaching loads.

MORE collaboration and sharing with other Colleges and Universities.

More diversity - CP is a predominately "white" school.

More diversity in the student body and faculty

More online courses for off campus learning.

multi-faceted individual

n/a

n/a

n/a

n/a.

need to cut down the wasted money on this and other campus'

none

Not able to respond.

Not to grow too big especially in graduate degrees. Stress the close relationship between tenured faculty and our students beginning with freshman.

nothing

Nothing

nothing

nothing at this time

Our ability as faculty and staff to appreciate each other's roles; our ability to put students at the center of the university.

Our future identity should not only focus on the larger grant-funded colleges, but on education and future education. we need to put our resources into qualified teachers, and counselors in the school. We have chosen to cut resources in the very field most needed at this time. I would like to see huge changes in resources toward Graduate programs in Education.

Our graduates are very prepared for a career outside of school upon graduation.

Our leaders and faculty need to be more current in their own fields, whether through scholarship or other methods. We need to ground our focus on "learn by doing" in research-based theoretical frameworks and principled practice. We need to prepare our students to continue learning throughout their lives.

Overall job satisfaction by employees is recognized as a necessary prerequisite to a healthy university.

Personally, I will be very surprised if the brick and mortar university will exist in its current form for the majority of students in 20 years, possibly less. Cal Poly is hopelessly behind in social media and learning-on-demand. If we don't adapt, somebody else will do it, and we'll all be out of a job.



OPIF: What else do you think should define our future identity

Placing a higher value on the student learning (for students throughout the university) than on filling the department coffers. The fact that we make such a strong commitment to small classes and labs in the support courses offered through CoSaM (Chemistry & Physics) and then have 400-level engineering classes with 50-60 students is a travesty.

Project groups organized by mutual interest in a topic rather than by discipline. G.E. courses especially could benefit from team-teaching across disciplines, and there should be support for teachers who want to engage in interdisciplinary teaching exchange programs on campus.

Refocus on teaching" as it's own priority. Quality teaching is not learned in graduate school...just ttend some classes at Cal Poly and you'll see. A recommitment to a connection to students beyond the classroom."

replication of efforts (e.g. sustainability) as series of college-based focii; more cross-cutting. Move beyond interdisciplinary," "Learn by Doing," entrepreneurship shop worn phrases and see new 21st century concepts appropriate to Cal Poly."

Research to benefit society, increase diversity, and a sufficient budget

Respect for, communication with and expectation for the students. Recognition that the student is why we are here, not here for the faculty or administration. And campus services that support both in a timely and cost effective manner the goals of education students. Plus taking responsibility, all campus emplyees and students.

Retention of Learn by Doing motto amd philosophy and 'real world' problem-solving performed by students, faculty, and staff. And production of 'Multi-talented' professionals -- Engineers who can write and speak well, Writers who can understand science and engineering, Ag leaders who can use technology to feed the world and heal the environment and write and speak eloquently about doing so, Business leaders who understand both economics and ethics and can write and speak about doing so.

See previous comment

See previous comment.

Small classrooms with personal attention from a professor (not a graduate student). We should adopt more of a private school model, not a UC model.

Stick with what we do well.

Stronger Liberal Arts foundation to foster greater awareness of the meaning of human life, greater flexibility, deeper and broader innovative potential in professional life.

Success of our students.

Sufficient state funding.

Sustainability and best use of existing resources coupled with development of green technology and new resources should be a cornerstone of future curriculum. Swanton Pacific Ranch and School Forest is internationally recognized for outstanding sustainability practices, stewardship and environmental monitoring. We practice what we teach...

That faculty become better known for their scholarly/creative activities so as to elevate the respectability of Cal Poly. Further, we should become known as a one-of-a-kind institution that uniquely intertwines the scholarly activities of faculty and the student learning experience.

That the student and faculty population be reflective of the state population--diversity wise.

The educational needs of the state of California.

The engineers we graduate should have a more solid foundation in history, literature, and philosophy.



OPIF: What else do you think should define our future identity

The ideas of inclusiveness and collaboration, especially within the University itself is a giant step in a more sustainable direction. I think placing extra emphasis on those ideas would help define Cal Poly as role model of sustainability. Lets design the buildings we use, eat the food we grow, and share knowledge and understanding between colleges.

The last statement is double-barreled. Yes, I think we promote sustainability in our curriculum, but we do not practice it in all of our operations. I can't provide one answer to this question.

The pursuit of excellence in all endeavors.

The salaries our graduates make, relative to their piers in similar industries.

The will need to be a balance between instruction and scholarship. Primary roll of instruction and teaching. Secondary role of scholarship... otherwise teaching suffers.

There needs to be more value placed on the outside of the classroom activities that are important to student learning. It seems like much of this great work if off the radar screen of the University. Of course their still needs to be strong sense of scholarship and learning objectives. There are interdisciplinary activities are accomplished across departments and colleges that should have more value placed on them regarding visible support from the University and the colleges. No mechanisms currently exist (or incentives) for supporting these types of projects that cross discipline boundaries.

There's too much nonsense b/t colleges. We are STILL fighting over GE while other institutions are blowing right past us--they have acknowledged the importance of interdisciplinarity and integrated learning and are moving ahead. And are still picking on GE and on whether students can take classes outside their majors. It is pathetic.

These are great goals, and I understand the nature of a polytechnic college, but sometimes I think the arts and humanities are undervalued here. Engineering students may excel in their discipline, but in terms of well-rounded world experience they sometimes graduate unprepared for life. We are all responsible for raising a thoughtful, caring generation. College is a time of exploration and discovery, and students need to have the time to step off the track to experience art, music, travel and other cultures. I think a study experience off-campus should be required of all majors, whether it be international study programs or internships closer to home.

This is a bit confusing. Do you mean that I agree with the goal, or with the sentence as reflecting reality? I'm answering as agreeing with the goal.

This seems to be exactly the same question as the previous one. I don't know how to answer it!!!

Though STEM and Polytechnic" identity are important to the identity of Cal Poly, to make gains in diversity it is important to provide more cross-curriculum opportunities for students. Science, math and engineering need to easily be paired with communications, business, arts and education. I believe we make it to difficult for students to take courses and seek concentrations from colleges outside their majors."

Understanding and ability to perform in addition to the learning/book process.

Understanding where we are today

use of technology and how that is changing everything

We develop stronger and more creative research agendas to participate as leaders in the world, and not just followers--i.e. thinkers as well as do'ers

we focus on our strength ...undergradute eduction

We have a responsibility to foster creative and critical thinking that will help our students be leaders in a competitive global designer. That we create a learning environment that facilitates flexibility so that our students continue to learn, grow, and lead as they enter the workplace.



OPIF: What else do you think should define our future identity

We must be a university of the future, one that prepares students for the global world. International experience and study abroad is glaringly missing from our future goals and learn by doing objectives. This is continually talked about by faculty, that it is missing, and I know many faculty who have expressed the need for this to be a fundamental part of our future education, but sadly it doesn't seem to get addressed fully enough to satisfy most faculty or students.

We must move forward if we are to continue to remain a top university.

We should abolish the Greek system, the fraternities should play no further part in campus life at Cal Poly. ASI need to work with the university more, they have all the money and should take on some of the work that student affairs do. They could take over career services.

We should collaborate more intentionally with CSU faculty and staff from other campuses.

We should continue to be a leader in our operational sustainability practices.

and we SHOULD NOT BE accountable to these outside "stakeholders." "

We should continue to grow with the times. Just stay afloat with our ever changing lives. Prepare the students for hard times as well as good times

We should focus more on giving back to the community. This will help revive the relationship between the campus community and the surrounding areas.

We should maintain our focus on teaching undergraduates and not let it by diluted by an increasing emphasis on faculty research.

We should recruit international students to create a more global learning experience on campus. It is hard to embrace and value diversity in an environment lacking in it.

We teach and foster the ethical responsbilities of educated citizens and members of business, industry, and the profession." "We reward curiosity and foster a desire for lifelong learning.""

What idiot made up this part of the survey? If not for this comment section, it would be totally worthless! The future identity should be strongly tied to streamlining the management of the university so that students get to see a well run, efficient institution as a role model, rather than the relatively inefficient bundle of red tape they presently observe. Sustainable ideas should not just be taught, but lived on campus and throughout the system. Existing staff in the upper levels should be REDUCED for faster, more efficient management, NOT expanded into self-serving, budget-increasing departments that contribute little to the system. The use of true year round classes and night classes would allow nearly DOUBLE the throughput of the existing facilities with no additional capital cost. Couple that with trimming the deadwood surrounding and including Warren Baker and you start to have some real savings, as the capital expenditures over the next 10 years will drop tremendously and free the money up for education. And if you say that you can't just divert capital money for education, THAT is the type of upper management problems that we face that need to be changed! Money is money, and upper management needs to step out of the box and earn their salaries!

When full-time students are forced to seek on- or off-campus employment", I find it often impedes their education. They should be able to focus on their studies, without dividing their time between school and work. I am accountable to my students and to my colleagues. I'm fine with that. I am NOT accountable to parents (who sometimes have peculiar ideas about what their children "should be learning"). I am DEFINITELY NOT accountable to employers. I am not manufacturing labor units for corporate America. I am teaching young people how to think critically. I am also not accountable to citizens. The citizens of California stopped funding this institution some time ago, so we are no longer accountable to them. I believe that we should REMAIN accountable to studen

Who could disagree with these ideals? Ten years from now, they'll still be good ideals. Will we be closer to them in 2019 than we are now? Who knows? why is this page a duplicate of the previous?



OPIF: What else do you think should define our future identity

With regard to "All of our programs - both curricular and co-curricular - embrace the challenge of Learn-by-Doing" and "All of our colleges contribute to our identity and reputation as a polytechnic university" it would be a happy situation to find that the support existed to achieve this among the large variety of programs that currently exist or ones very much like them that might exist 10 years in the future. Hopefully Cal Poly in 2020 will recognize adn appreciate that it has premier programs across the university (including in areas such as Business, Math & Science, and the Liberal Arts).



Based on experience at Cal Poly, how would you define Learn-by-Doing

"Learn by doing" is the result of teaching with a combination of theory and practice. It is teaching with the expectation that the learning process will also include the opportunity to "roll one's sleeves" and apply the theory one's been learning in the classroom via activities that will reinforce the theoretical framework and enrich the learning process.

- (1) It differs by discipline; (2) in my discipline, learn-by-doing largely means having curricular and co-curricular opportunities to engage in simulations, internships, role-playing, and so on.
- 1. Learning a concept in a classroom and then putting it into practice in a relevant, real-life setting. 2. Students being actively and passionately involved in something larger than themselves.

A blend of theoretical and practical knowledge. Understanding the "big picture" while having a good comprehension of what that means outside of the classroom. A class period where on average at least 50% of the time is spent on hands-on activities, not just listening to a lecture.

A cliche that is slapped onto every flat surface we can find - so we can have a buzz phrase" that seems to make us different from other universities. (I dare say there are no "learn by don't doing" universities.)"

A critical part of the learning experience is to actually do what you learn about in the book. By doing it yourself in a hands-on approach, you learn the concepts for effectively.

A hands on approach to experience the concept being taught

A hands on approach to learning through projects, internships and programs which promote active learning.

A hands on by the student in a way that they can experience for themselves.

a hands on experience

A hands-on approach to learning that lets students discover, through trial and error, critical thinking skills.

a hands-on approach where students get to do" instead of just being talked at by faculty"

A hands-on education. Studying about something in the classroom and putting it to practice in the field, i.e., applying math to make a plane fly; applying nutrition courses to help a cow produce more milk; applying genetics courses to help produce better crops.

A LEARNING METHOD THAT EMPHASIZES THE ADVANTAGE OF MEMORY ENHANCEMENT THROUGH APPLICATION.

A learning program that includes hands on activities.

A lot of hands-on application of what has been taught in the classroom.

A model in which the process of traditional education is strongly reinforced by students' actively practicing the skills they will use after graduation in an environment which is as similar to that of good professional practice as possible.

A more hands-on" approach to learning and a curriculum that is more practical, than other univeristies."

A person who is knowledgeable about a subject, based on experience and has mastered it at a level where they can explain it well to others with ease. In addition, this individual must be well prepared for the workforce on day one on the job.

A PRACTICE OF ENGAGING STUDENTS TO LEARN AND IMPROVE REAL WORLD TECHNIQUES, MODELS AND METHODS IN A WIDE VARIETY OF FIELDS. WEIGHT OF THEIR COURSE WORK STARTING THEIR FRESHMAN YEAR SHOULD INCLUDE MUCH MORE OF THIS, LEARN BY DOING.

A project based education where practical experience supports theoretical knowledge.

A silly slogan. Can one learn by NOT doing?



Based on experience at Cal Poly, how would you define Learn-by-Doing

A student can learn alot in a classroom lecture, but a student will learn more by getting their hands dirty and applying learned theoretical skills as they actually do what they have studied.

A student will have the chance to take the theroy learned in lecture and apply it in a situation where the applicability is clear. Either in lab, on a field trip, as an assignment or as an in-class excercise.

A system of learning that applies hands-on experiences as the primary means of education, utilizing multiple senses to maximize the learning experience and get the most out of the information being presented.

A teaching philosophy that couples the theoretical perspective with a practical application.

A type of learning where actual experience goes hand-in-hand with theory. Where theory becomes real because it makes sense out of our experiences and guides them. Where theory is sometimes evolved out of experience and sometimes tested by it.

Achieving skills or knowledge by performing carefully designed tasks, usually hands-on, and usually in a laboratory, or real world setting.

Acquired knowledge applied in one's personal life and professional life.

Action-based instruction.

Active development/design of projects to learn and show knowledge, nto just theoretical text book.

Active learning

Active learning that melds and individual's unique mental, physical, and formalized instruction.

active learning, not just lecturing, project and team-based learning.

Active participation by the student in their own education.

Actively applying the concepts being learned

Actively engaged in real life projects that will be of benefit after the student's complete their degree.

Actively engaged in the learning process rather than being passive and reactive.

Actively engaging in a project that teaches essential skills for "real world" living outside of the university

Actively engaging in real life situations where what students learn is applied to how they will be using such knowledge in the real world.

Actively engaging the students so that they are participants in the learning process.

Actively participating in activities in order to stimulate learning.

Actively participating in projects by hands on experience rather than just watching.

Actively participating in the practice of a given field - in engineering, designing systems, mechanisms, etc. In other STEM fields, conducting research with a faculty advisor and peers. In humanities, creating new works of writing, art, music, whatever.

activities with practical applications, and classroom experiences that give students tools for future endeavors.

Activities/labs are conducted/taught along with lecture classes.

Actual hands on, experiencing, and doing what you are learning.

Actual hands-on experience - applying what is taught

Actually doing in a lab environment

ACTUALLY HAVE HANDS ON" EXPERIANCE'

Affirming knowledge through practical experience.

All learning is learning-by-doing.

All too often, an obsession with making" something, even if the thing made is lame."



Based on experience at Cal Poly, how would you define Learn-by-Doing

Allowing concepts to be applied in hands-on projects.

Allowing students the opportunity to discover for themselves through experiential opportunities, more about the world around them. This can be done in a formal academic environment or in a more informal or nonformal venue. It is very student-centered.

Allowing students to get their hands on props, machines, labs, etc to try things themself- instead of just reading about it. Also- using real examples, projects, etc to engage students. Providing the technical skills and thinking skills for students to produce or make things, with a practical grasp on reality.

Allowing students to perform tasks that they have learned to apply them to their senior projects helps them to move forward and be prepared for their future in their career.

Allowing students to practice what we teach in terms of hands-on activities, assignments, and internships to help them to master the skills/knowledge/awareness that they need to be effective in their chosen field.

Allowing students to put to use their classroom lecture or book knowledge in a physical manner whether it be labs indoors or outdoors.

Allowing the students to take more responsibility in and for a project, so that they are part of the entire process.

Alot of the students are involved in many areas of the school weather working or different groups and there is always things going on, different talks free to attend. There are many ways to become involved as well as learning

An antiquated idea based on producing workers, not thinking beings that can take problems and come up with creative solutions while paying attention to different modes of thinking

An emphasis on experiential learning methods such as simulations, cases, projects, etc.

An emphasis on practice of techniques and ideas.

An environment that fosters interdisciplinary efforts, ethical and professional student leadership opportunities, cooperation and teamwork.

An on-hands, activity centered approach geared to apply knowledge into practical applications.

Any activity where a student is asked to materially participate in putting theory learned in lecture classes into practice, be it in a controlled lab-class setting, or a more open project mode.

any classroom learning is accompanied by applied projects - learning is not limited by rote memorization from textbooks and lectures. Instead, the textbooks and lectures are used as a basis for applied learning through projects and/or 'real-world' experiences.

Application of classroom knowledge to real-world problems and the application of real-world experience to classroom learning.

Application of classroom teaching (i.e., subjects taught in the classroom) to practical situations, applying fundamental theoretical concepts to practical problems. Well-planned laboratory courses in engineering, senior projects, and senior design courses are all helpful.

Application of concepts, etc learned in the classroom to the real world

Application of individually-learned skills in group work; focus on physical skills rather on concepts and theories.

Application of knowledge to a real life situation.

Application of skills learned in lectures through labs and projects. Taking skills outside the scope of the class and using them in outside projects for fun.

Application of skills within practical and relevant activities, projects, and research

application of the information discussed in class.

application of theoretical curriculum in hands-on and practical applications. Exploring the actual after an exposure to the theoretical; Learn By Doing should allow for the curricular to be reevaluated if the practical is in conflict with it..

application of theory and research in an authentic context, enhanced by collaboration/multiple perspectives



Based on experience at Cal Poly, how would you define Learn-by-Doing

Application of what has been learned in the educational setting to practical settings (whatever that may included depending on the topic area of the course/major) application to the real world - ie: putting theory into practice. Having opportunities to make mistakes, and learn from those errors.

Applied assigments

Applied learning opportunities through which students can (a) apply knowledge in practical ways, and (b) observe, first hand, the impact of applying their knowledge in social as well as physical settings.

Applied projects and experiences where students get real world experience in and out of the classroom. Opportunities to grow from these experiences.

apply theory

Applying and developing concepts and skills in practical ways.

applying and testing knowledge

Applying concepts rather than just memorizing them.

Applying curriculum to practical, real-world experience.

Applying existent or new knowledge to practical applications that expands the relevancy of the knowledge and enables personal growth and mastery.

Applying facts, concepts, and skills learned in courses in a research and/or workplace setting for the creation of new knowledge or a service to society.

Applying key concepts to real-world problems or challenges in the course of normal academic work, and assessing the relative merits of proposed solutions relative to each other, to existing solutions, and long term impact (sustainability, etc.)

Applying knowledge and skills acquired through lectures, books, or other instructional methods to related practical problems.

Applying knowledge learned to direct projects and learning from the results of those projects.

Applying knowledge or the inter-relationship between theory and practice

Applying new knowlege to hands on projects to enhance learning.

Applying the science learned in the classroom to real life situations provided thru a variety of activities such as clubs, enterprise projects, field trips, judging teams and structured classes.

Applying theoretical knowlege gained in the classroom and through study/research to solve problems, complete projects, etc.

Applying what is learned. Promoting life long learning.

As a process of learning that involves independent trial, error, reevaluation, and retrial; repeated until success is achieved.

As much hands-on experience as possible for students to practice what they are supposed to learn.

As staff in the CM department I have seen our students "learn by doing" with activities such as field trips, team projects, inter-disciplinary courses, community service, internships, regional and national competitions and industry guest class speakers.

As students learn the skills needed to successfully support their major, they also have the opportunity to demonstrate they can apply the knowledge learned.

Asking students to use the standards and methodologies of their particular discipline in the projects they complete for classes. This does NOT necessarily result in a 'project' with a physical project. Such a definition is not appropriate for all disciplines and consequently does not serve our students

Asking students to work on real-world problems in the community. Asking students to work together in groups and to report on their progress. Teaching students skills in Word in the Computer Lab and then giving them time to apply those skills to their projects.

assignments are based on real world experiences



Based on experience at Cal Poly, how would you define Learn-by-Doing

At Cal Poly we teach students in class and by text books but then give them a chance to learn in a more hands on way. So this hands on experience backs up the theory and lecture.

At Cal Poly, Learn-by-Doing offers the opportunity to apply knowledge in real world, interactive, collaborative modes across all disciplines and class levels.

At Engineering Services, learning by doing is an everyday occurance. It's hands on experience, it's future Mechanical Engineers working with us at the Central Plant and surrounding buildings.

Based on experience alone, it seems that Learn-By-Doing means teaching a student how to do tasks in a cookbook fashion.

Based on my experience at CalPoly, Learn-by-Doing implies a very heavily based lab education that is supported by lectures.

Based on the idea that knowledge-acquisition cannot only happen in the abstract, at the level of concept and definition; that that approach must be complemented by students putting into practice, applying what they are learning in the classroom.

Based on what's done at Cal Poly, Lean-by-Doing is often implemented by having lab sections associated with classes. So, it seems our definition is to practice what was learned in the classroom in a laboratory environment.

Basic and pragmatic: Rather than tell students how to do something, we let them try it, offering our own experience and skills as guidance, expecting failures on the path to success, rewarding tenacity and ingenuity, and letting logical consequences provide part of the reward or cost of the effort.

Because learning styles vary from person to person - some students don't really understand a topic until they've actually had hands-on experience. You can read a book and pass a test - but once you've actually used that new learning - you'll remember it for the long term.

Become involved with the experience, not just read about it.

Being able to experience hands on" projects that provide the student with the actual skills to perform a job at a level of excellence. "

Being able to participate and perform the actual concepts that are being taught

Being actively engaged with the curriculum. Learning first hand.

Being educated on the subject by taking a hands-on" approach to learning

Being hands on, working while you're learning, you don't stop to be fully trained before you plunge into a project or job.

Being involved in the process of education oneself. Real-life experiences and skills along with common sense are critical to success after graduation.

being put into programs that require hands-on learning rather than lecture only

Both in the classroom and beyond it, whenever possible students learn by performing tasks, skills, etc rather than being told how they should perform those tasks.

Build things. What is the point of this question? How are you going to use the responses here?

By doing the job them selfs with the help of others, so they understand the doing.

Cal Poly has always encouraged hands on experience.

Challenge the student with 'real-world' projects so they are prepared to tackle their chosen fields upon graduation.

classes that include labs that teach particular skill sets.

closely linked lab and lectures with opportunities for extra hands-on learning.

combining learning with real world applications of that learning

Coming from Long Beach State and UC Irvine, I was impressed by the "upside-down" curriculum that brought 1st-year students directly into core courses. By participating in the major (read: hands-on projects) in the first year, the student is more active in the major and gets a good feel as to what the major is all about. The theoretical is exchanged for the practical - which has always been the best model for learning a skill.



Based on experience at Cal Poly, how would you define Learn-by-Doing

Completing projects/activities that apply theory and discussions in class.

Create projects and tasks that a student would be realistically be expected to accomplish upon graduation.

Defined - As in the past Cal Poly needs to work backward and grasp again more Learn-by-Doing.

Developing a specific set of skills relating to a particular discipline in addition to a general set of problem-solving and interpersonal skills. A CalPoly education provides these skills which will prepare students for a job. CalPoly needs to go one step further - to utilize these specific skills, often job-related, to become a critical and creative thinker, not just a skilled employee. Perhaps this is too much to ask in 4 years......I sense a huge resentment in my students in being asked to think. All they seem to want is a set of notes that contains all the answers to the next test in a 1,2,3 format. Perhaps asking them to take 4 classes each trimester is too much to put together to gain perspective.

Developing competence and understanding through the practice of craft at the same time as developing the intellect in more traditional classroom approaches.

Development of professional and life skills through applied application of knowledge

Discovering principles through active learning. As an exploration of knowledge.

Discovering who you are and what you can accomplish through first-hand experience.

Do it to learn it.

Doing an activity that supports or promotes learning objectives.

Doing real projects based on the principles taught in the class.

Doing something related to your chosen field that benefits the world outside of academia while completing your education at Cal Poly.

Doing things that show you how it's done in the real world---hands on, not just researching by book, lecture, or web.

Doing what you will do in your profession and learning it by doing so. So, not everything is learn by doing. Project based learning is a subset of learn by doing.

Don't just listen to the lecture DO something to apply that knowledge

Each students benefit from a hands on learning environment. Classes, Labs, and Field trips all benefit the students by allowing them to participate. Early experience in the fields allows the student to find their proper spot in their chosen career.

Education developed through hands-on life experiences; the act of doing increases learning

Education that is delivered in an environment that teaches theory and practice.

Educational pragmatism.

emphasis on laboratory work in our major -- more than most places

Encouraging students to use critical thinking skills and creativity to make progress while allowing for mistakes.

Engage in activities that promote the practical application of ideas and learning outcomes.

Engage in projects and problem-solving exercises emulating a real-world situation to explore theories and gain practical experience. Students should work or otherwise explore their field of study outside of the classroom, in the community, and abroad. Students should not leave Cal Poly with only an academic understanding of their field. They should be able to create and produce results and interact with others in a positive, creative, and productive way.

engage in projects tied to reality

engagement in activities that highlight or illustrate connections between theory, research, and practice

Engagement in project based learning where students have the opportunity to formulate a "project" direction, execute and evaluate results.



Based on experience at Cal Poly, how would you define Learn-by-Doing

Engagement on a variety of levels, opportunity to work with people with different backgrounds, include thinking as well as doing as action without thought and purpose can be useless, knowing when not to act as well as when to engage.

Engaging in activities that implement theory in real-world settings using practical methods, to exercise knowledge, discovery, and group cooperation.

Engaging in activities that promote real life learning, not just book knowledge--activities such as internships, scenario learning, etc.

Engaging in and developing learning that incorporates cognitive, affective and psychomotor so that students are able to learn from and through the incorporation of multiple venues, areas, and activities.

Engaging in learning experiences that are ACTIVE rather than PASSIVE. Learning not just by sitting in a classroom listening to a lecture, but by engaging in working on problems, projects, experiments, etc.

Engaging in learning with hands-on activities (in addition to traditional text book" learning)."

engaging in project based learning. thinking is doing, therefore to engage in lifelong learning, one needs to be able to think critically. hopefully engaging in projects that are more than a displaying a set of technical skills, e.g. shop mechanic, widget assembler.

Engaging in projects that are based in 3D reality. Computer and paper simulations should only be less than half of the process. Actual construction and fabrication gives students an appreciation of the complexity of bringing the design process to fruition. Whether or not they will use those skills in their career, it will instill in them an appreciation of the skills required and prevent an elitist attitude toward those who work in the 3D world as fabricators.

Engaging in the practice or demonstration of a students' future career activities

engaging students in active learning that emphasizes their role in understanding facts, perspectives, and contexts and generating comprehensive plans, projects, or goals.

Engaging students, faculty and staff in day-to-day endeavors/tasks that are hands on. Opening up opportunities to students by actually engaging them in what they are learning.

Enhanced learning through engagement in experiences and activities other than traditional lectures and readings.

Entering into an unfamiliar task and working through it hands-on to resolve questions about how to problem solve

Enterprises. The close one-on-one that students have with faculty. The fact that faculty are directly involved with most of the operations on campus. The focus on undergraduate. The fact that research is important but not first.

Every core lecture course has a hands on laboratory component.

Everyone is using this phrase. We will not brand ourselves if we can't define how our hands on" approach moves us into the 21st century to address critical real world problems as a hallmark of a CP education."

Everything is easier the second time around. If you have done something once, you now have a perspective and a frame of reference for next time. That can't be provided by a book.

Exactly as stated.

Excellence in academic endeavors coupled with practical and applicable experience in real-world settings.

Exercises in the classroom and internships.

Experience based education. Leanring that occurs through active participation - because this utilizes the best practices in human development. We do and then we remember and we understand and we can apply this to the future.

Experience the subject outside of the classroom.

Experiences which require application of knowledge to practical activities.

Experiential education, practical application



Based on experience at Cal Poly, how would you define Learn-by-Doing

Experiential education.....with scaffolding thrown in!! Being allowed to make mistakes and learn from them! Thinking outside the box to develop new ideas! experiential hands-on application trail-and-error

Experiential learning that supplements, enhances and brings to life the foundational knowledge gained through theoretical learning

Experiential learning through success and failure in which students create/contribute a good or service to improve society and/or benefit others.

Experiential learning, theory informed practice.

experimental labs coupled with lectures on theory.

Experimentation in applied theoretical knowledge, not just practical knowledge. Learn by doing can be effective if it prepares students to embrace their responsibilities as "specific intellectuals," as Foucault defined this concept. Meaning that we collaborate with students in developing the technical tools to create new or under-represented knowledge, to foster a diverse ecology of knowledge, and to interfere or disrupt forms of knowledge production that make class, gender, and racial inequalities seem natural or desirable.

experiments

Exposure to the area of study with internships, summer work, trips, and most especially having a program that emulates what is really hapenning in the industry. Faculty, students, and staff being involved in hands-on learning.

Field work experiences in your area of concentration

Figuring it out as you go along

First, learn-by-doing will look different based on the mission of each department. Within this model there are several key components. First and most obvious, hands-on application of a concept-making it, manipulating it, etc. That is the "doing" of any given subject. The second component of the model would entail demonstration. Students observe how something can be done, then produce, present, etc it. The third component of the model is the learning facet. This piece requires that students actively think about what they've done and reflect on that experience. If this piece is lacking the "doing" is happening without the "learning". The challenge for education to have students learn beyond the "doing". Example: student completes an experiment (doing). Does that student make connections beyond the classroom to the given field, subject matter. I feel that we would want to produce a learning population of students not a learned population of students.

First, providing a fundamental understanding of theory. Second, teach the follow-on material in the context of and with the implementation in mind of actual practice.

Focusing on application of learning through project-based learning.

Focusing on teaching and having more labs and letting students work on projects. I think the shift towards more research will take away the emphasis of learn by doing.

For many people at Cal Poly, learning by doing" is defined as "getting your hands dirty" -- and I mean physically dirty, whether in a lab or field. As a faculty member in the CLA, I often feel as if students as a whole and faculty members in other colleges do not have the ability to describe learning by doing in a liberal arts context. However, learning by doing in a liberal arts -- which includes critical thinking, the ability to understand opposing view points, the ability to write well and persuasively, the ability to conduct independent quality research -- should be at the heart of learning by doing at Cal Poly given the ULOs and DLOs."

For my department, collecting and working with real data, working collaboratively with others on their research.



Based on experience at Cal Poly, how would you define Learn-by-Doing

For whatever subject is being studied, our students should have practical experience with that technology or process in the form of labs or other exercises From my teaching perspective, learn by doing requires learning how to conduct field-geologic research, including communicating research results through written papers and talks.

From the 7 habits of highly effective people, something is invented twice. First with the idea to do/build something. Second, the actual planning, drawing. The thirs step, in doing or building the project from the idea and the plan, oftten there are always something that was left out in the idea or plan. Sometimes, something gets in the way of the activity or building project, such as customs/law/weather, that could not be planned. This third one, fully encapsulates the learn by doing methodology. When you actual take the shovel in your hand is where you will learn, more so than planning or not in the drawing model.

Furthering education through hands-on experiences and practical real world applications.

Gain experience by experiencing the actual task to be learned

Gaining an understanding of theoretical concepts and principles through the hands-on practical experience of implementation and experimentation.

