



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

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE  
Tuesday, November 4, 2008  
01-409, 3:10 to 5:00pm

- I. Minutes: approval of Executive Committee minutes for October 14, 2008 (pp. 2-3).
- II. Communications and Announcements:
- III. Reports:
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost:
  - D. Statewide Senate:
  - E. CFA Campus President:
  - F. ASI Representative:
  - G. Caucus Chairs:
  - H. Other:
- IV. Consent Agenda:
- V. Business Item(s):
  - A. Academic Senate and University committee vacancies: (pp. 4-6).
  - B. Assigned time for Sustainability Committee chair.
  - C. Approval of committee members for GE Area A/C and BIF Committees: (pp. 7-10).
  - D. Approval of internal reviewers for CLA and CSM program reviews: (p. 11: Due to volume of material, nominations/vitae sent as separate attachments. Attachments sent to ExecCom members only).
  - E. Resolution on New Degree Programs for Social Sciences: Hannings, chair of Curriculum Committee (pp. 12-19).
- VI. Discussion Item(s):

Agenda reports: more emphasis on reports as need for information sharing increases.
- VII. Adjournment

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

**MINUTES OF**  
**The Academic Senate Executive Committee**  
**Tuesday, October 14, 2008**  
**01-409,3:10-5:00 p.m.**

- I. Minutes: The minutes of September 23, 2008 were approved as presented.
- II. Communications and Announcements: Curriculum Committee chair, Dave Hannings, announced the beginning of the curriculum review cycle.
- III. Reports:
  - A. Academic Senate Chair: none.
  - B. President's Office: none.
  - C. Provost: Koob reported that his first charge as provost is to begin the strategic planning process on campus. Instead of creating yet another committee to address this, a WOO will be set up with all the reports on strategic planning created by various groups and will allow everyone the opportunity to critique. It is urgent to understand what Cal Poly want to achieve since we are facing a significant potential of mid-year budget reductions. In addition, we need to better manage student enrollment in order to give our students a change to graduate in an effective way and increase our graduation rate.
  - D. Statewide Senate: Senator Foroohar announced that the first meeting was held last week in Long Beach, where several resolutions were discussed including one on hiring practices during a budget crisis. Senator LoCascio serves on the Lower Division Transfer Practice (LDTP) Committee, which is discussing the lack of agreement between community junior colleges and the CSu.
  - E. CFA Campus President: Saenz announced that information regarding the PPI process has been distributed.
  - F. ASI Representative: none.
  - G. Caucus Chairs: none.
  - H. Other: none.
- IV. Consent Agenda: none.
- V. Business Items:
  - A. Academic Senate and University committee vacancies: The following were approved:  

<u>College of Architecture and Environmental Design</u> Instruction Committee	Stephen Phillips, Architecture
 <u>Committee Chairs</u>	
Budget and Long Range Planning Committee	John Soares, Journalism
Instruction Committee	Stephen Phillips, Architecture

Research and Professional Development Committee  
Sustainability Committee

Franz Kurfess, Computer Science  
Kate Lancaster, Accounting

Accommodation Review Board  
University Diversity Enhancement Council

Steve Kane, College of Education  
Jeff Sklar, Statistics

- B. Approval of Shannon Stephens as senator for PCS (replaces Juliette Duke for the remainder of the 2008-2009 term): M/SIP to approve Shannon Stephens as PCS senator for 2008-2009.
- C. Approval of assigned time for committee chairs: The following were approved:

Academic Senate Chair	John Soares	22.5 WTUs
Academic Senate Vice Chair	Steve Rein	4WTUs
Curriculum Committee	Dave Hannings	12WTUs
Distinguished Scholarship Award Committee	Don Choi	4WTUs
Distinguished Teaching Award Committee	Mike Geringer	4WTUs
Faculty Affairs Committee	Manzar Foroohar	4WTUs
Fairness Board	Craig Baltimore	3WTUs
Grants Review Committee	Ken Griggs	4WTUs
Instruction Committee	Stephen Phillips	4WTUs
Research & Professional Development	Franz Kurfess	4WTUs
Academic Council on International Programs	James Keese	4WTUs

Assigned time for the Sustainability Committee was tabled.

