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HFCC'S FIRST AFRICAN AMERICAN FACULTY



Dr. Dorothy Lee was the first African American HFCC Faculty member and the first African American employee in the Dearborn Public Schools. Dorothy earned a Ph.D. in Comparative Literature from Harvard University in the late 1950s. She came to the College in June of 1963 from a position at Wayne State University.

Dorothy was a dedicated and highly successful teacher and member of the HFCC English Division. She was a



1967 Dorothy Lee (to the immediate right of the tree) and Margaret Csete (with the sandwich board sign) on the picket line.

strong Union advocate and Local 1650 member who walked the picket line on the first two Local 1650 strikes.

Dearborn Hires Negro Teacher

A Negro teacher with a doctorate from Harvard University will be the first of her race to teach in the Dearborn Public School System.



Dr. Dorothy Lee

The hiring of Dr. Dorothy A. Lee, 38, of 4775 Fullerton, the mother of two children, has been approved by the Dearborn Board of Education.

Mrs. Lee, who has been teaching at Wayne State University, will teach English at Henry Ford Community College next fall. The hiring of Mrs. Lee and 14 white teachers was approved unanimously Wednesday by the Dearborn board.

School Superintendent Stuart Openlander said, "Dr. Lee seems the most eminently qualified to fill the position."

He said there were 16 applicants for the college post and that four were discarded immediately for various reasons. Mrs. Lee, he said, was the best of the other candidates.

"I think she'll do a good job for the schools and I don't foresee any complications," Openlander said. "As superintendent of schools I agree with the school board decision to hire Dr. Lee."

Mrs. Lee won her doctorate in comparative literature.

Braille Services Slate Program

The Tri-County Braille Services will host volunteer brailists, blind students and teachers of the blind at its second annual meeting at 12:30 p.m. Wednesday at the McGregor Memorial Center, on the Wayne State campus.

(HFCC's First African American Faculty continued)

Dorothy certainly opened the eyes of her students at HFCC, who were predominately white and middle class. Students benefitted from the diversity and academic accomplishments that Dorothy brought to the College. Student biases diminished, given Dorothy's strong scholarly and gracious nature. Dorothy left the College in the mid-1970s for a Professorship in Comparative Literature at the University of Michigan-Dearborn.

Attached is the Dearborn Superintendent of Schools' observation regarding Dorothy's hiring at HFCC. The attached press release from the Dearborn Superintendent of Schools, who led the College, speaks to Dorothy's qualifications and revealed the bias in the community and schools by stating: "No complications are expected" as a result of her hire. That such concern was even raised regarding a Harvard graduate, scholar, proven teacher, and gracious woman, is indicative of the bias in the Dearborn community during the tenure of Mayor Orville Hubbard.

It was my privilege to know Dorothy as my colleague for six years.

John

LOCAL 1650 SOCIAL JUSTICE AND EQUITY COMMITTEE (SJEC)

President Russell Kavalhuna recently provided updates on the College's operations. In his email were several statements on diversity, equity, and inclusion (DEI) at Henry Ford College (HFC), including:

- a brief listing of events HFC has hosted over the past year related to DEI,
- a bulleted list of DEI goals for employees and students,
- a diversity hiring philosophy and recap on the Office of Human Resources' work on this, and
- a statement on addressing equitable learning outcomes.

These DEI statements conclude with a question: *Should we hire a Chief Diversity Officer?* Apparently, at HFC, there is no clear answer at this time.

In what is known as his "West India Emancipation" speech, Frederick Douglass said "Power concedes nothing without a demand. It never did and it never will" (August 3, 1857; [full text](#)). Without continued pressure to address the issues of diversity, equity, inclusion—**and justice**—the Administration has no reason to act. **The College will take minimal steps towards nebulous intentions in the name of "progress" and "improvement."**

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(SJEC continued)

Local 1650, through its newly formed Social Justice and Equity Committee (SJEC), **will make progress** on improving diversity, equity, inclusion, and justice at HFC. At the time of this writing, nearly thirty (30) full-time faculty have volunteered to work through the 1650 SJEC. The commitment of our Union and full-time faculty is not new. The history of the Federation is written in the dedication of its members, especially when working together for a common goal.

The addition of the SJEC to the Local 1650 bylaws demonstrates Local 1650's desire to change with the times. The Committee expects to make recommendations and take action on many areas which are influenced by DEI including College policies and procedures, community outreach, curriculum/pedagogy, and our students' engagement. The 1650 SJEC will also examine diversity in HFC's faculty and staff. While diversity encompasses many facets of the human experience, the importance of racial diversity and vulnerable populations cannot be ignored.

