A LIVING SYMBOL

Cal Poly’s New Mascot Program Brings The Mustang Way to Life
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**ON COVER:**
Moonstar, Cal Poly’s new live mustang mascot, on campus in October.

**PHOTO BY CHRIS LESCHINSKY**
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Cal Poly Dedicates Baker Center for Science & Mathematics

Although students have been putting the facility to good use since the start of fall quarter, Cal Poly officially dedicated the new $119 million, 189,000-square-foot Warren J. Baker Center for Science & Mathematics at a ceremony Nov. 1.

“Every Cal Poly student will take at least one course in this building. Many will take quite a few more,” said College of Science and Mathematics Dean Phil Bailey, who was a driving force behind the creation of the facility. “This is your building!” he added, calling out to students from each of the university’s six colleges.

Named for President Emeritus Warren J. Baker, under whose leadership the project was originally commissioned, the center has been in the works in some form for 20 years. Construction began in 2010.

President Jeffrey D. Armstrong described how essential the new facility is to the university’s mission. “This building was designed with particular attention to serve our core educational philosophy – Learn by Doing,” he said. “In the Baker Center, Learn by Doing opportunities abound: students grapple with real-world problems, they immerse themselves in hands-on research, and they collaborate in leading-edge labs and study spaces.”

For many of the supporters who contributed to the building project, the ceremony was the first opportunity to experience the fruits of their generosity. “I would love to learn there, and I’m sure students will too,” said Rob Rossi (B.S., Architecture, 1975), an early donor to the campaign for the new building. “I’m a long time supporter of Dr. Baker and his goal of integrating science and math onto the campus. The building really epitomizes that.”

Fourth-year liberal studies student Ashlee Evonc expressed gratitude to all those who made the new facility possible. “Donors and supporters like you make our learning experience one we will never forget,” she said.

In his remarks, Baker acknowledged the challenges, triumphs and collaborators involved in developing of building, before reflecting on his role in the Cal Poly legacy. “This building, and the buildings that bear the names of President Robert E. Kennedy and President Julian McPhee, all have something in common — they have lots of room for students to learn cooperatively,” he said. “I’m very proud and humbled to be a part of the magnificent history of Cal Poly.” —Larry Peña
Cal Poly has been rated the best public-master’s university in the West in the U.S. News and World Report’s 2014 America’s Best Colleges guidebook — the 21st consecutive year the university has earned the label. Cal Poly ranked ninth in the magazine’s overall list of the West’s best universities, including both public and private institutions that provide “a full range of undergraduate and master’s-level programs but few, if any, doctoral programs.”

“Cal Poly’s excellence is deep and enduring, as shown by our continued success in this prestigious ranking,” said President Jeffrey D. Armstrong. “This honor belongs to our dedicated faculty and staff members, who provide the backbone of the Learn by Doing experience. And it belongs to our loyal alumni, whose generous support enriches the educational experience that transforms our students into the innovative leaders and resourceful professionals who can help solve society’s most difficult challenges.”

Cal Poly’s College of Engineering was named the fourth best public-master’s engineering program in the country, behind the U.S. Military Academy, U.S. Air Force Academy and the U.S. Naval Academy. —Matt Lazier

Engineering Students Float Ideas in Reduced Gravity Aircraft

A team of five Cal Poly Engineering students conducted hands-on experiments in near-zero gravity this summer as part of NASA’s Reduced Gravity Education Flight Program at Johnson Space Center in Houston. The undergraduate Cal Poly team was one of just six in the nation selected to conduct experiments related to current NASA research.

The near-weightless environment was achieved aboard NASA’s G-Force One, a modified 727 Boeing airliner nicknamed the “Weightless Wonder.” The microgravity aircraft produces periods of weightlessness lasting up to 25 seconds when it is put through a series of extreme parabolic maneuvers in an unpopulated area over the Gulf of Mexico.

The Cal Poly experiment demonstrated the ability of a free-floating system to locate a point of interest and track it autonomously in real time for an extended period. The work contributes to technology currently in development by NASA to allow spacecraft to make unmanned landings on remote, rough-terrain surfaces, such as the moon or Mars.

Cal Poly team members included Christian Hume, a fourth-year electrical engineering major; Brandon Bussjaeger, a fourth-year computer science major; Sara Lillard, an aerospace engineering senior; and Jenna Becker and Bodin Rojanachaichanin, both mechanical engineering seniors. —Amy Hewes

Cal Poly Engineering students experience zero gravity through a NASA research program. COURTESY PHOTO
Wine & Viticulture Program Elevated to Department Status

Cal Poly’s College of Food, Agriculture & Environmental Sciences (CAFES) announced that its popular Wine & Viticulture Program has become an official department. The designation reflects the rapid growth of the program. With 250 students, Cal Poly’s Wine & Viticulture Department is the largest of its kind in the nation and has enrolled more than 90 new students this year.

“This is a reflection of the popularity of our program, our outstanding climate for producing high-end wines, and the fact that we are the only university to offer a comprehensive program covering enology, viticulture and wine business,” said Wine & Viticulture Department Head Jim Cooper.

Cal Poly’s program is the only one of its kind to offer an integrated educational program that focuses on three concentration areas: enology, viticulture and wine business. All students in the department conduct hands-on work in vineyards and wineries, where they produce a number of wine varietals. In addition, all students participate in paid internships at renowned domestic and international wineries. —Chris Murphy

Philosophy Professor Receives NSF Grant for Cyberwarfare Project

Cal Poly Philosophy Professor Patrick Lin received a grant of nearly $500,000 from the National Science Foundation (NSF) for “Safeguarding Cyberspace with Ethical Rules for Cyberwarfare,” a collaborative project with the Naval Postgraduate School and Western Michigan University. Lin and his team seek to address the ethics of cyberwarfare. Though there is a growing amount of literature on cyberspace technology and strategy, Lin noted there is a need to study the ethics of cyberwarfare to guide law and policy.

Cyberwarfare challenges standard existing legal frameworks governing armed conflict, including the assumption that war must require kinetic or physical attacks. Because military assets are difficult to penetrate, cyberwarfare has great potential to be directed at civilian infrastructure.

