WHEREAS, Cal Poly has stated its commitment to diversity in the *University Strategic Plan* and in the *Commitment to Visionary Pragmatism*; and

WHEREAS, The CSU’s *Mission Statement* expresses the institution’s commitment to "educational excellence for a diverse society"; and

WHEREAS, The commitment to diversity is reflected in both the *Academic Senate CSU Report on the Meaning of the Baccalaureate Education in the CSU* and the *CSU Cornerstones Report*; and

WHEREAS, The commitment to and the importance of diversity have been affirmed by the Association of American Universities, the American Council on Education, the American Association for Higher Education, the American Association of University Professors, the American Association of University Administrators, the Educational Testing Service, the Association of American Medical Colleges, The Association of American Law Schools, The American Society for Engineering Education, the Association of Governing Boards of Universities and Colleges, the College Board, and many others; therefore, be it

RESOLVED: That the Academic Senate at Cal Poly accept and endorse the American Association of University Professors’ *The Educational Value of Diversity*, the Association of American Universities’ *On the Importance of Diversity in University Admissions*, and the American Council on Education’s *On the Importance of Diversity in Higher Education*; and, be it further

RESOLVED: That the Academic Senate recommend to its administration that they actively reaffirm the academic value of diversity among its faculty, staff, students, and within the curriculum; and, be it further

RESOLVED: That the Academic Senate at Cal Poly in partnership with its administration devise plans and strategies to promulgate and implement the diversity and educational objectives outlined in the above three documents; and, be it further

RESOLVED: That the Academic Senate at Cal Poly recommend to its administration that the Provost/Vice President for Academic Affairs provide an annual assessment of the previously mentioned partnership’s diversity related activities to the Academic Senate.

Proposed by: The Diversity Task Force
Date: April 21, 1998
Revised: June 8, 1998
SUPPORTING DOCUMENTS FOR
RESOLUTION ON
THE ACADEMIC VALUE OF DIVERSITY
Diversity is not a dirty word, but recent legal and political developments in the higher education context seem to suggest otherwise. In the 1978 Bakke decision, Justice Lewis Powell found the attainment of a diverse student body to be a constitutionally permissible goal for a university exercising its educational judgment, and he recognized race as one among a number of factors contributing to that diversity. In the 1996 Hopwood decision, a federal appellate court—without considerable judicial chutzpah—asserted that Justice Powell had been mistaken, and that diversity cannot serve as a “compelling interest” justifying race-based affirmative action programs in higher education. California, the nation’s largest and most racially diverse state, has now banned the consideration of race in its higher education programs. Why has the affirmative consideration of race to achieve diversity in higher education fallen into legal and social disrepute?

One major reason is that diversity has become an end in itself, rather than a means to a greater educational end. In addition, the need for diversity has frequently been confounded by its supporters and critics alike with the need to remedy discrimination. Although remedying discrimination has been recognized as a permissible basis for race-based affirmative action, it rests on different assumptions and relies on different evidence.

The opponents of race-based affirmative action have largely succeeded in convincing the courts and the public that the goal or racial diversity reenforces racial stereotypes, acts as a poor substitute for true intellectual diversity, and serves as a thinly disguised excuse for racial quotas. Too often these criticisms have been on target, in part because universities have failed to establish the fundamental link between diversity and their educational missions. If programs promised on the need for diversity to survive in this legal and political climate, the educational value of these programs for all students must be fully and forcefully articulated.

The argument for the necessity of diversity is perhaps stronger in higher education than in any other context, but only if diversity is understood as a means to an end. The ultimate product of universities is education in the broadest sense. Including preparation for life in the working world. As part of this product, students learn from intercultural interaction with faculty members and with one another both inside and outside the classroom. Racial diversity can enhance this interaction by broadening course offerings, texts, and classroom examples, as well as improving communications and understanding among individuals of different races. The impact of diversity is evidenced by the inclusion of multicultural perspectives in many disciplines—authors such as Toni Morrison have joined the accepted canon.

A common criticism of race-based diversity programs, reflected in the Bakke discussion of intellectual diversity arising from different perspectives and life experiences, is that it is used as a mere proxy for a particular perspective or point of view. According to this critique, a university seeking diversity assumes that individuals of particular races bring with them certain perspectives due to their racial backgrounds. This assumption is patronizing and misguided, for course, because members of every racial group differ in their life experiences. Proponents of diversity have all too often permitted the bate to be centered on this argument and have faltered in the cause when trying to defend the use or race to achieve intellectual diversity. Given the strict scrutiny with which racial classifications are judged under American law, it is not surprising that counts have browned upon this justificaton for racebased diversity programs.