Gaining hands on experience in the fields the students are studying. Receiving real world knowledge and techniques to take with them when they graduate.

Gaining knowledge and experience in the subject matter by actively participating in relevant activities and excercies with real-world applications.

Gaining knowledge by accomplishing tasks.

Gaining knowledge in the classroom with hands on experience" (ex: Lab Class Setting) and off-campus work & "Field Trips" that related to the students field of study."

Get out of the classroom and into the field. Network, cooperate, and apply what you've been studying to the real world.

Get out of your seat. Experiment. Read the directions on your own. Figure it out. Actually do it don't just talk about it. Get your hand dirty. Work as a team. Work as an individual. Get it done.

Getting hands-on experience with topics that are being covered in lectures.

Getting practical skills in modern, real world, state of the art facilities and learning environments. Every aspect of enterprise projects should be teachable real world experiences for students.

getting your hands dirty and digging in.

Getting your hands dirty in projects to understand the value that companies create. Understanding the process by engaging yourself in the project, doing simulations, and doing programs that require participation.

Getting your hands dirty.

Give students the opportunity and the confidence to solve problems for themselves. Stop lecturing and instead provide guidance and support to enable students to learn by working through things on their own or in small groups.

giving students an opportunity to extend their learning into actual real world" and practical settings; achieve PRAXIS by figuring out when and how to link theory with practice"

GIVING STUDENTS THE OPPORTUNITY TO ENGAGE IN WORK AND PRACTICE PROBLEM SOLVING AND CRITICAL THINKING SKILLS OUTSIDE OF A TRADITIONAL LECTURE BASED CURRICULUM.

Giving the students an opportunity to perform work as though they are already outside the university.

Going beyond the conceptual and theoretical; hands-on practice that provides real examples of principles versus just book learning.



Based on experience at Cal Poly, how would you define Learn-by-Doing

Going beyond the textbook and the theory and actually experiencing it by hand: labs, projects, simulations, etc.

Good

Group projects that emulate the real world with problem solving, practical hands-on work, using actual materials and equipment currently used in the field, innovation in developing time-saving processes, etc

Guided practice followed by independent (individual or group) work, or lengthy independent project with regular review and guidance, or classroom study augmented by hands-on experience (e.g. performing a scene from a work of literature after studying it and interpreting it), or hands-on lab session that accompanies lecture course (e.g. learning about logic circuits and then actually building one), or student employment at assistant/apprentice level doing major-related work, or activities that build skills (e.g. roborodentia).

Hand on learning. Group/Team learning.

hands on

Hands on

Hands on

Hands On

Hands on application of classroom learned curriculum to achieve demonstrated outcomes.

Hands on approach to learning supported by real life situations.

hands on approach to solving problems.

Hands on classes.

HANDS ON EXPERIENCE

Hands on experience and learning through internships, student team projects, employment, networking and connection with alumni, professionals and industry.

Hands on experience and live demonstration coupled with written documentation to learn a new process or skill.

hands on experience creating or doing something that enhances your technical or professional knowledge, and deepens your education understanding of a topic Hands on experience for students.

Hands on experience in a reality based environment

Hands on experience in real world learning experiences.

Hands on experience that allows the student to put into practice the skills needed for the workforce outside of the university.

Hands on experience that is applicable to real world situations

Hands on experience that results in both sucess and failure. Personal engagement in something that is a personal vested interest/ownership.

Hands on experience through internships and job opportunities on campus.



Based on experience at Cal Poly, how would you define Learn-by-Doing

Hands on experience which broadens and deepens the knowledge gained from the normal classroom experience

hands on experience with research and projects. Not just theory of how things work.

Hands on experience with teaching, learning component reality based perspective.

Hands on experience with the subject, not just words from an instrutor, how does what your telling us match with the real world

Hands on experience.

Hands on experience. Activities which show you physically how to do things, not just from books.

Hands on experience. Less lecture, more labs. Agriculture makes and sells their meat, cheese, ice cream, etc... Engineering helps REAL companies create...

VERY HANDS ON!

hands on experience. real world situations.

Hands on experiences in the learning environment that demonstrate a practical solution to problem solving.

Hands on experiences, using knowledge gained in coursework

hands on experiential learning

Hands on knowledge in preparation for the future.

Hands on Learning

Hands on learning where you interact w/ people/materials to advance your knowledge

hands on learning, internships, opportunity to learn by doing and also to learn by doing wrong!

Hands on learning, by being involved in enterprises on campus, member of department, college clubs and University sponsored activities. Over Seas exchange programs, and hands on class room lab activities.

Hands on learning.

HANDS ON LEARNING.

Hands on learning. You are actually doing the task instead of just reading about it.

Hands on learning; getting in there and learning first hand rather than all from a book.

Hands on projects in teams.

Hands on projects that can be applied to real world situations

Hands on projects where students are able to apply the skills they have learned

Hands on projects with real world applications

Hands on projects.

Hands on research.

Hands on set-up, working and completion of a project.

hands on training of material being taught.

Hands on training. The ability to experience the learning process first-hand.

hands on work

Hands on work and practices not just classroom knowledge

Hands on working in the field of your education.

Hands on!! Work with and for the community

Hands on!!!! I'm a Learn-by-Doing myself.



Based on experience at Cal Poly, how would you define Learn-by-Doing

Hands on" learning in classrooms, labs and field work."

Hands on, actual doing not only learning by text books.

Hands on, experiment, experience

hands on, get experience actually doing what is being taught and not learning from a book and being set free into the world with only book knowledge

Hands on, going out and building real-world projects, not just reading about how they should work. Making things, not just designing them.

Hands on, inclusive approach to teaching and learning.

Hands on, like lab work in chemistry and other sciences. Building things like what is done in engineering, etc.

Hands on, practice what you learned in the classroom.

Hands on, real life experiences. Knowledge and experience goes deeper than just reading a textbook. Student involvement in projects is the begining of real life experiences for students.

Hands on. Working with the animals, plants etc.

Hands on. Work with the methods.

Hands on...experiential...real world...get out of the ivory tower...students walk away with real experience instead of learning it in a book

Hands on; practical approach and use of concept.

Hands-on

Hands-on application of knowledge and skills acquired as a result of the educational experience.

Hands-on application of what is learned in the classroom, either in the lab or outside of the classroom, including off-campus activities.

Hands-on engagement in the learning process, such as that which our students receive in the lab-intensive programs Cal Poly offers.

hands-on experience in addition to the acquisition of knowledge through traditional lecture, reading etc.

Hands-on experience in chosen field, laboratory opportunities, and emphasis on practical application of knowledge.

Hands-on experience in conjunction with professor-imparted knowledge and textbook information

Hands-on experience in the classroom.

Hands-on experience on real problems rather than learning through theory.

Hands-on experience performing a task, as opposed to theoretical knowledge of performing the task.

Hands-on experience relating book/lecture learning with practical physical equipment/field work

Hands-on experience within a discipline, including real (or at least realistic) scenarios for applying students' knowledge and experience.

Hands-on experiences as part of projects and learning objectives, both on and off campus. Test a perceived outcome by performing the steps toward it.

Hands-on experiences including labs, group projects, undergraduate research opportunities, community service projects, etc. Basically anything and everything that gives students an opportunity to actually DO what they are being asked to learn about.

Hands-on experiences, both in the lab and in a working environment. Learning how not only to go through the motions of an exercise but how to think critically and apply that knowledge to related, as well unrelated, tasks and situations.

Hands-on instruction; laboratory environments structured to reinforce classroom lectures, research and reading; excitement with the learning process, both on the part of the students AND THE FACULTY; independent projects (such as, but not limited to senior project) guided by motivated faculty; motivated students who want to learn, not just get through the material so they can check off a grade requirement on their path to graduation.

Hands-on learning and experiences instead of just lectures and study.

Hands-on learning vs. lecture memorization



Based on experience at Cal Poly, how would you define Learn-by-Doing

Hands-on learning, lots of laboratory and field experiences, putting theory into practice.

Hands-on opportunities for students in the lab or in the field. Learning that prepares our students to hit the ground running upon entry to professional practice.

Hands-on practical lab, projects, activities, experience in the student's chosen field.

Hands-on practice of classroom concepts in laboratory (indoor and outdoor) and work experience.

Hands-on practice of one's discipline.

Hands-on practice of things learned conceptually

Hands-on problem solving and achieving a functional result

Hands-on projects and demonstrations that involve students as much as possible.

Hands-on projects that provide real life" experiences to compliment classroom learning."

Hands-on, actual experience; something to take away other than listening to a bored professor lecturing hour after hour.

hands-on, doing, practicing

Hands-on, experiential learning that prepares students to face real-world challenges.

Hands-on, practical application, industry-focused.

hands-on, practical experience not just theoretical

hands-on, practical learning environments

Hands-on.

Hands-on....lab work, experiments, research, in the field-work, job shadowing, internships, coops, etc.

Hands-on; not just textbook and lectures.

Hands-on; project-based; internships; interacting with others as opposed to desk work.

Have hands on experience to better understand the materials from books.

Have hands-on opportunities, exposure to applications of learned material, practical connections to material learned, research techniques learned for Sr projects.

Have the student move beyond the book.....by constructing, researching, designing, speaking, meeting with industry, working in the field and in the field", traveling, interning, giving back by community service, etc."

Having a hands on learning experience. A learning experience that goes beyond the book and classroom.

Having both the knowledge and theoretical underpinnings of knowledege, and then the practical experience of how to do something is learn by doing""

Having opportunities for students to engage with theories and concepts more directly, e.g., through lab work, through internships, through in-class and out of class activities, including senior projects and service learning.

Having opportunities to perform fieldwork and apply learned methodology in practice while still learning theory in the classroom.

Having students do hands-on work to allow them to learn important concepts/skills

Having students engage in practices that are similar to those that will be expected of them in their professional future.

Having students experience the development of protocols or experiments with minimal input from a faculty member

Having students practice what you've been preaching

Having sufficient hands on experience at Cal Poly to enable its graduates to commence employment in their field of study day one on the job.

having the ability to work HANDS ON"!"



Based on experience at Cal Poly, how would you define Learn-by-Doing

Having the opportunity to get more hands on experience.

having the opportunity to put education into real life experiences

Having the students learn concepts and skills in the classroom then encouraging them to make those experiences part of their everyday life.

Having the students work through problems related to the theory.

Having time and wisdom to formulate a question then seek an answer through hands-on experience.

Here at Cal Poly it's getting students to do your job! We need a different approach in our work w/ students...

Heuristic, pragmatic, hands-on application of learned and exposed theory.

Homework assignments and laboratories that require students to apply what they have learned in lecture to appropriate problems.

How I define learn by doing in the classroom is to engage the students in active learning processes. An example would be a lecture and book reading on a perticular topic followed by class discussion and an activity that would further enhance the synthesis of material. Lectures may be more brief and only outline a subject. The the students work more independently on actually doing an exercise. In my department some of the course work are real life projects and the students work in teams defining these projects as if they were project managers in the real world. I bring in industry professionals to work with the students this enhances real life expertise with classroom pedagogy. It seems to me in a university that has a more learn-by-doing atmosphere, teachers are more professionaly experienced in their subject of expertise and more emphasis is put on teaching then research.

I believe "Learn-by-Doing" is a practical approach for the students. In order to learn more effectively, one should be allowed to have a "hands on approach", and be able to make mistakes and learn by doing so.

I believe this approach to include interesting project-based curriculums that allow our students to go out into the community and give back as well as assimilate what is in their career choices. I know it is important to teach our students theory, yet real learning comes by taking this to the application level within their field. I consider this to be more of an applied research approach to learning. Meaning that theories are tested in more of a project based approach to learning where students collaborate with faculty and students.

I define it as students getting opportunities appy what they are inside and outside the classroom - putting theory into practice.

define learn by doing both as applied research and real world experiences

I define Learn-by-Doing as a hands-on and active learning environment where students, faculty, staff, AND the community are actively collaborating on projects that reflect the scholarship at Cal Poly.

I define learn-by-doing" as an activity facilitated by instructors for students that requires the synthesis of lecture/reading materials into real-world application. The result of a learn-by-doing experience is a product students can carry with them to internship/job interviews."

I had a former student, who worked for me, tell me recently that he uses the the knowlege that he leaned working for me, more than what he learned in classes.

I have had the pleasure of working with many students with projects and events during my employment at Cal Poly. These projects and events are heavily planned, manned, executed by the students. They are given experience to actually do" things rather than strict reading from textbooks. The hands on experience they receive here at Cal Poly has shown extremely helpful when it comes to finding employment and while I was in Career Services, employers would tell me often that they would choose Cal Poly students over students from other colleges whenever they could due to the hands on experience they receive here. "

I have students do lots of projects, and they are designed to be applications of what was covered in lecture time.



Based on experience at Cal Poly, how would you define Learn-by-Doing

I have the unique perspective as a staff member, but also as a first time student and returning student. Learn by doing encompasses your whole life. Learn by doing is not just getting things right, but learning from your mistakes, life adjustments, and rewards. Cal Poly gives students the ability to do well, but also to fail and recover.

I like the colloquial expression, Learn by Messing Up. I think a lot of student learning comes from making mistakes and having procedures and directions that are less than very clear, less cookbook, and allow room for error.

I like to think of this as application of knowledge to projects and problems, as engaging in active learning instead of passively watching a lecture, and as not simply thinking we as faculty are here to transfer knowledge" "

I see learn-by-doing as an addition to book learning." It's fine to go to class, hear a lecture, and take notes. But to build something, perform an experiment, complete an internship, or conduct an interview brings a completely new dimension to the learning experience."

I teach physics. Learn-by-doing in my classes means learn by doing physics. Examples of doing physics are doing exercises during classes, doing homework, doing laboratory experiements, doing experimental research projects.

I think the defintion depends greatly on the college you are in and which department in that college you are in. I would define Learn-by-Doing as science and art of applying theoretical and foundation concepts and knowledge to critical thinking and problem-solving activities.

I think the term is fairly self-defining, but if I had to expand, I would say that it is the acquisition of knowledge through practical experience.

I work with students on student research projects including summer research and senior projects. My students learn to define and implement research programs in collaboration with me. For my students learn by doing is learn by thinking.

I would define "LBD" as a very flexible concept. Many faculty here truly believe in this process of engaging students in the learning process and making them responsible for their learning. Others ignore the actual value of this and simply use "LBD" as a totem with which to argue the inherent superiority of "professional" colleges formally aligned with corporations, etc. "LBD," depending on how this concept is used by Poly's leaders, and depending on the seriousness of Poly's leaders, will either push us forward into the 21st century or keep us tied to the 20th century vocational model.

I would define Learn-by-Doing as an approach to education that emphasizes learning by application of knowledge, by demonstrating competence/mastery in a laboratory, say, over pure intellectual exercises or rote regurgitation on scantron tests.

I would define Learn-by-Doing as having the opportunity to work with an experienced faculty member and embark on projects that will challenge you to make your academics applicable, to challenge yourself to do better.

I would define Learn-by-Doing" as an approach to achieve student learning through "hands on" activities based on the types of tasks a professional in the field would perform. However, I do offer the caveat that if learning is defined as a permanent change in behavior, then learning does not occur by simply doing. Going through the motions of a "cook book" laboratory experience will not stimulate learning. Learning occurs through creating; creating knowledge and processes through research or projects will stimulate learning. "

would define that as not only a book learning environment but hands on as well.

I would describe it as a hands on activity. Cal Poly promotes events and activities where employees are given the opportunity to learn, meet others, and grow professionally. The activities are usually fun and engaging because they give both rookies and experts an equal chance.

I would not try to. I would drop the slogan.

Ideas must be tested by experience, and experience informed by thought.

I'm not sure I know how many people use this term.

I'm not sure. Sometimes, it seems to be actually doing an activity and learning from that experience -- that can be through a sink or swim method or with guidance. At all times, there is the risk of failure and learning from failure, as well as the hope of success.



Based on experience at Cal Poly, how would you define Learn-by-Doing

Immediate application of concepts or theory in a practical lab or project setting to gain professional insight and proficiency.

In a teaching environment, actively using systems, materials, and methods that are currently being used in the real" world."

In addition to traditional lecture format, we place special emphasis on laboratory experience. We also like to build things. This is an engineers perspective on learn buy doing.

In interaction with students, I have found that they are out in the workplace. Students seem to enjoy being able to complete Internships, Coops, etc.

In my 25 years at Cal Poly, I have witnessed projects and situations, whether it be with staff, faculty, administration or fellow students, to be an important part of the learn-by-doing philosophy that Cal Poly promotes.

In my experience at Cal Poly, the learn by doing approach is an extension of knowledge and skills learned in disciplines. After a foundation of knowledge is made, the next logical extension is to provide opportunities for students to apply that knowledge. Typically students at other universities would only do this after college, but at Cal Poly we strive to provide that environment within the educational system so that students can be more comfortable with trial and error, and make mistakes within a framework of learning.

In my experience, learn-by-doing is the process of not only absorbing information in class through your instructor/professor with in class lectures and textbook reviews, but also by getting your hands dirty. That includes internships and acutual field experience.

In short, hands-on experience. Giving students the chance to learn by making mistakes in a safe environment. Teaching students that it's OKAY to make mistakes as long as you continue to think/work creatively. I often tell my colleagues that I have learned by doing 'wrong' so many times!

In simple terms, Trial and Error" as well as "Practice Makes Perfect". The ability to practice what is being taught in class is a benefit to the learning process. Without knowing, Cal Poly taught me to see for myself rather than hear it from someone else. Something that my previous work preached in the terms of "the eyes believe themselves, the ears believe others"."

In simplest terms...you demonstrate & explain, you let the student perform, your evaluate student's performance, you reinforce strong performance areas, you retrain weak performance areas

In simplified terms, we believe learn by doing is an intellectual and recursive process of acquiring knowledge, skills, and proficiency in a field through active participation in individual and collaborative experiences.

IN SOME WAY OR OTHER, APPLYING THEORY TO PRACTICE--THIS CAN AND SHOULD TAKE MANY FORMS. IT IS THE REQUISITE TESTING OUT, THE NECESSARY LET'S SEE IF THIS ACTUALLY WORKS," "LET'S SEE WHERE THIS MIGHT GO" PIECE THAT BRINGS LEARNING HOME AND HELPS STUDENTS ADVANCE BOTH THEIR CRITICAL THINKING CAPACITIES AND THEIR CREATIVITY."

In the Military we called it On the Job Training"; actually getting your hands and mind involved in multiple task(s) completion."

Include hands-on work in the curriculum (as opposed to only learning from lectures and literature).

Inclusive education not just from text but by applying what is learned in the form of projects, intership, job, etc.

Incorporating course curriculum this practical application in a controlled, laboratory style setting (whether that lab is a traditional science lab or a ranch).

Incorporating experiential activities (labs, activities) into each class.

Incorporating hands on exerperiences into curriculum

Increasing knowledge by hands-on, practical experience with the subject matter.

Inquiry-based education--stduents discover answers through critical thinking and activities that utilize inference and prediction. The are involved in collaboration and construct meaning on their own with guidance from the instructor.

Instead of learning merely out of a textbook one must engage the outside world in critically thinking and practical real application. This is a challenge to many who would prefer merely to learn from a textbook but is a far rewarding way of thinking.



Based on experience at Cal Poly, how would you define Learn-by-Doing

Instead of students sitting in a class listening to a professor explain how something is done, the students actually go out and do it.

Instruction that gives students practical or applied experiences first then builds conceptual understanding out of the concrete experience.

Insuring that student education goes beyond typical classroom lecture, reading, & feedback to include activities, projects, and internships that apply learning.

Integrate activities into the course schedule. Require students to participate in hands-on projects throughout the curriculum, where they recognize a problem, formulate and solve, gather data, and test solutions. Students interact with industry professionals through speakers, internships, co-ops, senior projects, etc. integrating the classroom and the world by engaging one with the other (e.g., service learning or community-based learning, final projects/homework assignments with real-world application)

Interaction between students and teachers; teachers take themselves out of the primary role of merely lecturing, and students have more of a voice in class to process information in REAL TIME, and collectively face to face (classes on the internet for the Humanities are tricky). Students work out problems and arrive at solutions (or more questions). Students have more of an active role, not passively absorbing information.

Interactive hands-on and practical approach to learning information

it is a good experience for them.

It is a hands on real way of learning that allows the students to see what they learn actually applies to real world practice and gives them more then book smart knowledge.

It is a hands-on University and is very encouraging of the students involvement in all aspects of learning.

It is an empty phrase,

It is an opportunity for a student to put into practice the theories they learn. It also makes them work ready to enter industry.

It is not only necessary to sit in a classroom listening to lectures. It is important to experience tasks for yourself and learn to think and problem-solve.

It is the opportunity for students to put theory into practice.

It SHOULD be project-based learning. In practice, what many programs call learn by doing" is the same labs and activities that nearly all universities engage in."

It varies greatly by discipline. I find the phrase obnoxious because it seems to presuppose that Thinking is not a form of Doing, and that learning by thinking is not consistent with the mission of a Polytechnic university.

It's muddled. to the extent that students are engaged in semi-structured problem solving, its great. Some labs and class 'activities' are not really achieving learning and are very expensive--we do them because we have strong advocates for them.

John Dewey said it almost 100 years ago, "All learning is experience and dialogue about that experience." Learn by doing means that faculty situate student learning within a project, problem, scenario, or environment where their experience of that situation provided meaningful learning.

lab activities, research and or industry projects, apply knowledge to real settings.

Lab activities, the chance to set things up and see how things work

Lab based experiences that build on classroom lectures

Lab experience, practical experience, workplace (co-op,internship) experience, require stricter performance standards and deliverables for senior projects.

Lab experiments, demonstrations, field work....

Laboratory courses, research projects, senior projects



Based on experience at Cal Poly, how would you define Learn-by-Doing

Laboratory work and doing homework

labs and senior projects provide hands on experience with research

Labs in GrC and Public Speaking/ as well as Debate Team in COMS

LBD is a method of instruction that focuses on allowing the student to learn through practical, first-hand, creative, and involved learning experiences to gain a more complete understanding of the subject material in a useful and applicable manner to their area of study.

LBD is a motto, but not generally practiced. Instructors are encouraged to cover breadth, not depth, making it difficult for students to learn by doing. Ban lecture-based courses, then I'll agree we really Learn By Doing.

LBD is a pedagogy in which students are challenged with complex problems that integrate knowledge from within and external to their discipline.

LBD is applying the tools learned in class to a problem commonly faced by professionals in the field.

Lean by making errors.

Learn and then apply what you have learned.

Learn by applying science to hands on technique.

Learn by doing engages the student in experiences, both social and intellectual, that increases retention of the information because it is integrated through more senses than just the ears.

Learn by doing illustrates that learning occurs in many ways. Traditional education involves "learn by reading and writing". Learn by doing emphasizes that learning occurs when people actively participate. Learn-by-doing teaches people to fish. Learn-by-doing is consistent with the principles of universal design in learning which emphasizes that people learn in different ways and the more methods we employ, the greater likelihood people learn. Learn-by-doing recognizes the importance of incorporating kinesthetics as a method of instruction.

Learn by doing implies laboratory or other practical exposure to me, as opposed to the lecture model. It's a nice idea that some departments have resources to pursue, while others of us do not. My department does not, although comparable departments in most other universities would consider my field lab-intensive. As a result, our graduates are at a serious disadvantage when applying to competitive graduate programs.

Learn by Doing is a concept in search of a definition. Like democracy" or "liberalism," is it something which we all think we understand. We know it when we see it, and we can point to examples of it, but it is extremely difficult to define. Partly this is due to the fact that it means something slightly different in each discipline. I'm a historian; for me, Learn by Doing means working with primary sources to produce original historical work. I'm sure it means something different for engineers or chemists."

Learn by doing is a great approach I experienced as a student. You are given something and you must do it to learn the consequences or to gain the knowledge from the action. Life is doing and you learn more everday so I think this approach is very helpful.

Learn by doing is a hands-on approach that is focused on giving real world experience to students. Beyond just the theoretical, Cal Poly strives to give students the tools to actually be able to put what they learn in class to use in their given field.

Learn by doing is an inductive learning approach that allows the student to better understand the concepts being presented by applying those concepts in a manner that allows for both failure and success.

Learn by doing is an integrated concept that involves the student to participate interactively to achieve a goal and/or solve a problem.

Learn by doing is at least a three part process: [1] learn the theory of your major [2] have many lab experiences (15) to become comfortable with equipment [3] the senior project should combine the first two components and then add creativity. Some people will not be very creative and this does not mean they are unable to contribute to the society. The truly creative people are a small percentage of our population and we as faculty should consider ourselves lucky have such students. The idea that all students are above average" is silly at best and harmful at the worse."



Based on experience at Cal Poly, how would you define Learn-by-Doing

Learn by doing is attainment of knowledge through through lectures, mentoring, and practical experience.

'Learn by Doing' is being taught both the theory and its applications -- and then being able to apply that learning and test it in a lab or enterprise project or co-curricular activity; applying learning in a real world production, research or problem-solving setting while still an UNDERGRADUATE student.

Learn by Doing is essential to the growth and prosperity of our students and community. It is one thing to have someone sit in a class for hours and maybe comprehend the lesson. However often times if you get the class involved and engaged they will retain more information and be able to use it more effectively.

learn by doing is exactly that... it is the whole rounded learning experience and gaining of knowledge through hands on projects and learning tools.

Learn by Doing is just that. A combination of classroom lecture and actual labs that require the work be physically completed as well as working off campus for real life" experience."

Learn by doing is providing situations and hands on opportunities for students to take the theory from the textbook and the classroom and apply it in real life.

Learn by doing is the best mechanism to offer students real world understanding and experience when graduating from the University.

Learn by doing is to provide each student regardless of their major, the opportunity to put classroom learned knowledge and skills to work in real life working situations such as they would encounter in their professional careers.

Learn by doing is where students are able to put into practice what they are learning within the college environment.

Learn by Doing is where we learn the mechanics of our fields and then follow that up by practicing those skills, whether in professionally related projects or applied research that advances or reinforces the knowledge base of our fields.

Learn by doing means doing research in the major field of study.

Learn by Doing means that the students are actively involved in the learning process. They do activities, inside and outside the classroom, that aids with their understanding of the topics they are studying. A true learn by doing experience has real-world activities to which the students contribute, and through which the students gain a deeper understanding of the material.

Learn by doing should be applied and should reflect that graduating students are prepared to enter the business world and step right in.... At this time I do not see Cal Poly students capable of accomplishing this feat... Not enough colleges allow a more hands on approach in working with the students. They set guild lines or limit what students can do in the work place when participating in internships.

Learn by doing should involve actual relevant experience in a particular field of study

Learn by Doing" is a process where students can engage with learning material in a tangible way, whereby they are challenged to critically think and work through a particular project or assignment in a way that helps them discover and understand concepts while actually grappling with them."

Learn by doing, in my opinion, is teaching the students a solid base knowledge of the subject, and teaching them how to find the information they require. Then, giving the students the freedom to figure out their problems with those acquired skills.

Learn by failing.

Learn by hands on experience and practice

Learn by making and correcting mistakes

Learn by your expierence(s) - fail or pass. Remember your past experiences (good AND bad) and add those expierences to your future passes/failures. Learn, learn and learn! And share what you have learned with others.

Learn from current/past work and apply to future work. Get hands dirty with hands on experience.

learn not just by reading books or articles, but also by having laboratories, projects and activities, both within and outside the university.



Based on experience at Cal Poly, how would you define Learn-by-Doing

".Learn real world" applications in industry with a "hands on" experience in classes and labs

Learn the theory then apply the learning to a real proejct.

Learn-by-Doing allows students to get their hands dirty" by applying their classroom knowledge in as real life a situation as possible."

Learn-by-Doing can be defined as when an individual tackles a project and learn by their mistakes and the process along the way.

Learn-by-Doing demands that the students close the books, pick up the tools and get their hands dirty. Learning is significantly stronger through experience.

Learn-by-Doing encourages students to actively participate in the learning process through project-based experiences.

Learn-by-Doing engages students in unique, real-world problems. Challenging experiences where students have the opportunity to develop original thoughts and solve complex problems in service of others. Learn-by-Doing creates an atmosphere which encourages dialogue between students, instructors, and community members. Allowing students to be diverse in those they work with but in the nature of the global problems they will be working to solve.

Learn-by-Doing gives students, staff and faculty to learn from each other.

Learn-by-doing in a science sense relates to being given the opportunity to have a hands on approach when learning. Students should be able to do real activities that are being done in the professional world in their discipline.

Learn-By-Doing involves actual experience in a discipline that the student will encounter in the real world after he or she graduates.

Learn-by-Doing involves greater emphasis on project-based learning and other kinds of experiential learning, rather than information/knowledge-based emphasis to education.

Learn-by-doing involves students who actively learning curriculum and life experience through means other than just classroom experience.

Learn-by-Doing is a hands-on approach rather than just a book approach. It's the old adage about teaching a man to fish or giving him fish. Teaching them by doing helps students in all facets of their futures. Being able to learn something by actually doing it is rare and a precious gift.

Learn-by-Doing is a methodology for systematic application of learned material, knowledge, skills, etc. into real-world experiences and activities.

Learn-by-doing is a pedagogical approach which has proven to achieve a high level of retention in students who are encouraged to practice it. As a faculty member you move from being a traditional teacher to a coach of sorts. It is ultimately a practical and meaningful hands-on experience orchestrated by the professor which emphasizes and reinforces the academic curriculum.

Learn-By-Doing is a proven educational strategy and a philosophy. One of the most effective ways to learn is to experience/build/perform/create what you wish to learn because you proactively develop the schema in your mind in a very personal and multisensory way. It is a self-propelling philosophy that highlights the responsibility of active learning on the individual and the community.

Learn-by-Doing is a style of active learning where students engage in the process of understanding and shaping knowledge and their own understanding of it. Doing" takes many forms, including, but not limited to, critical thinking, hands-on approaches, laboratories, service learning, etc. What unites all of these ways of "doing" is an explicit focus on active engagement of the learner and the teacher with the material."

Learn-by-Doing is a way of teaching which emphasizes active learning by the student.

Learn-by-Doing is an antiquated concept resulting, as a practical matter, in mediocrity.

Learn-by-Doing is an educational experience that includes not only classroom lectures but also includes actual hands-on experience. Cal Poly provides educational opportunities that enables the students to learn-by-doing, to actually perform the tasks they're learning about in a real world environment outside of the classroom.



Based on experience at Cal Poly, how would you define Learn-by-Doing

Learn-by-doing is an educational philosophy that emphasizes the importance of practicing hands-on applications of educational material to the ultimate understanding of the material.

Learn-by-doing is bridge from knowledge to technology and from student to engineer.

Learn-by-Doing is by way of on hands experience of working in a real life situation, in your choosen field.

Learn-by-Doing is Cal Poly's trademark on education to all. This process allows students of all levels and backgrounds to learn by the process, not by theory alone.

Learn-by-doing is defined at Cal Poly by participation in activities outside the classroom. It's something more than a desk and a chalk board. Our students perform the experiments, design and build projects based on their classroom learning. This bring their knowledge to life in a way that could never happen without hands-on experience.

Learn-by-doing is having the chance to put what you've learned into practice. The actual form this takes differs greatly by discipline, and does not always have to appear technical" or even "hands-on". It is having the chance to DO whatever it is that successful practitioners and professionals in a particular field do on the job."