- D. Resolution on Office of Sustainability (Sustainability Committee): Lancaster presented this resolution, which requests the establishment of an office of sustainability. Resolution was returned to committee for further clarification.
- E. Resolution on Funding for Sustainability (Sustainability Committee): Lancaster presented this resolution, which encourages the University to consider sustainability as a focus for the next capital campaign conducted by University Advancement. Resolution was returned to committee for further clarification.
- F. Review and approval of Distinguished Teaching Award Committee procedures (Distinguished Teaching Award Committee): Geringer requested that the current procedures be used this year while a new process is considered for next year. M/SIP to approve the process for 2008-2009 as presented.

VI. Discussion Items:

- A. Faculty Social Hour: James Harris requested that the social hour continue one more year while ways of improving the event are considered. The Academic Senate will continue to coordinate the event, but will "train" key people in each college for future events. M/SIP to endorse the continuation of social hour.

VII. Adjournment: The meeting was adjourned at 5:10 p.m.

Submitted by,



Gladys Gregory  
Academic Senate

## **STATEMENTS OF INTEREST RECEIVED FOR ACADEMIC SENATE COMMITTEE VACANCIES FOR 2008-2010**

### **COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENTAL SCIENCE**

Curriculum Committee (2008-2009)

Instruction Committee

### **COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN**

Faculty Affairs Committee (2008-2009)

### **COLLEGE OF EDUCATION**

Distinguished Scholarship Award

Distinguished Teaching Award (2008-2009)

Fairness Board

Sustainability Committee (2008-2009)

### **COLLEGE OF ENGINEERING**

CURRICULUM COMMITTEE (2008-2009)

Lanny Griffin, Biomedical and General Engineering (Tenured)  
I was appointed.

### **COLLEGE OF SCIENCE AND MATHEMATICS**

Budget and Long Range Planning Committee

Colleen Kirk, Mathematics (Tenured - 7 years at Cal Poly)

As a newly-tenured faculty member, I readily admit that I have no experience dealing with the University budget. However, I do have a strong sense of organization and the ability to prioritize even among disparate items. These qualities and my ability to learn quickly make me confident that I will be a good addition to the Budget and Long Range Planning Committee.

While admitting a lack of experience with the University budget, I do not wish to indicate a total lack of knowledge regarding budgeting and long range planning. The first principle of strategic planning is to have a clear and precise understanding of goals and priorities. At Cal Poly, these include maintaining the highest quality of instruction, fostering professional development aimed at the advancement and application of knowledge, and providing public service to the community and state. Ancillary to these main goals are maintaining good administrative and support structures as well as providing for upkeep of the physical plant and equipment.

While the input of Cal Poly faculty into budgeting decisions may be limited, I think it is still important for the faculty to understand how the administration makes decisions regarding the budgeting of resources.

Planning areas of particular interest to me at this time include faculty loads and the maintenance of a diverse and robust student body.

I hope that you will look favorably on my request to serve on the Budget and Long Range Planning Committee. Thank you for your consideration.

#### Distinguished Scholarship Award

David Hey, Kinesiology (Tenured track)

A newly hired faculty member brings the energy and motivation to the table. Additionally, I have a desire to meet other members of the university culture. The importance to become acquainted with the workings of a committee on this campus will serve as a launching pad for my own work, which at some point I hope will be "distinguished" in the field of health education. I have only served on one or two committees before (in the military) so I would bring a level of energy to the table.

I am making some assumptions here, so excuse me if I am off the point; yet I am almost certain there will be some reading involved in the duty of serving on this committee. I do have extensive experience in content analysis as a research method so I have some expertise in reviewing, narrowing, and compartmentalizing written materials (mostly journals). If we had to pull together dossiers on candidates for decision making --- 1 could help "cluster" points of interest and help the committee narrow or aid in defining what points are higher on a mutually conceived hierarchical scale (for example).

Example of strength of pulling together and quantifying thematic material:

Two major projects (thesis and dissertation) both were concerned with narrowing information.