In fact, the educational value or diversity can be delivered largely on the basis or the exact opposite of this stereotypical assumption. The range of similarities and differences within and among racial groups is precisely what gives diversity in higher education its educational value. For example, by seeing firsthand that all black or Hispanic students do not act or think alike, white students can overcome learned prejudices that may have arisen in part from direct exposure to individuals of other races. One can imagine the impact on a white student from a homogeneous white suburban background. whose views regarding blacks have been shaped primarily by television and movies, if a law school class featuring arguments from black students as diverse as Thurgood Marshall and Clarence Thomas. Likewise, the recently immigrated Asian American student in the same class, who assumes that most white Americans think alike, may be surprised by white students with opinions as diverse as Antonin Scalia and Ruth Bader Ginsburg.

Similarly, prejudices can be overcome when students discover just how much they have in common with their peers from other races. Prejudice is learned behavior, and the prevalence of young offenders in racially motivated hate crimes demonstrates that it is learned at an early age. Due to local control of elementary and secondary education in this country, many students attend neighborhood schools that are segregated according to local demographics. Once in college together, however, students of different races may discover that their political beliefs or extracurricular interests provide as much or more common ground as does race. No textbook or computer can substitute for the direct personal interaction that leads to this type of selfdiscovery and growth.

This educational benefit is universal in that all students learn from it, not just minority students who might have received a “bump” in the admissions process. Indeed, majority students who have previously lacked significant direct exposure to minorities frequently have the most to gain from interaction with Individuals of other races. The universality of this benefit distinguishes the diversity rationale from the rationale of remedying discrimination, under which minority students receive special consideration to make up for past injustices to their racial group.

Diversity as Institutional Mission

The diversity rationale also differs from remedying discrimination in that it stems directly from, and reinforces, the educational mission of the university as defined by the institution itself. In Bakke, Justice Powell cited the university’s academic freedom interest in selcting the criteria for selection of its students to meet its educational goals. This relationship of diversity to academic freedom and to the university’s educational mission implies that each institution is in the best position to determine its own diversity goals in light of its educational objectives. For example, some institutions have religious roots and desire a student body that keeps those ties alive. Historically black colleges were founded to educate black students shut out or other institutions and have a mission that includes continued support of underprivileged groups. Moreover, the mission of each institution is determined to some extent by its service area and applicant pool, which can change over time as changes occur in the institution’s size, stature, or program offerings.

Each institution’s interest in and need for racial diversity will vary based upon these factors. As Harvard President Neil Rudenstine recently described, all internationally recognized college or university that draws students from all over the country and the world—such as Harvard or Stanford—might have as part of its educational mission a commitment to expose its students to individuals from all races represented in the nation or even the world. A publicly funded landgrant college, however, might have a special legal obligation to serve the citizens of its State, and its interest in diversity would...
In some of these cases, it may be that affirmative efforts are required to achieve the diversity needed to match the educational mission because it is central to the educational environment. For instance, a predominantly white college in a rural location with little racial diversity may decide that its educational mission includes a need to broaden the horizons of its students by recruiting students of other races and from other places. Even if the college itself has no history of discrimination, it may need to make affirmative efforts to attract and retain such students, particularly until it develops a welcoming reputation for minority students.

Of course, this model of learning assumes that students will interact with peers of other races in a variety of settings once enrolled at a university. Clubs, cultural centers, or special events that celebrate the traditions and contributions of minority groups can be inclusive and send a welcoming signal to minority students. If minority students remain largely segregated in campus housing, dining halls, classes, and activities, however, much of the potential interactive educational value of diversity may be lost for all students. For this reason, university programs based on diversity should focus not merely on the initial admissions process, but also on retention and on involvement in the full range of fields of study and extracurricular activities.

Recent studies by Alexander Astin and others have shown that direct student experience with racial diversity corresponds to increased cultural awareness and commitment to promoting racial understanding. This exposure comes at a critical time in students' lives: the university in essence serves as a controlled microcosm previewing the larger society and working world into which the students will graduate. At that point, their employers will expect them to be able to work and interact with a wide variety of people in an increasingly global economy.