Learn-by-Doing is learning by experience not just classroom instruction. It is hands on practice with tools, people, and programs outside of regular classroom activities.

Learn-by-Doing is not just reading, writing and test taking. Hands on experience using the knowledge you have acquired, or acquiring knowledge through hands on experience is just as important.

Learn-by-Doing is putting what you have learned into practice by actually doing the job even if it means getting down and dirty.

Learn-by-Doing is self-explanatory; is different than Learn-by-Reading or Learn-by-Listening. Learn-by-Doing either enables or enhances conceptual through experiential understanding.

Learn-by-doing is the application of knowledge in some kind of multi-faceted problem.

Learn-by-doing is when a student makes the connection between course curriculum and real world application.

Learn-by-Doing means (to me) giving students frequent opportunities to apply what they are learning on real projects/assignments, and also providing them with opportunities to construct their own knowledge of whatever course material is being studied.

Learn-by-doing means that students apply whatever concepts they are learning in a course to real-world problems, or reasonable models of same, of the type engaged in by professionals in the discipline of the course they are taking.

Learn-by-Doing seems to be an advertising slogan mobilized to indicate that our students have skills and get jobs on graduation. It is a very unsophisticated, tech-skills indicator. We pretend it means something deep but in practice I don't think it means much.

Learn-by-Doing utilizes concrete and applicable experiences both in the classroom (through projects, labs, collaboration, etc.) and outside (through co-curricular opportunities for enrichment and personal/professional development).

Learn-by-doing" means that, regardless of the academic subject, students are active participants in the learning process. "Learn-by-doing" clarifies the importance (it is very important) and role of research in undergraduate education. "

Learn-by-Doing: Students engage in learning beyond the traditional classroom environment (or book-learning"), including project-based or research-based learning. "

Learn-by-Doing: providing experiences based on established theoretical principles that fully allow for embodiement of those principles.

Learn-by-studying-doing-reflecting.

Learning about the information required for the course, by working on projects that are real world and real time events or activities.



Based on experience at Cal Poly, how would you define Learn-by-Doing

Learning and mastery of skills and concepts by practicing them in a real, tangible manner.

Learning as a hands on process and not just being given information.

Learning based less on reading about skills and concepts in theory and more about practicing them in a real-world way.

Learning based much more heavily on application than on theory.

learning beyond the traditional textbook and lecture format

Learning by actively participating and experiencing the idea/concept being taught; going out and learning the skills, ideas, techniques that are taught in the classroom and, or read in books.

Learning by engaging in authentic practices of the fields that are being studied.

Learning by engaging in hands-on activities.

Learning by experience and trial & error.

Learning by hands-on involved activities

Learning by manipulating something - changing something and seeing what happens.

Learning by text and by action

Learning by working on real-life projects, in a way that emphasizes learning the process of solving problems. This method usually includes learning how to deal with mistakes and how to ask for and receive help from others, as well as critical thinking skills.

Learning coupled with a go out and try it" attitude. "

Learning from experience. A combination of discovery and explanations from the instructor.

Learning from mistakes and going forward to improvement and understanding

Learning hands on rather than being lectured to.

learning how to solve real-world problems

Learning is a deliberate action that requires all senses. When people are given the opportunity to engage their mind and body, they remember and understand the experience in much greater depth than if they were allowed to use their mind alone. Cal Poly is excellent in incorporating true learning into their curriculum with an abundant variety of courses involving laboratories, projects that mimic real life" employment and required internships and field work."

learning is not just learning conventions it is using the act of learning for discovery, affirmation and as a form of lateral thinking. it MUST be more than vocational or we only train followers.

Learning not only in the classroom and with textbooks, but also in a hands-on environment.

Learning opportunities that involve real-word applications and practical implications.

Learning specific cases first, then proceeding to the general theory. Being involved in the *application* of knowledge

Learning takes place in the mind when incite occurs. This experience is greatly enhanced by involving the entire body in the process thus producing a physiological experience that seals the psychological endeavor.

Learning that integrates theory and practice- simultaneously and immediately.

Learning that is not theory based, from a textbook, or from an instructors's lecture is a learn by doing model. Learn by doing is NOT Bandura's Social Learning Theory, rather it is Gardner's Multiple Intelligence Theory where students can get kinesthetic or tactile applications to learn in a trial and error format that can be replicated in the real world as opposed to a classroom.



Based on experience at Cal Poly, how would you define Learn-by-Doing

Learning theory in the classroom and putting theory into practice in the lab. Working technology firms directly so that students see how the theory applies to the work that is currently being done.

Learning through example...Practicing and reproducing what one learns inside the classroom outside of the classroom.

learning through experience and hands on learning

learning through hand's on active research, primarily in laboratory settings

Learning through real-world experiences beyond the lecture class.

LEARNING THROUGH THE COMPLETION OF PROJECTS BASED IN THE REAL WORLD AND USING CURRENT AND FUTURE IDEAS RELATED ACTUAL PROBLEMS

learning via real world projects

Learning what a particular concept is all abooout by working with the materials. Actually doing the work - with prior or latter reading of what the work entails. Learning-by-Doing is hands-on practice at the material at hand. In Engineering, it frequently means being in the lab seeing for yourself how things actually work and how the theory learned in class relates to the device/system/task at hand.

Let students explore an activity with a minimum of faculty_immediate_instruction and advice. Encourage students to formulate clear and incisive questions and then either search for answers or seek faculty assistance.

like working in the horse unit and directly working on animals

linking theory with practice

Literally by what it says....We learn by doing the work and experiencing the challenges to find out what works and what doesn't in our operations on Campus. Lots of labs.

Making opportunity for and having expectations that the students will take an active role in learning so that they come away from Cal Poly not just filled with knowledge acquired from the faculty but with the ability to be a life-long learner.

Many projects take the hands on approach rather than studying theories or how things are done.... you actually do the project or collect data etc...

Mentoring students as they engage in inquiry based activities related to the discipline of study.

Mind are exercised to find solution. Sometimes the process involves hands on. Initiation and self-motivation are critical component.

More emphasis on hands-on applications, real-world scenario problems, cooperative learning etc. vs just reading texts

Most often you hear that learn by doing is producing a product (applied learning) for industry; I would suggest a more generic definition that emphasizes developing disciplinary habits of mind, honing critical thinking and communication skills, and engaging with the world around you. That may indeed entail building an engine or irrigation project, but it also may mean performing a play, holding a public debate, or providing career counseling at a homeless shelter.

mostly undefinable and can be used to promote different agendas

moving beyond theory to apply academic or theoretical principles in a practical context... In my own classes I take both workplace scenarios (both realistic and real) and examples from industry and first discuss it with students. Then I ask students to apply their understanding of what we've discussed to both real and realistic problems. In one of my classes, for example, we undertake tasks for off campus clients.

Much of a student's knowledge and skills should come from direct practice and their own guided insights based on experimentation.



Based on experience at Cal Poly, how would you define Learn-by-Doing

My definition of learn by doing is where the student obtains knowledge through direct interaction with the tools of their subject. For example, a student in ME would design and build an electrical circuit to help take data from a wind tunnel experiment. In practice, for the majority of our students, this means having access to labs.

My experience is that the university seeks to allow students to gain knowledge through hands-on experience in many different ways: in an academic setting as well as outside the academic setting through cooperative education employment opportunities and on-campus interviewing.

My students are required to demonstrate their subject matter knowledge (math) and their ability to convey that information (teaching) in a real world setting (local middle and high schools).

Inone

Not be a mere passive recipient of the knowledge of others, but demonstrate one's acquisition of knowledge in one's acts.

not easy to define well. Too vague. Admits of different definitions especially in applied vs pure" disciplines."

Not just learning in the classroom, but doing hands-on projects and gaining work experience.

Not just lectures, labs to practice what was learned.

Not just studying a subject but building it, writing about it, and using it is a much better way to fully understand how the learning can be carried over into the world after Cal Poly.

Not letting your education to get in the way of your learning. Learn-by-Doing at Cal Poly is everything that goes on at poly outside of classes.

Not only are the students taught about the world through their classes and work experiences, they experience the world and gain knowledge through those experiences which is essential for their future vocations.

Not only studying theoretical disciplines but learning practical ways to show how these principles apply to real-life situations.

not sure, but should be inclusive of all (co-curricular and curricular) and all colleges, a continuum

Nothing is ever finished on the first attempt. If you can do it on the first attempt, you haven't learned anything new. Mistakes are part of life and you can only learn by trying not to repeat them. You cannot make progress without change.

Obtaining hands on experience designing, creating, and supporting products and services while enrolled at Cal Poly.

Obtaining knowledge base and critical thinking skills through active experiences.

Obvious statement that causes students to expect hand holding. Ancient motto that was appropriate for 1950s when we were training farmers and high school auto shop teachers. How about changing this motto to learn by innovating or "learn by discovering" or "learn by inventing"?"

Offering academic experiences that provide students the opportunity to actively combines classroom activity with applied experiences.

Once you leave the university you are able to begin your job with little training.

One can read and read all that they can from the book, but it is not until they can really do and see what they are learning by applying it to a situation that they can really learn and understand what they are reading.

Opportunities for students to participate as active learners engaged with others as they are taught how various subject matter intersects with other disciplines and ways of knowing. Learning takes place through direct involvement.

Opportunities to receive academic credit for internships with on-campus and off-campus agencies, including non-profit organizations. Experience in the real world" is vital, but need more opportunities within more majors' curriculi for obtaining this experience while staying within the mission to graduate in four years."

Opportunity to apply knowledge.



Based on experience at Cal Poly, how would you define Learn-by-Doing

Opportunity to participate in activity not just watch. Students come out with practical experience which is often times limited at other institutions. It is better for an employer to hear "I have done it" than to hear "I have seen it done."

Our department is very project based. Students tackle the challenges of real world projects/issues and try to solve them creatively. They go out into the world on field trips, see the issue directly, and come back into the classroom to work through the logical and creative solution to each one.

Our students are given tasks to accomplish that teach them not only theory but hands-on knowledge. (I teach public speaking, and my students learn more by speaking in public than they would if just being tested on a text.)

Our students get hands on experience in our labs. they use equipment and instruments that industry professional use.

Our students must have many opportunities to put the concepts that they learn into practice, both in the discovery of the discovery and exploration of the underlying principles, and in gaining experience with the practical applications of the concepts/methodologies they are learning.

Over rated.

Padagogy that allows for learning inside and outside the classroom

Participate in projects that are hands on that give you direct experience in the field you are pursuing. Practical challenges that are in line with the major of the student.

Participate, contribute, and see the project through the end.

Participating in a real, hands-on experience that allows concrete learning to occur.

Participating in activities that help learn and understand the individuals educational goals.

participating in labs that are meaningful, not just busywork, and maintaining a strong senior project

Participating in projects that address real-world problems in a multidisciplinary, hands-on, design-based construct.

Participation in an activity, which contributes to the understanding of a concept.

Participation in real life projects that required ingenuity, complex thinking and collaboration. Emphasizing applied knowledge.

Participatory education, where students learn through practice.

Personal application of practices as a means to further learning or to reinforce theoretical principles.

Personal engagement and responsibility for applying knowledge and skills learned in the professions and workplace.

Personally being involved in the experience, having part in the decision making, building, brainstorming etc.

Physical and mental engagement in learning, in the classroom as well as the laboratory. Creating the student expectation to touch and feel material in the learning environment. Allowing failure in the commission of an action of hands-on activity especially by undergraduate students."

PHYSICAL APPLICATION OF DIDACTICAL LEARNING

Physical, hands-on work/projects.

Practical application and expansion of the learning process through hands-on and/or participatory activities; enhancing what is learned in traditional study and scholarly discussion by applying and testing knowledge in real world situations, models, visuals, experiences.

practical application inside and outside the classroom

practical application of experiences learned

Practical application of theory.

Practical applications of theory learned in class.

practical attitude, orientation to job after graduation (rather than a graduate study), involvement in senior projects, research with a professor, group projects, summer research or summer work.



Based on experience at Cal Poly, how would you define Learn-by-Doing

practical experience in educational scenarios/situations that model the real world.

Practical experience in the classroom and campus jobs. Able to apply what is learned to real life experience.

practical experience that supports theoretical understanding

Practical focus on learning. Providing students with a hands-on" approach as well as engaging students in the co-curricular in helping to develop, plan, implement and assess various programs and services to the University community and the community at large."

Practical hands-on activities leading to discovery of trends and recognition of laws of science without the fear of having to be right or correct in the process.

Practical knowledge learned in the classroom and then applied in the field

Practical teaching....apply what you learn and learn by applying the knowledge gleaned.

Practical, hands-on application.

practical, hands-on experiences that demonstrate what's being taught in the classroom

Practice what you are learning by applying it in relevant ways.

Practicing real life tasks in the classroom. Solving problems that may come up after school in school. Working with various personalities that may appear throughout life. Becoming familiar with stressful situations and experiences.

PRACTICING THE ART AND SCIENCE OF YOUR MAJOR FIELD. GETTING INVOLVED IN THE APPLICATION OF YOUR MAJOR TO MODERN DAY ISSUES AND PRACTICES.

Practicing what professors/teachers teach both in and out of the classroom...

practicing what you learn in class

Practicing, hands-on knowledge is more important to the development of a person as written exams. A student should have more to show for an education than a diploma.

Project-based learning. Hands-on experience.

Project-infused curriculum and a wide variety of project opportunities.

Provide opportunities for hands-on, real world, collaborative learning experiences

Provide opportunity and help students practice what they are taught in a timely fashion. In lab, activity, and lectures.

Providing a hands on approach to the practical application of principles or ideas. It is not vocational training, but a general understanding of the key components that drive our industry.

providing a task and letting the student figure out what needs to be done to complete the task..providing input as needed.

Providing opportunities for students to apply classroom teaching to real life situations and problem solving. Requiring students to do", rather than listen and watch in order to learn."

Providing opportunities for students to apply theoretical and classroom learning to real world problems/issues.

Providing opportunities for students to engage in activities/programs where they actually practice problem solving, decision making skills, planning, and evaluation; an experience that allows the student to learn from successes and failures.

Providing opportunities for students to literally get their hands dirty, whether this is through a laboratory section for a physics or biology class or the ability to use a computer lab to write code or use technical software (like Matlab, Maple, SAS, Mathematica) to solve problems.

providing opportunities to apply skills learned in the traditional classroom



Based on experience at Cal Poly, how would you define Learn-by-Doing

Providing students with hands-on, practical industry based projects to allow them to develop skills and experience relevant to gaining employment or entering graduate school.

Providing students with opportunities for experiential, hands-on learning. For example, learning about public speaking by requiring students to present public speeches; learning about viticulture by working in vineyards, winemaking facilities, and so on.

Providing students with the opportunity to apply classroom learning to real-world problems in their area of expertise, work side-by-side with professors and other professionals in their field.

Providing the student with the opportunity to learn the safe, effective, professional procedures and processes utilized to resolve problems and projects in the real professional world they strive to enter.

Providing the students an opportunity to experience first hand and practice the skills required for their particular discipline.

Put into practice what you have learned in the classroom.

Put what you learned in motion ie a job

Putting into practice the theories and ideas presented in the classroom, much like on-the-job or hands-on training. Actively participating in the learning process rather than passively watching instructors.

Putting into practice what has been learned.

Putting into practice, through labs and or extra curricular activities, what is taught in classes.

Putting practice to theory. Providing opportunities for exploration and testing lecture and textbook material. i.e. Utilizing the world as a laboratory.

putting research and theory into practice of students

Putting theory into practice.

Putting theory into practice; engaging students in real-life situations or hypothetical situations providing hands-on training to complement the classroom experience.

Putting theory to the test through design, building and testing a theory, product or system.

Putting to use the knowledge acquired in a hands on atmosphere.

Putting what you learn into practice.

Putting your hands on it, being responsible for it and learning many times by your mistakes.

Rather than emphasizing academics exclusively, Cal Poly endorses active involvement in hands on 'real life' learning on the subjects studied.

Rather than learning by simply reading about something, Learn - by - Doing tries to physically engage the students in activities and experiences related to a topic. Real life experiences to back up theoretical knowledge and research.

real world application

Real world cases where problem solving, critical thinking and solution skills are all emphasized. Also incorporation of area specific skill sets through experiential opportunities: the skills are developed through application of the skills.

Real world problems that require knowledge from multiple disciplines to solve

Realistic hands on tasks related to the major, similar to tasks that employers will demand of students

Reality, learn by re-doing, did you walk your first try? you do not fail until you quit. learn from the failures & mistakes, they are the lessons to guide future decisions Refers to the capability of students to learn by regularly doing what they are learning about.



Based on experience at Cal Poly, how would you define Learn-by-Doing

refine the knowledge obtained from classroom by hands-on experience.

Relating academic knowledge to real world experiences.

See result of what one has learned. Application.

Senior project was a learn by doing

Senior project.

Setting a realistic goal and task and expecting that it will met creatively, ethically, completely and in a timely fashion by setting a good example, having a good work ethic and being supportive of the students efforts

Similar to on the job training. Providing opportunities to learn by performing real-life tasks that one would encounter in the field.

simply put on the job training.

Small class size, real world exercises, real world lab work,

Some practical application of concepts.

Sometimes you learn practical work before learning the theory supporting it.

Spend tens-of-thousands of dollars on marginal technology such as 'smart boards,' and then learn that nobody wants to use it. Ever.

student has environment and resources available to perform a function as if the student were doing it post-school -- in 'real life', so to speak

Student is told about something; student is shown how to do it; student attempts to do it on own or in group; student work is critiqued. Student must have freedom to fail and in many cases perhaps student should be encouraged to try to do the task in an innovative way (thereby increasing the probability of failure). In some cases, e.g. building a bridge structure, innovation should be discouraged in favor of meeting industry standards and norms.

Student participation in faculty research or work on a project sponsored outside the university such as a business or government agency.

Student-centered experiences (both in and out of class) in which students are active participants in constructing their own knowledge.

Students actually do experiments or projects rather than being told about or shown them.

Students actually get to do rather than just absorb. They implement concepts they have been exposed to and have an opportunity to develop frameworks of their own.

Students and faculty engaged in projects that test and enrich their academic scholarship.

Students apply learning practically--and with guidance.

Students apply what they are learning in the classroom to what they are doing outside the classroom. Students take the theory taught in class and apply it to projects and assignments. Students learn their position in our global society.

Students applying the theory and methods they learn in class to "real-world" problems and projects.

Students are active participants who do not so much hear theories and passively absorb information (lecture format) as they are asked to solve problems constructed by their professors and, even, themselves in order to develop a theoretical and practical understanding for themselves. They learn through practice and application to recognize and solve problems for themselves--and, ideally, they learn to recognize the possibilities for transferring skills across disciplines, as well, with the support of instructors who themselves recognize and embrace styles and content in a cross-disciplinary manner.

Students are actively engaged in their education both in and out of the classroom.

Students are allowed to take major related courses within the first year and practice application in addition to text book study.

Students are challenged and expected to be active participants in their college education, rather than passive recipients of the faculty's knowledge.

Students are given the opportunity to be responsible for projects that have educational value.



Based on experience at Cal Poly, how would you define Learn-by-Doing

Students are provided with assignments and learning opportunities that promote skill development and the application of scholarly theories, concepts, principles.

Students are taught both the book work and then are taught the hands on approach. Students at Cal Poly are allowed to actually build the different projects that they learn about from the book. I believe this approach helps give the students an edge over the competition when they began searching for jobs.

Students are taught concepts, theories, approaches, etc. and then are given an opportunity to enact those principles under the guidance of an instructor. Students are given the chance to think and work independently so they can reach their own informed conclusions.

Students are working in a lab setting actually creating, working on, or experimenting with the actual product they would be interacting with in the real world." Project-based is becoming a new way to describe this. This motto (Learn-by-Doing) applies best to the polytechnic colleges (Ag, Eng, Arch). "

Students being challanged to apply what they have learned in lecture classes by building projects and doing labs that force the "hands on" application of this knowledge so that they really understand it. Every year I have several students tell me that the project they have to build in my class was the best learning experience they had while at Cal Poly. This is despite the fact that many of them tell me they spent more time on it than they did on their senior project, and the project in my class is only worth 35% of their grade! Learn by Doing works, and it is a key to the success of our school.

Students can put into practice theories learned by getting hands on and/or practical experience in their labs or course related projects. These experiences gives them an edge when seeking professional positions in the current job market.

Students challenged by serious and difficult projects; courses organized in ways that instantiate efficient methods for completing such projects; professors encouraged to devote substantial time to mentorship and careful pedagogy to support the former two.

Students collaborating with their teachers to solve problem-based activities that involve research, creativity, laboratory experiences, and demonstration of lessons learned.

students do things (.e.g. write a program) and in the process they learn.

Students engaged in experiential" field based assignments, internships, etc. that connect with curriculum in area of study"

Students engaged in student centered hands on activity where the students gain the skills, knowledge, and learning objectives through participation in the activity. Students engaging in hands-on-learning in real-life examples and situations.

students first learn theory and are introduced to practical applications and concepts. then, they work through an evolution of the skill set under supervision and finally do the evolution on their own with subsequent review to gauge effective learning

Students gain knowledge about their discipline through practical work. They get hands-on experience at Cal Poly, which is quite valuable to them later.

students get hand on experience in real world activities to develope their skills and knowledge in their choosen field.

Students get hands-on experience (whether the topic be in engineering, agriculture, music, sciences, art, literature, or whatever; no field is exempt). BUT hands-on experience alone does not make for a good university education. Students (and faculty) also must understand underlying principles & theory. Empiricism and rationalism must work together. Still learn-by-doing" is a good motto."

students get hands-on-experience, practical as well as theoretical information

Students get more real-world knowledge from hands-on learning from projects, internships, lab and field work.

students have a hands-on experience in the classroom and labs

Students have more hands on experience at Cal Poly. When they graduate and attempt working in their designated field, they are more knowledgeable on how to use the equipment than other graduates from other universities, whose learning is focused more on theory.



Based on experience at Cal Poly, how would you define Learn-by-Doing

Students have the opportunity to engage in hands-on learning activities that increase knowledge, skills and competency. Again, we do not always meet this definition within our curriculum and within our classrooms.

Students having frequent opportunitiesthroughout their career at Cal Poly to apply what they learn to practical situations / problems. I think waiting for the senior project to give students the opportunity to apply their knowledge is too late in their career. I also think that for the amount of work students put into their senior projects, they should be worth much more credit than they are.

Students involved in the active application of principles in their disciplince as part of their learning experience.

Students learn about a skill and then they get to use this skill by actual practice. Example: students are taught how to work with others in a group setting, and then they experience leading a small group for an entire quarter.

Students learn by doing when they develop methods and means for applying the general knowledge and skills introduced and developed in their classrooms. This could take place in a variety of contexts, including senior projects, independent research, community service, co-curricular learning, internships, and so on.

Students learn from the experience of doing." Not all instruction comes in the form of a professor/lecturer. Learning includes "hands on" involvement."

Students learn most effectively when they put into practice what they are learning. Well-designed exercises that involve thinking and analysis, and where appropriate, hands-on application are effective educational tools. However, busywork and exercises that emphasize the obvious are not.

Students learn to operate as professional by performing professional tasks of increasing complexity.

Students must do applied projects

STUDENTS NEED TO ENGAGE IN PROGRAMS THAT WILL BE USED BY THEM ON THE OUTSIDE. LEARN BY DOING IS A GREAT WAY TO TEACH.

Students participate in activities that are "the real thing," such as research activities, cooperation with industry, etc. - these are not just "made-up" class exercises (though they can be part of a course), they are real projects, with real impact. What better way to prepare students for their future than have them practice in an environment that provides all the support and resources they need to learn.

Students participate in many activities - in the classroom and otherwise. When they participate fully, they learn by the participation itself.

Students participate in the creation of projects or activities based on the field of knowledge they are investigating. I think of learn-by-doing as a method of teaching and learning that integrates acquisition of knowledge (e.g., reading or lecture) with practical experience.

Students participating in interactive environments that give them significant control of what and how much they learn.

students practice key didactic course concepts within a guided experience. i.e. on or off campus, in a lab or in a classroom, students 'try out' what they have been learning to see how the concept works in a 'real world' or simulated environment.

Students receive a hands-on experience in the career path they have chosen.

students should be engaged with real life projects that demonstrates both learning and the ability to get the job done in a timely, professional manner

Students should have multiple opportunities to apply knowledge they are acquiring in all their course work. Those opportunities should be diverse and challenge them to build disciplinary expertise as well as life skills of working in teams, solving problems, and self-directed learning.

Students take an active role in their educational process; learn-by-doing means much more than sitting in a classroom recording lecture notes into a notebook. Students taking an active and proactive, turnkey role in the completion of a project, be it classroom or outside campus through practice of real world, on-hand techniques. Learning through direct application versus text book only.



Based on experience at Cal Poly, how would you define Learn-by-Doing

Students will actively participate in the processes they learn about, particularly in upper division courses in their major. Students will not have to sit through many hours of solid lectures in large classes.

Students work on exercises, projects and laboratory assignments to demonstrate a practical and theoretical understanding of concepts and skills. By actually doing the work, students can realize potential and real problems that may impact their ability to reproduce these concepts and skills outside of the academic setting.

Students work on projects that help them assimilate and apply concepts.

Students working alongside with professors in a hands-on environment utilizing what they learned in the classroom. An example would be entrprise projects.

Students working on open-ended projects. Students learning, through experience and testing, to articulate important ideas in their discipline. Faculty guidance is important in this process.

Students working on projects from start to finish, as independently as possible, regardless of mistakes or sidetracks.

Symbiotic relationship of a theoretical foundation tested with real life applications.

Take the concepts learned in a book and apply them to real life through projects and hands on lessons

Taking a hands on approach to learning and applying that to every aspect of life.

Taking a set of ideas and putting them to work on projects.

Taking academic theory, and implementing it in real world scenarios.

Taking applicable theoretical and cognitive knowledge and gaining the experience of applying it in order to achieve an objective.

Taking knowledge learned in and outside of the classroom and apply in a real life project or simulated situtation

Taking the fundamentals learned in the classroom and applying them to a real-world project. Understanding the customer, developing a solution to meet their needs, implementing it and evaluating the outcome.

Taking theory and concepts into active learning experiences and theorizing, developing an understanding of concepts out of active learning experiences.

Taking what is learned in the classroom and through research and applying it to real life experiences out in our field of study.

Taking what you have learned in the classroom (theory coming from books, lectures and discussion) or co-curricular activity and physically, mentally and spiritually applying this knowledge to tests what works and what doesn't for the good of society. There is nothing that a human does to exist with a purpose that is purely done by brain or by hand. It is the combination that allows us to progress, but we must to it with positive and ethical practice.

Taking what you have learned in the classroom and applying it; before graduation, to gain knowledge of re-implementing what is learned in the real world.

Talk about it, go to the lab and do it, and retalk about it.

Teach a concept, but engage the students in a lab or outside of a classroom so that they may actually participate and learn through the active process.

Teach every course using real world case studies and problems/projects.

Teach things derived from real world experiences. Hire lecturers that bring real experience to the classroom

teaching not based 100% on lectures... more interaction and activity

TEXTBOOK LEARNING AUGMENTED WITH EXPERIENCE, PREFERABLY REAL-WORLD EXPERIENCE, IN THE DISCIPLINE

That CP will graduate students that have hands on experience when they leave. Unfortunately, this is not the case, it is just rhetoric used by the campus. Not practiced consistently. It should not be part of the mission if not practiced 100%. It is not embraced by all of the faculty. When asking students in the classroom, they rarely agree, they think it is blah, blah.

That students learn in a hands-on environment where they can be involved in real" world projects."



Based on experience at Cal Poly, how would you define Learn-by-Doing

That the most effective way to integrate a practice, method or technique into practice is by performing it, making mistakes and learning from the outcome.

The ability of faculty and students to work collaboratively on academic and professional projects closely related to course curriculum. The student's ability to demonstrate the ability to apply knowledge in accurate and meaningful ways.

The ability to apply classroom teaching to real-world applications. This shall be accomplished by student participation in hands-on projects with actual application in a chosen field or profession.

the ability to apply concepts, tools and techniques to see how they operate and learn from the experience whether it worked well or not. Cal Poly is a place where you should be able to make mistakes and learn from them in a safe, understanding and supportive environment.

The ability to apply logical analysis, conceptual understanding, and critical thinking as part of a hands-on learning experience

The ability to have hands on" experience to learn. So much more true learning occurs by this method.'

The ability to practice what you learn. Not only hear about it in lecture, read about it in a book or article, but do it in a lab or project. Have the experience for yourself to make mistakes and learn from them. To be able to practice a current task that would be done on the job when the student graduates.

The ability to put to practice what is being taught in the class as it relates to the world of work.

The acceptable process of making mistakes and then developing the understanding from that experience by dissecting the process.

The acceptance of the scientific method as an educational tool. The belief that all senses that bring information to the cerebral cortex can be used to stimulate learning, The belief in project based learning. A belief that pedagogy is not enough when dealing with young adult learners.

The act of developing your skill sets by actually participating in the given activity w/supervised guidance and instruction...you also learn from your mistakes.

The act of discovering solutions to problems through active participation in instructional activities in and out of the classroom"."

The active engagement of laboratory, business or industry practices to explore and learn scholarly concepts.

The application and extension of the ideas, concepts and practices that are introduced and learned in the classroom.

The application of theory and concepts to real world problems in order to seek solutions that have a positive impact on society. The co-curricular activities would contribute to the personal and professional development of the student.

The best way to learn and remember how to do anything is by actually physically doing it yourself.

The chance to experience things from a personal standpoint and be able to apply those experiences to future situations.

The chance to give students experiences in the real world and learn from mistakes rather than just sitting and listening to lectures.

The classroom is a place where students learn through interacting with real world problems and the practice of theory.

The consistant interaction of students with the curriculem that they are learning. A hands on approach to every subject.

The curriculums are designed to provide the learner with a unique opportunity to solidify their learning by participation involving hands on projects. This could include collection of data, observation of subjects, identification or dissection of plants, animals or cadavers. the learner will not be restricted to learning book knowledge alone, but will be exposed to learning how something functions by intimate observation or manipulation of the environment.

The definition of learn-by-doing is bound to vary by discipline. However, it always involves some form of application of knowledge as the basis for true learning. Whether this happens in the form of building or creating something, or by actively engaging in material by placing more responsibility for the production and retention of knowledge on students depends on the discipline. Some majors are likely to be more hands-on," whereas others - by definition - are more "minds-on.""



Based on experience at Cal Poly, how would you define Learn-by-Doing

The definition, as I view it, is the following: Students at Cal Poly have opportunities to learn in an interactive environment. This is an approach that I certainly support. It is unfortunate that the phrase has been so overused at Cal Poly -- it now comes across as a trite slogan. It also begs the question: What is the alternative? Learn-by-not-doing? Can anyone come up with a better term?

The development of understanding through practice.

The educational experience that occurs when having the opportunity to practice at the same time.

The experience of learning through the actual completion of a process or a product for use in the real" world."

The fact that all my workload is insane because all my 4 credit classes (ie, all my major classes) have labs lol. On a more serious note, I define Learn-by-Doing as a very effective way to gain knowledge and understanding. Rather than just understand the theory of engineering, we have the opportunity to practice it, to implement ideas, make (and learn from) mistakes, and engage creatively in the learning process.