The past three years I served on the IDS (Integrated Delivery System) Board and CAIB (Community Action and Information Board) in the USAF. I represented the hospital and clinics at Grand Forks AFB in North Dakota. I am familiar with the importance of working together (IDS: 8-15 people/CAIB 30-45 people) and appropriating workloads evenly and fairly to different organizations (really individuals). We did this by identifying strengths of each organization or agency and then tasking each person in the room. People not present would often times be tasked too (ha). Attendance was always outstanding!

### **PROFESSIONAL CONSULTATIVE SERVICES**

Budget and Long Range Planning Committee (2008-2009)

Distinguished Teaching Award (2008-2009)

Fairness Board

Grants Review Committee (2008-2009)

**UNIVERSITY COMMITTEES**

ADVISORY COMMITTEE ON WORKPLACE VIOLENCE -1 Vacancy, 2008-2010 term

CAL POLY PLAN STEERING COMMITTEE - 1 Vacancy, 2008-2009 term

CAMPUS PLANNING COMMITTEE - 1 Vacancy, 2008-2010 term

COORDINATING COMMITTEE ON AIDS AND HIV INFECTION - 1 Vacancy, 2008-2010 term

DEANS ADMISSION ADVISORY COMMITTEE - 1 Vacancy - must be a member of the Academic Senate Budget and Long Range Planning Committee, 2008-2009 term

INTELLECTUAL PROPERTY REVIEW COMMITTEE - 1 Vacancy each CSM and CENG, 2008-2011 term

STUDENTS WITH DISABILITIES ADVISORY COMMITTEE -1 Vacancy, 2008-2010 term

UNIVERSITY PLANNING & BUDGET ADVISORY COMMITTEE - 1 Vacancy - must be a member of the Academic Senate Budget and Long Range Planning Committee, 2008-2009 term

## 1. GE Area AIC Committee (Communication/Arts and Humanities)

Appointment: The GE Governance Committee appoints GE Area Committee members after consultation with the Academic Senate Executive Committee. **Consultation** means making a positive or negative recommendation.

- There are six members on the GE Area AIC Committee, which advises the GE Governance Committee on courses and policies in the A and C areas of Communication/Arts and Humanities.
- Josh Machamer has applied for the one vacancy on the committee.
- Continuing members on the Area AIC Committee are also listed for reference only.
- Terms are normally for three years and are staggered to promote continuity.

### Candidate applying

Name	Department	College	Recommend	Do Not Recommend (and why)
Josh Machamer	Theatre and Dance	CLA		

Continuing Area AIC Committee members			
Name	Department	College	Term Expires
Jim Conway	Communication	CLA	2009
Don Choi	Architecture	CAED	2011
Paul Marchbanks	English	CLA	2011
Stephen Lloyd Moffett	Philosophy	CLA	2009
Kathryn Rummell	English	CLA	2009

### Josh Machamer - Statement of Interest

I would like to enhance my commitment to the university and its goals of General Education Curriculum. I am very interested in the standards by which all students must adhere to and am looking forward to helping students in the areas of English, Liberal Arts and Performance via GE Areas A and C.



## Statement of Interest

Name: Josh Machamer

College: CLA

Department: Theatre & Dance

Status - please check one:

☐ Tenure track

☐ Lecturer

☒ Tenured

DFERP

Number of Years at Cal Poly: 6

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Which committee do you wish to serve on? GE Area A/C Committee

Incumbent? ☐ Yes ☒ No

*If you are presently ending your term on a committee, you must indicate your interest in continuing on that committee for an additional term by returning this form.*

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### Statement of Interest

*Please provide a brief statement of interest including accomplishments, expectations, projects, goals, etc., as they relate to the committee's charge.*

I would like to enhance my commitment to the university and its goals of General Education Curriculum. I am very interested in the standards by which all students must adhere to and am looking forward to helping students in the areas of English, Liberal Arts and Performance via GE Areas A and C.



## 2. GE Area B/F Committee (Science and Mathematics|Technology)

Appointment: The GE Governance Committee appoints GE Area Committee members after consultation with the Academic Senate Executive Committee. **Consultation** means making a positive or negative recommendation.