More research remains to be done, however, by colleges and universities seeking to define and develop their interest in diversity as related to their educational missions. In a recent survey of existing research on diversity, the Association of American Colleges and Universities reports that campus-based diversity initiatives have a positive impact on the education of all students—promoting increased tolerance and understanding or differences, greater commitment to social justice, and improved academic success and cognitive development. As the frontline educators who serve as students' teachers, mentors, role models, and friends, faculty members are uniquely positioned to observe and evaluate these educational benefits of diversity in a variety of campus contexts. For this reason, AAUP's Committee on Historically Black Institutions and the Status or Minorities in the Profession, along with other organizations in higher education, is seeking systematic faculty input to inform the debate over the nature and extent of these educational benefits.

**Merit and Other Considerations**

If racial diversity in higher education is a compelling interest for which there is no adequate alternative, it must still be "narrowly tailored" to fit its goals in order to meet the legal standards for programs in which race is considered. Many universities give special consideration to race in its admissions process to a greater extent than to other diversity factors such as geography or religion. Similarly, may special consideration be given to some minority groups and not others? The answers depend upon the extent to which race-neutral admissions procedures provide an adequate crosssection of students with regard to these other factors.

This principle applies to recruiting for all sorts of university needs and activities. In some years a university might need to make special efforts to obtain top athletes or other students. In other years it may not. For example, a university might need to give special consideration to race in its admissions process to attract top athletes, whereas in other years it may not.

Critics of diversity argue that racers such as race should not be considered in admissions or financial aid because such decisions should be based solely on individual "merit." Traditionally, such critics have defined merit narrowly to reflect individuals' past academic achievement or potential as measured by grade point averages and standardized test scores, perhaps allowing for consideration of certain types of special skills or talents such as athletic or musical ability. All of these factors can of course contribute to the education of fellow students, but they are not the only factors that contribute to the breadth and Quality of the learning environment on a college campus. That is, entering a class as a whole, any of a number of factors that distinguish a particular applicant from large numbers of other individuals in the pool may also contribute to the learning environment. An applicant's "merit" therefore cannot be measured in the abstract without reference to other applicants: each individual's characteristics must be compared with the needs of the class as a whole. A star high school quarterback may have "merit" based on his past athletic accomplishments, for example, but it may mean little at a university at which fifteen other star quarterbacks are also applying or which has no football team at all.

Ironically other factors having little to do with a traditional definition or merit-such as relationships to wealthy alumni or high-level university administrators—have long been accepted as legitimate criteria in admissions and financial aid decisions. Consideration of these nonmeritorious factors has never been thought of as "stigmatizing" for the students who benefited. The critics of racial diversity and defenders of traditional "merit" would be more convinced if they attacked these forms of preference with equal vigor, because consideration or such factors has historically had a strong adverse impact on minority applicants.

These critics also claim that consideration of other race-neutral criteria such as socioeconomic status or geographic origin—i.e., criteria not subject to strict judicial scrutiny—could provide the same results as considering race. Studies of the impact of using such factors to seek racial diversity have not been encouraging, however. For example, estimates indicate that the cessation or race-based affirmative action in California will have an adverse impact on African American and Hispanic students, even if socioeconomic status is relied upon heavily in admissions decisions.

Far from reinscribing a colorblind society, racial classifications receive the highest level of constitutional scrutiny precisely because race has been such a powerful and divisive force in American and world history. In the postCold War world, racial and ethnic tensions have emerged as the greatest single threat to societies all over the globe—ranging from the former Soviet Union and Yugoslavia to South Africa, Rwanda, and even Canada. Facetoface interaction in the higher education context can play a key role in developing genuine interracial understanding and tolerance. To overcome such tensions, racial diversity within institutions is a compelling need, because painful historical experience has demonstrated that separate but equal educational systems are never equal and breed prejudice, misunderstanding, and resentment. If and universities want to avoid a relapse into increased racial segregation in light of the pressures against affirmative action in today's political and legal climate, they must make the case for the need for racial diversity to further the core educational purposes for which they exist—one enlist the help of their faculty in identifying and articulating its educational benefits.