The first person experience of performing tasks, being in a place, discovery and research, of those things that one would encounter in the professional practice.

The goal is for students to graduate with experience and field knowledge, as well as book knowledge.

The idea of putting theory into practice.

The idea that along with whatever you are learning via texts, professors, world wide web etc should be accompanied with projects, labs to actually work out those things being learned so that when you leave here you will not only have knowledge but practical understanding of the principles because you have had an opportunity to do the things that you are learning about.

The increase in productivity that occurs as a company gains, experience from producing and that results in a decrease in the company production cost. The learn-by-doing is helping me to develop a project plan before implemented in the production environment. I would definitely believe this is the best methodology approach for students and it will helping students when they graduated and looking for a job.

The Learn-by-doing method involves the student in the tangible aspect of the subject they are studying. Students get a chance to interact with an industry, or field of study much as they would once employed post-graduation. However, this goes beyond the student and the activity at hand. It is a method by which a teacher, whether a tenured professor or another student, can transfer priceless tacit knowledge. By interacting with the real world" and an expert the student has the ability to engage in esoteric questions that would not get posed during classroom theory, and might not be conveniently answered once on the job. As a graduate of CalPoly and the Learn-by-doing method I know that my "hands-on" experiences are my most retained lessons. As a teacher at CalPoly I can see that some of the best learning connections are made as soon as students stop studying and start doing. The Learn-by-doing method, along with collaboration, co-curricular activities, and group work, are possibly more important to a students education than lecture and theory."

the learning by doing is less hand on than before

The learning process is more than just attending lectures and taking tests. Active learning is an important part of all of this - including student research opportunities, special projects (inc. senior projects), and the laboratory experiences that go with lecture classes in the technical programs.

The motto is self-descriptive. The problem is that doing" involves something quite different in History than it does in Viticulture."

the opportunity for students to directly experience the characteristics and interaction between multiple concepts

The opportunity to actualize experiences based on framework of knowledge

The opportunity to collaborate, work in groups, experiment, and have hands-on" experiences."

the opportunity to do x" where x is the subject/activity "do mathematics" or "do engineering" with the implication that at least at some level there is an open-ended or ill-defined aspect to the problem/question."



Based on experience at Cal Poly, how would you define Learn-by-Doing

The opportunity to practice what is learned and to learn while practicing.

the opportunity to put into practice what is being taught.

The opportunity, given the basic tools, to fully experience the fundamentals of learning, understanding, and planning in order to master the application of such skills to successfully promote a desired outcome.

The philosophy that students should be actively engaged in learning in a hands-on way as often as possible. This includes a strong emphasis on laboratory classes and on maintaining small class sizes to facilitate student participation.

the phrase Learn-by-doing" defines itself. to learn to write, you must write, to learn to be a chemist you must do chemistry, to learn to be a teacher you must try teaching. Learn by doing moves away from book knowledge towards understanding."

the process of learning by actively being involved in the skill set that is required in that profession.

THE PROCESS OF PRACTICAL PROBLEM SOLVING USING AN ACCEPTED SKILL SET AS THE BASIS FOR INFORMED ACTION

The realization that we learn as much from our failures as our successes. Learning at CP is collaborative experience.

the student experience must include a hands-on approach to education. The lab experiences must be performed by the student with questions leading to decision making and learning based on the results observed, achieved or measured in the experiment.

The student has an opportunity to experience and experiment, with their perceived understanding of a concept, in a hands-on way. That experimentation leads to discovery as the student puts their knowledge to practice. The discovery confirms the depth of the students understanding or the need for further study.

The student phyicaly interacts with real time and objects for a grade

THE STUDENTS DO ACTUAL PROJECT EXERCISES THAT STRESS A CERTAIN CONCEPTUAL FRAMEWORK OR SKILL RELATED TO THE PROFESSION. THE LEARNING OBJECTIVE IS ARRIVED WITH A METHODOLOGY OF PRACTICE AND THEORY.

The study of theory, followed by a lab including practice of that theory.

The tag is used everywhere and clearly the message that is being conveyed.

The use of hands-on educational experiences and theory to learn.

Theach the theory - Apply the theory - Test the results

Theory - to - Practice. Hands on opportunities that challenge, inform, practice theory.

Theory is augmented by application.

There are several great ran student projects sprinkled throughout Cal Poly's vast horizon. Swanson, Plant Shop and much more. I've witnessed students gain an propective on what it means to work in their field of interest. How to maintain a business and deal with the various issues that arise. We have a good program that has been scaled down over the years. It takes dedicated departments to continue with what already exists and to branch out.

There is always a connection between what is taught in the classroom and how it relates to life outside of the classroom instilling a culture of life long learning.

There is no simple defination of Learn-by-doing and we should not try to define it with a narrow set of sentences. Our alumni know what it means and will give you different defination from their own background. It is best to leave it as a Label for Cal Poly and not try to minimize it with defination.

This requires that students apply and synthesize information from the classrooms.

Through laboratory, co-curricular, and social activities, a student gains practical and real life knowledge of their chosen curriculum.

Through Mentors complete projects, papers, and work in groups to accomplish these tasks



Based on experience at Cal Poly, how would you define Learn-by-Doing

To actively and collaboratively engage in problem solving by exploring and interacting with the material, social, natural, and information environments.

To encourage students to reinforce classroom instruction with active learn-by-doing gained through participation in research, fieldwork, co-curricular activities, cooperative education, service learning and other applied educational experiences.

To engage students in learning based on real-life experiences, community outreach, and applied research.

To engage the students in actual practices that demonstrate the use of concepts and theories they've been taught.

To expose students with the theoretical aspects of the subject and then engage students with daily realities of the world by having students subscribed to a newspaper and dedicating 50% of the class by relating theories to the realities of the present day/ Introduce opportunities for students to get engaged with local, state and national programs and projects such as to live with a family in inner city, Habitat for Humanity, engaging in Renewable Energy Projects, internship with doctors without border, artists, journalists without border...teach in LA school district, work for one quarter with the local prison system, plan parenthood, study abroad programs, live abroad....

To focus on giving students the opportunity to actually practice the skills they are learning about and, in so doing, learn.

To gain knowledge, comprehension, or mastery of through performing or executing.

To give the students practical experience side by side while they are learning in the classroom

To me learn-by-doing is anything that puts the application of a process into the hands of the students. How that is accomplished is dependent on the application and they can include conducting an experiment, building a model in the case of my discipline.

To me this would be participating in classes that not only teach but show how to do it.

To me, Learn-by- Doing is the hands-on experience students get outside of the classroom, such as internships or community service.

To physically exhibit what one has learned without the fear of failure.

To teach students, an essential part of the curriculum includes activities engaging the student with the outside world" putting into practice the fundamentals that are learned through books and "regular" instruction."

To teach welding you have the student weld. To teach math you have the student solve equations that relate to their major. To teach writing you have the student read to understand and write to learn. Juggling can not be learned from a book, you must juggle.

TO truely understand how something works or why it does what it does one must understand what it is and how it was made. Cal poly teaches its engineers, for example, not only the equations and math behind a bridge but also how to weld the metal and span the water. This creates a more well rounded engineer and person.

Trying to figure something out without a manual, just learn-by-doing.

Understand the philosophy as well as its application in a real world.

Understanding proven by hands on projects

Use of knowledge or skills learned at Cal Poly to solve practical, real-world" types of problems in a particular subject matter or discipline."

Using classroom concepts in applied activities, such as labs, research projects, and senior projects

Using cognitive learning in practical situations to reinforce learning and develop employment skills.

Using knowledge in a tactile mode of learning, using critical thinking and problem-solving to learn through real-world scenarios.

Using practical exercise to reinforce learning--such as experiments, exercises, presentations, surveys, games, case studies, etc.

Using what you have learned in a practical application.

Utilize activities to understand theory and disciplines better and faster than simply reading from the books or month-to-mouth spreading of knowledge.

Utilizing theory learned in the classroom and applying it in real-world applications/experience.



Based on experience at Cal Poly, how would you define Learn-by-Doing

Varies by department and individuals. Some see it as watch me do it and then you do it, while others see it as being allowing the students to learn to do with with minimal hands on direction, more like a coach on the sidelines.

Very helpful and powerful approach

Very little experience with Cal Poly. Based upon my previous experiences with colleges and universities (my education at BS & PhD levels along with several years as a postdoctoral researcher) I find that the students I have contact with do not exhibit a large amount of intellectual curiosity. This situation is a bit troubling. We all gain new experiences by taking on what needs to be done.

we encourage our students to take chances and to not be afraid of failure as this to is a way of learning.

We give students more of a hands-on experience of their major than a typical university.

We learn by hands-on experience.

Well, I'm not sure I can provide a thoughtful response in my 20-minute allotment.. In industry, we sometimes refer to "on-the-job training", where an employee is given a task that is expected to be completed with minimial supervision. I would say that Learn-by-Doing is akin to this situation.

Were you apply concepts learned in the classroom to real life/industry situations. Normally involves active participation on the students part.

What I have seen practiced and heard discussed at Cal Poly is a rather behavioral approach to learning procedures and skills by repetition--i.e., doing. For some reason, we seem to be inhabiting the intellectual space of the 1970's in our definition. The world's understanding of learning has advanced greatly since that time, and I think we would be well served by reconsidering our definition in light of scholarship by such folks as Vygotsky, Bruner, Sternberg, and their intellectual progenitor, Dewey.

Whatever is being taught in the classroom should be backed-up by some actual hands on learning experiences!

When I first started teaching at Cal Poly 21 years ago this motto had more meaning than it does today. Twenty years ago it meant that students had the opportunity to actually put into practice many of the concepts they were taught in the lecture portion of their classes. Most of our STEM courses had labs or activity sections with releatively small enrollment, which allowed a great degree of personal interaction between the faculty and students. Since the budget-cut years in the early-to-mid 1990's and following years, I would say that Learn-by-Doing" has been replaced by "Learn-by-Telling or Showing." I know that I certaintly do not have the same level of "Learn-by-Doing" in my courses today with an enrollment of about 48 students per section compared with enrollments of half that number 15 to 20 years ago. I think "Learn-by-Doing" has become a slogan on paper only for many departments on campus that have suffered a permanent reduction in the number of faculty positions over the years, and it doesn't look like that this situation is going to change for the better in time in the near future."

When students are guided through laboratory or service learning activities and/or projects that allow them to practice skills learned, engage in problem-solving, demonstrate critical thinking and creativity and other meaningful activities that mirror professional practice at a skill level appropriate for their stage of learning.

Where practical, students work with real systems and examples and not simulations, models and pictures.

While learning to operate the phone system, you are basically walked through the procedure, and then given the opportunity to do it again and again until you get it, while never being left alone. Someone is always there to demonstrate again or talk you through it again, if needed.

work in groups of 2 completed in a laboratory / studio setting

working on projects that will prepare students for the real world.

Working on real-life practical labs and projects. Working in teams to achieve measured success.

Working productively in a given field



Based on experience at Cal Poly, how would you define Learn-by-Doing

YOU ARE PLACED IN A REAL LIFE WORK SITUATION, TO LEARN A REQUIRED SET OF SKILLS THAT WILL BENEFIT YOUR CAREER CHOICES IN THE FUTURE

You get to try things out.

you learn it best by doing it yourself

You learn your field of study by starting in your major courses right away and you have interactive communication and hands on experiences.

You obtain knowledge with hands-on learning through labs, experiments and self taught activities.

You will not effectively understand and be able to do something without doing it for yourself. Reading about it in a book, or hearing about something from a prefessor is not nearly as effective as doing it for yourself.

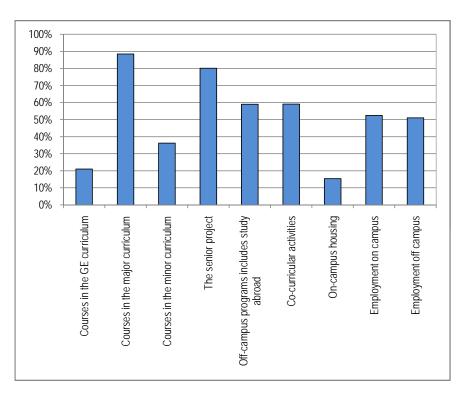


Learn-by-Doing

Number of individuals answering this question 996

Which of the following areas provide students the most opportunities for Learn-by-Doing (Check all that apply)	Count	% Respondents	
Courses in the GE curriculum	209	21.0%	
Courses in the major curriculum	881	88.5%	
Courses in the minor curriculum	361	36.2%	
The senior project	798	80.1%	
Off-campus programs includes study abroad	588	59.0%	
Co-curricular activities	589	59.1%	
On-campus housing	153	15.4%	
Employment on campus	522	52.4%	
Employment off campus	508	51.0%	
Total	4609		

Note that the percentage calculation is based on the number responding to the question.



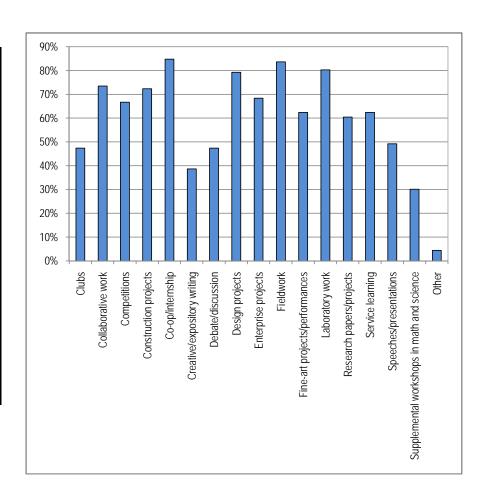


Learn-by-Doing

Number of individuals answering this question 996

Which of following most closely embody the student experience of Learn-by-Doing at Cal Poly (Check all that apply)	Count	% Respondents	
Clubs	472	47.4%	
Collaborative work	732	73.5%	
Competitions	664	66.7%	
Construction projects	720	72.3%	
Co-op/internship	844	84.7%	
Creative/expository writing	385	38.7%	
Debate/discussion	472	47.4%	
Design projects	789	79.2%	
Enterprise projects	681	68.4%	
Fieldwork	833	83.6%	
Fine-art projects/performances	621	62.3%	
Laboratory work	799	80.2%	
Research papers/projects	602	60.4%	
Service learning	621	62.3%	
Speeches/presentations	490	49.2%	
Supplemental workshops in math and science	300	30.1%	
Other	44	4.4%	
Total	10069		

Note that the percentage calculation is based on the number responding to the question.





Which activities embody LBD: Describe Other here

advanced research working directly with faculty

All of these can embody Learn-by-Doing. The question is Do they?""

Any activity connected with C-Poly that comes with the risk of failure or success is an activity on which one can reflect and discern what one has learned and what one needs to learn.

Any of these CAN provide quality learn-by-doing experience...but I'm not sure how many do in practice.

anywhere that allows student to practice and test knowledge in a real world setting

applied research

ASI / Student Government Opportunities

Athletics

athletics

athletics

Campus employment within the animal species units.

Capstone

Capstone Projects

clubs related to one's specific discipline/major. Activity in a random club, may not embody Learn-by-Doing.

community service

Community service in and around San Luis Obispo

Community Service in SLO

Courses that adopt a learner-centered, constructivist pedagogy

Creating web projects

Critical writing and analysis -- not merely expository and creative writing.

Employment on campus

engagement in co-curricular activities like Model UN, Mock Trial, or Debate

Essentially all activites available to students are opportunities to learn-by-doing - the limiting factor is resources and their management - which is in and of itself a learn-by doing exercise as well.

extra-curricular activities, such as Poly Escapes trips, foreign exchange programs, etc.

Faculty sponsored research and scholarship is one of the most important activities that embodies LBD

Group projects. Ability to work with different personalities/views.

I think these are what are recognized by students as learning by doing -- is that what this question is asking? unclear

In specific contexts, all of these could be examples of learn by doing.

Industry sponsored activities and presentations

inquisitve investigations which are self instituted; hobbies

Intercollegiate Athletic Competition

Internships in government and non-profit institutions

Internships should be required for all undergrads

IRA programs such as Rose Float, Tractor Pull & Human Powered Vehicle



Which activities embody LBD: Describe Other here

Laboratory based senior projects in Biology and Chemistry

Leadership experiences

Mentoring local children/teenagers

mock interviewsin the Career Services Dept

Orientation Programs has amazing leadership development opportunities for hundreds of students!

papers that are applied in nature

Participation in Study Abroad

Part-time employment and volunteer opportunities

Poly Canyon projects

PolyHouse

programs that providing professional practice and mentoring experiences such as PULSE.

Scientific Diving

senior projects

senior projects.

student and faculty mentoring

Student Assistant work experience

Student leadership in university programs

Student newspaper is perhaps one of the best examples of learn-by-doing

Student Teaching

Students working with Faculty as part of Independent Study Projects or with Faculty on funded research projects.

teacher training on campus and in schools off campus

the MMRP (MultiMedia Research Project)

This is actually a very limiting question. All of the above have the potential for learning-by-doing. It depends on the implementation of each.

volunteer in the community using their discipline/curriculum

Volunteer work

We need better labs that require more critical thinking, not plug and chug experiments. This requires more money for lab classes, and should be recognized by the administration as needed and thus provided.

work experience

Work experience, internships, field activities both on and off-campus. The campus Farm and Swanton Pacific Ranch provide unique learning opportunities for a variety of disciplines.

Work in schools and with community families

You omotted co-curricular activities here -- like Mustang Daily. Those are very important to professional preparation and embody LBD. Fine art performances and research papers are also LBD if students are seeking a profession in those areas.



Learn-by-Doing

I have been engaged in the following activities over the last two years, and I have incorporated them into my work with students.

Count of Responses

Question	Disagree	Agree	NA		Total	Did Not Respond
Engaged in LBD: Clubs	134	372	472		978	42
Engaged in LBD: Collaborative work	63	578	339		980	40
Engaged in LBD: Competitions	170	256	537		963	57
Engaged in LBD: Construction projects	166	188	594		948	72
Engaged in LBD: Co-op/internship	142	278	528		948	72
Engaged in LBD: Creative/expository writing	140	252	559		951	69
Engaged in LBD: Debate/discussion	97	389	481		967	53
Engaged in LBD: Design projects	125	311	529		965	55
Engaged in LBD: Enterprise projects	157	157	634		948	72
Engaged in LBD: Fieldwork	105	339	514		958	62
Engaged in LBD: Fine-art projects/performances	155	137	654		946	74
Engaged in LBD: Laboratory work	103	313	548		964	56
Engaged in LBD: Research papers/projects	60	487	428		975	45
Engaged in LBD: Service learning	139	308	511		958	62
Engaged in LBD: Speeches/presentations	82	442	441		965	55
Engaged in LBD: Supplemental workshops in math and science	168	109	648		925	95
Engaged in LBD: Other Describe below	35	52	442		529	491



Learn-by-DoingI have been engaged in the following activities over the last two years, and I have incorporated them into my work with

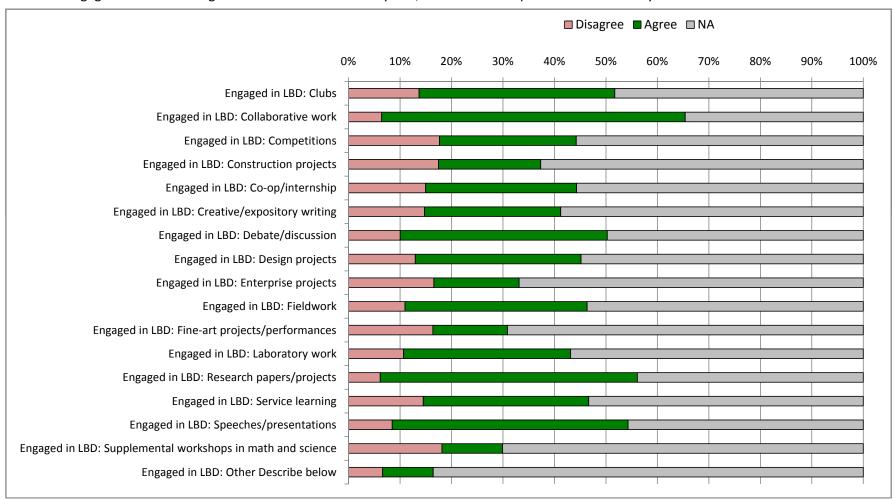
% of Responses

Question	Disagree	Agree	NA		Total
Engaged in LBD: Clubs	13.7%	38.0%	48.3%		100.0%
Engaged in LBD: Collaborative work	6.4%	59.0%	34.6%		100.0%
Engaged in LBD: Competitions	17.7%	26.6%	55.8%		100.0%
Engaged in LBD: Construction projects	17.5%	19.8%	62.7%		100.0%
Engaged in LBD: Co-op/internship	15.0%	29.3%	55.7%		100.0%
Engaged in LBD: Creative/expository writing	14.7%	26.5%	58.8%		100.0%
Engaged in LBD: Debate/discussion	10.0%	40.2%	49.7%		100.0%
Engaged in LBD: Design projects	13.0%	32.2%	54.8%		100.0%
Engaged in LBD: Enterprise projects	16.6%	16.6%	66.9%		100.0%
Engaged in LBD: Fieldwork	11.0%	35.4%	53.7%		100.0%
Engaged in LBD: Fine-art projects/performances	16.4%	14.5%	69.1%		100.0%
Engaged in LBD: Laboratory work	10.7%	32.5%	56.8%		100.0%
Engaged in LBD: Research papers/projects	6.2%	49.9%	43.9%		100.0%
Engaged in LBD: Service learning	14.5%	32.2%	53.3%		100.0%
Engaged in LBD: Speeches/presentations	8.5%	45.8%	45.7%		100.0%
Engaged in LBD: Supplemental workshops in math and science	18.2%	11.8%	70.1%		100.0%
Engaged in LBD: Other Describe below	6.6%	9.8%	83.6%		100.0%



Learn-by-Doing

I have been engaged in the following activities over the last two years, and I have incorporated them into my work with students.





Engaged in LBD: Describe Other here

Administrative Computer projects

Analysis of K12 student work to understand the relationship among teaching, assessment, and learning

application papers

Attending a professional conference with my graduate students

book club and group projects

Campus Employment

campus employment

Capstone

co-curricular activities like Model UN, Mock Trial, and Debate

Community based community projects

Conference presentations and joint research projects

Conference research presentations

counseling students who come to the office with issues, encouraging students to research their options and act on them

Creating Web site related to major

critical writing

Daily production, ad sales and distribution of newspaper

event management

Exhibitions (historical, interpretive, and/or art related)

Farm to school program (Organic Farm), Apple grafting with Dr. Sabol

field trips

Field trips/study abroad

Graduate level interships and fieldwork along with the development of scholarly work

Grant Writing

Group/Team Projects

hands on

I am a cashier and do not get involved in teaching

I am retired/emeritus

I have been out of the country for the past two years

I work in payroll and the students have a hands on experience to learn how things operate in the real world.

I work in the Health Center so I am not doing any of the above.

Industry seminars, trade shows, and tours (field trips)

international engineering program (co-curricular; not formal study abroad)

Internships and student employment

Junior High/ High School Workshops

Learner-centered, constructivist pedagogy; Studio classrooms in math/science

Learning off campus in a foreign country.



Engaged in LBD: Describe Other here
Many wonderful learn-by-doing opportunities occur on Campus Farm and at Swanton Pacific Ranch and School Forest
n/a
n/a
Not applicable in my case.
office work
on campu employment
on campus employment
on campus jobs
On campus work study
on-campus employment
On-campus interviews
on-campus student employment
On-campus work
Open House Work & Housing Tours
Our intro physics courses are structured in a way that discourages almost all of these things
P.U.L.S.E. Peer Understanding Listening Speaking Educating
PACT
Partnering with our local governmental agencies.
Part-time employment/volunteer opportunities.
Preface
professional practice
science teaching for visiting middle school students (Learn-By-Doing Lab)
Service work in Mexicotravel
student assistants
Student employment
Student leadership in university programs
study abroad
Study Abroad Workshops
Supervise student work on-campus.
Supervisor at the ASI Children's Center.
Sustainability
Talk (jointly with a student) at international conference
Taught only two lecture courses during the past two years.
This is my first quarter teaching here
Volunteerism

We have a sister-school district where our interns do numerous projects within the local schools



Engaged in LBD: Describe Other here

What if we've been engaged in the activity, but have not incorporated it into my work with students? I give lots of presentations, but I don't incorporate them into work with my students.

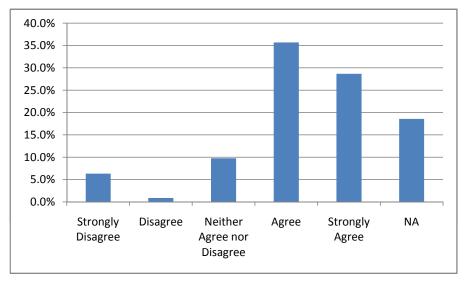
Working in the Payroll Office



Learn-by-Doing

Engaged in LBD: This has had a positive impact on student learning	Count	% Response	
Strongly Disagree	57	6.3%	
Disagree	8	0.9%	
Neither Agree nor Disagree	88	9.8%	
Agree	321	35.7%	
Strongly Agree	258	28.7%	
NA	167	18.6%	
Total	899	100.0%	

Did not respond to this question 121





LBD: Please explain your answers by describing an example from your own experience

A few years ago, I would have checked agree" to most categories, but I've retired and teach only one course per year; and have much less contact with students. Also I've completed major projects in which previously I had involved students."

A recent student research project has merited significant institutional changes, while giving the students experience and something for their resumes

A student did an RFID project for Diablo Canyon. Before going to the canyon, he did experimental work in our space.

A student's experience in federal financial aid requires the counseling of students regarding finances, creating presentations, and an ability to problem solve.

Again I am a cashier and I have helped the students with payments sometimes I have helped them writing there first check or talking about charges and getting an extra receipt to turn in a sign of responsibility

All my courses incorporate debate/discussion about readings, current issues, etc. as well as opportunities for writing and application projects. I also supervise students in field and research internships, requiring reflections on theory/research/practice connections.

All my experiences on this campus has been very positive; I have made connections across the broad spectrum of Cal Poly.

All of my students work in groups that have a responsibility for instructing other students as well as learning the cooperative nature of teamwork.

All of these engage the students provided they are available and willing to participate. In a pure lecture environment you cannot see how engaged the students are. I am optimistic about the active environment but not enthusiastic with current student participation.

Allowing the students to work with me while completing tasks on campus and off campus. Assisting them with designs on there Senior Projects and helping them to complete them. Having student employees that are willing to learn and are enthusiastic when given a job. This is the type of students I have worked with. an example of my most recent experience was with a design project. I was given the task on designing a a Mother's Day display. I was able to incorporate into the Learn-by-Doing process; for example, the design of the display cake, heart cookies that say MOM, Cookies in the shape of flowers on sticks and in pots. All of which started with a concept and developed into a display. With the help of the students I was able to accomplish my goal and provide a learning opportunity for them.

Any activities to supplement a normal classroom experience are beneficial to student learning. I encourage students to get involved in the Cal Poly community including clubs, sports and volunteer work. Simply being around other involved students and getting away from the desk, computer and TV will improve their roundedness as a person and overall learning.

Architectural design studio projects (e.g.Preservation as Provocation:Re-thinking Kahn's Salk Institute" competition this Spring) are characterized by a high level of learn-by-doing: i.e. students are required to initiate and develop their own architectural design concepts as a response to the challenge of the project"

Architecture studios have been extremely collaborative and project based. Seminars have included presentations, debates, and expository essays.

As a lecturer, I do not do most of these activities. The learn by doing is done in lab sections of my courses.

As a part-time administrator, one of my responsibilities is to supervise the small number of co-ops that students initiate. I've found it to be an authentic experience that prepares students for work in an intelligent way – especially if it's handled thoughtfully, which I think I've gradually learned to do.

As a result of a senior project a student figured out a detailed relationship between an experimental result and a theoretical analysis. This helped us understand some data we had taken in different circumstances. We were doing science.



LBD: Please explain your answers by describing an example from your own experience

As a staff member, I hired one of our student assistants as an intern over the summer to perform a technical review of our websites and to redesign the sites to conform to accessibility mandates of the CSU and Cal Poly. This is the kind of work that our students are highly capable of, I might say far more capable than many of the full-time staff. We as a University should be providing our students with more advanced and technically-challenging opportunities in addition to the routine duties that we all depend on our student assistants for but which don't necessarily challenge their abilities. They are so highly capable.

As a staff person, I don't have much of an opportunity to actually work with the students on these types of projects. I do know, from working in the Math Dept. that the supplemental workshops were very valuable to the students.

As a technician in a chemistry studio lab, I interact with instructors, students, TAs and supplemental workshop facilitators and see the value of a collaborative multifaceted learn by doing approach.

As faculty advisor to Cal Poly Speakers, a student club on campus, I see undergraduates take on difficult topics and speak on them every week, evaluate themselves and other, and grow personally in the process. The growth is not only in speaking more effectively but in confidence and a sense of self worth. Over time shy students become more assertive and mature in their communications.

As retired faculty, I am no longer involved directly with student activities - except in the teaching of laboratories.

as staff i do not directly assign students projects.

As the advisor to my department's honor society, I have prepared, and accompanied students to our national conventioin to present their work.

As the Chair for military science (Army ROTC) everything we do is focused on learn by doing...this work is no different in how we do anything in the Army..Plus we assess student leadership on a daily basis and all cadets are rated against their peers

Assign multidisciplinary teams of students design projects for the quarter. Students compete at the end of the quarter with their final design.

Assisted with student surveys/focus groups for EOP students designed by students for use with senior projects and graduate study.

Assisting students with identification of factors relevant to specific projects; offering guidance based on experience over time with students completing similar projects.

at other institutions, students worked in lab classes submitting their news stories to the local or campus paper for publication

Being able to do an Internship and Co-op before graduating from Cal Poly gave me a huge advantage in finding a job immediately after graduating. Being able to work on group projects also prepared me to work with different point of views on my permanent job. Clubs were a big social skill that allowed me to interact with my peers and developed those social skills needed to get things done at work too. The field work, laboratory, reasearch, service learning are in addition to the above topics that defines the learn by doing" strategy Cal Poly encourages. "

By allowing astronomy students access to the observatory instruments for public outreach, enthusiasm in observing the night skies has flourished. This, I believe, has led to the formation of the campus astronomy club.

By providing faculty with tools to enhance their student communication, self assessment, front loading before lecture, hands on tools to share knowledge and practice as well as methods for changing teaching skills. Allowing faculty to be more of a facilitator of learning and not just talking at the students.

By supervising the students in the work place.

Cal Poly students have two feet on the ground and two hands on the problem. This could be through course work, competitions, and work experience.

Class projects in Numerical Analysis courses that allow students to take material learned in class and apply it to a practical problem with some difficult issues. For example after learning how to use Newton's Iteration to find a zero of a nonlinear equation, the project required that the nonlinear function would return the value of the function with random errors. This exposes practical situations into an algorithm implementation.



