Eastern Michigan University Federation of Teachers
Local 9102

A Report on the Status of Lecturer Input and Communication:

Issues of Equity and Inclusion, Obstacles to Change, and Solutions for the Future of EMU

February 2024

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Lecturers at EMU are an integral part of the instructional workforce, teaching about 40% of the credit hours and have done so for many years. Lecturers are employed on both a part-time and a full-time basis. All Lecturers have exemplary qualifications and a large percentage of Lecturers have terminal degrees, publications, and scholarly records comparable to their tenure-track and tenured faculty colleagues.

An important fact about Lecturers at EMU is that they are NOT FACULTY. At EMU, both 'Lecturer' and 'Faculty' are contractually defined terms. At most other universities, all instructional staff are considered Faculty. Yet, at EMU, Faculty only refers to the members of the AAUP bargaining unit. This definitional distinction causes many of the inequities highlighted in this report, which are compounded by the university's focus on Faculty as the instructional staff, without acknowledging how this affects the working conditions of Lecturers. This report lays out the differences between these two employee groups and how these differences impact input and communication.

I. Who are Lecturers at EMU?

Faculty at EMU, represented by the AAUP, are the tenure-track and tenured professors. They are what most of us think of when we think of university professors – they have generous salaries, promotion opportunities, access to large pools of research funding, opportunities to take on other positions within the university, and many venues for providing input on decisions that affect them. Unlike those of Lecturers, Faculty job descriptions include 'service,' which requires participation in a variety of input activities. In addition to research and teaching, service is the third leg of a Faculty member's job.

Lecturers at EMU, represented by EMUFT (an AFT local), are the non-tenure line, part-time and full-time instructors. At EMU, the perception is that the only job responsibility of Lecturers is to teach their assigned courses. But simply by virtue of working as a teacher at a university, most Lecturers do work outside of teaching classes, such as mentoring students outside of the classroom, being professionally active, trying to be an engaged member of a department, college, and the university at large, etc.

The university, however, does not acknowledge this work as part of the job and provides no room for Full- and Part-Time Lecturers to complete these other tasks - service work - that grow naturally out of being a member of a university. When Lecturers do want to participate, many Department Heads are hesitant since the university provides room in the budget for neither Full-time nor Part-time Lecturers to be paid for this work. The result is that Lecturers either disengage from this kind of deeper involvement as members of their departments or do the work on a volunteer basis. Neither of these paths is sustainable and neither makes intelligent use of limited resources. This oversight at EMU is one of the central contributing factors to the problem of Lecturer input and communication. Lecturers are simply left out.

There are also significant differences between Full- and Part-Time Lecturers. Full-Time Lecturers are appointed to either limited-term contracts or on a permanent, continuing basis. Full-Time Lecturers teach five courses every term, or the equivalent of 15 credit hours. Compared to other institutions, Full-Time Lecturers have high teaching loads – the norm in higher education is four courses or 12 credit hours. Full-time Lecturers also teach much more than their Faculty colleagues, who normally teach 3-4 courses or 9-12 credit hours, but are paid about 40-50% more than Full-Time Lecturers. Over the past 10 years, Full-Time Lecturer salary growth has lagged significantly behind faculty salary growth by about 20%. The newest EMUFT contract provides for access to increased promotions that might address a portion of these salary inequities.

The teaching loads of Part-Time Lecturers vary based on the availability of work and range from as little as one course every year to a maximum load of more than 4 courses/semester, or 13 credit hours. Part-Time Lecturers are paid piecemeal, on a course-by-course basis, and receive no benefits or retirement contributions from the university. Many Part-Time Lecturers with maximum teaching loads actually work for EMU on the equivalent of a full-time basis (since they teach as much and more than full-time Faculty members), but EMU strictly monitors and restricts part-time hours to avoid the responsibility of providing the benefits that normally come with full-time work. Most Part-Time Lecturers work several jobs to make ends meet, either in field-affiliated positions or as instructional part-time staff at other colleges and universities. There is no formal structure in place for a Part-Time Lecturer to be promoted to a full-time position, even when a full-time position can be justified and when a person has been working a full load for many years.

II. What are the problems with Lecturer Input and Communication at EMU?

The problem is that there is no Lecturer input at EMU and communication is *ad hoc*.