“Clear international law and policy can help limit the impact of cyberwar on civilians and safeguard cyberspace itself,” Lin said. The project will aim to discover how cyberwarfare conforms, or can be made to conform, to war principles such as discrimination and deception.

Lin is director of the Ethics + Emerging Sciences Group at Cal Poly and is the author of books, articles and presentations on cyberspace, robotics and related topics. —Katie VanMeter
Cal Poly Earns High Rankings for Grad Salaries

Cal Poly ranked 58th out of 1,016 colleges and universities nationwide in a September report by the website Payscale.com. The site evaluates schools based on graduates’ earning potential. Cal Poly also ranked 12th on the list of all public schools and 9th out of 96 schools on the West Coast.

In the first year that Payscale.com broke rankings down further by major, Cal Poly also earned high marks for graduates in computer science, biology and business.

The rankings are based on mid-career median salary data collected from 1.4 million employees who have bachelor’s degrees but no higher degree.

“These rankings are a reflection of our graduates and the fact that they are prized in the workplace,” said Cal Poly President Jeffrey D. Armstrong. “We’re proud that our graduates are recognized for their contribution to their industries and their communities.”

In a separate report published by the website last spring, Cal Poly also ranked high for overall return on investment -- graduate earning potential as compared to tuition costs.

For more details on how the university fared in the latest rankings, visit www.payscale.com/college-salary-report-2014.

— Larry Peña

Cal Poly Announces Institute for Advanced Technology & Public Policy

Cal Poly President Jeffrey D. Armstrong has announced the creation of the Institute for Advanced Technology & Public Policy, founded and led by former state Sen. Sam Blakeslee. The interdisciplinary institute will develop practical solutions to societal issues by informing statewide public policy through advanced technology. The institute already has three projects up and running and has received a generous gift of $1 million that will help enable applied research and create new teaching and learning opportunities for faculty and students.

“Cal Poly has long been a recognized leader in the fields of innovation and technology, and this institute is another important way our faculty, staff and students can demonstrate leadership in developing and evaluating technologies to inform public policy,” Armstrong said.

The nonpartisan institute is guided by a diverse advisory board of distinguished state leaders. Among the panel are California Lt. Gov. Gavin Newsom, prominent California philanthropist and reformer Charles Munger Jr., and former Chancellor of the California Community Colleges and State Sen. Jack Scott. The institute’s faculty sponsor is Douglas Piirto, head of the Natural Resource Management & Environmental Sciences Department.

Blakeslee, who holds a doctorate in geological sciences, earned a patent for his innovative work in geologic imaging while working at Exxon as a strategic planner and senior research scientist. He also operates a multi-branch investment and financial planning firm on the Central Coast. — Matt Lazier
A Shared Vision

Aware Awake Alive and Cal Poly Work Together to Stop Alcohol Poisoning

BY MATT LAZIER

In January, Cal Poly and Aware Awake Alive will begin training representatives from the other 22 California State University campuses on how to implement programming from the nonprofit organization aimed at saving lives from alcohol poisoning.

It is just the latest step in the nearly five-year partnership between Cal Poly and Aware Awake Alive — founded by Scott, Julia and Hayden Starkey — a relationship born in tragedy but now flourishing in the shared vision of promoting the health, safety and well-being of students everywhere.

The story began in 2008, when 18-year-old Carson Starkey came to Cal Poly from his hometown of Austin, Texas, to begin his freshman year. Less than three months later, Carson died from alcohol poisoning in a fraternity hazing incident.

The tragedy rocked both the Starkey family and Cal Poly.

The university responded by revising the policies governing its Greek Life organizations and, more broadly, increasing its efforts to raise awareness of the dangers of alcohol abuse and more aggressively promote to students the benefits of a healthy lifestyle.

Carson’s parents, Scott and Julia, and his older brother, Hayden, focused their grief into a vision of a world in which no other young lives are cut short by alcohol poisoning. The family launched the nonprofit Aware Awake Alive to ensure that prevention of needless alcohol-related tragedy becomes Carson’s lasting legacy.

With similar aims, it was natural for the nonprofit and the university to work together.

“From day one, Cal Poly has been an earnest
and devoted partner first in the examination of the circumstances of Carson’s death and then in the formation and adoption of what would become Aware Awake Alive,” Julia Starkey said. “As this movement grows across CSU campuses and nationally, Cal Poly continues to be our testing ground for how meaningful change starts and grows.”

Aware Awake Alive works to raise awareness among college- and high-school-age students of the dangers, signs and symptoms of alcohol poisoning. The organization provides tools to help students, parents, and those influential to young people to know how to react when someone has consumed a dangerous amount of alcohol.

Cal Poly officially adopted Aware Awake Alive programming in the fall of 2011 and began presenting it to new students and parents.

“We receive our freshmen students at an important and vulnerable time in their lives, when they are experiencing for the first time the freedom of living on their own,” said Cal Poly President Jeffrey D. Armstrong, who serves on Aware Awake Alive’s Board of Directors. “Aware Awake Alive provides the tools for this important part of our new students’ education,” Armstrong said.

Earlier this year, under the guidance of Vice President for Student Affairs Keith Humphrey, Cal Poly overhauled the policies and procedures governing oversight of its Greek Life organizations. The collaborative effort involved input from Cal Poly administration and students in the university’s Greek Life program. Cal Poly consulted with the Starkeys and Aware Awake Alive through the process.

The result is a list of numerous new policies being implemented in phases over three years, beginning this fall. Among them:

- Registration of off-campus parties and adoption of new alcohol-management policies;
- New members will be required to participate in health and wellness programs;
- A student-run review process, through which chapters will be assessed on positive qualities and informed of areas of needed improvement; and
- Commitment to establishing more chapters at Cal Poly, giving students the option to choose smaller chapters.

Aware Awake Alive leaders are playing a significant part in the new educational enhancements to Cal Poly’s Greek Life system.

“What the Starkeys are doing is inspirational, and it’s a privilege to work with them to help our students stay healthy. We are also proud to play our part in spreading the Aware Awake Alive message to the rest of the CSU.” Humphrey said.