LBD: Please explain your answers by describing an example from your own experience

collaborative research conducted on-campus has fueled experiential learning for students in subject matter, experimental design, sample management, interpersonal skills; multiple senior projects have been borne from this research; undergraduates have experienced aspects of graduate school through interaction with those graduate students; student and my own experiences have been brought into the classroom as immediate examples to illustrate concepts

collaborative teamwork/discussion on case studies provides concrete active learning experience; not sure that it's "learn by doing" but is very effective opportunity to apply classroom knowledge in real-world context tends to be even more effective, e.g. international program

Collaborative work is in many ways more like the professional experiences they will encounter. By working in teams, with students from different colleges and majors, students are exposed to this 'real world' practice. They learn a lot from the specific project (and about their own discipline), while also learning about other fields, other ways of approaching problems and solving them, etc.

Coordinating fieldwork and internship experiences for students allows me the opportunity to evaluate student transition from the classroom into the workforce or their community. Student feedback through reflection journals and supervisor evalutions demonstrates the growth students experience when engaging in Learn-by-Doing activities. Students develop maturity, professionalsim, and the ability to be practitioners of their knowledge; not just repositories of that knowledge.

Creating high expectations on culminating projects stretches the student and also enables them to share on a potential job interview.

critical assessment of scholarly contributions by others as well as original sources in science and the humanities

Debates and other teams projects, combined with competition between teams, provide strong venues for students learning

Developed coursework showcases all of the activities mentioned above. I am have been working with students over the last year in the development of a newspaper publication that is written by the homeless population and printed by Cal Poly students. Currently, because of heightened interest levels, we are forming an official club in order to continue the project and bring in other students from other disciplines to provide programming and instructional based learning initiatives for the community itself.

Developing student internships at Hearst Castle, Camp SLO, SLO County and South County Museums

Discussing thesis fieldwork when teaching undergrad labs

During enterprise projects, students ask for my opinion during the process as a staff member and I always give them an honest assessment and encouragement. during lectures on sexual assault and prevention methods, debates and collaborative work prevail.

El Corral Bookstore provides students with working experience, retail merchandising, customer service experience and exposure to new computer technology.

Engineering design project has taught about important aspects of research, design, development, documentation, etc.

Enterprise projects in the College of Ag--students are put into a (mostly) real world enterprise and use their knowledge as well as reasoning and decision making skills to further a project which they can profit from.

Farm to school program (Organic Farm)Amazing program. Worked with local schools to promote agriculture Working with Dr. Sabol at local high school one of the best experiences while at Cal Poly

Field work in local schools, role playing activities, using drama to demonstrate content learning.

FINE ART EXERCISE THAT TRANSFORMS INTO A SPATIAL EXPERIENCE THAT SHOWS THE CONNECTION BETWEEN PAINTING, SCULPTURE AND ARCHITECTURE.



LBD: Please explain your answers by describing an example from your own experience

For a technical writing course, I asked students from the College of Engineering to design, build, present, and write a user manual for a category of invention (time-travel device, maching to shrink possessions, or some other device identified and voted on by the class members, with teams of students working competitively against one another) that they built using only the items in a brown bag of items chosen by me (Legos, pipe cleaners, stickers, old styrofoam, and so on). Good fun!

For an architecture class we did an installation in one of the galleries on campus. It taught us about construction, cost analysis, planning, working with a group etc. graduate level research project collaboration with Pratt & Whitney

Have supervised students teaching English in CA and overseas. Have also witnessed the transformation brought upon through study abroad, service learning, and clubs.

Have work with a student worker who put together a trainging manual for our department after he work for us for three years.

Hearing and discussing current topics in research and development in my field allows me to better serve the student population with which I am in contact. Explaining and demonstrating how research has impacted my field then encourages those students that are interested in my field or something similar to investigate further and find out for themselves how research and presentations have an impact on us and how it can go from theory to practice readily.

Helping students find the resources to schedules their projects and events.

Helps students understand how business works and allows them to work with all of the different populations on campus: staff, faculty, student, administrators, auxillary depts etc

I advise clubs on campus, and challenge them to take advantage of hands-on experiences.

I am a laboratory technician who currently does little work with students. Any interaction with students in our department generally revolves around helping Grad Students solve a crises" in a lab they are instructing."

I am a nurse practitioner at the Health Center. I have experience working with students who hold positions at the Health Center. But my contribution is mainly in teaching students how to be good Health consumers and take an active role in their wellness.

I am a staff member in ITS and my only contact with students is via our student assistants who work for us.

I am a support person for students, faculty and staff in OAR. I rarely get to help any further than teach a student how to work within the system to accomplish administrative tasks in the proper manner. Also, as students ask questions, I always encorporate the critical thinking they need to use to manage their own tasks. Trying to use a very positive attitude sets a good example and helps the student acknowledge that things aren't as bad as they seem.

I am currently involved with students completing a year long service learning project. The experiences have ranged from positive to negative for the students for various reasons. In my estimation, students learn the most when they have the opportunity to overcome failures. Challenging, engaging experiences are ripe for failure. As a result, failure and conflict are bound to arise. The important task for educators to keep track of is keeping students from having frustration levels rise and move the experience away from challenging to stuck.



LBD: Please explain your answers by describing an example from your own experience

I am currently leading 16 students on a trip to western and eastern Europe. The activities have included, in addition to the curriculum I designed: an international conference where students have heard a wide variety of discourse(formal and informal) on our profession, its theoretical base, and its current direction. They were lectured to by faculty from across the globe. They got a far different view from the one available to them from our narrowly-focused faculty. Learning by doing tends to have intellectual limits, as you know. Another activity was a charrette for a design project in a foreign country where an internationally accepted sustainability program other than the USA's LEED system is used. This was an extremely valuable lesson for them. They also participated in cultural activities that are stimulating and enriching: opera, classical music concerts.

I am involved in supporting contruction and remodeling of facilities used to further enhance the learning experinces of Cal Poly students. I also contributed to the LEED-EB certification of the Faculty Offices East building. I take pride in my contributions to this campus and the impact it has on our students.

I am not a faculty member. I hire students to work on projects initiated by those in industry. When a student learns from working on an actual job from a paying client, they get a much better understanding of how things work in the business world.

I am not an instructor, but a Cal Poly Corporation manager who employees students. There are many opportunities to learn through campus employment those attitudes and skills that can be used for success in almost any job after graduation.

I am retired and have only taught once in the last 2 academic years

I am staff- my only interaction with students is through student assistants

i am staff, not faculty and i don't have much interaction with the students.

I am working with a group of students in CENG who are doing a home/landscape renovation for low-income residents of San Miguel as part of a class service project. My contribution is to identify CAFES students/faculty, as well as private industry partners who can assist with the landscape design/installation.

I assign papers that require students to evaluate a problem from multiple perspectives. Students must analyze an issue and discuss how this knowledge will affect their behavior in the future.

I attend student club sponsored events and discuss them in class.

I bring examples from my research into class, which heightens student interest in the topic and thereby increases learning.

I bring in my experiences as a 4H Community Leader to talk about collaboration and communication. I bring in my experiences as a technical writer and editor and my work with a magazine publisher to talk about document design, collaboration, communication, etc.

I came from a theoretical school and knew the math but didn't connect what I had learned to the real world. I think the students are much more aware of how what they're learning is actually applied than I ever did.

I can't answer this set of questions because they are all double-barreled. What if we've been engaged in the activity, but have not incorporated it into my work with students? I give lots of presentations, but I don't incorporate them into work with my students.

I conduct research with undergraduates at UCSB. This engages them with state of the art scientific discovery and provides them an opportunity to engage, collaborate, publish, speak, etc. It all comes back into the classroom by providing real world examples of theoretical work.

I created and teach a two unit technical elective class - Construction Service-Learning. Each spring quarter we locally build six small community service projects with 25 or so students. The main goal of the course is to integrate the general objectives of the entire construction curriculum and apply them in a meaningful to real-life project. This is done in a collaborative effort with students from other departments in the CAED.

I currently collaborate with a group at UCSB/Physics on a telescope project; several (UCSB) students are involved.

currently have 9 students working in my lab on NSF funded projects.



LBD: Please explain your answers by describing an example from your own experience

I deal with club funraising merchandise. Through this exercise students learn about invoiving, sales, setting prices, order fulfillment, and dealing with people on a professional, business level

I developed a student-faculty fieldwork project where students engaged in human subjects proposal, methods development, field data collection, analysis, write-up and presentation of results at a national level conference. These students as a group expressed to me that they learned more from that collaborative endeavor than they did in several methods, statistics and theory classes combined. The learn by doing approach works, but it takes a lot of extra work and effort by the faculty and the students. It is not easily conducive to most universities where faculty-student ratios are much higher. Also, we do not generally offer course release for these kids of important learning events, which causes most faculty to not include students in their research objectives. From my perspective, little research at CalPoly should be conducted without student inclusion.

I do not have direct contact with students.

I do not work directly with cal poly students.

I do not work directly with students.

I do not work with students.

don't teach classes so cannot comment on this question.

I employ students to conduct research projects from grants I acquire on and off campus. These projects range from model parametrization for invasive plant dispersal to assessing the aggressivity of new biofuel crops with physiologically-based models. We rent helicopters to survey islands off the California coast mapping invasive plants, then developing management plans to control those plants. My students are looking at the gene flow potential for genetically modified crops on campus.....and many more.

I employ students who must function at a very high level of responsibility. There is a lot of collaboration with other campus departments. There is lots of discussion over decisions we reach. This actively engages students in 'learn by doing'.

I employee 12 students here at Cal Poly. My students and I discuss on a daily basis how to prepare for their future. I recommend to them that they take advantage of the study abroad program, clubs and take internships. I reinforece to them that these things will help prepare them for their careers.

I encourage students in my upper division mathematics classes to participate in events/projects provided by the dept. It is often as simple as asking them if they have solved the "puzzle of the week" that we post. I try to make students aware of the opportunities for summer research projects (as well as senior projects.) I believe that students will learn more when they are challenged and have opportunities to be self-motivated. These types of opportunities often provide this.

I encourage students to apply in-class concepts outside of class in the form of journals. They find, for instance, examples of logical fallacies in letters to the editor and identify them.

I encourage students to discuss issues with classmates and follow up with a critical thinking written assignment. Verb and written skills in getting your point across are important to sharing your knowledge with others and listening respectfully to others is critical for collaborative work. Being able to identify facts from opinion is also very important.

I have a grant to sponsor my students working with engineering students, the engineers design and build equipment that my students use in community based learning programs. We present our work at conferences with students participating in presentations.

I have advised students to participate and join campus clubs of interest in their field of study. I have used the above tools as learning objectives in the senior project class I teach.

I HAVE BEEN ASSIGNED GE COURSES FOR THE PAST SEVERAL YEARS, I AM A FERP PARTICIPANT, AND AS SUCH THERE IS VERY LITTLE OPPORTUNITY TO UTILIZE THE ABOVE OPTIONS.



LBD: Please explain your answers by describing an example from your own experience

I have been here less than a year so haven't had much personal experience.

I have been involved with the Chicano Latino Faculty Staff Association on campus. This organization puts on events on campus that have benefited me and the students who attend. Also these professional connections help make me a better employee.

I have been invovled with students in a project that culminated in raising over \$120,000 and building 2 new accessbile playgrounds at a local elementary school.

I have been most impressed with club projects. The students had to engage and extremely wide range of knowledge and skills, such as dynamic problem solving, engineering skills, communication skills, marketing skills, management skills.

have been out of the country for the past two years and I have marked all NA

i have been out of udergrad school for four years or more. I was a science major, and took a great deal of labs. I also was a paid, student lab technician. I learned more in the lab, student position, than I ever thought i could.

I have been told by students that their experiences in co-ops and/or internships have helped them decide what career would best utilize the knowledge and skills they have learned at Cal Poly.

I have been working with several students on senior projects, and they have been able to experience first-hand what the research world is all about.

I have collaborated with students and faculty on several exhibitions held on and off campus. Student involvement was varied and included research, fabrication, writing, design, and illustration. In all projects I valued the students creativity, and expertise and encouraged a collegial working relationship rather than an authoritative one.

I have discussed my thesis work with several of my lab students and I often discuss research and various employment options with my students based on my own employment experiences and my experiences volunteering in the community.

I have employed a number of students from my research grants to work with me on projects, taken them with me to off-campus sites to perform the research, as well as on-campus. I have also conducted 200 and 400 level independent study courses on research topics for credit and supervised senior projects. Some of my students have presented their work at research conferences (both on and off campus).

I have facilitated the matching of interns with non-profit organizations that will best serve each other and the community.

I have found that if you can connect students to simulating or the real life aspects of what they are learning in the classroom the light goes sooner in the classroom and students become very excited about the possibilities for learning. Also the opportunities for expanding learning for students are stimulated by these interactions with real projects (i.e., design/build, working with other disciplines, meeting with clients regarding the design of projects based on real info, obtaining feedback from other disciplines on their work, etc).

I have given previews of scholarly presentations for student audiences.

I have had students perform new research (including designing and building an experiment form scratch, writing simulations, etc.) and present their results at national and international conferences. They have done the full process of what a scientist does, and I think they are now well prepared for the future.

I have led students on official trips to foreign countries to pursue academic work for credit.

I have lived through all of the examples so I can talk from experience.

I have many experiences outside of the University as well as within another State University. All have helped me grow and become who I am today. My education has enabled me to think more openly and have a greater understanding of other peoples ideas and opinions.

have not been at Cal Poly for two years yet. I incorporate presentations, critical thinking, debate, and laboratory exercises where I can.

I have not been here two years.



LBD: Please explain your answers by describing an example from your own experience

I have senior project students that have no idea what they are doing and expect to receive good grades with mediocre work

I have served as both an organizer and as a judge for student writing competitions.

I have spent every free summer and academic leave doing structural consulting for a high-end structural engineering firm in the SF bay area. Many, if not all, of the work I've done with them is relevant to what I teach, and I bring many of those experiences in to the classroom. I think the net effect is to make my teaching more relevant and real to the students.

I have students run a quarter long robotics program for children ranging from 7 to 11 years of age. The college students help the children learn to construct and program robots to use various sensors and motors to carry out a variety of challenges invented by the children.

I have two students with an idea for starting their own motor company. We have received support and learned a lot through other departments, IRA, HNRS, MESFAC, classwork, labs, shops, campus staff. Everywhere we've turned we've gotten all the support we need to make huge leaps forward in our research and advancing the state of the art. It's been fabulous.

I have used my own work in outside design competitions to show the students both what I am about (that is, what my interests really are) and that the work I do is similar to theirs. I empathize

I have watched students improve as public speakers during a public speaking course wherein they presented at least four public speeches of increasing length and depth. Most students perceive that they have become more comfortable with and better skilled at making presentations to diverse audiences.

I have work with students creating and promoting recycling opportunities for moving toward a more sustainable campus. My discussions and work have especially focused on food waste composting and the options available to the campus.

I have worked with student interns, and believe it has been highly beneficial for them to experience working in a professional environment.

I have worked with students who have been student employees in ITS. Some of their work has been used for completion of senior project requirements. We have in some instances collaborated on design projects.

I have written text for our website, and the students have been able to input their ideas and edit my work to be sure that it is accurate, consistant and easily understood. Sometimes we have to think out of the box, in order to come up with wording and layout to reach our objectives.

I haven't worked closely with students in my job here yet.

I helped the AERO Engineering Students on the Design, Build & Fly Competition Team organize their travel arrangements and get prepared to go to the competition. They definitely were so excited to be a team and to represent Cal Poly University with pride.

I incorporate at least 2 culminating projects in my classes each quarter that require students to design something starting with a customer specification and using all the methods they have learned to produce and document a complete solution.

I incorporate my research into the classroom by using student assistants and discussing the methods and results in class.

I manage a food lab. Students work with me to implement what we talk about in class into a real world setting. We make products and sell proucts.

often help students with construction projects at the CAED Support Shop.

I often include students in my research projects so that they gain research experience. I use service learning to teach students how to apply research on teams and group dynamics and develop their group skills while helping the community. Our internships and senior projects generally require that students apply classroom learning to help people in social service settings. These experiences help students learn how to apply theory to practice and serve the community.

I place students in charge of on-going biomedical research projects in my research laboratory.

regularly involve students in field lab activities both on and off-campus using the campus Farm and Swanton Pacific Ranch/School Forest.



LBD: Please explain your answers by describing an example from your own experience

I require candidates to identify student misconceptions observed in their field experiences. They must demonstrate the methodology used to identify the misconception and devise a plan to fix it.

I retired in 2006. I am a FERP.

I Strongly Agree that the student teaching has an extremely valuable impact on student learning. I find that tparts of the PACT are merely busy work and take away from the reality of teaching. Students get so bogged down with completing the PACT that they cannot fully focus on the student teaching. The most valuable part of the PACT is the video taping of the lessons and feedback from those tapes. The write ups seem redundant.

I supervise frontline student employees at the ASI Children's Center and continually encourage them to improve their quality of work, work ethic, and their professionalism in order to prepare them for the "real world".

I teach a class called field botany, in which students learn field observational and note-taking skills and become acquainted with a portion of California's botanical diversity. Each year several students from previous year's classes serve as my field assistants, building on what they learned and assisting and encouraging the current year's students in developing their field skills. This is a mutually beneficial arrangement for all involved. Many of my assistants have gone on to professional positions or graduate school.

I teach a course where I require the students to design, build, and test a turbine within the 10 week quarter. The class is divided into teams, and each team delivers two "design review" presentations during the quarter to the entire class. They then compete with the other teams for first place, which is \$100 of my own personal money. Each team also writes a report describing the design of the system and the turbine itself. All this work is only worth 35% of their grade. We cover many other topics in class, as well as give two tests during the quarter, mostly on topics other than the turbine project. It is a lot of effort, but each year several students come to me the last day of class and tell me it is the best learning experience they have had at Cal Poly, and this class is all graduating seniors, so that really means a lot to me!

I teach computer science and a large part of the learning is that each student must design, code and test a number of problems in each course. No or little credit is given for any project not completed to specification.

I teach first and second year physics. Students at this level feel that their first and only resource is the instructor; they have no concept of trying to figure something out my reading the manual or other instructions, let alone try to use their lecture textbook as a lab resource.

I teach GEOL 401 (Field-geology methods), GEOL 402 (Geologic mapping), and ERSC 323 (Geomorphology) and all three courses require significant field-based data collection and report production. I have also advised many senior projects, and all except one were field based.

teach introductory labs. In some cases this is a positive experience;in other cases, it is not.

I teach philosophy and hence, how to write philosophy. Debate is part of doing philosophy, as is creative argumentation. I've also worked with a feminist discussion group on campus, although I did not do so this past year. And I do collaborative philosophical work with another philosopher. In addition, in the interest of Cal Poly outreach to the broader community, I ran a lecture series at the public library in collaboration with the manager there.

I teach the capstone project for my program. Students work in teams and with an industry customer to develop applications. This is the single best Learn-by-doing activity in our program. Students who take it are significantly more attractive to employers. Plus the projects have been great for my professional development.

I tell student assistants to feel free to analyze the system or project they are working on and to make changes and incorporate their own ideas as they see fit.

I train graduate stduents in teaching. I am closely involved with them in the schools as they learn by doing. We collaborate every step of the way.

I train students in research methods appropriate to our discipline and guide students in research projects through which they participate (metaphorically) in some of the conversations which animate our discipline.



LBD: Please explain your answers by describing an example from your own experience

I try to help students blend school projects into real life applications, for example nutritional analysis from data available on Campus Dining menu programs. I have recommended construction projects for Campus Dining Concessions. I have suggested Senior Projects that can benefit the Campus as well as the student.

I try to provide a variety of topics, perspectives, career possibilities, life experience opportunities and methodology in my classes. Many students seem to resent this since it does not conform to their 1,2,3 preference for class organization. However, I can attest to the importance of this approach by the diversity of internships, jobs graduate programs, etc. for which I write student recommendations.

I try to take each of my students majors and try to teach them things that will help them in their future careers. Whether it is leadership, nutrition, business, customer service, etc

I typically teach in a Studio classroom where students spend part of most class sessions working through activities that I have designed to lead them to discover concepts and methods for themselves. These activities frequently involve use of technology and collaboration with other students.

I use an evolving style of technique for teaching in my labs.

I work at Media Services, we've occasionally helped with presentation exhibits (typically Architecture). Not too often, though.

I work at the Library Reference Desk - helping students find information for papers and projects.

I work in a restaurant on campus, and the students constantly have to learn to work together to get their cleaning done faster. Also, we have crew leaders, which not only provides an opportunity for those students to practice being in a leadership position and the responsibility that comes with that, but also teaches the other students how to work with their peers and respect anyone in authority, even if it is their friend.

I work in Housing Administration so most of the above does not apply to what I would be involved in with our students, however we employ student assistants and we include them in many of our planning and projects. They help us with design, with obtaining of data, we stress the need to work together as a team and I feel that we are providing these students with a good example of collaborative learning and following through on tasks. For many of our students we are their first job and we do take it seriously to give them a good example of how teamwork operates and that everyone's ideas are heard but also to carry out necessary tasks to follow the plans once it has been decided. We also give students many opportunities to present housing to the incoming freshman and their parents which really falls into the speech and presentation category. Through this opportunity they learn how to communicate clearly, how to convey policies accurately and to always present a positive attitude towards what we try to accomplish in University Housing. I watch these students grow from their first year of employment until they leave us at graduation and they have learned many skills that will help them in their fields of study even though their job description is a desk job as a student assistant.

I work in Police Dispatch and talk to several students who are mostly employed with the Police Department as some are interested in law enforcement as a possible career choice. We talk about how an education can help them in different aspects of their chosen career, etc.

I work in the area of sustainability and have brought either research results or current events in the area into the class.

I work on the reference desk at the library and I answer questions using online chat. It's important that we follow the watch one, do one, teach one" method - get the students to understand how to find information (usually peer-reviewed), teach them how to do it themselves for the next time, and hope that they pass along their skills to others who haven't asked for our assistance."

I work with athletes on and off the field to expand and enhance their college experience.

I work with faculty who have student run construction projects. I try and provide as much help as I can so the project will be successful.

I work with my students to develop their ability to handle pressured situations calmly while making sure to complete the required tasks and/or presentation.



LBD: Please explain your answers by describing an example from your own experience

I work with students but in their capacity as student workers.

I work with students on laboratory research projects that develop their skills and their understanding of how to design experiments. The intent is not to publish new discoveries; the focus is on student development.

I work with students to implement university programs, giving them an opportunity to practice their field of study in action, whether it is event planning, graphic design, engineering, accounting, etc.

I work with students who are developing their skills in meeting the public. When they finish with the experiences they are able to intellegently communicate with the public and most importantly, with prospective employers.

I work with students who will likely become growers when they graduate. The enterprise projects that they can own give them real life experiences not only in learning how to grow a commercial quality crop, but also how to market the crop and how to work with others in a collaborative team activity.

I worked with a student who was doing a research paper on incresing student attendance at Cal Poly Arts events at the Performing Arts Center. She developed a real life plan with step-by-step implementation for achieving this goal.

I worked with students in a summer research project. The students were well-motivated, engaged, and made significant progress on the research.

I'm professional staff in the Cal Poly Public Relations Department. I do not work with or teach students. However, I was fortunate enough to have a public relations intern over winter quarter. I was able to assign her several design, writing and video creation projects that directly related to her major, and benefitted our office. I wish that we had time/staffing enough to take on interns regularly. I cannot answer more of your teaching questions because I am not involved in teaching or regular contact with students.

In all of my classes, regardless of subject, I construct situations that require students to frame and engage in group and independent problem-solving; all of this, as I am in English, requires students to engage in research, public speaking, discussion, debate, and writing; and all of this culminates in a group performance project and a research paper. As a club advisor and departmental advisor, I try to make students aware of further applications/opportunities for their projects and skills as I become aware of them. I also try to talk about these projects in terms from different majors, not just within the immediate context of my own discipline's concerns.

In almost every graduate level course required for EDUC counseling and guidance there have been several assignments/projects that can only be tested and researched from local schools. Last Fall, we had a specific bullying issue at Fine Arts Academy in Atascadero. Each group was assigned pre/post data along with prevention strategies per grade level. It was very successful!

IN class debates forcing students to present new arguments, not merely those already learned in lecture.

In class students must work together in groups to design a project and then present the project to the class (in a symposium). They get feedback from the audience and instructor. This builds communication skills and small group communication skills, as well as technical skills using presentation software.

In doing lab work the students are assigned to groups. They are involved in a hands-on project that must produce tangible results through applying the theory they have studied. They are encourged to ask each other questions and to think critically in order to figure out the correct process by which to gain the desired results. If the group needs help the instructor is there to guide them through their thinking process, generally using the Socratic method in a group conversation. This process involves: Learn-By-Doing Group-work/Collaboration Critical thinking Laboratory work Hands-on experience

In engineering our students through senior project and student clubs need to identify a customer, their need, and develop a feasible solution. Not only to they design the solution, but they build and test it to make sure it meets their design criteria. Then they hand it over to the customer so they can be evaluated. This is exactly what engineering students will do in an engineering position once they leave Cal Poly.

In meeting with a WOW group to discuss the Preface book, I felt that the interaction between students and me was a positive experience for us both.



LBD: Please explain your answers by describing an example from your own experience

In my classes, students sometimes work independently, sometimes in groups. They discuss material as a class. They present to the class alone and in groups. They are encouraged, always, to be original and creative in their thinking and in their approaches to their assignments.

In my current role in Staff, a lot of this is not applicable.

In my experience, the amount of student learning that takes place with a few research projects outweighs a dozen lower division lecture courses involving hundreds of students.

In my film courses, I teach students the basic principles of film making, including camera angles, lighting, sound, etc. After learning to identify these techniques when watching film, students (working collaboratively) make their own films. They also compose an analysis of their films that requires them to explain their choices as directors. We then screen the students' films at the end of the quarter so they have the opportunity to understand how a live audience responds to their work.

In my programming classes, students must submit a final programming project -- a program of their own design that utilizes the techniques taught in the class. As it must be at least 100 lines of code, it is a significant programming project.

In my work, I help students execute events, obtain internships, etc.

In one class that I teach at poly, there are projects that require a great deal of creativity and objective thinking, as well as written journals that require critical and logical thinking. I always encourage my students to join professional organizations on campus and the importance of developing relationships while their tenure on campus, as some will remain with them over their lifetimes, both personal and professionally.

In our graduate programs students are presented with the opportunity to apply their course work to the field of practice (e.g., leadership in schools and the community). This demonstration of professional skills, based on extant literature, theory and research - clearly demonstrate the learn-by-doing" philosophy of CP. Thiese experiences as well as the development of doctoral dissertation research. "

In senior project, requiring students to construct and deconstruct tables and graphs that reflect written material and match to concept in words.

In some of my courses I have students watch a film about racism and its effects during class time and then give them the assignment to go to someone they know (and feel safe with) who needs to hear about the information in the film. They are instructed to practice multicultural competence by discussing the topics with the person and then write a reflection paper on the topic. Finally, we discuss their reactions, experiences, etc. and share tips for making headway on this topic in the future.

In the dietetic internship the students learn by being in supervised practice. There they observe and perform the duties of a registered dietitian under the supervision of a registered dietitian.

In the tech lab we assigned projects to students on the computers. We helped them with some of the basics, but let them discover the potential of the computer and the applications they would be using. Also, I have used group presentations to help students organize their time, collaborate with peers and speak in front of a group.

Indeed it help to students to analyze and plan for it when it's time for competition.

Instead of hosting our department advisory board dinner meeting at a local restaurant as has been our tradition, we recruited a team of student volunteers interested in food production management. The students planned the meal, prepared the purchasing guide and production schedule, purchased the food and supplies, arranged rental equipment, found and tested the recipes and finally prepared, served and cleaned up the dinner for 50 faculty and advisory board members and their guests. Students journaled their reflections on the process and found the project to be more valuable than observation-type labs they had experienced previously.

Instructing students in laboratory classes via the Socratic method: they ask a question, for which I lead them to the answer by a sequence of questions to *them*.



LBD: Please explain your answers by describing an example from your own experience

Interacting with people of diverse cultural and racial backgrounds.

Involving candidates in collaboratively designing instruction, then conducting it in the field with younger students, analyzing the different design choices and discussing student learning, represents an authentic set of experiences for Cal Poly students preparing to be teachers. Such authentic experiences are typically described by our candidates as the most useful aspects of courses.

I've described projects that I've worked on by myself and with others (including with students), emphasizing the work process, problem-solving, and writing/reporting mechanisms.

Lab experience helps students have a hand-on, learn-by-doing experience, as does undergraduate research.

Lab work is an excellent opportunity to let students figure things out for themselves. (Throw away the lab manuals and procedures and provide the minimum guidance necessary!)

labs have been improved through collaborative work

-linked classes in University Housing with CLA, presentations/speeches in hall -student projects created and displayed at Open House -study groups, in hall faculty projects withs students -Executive Partner Program (College of Business and Housing) -work with students on the creation of clubs -psychology 251 class for RA/CA student staff (including scenarios on ethics, diversity, etc.... that students participate in)

lots of projects Some classes, 50% of grade based on projects done in teams

Many of the concepts need to be seen in many different ways. These activities allow for that to occur.

Many students have worked with me on summer projects or other research projects during the school year. They have the chance to take their own data, set up their own equipment, design their own experiment, etc. That is far better than hearing about it in the classroom then never participating.

Most students who come to work in a laboratory environment are not prepared. Some do well, some do not. I worry about those who do not representing Cal Poly in an uneducated light.

My administrative duties don't warrant interaction with students on this level.

My answers are all NA because my job does not put me in close, continuous contact with students. When I do work with students, it is typically a single instance in which I am briefly assisting with a specific problem. So while I may keep all of these important concepts in mind, I am not in a position to make specific use of them.

My experience involves student projects as well as creating outdoor programs, poster exhibits, and slide shows for the general public as well as for students and faculty in venues from lecture hall to library to arboretum to state park.

My field experience has taught me to model the language and interactions I want students to have with the children we work with.

MY INVOLVEMENT IN SUCH ACTIVITIES HAS BEEN HIGHLY RESTRICTED DURING THE LAST TWO YEARS. NOT ENOUGH TO BASE AN ANALYSIS UPON.

My involvement relates pertains to having both my children attending Cal Poly.

My position does not involve interaction with students at this level.

My research students presented their work in a colloquium earlier this year and were energized by the experience. This contributed significantly and positively to their development as physicists.

My senior projects have mostly involved students developing or adapting hands-on science activities for 5th - 12th grade classrooms, and then teaching lessons and doing these activities in actual classrooms.



LBD: Please explain your answers by describing an example from your own experience

My student intern this quarter (who has been my student assistant for the past year) is a perfect example of learn by doing. She is a Parks & Rec major with hopes to be an Event Planner. She is working with me and handling events at the Orfalea College of Business through all phases of operations. This has allowed her to experience all phases of event planning and put her education in this area to use, gain hands-on experience and knowlege, better preparing her for her future career.

My students are required to demonstrate their subject matter knowledge (math) and their ability to convey that information (teaching) in a real world setting (local middle and high schools).

My students benefit from expository writing both personal and research-based. They discuss sample work and their peers' work, often debating the merits and problems of each.

MY STUDENTS COMPETE A CONTROLS DESIGN TO WIN A CONTRACT (HIGH GRADE)

My students have designed and written a variety of paper and online materials for multiple off campus clients.

My students learn the value of literature by not only reading it, but also by performing it out loud. The process of embodiment--of doing the character(s), the logical and emotive content, etc., the structural elements--is an invaluable additive to strictly on-paper-only analysis and engagement.

