

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

AS-807-15

RESOLUTION ON CAL POLY STATEMENT ON DIVERSITY AND INCLUSIVITY

- 1 WHEREAS, The Academic Senate has approved several resolutions since 1987 regarding the
2 importance of diversity and educational equity; and
3
4 WHEREAS, Among these resolutions includes the “Cal Poly Statement on Diversity,” which
5 was approved in 1998 (AS-506-98/DTF); and
6
7 WHEREAS, In the ensuing years since the Cal Poly Statement on Diversity was approved
8 faculty, staff, and students have worked to gain a deeper understanding of the
9 importance of diversity and educational equity through a myriad of approaches,
10 including the adoption of the Inclusive Excellence Model in 2009 (AS-682-09);
11 and
12
13 WHEREAS, Today at Cal Poly we continue to strive to increase diversity, but in addition, we
14 attend more closely than ever to fostering a culture of inclusivity for every
15 faculty, staff, and student member on this campus; therefore, be it
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17 RESOLVED: That the Inclusive Excellence Council has developed a new statement on diversity
18 to reflect the inclusivity aspect of our university; and be it further
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20 RESOLVED: That the Academic Senate approves the attached Cal Poly Statement on Diversity
21 and Inclusivity.

Proposed by: Inclusive Excellence Council
Date: September 29, 2015

Cal Poly Statement on Diversity and Inclusivity*

September 29, 2015

Revised - November 12, 2015

Approved - November 17, 2015

At Cal Poly we believe that academic freedom, a cornerstone value, is exercised best when there is understanding and respect for our diversity of experiences, identities, and worldviews. Consequently, we create learning environments that allow for meaningful development of self-awareness, knowledge, and skills alongside attention to others who may have experiences, worldviews, and values that are different from our own. In so doing, we encourage our students, faculty, and staff to seek out opportunities to engage with others who are both similar and different from them, thereby increasing their capacity for knowledge, empathy, and conscious participation in local and global communities.

In the spirit of educational equity, and in acknowledgement of the significant ways in which a university education can transform the lives of individuals and communities, we strive to increase the diversity at Cal Poly. As an institution that serves the state of California within a global context, we support the recruitment, retention, and success of talented students, faculty, and staff from across all societies, including people who are from historically and societally marginalized and underrepresented groups.

Cal Poly is an inclusive community that embraces differences in people and thoughts. By being open to new ideas and showing respect for diverse points of view, we support a climate that allows all students, faculty, and staff to feel valued, which in turn facilitates the recruitment and retention of a diverse campus population. We are a culturally invested university whose members take personal responsibility for fostering excellence in our own and others' endeavors. To this end, we support an increased awareness and understanding of how one's own identity facets (such as race, ethnicity, gender, sexual orientation, religion, age, disability, social class, and nation of origin) and the combinations of these identities and experiences that may accompany them can affect our different worldviews.

*The definition of diversity is specifically inclusive of, but not limited to, and individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability, and sexual orientation.

Adopted: June 9, 1998

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

**AS-506-98/DTF
RESOLUTION ON
THE CAL POLY STATEMENT ON DIVERSITY**

RESOLVED: That the Academic Senate at Cal Poly accept and endorse The Cal Poly Statement on Diversity attached; and, be it further

RESOLVED: That the Academic Senate in partnership with its administration devise plans and strategies to promulgate and implement the diversity and educational objectives outlined in The Cal Poly Statement on Diversity; and, be it further

RESOLVED: That the Academic Senate 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

THE CAL POLY STATEMENT ON DIVERSITY*

At the heart of a university is the responsibility for providing its students with a well-rounded education, an education that fosters their intellectual, personal and social growth. For students preparing to embark upon work and life in the 21st century, a critical element of a well-rounded education is the ability to understand and to function effectively in a diverse and increasingly interdependent global society. As noted in a recent statement from the American Association of University Professors (AAUP), "the argument for the necessity of diversity is perhaps stronger in higher education than in any other context... The ultimate product of universities is education in the broadest sense, including preparation for life in the working world." In this regard, it is in the compelling interest of Cal Poly, the state, and the nation to provide our students with an education that is rich with a diversity of ideas, perspectives, and experiences.