Scott and Julia Starkey delivered a moving statement to the CSU Board of Trustees in July, after which CSU Chancellor Timothy P. White committed to rolling out Aware Awake Alive’s peer-to-peer program at all 23 CSU campuses — with student leaders scheduled to receive training at Cal Poly beginning in January 2014.

“We remain committed to our partnerships at Cal Poly and to the opportunity to prevent deaths from alcohol poisoning,” Aware Awake Alive executive director Lisa Dow said. “Together, we remain committed to giving students the confidence and tools to save young lives from alcohol poisoning.”

For more information about Aware Awake Alive, visit www.awareawakealive.org.
A Living SYMBOL

Cal Poly’s new live mascot program combines Mustang pride with hands-on learning

BY LARRY PEÑA
PHOTOGRAPHY BY CHRIS LESCHINSKY
Since 1924, the mustang has been a symbol for Cal Poly. During a weekend football game against the university’s then-archrival Fresno College (now Fresno State University), the Cal Poly student body selected this quintessential American animal as its mascot.

It was a fitting choice. Horses have been a presence on campus and a part of the university’s curriculum since the first classes were offered in 1903. But a real, live mustang has never served as the university’s mascot — until now.

In a video shown at a men’s soccer match this fall against Cal Poly’s current archrival, the UCSB Gauchos, the university unveiled a mascot program featuring live mustangs that will make appearances on campus and at Mustang Athletics games. The program’s official debut is planned for the beginning of the 2014 football season.

The live mascot is intended to supplement, not replace, Musty, the costumed character that has served the university as a spirit symbol for years.

The program began with a gift. Last summer alumnus Robin Baggett (B.S., Business Administration, 1973) and his wife, Michelle, donated Moonstar, a mustang gelding, for the purpose of boosting school spirit on campus.

“We’re proud to have given him to Cal Poly,” Robin Baggett said. “It’s going to be very special.”

Cal Poly Athletics Director Don Oberhelman looks forward to having the mascot leading the band, cheerleaders and fans into the stadium and the teams onto the field on game days, and encouraging interactions with students and alumni.

“A symbol like this will naturally enhance school spirit,” he says. “I want our student-athletes and our fans to love being Mustangs and all that Mustangs stand for, and having a live mustang at our events will be a reminder.”

The mustang will be more than a mascot, however. The university is developing plans to select a team of outstanding students to train and care for the animal, plan his appearances, and serve as ambassadors for Cal Poly.

“Over and above the idea of developing school spirit, he can play an in-
integral role in our hands-on, Learn by Doing program,” said interim Animal Science Department Head Jaymie Noland, who will lead the new program. “The students at the horse unit are already very excited about him.”

Noland envisions that students from every college will have a hand in the program. “I think it would be great if students from the liberal arts could handle the communication work or the art and design, and students from the College of Science and Mathematics could assist with the wellness protocols,” she says. “These students are also representing the university, so they have to exemplify all the best that Cal Poly has to offer.”

Noland and President Jeffrey D. Armstrong plan to expand the program by adopting several more animals to share mascot duties.

Noland has an eye on adopting future members of the mascot herd directly from the federal Bureau of Land Management, which removes mustangs from western rangelands to prevent overpopulation. The idea is to eventually have students take a hand in the entire process of taming and training a young mustang straight from the wild.

All this will take funding, and the university is planning to expand and maintain the mustang mascot program with the help of private supporters who want to follow in the Baggetts’ footsteps.

“Robin and Michelle Baggett’s sense of school spirit is another wonderful example of how generous and intensely loyal our alumni are,” Armstrong said. “I’ve always thought that Cal Poly chose a perfect mascot, because mustangs are living symbols of the spirit of the West.”

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**Naming the MASCOT**

While each individual mustang in the mascot program will retain its own name, Cal Poly is looking for a ceremonial name that will be used by the mustang program as a whole.

What would you call the official Cal Poly Mustang? Watch for an announcement on the start of the naming contest this winter. The winner will meet the mustang in person for a special photo session!
As you think about holiday gifts for family and friends, don’t forget to consider a year-end gift to Cal Poly. Not only will our students and programs benefit from your generosity, you will too.

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Kathleen Enz Finken approaches a challenging role with a science mind and a humanities heart.

BY LARRY PENA | PHOTOGRAPHY BY CHRIS LESCHINSKY

Enz Finken joined Cal Poly at a time of significant turnover in the university administration. The same two-year period saw the appointment of President Jeffrey D. Armstrong, transitions in all university vice presidencies, and dean shifts in all but two of the colleges. It was a challenging situation to step into, she says, but also an opportunity to build an effective team from scratch.

“The conversations have been really exciting as you bring together all these people from different experiences, different backgrounds, different institutions,” she says. “It’s important to recognize that the only way we’re successful as an institution is when all those areas are working in concert — student affairs, administration and finance, the advancement area. I’m very fortunate that I have many great colleagues in those areas.”

Enz Finken arrived on campus in February of 2012 and is proud of the early signs of progress in many of the areas under her purview. In the last year and a half, she’s guided revenues from the new Student Success Fee toward real improvements such as a boost in new faculty hires. She’s helped oversee the creation of a new Office of Diversity and Inclusivity — a joint effort with Student Affairs — to enhance the sense of community on campus. And she is guiding the implementation phase of a long-term overhaul of the advising system to streamline students’ paths to graduation.

While Enz Finken has clearly been busy, she’s quick to acknowledge that in many areas the seeds of success were already in the ground before she arrived. She’s grateful for the resources available to her at her new institution.

“What I really love about Cal Poly is that every single day there is something extraordinary happening here on campus — something that occurs because of...
Provost Kathleen Enz Finken in her office on campus.

Phil Cohl speaks to students in the Student Managed Portfolio Project.
Enz Finken talks with students on campus.

a student or a group of students or a staff or faculty member. We just have tremendous opportunities here, along with very talented people. It's fun and interesting and very exciting."

In many ways Enz Finken is a perfect fit for Cal Poly. Her mother is an artist and landscape architect, her father was a farmer and science educator, and the intersection of the sciences, arts and humanities has been a major theme throughout her life.

