

SECTION: 9

DATE:
February 8, 2024

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

FACULTY AFFAIRS COMMITTEE

ACTION REQUESTED

It is requested that the Faculty Affairs Committee agenda for February 8, 2024 and the minutes of the December 7, 2023 meeting be received and placed on file.

STAFF SUMMARY

The topic for the February 8, 2024 Faculty Affairs Committee meeting is “A Report by the Faculty Senate Committee for Action on Intersectionality, AntiRacism, and Equity (C.A.I.A.R.E).”

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.


University Executive Officer
Rhonda Longworth, Ph.D.

1/22/24
Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Faculty Affairs Committee

February 8, 2024
10:30 - 11:15 AM.
205 Welch Hall

AGENDA

- (10:30 AM) Section 9: Agenda and Minutes (*Regent Kimbrough Marshall*)
- (10:35 AM) Section 9:
Presentation: A Report by the Faculty Senate Committee for Action on Intersectionality,
AntiRacism, and Equity (C.A.I.A.R.E)
- (11:10 AM) Conclusion

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

FACULTY AFFAIRS COMMITTEE MINUTES

December 7, 2023
10:30 - 11:15 a.m.
205 Welch Hall

Attendees: Regent A. Simpson (Chair), Regent Newton, Provost R. Longworth, J. Carroll, W. Baker, M. Corsianos, J. Elton, K. Peacock, M. Kirkpatrick, S. Pernecky, C. Shell, J. Hunsberger, M. Qatu, S. Chawla, W. Kraft, J. Fritz A. Eisenberg, S. Newell, J. Ammons, A. Wolbert, and K. Stacey.

Guests: E. Lowenstein, A. Wingate, E. Burgess, J. Brower, A. Byrd Jr., M. Corsianos, J. Elton, Dyann Logwood, Yvette Colon

Regent Simpson began the meeting at 10:34 a.m.

Report and Minutes (Section 9)

Regent Simpson requested that the Faculty Affairs Committee Agenda for February 8, 2023 and the Minutes of the December 7, 2022 meeting be received and placed on file.

Presentation: “Faculty *Doing* Community Engagement; Action Through Teaching, Research and Service.”

The Faculty Affairs Committee presented 4 different examples of how Faculty are building a sense of community in S.E. Michigan by bringing student learning into the community through action.

Presentation Summary

Place Based Education

Dr. Ethan Lowenstein, Professor, Teacher Education, with the assistance of his students, Aaron Wingate, Emma Burgess, Jenna Brower, and Antonio Byrd Jr. presented on project based learning for community good and how it impacts learning.

Mentoring Youth in Urban Spaces with Feminist Perspective

Dr. Dyann Logwood, Associate Professor, Women’s and Gender Studies, presented her collaboration with Bright Futures and area schools. She also discussed the new model program she created, Critical Black Mentorship Model.

Social Work Programs in the College of Health and Human Services

Dr. Yvette Colon, Associate Professor, Associate Professor, Social Work and Department Member Women’s & Gender Studies, presented on how both the BSW and MSW programs have required internships that take students into the community to gain hands-on experience through activities, research, collaboration and field units.

College in Prison Program

Dr. Marilyn Corsianos, Professor, Sociology, Anthropology, Criminology, Women's and Gender Studies presented on the College In Prison Program. This program is the first program in the State of Michigan and currently has 20 students at the Women's Huron Valley Correctional Facility. They currently offer a Bachelor of General Studies, which is catered to the needs of the incarcerated students. They also offer a Bachelor of Civic Engagement, which is 60 credits of an Associates Degree from Jackson College and 60 credits from EMU. They are equipped to accept 15 students every semester in this program.

Regent Simpson thanked those in attendance and adjourned the meeting at 11:20 a.m.

Recorded by: Karen Peacock, Executive Assistant to the Provost and Executive Vice President of Academic and Student Affairs



EASTERN MICHIGAN UNIVERSITY

CONFRONTING THE WALL

A Report by the Faculty Senate Committee for
Action on Intersectionality, AntiRacism, and Equity
(C.A.I.A.R.E.)

