

A More Inclusive Future: A Strategic Plan for the Office of Institutional Diversity and Inclusion

May 31, 2016

Introduction

Marquette University's aspiration to be a community that demonstrates its commitment to equity, diversity, and inclusion is fundamental and firmly anchored to the mission of the university. As a Catholic Jesuit university, we are guided by a rich heritage, shared values and a vision in which we aspire

"...to be, and to be recognized, among the most innovative and accomplished Catholic and Jesuit universities in the world, promoting the greater glory of God and the well-being of humankind. We must reach beyond traditional academic boundaries and embrace new and collaborative methods of teaching, learning, research and service in an inclusive environment that supports all of our members in reaching their fullest potential."

Further, our *Statement on Human Dignity and Diversity* upholds our commitment to equity, diversity and inclusion in two fundamental ways:

- Marquette *"recognizes and cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class."*
- *"[A] diverse university community helps us to achieve excellence by promoting a culture of learning, appreciation and understanding."*

In fall 2015, Provost Daniel Myers formed the Office of Institutional Diversity and Inclusion (IDI) to elevate the importance of equity, diversity and inclusion at Marquette. The intent of this endeavor was to better align institutional practices with the introduction of "A Cultural of Inclusion" as a theme in *Beyond Boundaries*, the university's strategic plan, which sets a course to mark institutional progress. This act also gave full recognition to what social researcher Scott E. Page has observed, "Diversity drives innovation and productivity...Whether one looks at ecosystems, empires, or cities, greater diversity for the most part correlates with greater productivity."¹ Implementing a shared vision for equity, diversity, equity-mindedness and

¹ Scott E. Page, *Diversity and Complexity* (Princeton University Press, 2011)

inclusion² also requires careful consideration to leadership and cohesion across campus units. The Office of Institutional Diversity and Inclusion was created to maintain the planning priorities of the strategic plan as a living system through identifying, tracking, benchmarking, and assessing our progress in achieving the vision of a culture of inclusion.

A More Inclusive Future is meant to augment *Beyond Boundaries* in two ways, by defining the responsibility and organization of the Office of Institutional Diversity and Inclusion and by creating blueprints for campus units to develop their own planning processes that are in alignment with “A Culture of Inclusion.” Four specific and actionable goals have been identified that are meant to be mission critical for Marquette. They are framed by the following questions drawn from the university’s Mission Statement³:

- *Who comes to Marquette?*
- *Do all community members enjoy mutual respect and are actively engaged in the life of the university?*
- *To what extent are scholarship, teaching, and learning inclusive and reflective of the needs for change in our diverse world?*
- *How and with whom do we engage with diverse communities beyond our campus, whether Milwaukee, our region or beyond?*

This document is meant only to be a beginning point for more cohesive actions across the Marquette University campus, signaling a common and reasonably unified strategy that supports the university’s Catholic, Jesuit mission and puts into practice our aspirations around human dignity and diversity.

² This document calls for adoption of four principles of inclusive excellence – diversity, equity, inclusion and equity-mindedness – as defined by the Association of American Colleges & Universities as they provide a pathway toward inclusive excellence. Their definitions are included in the appendices to this document. See: <https://www.aacu.org/programs-partnerships/making-excellence-inclusive>.

³ See Appendix C: Background Paper: Equity Mindedness and Marquette University’s Mission Statement

Goals, Priorities and Actions

Goal: Sustained commitment to a campus community reflective of the diversity of our broader society (*Campus Composition and Representation*)

Strengthen opportunities for greater inclusion as a manifestation of the university's commitment to human dignity, equity and inclusion by engaging more diverse populations of students, faculty and staff, and leadership across the university. Address the compositional diversity of the university community through continuous review and assessment of programs, policies and administrative decisions to broaden representation of diverse populations among students, faculty and staff, and in leadership across the university. Address obstacles to successful recruitment and root causes of early attrition across student and employee populations.

Priorities

- Incentivize new initiatives and support existing programs that affect change in the compositional diversity of undergraduate, graduate and professional student communities.
- Design new strategies with scalable incentives to increase the diversity of Marquette's faculty, staff, and administrative and academic leaders.
- Work with university partners to develop marketing and communication strategies that effectively reach prospective students, faculty, staff and administrators from underrepresented populations.