Jonathan C Alger is AAUP associate counsel and staff liaison to Committee L on Historically Black Institutions and the Status or Minorities in the Profession.
On the Importance of Diversity in University Admissions

On April 14, during its annual spring meeting in Washington, D.C., the Association of American Universities adopted a statement that expresses strong support for continued attention to diversity in university admissions.

The Association of American Universities consists of 62 leading North American research universities. These institutions are represented at the association's meetings by their president or chancellor.

The text of the statement that was adopted April 14 is reproduced below.

For some time, the consideration of ethnicity, race, and gender as factors in college and university admissions has been strenuously both within and outside of the academy.

The public debate about the goal of diversity, as well as affirmative action; the 1995 decision of the Regents of the University of California to discontinue any special consideration of ethnicity, race, and gender as factors in admissions; the passage of Proposition 209 in California; and the Hopwood ruling of the Fifth Circuit Court of Appeals have all combined to create substantial uncertainty about the future representation of minority students within our student bodies. Special efforts to identify and enroll women-particularly but not only in fields such as mathematics, the physical sciences, and engineering-may also be affected.

As members of the Association of American Universities, we therefore want to express our strong conviction concerning the continuing need to take into account a wide range of considerations—including ethnicity, race, and gender—as we evaluate the students whom we select for admission.

We speak first and foremost as educators. We believe that our students benefit significantly from education that takes place within a diverse setting. In the course of their university education, our students encounter and learn from others who have backgrounds and characteristics very different from their own. As we seek to prepare students for life in the twenty-first century, the educational value of such encounters will become more important, not less, than in the past.

A very substantial portion of our curriculum is enhanced by the discourse made possible by the heterogeneous backgrounds of our students. Equally, a significant part of education in our institutions takes place outside the classroom—in extracurricular activities where students learn how to work together, as well as to compete: how to exercise leadership, as well as to build consensus. If our institutional capacity to bring together a genuinely diverse group of students is removed—or severely reduced—the quality and texture of the education we provide will be significantly diminished.

For several decades—in many cases, far longer—our universities have assembled their student bodies to take into account many aspects of diversity. The most effective admissions processes have done this in a way that assesses students as individuals, while also taking into account their potential to contribute to the education of their fellow-students in a great variety of ways. We do not advocate admitting students who cannot meet the criteria for admission to our universities. We do not endorse quotas or set-asides in admissions. But we do insist that we must be able, as educators, to select those students from among many qualified applicants—who will best enable our institutions to fulfill their broad educational purposes.

In this respect, we speak not only as educators, but also as concerned citizens. As presidents and chancellors of universities that have historically produced many of America’s leaders in business, government, the professions, and the arts. we are conscious of our obligation to educate exceptional people who will serve all of the nation’s different communities. The evaluation of an individual applicant to our universities cannot therefore, be based on a narrow or mainly "statistical" definition of merit. The concept of merit must take fully into account not only academic grades and standardized test scores, but also the many unquantifiable human qualities and capacities of individuals, including their promise for continuing future development. It must include characteristics such as the potential for leadership—especially the requirements for leadership in a heterogeneous democratic society such as ours.

We therefore reaffirm our commitment to diversity as a value that is central to the very concept of education in our institutions. And we strongly reaffirm our support for the continuation of admissions policies, consistent with the broad principles of equal opportunity and equal protection, that take many factors and characteristics into account—including ethnicity, race, and gender—in the selection of those individuals who
will be students today, and leaders in the years to come.

### Association of American Universities member Institutions

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THE ASSOCIATION OF AMERICAN UNIVERSITIES
1200 New York Avenue NW, Washington, D.C. 20005 • 202-408-7500
On the Importance of Diversity in Higher Education

America's colleges and universities differ in many ways. Some are public; others are independent; some are large urban universities, some are two-year community colleges, others small rural campuses. Some offer graduate and professional programs, others focus primarily on undergraduate education. Each of our more than 3,000 colleges and universities has its own specific and distinct mission. This collective diversity among institutions is one of the great strengths of America's higher education system, and has helped make it the best in the world. Preserving that diversity is essential if we hope to serve the needs of our democratic society.

Similarly, many colleges and universities share a common belief, born of experience, that diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a quality education. The public is entitled to know why these institutions believe so strongly that racial and ethnic diversity should be one factor among the many considered in admissions and hiring. The reasons include:

- Diversity enriches the educational experience.
  We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.