She was a bit of a dabbler in her own education, studying architecture at Syracuse University and civil engineering at Rutgers University before earning bachelor’s, master’s and doctorate degrees in art history at Douglass College for Women and Rutgers. She speaks fondly of the artistic, humanistic and technical sides of her studies, but truly brightens when describing experiences that gave her a chance to combine them.

“One of the most wonderful opportunities in my life was to spend two summers working on archaeological excavations on the island of Cyprus,” she says. “We were using scientific methods to excavate ancient Greek, Roman, early Christian and Byzantine sites: GPS technology, laser technology — all types of really high-end ways of looking at what’s under the ground. All of this is very ‘high-science,’” she says. “We were looking at buildings on a street; city plans; artifacts that are revealing about society. Artifacts that are of high artistic value, but also evidence of an ancient civilization and all the various aspects of that civilization: religion, economy, politics, social structures, health, welfare. It was just thrilling.”

It’s remarkable hearing her talk about these artifacts as data points without losing her obvious reverence for them as objects of beauty and mystery. That very duality is what attracted her to study ancient art and architecture, she says. She speaks of her love of the Roman quality of imparting breathtaking beauty into objects that were both innovative and highly functional.

“I would love to see us in our modern contemporary world paying more attention to the intersection of exciting, creative engineering solutions and aesthetics,” she says. “We can build huge and fantastic structures, but we don’t always pay close enough attention to what they look like. And often we don’t even pay close enough attention to how well they function. I think you can do all those things. You can create incredible works of architecture that are engineering marvels, that are beautiful, and that serve their function well.”

One of the things she’s most proud of at Cal Poly is her role in promoting exactly those kinds of multifaceted, interdisciplinary approaches. Enz Finken has been instrumental in supporting the development of several new interdisciplinary endeavors, including a new bachelor of science program in engineering and liberal arts offered jointly by the College of Engineering and the College of Liberal Arts, and three new minors within CLA that explore the intersections of science, technology and society.

“There has always been some of this activity going on,” she says. “We’re taking some of the things that were here and building them up to a new level.”

For Enz Finken, that combination of the scientific, the humanistic and the aesthetic is the heart of a comprehensive polytechnic education — separately, those elements would be incomplete.

“I certainly don’t believe you can consider yourself to be well-rounded if you haven’t had some grounding in the arts and humanities and social sciences,” she says. “On the other side, I also believe that students whose primary focus is on the humanities and the arts equally have to have a grounding in sciences and technological studies. For students to be successful today they really need a grounding in both areas.”

“I think that Cal Poly really has the best approach to comprehensive higher education. I truly do,” she says. “That is why I’m here — because I believe in the way we’re trying to educate the next generation of students.”
Taking the **Unexpected Path**

Elevation Burger CEO Hans Hess Knows
Life is More than Just One Discipline

BY CATHY ENNS

It’s not every day you meet someone whose career path has gone from studying physics to becoming founder and CEO of a chain of successful restaurants. But you probably won’t be surprised to learn the story of Hans Hess and Elevation Burger started at Cal Poly.

Hess (B.S., Physics, 1994) was drawn to Cal Poly’s strong physics program and the variety of fields of study the university offers.

Interested in pursuits as diverse as architecture, photography and theology, Hess got serious about studying physics in part because of the mentorship of (now) Professor Emeritus Ron Zammit of the College of Science and Mathematics — and learned from Zammit the value of cross-disciplinary interests. “He never let himself become pigeonholed into just one area,” says Hess. “That was very encouraging to see in someone I had a deep respect for.”

Hess graduated with no career in mind but with a keen sense of confidence in his abilities. After Cal Poly, he earned a master’s degree in Christian theology and then moved to Washington, D.C., to serve as a legislative aide for a Michigan congressman. Later, Hess worked as an analyst with a real estate firm specializing in university housing projects and dining halls. He even played a role in developing Poly Canyon Village.

In 2002, Hess married his wife, April, and began planning a family. That’s when he had the idea to open a different kind of restaurant to “elevate” fast food. Launched in 2005, Elevation Burger features free-range, grass-fed, freshly ground beef, a vegetarian and a vegan burger and other healthy choices. The restaurant sources fresh, sustainable, local foods for its menu, uses olive oil in cooking and avoids trans fats.

Elevation Burger garnered immediate positive reviews, and Hess began franchising in 2008. Today Elevation Burger is a rapidly growing, $50 million business with 31 locations in the U.S. and seven in the Middle East.

Hess said Cal Poly has outstanding programs for students who have a passion for a particular field and want to specialize. He also said the university is a great place to get exposure to a wide range of interesting subjects. He suggests students focus on developing core skills and seize the opportunity to “go from thing to thing and figure out how to tie it together later.”

For a longer version of this story, visit Cal Poly Magazine online at www.magazine.calpoly.edu.
The minds behind iFixit return to their alma mater to improve the future of technical communication

BY LARRY PEÑA
device and create a clear, easy-to-use manual on how to put it back together. Projects are graded on how well others are able to follow the directions.

“The idea is to make teaching communication actually something that is interesting and practical and hands-on for engineers,” says Wiens. “Being able to connect the skills that you need to communicate with something practical and hands-on that we all want to do has gotten the students really excited.”

“I had never written to the extent that my final work was going to be displayed for other people to use,” says Thomas Soria, a recent engineering grad who now works with Wiens at iFixit. “Most of my writing was for papers, for educational purposes. But this was actually a guide somebody was going to have to follow.”

The instruction covers every aspect of creating a modern, user-friendly repair manual. Students learn how to write for clarity and brevity, how to take high-quality photos, and even how to produce and host video tutorials. The finished projects are shared on iFixit’s website, which can be a big résumé point for the students who created them.

“On a regular basis, big companies come to campus and want to hire people specifically out of the technical writing program,” says Wiens. “Tesla Motors came to us and said that they wanted to hire eight people out of the class, specifically to write instructions at their factory. As a result those folks now working at Tesla reduced the amount of time it takes to make a car by 30 percent—which is big, big money.”

“Those are engineers, but they’re not doing engineering,” he adds. “They’re doing communication.”

A quick glance around iFixit’s large, open office floor reveals that Tesla isn’t the only company eager to hire graduates of the program. Almost every desk in the building has a few artifacts of Cal Poly green.

