

## **SERVICE TO THE SCHOOL AND PROFESSION**

### **Service to the Profession**

Throughout my early career, I have served in several service capacities for professional associations and academic journals. In particular, I have served the Association for the Study of Higher Education (ASHE) in several areas to include the role of Communications Assistant to two (2) ASHE presidents (2016-2017 and 2017-2018); co-chair of the Performance, Visual, and Digital Scholarship section of the annual meeting program committee (2020-2021); early-career faculty mentor for the Council on Ethnic Participation Mentor-Protégé Program (2016-2020); and, most recently, as the incoming program co-chair for ASHE's Council on Ethnic Participation Pre-Conference (2022-2023). I have also served as a reviewer, discussant, and session chair for the ASHE Annual Conference since 2014. Additionally, I served the American College Personnel Association (ACPA) as co-chair of the Strategic Imperative for Racial Justice and Decolonization Curricular Resources Advisory Committee (2017-2018). I have also supported the American Educational Researchers Association (AERA) as a reviewer, discussant, and session chair for the AERA Annual Meeting since 2014 and reviewer for the American Educational Research Journal and Educational Researcher, both top-tier journals. Lastly, I have served as a peer-reviewer for a number of journals that overlap with my interdisciplinary focus to include the *Peabody Journal of Education*, *International Journal of Qualitative Studies in Education*, *Journal of Higher Education*, and *Media and Communication*. Additionally, I am currently serving a three-year term as a member of the *Equity & Excellence in Education* editorial board.

### **Service to the University**

Upon my arrival to the University, I immediately was invited to contribute to a number of service activities. Based on my developing research on campus policing, I was appointed to the Advancing Public Safety Task Force (2020-2021), a university-wide committee charged with

performing an initial review and assessment of the Department of Public Safety and Security's current practices, areas of strength and opportunities for improvement, and to provide recommendations for improvement and further study. I also served as a subcommittee lead to assist with benchmarking and identifying best practices in public safety to include examples of law enforcement alternatives and wholistic safety for student mental health, housing, and food insecurity. Additionally, I was asked to serve as a contributing member to the faculty committee of the National Center of Institutional Diversity's Anti-Racism Collaborative, on which I have served since 2020. In this role, I participated in various listening sessions and strategy meetings to inform and develop topics, activities, programming and/or potential points of collaboration and, in the process, build community and a sense of shared purpose among university faculty whose research/scholarship centers issues of race and racial justice. This subsequently included serving as a presenter, moderator and discussant for the 2023 U-M Faculty Symposium on Anti-Racism & Scholarship in conjunction with the U-M Office of the Vice Provost for Research and U-M Office of Diversity, Equity, and Inclusion. Lastly, in addition to my role serving as a faculty advisor for Black student (i.e., Black Student Union and Support for Incoming Black Students) and Greek letter organizations (i.e., Kappa Alpha Psi Fraternity, Inc.), I was recently invited and currently serve as a faculty representative to the Black Student Union Platform Working Group, a university-wide committee that seeks to address the concerns of Black students related to four areas: Increasing Black Student Enrollment, Explicitly Combating Anti-Blackness, Rectifying Structural Flaws of DEI Strategic Plans that Systematically Neglect Black Students, and Investing in the Public Good Through K-12 Education.

### **Service to the Marsal Family School of Education**

My primary service to the Marsal Family School of Education (SOE) has been through cross-cutting areas of diversity, inclusion, justice, and equity (*dije*) related to graduate research and faculty hiring. Specifically, in support of the Anti-Racism Collaborative hiring initiative, I

provided advisement to the Dean on interdepartmental proposals and prospective candidates for a cluster hire. I also served as a faculty discussant for the SOE *DIJE Anti-Racism Mini Grant Program*, which awarded funding to faculty and graduate student teams to support anti-racism research projects. This year, I am also presenting work as part of the SOE's *DIJE Featured Speakers* series. In service to SOE's 2021 Black Lives Matter Week of Action, I co-organized a panel of international student activists from several South African universities to discuss Black student activism and social movements in global higher education contexts. Finally, and most recently, I have served on the faculty search committee for a tenure-track appointment (Focus on Critical Studies) in the Educational Studies program, which is outside of my home department.

### **“Invisible” and Emotional Labor**

Having been employed as a faculty member at two other institutions prior to my arrival at the University of Michigan, I was not disillusioned to the ways my labor would often fall outside of and beyond the three-pronged structure (i.e., research, teaching and service) of evaluation criteria. And, although I understood and experienced this elsewhere, it was labor that I was able to share among a more robust community of scholars across professional rank that made it more manageable as a non-tenure-track faculty member. However, as one of relative few Black faculty in the Marsal School of Education, but also the only first-year and pre-tenure Black faculty member upon my arrival, I was not fully prepared for the immense work to support the increasingly diverse students we serve would require.

While support included engaging students with topical interests that aligned with my research and teaching, which many faculty across social difference undertake, it also included the care work of holistically supporting students whose humanity may not be fully seen and is often challenged while enrolled in our degree programs. Namely, my courses and office hours have routinely held space for processing the educational violence (Mustaffa, 2018) minoritized

students, including those not a part of my formal advising responsibilities, have experienced in other classes, internships, assistantship appointments, internships, and socially within their cohorts. It also includes creating co-curricular spaces to support the mental and emotional well-being of students during the ongoing COVID-19 pandemic and racial reckoning, which I, too, was navigating with uncertainty and intense distress. For instance, in my first semester, I organized a program-wide virtual healing space with an outside facilitator to lead students in meditation, reflective practices, and cognitive regulation to help manage the stress of the persistent expectations to remain productive amidst inter/national crises. Altogether these types of interventions, individually and collectively, resulted in dozens of additional hours of work. Furthermore, in a select number of instances, I have also made substantive investments of personal time and financial resources to help students close gaps in unmet academic (e.g., costs of attendance and curricular supplementation) and material needs (e.g., food insecurity, housing, and mental health resources) to support their persistence through degree completion.

These are but a few examples of the ways labor beyond the specificity of our jobs as faculty members has manifested in my pre-tenure career. Such efforts are required partly because of the inability of our programs, departments, schools and colleges to establish the bench strength and create the life-making conditions to ensure such disproportionate labor by minoritized faculty is not necessary. Further, as someone whose work and politics of care are directly aligned to the diversity, inclusion, justice, and equity values espoused by our school and university, I have a strong professional commitment to holistically supporting the most vulnerable members of our community within and beyond the classroom. Altogether, such labor presents a professional paradox between engaged citizen and productive scholar, one that further illuminates the cultural tax and professional burden (Baez, 2000; Reddick et. Al, 2020) of being a Black faculty member within a structure that has historically struggled to hire, retain, promote, and tenure faculty from racially minoritized groups.

I would be remiss to not make this point explicit in so much as the onus for understanding and ascribing value to the unique contributions I, and others, especially pre-tenure professors, should not be on minoritized faculty. Rather, it should be an institutional responsibility to better integrate—instead of render invisible—the extramural labor into existing faculty annual review, reappointment, and promotion and tenure processes.

### REFERENCES

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