Committee Members (2022/2023):

Sadaf Ali (Communication, Media, & Theater Arts)

Cassandra Barragan (Social Work)

Vernnaliz Carrasquillo (Engineering)

Kristin Judd (Biology)

Dyann Logwood (Women's and Gender Studies)

Uttara Manohar (Communication, Media, & Theater Arts)

Christine Neufeld (English), Chair

Rita Shah (Sociology, Anthropology, Criminology)

Environmental Scan Objectives

1. Gather reports, guidance, and recommendations generated by outside assessing bodies and internal committees whose work relates or applies to DEI efforts focused on systemic change at our EMU.
2. Examine these reports to determine which action items/recommendations remain incomplete.
3. Make explicit recommendations to EMU administration on how to make meaningful cultural change at EMU through policy and organizational structures.

[Click here to view the Environmental Scan document](#)

Data Collection

Existing Report Analysis:

- Presidential Commission on Diversity and Inclusion
- Campus Climate Survey
- Higher Learning Commission
- Faculty Senate Task Force on Campus Climate, Race & Diversity Issues White Paper
- College Diversity, Equity, and Inclusion (DEI) Committees
- Commission on Women COVID-19 Task Force
- Hanover Study
- Age-Friendly University Environmental Scan
- Provost's Work Group on Disability Issues
- Critical Disability Studies Steering Committee White Paper on Disabled Faculty

New Data Analysis

- Faculty Leadership Service Obligation survey
- All Faculty Service & Belonging survey

Addendum

- Faculty Senate Ad Hoc Committee on “Banning the Box” at EMU
- Title IX Research committee & Faculty Senate Title IX Research Implementation Committee
- Faculty Senate Ad Hoc Committee on Police Oversight

What we do well

- The majority of faculty articulate a commitment to making EMU a more inclusive institution.
- EMU does a good job collecting the voices of the EMU community through focus groups, committees, and surveys.
- The majority of DEI work being done at EMU is initiated and carried out by faculty and staff.
- Provost Longworth shares our vision and has been supportive of many projects and initiatives.

What needs work

- Faculty are trusted to do the much of the DEIJ work on campus, HOWEVER, their work does not produce change at an infrastructural or policy level.
- A major challenge we face is a failure of communication, which contributes to a lack of transparency around who is responsible and accountable for DEI initiatives.
- The faculty experience of being over-burdened with service obligations is compounded by a sense that 1) committee outputs are ignored and 2) that they are not always meaningfully consulted when policy level decisions are made.
- This can lead to faculty feeling that their DEI efforts are counterproductive because they can be used to obscure fundamental failures to make systemic change.

Example 1: Disability Issues at EMU

2017

Campus
Climate Survey

Faculty & Students
with disabilities
scored lower on all
indicators of
inclusivity.

2019

Age-Friendly
Environmental
Scan

Recommendations for
enhancement of
accessibility on
campus and online

2020

Provost's Work
Group on Disability
Issues

Recommendations on
accessibility during
Covid period with
wider implications

2023

- The Disability Resource Center has no official director, with the Title IX coordinator serving as interim.
- Faculty Senate sends a resolution supporting the CDS White Paper on the needs of faculty with disabilities

Example 2: Systemic barriers impacting vulnerable students

Parking:

The ability of LAZ to issue multiple tickets in one day, combined with their rigorous surveillance, means students are having their vehicles impounded and cannot afford to get them out.