“Yeah, pretty much everybody that works here came out of the class,” Wiens says. “We tend to hire the best and brightest out of those classes to help us write our manuals.”

Other universities have begun to take notice of the innovative and effective approach to teaching tech writing. Since starting at Cal Poly in 2009, iFixit has expanded the program to 10 other schools, including Ohio State, Clemson, the University of Maine, and Cal State Los Angeles. The University of Southern California has expressed a deep interest. But the original program is still the biggest and most successful. “Cal Poly is the leading vanguard on this,” Wiens says.

To be fair, iFixit does get a benefit out of working with Cal Poly students. “We get repair manuals online and they’re open-source and free. That’s what I care about,” he says. “Clearly we’re also able to hire some cool folks to make this project more sustainable.”

“But our real emphasis is how can we build the resources society needs that nobody has been building up until now,” he adds. “We want to make the world better by teaching people to fix things.”
In a variety of ways, this year’s incoming freshman class is the most diverse in Cal Poly’s history. In terms of race, ethnicity, regional and national origin, socioeconomic status—as well as many other factors—the newest generation is expanding the definition of what it means to be a Mustang.

Annie Holmes is Cal Poly’s first executive director for university diversity and inclusivity. She has been involved in diversity issues in all levels of education, most recently as the coordinator for diversity education at Penn State University. She holds a doctorate in adult education and master’s degrees in higher education and college student affairs from that institution. She met with Cal Poly Magazine to discuss diversity issues and her goals for fostering a more inclusive community at Cal Poly.

What is the value of developing a diverse and inclusive culture in an academic setting?

We all benefit by creating an environment where differences are recognized, where uniqueness is valued, and where we can actually leverage our differences to benefit from diversity. When we recognize diverse experiences and backgrounds, then we start to find ways to view things a little bit differently. It gives students a better way to engage with others and with society, so that they can become active global citizens.

Your background is more generally in education. Tell me about the work you’ve done before this.

My first career was in K-12. I was a first-grade teacher in North Philadelphia. I started to recognize barriers these children were facing just to have access to educa-
tion. I had students who didn’t come to school because they didn’t have clean clothes, or because their parents were selling crack cocaine out of the kitchen windows. And so what I learned early on in my career is to identify the barriers that are holding students back.

After that I started to work at Penn State University working in Student Affairs, then as the assistant director with the Upward Bound Math & Science program, engaging with the inner city youth in Pennsylvania in college readiness. Then I moved more into the faculty-staff development side, making sure that people were welcomed and comfortable on campus. Now it’s all coming together where I’m looking at faculty, staff and student experiences.

**Diversity isn’t just about race. What are some of those other factors of diversity that people might not be aware of?**

For me, it’s an ever-changing definition. Disability, religion, spirituality, socioeconomic status, first-generation experiences, gender, gender expression, sexual orientation, place of origin, the list really does go on and on. It is recognizing and acknowledging all those things that make us different—experiences that have shaped the way in which we approach the world.

**Cal Poly has historically tended to be a less diverse community. Does that make your job more challenging?**

There is a lot of relationship building to do, communicating what the situation is and what the plans are for the near future. The conversations that I’m having with external constituents, including alumni, are that they’re very intrigued by these changes and they want to be involved in the shift. They’re just looking for guidance on how to make Cal Poly better.

**What are some of the practical things you’re implementing here?**

We started with a networking reception in the fall. It’s an opportunity for our new students to engage with all our diverse faculty and staff—to come and see the diversity on campus and communicate with folks that are from diverse backgrounds. We’re also developing a faculty mentoring program, where there will be faculty mentors specifically to work with some of our underrepresented racial and ethnic minorities. We’re communicating with some of our diverse alumni, seeing if they want to develop a special interest group alumni association. And we want those alumni to be a presence on campus, mentoring some of our current students, providing internships, hopefully scholarships at some point. We will also engage in a campus climate assessment this year to identify what the issues are on campus, and for whom. The survey will go to all current faculty, staff and students.

**Do you have any other goals you want to accomplish this year or in the next few years?**

This first year I see us being visible and communicating that to the entire campus community so that next year we can really follow up with the work that we need to do here on campus.

**How will it feel to be a part of a more diverse and inclusive Cal Poly?**

I think for students, they will just feel successful. The way I would love to see Cal Poly in just a few years is that all students will implicitly receive messages that they are qualified, that they deserve to be here, and that they will enjoy every bit of their Cal Poly experience both inside and outside of the classroom.

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*For a more in-depth Q&A with Annie Holmes, visit Cal Poly Magazine online at [www.magazine.calpoly.edu](http://www.magazine.calpoly.edu).*
Learn by Doing is the cornerstone of the Cal Poly experience and, according to our 2013 class of Honored Alumni, the element of their education that set them apart in their careers. During Homecoming weekend in November, Cal Poly Magazine asked all of the honorees about their most vivid Learn by Doing memories and how the philosophy of Learn by Doing helped them advance in their profession.

Charles L. Harrington
College of Agriculture, Food & Environmental Sciences
Chairman, Chief Executive Officer and President of Parsons Corporation, a global engineering, construction, technical and management services.

The Learn by Doing philosophy introduced me to the process by which physical things are actually made, which gave me a huge leg up on other recent college grads when I entered the workforce. While others were learning the challenges of building in the field, between my background growing up on the farm and my Learn
By doing education from Cal Poly, I was quickly offered the opportunity to move from a learning role to a doing role in the workplace.

**Paul H. Hamalian**

*College of Architecture & Environmental Design*

*Senior Director of Strategic Planning for Habitat for Humanity*

I am a kinetic learner, which means I learn best by physically doing the things I am learning. In high school and early college, I struggled with the traditional academic learning methodology, which is often geared toward audio learners. The process of learning through action at Cal Poly enabled me to successfully transition to college. More importantly, it enabled me to develop love of learning that has empowered me to be successful in my career.

**Rik Floyd**

*Orfalea College of Business*

*Co-founder, cp2 project consultants, LLC*

Learn by Doing gave me a “can do” attitude. I saw this fleshed out in my first job out of school, in a small business run by three Cal Poly grads. We each brought to the table that “oh, I know how to do this,” or “let’s figure this out” attitude that we learned in labs, on projects and in the small classroom settings at Cal Poly.