At HFC, greater than 70% (exempt employees and Local 71) are classified as "White, Non-Hispanic." This percentage is also near 70% for our Union. These figures mirror national trends, according to a [recent report](#) by the American Council on Education. This points to another key aspect of the 1650 SJEC: Our work cannot only face outward. We must also commit to the introspective work of addressing DEI internally, as a Union. Self-examination is necessary for our own Union's progress and improvement, and for the success of our students.

Change can be difficult in general. In public higher education, with complex shared governance systems, initiating change can be challenging, time-consuming, and fruitless. Add to this the topics of diversity, equity, and inclusion, which are lightning rods for controversy. Despite this, I have optimism. Through Local 1650 and its SJEC, we can provide leadership toward becoming a campus that is more diverse, more equitable, more inclusive, and more just.

Chardin Claybourne

Vice-president for Internal Affairs

KNOW YOUR POWER AS FACULTY

The 1650 Contract and the Constitution for the Faculty Organization, which is protected by the 1650 Contract, are the result of groundbreaking professional authority for College Faculty. Both required

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(Know Your Power continued)

two strikes by College Faculty in the mid-1960s. Those faculty risked their careers and futures as teachers and incurred the wrath of many citizens in securing Faculty rights under both documents. Over the ensuing years, attorneys and certain Trustees threatened the 1650 leadership with personal lawsuits in order to undermine the College Contract and Constitution.

The professional role of Faculty is defined in several areas of the Contract and Constitution.

Article IV.A. Faculty Hiring.

Faculty have the right to be fully involved in the hiring of their colleagues. This includes defining the job description, review of applications, selection of candidates to be interviewed, and submission of the candidate for hire to the College. If the College rejects such a candidate, it is required to explain its objection to the Department Faculty and give the Faculty the right to respond.

Article VI.B.2. Evaluation of Faculty.

The Contract requires that each probationary teacher receive at least three timely evaluations by the Administration per year, and the teacher has the right to respond in writing to any weaknesses cited and to meet with the College regarding their responses. While the denial of tenure is not grievable, a violation of probationary procedures is.

Article XXIX. Student Surveys Regarding Faculty.

1650 owns and processes such surveys. The process is intended to be confidential and remedial. The College should refer any concerns it has regarding Faculty professional performance to the Union's Peer Mentor Committee for review prior to taking any action. In addition, the Peer Mentor Committee will also make available to new Faculty orientation to the College and mentorship support.

Article XXV.B. Distance Learning.

Faculty Departments have the right to determine what courses to offer at distance and what Faculty are qualified to teach such courses.

Article XXVI. Intellectual Property.

Faculty have the right to retain personal ownership of any notes, lectures, and distance learning materials that Faculty develop. The only exception to this is when the College has specifically directed and provided additional project-specific compensation to Faculty to develop a particular course.

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(Know Your Power continued)

Article XI. Course Selection.

Faculty have the right to select contractual and extra-contractual courses prior to any other individual. Faculty have the right to submit their choices for course and the time the course is offered. If their request is denied, they will have the right to meet with the College, and the College is required to explain its rejection of the Faculty member's request.

Department Policies and Practices Under Faculty's Governance Rights.

Any Department policy or practice shall be voted upon, shall be approved by a majority of the Department, and recorded in Department minutes. Policies and practices affecting Union rights are subject to the approval of the Union. Policies and practices cannot violate the Contract, and the Union may grieve when necessary.

Constitution for the Faculty Organization (Page 73 of Contract).

This document, like the Contract, secures the professional standing of the faculty. It requires that the College "share" development of any academic policy and requires Faculty involvement in the committees of a non-academic nature. Violation of either the Contract or Constitution is grievable under the 1650 Contract. Any amendment to the Faculty Constitution requires agreement of the Union and the College.

In the final year and one-half (1.5) of probation, there shall be continued emphasis on evaluating performance of professional duties with equal emphasis on participation in the governance structure of Departments and the College. Participation in the governance structure of the HFCC Federation of Teachers may be used, at the teacher's option, to fulfill the governance requirement of this Article.

Faculty Power.

It is vital that Faculty assert their rights under the Local 1650 Contract and the Constitution of the College Organization. Generations of Local 1650 Leadership fought to establish and maintain HFCC Faculty's professional rights. Administrations too often try to unilaterally impose what they prefer, thereby undermining and threatening Faculty's professional rights.

John