- There are six members on the GE Area BIF Committee, which advises the GE Governance Committee on courses and policies in the Band F areas of Science and Mathematics|Technology.
- George Lewis has applied for the one vacancy on the committee.
- Continuing members on the Area BIF Committee are also listed for reference only.
- Terms are normally for three years and are staggered to promote continuity.

### Candidate applying:

Name	Department	College	Recommend	Do Not Recommend (and why)
George Lewis	Mathematics	CSM		

### Continuing Area B/F Committee members are listed below:

Name	Department	College	Term Expires
Gregory Bohr	Social Sciences	CLA	2009
David Gillette	English	CLA	2009
Fred DePiero	Electrical Engineering	CENG	2011
Ken Hillers	Biology	CSM	2009
Elena Levine	Biology	CSM	2009

### George Lewis- Statement of Interest

I have a longstanding interest in and a long record of service to general education.

## Statement of Interest

Name: George Lewis

College: CSM

Department: Mathematics

Status – please check one:

☐ Tenure track

☐ Lecturer

☐ Tenured

☒ FERP

Number of Years at Cal Poly: 20

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Which committee do you wish to serve on? GE Area BIF Committee

Incumbent? ☐ Yes ☒ No

*If you are presently ending your term on a committee, you must indicate your interest in continuing on that committee for an additional term by returning this form.*

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### Statement of Interest

*Please provide a brief statement of interest including accomplishments, expectations, projects, goals, etc., as they relate to the committee's charge.*

I have a longstanding interest in and a long record of service to general education.

October 28 2008

## **Internal Reviewers nominated for CLA and CSM program reviews**

### **COLLEGE OF LIBERAL ARTS**

<b><u>Program being reviewed</u></b>	<b><u>Nominee</u></b>	<b><u>Approve</u></b>
English (BA and MA)	Elena Keeling	_____
Graphic Communication	Jay Singh	_____
History	Don Choi	_____
Liberal Studies (BA and BS)	1st choice, Kent Morrison	_____
	(see note on fonn)	_____
	2nd choice, Chance Hoellwarth	_____
Music	Linda Vanasupa	_____

### **COLLEGE OF SCIENCE AND MATHEMATICS**

<b><u>Program being reviewed</u></b>	<b><u>Nominee</u></b>	<b><u>Approve</u></b>
Mathematics (BS and MS)	Ignatios Vakalis	_____
Statistics (BS)	Louise Berner	_____

Adopted:

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

AS- -08

RESOLUTION ON  
NEW DEGREE PROGRAMS FOR SOCIAL SCIENCES

- 1 WHEREAS, The Social Sciences Department is requesting that its current degree, BS in Social  
2 Sciences, be replaced by two new degrees titled BS in Anthropology-Geography  
3 and BA in Sociology; and  
4
- 5 WHEREAS, This change was recommended by the Social Sciences Program Review  
6 Committee in 2006 and has been carefully evaluated and endorsed by the College  
7 of Liberal Arts Curriculum Committee, the dean for the College of Liberal Arts,  
8 and the Academic Senate Curriculum Committee; therefore be it  
9
- 10 RESOLVED: That the Academic Senate endorse the phased elimination of the BS in Social  
11 Sciences degree and the concurrent implementation of two new degrees through  
12 the Social Sciences Department-BS in Anthropology-Geography and BA in  
13 Sociology.

Proposed by: Academic Senate Curriculum Committee  
Date: October 17, 2008

Cal Poly, San Luis Obispo

Summary Statement of Proposed New Degree Program for  
Academic Senate

1. Title of proposed program:

Degree: Bachelor of Science in Anthropology and Geography

2. Reason for proposing the program:

Cal Poly currently offers only a degree in Social Sciences, which includes a broad range of courses from Anthropology, Geography, and Sociology. The report from the 2005 external review of the department suggested strongly that the Social Sciences degree be replaced with two degrees: one in Anthropology-Geography and the other in Sociology. Creating two separate degrees will allow students to focus more on the individual disciplines, which will provide them with an improved education resulting in better employment opportunities and preparation for graduate school.

Based on the program strengths, student interest, and the greater emphasis on global issues in Anthropology-Geography, it was felt that we could serve students better by combining those two disciplines.