**Beth F. Anderson**

*College of Engineering*

*Vice President of Supply Chain Rate Capability for Commercial Airplanes Supplier Management at Boeing Commercial Airplanes*

Learn by Doing instilled curiosity and a commitment to lifelong learning — for me and for those around me. It reinforced the importance of communication skills and provided many opportunities to practice. It also gave me confidence. I didn’t just learn the engineering concepts; I was able to put them into practice. I wasn’t hesitant or afraid when I moved into industry. I was able to jump right in and tackle any assignment I was given.

**Thomas J. Gallo**

*College of Liberal Arts*

*Vice President of Strategic Development for G3Enterprises*

Agriculture was a world that I grew up in, and I understood everything about it. When I transferred to Graphic Communications, it opened a whole new world for me. I had to learn a whole new language, technology and business. Learning about this industry in class was intriguing, challenging, and inspiring. However, it was during my first lab when I had to learn how to run a press that it all started to click. Having a hands-on experience of what I was learning in the books was just what I needed to be successful.

**Brian J. Hackney**

*College of Science and Mathematics*

*News and Weather Anchor, CBS San Francisco*

The Learn by Doing philosophy made me entirely unafraid to try things and, if necessary (and it is), to fail and try again — something I did quite often in the Compton Scattering Lab. Experiment is all, the confidence to go on is all, and Cal Poly was all I needed to learn that.

**Philip S. Bailey Jr.**

*Sandra Gardebring Ogren Leadership Award*

*Dean, College of Science and Mathematics*

When I first arrived at Cal Poly as an assistant professor in 1969, Learn by Doing was fully evident. It inspired me to write a grant to acquire our first nuclear magnetic resonance spectrometer to be used by sophomore students. It was unusual then and still is today — that experience is rarely found at the sophomore level.

**Alfred W. Amaral, Jr.**

*CPAA Distinguished Service Award*

*Executive Director of the Cal Poly Corporation for 29 years*

Learn by Doing taught me the importance of planning well and in sufficient detail, and of following through on those plans and following up to be certain things got done. This has been helpful throughout my career.

Visit Cal Poly Magazine online at www.magazine.calpoly.edu to read complete interviews with these honorees.
Submit your class notes items online at http://www.calpolynews.calpoly.edu/class_notes_form.html and read the latest submissions in each new edition of Cal Poly Magazine.

College of Agriculture, Food & Environmental Sciences

60s David L. Ashby (B.S., Soil Science, 1962) has lived in Honduras for 30 years, working as a research scientist for Dole Foods. He retired in 2000. For 20 years, he helped disadvantaged children and teens, and in 2006 he formed the nonprofit Helping Honduras Kids (www.helpinghonduraskids.org). Its programs include the Hogar de Amor orphanage and Jungle School a free, private school with more than 100 kindergarten through sixth-grade students. Helping Honduras Kids also has funded high school scholarships for 24 teenagers and funds other community programs.

Garth de León (B.S., Mechanized Agriculture, 1965) was widowed in 2011 and relocated to New Mexico in August of 2013. He has been retired for 15 years from Deere & Co.

90s Peter Zorba (B.S., Soil Science, 1999) recently received the NASA Silver Achievement Medal for exceptional leadership in developing a team of NASA employees, contractors and members of multiple state agencies to accomplish cleanup goals at the NASA-Santa Susana Field Laboratory (SSFL). The SSFL is a former rocket engine test facility that conducted research, development and testing of rocket engines associated with the Apollo and space shuttle, and U.S. Air Force missile programs. Zorba is the NASA project manager responsible for environmental remediation of NASA-administered areas at SSFL used extensively in support of J-2, Saturn V, and space shuttle main engine activities in four testing locations that are no longer operational.

00s Upon graduation from Cal Poly, Lisa Wagner-Branco (B.S., Ag Business, 2003) began a career with Headstart Nursery, Inc. in Gilroy, Calif. She started out in the field, working alongside transplanting crews, learning the business and products as a local field rep. She is now the customer service manager. She and her husband, Corey, have two children, Andrew (2 years) and Lauren (5 months).

College of Architecture & Environmental Design

60s David Smith (B. Arch., Architecture, 1964) received his architect’s license from the state of California 21 days before his 30th birthday. For the next two decades, he worked as a designer and presenter for other architects. He also began a part-time career in teaching perspective drawings at a nearby community college. In 1990s, he began drawing portraits of homes, pets and people, applying the materials and techniques used in architecture. Around the same time, the economic recession dictated that he open his own office. He now operates two businesses in Visalia, Calif: David L. Smith, Architect and David L. Smith, Pencil Portraiture.

00s Ryan Murray (B.S., Construction Management, B.S., Business Administration, 2007) recently moved back to Los Angeles to work as an attorney in the corporate legal department of Wasserman Media Group, a global sports agency and media consulting company. Murray is assisting management of a growing industry-leading organization in mergers, acquisitions, strategic planning, employment issues, and insurance as well as drafting contracts to support the agency business in the professional golf and NFL divisions.

College of Engineering

60s John Mattis (B.S., Mechanical Engineering, 1962) is enjoying retirement after a 40-year career in which he earned 30 patents. He now enjoys playing duplicate bridge and, with his wife, Linda, going bike riding, downhill skiing and working out at the gym.


David Woodard (B.S., Environmental Engineering, 1991) recently took a new position as the manager of workplace health and safety for East Bay Municipal Utility District in Oakland, Calif. He lives in San Ramon and remains involved with the community.

00s Andrea Gardiner (B.S., Environmental Engineering, 2000) is enrolled in
a doctoral program at Vanderbilt University in Nashville, Tenn., after working in consulting for 12 years. She is pursuing a doctorate in environmental engineering, working on projects related to nuclear environmental engineering. She plans to pursue teaching and research. She also works for Barge, Waggoner, Sumner, and Cannon as a staff engineer.

Nick Hebner (B.S., Computer Engineering, 2008) and fellow Cal Poly alum Brian Starnes (B.S., Computer Engineering, 2006) have launched a new startup focused on bringing home brewing into the 21st century. Their first product, the BrewBit Model-T, helps home brewers control and monitor their brew temperatures anytime, anywhere.