My students perform music in public for large audiences.

My students were required to evaluate an external customer's needs by interview, then to make a fully developed proposal involving technical tradeoffs and market information to help the non-technical customer make reasoned choices. Some of the students have taken this experience and made an Innovation Quest proposal to make the final cut. Great work.

n/a

n/a

n/a

n/a

NO OPPORTUNITY FOR MOST OF THESE TYPES OF LEARNING

None

none

Not sure what you are talking about in the previous question. This" has a positive impact . . . " Define "This.""

On my own time and at my own expense, I have engaged students in my personal research program, and they have been able to author papers and presentations for major conferences.

One example....students develop a creative, hands-on lesson and execute it in public schools with elementary students.

One of my favorite classes to teach is our Research and Writing Seminar. In this class I help students design and execute their own original research projects. It is very rewarding for me and, I believe, for them. One of my students recently presented his research paper at a major academic conference, and had a very positive experience. To me this embodies learn by doing.""

One of my students wrote a survey designed to measure the success of a grassroots program for women in Uganda that taught them to start their own businesses in an attempt to increase their standards of living and increase their self-esteem as members of a traditionally male-dominated community. My students, a politics science major, contributed an important component to this project by writing and administering a survey that allowed the organization involved in the project to measure the impact of their work.

One on one interaction with students is the ultimate in personalized education.

ONGOING CONSTRUCTION PROJECTS AND WORLD WIDE PROJECTS



LBD: Please explain your answers by describing an example from your own experience

Our Senior projects are done in collaboration with partners from industry, public service organizations, and on-campus research entities. They are an excellent and highly successful learn-by-doing capstone experience. (This type of activity has been going on for many years, since long before I arrived at Poly 8 years ago.)

Our student assistants learn of the university experience by helping other students navigate through their curricular experience, via catalog, departmental information, evaluations, etc.

our students are required to complete two faculty supervised internships students work with me on my research students work in groups to investigate a topic and make presentations/debates

Participating in all of these checked activities has created more intensive classroom experiences for students that seems to favorably impact their understanding of materials in the course and ability to extend the range of application of those materials.

PBLI projects with Northrop Grumman leading to internships and employment

Performing consulting work for real clients.

Physical research as well as internships have been some of the most rewarding experiences for students.

Presenting research papers at a national conference with students.

project based learning provides evidence of higher level skills including oral and written communication/presentation, graphic ability and occasionally lab and shop based exploration.

Provide positive role modeling.

Providing a student the opportunity to use the skills they have learned in the classroom in a student assistant position.

Psych fieldwork, which I help to supervise, often is a changing point in students' lives. They learn that they either are suited for or dislike the type of work involved in their fieldwork.

Recent project in 3rd year design studio, to design a real project for a real client.

Requiring students to produce multimedia presentations rather than a simple powerpoint lifts their experience to that of the real world.

Research papers and projects expand student's experience with the discipline by allowing them to either carry out original research in the discipline or explore an aspect of the discipline which we do not have time to explore in class.

Research projects have funded all of the Agree" points above, except Club which is ASI funded. Life would be quiet without the research projects."

Senior design projects -- service learning type of design. Difficult engineering specs on them, provided great motivation, had to apply a lot from previous coursework.

senior projects with corporate or public sector sponsors

Specifically with industry internships; this experience in invaluable to the students and their future.

Student employment can be of significant benefit to a Learn-by-Doing undergraduate experience. As a former student employee, and now a staff member managing student employees, I have seen the effectiveness of on-the-job training in professional skills (communication, planning, time management, risk assessment) integrated with classroom work in helping students become more capable and confident in applying what they have learned at Cal Poly.

Student involvement in community focus groups provided kinesiology and nutrition students an opportunity to learn where physical activity and nutrition fit in to an adult person's life

Student involvement in many of these activities is critical to their education. I have drastically witnessed students grow in their academic learning through these experiences. It helps bring together what is taught from a book and applied to a true experience where learning develops.



LBD: Please explain your answers by describing an example from your own experience

Student teaching in class with rubrics... final project in a course that is theory driven but practical enough to actually work in the real world.

Students actively engages in community service activities- some even developing their own events, such as the senior prom"- raising money for alzheimers by working directly with seniors in assisted living areas, also planning University wide programs, such as awareness presentations and discussions dealing with sexual assault issues, value of diversity, tolerance etc."

Students are able to wrestle with the messy translation of theory into real world practice/application.

Students are more successful at mastering GIS skills when I assign a collaborative start-to-finish research project in their own areas of interest, followed by a professional-style presentation session.

Students are trained to be leaders, and then they lead small groups for an entire quarter. They have to know the subject and how to present it to peers.

Students building a vehicle for an engineering competition operate like start-up companies. They must amass capital, sponsors and materials, realize a design which is subject to professional criticism through design reviews, and fabricate their project with a time-line and a real deadline. Then the vehicle must perform as designed in a competition with their peers in a regional, national or international competition. The results are REAL.

Students compete in an international college/University competition where they are presented a problem and must derive the best solution to win.

Students create a Web site in Dreamweaver that is topically related to their major. They must publish the site to the server and present the site to their peers. Students become very interested in other student's work as well. They ask engaging questions of each other. And most produce sophisticated first web sites. Students created a design for a new public education space and presented it to faculty in a different college. They learned about the design, presentation and critique process in a fashion that was more real and applicable than if they had just seen it or even only presented to other students.

Students doing lab work or research projects get to apply the skills and education they get in lecture in their field of study. The independent work can be a great learning experience for them. Problem-solving and the ability to troubleshoot lab work is a big bonus.

Students have an opportunity to share their knowledge with peers and novices through community service projects.

Students have done a research on a subject in groups and made presentations and taught that to class. This has been a great way of learn by doing for them.

Students have to interview a professional person employed in the field they are likely to enter after graduation and discuss, in depth, a work-related conflict. Students critique the conflict and its resolution, or not, by comparing and contrasting with concepts learned in class and finally, evaluating it and suggesting means to improve situation.

Students in BUS-200 are engaging in the learning process via web based communication. Some have had little exposure to the tools and applications, but are figuring out ways to leverage the various technologies for their assignments and communicating with classmates.

Students learn communication skills, as well as, learning to interact effectively with students, faculty, and staff from the Cal Poly community.

Students learn more when hearing information from each other. As an instructor, part of my role is to facilitate the learning process.

Students leave the country with a very closed-minded idea of who they are and their place in the world and return with a very open-minded global perspective.

Students must work together to write a Field Observation report on a construction project in town. Then, they must share their work with another group so that both can critique each other. This develops both objective and analytic skills. The job also gets them out into the community to see the world of work.

Students see the world, not just their corner of academia.



LBD: Please explain your answers by describing an example from your own experience

Students see their own culture and context more clearly by working in other countries and meeting other kinds of people. When I worked in Tijuana with Newman Catholic Club students I saw them grow in live changing ways.

Students take a class from me, work with me in the lab and then present their work at a national meeting. This turns them on to the point where several have applied to graduate school.

Students who are interested in a career in law, and who participate in the Poly Mock Trial program, have a chance to argue a fictitious case in front of real judges. To succeed, they have to learn about substantive law and memorize the Federal Rules of Evidence. They also have to learn how to speak in public, how to think on their feet, and how to turn a jumble of contradictory facts into a logical argument. Many alumni of the program have later said that it helped them in law school. Students who have pre-law internships, for example, have a better idea of what the practice of law actually entails.

Students who work in our area are often here to learn for their future experience after graduating. I have been called upon to provide information to quite a few student projects for their use in labs, projects, etc.

Students work and can have internships relating to their field(s) of business and/or Performing Arts while working as staff support at the Performing Arts Center (PAC) on Cal Poly Campus. They work collaboratively with other teams at the PAC to problem solve issues related to the daily financial functions at the PAC. These may be box office (sales) personnel, front of house management personnel (marketing and management), technical personnel and the like. Additionally, they perform the real world activities of inter-related work with other departments on campus such as the campus cashier's office or treasury and accounting at the Cal Poly Corporation in these same financial functional areas.

Students working in my field (health care) get hands on experience helping them fine tune their career goals as well as improve their chances of continued employment/ admission into Med school, etc.

Students, when interacting with local professionals, see the local professionals as having more credibility than faculty (even when we say the same things).

The *this* in the previous question is unclear. The impact on student learning will necessarily vary with each item in the list, and depends greatly on the quality of the experience provided. Well designed experiential learning has repeated been shown to be powerful in its positive effects. Poorly designed experiential learning can be equally powerful in its negative effects. My own work on learning to teach in and from experience suggests that well-structured, expertly mediated early field experiences are highly beneficial. My personal experience and observations further suggest that coherence between coursework (pedagogical principles and practices) and fieldwork is an important component of those beneficial field experiences.

The field placement/internship opportunity so sharply contrasted with the students classroom learning that she wondered what would have happened if she entered the job market without a sense of the "real world".

The laboratory experiences in our major curriculum provide tools to help students directly confront numerous essential concepts.

The largest area has probably been my research lab- which I utilize in many ways to engage students. This includes bringing example problems into the classroom, bringing my classes into the lab, and working with undergrads and MS students at all levels on research projects.



LBD: Please explain your answers by describing an example from your own experience

The MatE Dept has been able to engage largely in design projects and lab experiments in many of its courses. These include allowing individuals and teams of students design and present results from their own experiments. We frequently allow students to take an idea such as ice-based composites and develope methods for making and testing them with faculty mostly providing guidance. We stress that things usually don't work the first time and focus on creative solutions and gaining an understanding of how things work rather than getting a 'correct' answer that exactly matches theory or tabulated values. Over time, this allows students to become more confident with their judgement and more well rounded thinkers. In effect it decouples them from the conditioning they traditionally receive from their courses which stress one correct answer and the desire to aim at minimum % errors mathematically. I am pleased to be able to work with faculty who share this non traditional view and to be able to feel that we are truly preparing students to face the challenges they'll soon find in their careers.

The Open House work and Housing tours are a direct connection to people, answering questions and displaying knowledge of the university and school experience to others.

The PREFACE project has created a community of students, faculty and community members that positively impacts student learning.

The process of fieldwork is crucial in my discipline. While literature and library research are crucial aspects for shaping projects, it is through the process of fieldwork that students must actively engage with the material and with people and contexts. They must find a way to integrate all of these different types of knowledge and develop a cohesive solution around that information. Often, there is no defined path for how to integrate, only a set of best practices. It is up to the student to figure out the right process of integration and develop solutions that fit the problem and the context.

The project based learning institute projects in the college of engineering has been especially effective. This initiative connects industry with university on funded projects.

The requirements for promotion are unclear and vary, and therefore my activities have been at the expense of student learning. It is clear that student learning is not sufficient for promotion.

The research and work that I do that culminates in publications (books and articles) gets incorporated into my teaching.

The students that I interact with are often encouraged to discuss ideas and concepts as well as employ new work strategies that are new to them as part of a diverse (age, ethnicity, physical/mental ability) population. By engaging in the real life experiences that takes place at the related enterprise project, students repeatedly process information/interactions in new ways.

The students that work for me are always encouraged to work together whenever possible. An example is students collaborate with each other to create their own work schedule for the quarter.

The students were very involved and enthusiastic about the learning that occurred in the research project.

The supplemental workshops provide an opportunity for students to learn in a different format.

This quarter, as a class, we went on a plant tour. I am creating assignments around that plant tour for many of the specific learning objectives in the course. They were also required to research the company and industry prior to the tour.

This question/statement does not make sense.

This teaches student how to put to work the information they have learned. Great students don't always make the best workers. Book knowledge is necessary but unless a person knows how and when to apply it, they can not be effective in the world.

Thoughout my work life at Cal Poly I have allowed various classes to view our operation. They bring in fresh eyes to see if there are improvements that could be made. In turn they get some of my expertise to assist with they class projects. Most recently a Senior Industrial and Manufacturing Engineering class is participating in evaluating how we operate a retail warehouse.



LBD: Please explain your answers by describing an example from your own experience

Through the collaborative work done on campus committees, including the Advising Council, Advising Network and SOAR, I keep updated on issues involving the advising of students.

Through the Honors Research Program I have mentored students in laboratory work, writing, and presentations.

Through the international club and Int'l Student and Scholar Services Programs, I have led and participated in group discussions involving cultural diversity and understanding. Students gain confidence by participating in these discussions and feel that they are valued for their diversity and enjoy sharing and learning other perspectives. It helps them to be better citizens of the world.

Traveled all over world doing research and presenting. Collaborated with multiple people/universities/companies. Gained better understanding of how to use these tools and processes to achieve success in life and in work environment.

Unfortunately in my current position, my interaction with students is minimal. Although when I am working with students, I treat them with professionalism and equity.

Use of client-based projects; whereby, student teams collaborate to conduct research and develop (actionable) solutions for an external audience.

We always preface our polytechnic discussions with thoughts about the social, environmental, educational significance of what we're doing.

We encourage our students to come up with solutions to logistical problems around our workplace and more efficient ways to do certain tasks and processes.

We have a club associated with our major and I attend all their meetings and events which is a great way to establish relationships with the students outside of the classroom/learning.

We have an interdisciplinary grant that includes collaboration with two other universities. Students work on interdisciplinary team projects with resources provided by the grant. The student teams are working with companies to solve real-world problems.

We have student assistants working for us in ITS on administrative projects. They get to experience real world programming and project management.

we show students how to work in the office. this survey is not geared toward staff, dont know why you sent it to me. the students are responsible for their timesheets, they should get them in on time. they dont always.

We train our student employees with the end result in mind. The end result being a full-time position after graduation with the hopes of providing them tools for success.

we work with students hands-on here at Swanton Pacific Ranch where they do almost all of the above activities

We've had a few projects where the students and staff collaborated in the planning and building stages to fully completion of the project. All hand's on.

When a student is able to develop and implement an activity or event that they have developed from beginning to end they hone a wide range of skills and have a level of sophistication that is not obtained from an intellectual discussion, research or writing about the skills needed plan that program. Interacting and leading their peers is an invaluable lesson that they carry into the workplace after graduation. I have seen a shy awkward freshman that started on our committee become the junior that greeted the thousands of prospective students and parents at our opening ceremony three years later!

When I attend a professional society meeting or conference and give a presentation, I always make a point to share the presentation (when subject matter is applicable) and experience with students upon my return to class.

When I give quizzes in my literature classes, I ask the students to form into groups and I formulate the questions so that each one has several possible correct" answers. The students discuss meanings and write their answers. They get involved. They "do" criticism right there."

When I take students to the schools for field work, many students indicate their greater confidence in their ability to teach students.

When my office has had the opportunity to have student interns, they have been giving responsibility to over see specific areas. To expand these and develop ownership of projects. This involves communication (written and oral), design, management of events and research.



LBD: Please explain your answers by describing an example from your own experience

when working with the students a Cal Poly I have noticed that they respond well to discussion and debate. Through working on campus they learn team work and life skills.

Whenever I can explain the connection between a current research problem and something we are doing in class, it opens the students horizens

While we are not directly involved with the curriculum, we do have Student Assistants who are involved in the various construction and documentation projects in our department.

Work with Student Assistants has provided opportunities for collaborative problem-solving.

worked with a student to convert information from one system to another

Worked with students on event management (fundraisers, farm events, etc.)

Working as a faculty advisor for a student club, I encourage participation in service learning projects and organized competitions. The activities relate directly to the major; therefore, the students have the opportunity to supplement their classroom activities, enhance their learning, and apply/practice learned skills.

working collaboratively on college web sites

Working primarily with student employees, I have found most to be technically proficient, but their focus was too narrow. Getting them to look at the system (rather than component) level was very helpful both in performing our mission, but also (in my opinion) better prepares them for life in society where most problems occur at the boundaries between multiple components.

Working together with the student has taught him/her to learn about goal setting and the process toward trying to achieve the goal. The process teaches the student to better handle and understand life's challenges that will come their way upon graduation.

Working with a cal poly student who is interested in possibly becoming a counselor, I have helped through the sharing of ideas and learn by doing opportunities, such as: pre- college workshops where she presents. In recent competitions, I have had the pleasure to compete with staff and cal poly students, where we collaborate as a team.

working with student assistants in my job helping students with disabilities achive their goals takes a lot of team work and collaboration.

Working with student assistants to define and characterize the different boiler systems on campus.

Working with students on university art gallery exhibitions, gave them practical experience in the day to day tasks involved in an art exhibition including: scheduling, budgets, time management, fabrication, installation of artworks, care and handling of artworks, conservation reports on artworks, signage for gallery, arrangement/composition and curatorial decisions about placement of artworks.

Working with students on writing procedures and the benefits thereof. Working with students on troubleshooting techniques and approaches to resolving technical problems

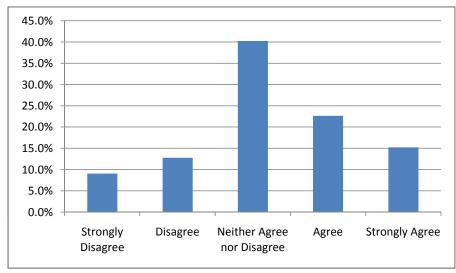
Wporking as an advisor and club advisor, I have been able to educate students on the importance of inclusiveness.

writing and publishing with colleagues in another college within the university



Learn-by-Doing

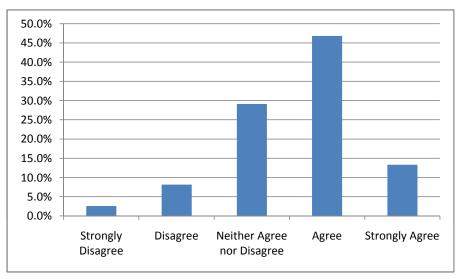
Cal Poly's emphasis on Learn-by-Doing was important in my choosing to take a position at university	Count	% Response
Strongly Disagree	92	9.1%
Disagree	130	12.8%
Neither Agree nor Disagree	409	40.3%
Agree	230	22.6%
Strongly Agree	155	15.3%
	•	
Total	1016	100.0%





Learn-by-Doing

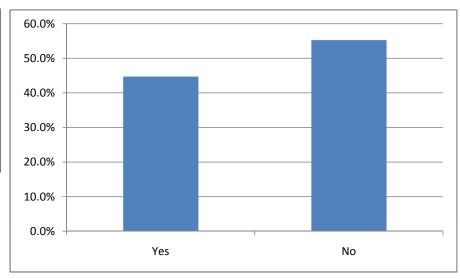
My experience of Learn-by-Doing at Cal Poly has met my expectations as a faculty/staff member	Count	% Response
Strongly Disagree	26	2.6%
Disagree	82	8.2%
Neither Agree nor Disagree	293	29.1%
Agree	471	46.8%
Strongly Agree	134	13.3%
Total	1006	100.0%





Scholarly Activities

Branch: Engagement in scholarly activities is an expectation for you in your position	Count	% Response
Yes	456	44.7%
No	564	55.3%
Total	1020	100.0%





Scholarly ActivitiesWhat percentage of your workload is devoted to the following activities?

Count of Responses	(Column Ref)	CG	СН	CI	CJ
		Teaching			
		or other			
Question Topic>		student-	Scholarship	Service	Other
		centered			
		work			
	0 - 10%	45	133	144	92
	11 - 20%	37	125	118	20
	21 - 30%	28	69	55	9
	31 - 40%		29	31	8
	41 - 50%		21	16	12
	51 - 60%	•	8	10	5
	61 - 70%	. •	5	10	13
	71 - 80%	•	2	10	5
	81 - 90%		3	8	6
	91 - 100%	21	5	19	7
	Total	440	400	421	177
Did not respond	to this question	16	56	35	279



Scholarly ActivitiesWhat percentage of your workload is devoted to the following activities?

% of Responses

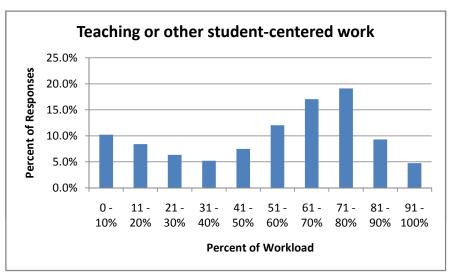
Question	Teaching or other student- centered work	Scholarship	Service	Other
0 - 10%	10.2%	33.3%	34.2%	52.0%
11 - 20%	8.4%	31.3%	28.0%	11.3%
21 - 30%	6.4%	17.3%	13.1%	5.1%
31 - 40%	5.2%	7.3%	7.4%	4.5%
41 - 50%	7.5%	5.3%	3.8%	6.8%
51 - 60%	12.0%	2.0%	2.4%	2.8%
61 - 70%	17.0%	1.3%	2.4%	7.3%
71 - 80%	19.1%	0.5%	2.4%	2.8%
81 - 90%	9.3%	0.8%	1.9%	3.4%
91 - 100%	4.8%	1.3%	4.5%	4.0%

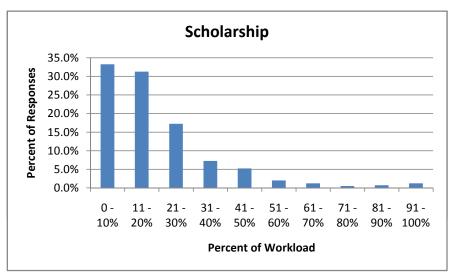


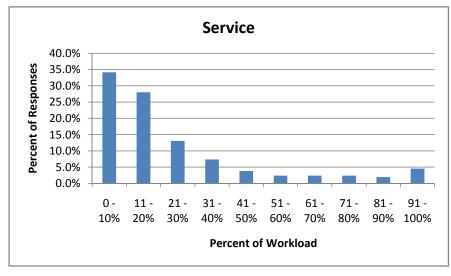
Scholarly Activities

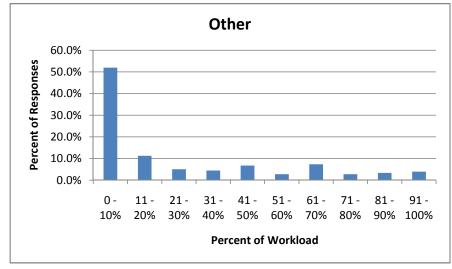
Percentages of responses

What percentage of your workload is devoted to the following activities?











Percentage of workload: Describe other here

100% of my work load is geared toward pre-college work, not towards current college students, but Cal Poly student assistants greatly benefit from the hands on experiences as stated above.

accreditation activities

Admin

Administer dept., supervise, etc.

administering graduate program

Administration

Administration

administration

administration

administrative

Administrative

Administrative duties

administrative duties associated with being a department chair

Administrative responsibilities

administrative responsibilities

Administrative work

Administrative, management

Advising and mentoring

answering the phone

ARCHITECTURAL PRACTICE

As a Support tech I do get to work with students directly on club projects and senior projects It is great to see how they apply what they have learned and how open they are to continue to learn.

behid the scenes

being there for the students when needed

Beyond typical service, spend a great deal of time working with students in independent study project, advising students for graduate school/employment and also run my own laboratory that focused on interdisciplinary design / build community projects (many of these activities fall outside of the workload distributions above). Bickering with faculty on things that have very little value. Note: I put 91%-100% on both teaching and sholarship because while my position is 100% teaching, my true love is research and thus I dedicate as much time to that endeavor.

Collaborative projects as needed

Community Service

consulting

consulting and external relations

consutling

Coordination of CSU statewide initiatives



Percentage of workload: Describe other here

Creating curriculum opportunities through the Landscape Advisory Committee.

data entry, account adjustment for student records

department chair

Department chair/head administration

Dept Chair

Dept. Chair

Directing and administrating a research center

Engaged in international projects that involves off campus activities

Error, please delete Other

Every day adminstration of my job duties.

faculty development

Getting out and meeting with people.

grant work

HIGHLY ADMINISTRATIVE

Hmm, this adds up to more than 100%, go figure. There has been general emphasis on scholarship, however, teaching loads and expectations have either remained the same or increased. I try to do both, but simply put the teaching load makes scholarship extremely difficult. I was told when I began at CP that service was de-emphasized, however, because we had so many retiring and near to retiring faculty, service and reinvigoration of the department fell on the disproportionate few. Service responsibilities have far exceeded my expectations, and have sadly and very seriously impacted teaching and scholarship.

I am a department chair, so this is difficult to answer. I am counting my administrative work as service.""

I am a Dept. Head. I am expected to do more...Yet there is only so much time and support...

I am mostly a consultant, and I just teach part time. Thus most of my workload is not related to teaching.

I assume I'm limited to 100%. I feel like I spend 140% in total... (90/30/20)

I devote my summers to scholarly activities; I do not have much time to engage in scholarly activities during the academic year because of high teaching/service demands

I have been expected to teach 25 hrs per week in contact hours, prepare for classes 10hrs per week, do service work of 15hrs per week, practice professionally 20 hrs per week, and do research and scholarship 20 hrs per week. And yes I work weekends (both sat. and sun.) and evenings.

I particiate full-time in County government, in planning and communications.

I'm an emertus professor who is teaching about 1/2 time

Leadership of various projects, assignments

management and administration beyond service

Marine Operations

marketing development

Our teaching load and lack of technology virtually eliminates most opportunities to pursue research.

Personal

Please note the over 100% total. These workload concepts rarely stand alone. Generally they always involve students in some aspect of learning.



Percentage of workload: Describe other here

Program coordination & administration (accreditation etc)

Publicity/Promotion, Event Organization

recruiting

refers to when I taught

Research

Research

Research

research

should equal 150%:)

Side consulting practice

So much of my time is devoted to teaching/student-centered work (about 60 hours/week), and then to committees, etc. (about 5-7 hours/week) that I have almost no time for scholarship. Which is disappointing because I would love to be more engaged in scholarship - and because it is expected of me. It is hard to maintain scholarship when support for humanities research is minimal (travel money only for presenting at conferences, rather than research) in the CLA. The University sends a mixed message by raising research requirements but not supporting research in terms of reduced teaching or committee work.

student advising

Student Teacher supervision

support and coordination of student centered work

supporting department planning

the RPT process has become overwhelming and a terrible time sink

There are way too many demands put on overworked faculty members to be able to remain actively engaged in professional development activity as the service burden increases and additional mandates are placed on us without release time being provided to meet these additional requirements. Something has to give.

total intentionally =s >100% b/c feel like am always working overload to get everything done

Way over 100%

Working way too much- no time for "life" based on what a reasonable work load should be (see % above)

Working with outside vendors to book and present performing arts events.

yes, I work overtime, much overtime.

Yes, that does add up to more than 100%.

Yes, this job does require 140% if you conduct significant research.



Scholarly ActivitiesI have been engaged in the following activities over the last two years.

Count of Responses

Question	Disagree	Agree	NA		Total	Did Not Respond
Engaged in: Applying for grants	133	238	71		442	14
Engaged in: Consulting/collaborating with government, industry, non-profits etc.	106	282	59		447	9
Engaged in: Editing/reviewing manuscripts for publishers	111	260	72		443	13
Engaged in: Exhibiting a work of art/design	187	54	187		428	28
Engaged in: Performing a work of music, theater, dance, etc.	192	24	205		421	35
Engaged in: Presenting at professional conferences	74	331	42		447	9
Engaged in: Publishing a scholarly work - paper, book, play, article, story, art piece, etc.	83	297	63		443	13
Engaged in: Reviewing grant applications	199	130	109		438	18



Scholarly ActivitiesI have been engaged in the following activities over the last two years.

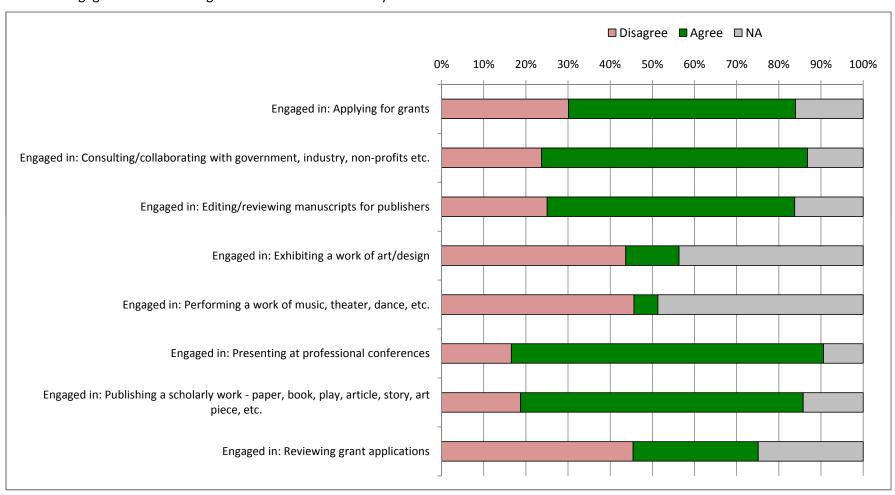
% of Responses

70 OF Nesponses					
Question	Disagree	Agree	NA		Total
Engaged in: Applying for grants	30.1%	53.8%	16.1%		100.0%
Engaged in: Consulting/collaborating with government, industry, non-profits etc.	23.7%	63.1%	13.2%		100.0%
Engaged in: Editing/reviewing manuscripts for publishers	25.1%	58.7%	16.3%		100.0%
Engaged in: Exhibiting a work of art/design	43.7%	12.6%	43.7%		100.0%
Engaged in: Performing a work of music, theater, dance, etc.	45.6%	5.7%	48.7%		100.0%
Engaged in: Presenting at professional conferences	16.6%	74.0%	9.4%		100.0%
Engaged in: Publishing a scholarly work - paper, book, play, article, story, art piece, etc.	18.7%	67.0%	14.2%		100.0%
Engaged in: Reviewing grant applications	45.4%	29.7%	24.9%		100.0%



Scholarly Activities

I have been engaged in the following activities over the last two years.



Preliminary Report Cal Poly Faculty Staff WASC Survey San Luis Obispo Scholarly Activities



I have been engaged in the following activities over the last two years, and I have incorporated them into my work with students.

Count of Responses

Question	Disagree	Agree	NA		Total	Did Not Respond
Incorporate TSM Activities: Applying for grants	198	141	101		440	16
Incorporate TSM Activities: Consulting/collaborating with government, industry, non-profits etc.	132	215	89		436	20
Incorporate TSM Activities: Editing/reviewing manuscripts for publishers	212	118	106		436	20
Incorporate TSM Activities: Exhibiting a work of art/design	165	49	214		428	28
Incorporate TSM Activities: Performing a work of music, theater, dance, etc.	169	21	230		420	36
Incorporate TSM Activities: Presenting at professional conferences	123	243	75		441	15
Incorporate TSM Activities: Publishing a scholarly work - paper, book, play, article, story, art piece, etc.	128	221	89		438	18
Incorporate TSM Activities: Reviewing grant applications	235	54	139		428	28



Scholarly Activities

I have been engaged in the following activities over the last two years, and I have incorporated them into my work with students.