3. Expected student learning outcomes and methods for assessing outcomes:

Students in the Anthropology-Geography Major will graduate with an enhanced ability to:

1. understand and appreciate the cultural and physical attributes of major world regions, key regional issues and linkages between regions, the processes that shape cultural change and interaction, and international development issues.
2. demonstrate an in-depth knowledge of human ecology with specific emphasis on the ecological, demographic, genetic, developmental, and epidemiological dimensions of modern human adaptations and their evolutionary foundations over time and space.
3. comprehend the historical place of humans around the globe and apply acquired skills for cultural resource management and conservation.
4. analyze the processes that shape the earth's physical environment (e.g. climate, landforms, water, soils, biota, and ecosystems), the distribution of natural resources, and the ways in which humans utilize natural resources and impact the environment with an emphasis on sustainability.

5. apply scientific research methodology and design, including the ability to collect, synthesize, and interpret qualitative and quantitative cultural and ecological data using a variety of methods including the utilization of geo-spatial technologies (GIS, remote sensing, and GPS).
6. critically analyze issues from multiple perspectives and communicate results effectively.
7. synthesize information and utilize acquired skills locally and globally to improve the state of the environment and the human condition by applying cultural, ecological, and spatial knowledge, methods, and techniques.

*Methods for assessing outcomes:*

- 1) Exit examinations or course embedded assessments with questions focused on the key concepts in Sociology
- 2) Student, graduating senior, and alumni surveys
- 3) Yearly evaluation of a sample of senior projects
- 4) Other methods, to be developed/explored

4. Anticipated student demand:

<u>Anthropology-Geography</u>	Number of Students		
	<u>at initiation</u>	<u>3 years after initiation</u>	<u>5 years after initiation</u>
Number of Majors	50	125	125
Number of Graduates	10*	50	150

\*The SOCS major currently has approximately 250 majors and graduates approximately 70 each year. It is anticipated that some current SOCS students will, with good planning, be able to convert to the new degree program within the first year.

Indicate briefly what these projections are based upon:

These figures are based on current enrollments and graduation rates for the Social Sciences degree. Student surveys indicate that the new degrees will each attract approximately half of the existing majors, with slightly more Sociology majors.

5. If additional resources (faculty, student allocations, support staff, facilities, equipment, etc.) will be required, please identify the resources needed and from where you expect them to come:

This degree proposal involves no new resources; current resources are being redistributed between the two proposed degrees, which will remain in a single department.

6. *If the program is occupational or professional*, briefly summarize evidence of need for graduates with this specific education background:

N/A

7. *If the new program is currently a concentration or specialization*, include a brief rationale for conversion:

As stated prior, students in the SOCS major currently take courses in all three areas offered by the department: Anthropology, Geography, and Sociology. A recent program review and the long-held view of the department is that students would be served better by creating separate degree programs. The current core classes and concentrations are being reconfigured to reflect two degree programs.

8. *If the new program is not commonly offered as a bachelor's or master's degree*, provide a brief, compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree major that has potential value for students:

Anthropology and Geography are typically offered as two separate degree programs. However, in looking at Cal Poly's students' interests, the strengths of the faculty's teaching and research interests, and Cal Poly's interests in increasing students' ability to interact effectively in global contexts and to promote sustainability, it was felt that combining these majors into a single degree program would better serve students, faculty, and the university alike. Addressing issues such as sustainability in a global and cultural context, will prepare students to take on positions in International NGOs, and in government and private sector jobs.

9. Briefly describe how the new program fits with the mission and/or strategic plan for the department, college, and university:

The Cal Poly mission statement specifies that Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment where students and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while

encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

With classes in anthropological theory and quantitative methods, supplemented with internship opportunities, the Anthropology-Geography degree promotes the application of theory to practice. Anthropology is the study of humanity and it is intrinsically focused on issues of ethnic and biological diversity and thereby supports Cal Poly's emphasis on cultural diversity and social responsibility. Cultural Geography is likewise focused on human societies and social behavior and, as a discipline, also supports the university's emphasis on diversity. Physical Geography focuses on the earth sciences and scientific methods related to climatology, remote sensing, and Geographic Information Systems (GIS) and helps support the university's efforts in science education, especially as they relate to sustainable development.