The difference between Faculty and Lecturer is again relevant here. Faculty input is controlled by the faculty contract; it's known as 'shared governance' and is pursued through 'service' and consists of the many bodies, committees, groups, and processes that provide opportunities for Faculty members to provide input on all matters related to instruction and the educational environment at EMU. This involves everything from department-level committees, including the 'DIDs' (Department Input Documents) and 'DEDs' (Department Evaluation Documents), to the college-level advisory councils, graduate council, and Faculty Senate. By extension, input and service work become the democratic backbone of the university. As mentioned above, this is the same type of work the university does not acknowledge as a formal part of the Lecturer job description, relegating Lecturers to do this work for free, if at all. This issue is thus not merely a lack of compensation, but also a lack of representation for Lecturers, who make up about half of the instructional workforce at EMU.

Exacerbating this problem is an administration who 1) is either unwilling or unable to challenge this *status quo*, 2) is unwilling to recognize that the principles of shared governance should also extend to the members of the instructional team who are not covered by the AAUP contract. EMU says it values equity, inclusion, shared governance, and democratic participation, but it creates conditions that make it impossible for half of the instructors on campus to take part in a meaningful and sustainable way.

Aside from the simple fact that ignoring the voices of Lecturers is undemocratic, significant problems arise that affect people in concrete ways. These problems manifest themselves at all levels of the university, so we will restrict this discussion to a few examples:

- **Curriculum and Program Review Decisions**: In most departments, these decisions are made at the faculty committee level and exclude all Lecturers. The consequence is that decisions about course contents or program structures are often made without the input of the Lecturers who actually teach the courses and are experts in the field. In fact, many Lecturers work outside of the university and bring their non-academic experience to the classroom. Excluding these perspectives from curriculum decisions can hinder the overall success of our students.

  UPDATE as of April 2026: Several departments increased their efforts to invite lecturers to participate in curriculum matters. To the best of our knowledge, lecturers have been able to participate in discussions, albeit in an ex officio, non-voting capacity.

- **Department and College Hiring Decisions** of Faculty, Full-Time Lecturers, Department Heads, and Deans: Again, these decisions are in the hands of Faculty Committees that systematically exclude Lectures, both Full- and Part-Time, which means that while Faculty have input on the choice of their new Department Head or Dean, Lecturer voices are irrelevant.

  UPDATE as of April 2026: In several departments, additional efforts have been made to ensure that both Part- and Full-Time Lecturers have had an opportunity to weigh in on hiring decisions for new department heads and instructional staff additions. These efforts have come in the form of Google Surveys, inclusion in relevant email communication, and invitations to meet candidates.

  EMUFT also had a representative on the CAS Dean Hiring Committee that resulted in the hiring of Dean Bishop Mills in CAS. To our knowledge, that is the first time that any lecturer has served on a dean-level hiring committee.

  As of now, progress is unequal across the colleges and departments. A next step would be to encourage all departments and colleges to follow similar principles.

- **Access to Grants and Funding:** When Full-Time Lecturers apply for outside grants for research and teaching projects, the university tries to limit the Full-Time Lecturer from being the principal investigator, expecting them to use a Faculty colleague to fill that role. For Full-Time Lecturers, it is possible to retain access to their grant if they are willing to fight for it. Part-Time Lecturers can never serve as principal investigators for grants they were awarded. They always need a Faculty handler. This even holds true for EMU internal funding options such as eFellows Grants.

- **Faculty Senate Initiatives:** There are no Lecturer members to the Faculty Senate. A single Lecturer representative is invited to meetings in the same way a student council representative is invited to meetings. The problem here is that the exclusion of Lecturers from the primary input body dealing with issues related to instruction, curriculum, and the educational environment results in serious deficiencies in how the Faculty Senate functions as a democratic entity. Lecturers are often totally unaware of what the Faculty Senate is doing and Senators make little effort to communicate with Lecturers in their departments or solicit their input. Faculty Senate reports rarely have any consideration of Lecturer voices at all, as evidenced by the February 2024 Faculty Senate report from the Committee for Action on Intersectionality, AntiRacism, and Equity (C.A.I.A.R.E.).

- **Faculty Affairs Committee to the Board of Regents:** This committee is the Faculty Senate's body to present ideas to and discuss problems with the Board of Regents. As Lecturers have no representation on the Faculty Senate, their voices are rarely considered.

- **Lecturers as a university resource:** Lecturers are often severely restricted from doing service work at EMU, but there are too many service-related duties for Faculty to be able to do them all. At the same time, many departments have Lecturers who are willing, able, and more than qualified to perform this work. Allowing Part-Time and Full-Time Lecturers to participate in service work and compensating them for it would be a responsible and efficient use of university resources.