Goal: Deepened internal engagement in the mission and life the university (*Campus Environment*)

Maintain an intellectual, cultural, and social environment that respects human dignity and equity where all community members feel welcomed and enjoy prospects for success. Pursue strategies that not only strengthen equity for all students, faculty and staff through campus-wide dialogue and institutional transformations, but also foster an increased sense of belonging and internal engagement with university life.

Priorities

- Lead the campus in implementation of Campus Climate Study action steps.
- Monitor and assess the persistence of students from underrepresented populations at Marquette as aligned with their academic, professional and personal aspirations.
- Cultivate campus partnerships that deepen the involvement of students from underrepresented populations in the mission and life of the university through inclusive academic, co-curricular, cultural and social programming.
- Strengthen institutional support for career development and advancement of pre-tenured and tenured faculty from backgrounds that are underrepresented in their departments, disciplines or at the university.
- Develop collaborations to increase intercultural competencies across all student populations and among faculty and staff to ensure equity-mindedness and inclusion.

Goal: Enhanced opportunities for diverse scholarship and learning. (*Inclusive Scholarship and Learning*)

Enrich the campus environment and culture for diversity scholarship and for the development of diverse learning opportunities, as foundational to Jesuit higher learning. Provide greater opportunities for inclusion of diverse cultures and communities in curricula, in out-of-class learning, and in research and scholarship.

Priorities

- Map scholarship and research, curricular and co-curricular activities that contribute to diversity and inclusion, identifying curricular gaps and appropriate resource requirements.
- Work with institutional partners to create and sustain a vertical culture of inclusive excellence from classrooms to the Office of the Provost that results in the development and enrichment of inclusive excellence by faculty and academic administrators.
- Seek resource support for diversity-centered scholarship and research activity by faculty and students.

- Work with faculty and colleges to foster growth or sustainability of academic programs committed to interdisciplinary approaches to the study of race and ethnicity, gender and gender identity, and other dimensions of diversity.

Goal: Commitment to diverse communities beyond Marquette's boundaries (*Community Engagement*)

Cultivate a climate for engagement across diverse cultures and communities that are external to the Marquette campus, with special emphasis on working with culturally diverse communities throughout metropolitan Milwaukee.

Priorities

- Support academic-community partnerships with Milwaukee's diverse communities that actively engage students and faculty from diverse populations at Marquette.
- Work across campus units to broaden access for low income and underrepresented students in Marquette-sponsored international service-learning activities.
- Collaborate in planning interdisciplinary intercultural scholarship and community development programs of mutual benefit to Marquette and to Milwaukee's diverse communities, understanding that local engagement has regional, national and global impact.

Goal: Cohesion of campus-level diversity initiatives (*Organization of Inclusion*)

Provide greater cohesion for Marquette University's institutional diversity initiatives through a commitment to significantly realigning organizational structure. Invest in ongoing creation through collaboration, review and assessment, and communication cycle for campus-wide equity-minded, diversity and inclusion goals.

Priorities

- Restructure the Office of Institutional Diversity and Inclusion for authentic engagement with the campus on coordination and collaboration of diversity and inclusion efforts, monitoring and assessing progress, and initiating new programs as appropriate.
- Seek to interconnect campus diversity committees and reduce redundancy where possible.
- Advocate for a separate equity office that centralizes campus coordination of equity issues, including Title VII, Title IX, bias incident reporting, affirmative action, and analysis of organizational effectiveness on equity and community.

Appendix A: Definitions for diversity, equity and inclusion

We recognize that various definitions of diversity are employed across higher education institutions. The *Marquette University Campus Diversity Plan* recommends that the university adopt the definitions recommended by the Association of American Colleges and Universities as they provide a common language with higher educational institutions more broadly and are essential to the AACU's strategic principles for achieving inclusive excellence.

Diversity, inclusion and equity: core principles

AACU endeavors to develop “equity-minded practitioners,” who are willing to engage in the necessary, and sometimes difficult, conversations and decision-making that can lead to transformational change for student learning and achievement.

