

## C.A.I.A.R.E Report: Academic Year 2021/22

### Production of *Creating a Culture of Belonging* Video Series

Over the spring/summer 2021, the Taskforce on Campus Climate, Race, and Equity (now renamed C.A.I.A.R.E) worked to produce a three part video series to be disseminated to faculty and administrators across campus to highlight the needs and perspectives of EMU students who belong to historically marginalized groups, and to introduce faculty experts whose insight and advice might stimulate a conversations among faculty about the role we play in creating a culture of belonging on campus.

### Promotion and Dissemination of the *Creating a Culture of Belonging* Video Series

During the Fall 2021 and Winter 2022 semesters, committee members were actively involved in presenting the videos to diverse groups across campus, as well as sharing the [Supporting EMU Diversity Faculty Resource Guide](#) developed by the committee last year.

- [Part 1: Creating a Sense of Belonging in the Classroom](#)
  - This introductory video explored what it means to belong and why it matters in a university context. We asked: What does belonging mean to our students? What role does belonging play in pedagogy? Where do we have room for improvement?
- [Part 2: Classroom and Mentoring Tips](#)
  - This video introduced two key areas where faculty can help foster a culture of belonging: mentorship and classroom culture. We asked students and faculty: What does good mentorship look like? Students shared common obstacles they face. Faculty experts offered concrete tips to address student needs.
- [Part 3: Creating a Culture of Belonging: Actions Large & Small to Effect Change](#)
  - The final video addressed next steps, with students and faculty sharing ideas for how we can individually and collectively work to create a culture of belonging at EMU.

### Promotion and Dissemination of the *Creating a Culture of Belonging* Video Series

During the Fall 2021 and Winter 2022 semesters, committee members were actively involved in presenting the videos to diverse groups across campus, and facilitating the discussions and workshops designed to move the work of Diversity, Equity, and Inclusion at EMU forward in meaningful ways.

Presentations included:

- 2021 New Faculty Orientation

- 2021 New Beginnings Conference Plenary (at the request of the FDC and WAC)
- Presentation to the Board of Regents (October 2021 Faculty Affairs meeting)
- MLK 2022 Session: A Screening of *Creating a Culture of Belonging Part 3* for students and community
- Graduate School *Lunch and Learn* Workshop: What does “belonging” mean for graduate students?
- Committee members helped conceptualize, design, and facilitate the 2022 *Writing Across the Curriculum Spotlight Series*, a series of five workshops and follow-up discussion sessions based on our video series.
- *Creating a Culture of Belonging* Workshop for Halle Library staff.

### **FDC Workshop: Developing Inclusive Excellence in STEM**

Committee members developed and led a FDC workshop (April 1<sup>st</sup>) to highlight the challenges and opportunities related to addressing diversity, equity and inclusion in STEM fields. Presenters included representatives from Biology, Chemistry, Economics, Mathematics, and Physics. This was the first opportunity at EMU for faculty in STEM to share disciplinary shifts, departmental innovations, and discuss common challenges with each other.

### **Institutional Self Study: The needs of “minoritized” EMU faculty**

The committee has embarked on an ambitious institutional self study to assess the experiences and needs of EMU faculty who belong to historically marginalized groups. This initiative began in January and is an ongoing project. In addition to seeking to document the institutional culture and its impact on historically marginalized faculty, we are currently collecting and analyzing data: faculty responses to Presidential Commission’s Campus Climate Survey, data on salary inequities, bias in course evaluations, pandemic impact statements. We are also developing ways to obtain reliable information on how historically marginalized faculty experience service obligations, data that will initially be gathered through a poll in Fall, likely followed by focus groups and interviews. This process is led by members of C.A.I.A.R.E. with expertise in institutional assessment and data analysis. We have obtained IRB approval to do this work, as well as a small grant from the AAUP to hire two graduate students to assist with data analysis in Winter 2022. We plan to produce a report for Senate that identifies key areas of concern so that Faculty Senate can better advocate for the needs of our diverse faculty.

### **Planning for Academic Year 2022/23**

1. Members of C.A.I.A.R.E. will be working at the behest of the Provost's office in Spring/Summer 2022 to develop training modules based on the *Culture of Belonging* video that can be used by individual departments to address diversity, equity, and inclusion challenges and opportunities in their programs. Committee members will likely also be asked to help facilitate departmental workshops, should department heads desire assistance.

2. The high attendance, interest, and enthusiasm generated by the FDC Workshop on Developing Inclusive Excellence in STEM suggests that a second event in the Fall to continue the work would be welcome. Committee members are consulting with the faculty participants (and additional interested faculty who were unable to participate in the original session) about what type of event would be most beneficial. We will likely apply for an FDC grant with the aim of creating an EMU Inclusive Excellence in STEM conference that would include students, and feature an invited guest speaker.

3. Our work on the Institutional Self Study will be continuing, with the aim of presenting findings to Faculty Senate at the end of the Fall Semester.

4. The Winter semester will involve developing initiatives based on what our institutional self study reveals. Possible projects we are considering based on our preliminary findings:

- creating a Department Climate Survey template for departments to use for self-assessment;
- coordinating with the Strategic Planning committees related to DEI and/or Workplace Excellence to develop DED revision suggestions/models that address the well-documented disparities BIPOC and other historically marginalized faculty experience when it comes to "service";
- an initiative to help train faculty in the work of mentoring our diverse EMU students
- the committee is invested in continuing to create short videos as resources for faculty as they seek to educate themselves about how to support a diverse EMU community. We expect the self study to suggest the most pressing topics. One topic already suggested is a video addressing the experiences of BIPOC faculty.