- **Communication has been especially problematic for Part-Time Lecturers.** Part-Time Lecturers have the added complication that they are removed from the employee list at the end of every semester, only to have to be added again at the beginning of every new semester. As a result, Part-Time Lecturers are purged from email lists. During COVID, this caused serious problems when Part-Time Lecturers received no communication about the strict mitigation protocols in place for in-person teaching. To address this, EMU administrators have created a separate listserv for Part-Time Lecturers that needs to be updated every semester and it has to be ensured that various entities from the Provost's Office to the Deans to the Faculty Development Center use the correct listserv when Part-Time Lecturers need to be emailed. Often, the wrong listserv is selected and Part-Time Lecturers do not receive important communications. And since the listserv needs to be regularly updated, errors leave people off and thus leave them out of important communications.

- **Communication protocols create other problems as well**. In the Fall of 2023, for instance, Part-Time Lecturer pay was abruptly reduced from eight pay periods to seven without ever communicating that change. No communication protocol was in place to ensure that the responsible offices informed Academic Human Resources, the Provost's Office, let alone the Union or Part-Time Lecturers. The change meant that Part-Time Lecturers only received one December pay, leaving even regular long-term Employees without a paycheck for over a month, from December 12-January 15. For people whose pay from EMU places them below the poverty line, this abrupt change has serious consequences.

  UPDATE as of April 2026: This area has probably seen the greatest improvement. Although Lecturers still have their own listserv, more efforts seem to be made to ensure that offices on campus are aware of this additional list. Every so often, we still encounter someone who does not know and, as a consequence, does not include us in emails going out to the university community. The risk, of course, is still that turnover in staff or administrators can lead to a loss of institutional knowledge, which would then exacerbate the problem again.

  With regard to the pay issue highlighted in particular in the original report, this has been addressed. While the solution for the number of PTL pay periods is still somewhat manual, the Provost's Office and Academic HR have worked diligently to ensure that PTLs are paid on time and that any potential deviation from the regular pay schedule is communicated to EMUFT well in advance. EMUFT and AHR have also collaborated to find mutually acceptable solutions when there were such discrepancies, again to ensure consistency of pay.

This systematic exclusion of Lecturers from input and communication processes also **limits the diversity of perspectives**. Any well-run business understands the importance of incorporating a multitude of diverse perspectives. Failing to do so often restricts the business's opportunities for growth and success as it cannot easily utilize its existing resources.

III. Past and Present Efforts to Address the Problem

Given the complexity of the issues discussed above, it has been very challenging to get this problem addressed. A few strategies have been pursued.

1. **EMUFT leadership has attempted to negotiate more equitable input** and communication processes during contract negotiations. EMU administrators have largely ignored these efforts. In fact, in our most recent negotiations in the summer of 2023, EMU's negotiating team actually said that the university could not possibly permit Lecturers to have any access to input on anything at all, even things that directly affect their jobs and working

conditions, because the university had already given the input job to faculty. This is a troubling position for the university to take for at least a couple of reasons: 1) input is not a job that just one group of people can do; and 2) the principle of democratic inclusion and participation is not consistent with the exclusion of certain groups. Again, Lecturers teach about 40% of the credit hours at the university and simply leaving them out of all efforts to gather input about curricular and instructional matters is clearly not consistent with an institution that claims to value the basic democratic principles of equity and inclusion.

UPDATE as of April 2026: No progress has been made since the EMUFT contract does not expire until summer 2028.

2. **EMUFT leadership has had discussions with AAUP leadership** regarding options for including Lecturers in Faculty input processes. These have been helpful and productive discussions that our two unions continue to engage in. But the fact of the matter is that these kinds of changes are not easy to make and require coordinated efforts across both unions as well as the support of Faculty and Lecturers. We also need an administrative team who recognizes the problem and is willing to have hard conversations about how to address it.

   UPDATE as of April 2026: We still have a single ex officio representative at Faculty Senate, but our previous and current representatives both feel that our contributions are valued. We have also seen a shift among senators ensuring that language on proposals and policies is more reflective of the diverse nature of instructional staff at EMU. Lastly, while PTL input still does not seem to be as valued by the Faculty Senate, several Faculty Senate surveys have been sent to FTLs in addition to tenured and tenure-track faculty.

