This summary was prepared as a result of the meeting of the Committee on Diversity and Equity and functions as the minutes.

March 12, 2014
9:00-10:00 a.m.

Members in attendance were Ed de St. Aubin, Joshua Knox and Kali Murray

TO: Interim Provost Margaret Callahan
FROM: Diversity and Equity Committee 2013-2014
RE: Diversity Committee Findings and Recommendation
DATE: [SUBMISSION DATE]

This memorandum is submitted to reflect the findings on three diversity session conducted by the University Committee on Diversity and Equity during Fall 2013 and Spring 2014. The sessions were conducted to promote and monitor diversity on the Marquette University.

These sessions were conducted pursuant to duties outlined for this Committee in Section 1.04, Statutes of the University Academic Senate. Three diversity sessions were conducted, respectively, on [DATES HERE]. The first session addressed faculty concerns related to diversity, the second session addressed student concerns related to diversity, and the third session offered an evaluation of the first two sessions. The structure of each session was qualitative in nature.

In this review, the Committee will focus on the primary conclusions related to faculty drawn from each section, the primary conclusion related to students drawn from each section, and the overall conclusions.

1. Faculty Findings

After review of all the findings, the Committee on Diversity and Equity has identified six areas of improvement within diversity at Marquette University.

- First, the faculty sessions identified faculty hiring, retention and advancement of faculty of color, specifically and other categories of diversity, generally as a primary problem with diversity on the campus of Marquette.
- Second, the faculty sessions identified a lack of unification with regard to the institutional resources associated with diversity.
- Third, the faculty sessions identified a failure to offer dedicated financial resources to increase faculty and student resources. For example, a number of individuals identified the failure to offer graduate school fellowships devoted to diverse candidates as an example of this trend.
- Fifth, the faculty sessions identified a hostile personal climate as a primary issue. For example, the Department of Public Safety’s campus-wide safety alerts that identified and used racial characteristics were seen as diminishing the overall campus experience. This climate identification
Finally, the faculty sessions identified a need for greater sustainability of projects directed towards the Milwaukee community. For example, a number of programs have been directed towards combating health issues within Milwaukee have been discontinued after federal grants have been terminated. Discontinuing these programs is seen to undermine community outreach efforts to disadvantaged communities that may already lack trust in Marquette, as a creditable community partner.

2. **Student Findings**

After review of all the findings, the Committee on Diversity and Equity has identified six areas of improvement within diversity at Marquette University. The students identified four basic areas of improvement:

- Students identified that there was a failure to present a unified University policy on diversity. This set of unified sources, included:
  
  (a) Institutional diversity resources that operated in organizational silos;
  (b) A lack of a student diversity ombudsmen;
  (c) No inter-cultural engagement between diverse organizations
  (d) Faculty resources are not sufficient.

- Students also identified climate as an issue. Students specifically pointed to the treatment of students of color by the Department of Public Safety as a primary climate issue.

- Students identified the failure to employ diverse students in positions that were the “face” of the University, including in admissions and front desk positions.

- Students identified that the University is creating an institutional risk by failing to engage with larger Milwaukee community.

3. **Primary Conclusions**

The Committee, after its engagement, in this long-term, qualitative assessment of the diversity climate, suggests the following procedures:

- **Hiring and Retention of Diverse Faculty**
  
  1. The University should engage in holistic assessment of hiring and retention policies for diverse faculty, including providing departmental guidelines for identifying diverse faculty and requiring an annual report for benchmarking purposes.
  
  2. The University should provide financial support for identification and retention of diverse faculty. This would include the
development of long-term advancement strategies that provide a sustainable, financial base for such recruitment.

3. The **University** should establish a dialogue on creating a teaching and learning culture that recognizes the unique teaching challenges that may be faced at Marquette by diverse faculty members.

4. The University should extend its efforts to address equity within the context of gender discrimination to other forms of discrimination.

❖ Climate

1. The **Diversity and Equity Committee** will begin to undertake an annual meeting with the Department of Public Safety to address its relationship with diverse students, faculty, and other constituencies. Such a meeting would be consistent with this Committee’s duties under Section 1.04 to monitor issues related to equity on campus.

❖ Unified Resources

1. The University should identify ways to integrate student and faculty services related to diversity into a unified framework.
2. The University should look for achievable, financial resources, and to utilize current institutional structures, to maximize intercultural engagement. This could include having the Diversity and Equity Committee serve as a coordinator for intercultural engagement, through funding diversity-related activities.

The Committee recognizes that there are current, ongoing efforts to address diversity on the campus, including the initial stages of a long-term climate study. These efforts, however, could be coupled with the identification of a number of solutions that could be enacted within the pre-existing institutional framework. The Committee also further recognizes that our pre-existing institutional structure could become a vehicle for a unified student-faculty framework to address diversity issues within the context of Marquette University.

Respectfully submitted: Kali Murray