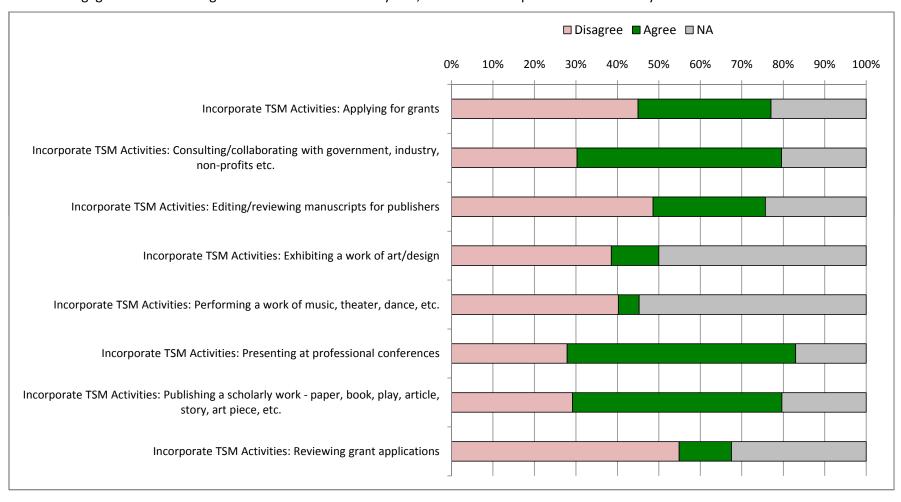
% of Responses

Question	Disagree	Agree	NA		Total
Incorporate TSM Activities: Applying for grants	45.0%	32.0%	23.0%		100.0%
Incorporate TSM Activities: Consulting/collaborating with government, industry, non-profits etc.	30.3%	49.3%	20.4%		100.0%
Incorporate TSM Activities: Editing/reviewing manuscripts for publishers	48.6%	27.1%	24.3%		100.0%
Incorporate TSM Activities: Exhibiting a work of art/design	38.6%	11.4%	50.0%		100.0%
Incorporate TSM Activities: Performing a work of music, theater, dance, etc.	40.2%	5.0%	54.8%		100.0%
Incorporate TSM Activities: Presenting at professional conferences	27.9%	55.1%	17.0%		100.0%
Incorporate TSM Activities: Publishing a scholarly work - paper, book, play, article, story, art piece, etc.	29.2%	50.5%	20.3%		100.0%
Incorporate TSM Activities: Reviewing grant applications	54.9%	12.6%	32.5%		100.0%



Scholarly Activities

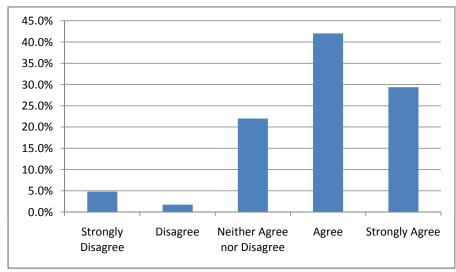
I have been engaged in the following activities over the last two years, and I have incorporated them into my work with students.





Scholarly Activities

Count	% Response
19	4.8%
7	1.8%
87	22.0%
166	42.0%
116	29.4%
395	100.0%
	19 7 87 166 116





Please explain your answer by describing an example from your own experience

A number of students have researched environmental issues associated with planning (e.g., water supply, riparian habitats, waste water treatment, strategic growth"), and I have been able to connect them with government agencies (State and County) for the most current data and policies."

A report was co-authored by 2 other faculty and 2 students. Focus groups were run using students and then presented with the help of students.

A scholarly in-house presentation gave information to students working on similar issues for a class presentation

As a part time instructor, I do not expect much support from the college as terms of professional development.

Bringing real world practice into the classroom is great experience for the students and helps keep the curriculum current.

But all our college cares about is writing journal articles - the rest does not matter. But it should. College of Business at Cal Poly.

Challenging myself and always being willing to learn from others by interacting at professional conferences is necessary so I can continue to teach and coach the student over time. Always being willing to learn more is a must.

Collaborating with outside agencies, schools, or organizations has helped students that i work with learn of resources that are availble to them to better prepare for their future.

Engineering students with whom I collaborated have stated that their work with me was so powerful that it has given new direction to their career aspirations.

Exhibiting artwork improves ones awareness in the discourse of contemporary art. The whole process of proposing an exhibition, creating artwork, working with new curators, and exhibiting is enriching and broadens relationships with other artists. Being reviewed is an important part of any exhibition and is a way one understands how artworks are interpreted and judged. It is exciting for students to see works in progress, attend a professors exhibition, and also to hear them give a lecture on their work in a public setting. It gives students a context for artworks as well as professional insight into a real world experience in the arts.

Expose students to comprehensive research projects that allows them to see and experience the rigors of academia.

For the students who are involved with grant writing, papers, conferences (which is a small percentage), the experience of administering a project is very valuable. I'm not convinced that this is what we should strive to educate all of the students in doing. It is very time intensive.

Going to a conference and returning with new ideas on scholarship of teaching. Delivering paper on latest research and including this in my teaching of courses

Grant writing experience -- students learn both HOW to write a grant and that this can be part of the work they choose to do as part of their future careers.

Had students present at a conference. Great experience for them.

Have several consulting projects I brought into the classroom

Have worked with students to collaborate on developing papers and great way of getting to learn when they must reflect on what they have learned. It also helps for students to see the class work framed regarding what was learned and how it related to the learning objectives.

I am a major contributor and member of the editorial board for the second edition of the Jepson Manual (the identification manual for California's wild plants). I use the 1st edition (for which I played a similar role) in my classes. Student input has been important in my participation through feedback, development and modification of my contributions. I incorporate new developments in the subject matter into my classes.

l am a student.

I am involved with stduents who work with middle and high school students. They participate in drama and public speaking competitions by coaching and judging as well as directing.



Please explain your answer by describing an example from your own experience

I am new to Cal Poly and have involved students in my research at the early stages (e.g., data collection) but none of those projects are at the writing or presentation stage yet where I could involve students in those activities. I expect that will happen in the next year or two.

I am not sure if this has had any impact on students so far.

I am preparing a paper for a conference later this year about one of the highest speed wet mechanical seals in the world, which I am working on presently, and I will give some of the details of that in my class this quarter.

I am presently working with a student to revise her senior project for submission to an academic journal.

I assisted several students with contacting businesses to offset the cost of their Senior Projects and how to present themselves to a business.

I believe that the projects that I have created and taught have supported faculty with effective teaching and learning with technology. The content I have create online, the online and hybrid courses I teach and the papers I have written. Presenting at conferences have allowed me to share my experience with other and network with like professionals. I believe everyone should pursue these in their professional development.

I brought four undergraduate students to a professional conference this winter and I think it exposed them to science in a way they had not really considered before.

I constantly use recent scholarly papers in my classes, many of which I wrote. Also, upon returning from a conference, we discuss some of the new whiz-bang" things happening in field."

I consult at two facitities which will be the place where graduates will work upon graduation.

I continually encourage graduate students to submit their work to professional conferences. This spring the premier conference in my field was held in San Francisco so traveled there with my students. While students did not present this spring, they will be submitting proposals to next year's conference. Attending this conference also offered them a broader, more comprehensive introduction to a discipline than I could offer.

I find the question confusing. I am answering in the sense that I have allowed students to participate in these aspects of my scholarly work, right? As I said previously, I provide opportunities for students to collaborate in my personal line of research.

I had to miss some class to present at a conference. Instead of not showing up, unexpectedly to the students, I explained where I was going and why. As an undergraduate I was unaware of these types of activities and feel it is beneficial for the students to understand where they are headed. I also had them present their own research as if at a conference. The more practice the better.

I have been working off campus and upon my return to cal poly I will find out about the impact of the incorporation of these activities.

I have completed a book which bears directly on my teaching load.

I have created a writing project for students that is a bare-bones grant proposal, though they don't quite see that. It has helped them focus on creating original ideas using original evidence, but it would be difficult to know whether this was truly better than some other equally challenging writing activity. I do think the project has helped students prepare for the senior project.

I have discussed the experiences at several conferences with my lab students.

I have not had any experiences with students regarding these topics.



Please explain your answer by describing an example from your own experience

I have obtained and oversee as a Program Manager some \$2.5 million of grants over my 25 years here at Cal Poly. Yet at the same time I am a full-time teacher and now full-time Dept. Head. Teaching must be our first priority yet in order to stay engaged we need to be involved in our profession in many ways. There just is no" support at Cal Poly for an applied research program. For example, how in the world can we expect a full-time teacher to do much in the area of applied research if they are "fully engaged" in their teaching. Cal Poly must make a choice, to hire more support staff and technicians to assist faculty; change appointments to be say 60% teaching, 40% research; centralize grants so that no extra compensation is provided but rather those funds are used to pay the 40% of the research function etc. We are just not properly organized to teach and do all the other things we do here at Cal Poly.

I have only one year of experience under my belt here at Cal Poly, so I haven't had much of a chance to incorporate my students into research as of yet.

I have reviewed quite a few publications and grant applications over the years, and I relate these to students as examples of either properly or poorly constructed research proposals that are examples for them when planning their senior projects, or as a method of letting them know how valuable their hands-on education is compared to some of the applicants who seemingly don't understand the practical nature of what they are proposing.

I have seen students mature and hone their abilities by crafting and writing up their practical research for conferences. This increases their confidence and opens up entirely new avenues they were not aware of.

I have tried to encourage students to develop senior projects and present at a regional conference but the students have not shown interest in doing so.

I hope to engage students in publishing a research paper, and possibly presenting research at a professional conference in the near future.

I incorporated projects from my NSF funded proposal into MCRO 424. This brought 9 students from the class into my lab to perform independent research projects.

I invited a student to work on data collection and wrote a paper with her as second author. We submitted it to a conference and were both very pleased to learn it won an award.

I involve my students almost all of my professional growth activities.

I involve my students in service learning (i.e., combines Teaching and Service) - though I do have a research assistant who is learning about primary research. I involve students in all aspect of scholarship. When they go on to graduate school or industry, they are much better prepared than their peers.

I often collaborate with industry representatives on applied research and other projects. When appropriate, I engage undergraduate or graduate students in these projects.

I publish a lot and I always encourage my (more talented) students to do the same by making the information available and helping them in any way I can.

recruited 20 student volunteers to help me conduct a national survey. This gave them valuable experience in data gathering and survey methods.

I review manuscripts related to what I teach. It has not only allowed me to grow in my understanding, but given me ideas for projects.

I routinely have students read and criticize my scholarly work as part of their educational experience.

I talk about my research all the time, especially in my Research and Writing Seminar. I think it's vital for students to understand that we are not just asking them to jump through hoops" so they can get the grade and graduate. By emphasizing my own research and publications, I show my students what professional historians actually do. This kind of "modeling" helps them to understand the importance of research and publication. It helps them to see the intellectual rewards that come from this kind of work. Hopefully, it will inspire at least some students to pursue such work after they leave Cal Poly."

I think it helps students better see the big picture" when they are actively involved. It takes in out of the classroom and into the "real world"."



Please explain your answer by describing an example from your own experience

I work in a sponsored program; students do not impact any of the administrative functions.

I work libel, copyright and privacy cases. I incorporate that practice into my media law classes. I can show students how the law works with a concrete first-hand example and stories from inside the litigation process.

I wrote a paper on what employers expect from college graduates. I use this information to generate interest and introduce lectures.

If I had time to engage actively in the traditional scholarship of my discipline, I am sure that it WOULD have a positive impact on student learning because it would continue to inform my teaching. With the current demands on my time, I am unable to do so.

I'm teaching a class on proposal writing

In accordance with a grant from the Carnegie Foundation and California Campus Compact, I redesigned and taught a general education class as a service-learning class for political engagement, in which students worked with a local non-profit organization. It had a profound effect on numerous students.

In directing Master's Thesis research project sponsored by a local company, my student and I both learned new approaches that I hope to incorporate into future graduate course offering.

In general, yes, it has a positive impact, but how much so usually depends on what courses I'm teaching.

In my profession we are currently going through a public relations blitz and governmental quarrel in order to protect our naming rights. As a member of our association I have been working by writing letters to congressmen and assemblymen to raise awareness of our profession and what it means to protect our name. This indirectly effects the students at Cal Poly. When they ask questions about any public relations issues or how to raise awareness for a cause I have the experience and background to point them in the right direction.

In the past year I have had three students present papers at conferences that they co-wrote. This experience has giving them extra confidence and exposure to other research.

Involving students in these activities gives them experiences that they may parlay into grad school or jobs upon graduation.

It is key for students to understand the currency of science and technology at the professional level.

I've allowed students to help design a framework for experimentation of some research ideas. By doing so, the students have a better understanding of these concepts and why the research is important.

I've incorporated fieldwork into the class by having the students participate/collect data.

I've used my own writing as an example of students in my writing classes.

Last week, in class, I explained how the a manuscript I had just reviewed used the day's course concept.

Most of my scholarly and grant-funded work involves developing curricular materials. I regularly class-test these materials with my students, and I occasionally involve upper-level students in helping to implement and assess these materials.

Most recently students assisted in producing an exhibition that highlighted the Civil Rights Movement at Cal Poly. Students were involved in all aspects of the project, including presenting at a conference. This project was not only rewarding for the students, but it the scholarship produced was a wonderful benefit to the campus and community. Their work also applied towards their applications for graduate studies and internship applications.

Most scholarship does little for student learning. Let's not kid ourselves.

MS students that write conference papers based on their thesis research. Contracting to local engineering firms with students

My Advanced GIS class takes on real projects with high expectations on the results. Surprisingly, students perform better when I set the expectations high.



Please explain your answer by describing an example from your own experience

My collaboration frequently provides feedback on how projects are implemented in real world situations. As a facilities professional, I provide consultation on applying field knowledge to project production.

My professional development involves working with teachers in the Santa Maria School system, and I've applied for and received grants to fund this work. Students have been involved in this work, either helping with workshops or developing/adapting lessons to teach in the classrooms. This has always had a positive effect on the students, sometimes resulting in them deciding to become teachers.

My research activity has allowed me to involve students in hands-on research.

My research assistants have helped me prepare for presentations at conferences. My senior project students have helped create information guides (based on research) for community task forces.

My research on historic hybrid sites links class lectures, Thai study program, HOnors program, and several student projects and senior projects.

My scholarly work has certainly impacted the way I approach my teaching, but has not been incorporated directly into my sessions with students (I do guest presentations in a variety of classes).

My scholarly work in the past two years was at a level too advanced for students to participate or benefit from.

My short research projects that have students complete a project and present a poster and write a paper for a professional journal give them a taste of what research at a real research university would be like.

My students and I create websites for local non-profit organizations. These websites provide scholarly content from our field to the public.

My students have collaborated with me on projects that include off-campus collaborators from government labs and other universities. We have also presented our work in papers and at conferences.

my teaching and scholarly activities dovetail to enhance my own interest and understanding and that translates into student learning

n/a

n/a

none of the examples of scholarly activities has included students so for them, it is worthless

None of this has impacted student learning.

NOT ENOUGH ACTIVITY TO SUPPORT AN ANALYSIS

NSF Noyce grant for student scholarships, papers in conference proceedings

Often, the research activities impact only a small number of students in comparison to the total number of students we are responsible for within the major.

One of my students is working as my research assistant. He was heavily involved in the application for a grant that allowed us to carry out an experimental study concerning the impact of political rhetoric on public support for foreign policies. The student was involved in every step of the project, from the grant application to the research design, the administration of the experiment and analysis of the findings. He is currently working on a senior project that is a spin-off of the original work we did. He also plans to go to graduate school with an emphasis on political communication.

Our research group is equally populated by graduate and undergraduate students who coauthor presentations and publications, serve as the presenter at conferences, etc. They similarly provide substantial input on grant applications and critical review of the work of others.

Papers at conferences have been incorporated into lectures.

participation at conferences inspires my teaching

people use the art as a tool for understanding the harsh reality of rape and sexual assault

Presenting research projects at professional conferences.



Please explain your answer by describing an example from your own experience

publishing article jointly with a Cal Poly student, presenting a talk (with a student co-author) at an international conference, senior projects, master thesa, etc.

Research added to a small module of two classes

Research and presentations at conferences that get incorporated in classes.

Research from sabbaticals has been contined at Cal Poly as senior projects

Reviewing manuscripts enables me to look carefully at other approaches to presenting material.

Same as previous examples.

Same as the last answer

Science and technology is advancing and students need the latest information, which oftentimes can not be found in a text book.

Senior project I direct typically constitute reconnaissance for my research. Students find this type of work exciting and meaningful. My research also helps students because it keeps me current in terms of topics in Geomorphology, and it also keeps my field-geology skills and reasoning skills honed, which are critical to being a geology professor.

Several star students continued into great schools/jobs.

Some applied research and professional consulting activities have had a highly positive effect on my teaching, providing material (experiments, ideas, data, etc.) for learn-by-doing lab work and Senior projects as well as helping me remain current in my field. Publishing papers and attending conferences has had a small positive effect but not enough to be worth the great amount of time taken away from instructional activities. This opinion is drawn from dozens of examples, too many to be described here.

Some projects can involve students, which is a positive thing for student learning. However, due to the heavy teaching load and strenuous scholarship requirements to achieve tenure, that time for research comes at the expense of teaching preparation and follow-up (which harms student learning), and from personal time, which lowers morale and physical well-being (which also harms student learning). Overall, the addition of research requirements on top of the already large teaching load has a negative impact on student learning.

Student Learning" narrowly defined is not affected directly by my professional publications. More broadly defined, the more I know and the more professional contacts and reading I do, the more valuable I am to my students as a teacher, counselor and club advisor.

Students are great at doing research but struggle with grant applications. Also, as soon as a student finishes their thesis they tend not to go after publishing due to their new job interfering.

Students are highly interested in what professors DO as professionals outside of the classroom--it is the prime example of learn by doing and learning outcomes--what is the result of an education. Students are fascinated in the scholarly debates out there, and the somewhat formalized system of developing classes sometimes excludes possibilities to incorporate new information and to be spontaneous in the classroom. Questions about the art market, fakes and forgeries, the latest interpretation of a major work of art, is the most interesting part of class at times. I found that students are surprised that I publish and aggressively debate my research and ideas in a broader scholarly arena. That we are scholars with a stake in things needs to be emphasized to students.

Students compare their research manuscript reviews to the ones I do as a consultant, then compare their insights to mine as a professional reviewer.

Students conduct research, write papers, make off campus presentations at scientific and community meetings.

Students have been a part of my industry work, as well as my research projects- and thus they have been to conferences with me to present, and have generated data and figures for grant applications.

Students have been involved in grant-writing proposals that directly affect their professional development.



Please explain your answer by describing an example from your own experience

Students have collected data for papers and posters. Students have a limited role in writing papers and posters.

Students helped the writing of a report for an outside agency by finding references and using supporting information.

Students learn from specific, tangible and relevant examples from professional practice in their major field. I work in public planning practice, which has immediate, practical applications in the classroom.

STudents RA's have learned about the research process.

students used a peer review process in reading one another's papers before submitting their final drafts

Students, when allowed by their college, are involved in producing professional publications. This involves photography, layout, writing, design and editing. It offers them a more overall experience of the real world not just one specific field.

Teaching and mentoring.

The areas in which I spend special time enhances my teaching. My students listen carefully when I talk about my own real-world experience.

The NSF grants that I have applied for and obtained are in the field of my expertise and directly related to what I teach in the classroom.

The opportunity of collaborating with students in the development of a manuscript for national presentation and/or publication permits a deeper and more meaningful ability for mentorship and collaboration. This is also the case in editing journals and books and including students in the process as collaborators, not just TA's

The opportunity to work with students in depth on my own research projects allows both of us the chance to consider new ideas and approaches. Their participation also allows them (hopefully) the chance to see how the research and presentation process actually works -- focusing on some of the tough decisions that researchers have to make when designing and implementing research.

the processes are experienced; the amount of time invested to produce a scholarly product is appreciated

The students I talk to seem appreciative as we talk about what real life experiences have been and are and how education will enhance and broaden their marketability.

The university has not been clearly rewarding faculty who engage students in this way.

There is really only one sense in which students have been involved in my work and that is as research assistants. However, even in that sort of case, what I have done is work with some philosophy majors on developing new courses, some of which have become part of the curriculum and some of which I have never proposed, as I can't take on more teaching. Those courses, however, were developed by me and my students and the experience seemed valuable especially to students who desire to become academics and hence, will develop other courses in the future.

These activities make me relevant to the students and allow me to relate the course matter to the external world of applied engineering. It motivates the students.

This is the same comment I made for Learn-by-doing: I employ students to conduct research projects from grants I acquire on and off campus. These projects range from model parametrization for invasive plant dispersal to assessing the aggressivity of new biofuel crops with physiologically-based models. We rent helicopters to survey islands off the California coast mapping invasive plants, then developing management plans to control those plants. My students are looking at the gene flow potential for genetically modified crops on campus.....and many more.

Three undergraduate students are coauthors on my last publication. They contributed significant parts of the analysis and text. They edited drafts of the paper as well. I was pleased that they could see the whole process of taking an analysis to publication. This is truly an education.

To exibit a work like I have done deveral times in the various galleries on campus creates the expectation of a real world application of a gallery and people coming to see it. Because we are taught to perform it makes us perform better and work harder, and stretch ourselves.

TOOK A GRADUATE STUDENT TO A CONFERENCE IN HAWAII WHERE WE BOTH PRESENTED A PAPER IN CONTROLS APPLICATION



Please explain your answer by describing an example from your own experience

Two of my master's students prepared abstracts and poster presentations of their thesis research for a national conference.

Undergrads tend to have their own interests, which dominate their thoughts and usually do not include anything being said in class by an instructor

We deal with the food bank of San Luis Obispo, we give any available food to them occasionally

We have taken several students to professional conferences in recent years

We teach Tactical Communication" to our staff, we have also taught it to our student employees."

When I presented at the professional conference I co-presented with students.

When I share experiences from my presentations, students clearly know that I am current with what is happening around the country.

Working with students on research articles has always caused students to pick up new information on a subject and find out if they desire to go on for graduate work.



Scholarly ActivitiesCal Poly has enough of the following resources to fully implement the Teacher-Scholar Model.

Count of Responses

Count of Responses									
Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	NA	Total	Did Not Respond	
Prevent TSM: Indoor lab or studio space	78	137	72	77	21	67	452	4	
Prevent TSM: Outdoor field space	22	43	106	117	46	112	446	10	
Prevent TSM: Student support (research or teaching assistants)	112	148	70	78	20	21	449	7	
Prevent TSM: Administrative support (accounting, clerical, logistics etc.)	81	134	78	108	28	20	449	7	
Prevent TSM: Technical support (lab, shop, computers, etc.)	69	130	93	105	22	28	447	9	
Prevent TSM: Collegial support (encouragement, help with teaching, informal mentoring etc.)	55	99	112	140	26	18	450	6	
Prevent TSM: Mentoring program	63	101	138	92	14	41	449	7	
Prevent TSM: Clarity of RPT expectations for scholarship	53	70	129	123	25	49	449	7	
Prevent TSM: Clarity of RPT expectations for teaching	43	50	119	153	37	48	450	6	
Prevent TSM: Clarity of RPT expectations for service	46	70	122	138	24	46	446	10	
Prevent TSM: Release time	138	122	101	36	18	36	451	5	
Prevent TSM: Equipment, instruments, and tools	71	122	100	98	17	43	451	5	
Prevent TSM: Materials and supplies	64	126	100	109	21	31	451	5	
Prevent TSM: Travel/conference funds	120	152	72	60	21	22	447	9	
Prevent TSM: Other	29	6	19	7	3	63	127	329	



Scholarly ActivitiesCal Poly has enough of the following resources to fully implement the Teacher-Scholar Model.

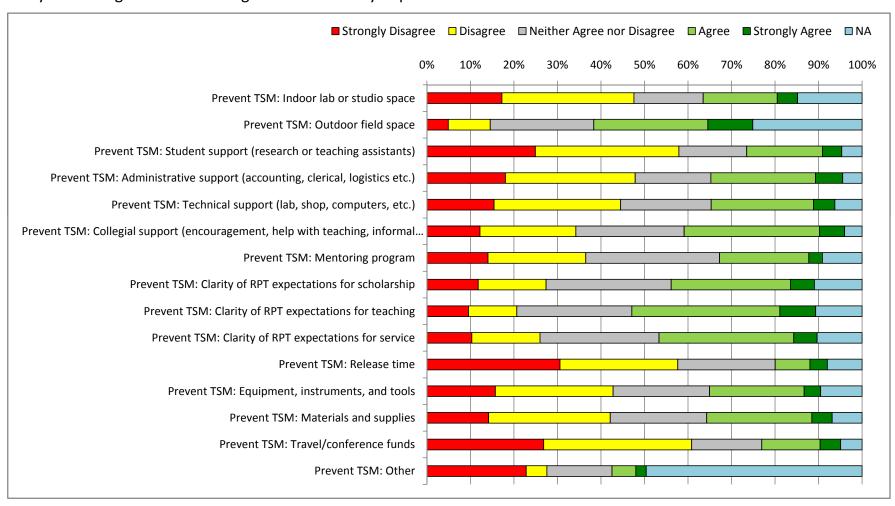
% of Responses

Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	NA	Total
Prevent TSM: Indoor lab or studio space	17.3%	30.3%	15.9%	17.0%	4.6%	14.8%	100.0%
Prevent TSM: Outdoor field space	4.9%	9.6%	23.8%	26.2%	10.3%	25.1%	100.0%
Prevent TSM: Student support (research or teaching assistants)	24.9%	33.0%	15.6%	17.4%	4.5%	4.7%	100.0%
Prevent TSM: Administrative support (accounting, clerical, logistics etc.)	18.0%	29.8%	17.4%	24.1%	6.2%	4.5%	100.0%
Prevent TSM: Technical support (lab, shop, computers, etc.)	15.4%	29.1%	20.8%	23.5%	4.9%	6.3%	100.0%
Prevent TSM: Collegial support (encouragement, help with teaching, informal mentoring etc.)	12.2%	22.0%	24.9%	31.1%	5.8%	4.0%	100.0%
Prevent TSM: Mentoring program	14.0%	22.5%	30.7%	20.5%	3.1%	9.1%	100.0%
Prevent TSM: Clarity of RPT expectations for scholarship	11.8%	15.6%	28.7%	27.4%	5.6%	10.9%	100.0%
Prevent TSM: Clarity of RPT expectations for teaching	9.6%	11.1%	26.4%	34.0%	8.2%	10.7%	100.0%
Prevent TSM: Clarity of RPT expectations for service	10.3%	15.7%	27.4%	30.9%	5.4%	10.3%	100.0%
Prevent TSM: Release time	30.6%	27.1%	22.4%	8.0%	4.0%	8.0%	100.0%
Prevent TSM: Equipment, instruments, and tools	15.7%	27.1%	22.2%	21.7%	3.8%	9.5%	100.0%
Prevent TSM: Materials and supplies	14.2%	27.9%	22.2%	24.2%	4.7%	6.9%	100.0%
Prevent TSM: Travel/conference funds	26.8%	34.0%	16.1%	13.4%	4.7%	4.9%	100.0%
Prevent TSM: Other	22.8%	4.7%	15.0%	5.5%	2.4%	49.6%	100.0%



Scholarly Activities

Cal Poly has enough of the following resources to fully implement the Teacher-Scholar Model.





Prevent TSM: Describe Other here

Adequate Classrooms

Appropriate teaching load

Attitude that scholarly activity is beneficial. Too many at Cal Poly want to be a big fish in a small pond and seem to almost resent when faculty have aspirations to play on a bigger field.

CAL POLY DOES NOT HAVE THE PHYSICAL PLANT TO SUPPORT LABORATORY BASED RESEARCH

Cal Poly expects you to publish like you were at a research institution, but then expects you to have a heavy teaching load, advise students, do department/university service, and so on. This situation creates incentives for faculty members to free ride, especially when it comes to department service. In addition, some older faculty members have retired w/out telling anyone that they've retired, if you know what I mean, and that is unacceptable.

Cal Poly provides little or no professional development support for non-tenure track faculty. CP assumes that non-tenure track do not engage in scholarship, so they neglect to provide funding and assigned time to these faculty.

Cal Poly should strive to maintain it's position as an undergraduate school, so the amount of "research" needed to maintain excellent teachers in not high. Cal Poly should NOT strive for R1 school models that are heavy on research, as this destroys the "teaching" aspect of the system for undergraduate students. If someone wants the MIT experience, let them go to MIT, but Cal Poly has few peers in undergraduate education, so we should stick to that. It would take decades to position Cal Poly as a top R1 university! Why would we want to do that?

Cal Poly's history is teaching, Cal Poly is woefully unprepared to proceed head long into other activities.

Cal Poly's learn by doing philosiophy has always harbored a suspuicion of purely academic work, which has bred some anti-intellectualism, rare in universities settings, which has had both positive and negative consequences for the scholarly life here.

Clarity of RPT expectations are not resources...

competent IT support

Continuity of graduate students, sufficient on-going time outside of teaching

culture of valuing academic scholarship in all disciplines

easy sharing of information among people with similar or complementary interests

grant infrastructure support/budget and payroll especially

Grant support

I do not have this inforamtion to answer accurately.

I mostly need release time and dedicated physical space

I publish and participate in conferences; seek major grants--my colleagues do not, yet the are tenured or are on the same tenure track as me. This is the danger with an over-emphaisis on teaching, scholarship (which fuels teaching) is left out or is left too ambigious in the process towards tenure.

If you want it, you better go out and get it on your own. Most administrators are more concerned with their career path.

Institutional infrastructure and tradition that ACTIVELY supports scholarship

large/medium general university lecture spaces (45-150 capacity)

lecturers/small class sizes

Library Resources - The Kennedy Library would need greater funding and development to truly be a research library for faculty. Teaching in area of specialty - Some faculty are not teaching in their area of specialization at the upper division level. Some teach more GE or lower division courses. Teaching upper division courses in their area of specialization would help faculty maintain currency. (Class size should be taken into consideration as well.)



Prevent TSM: Describe Other here

Library resources that support scholarly work.

Library resources to sustain collection development.

More administrative support is needed for helping with grant writing and development.

More incentives for collaborations outside of college and/or departments.

Mostly I have received off campus support for my projects

Need uniform and predictable workload release for those with active research programs. The biggest impediment to quality scholarly research at Cal Poly is the exorbitant teaching load and a lack of willingness to do anything about it.

NO annual report is produced that chronicles achievements...this is disheartening

Not enough time! Based on huge # of students and huge teaching loads

Release time for research is extremely, extremely important. There is by far not nearly enough of it. It is very, very hard to move forward with research.

Research infrastructure that enables research and rewards it.

Resources and lack of support are a constant complaint by both faculty and students. The biggest problem from my perspective is that classroom facilities are a joke. I taught in one large classroom last quarter whereby the lighting system was defunct for 6weeks from when it was reported. too many classrooms do not have wifi or internet access. Equipment is lax, chairs, desks and student seating is absurdly antiquated. Rooms are absurdly antiquated. Specific departments are allowed to have their own teaching rooms with their own equipment that other classes do not have access too, even during off hours. The cumulative loss of the 10 minutes for each class/per student/per faculty/per day is an astronomical waste! We should seriously consider erecting an updated teaching building like other universities have done. Learn by doing classrooms need learning equipment and tables and chairs not isolated islands of third-grader desks with chalkboard. Student learning labs and lounges are lacking for many departments.

Salarv

support for library provided information resources - not enough has been provided

Teaching load allows for time for scholarly activities

teaching load consistency with research expectations

The graduate school is a real hinderance in the grant writing process and is really holding us back.