3. **EMUFT leadership has attempted to work with the Faculty Senate** to address issues of Lecturer input. Some promising sentiments came out of these discussions, but Faculty Senate leadership was largely dismissive of the idea of working towards ways of including Lecturers in their input processes. There are some good reasons for this, not the least of which is the fact that the Faculty Senate as an input body is defined and controlled by the AAUP contract. Including Lecturers in the Faculty Senate would thus seem to require some modifications to the AAUP contract, either to how the Faculty Senate is composed or to how the contract defines the term 'Faculty.'

4. **Individual Lecturers have raised the issue within their own departments** and have formally requested to be granted voting rights on matters relating to curriculum and instruction. There have been some successes in this area in individual departments, but there are still many more that treat Lecturers like second-class citizens. Some departments even go as far as to require that Full-Time Lecturers attend meetings, but will not allow them to vote and refuse to compensate them for their time. Part-Time Lecturers have no formal voting rights anywhere on campus, regardless of their role, how long they have been working at EMU, or their level of expertise on relevant matters.

5. **Provost Department Roundtable Discussions:** For the past two years, the Provost's Office has invited departments to roundtable discussions about the health and well-being of the departments and affiliated programs. The Provost and her team have welcomed Lecturers into these roundtable discussions. Again, the impact on campus is unequal as most departments do not explicitly invite Lecturers to their preparation meetings or the roundtables themselves. Unless Lecturers are included in communication regarding these efforts, they would never know that their input is desired.

6. **Faculty Development Center**: Under the guidance of Jeff Bernstein, the Faculty Development Center Advisory Board added a Part-Time Lecturer member a few years ago in addition to the already existing Full-Time Lecturer representative. Jeff Bernstein and Michael McVey have been in communication with the Faculty Senate to allow Part-Time Lecturers to apply for eFellows Grants without Faculty supervision as well as being able to serve on the eFellows Grant Award Committee. So far, these efforts have not been successful.

UPDATE as of April 2026: Items 3-6 largely remain unchanged, or progress will be discussed in the next section.

IV. What are the Solutions?

Given the complexities outlined in this report, you can likely see that solutions to these issues need to be sought at many levels of the university. A true solution will require no less than a cultural change in how Lecturers are considered within their departments, programs, colleges, and the university at large. In the meantime, there are many steps we can take that can help us realize the institutional goals of greater equity and inclusion for all members of the EMU community.

We are endeavoring to sort these proposals in terms of levels of complexity, starting with the simpler solutions and progressing to the most ambitious and complex. As you will readily see, some of the simpler solutions are limited in the impact they can have.

Simpler Solutions

1. **Increased direct communication opportunities between EMUFT and upper administration:** This solution is directly in the hands of the President's and Provost's Offices. While EMUFT Leadership has more regular meetings with the Provost, all attempts by the EMUFT President to set up a one-on-one meeting with President Smith have been rejected by the President's Office. Such a meeting would allow both sides to learn more about each other. Additional communication channels that could be more easily opened would be meetings between EMUFT Leadership and the Deans of the various colleges.

Again, these types of meetings can lead to greater understanding of processes and structures on campus and would result in better problem-solving when issues arise. The Provost's Office can provide leadership here by establishing guidelines for Deans on how to solicit input from and communicate with Lecturers.

UPDATE as of April 2026: EMUFT leadership has regular meetings with Provost Longworth and Kathy Stacey. Depending on the semester and the issues facing lecturers, these meetings vary in frequency from 1 to 2 per semester.

Not a single individual meeting between President Smith and the EMUFT President has ever taken place. But President Smith and Provost Longworth extended an invitation to the instructional union to rejoin the All Union Council Meetings. Again, these take place 1-2 times a semester.

EMUFT has had a meeting with Dean Mills on CAS, and to the best of our knowledge, most of the deans invite individual lecturers to reach out to them with any questions or concerns. More regular meetings between EMUFT Leadership and the deans have not yet occurred. Not because we met with resistance, but simply because we have not asked again.

The greatest improvement here, in addition to the meeting with the Provost, has occurred with AHR. We now have a very good working relationship where we bring potential challenges to each other's attention. We often try to problem-solve issues within the parameters of the CBA before they escalate to the grievance or disciplinary stage. For example, AHR invited EMUFT Leadership to a planning meeting for new hire orientation to see what lecturers feel needs to be covered during orientation.