Diversity: Individual differences (e.g., personality, learning styles and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).

Inclusion: The active, intentional and ongoing engagement with diversity—in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity: The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Equity-mindedness: A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff.

Source: <https://www.aacu.org/programs-partnerships/making-excellence-inclusive>

Appendix B: Measuring outcomes

1. **Changes in the composition (*Composition/Representation / Environment/Engagement*)** of each of the following groups over five-year increments:
 - Undergraduate students (race/ethnicity and gender):
 - Entering classes by year and college (representation)
 - Graduating classes, by year, college, and major (representation)
 - Graduation rates (4, 5, 6 year), by demographic diversity and year (representation, engagement, environment)
 - First-year retention (representation, engagement, environment)
 - Overall student enrollment, by race/ethnicity, gender, and year (representation)
 - Religious and spiritual identity, residential/commuter status, first generation status, and general income brackets (representation)
 - Graduate and professional student enrollment, by demographic diversity and college/school and program
 - Regular and all faculty, by race/ethnicity and gender, rank and college/school and department:
 - Dispersion of faculty by demographic diversity across colleges and departments
 - Yield of new faculty relative to the # of applicants
 - Retention/attrition of faculty
 - Exit surveys
 - All staff, by demographic diversity and broad category of work responsibility (administrative, academic, non-academic, etc.)
 - Dispersion of staff across units
 - Retention/attrition of staff
 - Exit surveys
2. **Undergraduate academic achievement (*Environment/Engagement*)**
 - Retention, academic progress at mid-career
 - Four- to six-year graduation rates
 - Percentage of each graduating class, by academic major
 - Post-baccalaureate achievement (employment, graduate school, etc.)
3. **Climate - experiences and observations of current MU students and employees (*Environment/Engagement*)**
 - Climate survey data
 - Inventory of programs and activities supporting equity, diversity and inclusion
 - Title IX and bias incident reports, number and types
 - Measures of undergraduate student engagement and inclusion (drawn from the Senior Survey and from NSSE)
4. **Diverse learning environment (*Scholarship/Learning*)**
 - Inventory/mapping of diversity in curriculum/co-curricular activities

- Production of diversity-related scholarship across all faculty, including grants and awards (qualitative/anecdotal)

5. Engagement with diverse communities (*Community Engagement*)

- Percentage of community engagement activities in Milwaukee's diverse communities (communities of color, LGBTQ+ communities)
- Engagement by faculty and students of color in diverse communities
- Resource support available to low income students for involvement in international service learning activities

Appendix C: Background paper:

Equity-Mindedness and Marquette's Mission Statement⁴

Our universities are now teaching a population that is not only diverse in itself; it's totally unlike the former generation. With the generational and cultural change, the mentality, questions, and concerns are so different. So we cannot just offer one model of education.

– Very Rev. Adolfo Nicolás Pachón, S.J., S.T.D, Superior General of the Society of Jesus

The initiatives presented in the *Marquette University Campus Diversity Plan* are meant to realize key ideas from Marquette University's Mission Statement and the university's strategic plan, *Beyond Boundaries*, as well as the recommendations of the President's Task Force on Equity and Inclusion and the Campus Climate Study. It is also informed by Marquette University's *Guiding Values*, and in particular our commitment to:

Nurture an inclusive, diverse community that fosters new opportunities, partnerships, collaboration and vigorous yet respectful debate.

Our blueprint for an inclusive university draws inspiration from Marquette's mission, in which there is full articulation of the integral nature of the university's commitment to equity, diversity and inclusion.

Excellence

Our students, whether traditional or non-traditional, undergraduate, graduate or professional, come to Marquette University to share our commitment to the pursuit of excellence in all things as a lifelong endeavor. They come to join a community whose members — faculty, staff, students, trustees, alumni and friends alike — believe that education must encompass the whole person: spiritual and moral as well as intellectual, the heart as well as the mind. And they come seeking the educational, professional and cultural advantages of a university located in the heart of the city. We, in turn, take seriously our responsibility to foster and support excellence in teaching and research, to keep a Marquette education accessible to a diverse population of students, and to offer personal attention and care to each member of the Marquette community.