College of Liberal Arts
60s Alan Haskvitz (B.S., Journalism, 1965) was featured in an online article in the Standard-Freeholder.com (April 26, 2013) for being named “one of the 100 most influential educators in the world.”

Beverly Bonifas Shaw (B.S., Social Sciences, 1968) and her husband, John Shaw (B.S., Journalism, 1968), recently moved back to the Central Coast, where Bonifas Shaw is now a teacher candidate coordinator at Cal Poly. The couple previously spent their careers as school teachers and principals in San Jose. Bonifas Shaw also served as a district office director and assistant superintendent and was active in staff development throughout the Bay Area.

80s Richard Pace (B.A., History, 1984) was named program manager for the Cybersecurity Incident Response Program at Southern California Edison. He has been with the company for nine years.

College of Science & Mathematics
60s Margaret Hartman (B.S., Biological Sciences, 1966) is in Cambodia on a one-year assignment as the interim vice president for Academic and Student Affairs at the new American University of Phnom Penh.

70s Gregory Garman (B.S., Biological Sciences, 1970) retired as professor of biology after 40 years at Centralia College in Centralia, Wash. Along the way, he had the opportunity to author or co-author several biology-related textbooks and served with Army Reserve hospital units as an ROTC graduate.

90s Wade Crang (B.S., Applied Mathematics, 1990) founded a new company, Impact Radius, (www.impactradius.com), a comprehensive SaaS (Software as a Service) technology platform for measuring the performance of online and mobile advertising and managing media partner relationships. Crang has been married for 22 years. He has three children, all of whom hope to attend Cal Poly.

College of Science & Mathematics
80s Mark Dean Gillette (Business Administration, 1981) was elected to his third term as chairman of the board of Sunkist Growers Inc. He is president of the Sunkist-affiliated Gillette Citrus Inc, a vertically integrated company that grows, packs and ships fresh citrus. Gillette is a fourth-generation citrus grower, producing lemons, mandarins, navels oranges and other specialty citrus in Fresno and Tulare counties.

10s Jesse R. Miller (B.S. Physics, B.S., Aerospace Engineering, 2010), Navy ensign, was recently designated a Naval aviator while serving with Training Squadron 21, Naval Air Station, Kingsville, Texas. Miller was presented with the coveted “Wings of Gold,” marking the culmination of months of flight training. His training included basic studies in engineering and navigation, training flights in simulators, aircraft familiarizations, basic and advanced instrument training, extended navigation flights, and landings and takeoffs aboard an aircraft carrier.

Orfalea College of Business
80s Andrew Bradley (B.S., Business Administration, 2004) has launched his own public relations agency, MrAndrewBradley Communications, based in Roseville, Calif. He works with a variety of local clients and has partnered with two additional public relations firms, Resonate PR and Razor Sharp PR, as an independent contractor to provide additional services to their clients, including The Meritage Resort and Spa in Napa and LiveAndInvestOverseas.com.
Old Athletics Facilities are New Again
Thanks to Dedicated Donors

BY JO ANN LLOYD | PHOTOGRAPHY BY LAURA DICKINSON

Cal Poly Athletics’ commitment to achieving athletic and academic excellence by developing state-of-the-art facilities got a major boost with more than $500,000 in donations to fund major renovations.

And Director of Athletics Don Oberhelman couldn’t be more pleased with the results.

“Our tennis courts were completely inadequate for a Division I program,” he said. “Now they are some of the best in the state. The change has been transformational.”

The seven courts were resurfaced and repainted, with the Athletics brand prominently appearing on every court. New windscreens and a new scoreboard that displays game, set and match were also installed. “That scoreboard is the crown jewel of the renovations,” Oberhelman said.

The strength and conditioning room also received a much-needed facelift, thanks to the generous donations of about 20 football parents. The once-dreary, severely outdated weight room has an entirely new look, feel and sound system. Football coach Tim Walsh said it was revamped for the benefit of all student-athletes.

“Every athlete needs to be bigger, stronger, faster, and this new space can deliver the goods,” Walsh said. “It got a total makeover. When the players first saw it, their jaws dropped.”

Head Strength and Conditioning Coach Chris Holder designed it with all Cal Poly student-athletes in mind.

“This room impacts the physical life of every one of our 500-plus student-athletes,” Holder said. “This state-of-the-art training facility gives them a place in which to lift and gives me all the tools I need to develop our programs. It’s also an invaluable recruiting tool for our coaches.

“I hope the parents realize what a massive impact their donations have made and will continue to make for years to come.”
The decision to donate to the project was an easy one for parents Mike and Michelle McMurtrey. Their son, Carson, was recruited by several schools to play football. “We toured a lot of schools after his junior year, and the others had state-of-the-art athletics facilities, which Carson found exciting,” Mike McMurtrey said. “Ultimately, though, we decided that the type of education we wanted had to override the cool sports facilities. “When we were approached about these renovation plans, we immediately knew we had to get involved. With the success of last year’s football, basketball and baseball teams, Carson and all of the Cal Poly student-athletes deserved better and needed something to be proud of.” The student-athletes are especially grateful. “All the years I’ve been here, student-athletes have been training in a sub-par facility but still winning championships,” said football player Sullivan Grosz, a fifth-year business major. “Our new weight room is a reward to those who have sacrificed blood, sweat and time to be champions. Cal Poly athletes now have a room that has everything they need to be the best.” New tennis courts, a refurbished weight room, and upgrades to the women’s volleyball locker room have been completed, but much more needs to be done. “Our facilities are behind the competition,” Oberhelman said. “Improved facilities will launch our programs into the next stratosphere of competitive excellence.” Specifically, he said, upgrades are needed to Mott Athletics Center and Baggett and Spanos stadiums. “We are working hard to connect with alumni, fans and friends to help us upgrade and remain competitive,” Oberhelman continued. “Our facilities are last in the Best West Conference. Our programs remain competitive, because we recruit to Cal Poly. Students understand the value of a Cal Poly degree — the value of Learn by Doing.” “Our student-athletes get thrust into a Learn by Doing lab every day when it comes to leadership, teamwork, group dynamics, and how to deal with success and failure. And they take it one step further by doing it all in front of an audience. They engage in Learn by Doing in a public fashion.”
Even when the road ahead travels a straight line, you don’t often see the path clearly until you have the chance to look back.