Cal Poly, San Luis Obispo

Summary Statement of Proposed New Degree Program for  
Academic Senate

1. Title of proposed program:

Degree: Bachelor of Arts in Sociology

2. Reason for proposing the program:

Cal Poly currently offers only a degree in Social Sciences, which includes a broad range of courses from Anthropology, Geography, and Sociology. The report from the 2005 external review of the department suggested strongly that the Social Sciences degree be replaced with two degrees: one in Anthropology-Geography and the other in Sociology. Creating two separate degrees will allow students to focus more on the individual disciplines, which will provide them with an improved education resulting in better employment opportunities and preparation for graduate school.

3. Expected student learning outcomes and methods for assessing outcomes:

In addition to the broad and comprehensive university objectives, the specific learning objectives for majors in sociology would include the following:

1. Majors in sociology will achieve an international/global perspective of cultures and societies along with knowledge of other social and cultural systems.
2. Majors in sociology will develop an understanding of the problems and implications the United States as a multicultural, pluralistic society must address.
3. Majors in sociology will learn to apply a holistic/integrated approach to current social problems on a local, regional and global level.
4. Majors in sociology will come to appreciate the way social groups and structures influence individual behavior and the way individual behavior influences social groups and structures.
5. Majors in sociology will develop skills concerning the primary information collection, or research techniques used by modern sociology.
6. Majors in sociology will grow in their ability to think critically concerning important issues facing our society and societies in a global perspective.
7. Majors in sociology majors will be able to demonstrate the writing skills necessary to communicate effectively in their work and their personal lives.
8. Majors in sociology will be prepared to enter a broad range of careers which employ the insights and skills of sociology, and they will as well, if they so choose,

prepare for further graduate training in sociology and other fields of study which can draw on the breadth of training is the discipline of academic sociology.

*Methods for assessing outcomes:*

- 1) Exit examinations or course embedded assessments with questions focused on the key concepts in Sociology
- 2) Student, graduating senior, and alumni surveys
- 3) Yearly evaluation of a sample of senior projects
- 4) Other methods, to be developed/explored

4. Anticipated student demand:

<u>Sociology</u>	Number of Students		
	<u>at initiation</u>	<u>3 years after initiation</u>	<u>5 years after initiation</u>
Number of Majors	60	135	135
Number of Graduates	10*	60	160

\*The SOCS major currently has approximately 260 majors and graduates approximately 70 each year. It is anticipated that some current SOCS students will, with good planning, be able to convert to the new degree program within the first year.

Indicate briefly what these projections are based upon:

These figures are based on current enrollments and graduation rates for the Social Sciences degree. Student surveys indicate that that the new degrees will each attract approximately half of the existing majors, with slightly more Sociology majors.

5. If additional resources (faculty, student allocations, support staff, facilities, equipment, etc.) will be required, please identify the resources needed and from where you expect them to come:

This degree proposal involves no new resources; current resources are being redistributed between the two proposed degrees, which will remain in a single department.

6. *If the program is occupational or professional*, briefly summarize evidence of need for graduates with this specific education background:

N/A

7. *If the new program is currently a concentration or specialization, include a brief rationale for conversion:*

As stated prior, students in the S&CS major currently take courses in all three areas offered by the department: Anthropology, Geography, and Sociology. A recent program review and the long-held view of the department is that students would be served better by creating separate degree programs. The current core classes and concentrations are being reconfigured to reflect two degree programs.

8. *If the new program is not commonly offered as a bachelor's or master's degree, provide a brief, compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree major which has potential value for students:*

N/A

10. Briefly describe how the new program fits with the mission and/or strategic plan for the department, college, and university:

The Cal Poly mission statement specifies that Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment where students and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

With classes in social theory and quantitative methods, supplemented with internship opportunities, the Sociology degree promotes the application of theory to practice. Much of the Sociology curriculum explores issues related to ethnic and racial diversity and, in so doing, supports Cal Poly's emphasis on cultural diversity and social responsibility.