⁴ This section was prepared by Drs. Marya Leatherwood, Cheryl Maranto, Bryan Massingale, and Grant Silva, Janice Welburn, and Dr. William Welburn

Marquette's commitment to excellence is extended to students, faculty and staff who come to Marquette through a diverse, rich learning environment that supports spiritual, moral and intellectual development. Drawing on the educational, professional and cultural advantages of its location in the heart of Milwaukee, Marquette provides students with an array of learning opportunities that broaden their perspectives and move them beyond the boundaries of the classroom.

Four important principles relating to equity, diversity and inclusion are implicit in this pursuit of excellence:

- Excellence in learning and scholarship is enhanced when multiple perspectives and viewpoints are considered. Marquette must create learning environments for students, faculty, and staff that foster a community of diverse thoughts, backgrounds and cultures and broaden understanding of what it means to live, work, and achieve in a complex society and world.
- Education should be accessible to a diverse population of students. The university must be equity-minded to sustain an inclusive learning environment.
- As Marquette strives to fulfill the Jesuit ideal of educating the whole person, we must strengthen our support for emerging curricular and co-curricular opportunities, encourage hiring and retention of faculty and staff who contribute to diverse scholarship across their disciplinary and interdisciplinary communities.
- Community engagement enriches both the greater Milwaukee community and the lives of Marquette students, faculty and staff who have the opportunity to work with community partners. The impact of Marquette's engagement efforts on both the community and on the university itself is directly linked to the priority we assign it and the resources we dedicate to it.

Faith

As a Catholic university, we are committed to the unfettered pursuit of truth under the mutually illuminating powers of human intelligence and Christian faith. Our Catholic identity is expressed in our choices of curricula, our sponsorship of programs and activities devoted to the cultivation of our religious character, our ecumenical outlook, and our support of Catholic beliefs and values. Precisely because Catholicism at its best seeks to be inclusive, we are open to all who share our mission and seek the truth about God and the world, and we are firmly committed to academic freedom as the necessary precondition for that search. We welcome and benefit enormously from the diversity of seekers within our ranks, even as we freely choose and celebrate our own Catholic identity.

The Catholic faith community, and Christian churches in general, are experiencing a seismic shift in their demographics. The growing majority of Catholics and Christians live in the Southern Hemisphere, hailing from Latin America, Asia and Africa. Likewise, in the United States, the majority of Catholics born after 1982 are persons of color:

- In choosing to celebrate Marquette’s Catholic identity, we also chooses to both honor and reflect the diverse cultures, races and communities that comprise the membership of the Catholic Church and the Christian faith, both nationally and globally.
- Because “we welcome and benefit enormously from the diversity of seekers in our midst,” we must commit ourselves to recruiting and retaining a racially and ethnically diverse faculty, staff and student body. For such seekers often are within cross-racial and ethnic categories, and often possess a cultural heritage other than Western/European.
- In view of the significant demographic changes occurring both nationally and globally, Marquette must educate future leaders – that is, men and women for others – who are able to take their place as global citizens in a nation and world that reflects the diversity and complexity, the beauty and richness of God’s diverse human creation.
- Therefore, because Catholicism understands itself to be “a people of every race, language, and way of life,” fostering and advancing racial inclusion, cultural sensitivity, and the promotion of justice in our curriculum, faculty, student body – indeed, in every aspect of our life -- is an essential aspect of Marquette’s identity as a faith-based institution of higher education.

Leadership

As a Jesuit university, Marquette embodies the intellectual and religious traditions of the Society of Jesus. Through an academically rigorous, values-centered curriculum, our students receive a firm grounding in the liberal arts, preparation for work in a world of increasing complexity and diversity, and formation for life as ethical and informed leaders in their religious, cultural, professional and civic communities. They work with and learn from faculty who are true teacher-scholars, whose research not only advances the sum of human knowledge, but also informs their teaching, and whose commitment to students is fundamental to their intellectual and professional lives.

Leadership is characterized by careful thought and discernment. As Father Nicolas stated, “The principal function of a leader is to help the members of the community grow to become the living presence of God in the world. In the Ignatian concept of service, growth leads to transformation. If there is no transformation, then the school or parish is not Jesuit.”