Thus, diversity serves as a fundamental means to enhance both the quality and value of education. It cannot be a mere adjunct to such an education but must be an integral element of the educational experience, infused throughout the community (faculty, students, and staff), the curriculum, and the cocurricular programs of the University.

- As a University whose motto is "to learn by doing," Cal Poly explicitly understands the importance that experience brings to education. When students are exposed personally and directly to faculty, staff, and other students from diverse backgrounds, their stereotypes about "the other" are challenged. As the AAUP statement notes, such personal interaction gives students an understanding of the "range of similarities and differences within and among ... groups" that "no textbook or computer" can provide. For this reason, both the formal and informal classroom (i.e., the rich learning experiences that occur for our students during their cocurricular activities), must be constituted in a way that reinforces the value of encountering and considering diversity.
- Moreover, diversity in the curriculum is a fundamental component of a well-rounded and beneficial education. The perspectives provided by the University are contingent upon the content and purpose of its courses. Since the curriculum is the principal expression of our educational goals and values, it must signal the importance of diversity to the Cal Poly mission, to the institutional culture, and to our teaching and learning environment in clear and unambiguous terms.

Thus, the University community (its students, faculty, and staff), the curriculum, and the co-curricular environment must be dedicated to the principle of ensuring that all of our students routinely encounter diverse people, ideas, and experiences.

Only through intellectual and first-hand personal exposure to diversity in its myriad forms—racial, ethnic, cultural, gender, geographic, socioeconomic, etc.—will students gain the understanding, empathy, and social skills that they will require to be effective, engaged citizens in an increasingly crowded and interrelated global community. The benefit of diversity is universal. Cal Poly's commitment to diversity signals an affirmation of the highest educational goals of this University, including mutual respect, civility, and engaged learning.

*The definition of diversity is specifically inclusive of, but not limited to, an individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability, and sexual orientation.

State of California
M e m o r a n d u m

To: Myron Hood
Chair, Academic Senate

Date: September 18, 1998

From: Warren J. Baker
President

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 affirmation 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.

Adopted: May 26 2009

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

AS-682-09

RESOLUTION ON
MAKING EXCELLENCE INCLUSIVE AT CAL POLY

- 1 WHEREAS, The Academic Senate has a 30-plus year history of espousing the principles of Making
2 Excellence Inclusive as a learning-community imperative – most recently in the Senate’s
3 Fall ’08 retreat and (AS-663-08) *Resolution on Diversity Learning Objectives*; and
4
5 WHEREAS, “Build an Inclusive Community” is one of seven goals of the Cal Poly Strategic Plan; and
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7 WHEREAS, A learning environment that supports attention to diversity is a standard of accreditation
8 as promulgated by the Western Association of Schools and Colleges; and
9
10 WHEREAS, The Academic Senate has affirmed the academic value of diversity (AS-505-98);
11 therefore be it
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13 RESOLVED: That the Academic Senate support Making Excellence Inclusive as a goal and organizing
14 principle of the Cal Poly learning community; and, be it further
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16 RESOLVED: That resources for the professional development of faculty in Making Excellence
17 Inclusive be established, sustained, and identified by the University, colleges, and other
18 instructionally-related entities as part of their inventory of efforts to promote Inclusive
19 Excellence; and, be it further
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21 RESOLVED: That faculty efforts in Making Excellence Inclusive be recognized as a substantive
22 component of voluntary service in the Retention, Promotion, and Tenure (RPT)
23 evaluation process.

Proposed by: Academic Senate Executive Committee
Date: March 30 2009
Revised: April 28 2009
Revised: May 20 2009
Revised: May 26 2009


State of California
Memorandum

CAL POLY

SAN LUIS OBISPO
CA 93407

To: John Soares
Chair, Academic Senate

Date: June 22, 2009

From: 
Warren J. Baker
President

Copies: R. Fernflores, R. Koob,
D. Conn, P. Bailey,
D. Christy, L. Halisky,
T. Jones, B. Konopak,
M. Noori, D. Wehner,
M. Suess

Subject: Response to Academic Senate Resolution AS-682-09
Resolution on Making Excellence Inclusive at Cal Poly

This is to formally acknowledge receipt and approval of the above-referenced Academic Senate resolution.

Please express my appreciation to the Academic Senate members for their work on this issue.