Such is the experience of Jill Gregory (B.S., Journalism, 1988), who serves as an executive at NASCAR heading up key brand marketing initiatives. That’s why, Gregory says, the foundation of core skills and practical knowledge Cal Poly offers—plus opportunities to get your hands dirty—is uniquely valuable. Graduates are ready to take risks; prepared to step through doors they never imagined would open.

“You can tell by all the successes that come out of the university,” Gregory said.

She should know. After growing up in a farming town in California’s Central Valley, Gregory, who had an interest in sports but not much knowledge of auto racing, is now vice president of industry services at one of the largest and most successful racing organizations on the planet.
She suggests today’s students do as she did: build core skills and take advantage of every hands-on opportunity available. You never know, she said, what the road ahead may bring.

Gregory’s route took her from her first job at a sports marketing agency in San Francisco to strategic marketing roles at Texaco, Sprint/Nextel and Bank of America. In each position she focused on using sports as a platform for promoting her company’s brands.

At Texaco in the late 1990s she first explored what a relationship with NASCAR could do for a corporation. Today, Gregory and her department of 14 marketing professionals reach out to those same companies and many more of the country’s largest corporations, encouraging them to invest in a partnership with NASCAR.

Gregory also develops programs that ensure NASCAR is engaging and exciting to both current and new fans. As part of the Driver Star Power platform, she and her team work with entertainment industry powerhouses — including Disney, NBC and TBS — to showcase charismatic NASCAR personalities such as Jimmie Johnson, Jeff Gordon and Kyle Larson. The program has resulted in appearances for popular drivers on shows such as “Celebrity Apprentice,” “Sullivan & Son” and the Radio Disney Music Awards.

Gregory’s relationship skills and broad industry experience led to her recruitment for another role. She is a board member for the NASCAR Foundation, an organization that supports communities in which auto racing is prominent. She takes tremendous pride in the foundation, commenting on how gratifying it is to “see your efforts come to life.”

“We have the responsibility to give back to our fans and to the issues that are important to them,” she said.

Among many other causes, the NASCAR Foundation has contributed $15 million to build Speediatrics centers at two Florida hospitals, where children undergo intensive treatment in a cheerful, healing environment.

The opportunity to build relationships within an accessible community — advantages of Cal Poly and its setting — was one of the main reasons Gregory chose Cal Poly over other universities that initially interested her. She visited two leading schools in Los Angeles and then stopped at Cal Poly on her way home.

“The minute I stepped on campus, I knew this is where I wanted to go,” she said. “I did not look at another school.” She felt she had discovered a “big time university in an area you could actually navigate.” She remembers experiencing a compelling sense of community on campus and in San Luis Obispo.

Gregory’s love of writing led her to join the journalism program. At the same time, she enjoyed sports and was interested in learning more about sports marketing. “I wanted to find out if there was a career there,” she said.

In true Learn by Doing fashion, Gregory got the chance to work at the Mustang Daily and in local broadcast media. “Cal Poly encourages you to go to work before it’s time to go to work,” she said, laughing. Among other insights she gained, she remembers coming to an understanding of what she didn’t want to do in her career. On-air broadcasting was one field she decided was not for her.

What did strike her was the value of developing core communications skills. “I realized that if you’re a good communicator, more opportunities come your way,” she said. “Mastery of basic skills creates options to do many things, meaning you won’t find yourself in a silo.”

From her days at Cal Poly, through assignments in six large U.S. cities with Fortune 500 companies, to NASCAR headquarters across the country in Charlotte, N.C., Gregory’s career is proof that it’s not so important for a Cal Poly student to know exactly where they want to go. She suggests today’s students do as she did: build core skills and take advantage of every hands-on opportunity available. You never know, she said, what the road ahead may bring.
The Power of the Comprehensive Polytechnic

You often hear about Cal Poly’s excellent reputation in terms of one element at a time, and often that element is engineering, agriculture, architecture or science and technology. While we’re obviously proud of those programs, thinking in those terms ignores the most important part of our curriculum — and in fact our very name. Polytechnic.

It’s a term that comes from the Greek words for “skilled in many arts.” This concept forms the core of our mission.

I hope you’ve noticed the theme running through this issue — from the introduction to our new mascot program, to the profile on our provost Kathleen Enz-Finken, to the accomplishments of alumni like Kyle Wiens and Hans Hess. The strength of our educational model, the comprehensive polytechnic, is that it brings many different disciplines together through Learn by Doing to create a complete educational experience.

As the provost discussed in her interview, we’re proactively developing more opportunities for Cal Poly students to learn in interdisciplinary settings. We’re creating courses and majors that span multiple colleges. We’re building centers and institutes that allow students of diverse interests and educational backgrounds to combine their strengths, working together toward greater results than they could achieve alone.

At the end of this past summer I had a chance to participate in an event that embodies that polytechnic spirit – the project presentations at the Cal Poly Center for Innovation and Entrepreneurship’s HotHouse Accelerator. This interdisciplinary effort puts students together in multidisciplinary groups to develop business ideas.

I met young graphic designers, web developers, horticulturalists, physicists and marketers, all applying lessons they had learned inside the classroom to real-world problems. And whether or not their business plans turn them into the next Steve Jobs, all these students gained something invaluable.

We want students to learn outside their comfort zone — to try new things, to work with students and faculty from other majors and colleges, to broaden their experiences. Only by engaging in a broad spectrum of learning can a student unleash the full power of the mind.

Here at Cal Poly, that’s our specialty.

— Jeffrey D. Armstrong, President
Introducing calpolyproud.com
Your source for exclusive gear and gifts that directly support Learn by Doing. Every purchase and gift made through calpolyproud.com will benefit today’s students and impact future generations of students for years to come. Now, that’s something to be Cal Poly Proud about.
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Parents, please note: If your son or daughter is no longer at this address, please send his or her current address to alumni-info@calpoly.edu.