The Ignatian approach to leadership springs from within. Our mission is to prepare students intellectually, morally, and spiritually for a world that is increasingly diverse and

interdependent, and to develop them as leaders in making it more just and humane. To accomplish this, we must foster students' cultural competence and self-awareness, as well as their understanding that diversity of thought and opinion is essential to achieving excellence.

The ability to effectively engage with people from different backgrounds and life experiences is a prerequisite for effectively leading individuals, teams and organizations. Marquette must not only build a campus community that is diverse — it must also develop a culture that is truly inclusive and welcoming of all who share our mission.

Two kinds of institutional leadership — administrative and grassroots leadership — are essential to putting equity, diversity and inclusion into practice. *Administrative* leaders apply institutional commitments to human dignity and diversity to decisions in their respective areas of obligation. *Grassroots* leaders typically do not have formal administrative positions, yet they pursue organizational change from the bottom up, through academic governance and committee work, and through innovations in classrooms and co-curricular, social and cultural engagement. Discernment among administrative and grassroots leaders brings into balance a relationship between decisions and working towards a more inclusive university:

- As Marquette seeks to remain relevant in a world of interconnected cultures, we must broaden administrative and grassroots leadership opportunities for students, faculty, staff and administrators from diverse backgrounds.
- Leadership must remain committed to strengthening the university's affirmation of the value of each individual. They must also be committed to maintaining a climate of mutual respect, one that not only values cultural diversity in its broadest sense but protects differences in beliefs and free academic and scholarly inquiry.
- Marquette's administrative and grassroots leaders must also cultivate diverse learning environments across disciplinary and collegiate boundaries and encourage scholarship that both represents cultural diversity and contributes to the needs of society.
- Leadership must create and sustain opportunities for diversity initiatives and collaborations within and beyond the boundaries of our campus, especially with diverse cultures and communities.

Service

Through both our academic and co-curricular programs, Marquette strives to develop men and women who will dedicate their lives to the service of others, actively entering into the struggle for a more just society. We expect all members of the Marquette community, whatever their faith traditions, to give concrete expression to their beliefs by giving of themselves in service to those in need.

Service to others may provide the greatest among all opportunities to bring together education and the practice of one's individual beliefs regardless of faith tradition. Whether students' aim

in enrolling at Marquette University is to experience college life or to achieve greater social mobility, the whole community finds common ground in service to others in support of a more just society:

- To effectively contribute to community life beyond the boundaries of Marquette, we must strengthen initiatives geared toward building a greater student understanding of diverse cultures and communities, especially in Milwaukee and its surrounding communities.
- Marquette must also strengthen its commitment to engaged scholarship – scholarship that supports community needs, especially as defined and understood by those communities.
- Marquette must continue to expand opportunities for routine engagement and mutually-beneficial collaboration between campus and community, giving attention to how Milwaukee’s diverse communities access and use Marquette and its resources.

Appendix D: Recommendations for institutional action, by goals and priorities⁵

Goal: Sustained commitment to a campus community reflective of the diversity of our broader society (*Campus Composition and Representation*)

- *Incentivize new initiatives and support existing programs that affect change in the compositional diversity of undergraduate, graduate, and professional student communities.*

Actions:

- a) Increase funding opportunities for students of color from low to moderate income households.
 - b) Expand pre-college initiatives to attract high school students of color, with emphasis on first-generation students from low and moderate income households.
 - c) Increase enrollment by students who are underrepresented in STEM disciplines.
 - d) Strengthen support for existing partnerships and develop new initiatives with high schools, service organizations, and communities to achieve greater success in cultivating pipelines. (e.g., United Community Center, National Hispanic Institute, MPS First Nations Studies Program, Boys and Girls Clubs, Wisconsin Tribal Communities)
- *Design new strategies with scalable incentives to increase the diversity of Marquette's faculty, staff, and administrative and academic leaders.*

Actions:

- a) Develop a *target of opportunity* initiative to hire individual faculty.
- b) Develop a "strategic excellence hiring initiative" to increase scholarship and teaching relating to diverse cultures and communities through:
 - (1) Cluster hiring opportunities for areas relevant to the study of diverse cultures and communities.
 - (2) Design a week-long *summer institute* or *future faculty exploration program* to highlight the strengths and opportunities available at Marquette with the hope of attracting diverse candidates for hire.