- It promotes personal growth—and a healthy society.
  Diversity challenges stereotyped preconceptions; it encourages critical thinking and it helps students learn to communicate effectively with people of varied backgrounds.

- It strengthens communities and the workplace.
  Education within a diverse selling prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork, and it develops communities whose members are judged by the quality of their character and their talents, not by the color of their skin.

- It enhances America's economic competitiveness.
  Sustaining the nation's prosperity in the 21st century will require us to make the best use of the talents and abilities of all our citizens, in work settings that bring together people of diverse backgrounds and cultures.

American colleges and universities traditionally have enjoyed significant latitude in pursuit of their missions. Americans have understood that there is no single model of a good college, and that "average" standard can predict with certainty the lifetime contribution of a teacher or a student. Yet, there "are no standards" who shall teach and be taught has been restricted in a number of places, and continue to attack in others. As a result, some schools have experienced precipitous declines in the enrollment of American and Hispanic students, reversing decades of progress in the effort to assure that all Americans have an equal opportunity for access to higher education.

Achieving diversity on college campuses does not require quotas. Nor does diversification of unqualified applicants. However, the diversity we seek, and the future of the nation require that colleges and universities continue to be able to reach out and make a conscious effort to attract and educate a diverse body of students appropriate for their missions. The success of higher education and the strength of our democracy depend on it.

Endorsements

AACSB, The International Association for Management Education
ACT (formerly American College Testing)
American Association for Higher Education
American Association of Colleges For Teacher Educators
American Council on Education
American Association of Colleges of Nursing

Wednesday April 15 1993
American Association of Colleges of Pharmacy
American Association of Collegiate Registrars and Admissions Officers
American Association of Community Colleges
American Association of Dental Schools
American Association of State Colleges and Universities
American Association of University Administrators
American Association of University Professors
American College Personnel Association
American Council on Education
American Indian Higher Education Consortium
American Medical Student Association
American Society for Engineering Education
APPA: The Association of Higher Education Facilities Officers
Association of Academic Health Centers
Association of American Colleges and Universities
Association of American Law Schools
Association of American Medical Colleges
Association of American Universities
Association of Catholic Colleges and Universities
Association of College Unions International
Association of Community College Trustees
Association of Governing Boards of Universities and Colleges
Association of Jesuit Colleges and Universities
Coalition of Higher Education Assistance Organizations
Coker College, Hartsville, South Carolina
College and University Personnel Association
Commission on Independent Colleges & Universities
Consortium on Financing Higher Education
Council for Advancement and Support of Education
Council of Graduate Schools
Council of Independent Colleges
Educational Testing Service
Golden Key National Honor Society
Hispanic Association of Colleges and Universities
LaN School Admission Counsel
Lutheran Educational Conference of North America
NAFSA: Association of International Educators
National Association for College Admission Counseling
National Association for Equal Opportunity in Higher Education
National Association of College and University Business Officers
National Association of Graduate and Professional Students
National Association of Independent Colleges and Universities
National Association of State Universities and Land-Grant Colleges
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Collegiate Athletic Association
National Council of Educational Opportunity Associations
NAWE: Advancing Women in Higher Education
New England Board of Higher Education
The College Board
The College Fund/UNCF
The Education Trust
University Continuing Education Association
To: Myron Hood  
   Chair, Academic Senate  

From: Warren J. Baker  
   President  

Date: September 18, 1998  

Copies: Paul J. Zingg  
         Harvey Greenwald  
         Linda Dalton  

Subject: AS-505-98/DTF, Resolution on the Academic Value of Diversity  
         AS-506-98/DTF, Resolution on The Cal Poly Statement on Diversity  

I am pleased to accept Resolutions AS-505-98/DTF and AS-506-98/DTF.  

The Academic Senate is to be applauded for its clear affinnation of the educational values of diversity and its recognition that diversity strengthens our community and prepares our students more fully for effective citizenry, responsible careers and engaged lives.  

Both resolutions underscore the University's values that are imbedded in our Mission Statement and Strategic Plan. The voice of the Senate in these matters will strengthen the University's ability to continue its efforts to foster greater diversity among our students, faculty and staff. Clearly aligning Cal Poly with the important statements on diversity that the nation's principal educational associations have made signals our commitment and resolve.  

I look forward to working with the Senate and our entire University community in achieving the promise within these resolutions.