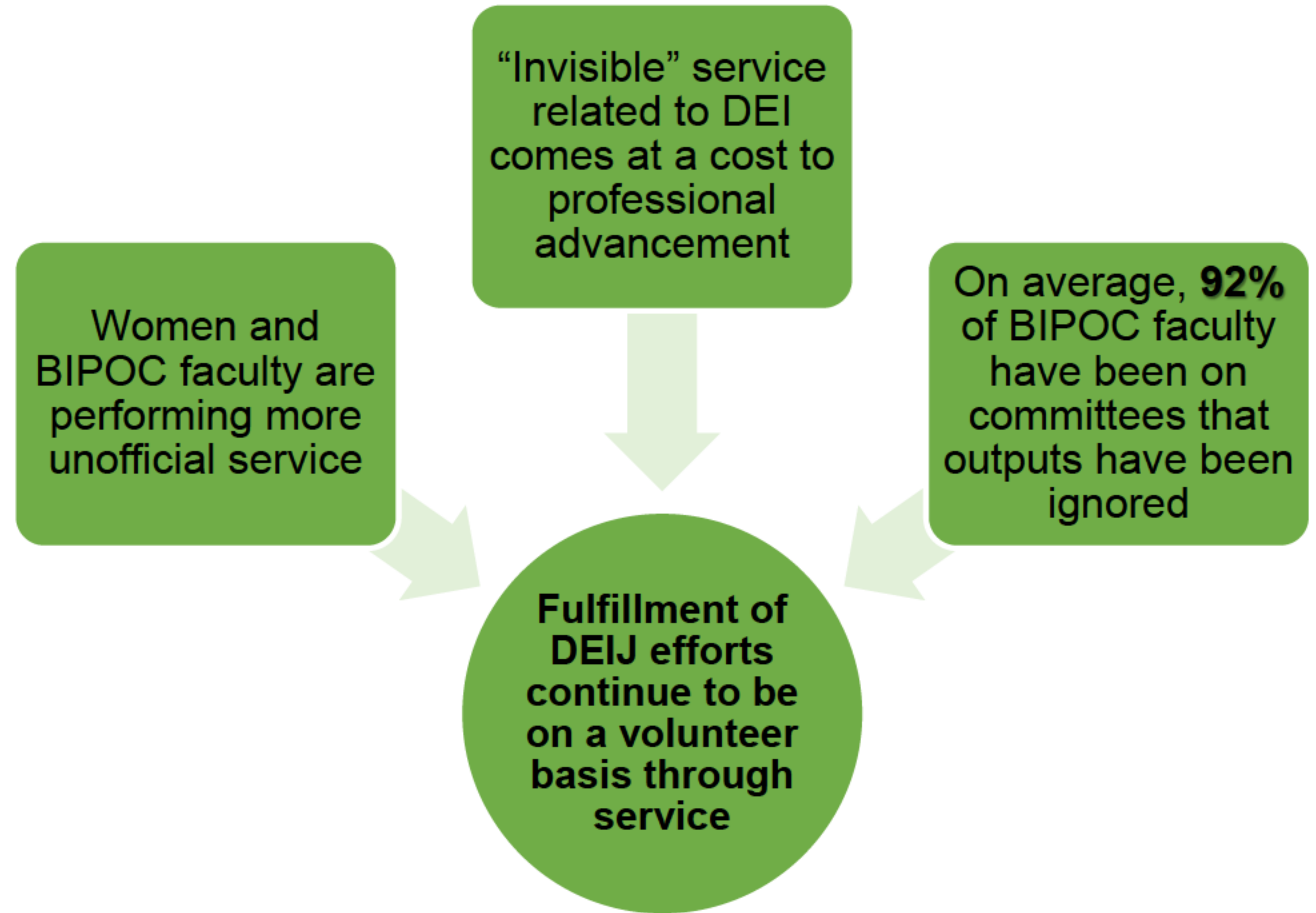
Housing:

Prior to the partnership with Gilbane, EMU had 10 rooms reserved for students encountering housing instability emergencies. Those rooms are no longer available.

Who is doing the work and at what cost?

EMU DEI initiatives replicate a phenomenon noted by scholars of diversity in Higher Education:

EMU's DEI work is done primarily by non-white, non-male, and First-Gen faculty, who take on this labor because it impacts them directly.



Taking Diversity Work Past Institutional Inertia

“The official desire to institutionalize diversity does not mean the institution is opened up; indeed, the wall might become all the more apparent, all the more a sign of immobility, the more the institution presents itself as being opened up. The wall gives physical form to what a number of practitioners describe as ‘institutional inertia,’ the lack of an institutional will to change.”

Sara Ahmed, *On Being Included* (2012)

Recommendations

1. Identify stakeholders and involve them in problem solving areas that are relevant to their area of expertise. This includes staff, faculty, and students.
2. Ensure all stakeholders are made aware of recommendations and provide support to follow through with proposed plans.
3. Fund a working group that is empowered to introduce systemic change rather than just generate recommendations or collect data.
4. Organize EMU offices so that initiatives have line-item funding to ensure consistent follow through in ways that impact policy.
5. Create clear accountability mechanisms that ensure the work is done when recommendations or plans are proposed.

Let's take advantage of this historic opportunity!

With the appointment of EMU's first Chief Diversity Officer, Dwight Hamilton, and the Provost's current Strategic Plan initiative, our institution has a unique opportunity to articulate and manifest what diversity, equity and inclusion means at EMU, and to become a leader in inclusive excellence in Higher Education.