⁵ Prepared by the Diversity Advisory Committee, 2014-2016.

- c) Increase opportunities for postdoctoral fellowships and visiting scholars-in-residence in areas of significant underrepresentation (STEM disciplines) and in areas of diversity research and scholarship by:
 - (1) Restructuring the Mitchem Dissertation Fellowship Program to:
 - (a) Extend the program to a two-year pre-doctoral/postdoctoral program.
 - (b) Increase the number of participants to a critical mass.
 - (c) Strengthen recruiting to attract potential faculty hires.
 - (2) Developing strategies to leverage external funding to increase postdoctoral fellowships for underrepresented candidates.
 - d) Improve diverse hiring practices for staff throughout the campus through:
 - (1) Required training for all hiring committees.
 - (2) More intensified monitoring of candidate pools and search processes.
 - (3) Annual assessments of diversity in institutional recruitment cycles.
 - e) Broaden employee assistance initiatives to provide services that support spousal/partner hiring and job relocation assistance in Milwaukee and contiguous areas.
 - (1) Pursue membership in the Higher Education Recruiting Consortium for regional job access.
 - (2) Cultivate Milwaukee area sources for networking partner/spousal hires.
 - f) Ensure a commitment to diversity as a prerequisite for hiring university administrators by:
 - (1) Developing an institutional equivalent of the NFL “Rooney Rule” for hiring academic and administrative leadership throughout the campus, where at least one diverse candidate should be considered and interviewed.
 - (2) Including a diversity and inclusion interview group as a standard practice in on-campus interviews.
- *Work with university partners to develop marketing and communication strategies that effectively reach prospective students, faculty, staff, and administrators from underrepresented populations.*

Actions:

- a) Create a Marquette University Community Web Portal as a part of the university’s diversity web page that is devoted to the information needs of prospective diverse students, faculty, staff and administrators based on:
 - (1) Marquette University activities of interest to and engagement with Milwaukee’s neighborhoods.
 - (2) An inventory of Marquette’s diversity-related programs and initiatives, particularly as they relate to outreach in and beyond Milwaukee, including tangible collateral material specific to target populations.

- (3) Cultural friendly resources for prospective students, faculty and staff available in the Milwaukee community.
- b) Make more effective use of relevant community-based resources, such as the Campus Pride Index and TONI Project Index, and ensure Marquette is listed whenever possible.
- c) Pursue affiliations and strengthen existing relationships with professional organizations, initiatives and consortia actively engaged in hiring for diversity (e.g., Higher Education Recruitment Consortium, SACNAS).

Goal 2: Deepened internal engagement in the mission and life the university (Campus Environment)

- *Lead the campus in implementation of Campus Climate Study action steps, including:*
 - a) Assist in facilitating three action steps identified by the Campus Climate Study (see Campus Climate Study final report):
 - a. Institute systematic and ongoing education and training for all constituencies.
 - b. Form affinity and networking groups, each with a designated university leadership liaison, to promote a fully engaged community.
 - c. Develop policies supported by adequate resources for substantially increasing recruitment of faculty, staff, and students of color.
 - b) Analysis and dissemination of additional climate study recommended actions for specific units and the campus more broadly.
- *Monitor and assess the persistence of students from underrepresented populations at Marquette as aligned with their academic, professional and personal aspirations.*

Actions:

- a) Monitor student attrition and right-size time-to-degree, identifying obstacles to successful four-, five- and six-year degree completion.
 - b) Foster initiatives designed to broaden participation by underrepresented students in targeted academic areas (e.g., STEM and quantitative social science disciplines).
- *Cultivate campus partnerships that deepen the involvement of students from underrepresented populations in the mission and life of the university through inclusive academic, co-curricular, cultural, and social programming.*

Actions:

- a) Encourage development of global education opportunities that increase participation of students from traditionally underrepresented populations.
 - b) Collaborate with academic/academic support units to strengthen academic and financial incentives to initiate high impact practices that broaden participation of students from underrepresented populations.
 - (1) Broaden participation by underrepresented students in initiatives geared toward post-baccalaureate success (planning for careers and graduate education).
 - (2) Strengthen social engagement through support for student-run organizations with educational, professional and cultural foci.
 - (3) Further incentivize structuring initiatives that cultivate relationships between current students and alumni.
- *Strengthen institutional support for career development and advancement of pre-tenured and tenured faculty from backgrounds that are underrepresented in their departments, disciplines, or at the university.*

Actions:

- a) Evaluate causes of attrition post-hiring, particularly for pre-tenured faculty from populations underrepresented by race/ethnicity, gender or gender identity.
 - 1. Incentivize mentoring and professional development planning.
 - 2. Identify resources needed to assure opportunities for professional growth and progress toward tenure.
 - b) Identify causes for attrition of tenured faculty from diverse populations.
- *Develop collaborations to increase intercultural competencies across all student populations and among faculty and staff to ensure equity-mindedness and inclusion.*

Actions:

- a) Work with student and academic affairs units to strengthen inclusive programming.
- b) Promote co-curricular activities and programs that foster diversity, equity and community.
- c) Work with appropriate campus units to develop ongoing diversity, equity and cultural competency education programs for faculty, staff, and administrators.
- d) Promote initiatives that engage the campus community in dialogue that fosters mutual respect while protecting the right of free expression for all throughout the Marquette community.
- e) Seek increases in support for diversity and social justice activities and initiatives across campus.

Goal 3: Enhanced opportunities for a diverse environment (*Inclusive Scholarship and Learning*)

Enrich the campus environment and culture for diversity scholarship and for the development of diverse learning opportunities, as foundational to Jesuit higher learning. Provide greater opportunities for inclusion of diverse cultures and communities in curricula, in out-of-class learning, and in research and scholarship.

Recommended priorities

- *Map scholarship and research, and curricular and co-curricular activities that contribute to diversity and inclusion, identifying curricular gaps and appropriate resource requirements.*

Actions:

- Provide incentives for curriculum development with a focus on diverse learning.
 - Provide additional incentives to create and strengthen diversity-related co-curricular initiatives.
- *Work with institutional partners to create and sustain a vertical culture of inclusive excellence from classrooms to the Office of the Provost that results in the development and enrichment of inclusive excellence by faculty and academic administrators.*

Actions:

- Promote/support adoption of a common *Inclusive Excellence Framework* that could be included in annual review processes.
- Require evidence of creating inclusive excellence in collegiate annual reports, including:
 - 1) Creation of an *Inclusive Excellence Plan* to foster an environment for inclusive excellence and to support diversity across campus as a part of a collegiate diversity plan that would include:
 - College-specific benchmarks and measurable outcomes.
 - Plans to accelerate recruitment and address retention of underrepresented students.
 - Move to require an *Inclusive Excellence Statement* on every syllabus on campus.
 - Identify inclusive excellence champions from MOCES and other documents.

- c) Create an *Inclusive Excellence Funding Initiative* managed by the Office of Institutional Diversity and Inclusion that will:
 - 1) Support faculty as they build diverse programs and innovative research agendas.
 - i. Fund innovative course development.
 - ii. Recognize the risks involved when assessing MOCES results in new courses.
 - iii. Increase faculty capacity and competence for heightening inclusive excellence in our classrooms and learning spaces through professional development and mentoring programs.
 - iv. Establish a formal and/or informal group of invested faculty who can network, share resources and perhaps be charged with providing input on the direction for the Competence and Innovation funds.
 - v. Signal to University Advancement that further funding of these goals is a priority.
 - d) Monitor revisions in the diverse cultures Core requirement and the development of diversity components in first-year seminars.
- *Seek resource support for diversity-centered scholarship and research activity by faculty and students.*

Actions:

- a) Pursue collaborations that provide incentives for the development of high impact practices at Marquette that contribute to a diverse educational and learning experience.
 - a. Provide small research grants to promote faculty-student collaborations relating to diversity scholarship.
 - b) Support efforts to fund and develop opportunities for cross-disciplinary team teaching in diversity and critical societal needs.
 - c) Restructure the Mitchem Fellowship from a single to two-year pre/postdoctoral residency modeled after the Bolin Fellowship program at Williams College.
- *Work with faculty and colleges to foster growth or sustainability of academic programs committed to interdisciplinary approaches to the study of race and ethnicity, gender and gender identity, and other dimensions of diversity.*

Actions:

- a) Continue to support the Faculty Diversity and Inclusion Fellowship Program.
- b) Broaden initiatives to bring postdoctoral fellows and visiting scholars engaged in diverse scholarship to the university.

