

FACULTY SENATE EXECUTIVE COUNCIL

Resolution on Faculty Commitment to Diversity and Affirmative Action

Preamble: Faculty at Southern Illinois University Carbondale are committed to hiring and promoting individuals of the highest quality. We recognize that individuals from social identity groups that have been traditionally underrepresented and historically discriminated against continue to face obstacles in achieving full inclusion in university environments. We recognize that women, racial-ethnic minorities, religious and sexual minorities, older adults and the disabled¹ bring experiences, skills, abilities, perspectives and values that are critical to the success of achieving SIUC's educational, research and outreach missions. We also recognize that Affirmative Action plays an important role in helping to redress the powerful and lingering effects of historic and contemporary racism, sexism and other forms of explicit and implicit discrimination. Thus, special attention should be paid to selection and promotion decisions regarding groups that are particularly targeted for Affirmative Action.

Therefore, we offer the following resolution:

WHEREAS: The Faculty Senate has affirmed its support for Affirmative Action, Diversity and related concerns in prior resolutions and statements (see attached); and

WHEREAS: The number of women in Academic Affairs administrative positions, especially above the Chair level, is significantly below national norms; and

WHEREAS: Women and minorities are underutilized in many faculty and administrative positions, according to the 2008 SIUC Affirmative Action Plan;²

THEREFORE BE IT RESOLVED that the faculty of Southern Illinois University Carbondale reaffirms its commitment to (a) fostering a climate of respect for diversity as broadly defined above, and (b) maintaining and strengthening its Affirmative Action goals, plans and procedures, including the goal to increase the number of women and minorities in administrative and leadership positions.

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¹ Although flawed, a common shorthand is to refer to these groups collectively as "women and minorities," which we adopt for the remainder of this resolution.

² <http://www.siu.edu/~affact/Affirmative%20Action%20Plan%202008.pdf>

Approved by the Faculty Senate on March 19, 1991
Appendix B to the Meeting Minutes

FACULTY STATEMENT ON
AFFIRMATIVE ACTION AND DIVERSITY

The faculty of SIUC is committed to initiatives that attract qualified minorities, women, and the disabled to its ranks. We applaud and encourage affirmative action efforts to seek out qualified colleagues that bring to this academic community persons with diverse life experiences and perspectives. A commitment to academic excellence remains the central tenet of faculty research, teaching, and service. Affirmative Action should complement this tenet by hiring highly qualified faculty regardless of gender, race, disability, or other biological or cultural factors. Affirmative Action at SIUC sets no quotas. All faculty should be treated as equals in their respective domains. Distinctions based solely upon race, gender, disabilities, or other biological and cultural factors are unacceptable.

Members of the faculty are expected to cooperate in the investigation of any charge of discriminatory practices, and they should exercise their collective will to eradicate any vestige thereof without delay.

PROPOSAL ON CULTURAL PLURALISM

The most recent ten year planning document for Southern Illinois University affirms the importance of cultural pluralism as an integral feature of an effective educational environment. "Cultural pluralism," as a concept, recognizes that Americans have a common culture, a culture shaped by many different groups. The interest in cultural pluralism at the University emerges at a time when most students are educated primarily in the historically dominant culture grounded in the Anglo/androcentric European tradition.

Now, both national and international factors necessitate that we be aware of the limitations of this model. On a domestic level, the changing demographics (from white to multi-ethnic domination), the shifting of gender roles in public and private sectors (from male domination to female-parity), and economic dislocations (increasing gap between rich and poor) all speak to the importance of race, gender and class differences as influences on our domestic future.

On the international level, we are faced with a more tightly linked world community marked by the necessity for mutual relations among nations and populations. The unique and powerful role of the U.S. in world relations can be expected to continue as we proceed with economic, political, social and military actions of immense consequences. If we want to educate our students, they should be prepared to assess these actions.

A plan for cultural pluralism, then, refers to our scholarly commitment to educate our students about the impact of domestic and international cultural diversity upon their lives as citizens and private persons. Our existing curriculum, however, was not developed following a cultural pluralism model. At present, it is possible for a student to fulfill his or her General Education requirements without formal study of ethnic, gender, or class diversity. While a background in the traditional western systems will continue to be an educational necessity, that background alone is no longer sufficient to prepare students to successfully negotiate the complex world before them.

Therefore, the Faculty Senate authorizes the General Education Committee, in consultation with the Undergraduate Education Policy Committee, to create a plan for introducing cultural pluralism as an educational requirement of every undergraduate's SIU-C experience.

ATTACHMENT D

GOVERNANCE COMMITTEE

Resolution to Amend the "Affirmative Action/Equal Opportunity Hiring Procedures"

WHEREAS the "Affirmative Action/Equal Opportunity Hiring Procedures" need to be amended to support the aforementioned changes made to the "Grievance Procedure for the Faculty,"

BE IT RESOLVED that the "Affirmative Action/Equal Opportunity Hiring Procedures" be amended as follows:

"Affirmative Action/Equal Opportunity Hiring Procedures" (1992 Faculty and A/P Staff Handbook, p. 45)

Responsibility

2. Role of Hiring Administrators

. . . The President of SIUC is ultimately responsible for ensuring equal opportunity for all applicants and for implementing the university's affirmative action policies. Unresolved complaints regarding the administration of these hiring procedures by the vice president and/or the Affirmative Action Officer may be brought to the president for review and redress. Affirmative action is a continuous activity

*New text underlined