This truly has had the greatest impact on lecturers on campus. While significant structural problems remain (for example, PTLs are not compensated for orientation and cannot be required to attend without it), knowing that there is a willingness to address "simpler" problems reasonably quickly is a good change.

2. **Lecturer Committee to the Board of Regents:** The creation of such a committee is in the hands of the Regents. This would provide Lecturers with much-needed access to decision-makers at the university and it would provide Regents with a more complete picture of how the university functions, how it sets priorities, how money is spent, and how this affects the people in the classroom with EMU students. Since Lecturers do not have the equivalent of the Faculty Senate, the creation of such a committee would need to be facilitated through EMUFT Leadership.

UPDATE as of April 2026: As you know, this remains unchanged. We do, however, have an alternate suggestion that would expand this level of engagement beyond just instructional staff. Rather than adding a Lecturer Affairs Committee to the Board of

Regents, we propose that the Board find a way to hear from more constituents than just the faculty on a regular basis. A more dialogic format could prove useful. Being limited to the 3-minute public comment section does not allow employees to engage in meaningful conversation about their amazing projects or discuss potential problems that impact the EMU community. It does a disservice to the employees and the community at large.

3. **Provost and President Initiatives and Committees**: As many of these function outside of the Collective Bargaining Agreements, nothing prevents Lecturer participation and it should therefore be encouraged. The Provost's Office could provide greater leadership by more explicitly encouraging or even requiring departments to extend invitations to the Lecturers and encourage participation. Compensation should be a part of any significant work outside the classroom. The new EMUFT contract clearly lays out an hourly rate for Part-Time Lecturers and considerations for non-standard workload for Full-Time Lecturers, enabling both groups to do service work and be compensated/released for it.

   UPDATE as of April 2026: In addition to being represented on the CAS Dean's Search Committee, EMUFT has been invited to provide an ex officio representative on the Provost's Gen Ed Committee

   The President's Commission on Sustainability is currently chaired by a Full-Time Lecturer.

4. **Other committees outside the realm of Faculty input as defined in the AAUP contract:** Again, these provide opportunities to include Lecturer voices. Lecturers could be appointed as representatives to such committees. We are already using this process for Lecturer representation on the Faculty Development Center Advisory Board.

   UPDATE as of April 2026:
   - Police and Safety Oversight Committee: for the first time ever, Lecturers have been able to advance a slate of candidates to the PSOC and vote in this state-mandated committee
   - EMUFT has received a commitment from Dean Mills that we will have a voting representative on the CAS Reorg Implementation Task Force

5. **Lecturer service work needs to be recognized and compensated accordingly:** One of the most common objections Lecturers hear when they become involved in service-related work or work beyond the classroom is that Department Heads do not feel comfortable assigning such work since there is no budgetary allocation for it. During the 2023 contract negotiations, EMUFT attempted to negotiate a system for Full-Time Lecturers who choose to do such work to get released from teaching 3 credit hours/semester. EMUFT felt that this was a very reasonable proposal since 1) FTLs teach 15 credits hours/semester and the standard for Full-Time non-tenure line instructors at R2 institutions like EMU is 12 credit hours with the assumption that these kinds of jobs include service responsibilities, and 2)

Many FTLs are already doing this work for free, but this is neither sustainable nor a reasonable expectation. The fact is that working in an academic department on a full-time or close to full-time basis naturally leads to work that is beyond simply teaching in the classroom. By artificially constraining the Lecturer position, EMU administrators have created and are perpetuating many of the problems we have detailed above in this report.

UPDATE as of April 2026: FTLs: Good progress has been made. The new provision in the CBA makes it easier for DHs to release lecturers for service work, and more DHs are starting to take advantage of the provision.

PTLs: Less progress has been made here. PTLs engaged in any service work on campus are still primarily completed on a volunteer basis. For example, the two lecturers serving on the PSOC, which meets bi-weekly, are doing this work uncompensated.

More Complex Solutions

1. **Department Input Documents (DID):** There is nothing in the AAUP contract that prevents departments from allowing Lecturers to participate in department input or that limits Lecturer voting rights; such practices just need to be defined in the DIDs. Yet in many departments, Faculty seem averse to giving Lecturers any standing beyond being non-voting guests. Departments who have tried this in recent years were told by Academic Human Resources that they cannot ask Lecturers to participate in department input because the university will not compensate Lecturers for their time. A solution would be to create 1) a standardized language that permits Lecturer participation and 2) a budget for the required compensation. Academic Human Resources should take on a leadership role in providing guidance to departments on how to include Lecturers.