Goal 4: Commitment to diverse communities beyond our campus (Community Engagement)

Cultivate a climate for engagement across diverse cultures and communities that are external to the Marquette campus, with special emphasis on working with culturally diverse communities throughout metropolitan Milwaukee.

Recommended priorities

- *Support academic-community partnerships with Milwaukee's diverse communities that actively engage students and faculty from diverse populations at Marquette.*

Actions:

- a) Incentivize innovative models for campus-community *service* collaborative activities that are especially beneficial to communities in need.
 - b) Work with campus and community partners to increase participation of underrepresented students in university and community sponsored service activities in the Milwaukee area and beyond the region.
 - c) Support the growth of community-based *research* involving Marquette faculty and students.
 - d) Develop strategies that reduce financial obstacles for low income students to engage in university-sponsored service learning.
 - e) Work with the campus to place students from diverse backgrounds in internships with local, ethnically diverse-owned businesses.
- *Work across campus units to broaden access for low income and underrepresented students in Marquette-sponsored international service-learning activities.*

Actions:

- a) Monitor engagement of underrepresented students in international/global studies programs (curricular/co-curricular).
 - b) Monitor participation of low income students in study abroad programs by reducing financial obstacles.
- *Collaborate in planning interdisciplinary intercultural scholarship and community development programs of mutual benefit to Marquette and to Milwaukee's diverse*

communities, understanding that local engagement has regional, national and global impact.

Actions:

- a) Assist in leveraging curricular and co-curricular collaborations among diversity, multicultural, intercultural, interfaith and international educational initiatives at the university.
- b) Work with the Division of Student Affairs' "shared spaces for student learning" at Marquette.
- c) Create bridges of cooperation between those community initiatives the university is engaged with both locally and globally.
- d) Identify innovation funds for entrepreneurial activities by students of color.

Goal 5: Cohesion of campus-level diversity initiatives (*Organization of Inclusion*)

Provide greater cohesion for Marquette University's institutional diversity initiatives through a commitment to significantly realigning organizational structure. Invest in ongoing creation through collaboration, review and assessment, and communication cycle for campus-wide equity-minded, diversity, and inclusion goals.

Recommended priorities:

- *Restructure the Office of Institutional Diversity and Inclusion for authentic engagement with the campus on coordination and collaboration of diversity and inclusion efforts, monitoring and assessing progress, and initiating new programs as appropriate.*
 - a) Generate new initiatives through collaborations with faculty, staff, student and community partners.
 - b) Administer a continuous cycle of dissemination, assessment and review of *A More Inclusive Future*, culminating in an annual progress report.
 - c) Create a web-based presence for institutional diversity and inclusion at Marquette for information dissemination and promotion of inclusive programming.
- *Seek to interconnect campus diversity committees and reduce redundancy where possible.*
 - a) Establish a sustaining campus-level diversity committee to:

- 1) Strengthen campus-level communication and exchange.
 - 2) Monitor institutional policy on equity, diversity and inclusion as represented in *Beyond Boundaries*, climate study results and action steps, and President's Task Force recommendations.
- b) Ensure adequate staffing for the Executive Director of the Office of Diversity and Inclusion.
- 1) Collect collegiate reports, evaluate data, submit annual action plans and mark milestones on inclusive excellence across the campus.
 - 2) Support for new and major initiative (e.g., HSI initiative).
- *Advocate for a separate equity office that centralizes campus coordination of equity issues, including Title VII, Title IX, bias incident reporting, affirmative action, and analysis of organizational effectiveness on equity and community.*