The lack of stable, high-quality (PhD) student help should not be discounted.

The space made available to our department is WOEFULLY INADEQUATE and nobody at the dean's level seems to be very concerned about it despite repeated protest.

The teaching and service load itself is sufficient to cover 50 hours a week meaning that there is no actual institutional support for professional development time. The University actively discourages certain types of research, because of concerns about keeping donors happy.

The university does not support their full professors. There is a reverse hierarchy developing as a result of release time that is designated for probational faculty. There is a severe shortage of classroom space--a strange and unacceptable shortage for a university to have.

Too much time expectation for teaching to have time for the others.

We do not have the resources for the teacher-scholar model.

We don't have enough funds to fully support the teaching mission alone.

What money? Where is it available?



Prevent TSM: Describe Other here

Without PhD students (and significant release time), it is very difficult to conduct long term, deep scholarship.



Scholarly ActivitiesTo fully implement the Teacher-Scholar Model in my unit/department, I would be willing to:

Count of Responses

Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	NA	Total	Did Not Respond
Hire faculty members who are likely to pay for release time from teaching with external funds	39	48	94	142	52	74	449	7
Hire lecturers to substitute for faculty members with release time	31	39	64	178	68	69	449	7
Hire lecturers to reduce teaching load for permanent faculty	32	55	61	145	88	65	446	10
Hire teaching assistants to reduce teaching load for permanent faculty	54	55	51	137	85	65	447	9
Increase some class sizes to reduce overall teaching load for permanent faculty	89	95	45	102	56	62	449	7
Use college-based fee (CBF) funds to support scholarly activities	34	42	59	163	97	56	451	5
Use discretionary funds to support scholarly activities	14	12	54	202	111	55	448	8
Assign more time to supervision of student research or "by arrangement" units	11	25	96	157	94	64	447	9
Dedicate space to scholarly activities	8	15	80	168	113	61	445	11
Create faculty positions with specific amount of time assigned to scholarly activities	27	39	73	148	90	62	439	17
Other	3	0	18	9	22	77	129	327



Scholarly ActivitiesTo fully implement the Teacher-Scholar Model in my unit/department, I would be willing to:

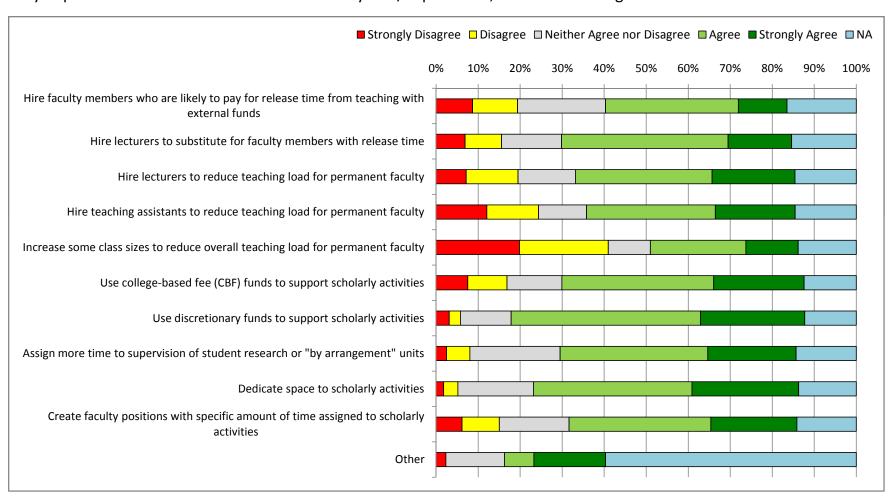
% of Responses

Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	NA	Total
Hire faculty members who are likely to pay for release time from teaching with external funds	8.7%	10.7%	20.9%	31.6%	11.6%	16.5%	100.0%
Hire lecturers to substitute for faculty members with release time	6.9%	8.7%	14.3%	39.6%	15.1%	15.4%	100.0%
Hire lecturers to reduce teaching load for permanent faculty	7.2%	12.3%	13.7%	32.5%	19.7%	14.6%	100.0%
Hire teaching assistants to reduce teaching load for permanent faculty	12.1%	12.3%	11.4%	30.6%	19.0%	14.5%	100.0%
Increase some class sizes to reduce overall teaching load for permanent faculty	19.8%	21.2%	10.0%	22.7%	12.5%	13.8%	100.0%
Use college-based fee (CBF) funds to support scholarly activities	7.5%	9.3%	13.1%	36.1%	21.5%	12.4%	100.0%
Use discretionary funds to support scholarly activities	3.1%	2.7%	12.1%	45.1%	24.8%	12.3%	100.0%
Assign more time to supervision of student research or "by arrangement" units	2.5%	5.6%	21.5%	35.1%	21.0%	14.3%	100.0%
Dedicate space to scholarly activities	1.8%	3.4%	18.0%	37.8%	25.4%	13.7%	100.0%
Create faculty positions with specific amount of time assigned to scholarly activities	6.2%	8.9%	16.6%	33.7%	20.5%	14.1%	100.0%
Other	2.3%	0.0%	14.0%	7.0%	17.1%	59.7%	100.0%



Scholarly Activities

To fully implement the Teacher-Scholar Model in my unit/department, I would be willing to:





Willing to do to support TSM: Describe Other here

A reduced teaching load, however it occurs, translates into more time for research. It really is as simple as that. I was so much more productive as a scholar the one quarter when I received release time for a class. It cut my teaching workload almost in half.

Allocate reduced teaching loads to most productive faculty members.

allow flexibility (e.g. course stacking) to provide structured scholarship time

As a former dean, I know how un-realistic most of this is even in less dire fiscal times than the present

AVOID THE UC MODEL OF TWO TIERS OF PROFESSORS!

Create an endowed chair fund raising program

Create RPT documents with very clear expectations and clearly described paths to promotion and tenure that include scholarly activities.

Develop a WTU structure that supports scholarship

Develop RPT guidelines that encourage faculty diversity in amount of time devoted to scholarship.

devote funds to paying for faculty research, some of which must be done overseas

Different faculty and different departments have diverse needs. Any and all approaces for better supporting the teacher-scholar model should be pursued

Difficult to make these decisions

Ease of shared space for long, short and medium term projects.

FERP PARTICIPANTS DO NOT PARTICIPATE IN THESE DECISIONS

Fund travel for research

Hire enough permanent faculty to allow for paid time devoted to scholarly activities.

am not at a level where I could do any of the above.

can't really give an answer for these questions without some specific context -- sorry!

I disagree with the premise of this question.

have never had a teaching assistant or a grader and I've been here 20 years.

I strongly object to the further polarization of faculty into a two-tiered system of researchers in disciplines where grant funding can buy out their service and teaching obligations vs. a class of eduational drudges, i.e. faculty who labor in disciplines where significant outside funding is not available.

I think scholarship can be supported best by administrators not micromanaging academic life and seek ways to honor academic freedom even over such slogans as learn by doing" or "excellence." "

I think the Teacher-Scholar model at Cal Poly should continue to maintain Teacher as the primary role, but increase support for a wide range of scholarship through increased tenure/tenure-track faculty with slightly reduced teaching loads.

If more faculty are hired to spend less time with the undergraduate students, then the learn by doing aspect of Cal Poly will suffer. Hiring more permanent faculty and spending them out a bit would be far better. Part time people often do not have the buy-in necessary to sustain long term instructional goals.

Merit pay for significant accomplishments.

more scholars in residence

my unit does not teach

Obtain a budget from the university that is reflective of the cost to operate the department, not simply the number of students in the department



Willing to do to support TSM: Describe Other here

Other" here actually refers to the question on class size: I don't mind teaching larger sized classes, providing I am not constrained by the writing requirmenets of writing intensive courses, as that would free up any time at all. In addition, it is important that if the jump in size is substantial, we get credit for 8 units, not merely 4, as otherwise, little is gained.

Provide compensation for scholarly activities. Right now our contract provides for service and teaching, but NOT research. We are somehow supposed to do that on our own time.

Reduce teaching load for all faculty to engage in scholarly activities. Create doctoral program to gain research & teaching assistants.

Reimburse teachers for teaching overload in exchange for release time for scholarly achtivities (or pay them)

RE-review all current faculty in light of their proven success and track record fulfilling the teacher/scholar model--and reward them release time, funding, and resources to support their proven success as opposed to hiring new faculty and giving them release time and greater perks. Support the faculty you have who are succeeding and set an example.

Re-thinking workloads would be an easy to address this guestion, in CLA, at least. Standard load of three classes a guarter is totally unreasonable.

THe university needs to set tyhe example...Departments need assistance in many ways for the teacher scholar model to work

TO CLARIFY ABOVE: I WOULD DEDICATE SPACE TO SCHOLARLY ACTIVITIES, IF I HAD IT!

Use of CBF money to pay for instruction is robbery of the students, plain and simple. That money should go to enhancing the educational experience and not paying faculty salaries. Students are being ripped off. Raise tuition, and don't play shell games with CBF money.

USE OUR BUDGET MORE WISELY!!!

We no longer need athletics, it's a luxury we can not afford.



Survey Form

Please copy and paste or enter the password provided in the email message into the space below. Then click on the button.

(USE ALL UPPER-CASE LETTERS FOR YOUR PASSWORD.)

Click Here to Begin Survey

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Introduction

Page 2

Fellow member of the Cal Poly community,

This survey will explore your perception of student engagement, your contribution to student learning, and your relationship to the following

- Our Polytechnic Identity.
- Learn-by-Doing.The Teacher-Scholar Model.
- Integration and Student Learning.

It should take no more than 20 minutes to complete.

You may use the Next and Back buttons at the bottom of each page to move through the survey. Do not use the regular Forward and Back buttons on your web browser. Depending on your screen, some pages may require you to use the scroll bar at the right of the screen to move down the page.

Your responses to all questions are confidential. Reports of survey results will be based on aggregate data and will not be presented in any way that could identify individuals with their responses. Your participation is voluntary, and choosing not to complete this survey, or any part of this survey, will not affect your relations with the University.

On behalf of the Steering Committee and Working Groups, I'd like to thank you for being a part of Cal Poly's self-study. Your contribution is vital to its success.

Bruno Giberti

Faculty Director

Next

4% Complete

Student Engagement

The following question will help us to understand your perception of the educational experience at Cal Poly. This can include curricular and co-curricular activities, as well as on- and off-campus employment.

Curricular activities are sponsored by Cal Poly; they provide learning opportunities and offer course credit. Examples include assisting in faculty research (for course credit), enterprise projects, fieldwork, the Honors Program, internships, minors, study abroad, service learning, and supplemental workshops in math and science.

Co-curricular activities are also sponsored by Cal Poly; they provide learning opportunities but do not offer course credit. Examples include assisting in faculty research (not for course credit), athletics, clubs and organizations, Greek Life, the Living/Learning Program, the MultiCultural Center, orientation programs such as WOW, performing arts, and student government.

How strongly do you agree or disagree with the following statement?

This kind of experience will help students in their personal and professional lives:

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Curricular activities		0	0	0	0	0
Co-curricular activities		0	0	0	0	0
On-campus employment		0	0	0	0	0
Off-campus employment		0	0	0	0	0
	Back	Next				

7% Complete

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Transition to ULO DLO

Page 4

Student Learning

The next set of questions will examine your awareness of the University Learning Objectives (ULOs) and the Diversity Learning Objectives (DLOs) as well as your contribution to student learning.

Back

Next

11% Complete

Student Learning

How strongly do you agree or disagree with the following statement?

I am aware of Cal Poly's University Learning Objectives.

- O Strongly Disagree
- O Disagree
- O Neither Agree nor Disagree
- O Agree
- O Strongly Agree

Back

Next

15% Complete

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Student Learning

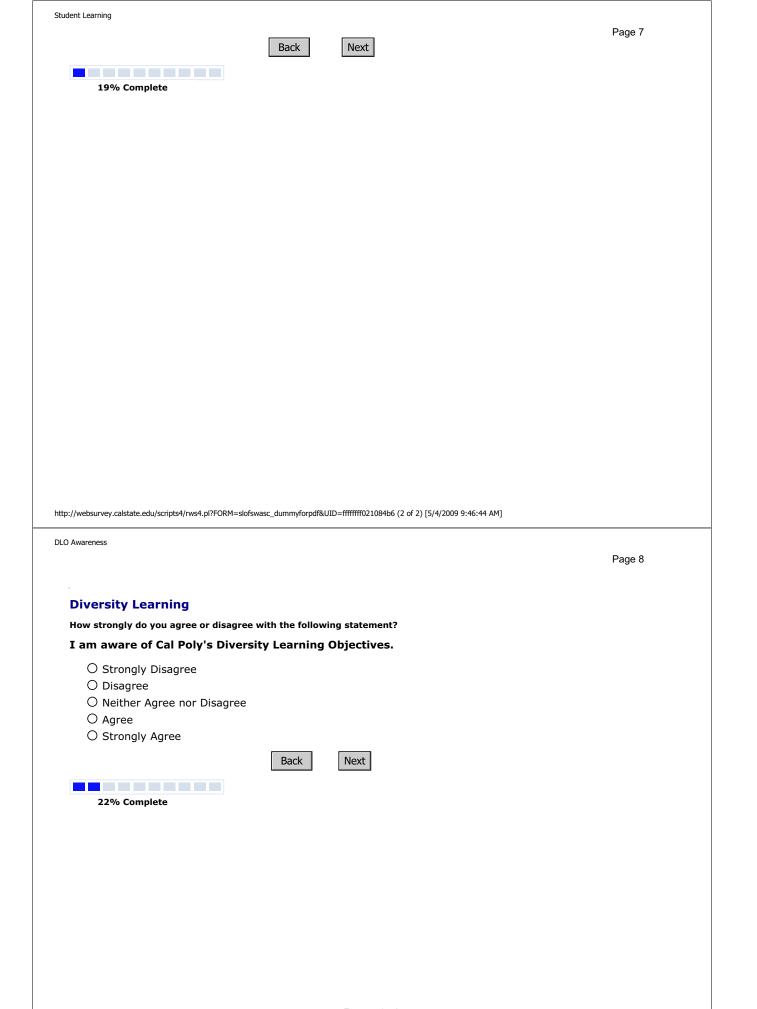
Page 6

Student Learning

In working with Cal Poly students, how often do you stress the following skills?

	Never	Rarely	Sometimes	Very Often	Always	NA
Think critically	0	0	0	0	0	0
Think creatively	0	0	0	0	0	0
Communicate effectively	0	0	0	0	0	0
Demonstrate expertise in a scholarly discipline	0	0	0	0	0	0
Understand a scholarly discipline in relation to the larger world of the arts, sciences, and technology	0	0	0	0	0	0
Work productively as individuals	0	0	0	0	0	0
Work productively in groups	0	0	0	0	0	0
Use knowledge and skills to make a positive contribution to society	0	0	0	0	0	0
Make reasoned decisions based on an understanding of ethics	0	0	0	0	0	0
Make reasoned decisions based on a respect for diversity	0	0	0	0	0	0
Make reasoned decisions based on an awareness of issues related to sustainability	0	0	0	0	0	0
Engage in lifelong learning	0	0	0	0	0	0

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Diversity Learning

In working with Cal Poly students, how often do you stress the following skills?

	Never	Rarely	Sometimes	Very Often	Always	NA	
Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally	0	0	0	0	0	0	
Demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities	0	0	0	0	0	0	
Consider perspectives of diverse groups when making decisions	0	0	0	0	0	0	
Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own	0	0	0	0	0	0	
Back	Nex	t					
26% Complete							

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Transition to OPI

Page 10

Our Polytechnic Identity

The WASC self-study is entitled "Our Polytechnic Identity in the 21st Century." The next set of questions will ask you to consider a series of statements that might describe aspects of this identity both now and in the future.

Back

Next

30% Complete

Where Are We Now?

The following is a list of hopes and ambitions for Cal Poly. How strongly do you agree or disagree with these statements? Please tell us where Cal Poly is now.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The senior project is a culminating experience that engages all of the University Learning Objectives (ULOs).	0	0	0	0	0
All of our programs - both curricular and co-curricular - embrace the challenge of Learn-by-Doing.	0	0	0	0	0
All of our colleges contribute to our identity and reputation as a polytechnic university.	0	0	0	0	0
All of our graduates display both depth and breadth; they are ready to practice citizenship and enter industry, graduate school, or the professions.	0	Ο	0	0	0
All of us - faculty, staff, and administration - share a responsibility with our students for student learning.	0	0	0	0	0
We make plans on the basis of evidence, especially the evidence of student learning.	0	0	0	0	0

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Our Polytechnic Identity Current					
We understand and appreciate that learning takes place in many venues; these include curricular and cocurricular experiences, as well as onand off-campus employment.	0	0	0	0	Page 12
We recognize a special responsibility for STEM (science, technology, engineering and math) education, while we affirm the importance of all our programs, including those in the arts, humanities, and professions.	Ο	0	0	0	0
We are accountable to our students, our colleagues, and our external stakeholders - parents, employers, and citizens.	0	0	0	0	0
We are engaged with the world outside the university.	0	0	0	0	0
We collaborate; we understand that education, like knowledge, is a shared project.	0	0	0	0	0
We recognize an inclusive community as a prerequisite to excellence.	0	0	0	0	0
We develop graduate programs consistent with our institutional mission.	0	0	0	0	0
We engage in scholarship to develop knowledge and maintain professional currency.	0	0	0	0	0
We have an agile curriculum that prepares students for a changing world.	0	0	0	0	0

Our Polyt	echnic Identity Current					
						Page 13
	We promote sustainability in our curriculum and we practice it in our operations.	0	0	0	0	0
Wh	nat else do you think defines our curren	nt identity?			_	
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Our Polytechnic Identity Future

Page 14

Where Are We Going?

33% Complete

The following is a list of hopes and ambitions for Cal Poly. How strongly do you agree or disagree with these statements? Please tell us where Cal Poly should be in 10 years.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The senior project is a culminating experience that engages all of the University Learning Objectives (ULOs).	0	0	0	0	0
All of our programs - both curricular and co-curricular - embrace the challenge of Learn-by-Doing.	0	0	0	0	0
All of our colleges contribute to our identity and reputation as a polytechnic university.	0	0	0	0	0
All of our graduates display both depth and breadth; they are ready to practice citizenship and enter industry, graduate school, or the professions.	0	Ο	0	0	O
All of us - faculty, staff, and administration - share a responsibility with our students for student learning.	0	0	0	0	0
We make plans on the basis of evidence, especially the evidence of student learning.	0	0	0	0	0

Page 161

Our Pol	rtechnic Identity Future					D 45	
	We understand and appreciate that learning takes place in many venues; these include curricular and cocurricular experiences, as well as onand off-campus employment.	0	0	0	0	Page 15	
	We recognize a special responsibility for STEM (science, technology, engineering and math) education, while we affirm the importance of all our programs, including those in the arts, humanities, and professions.	0	0	0	0	0	
	We are accountable to our students, our colleagues, and our external stakeholders - parents, employers, and citizens.	0	0	0	0	0	
	We are engaged with the world outside the university.	0	0	0	0	0	
	We collaborate; we understand that education, like knowledge, is a shared project.	0	0	0	0	0	
	We recognize an inclusive community as a prerequisite to excellence.	0	0	0	0	0	
	We develop graduate programs consistent with our institutional mission.	0	0	0	0	0	
	We engage in scholarship to develop knowledge and maintain professional currency.	0	0	0	0	0	
	We have an agile curriculum that prepares students for a changing world.	0	0	0	0	0	
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Our Pol	rtechnic Identity Future					Page 16	
	We promote sustainability in our curriculum and we practice it in our operations.	0	0	0	0	0	
w	hat else do you think should define our f	uture identi	ty?		1		
	Back	Next					
	37% Complete						

Learn-by-Doing

Cal Poly is well known for its commitment to Learn-by-Doing. The next set of questions will probe your understanding and experience of this active approach to teaching and learning.





41% Complete

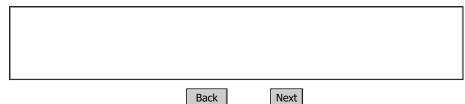
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Define LBD 1

Page 18

Learn-by-Doing

Based on your experience at Cal Poly, how would you define Learn-by-Doing?





44% Complete

	Page 19
earn-by-Doing	
Based on your experience at Cal Poly, which of the following areas propportunities for Learn-by-Doing? (Check all that apply.)	ovide students with the most
☐ Courses in the GE curriculum	
☐ Courses in the GE curriculum	
☐ Courses in the minor curriculum	
☐ The senior project	
☐ Off-campus programs (includes study abroad)	
☐ Co-curricular activities	
☐ On-campus housing	
☐ Employment on campus	
☐ Employment off campus	
Pack Novt	
Back Next	
48% Complete	
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	Page 20
	Page 20
Comparison 3	Page 20
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Learn-by-Doing Of the following activities, which most closely embody the student excal Poly? (Check all that apply.) Clubs Collaborative work Competitions Construction projects	
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Learn-by-Doing Of the following activities, which most closely embody the student excal Poly? (Check all that apply.) Clubs Collaborative work Competitions Construction projects Co-op/internship Creative/expository writing Debate/discussion	
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Learn-by-Doing Of the following activities, which most closely embody the student excal Poly? (Check all that apply.) Clubs Collaborative work Competitions Construction projects Co-op/internship Creative/expository writing Debate/discussion Design projects Enterprise projects Fieldwork Fine-art projects/performances Laboratory work Research papers/projects Service learning	
Learn-by-Doing Of the following activities, which most closely embody the student extended and poly? (Check all that apply.) Clubs Collaborative work Competitions Construction projects Co-op/internship Creative/expository writing Debate/discussion Design projects Enterprise projects Fieldwork Fine-art projects/performances Laboratory work Research papers/projects Service learning Speeches/presentations	
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52% Complete

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LBD Faculty Engaged 4

Page 22

Learn-by-Doing

Do you agree or disagree with the following statements?

I have been engaged in the following activities over the last two years, and I have incorporated them into my work with students.

	Agree	Disagree	NA
Clubs	0	0	0
Collaborative work	0	0	0
Competitions	0	0	0
Construction projects	0	0	0
Co-op/internship	0	0	0
Creative/expository writing	0	0	0
Debate/discussion	0	0	0
Design projects	0	0	0
Enterprise projects	0	0	0
Fieldwork	0	0	0
Fine-art projects/performances	0	0	0
Laboratory work	0	0	0
Research papers/projects	0	0	0
Service learning	0	0	0
Speeches/presentations	O Page 165	0	0

LBD Faculty Engaged 4				
Supplemental works science	shops in math and	0	0	Page 23
Other		0	0	0
Describe Other here				
This has had a positive	impact on student le	arning.		
O Strongly Disagree O Disagree				
O Neither Agree nor I	Disagree			
O Agree O Strongly Agree				
O NA				
Please explain your an	swers by describing a	n example from your	own experience.	
	Back	Next		
56% Complete				
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LBD Importance 5				Page 24
Learn-by-Doing				
How strongly do you agree o				
Cal Poly's emphasis on university.	Learn-by-Doing was	important in my choo	osing to take a pos	sition at this
O Strongly Disagree				
O Disagree O Neither Agree nor I	Disagree			
O Agree	oug. oc			
O Strongly Agree				
	Back	Next		
59% Complete				
59% Complete				

Learn-by-Doing

How strongly do you agree or disagree with the following statement?

My experience of Learn-by-Doing at Cal Poly has met my expectations as a faculty/staff member.

- O Strongly Disagree
- O Disagree
- O Neither Agree nor Disagree
- O Agree
- O Strongly Agree

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63% Complete

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TSM Activity 1

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Scholarly Activities

Engagement in scholarly activities is an expectation for many faculty and staff members at Cal Poly. These activities can include applying for grants, consulting with government, editing manuscripts, exhibiting a work of art, performing a work of music, presenting at professional conferences, and publishing a paper.

Is engagement in scholarly activities an expectation for you in your position?

Yes

O No

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Next

67% Complete

Scholarly Activities

What percentage of your workload is devoted to the following activities?

									-	91 - 100%
Teaching or other student-centered work	0	0	0	0	0	0	0	0	0	0
Scholarship	0	0	0	0	0	0	0	0	0	0
Service	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
escribe Other here										

Next

70% Complete

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TSM in Classroom 3

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Scholarly Activities

Do you agree or disagree with the following statement?

I have been engaged in the following activities over the last two years.

	Agree	Disagree	NA
Applying for grants	0	0	0
Consulting/collaborating with government, industry, non-profits etc.	0	0	Ο
Editing/reviewing manuscripts for publishers	0	0	0
Exhibiting a work of art/design	0	0	0
Performing a work of music, theater, dance, etc.	0	0	0
Presenting at professional conferences	0	0	0
Publishing a scholarly workpaper, book, play, article, story, art piece, etc.	0	0	0
Reviewing grant applications	0	0	0

Back Next

74% Complete

Scholarly Activities

O Strongly Disagree

78% Complete

O Neither Agree nor Disagree

O Disagree

Do you agree or disagree with the following statements?

This has had a positive impact on student learning.

I have been engaged in the following activities over the last two years, and I have incorporated them into my work with students.

	Agree	Disagree	NA
Applying for grants	0	0	0
Consulting/collaborating with government, industry, non-profits etc.	0	0	0
Editing/reviewing manuscripts for publishers	0	0	0
Exhibiting a work of art/design	0	0	0
Performing a work of music, theater, dance, etc.	0	0	0
Presenting at professional conferences	0	0	0
Publishing a scholarly workpaper, book, play, article, story, art piece, etc.	0	0	0
Reviewing grant applications	0	0	0

O Agree						
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TSM in Classroom 4						
						Page 30
O Strongly Agree						
O Don't Know						
Please explain your answer by	v describing a	n example	e from vou	r own experi	ience.	
- rease expraint your uncores by	,		, c	· cim capen		
	Back	Next				

TSM Resources 5

81% Complete

Scholarly Activities

The Teacher-Scholar Model presumes that good teachers must also be engaged in scholarly activities if they are to remain current in their disciplines.

How strongly do you agree or disagree with the following statement?

Cal Poly has enough of the following resources to fully implement the Teacher-Scholar Model.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	NA
Indoor lab or studio space	0	0	0	0	0	0
Outdoor field space	0	0	0	0	0	0
Student support (research or teaching assistants)	0	0	0	0	0	0
Administrative support (accounting, clerical, logistics etc.)	0	0	0	0	0	0
Technical support (lab, shop, computers, etc.)	0	0	0	0	0	0
Collegial support (encouragement, help with teaching, informal mentoring etc.)	0	0	0	0	0	0
Mentoring program	0	0	0	0	0	0
Clarity of RPT expectations for scholarship	0	0	0	0	0	0
Clarity of RPT expectations for teaching	0	0	0	0	0	0

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					Pa	age 32
Clarity of RPT expectations for service	0	0	0	0	0	0
Release time	0	0	0	0	0	0
Equipment, instruments, and tools	0	0	0	0	0	0
Materials and supplies	0	0	0	0	0	0
Travel/conference funds	0	0	0	0	0	0
Other	0	0	0	0	0	0

Other		0	0	0
Describe Other here				
	Back	Next		

Scholarly Activities

85% Complete

How strongly do you agree or disagree with the following statement?

To fully implement the Teacher-Scholar Model in my unit/department, I would be willing to:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	NA	
Hire faculty members who are likely to pay for release time from teaching with external funds	0	0	0	0	0	0	
Hire lecturers to substitute for faculty members with release time	0	0	0	0	0	0	
Hire lecturers to reduce teaching load for permanent faculty	0	0	0	0	0	0	
Hire teaching assistants to reduce teaching load for permanent faculty	0	0	0	0	0	0	
Increase some class sizes to reduce overall teaching load for permanent faculty	0	0	0	0	0	0	
Use college-based fee (CBF) funds to support scholarly activities	0	0	0	0	0	0	
Use discretionary funds to support scholarly activities	0	0	0	0	0	0	
Assign more time to supervision of student research or "by arrangement" units	0	0	0	0	0	0	
Dedicate space to scholarly activities	0	0	0	0	0	0	

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TSM Support 6							
						Pa	ige 34
Create faculty positions with amount of time assigned to sactivities		0	0	0	0	0	0
Other		0	0	0	0	0	0
Describe Other here	Back	Next					

Demographics

Position Classification

- O Physicians (Unit 1 includes veterinarians)
- O Health Care Support (Unit 2)
- O Operations & Support Services (Unit 5)
- O Clerical & Administrative Support Services (Unit 7)
- O Technical & Support Services (Unit 9)
- O Faculty (Unit 3 includes coaches, counselors, and librarians)
- O Academic Support (Unit 4)
- O Skilled Crafts (Unit 6)
- O Public Safety (Unit 8)
- O Academic Student Employees (Unit 11)
- O Confidential Classes (C99)
- O Excluded Classes (E99)
- O Executive Management Classes
- O Management Personnel Plan (MPP)

Rank (if applicable)

- O Assistant/Head Coach
- O Librarian or Professor
- O Associate Librarian or Professor
- O Full Librarian or Professor
- O Lecturer
- O Student Services Professional (SSP) I, II, III or IV

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Demographics 1

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O Other

O NA



89% Complete

Demographics

Demographics	
Division affiliation	
 Academic Affairs (includes CAFES, CAED, OCOB, CENG, CLA, and COSAM as well as Academic Personnel Admissions, Athletics, Continuing Education, Financial Aid, Information Technology Services, Library Services, and Research and Graduate Programs) Administration and Finance (includes Cal Poly Corporation, Performing Arts Center, Facilities Planning/Services, and University Police) President's Office Student Affairs University Advancement Don't Know 	
College affiliation (if applicable)	
 Agriculture, Food & Environmental Sciences Architecture & Environmental Design Business Engineering Liberal Arts Science & Math NA Back Next 93% Complete http://websurvey.calstate.edu/scripts4/rws4.pl?FORM=slofswasc_dummyforpdf&UID=ffffffff021084b6 [5/4/2009 9:47:38 AM]	
Demographics 3 Page 38	
Demographics Programme Technologies (1997)	
Are you full-time or part-time?	

- O Full-time
- O Part-time

What kind of student do you mostly work with?

- \bigcirc Lower division undergraduate
- O Upper division undergraduate
- O Graduate
- O More than one kind of student
- O NA/Don't Know

Years on Campus

- O 0 to 5 years
- \bigcirc 6 to 10 years
- \bigcirc 11 to 15 years
- O 16 to 20 years
- O 21 to 25 years
- O 26 to 30 years
- O 31 to 35 years
- O 36 to 40 years
- O 41 to 45 years
- O 46 or more years

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96% Complete

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Demographics 4

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Demographics

Age

- O Under 20
- O 20-29
- O 30-39
- O 40-49
- O 50-59
- O 60-69
- O 70 or over

Gender

- O Female
- O Male

Ethnicity

- O African American
- O Asian American
- O Native American
- O Hispanic/Latino
- O White
- O Other

This is the last page of questions in the survey. Your system may take a moment to respond after you hit the Submit Completed Survey button.

Back

Submit Completed Survey

100% Complete

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Thank You

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Thank you for taking the time to complete this survey. If you have any questions please contact Vice Provost David Conn (dconn@calpoly.edu) or Professor Bruno Giberti (bgiberti@calpoly.edu). You can also visit Cal Poly's WASC website www.wasc.calpoly.edu> for complete information on the University's self-study.