   UPDATE as of April 2026: Currently, we are aware that Chemistry, Biology, and Philosophy have all actively worked to or begun to work to adjust their DIDs to provide either FTLs or FTLs and PTLs with varying levels of voting rights on Department Input Processes. In some cases, only FTLs are included for voting rights only on the instructions committee (Philosophy); others have taken as inclusive a perspective as possible (Chemistry). Again, while this mark significant process, the efforts are uneven across departments, and all of these are in CAS. We are not aware of any effort in other colleges.

   Efforts in at least two departments were also impacted by resistance in the approval process. DIDs have to be approved by both AAUP and AHR.

2. **Treatment of Part-Time Lecturers as Regular Employees:** Part-Time Lecturers should be treated as regular employees by EMU as long as they are actively being considered for work at EMU. This requires a system change such that Part-Time Lecturers are no longer purged from the university records at the end of each semester. This change would ensure that

Part-Time Lecturers no longer needed to be relegated to a separate listserv. They would be able to receive standard university communication addressed to other regular employees.

UPDATE as of April 2026: As previously mentioned, PTLs are still not considered regular employees, which necessitates a separate listserv.

Most Complex Solutions

1. **Standardized expectation across campus for department-level input:** Again, this is directly tied to the AAUP contract. The university cannot compel departments to make these changes without violating the AAUP contract since all input protocols are regulated there. But Academic Human Resources can and should work with Department Heads to negotiate more democratic input and communication structures for Lecturers. One critical first step might be to bring AAUP, EMUFT, and EMU Administration together to discuss what some of these changes might look like.

   UPDATE as of April 2026: No progress has been made.

2. **College advisory council, graduate council, Faculty Senate committees, etc.:** Almost any other level of committee work on campus is tied in some capacity to the AAUP contract's definition of only tenured and tenure-track instructional staff as Faculty. Providing Lecturers with access to these types of committees would require that the AAUP contract define the term 'Faculty' in such a way that it includes Lecturers. This sounds like an easy change since, after all, it would, in one simple move, make all Lecturers into Faculty and thereby include them in all of the rights of shared governance as defined in the AAUP contract. However, a move like this would also require union and university representatives with expert-level knowledge of the AAUP and EMUFT contracts to work together to ensure that such a change does not have any unforeseen consequences; in short, it would require at least a limited opening of the contracts to make the required changes. This would thus require motivation and willingness on the part of all parties to address the inequities and issues we have identified in this report.

   UPDATE as of April 2026: As of Fall 2025, EMUFT has an ex officio seat on the CAS CAC. No additional progress has been made.

Additional progress as of April 2026: Beyond the elements identified in the original report, EMUFT and/or individual Lecturers have been able to correct several limitations that were placed on PTLs across the university:

- PTLs were precluded from writing letters of recommendation for our students for the CAS scholarship
- PTLS were precluded from being nominated for the CAS Interdisciplinarity Awards
- PTLS were precluded from participating in a Generative AI Learning Community at the FDC

While some of these truly were an oversight and only required a simple phone call or email to the affiliated offices to get corrected, others necessitated a call to AHR to address. Beyond that, the persistent exclusion and overlooking of Lecturers, particularly PTLs, is a troubling problem and requires constant vigilance on our part.

Concluding Thoughts

There are many reasons why EMUFT felt the need to create this report. For one, EMUFT wanted to address what seems to many Lecturers a gap in the knowledge across campus. There is a good deal of misunderstanding about who Lecturers are, their working conditions, how they differ from Faculty, and how it is that such a large group of instructors can be completely left out of the democratic mechanisms EMU places such a high value on everywhere else.
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Second, EMUFT wanted to provide a diagnosis of the problem of Lecturer input and communication. Many of us have been working at EMU for decades and have extensive experience in how **EMU's policies of inequity and exclusion** affect Lecturers, students, our relationships with our colleagues and departments, our ability to do our jobs to the best of our abilities, as well as the institutional culture more generally. Faculty and administrators are not able to recognize these issues because they do not see them from the perspective of Lecturers. Thus, our central motivation in creating this report is education.

By providing other members of the EMU community with resources for understanding how this institution looks from the perspective of Lecturers, we hope to broaden perspectives with the goal of greater understanding between different groups on campus. Most importantly, we hope that this report can serve as a starting point for addressing the issues we are raising and for moving EMU into the future as the more inclusive, equitable, and successful institution we all know it can become.