



## RENEWING MARQUETTE UNIVERSITY'S COMMITMENT TO EQUITY, DIVERSITY, AND INCLUSIVE EXCELLENCE UPDATED SPRING 2020

Grounded in our Catholic, Jesuit mission, Marquette University's vision is to create a diverse and vibrant campus community in which all enjoy mutual respect and are actively engaged in the life of the university. However, we have significant challenges along the way to achieving that vision. As our 2015 climate study indicated, one out of every five members of our Marquette family experienced marginalization, disconnection, and alienation on our campus, and one in three reported that they observed such acts of bias. Since the release of the climate study, Marquette has taken steps toward becoming a more inclusive campus. Yet, we are at a critical crossroads – a moment in our university's history when we need to reignite a sense of urgency in actively working to transform the campus environment. As Father Arturo Sosa, Superior General of the Society of Jesus, stated in his 2018 speech, "The University as a Source of Reconciled Life,"

*Educating people for world citizenship involves recognizing diversity as a constitutive dimension of a full human life. This means experiencing cultural diversity as an opportunity for the enrichment of human beings. We want to educate human beings who are able to feel that they are members of humanity because they have become critically aware of their own culture (inculturation); who are capable of joyfully recognizing the culture of other human beings (multiculturalism) and relating to others, becoming enhanced by the variety of which their own culture is a part (interculturality). Interpreted in this way, universality can provide the impetus for social justice, fraternity, and peace.*

Not only is working toward a more diverse and inclusive campus wholly aligned with our institutional values, but the very future of our university depends upon our ability to create a culture in which all our diverse constituents feel welcomed, supported, affirmed and unfettered in pursuit of their goals. Looking to demographic trends, over the next 15 years, the overall number of high school graduates is expected to plateau but the share of those rising college students who are students of color will increase dramatically,<sup>i</sup> and the same trend holds true in our own city.<sup>ii</sup> Other researchers have found that learning is strengthened by diverse environments. Diversity is our present, our community, and our future. And our reputation as a

diverse and inclusive Jesuit university will strengthen our position for years to come as it will bolster both our enrollment and our retention.

We must start looking to diversity as an opportunity to be embraced. Our campus is enriched by lived experiences and cultures of those in our community. Diversity is an asset to the learning environment: it expands our world view, helps us become more receptive and empathetic to others, drives innovation, helps us to become more effective problem-solvers, and ultimately prepares us to become better servant-leaders in the community.

Since this plan is meant to launch new actions and support existing initiatives, each goal details strategies and metrics with an expectation that the university will make progress over the next three academic years.

### **GOAL: DEVELOP AND SUSTAIN A WELCOMING, EQUITABLE, AND INCLUSIVE COMMUNITY<sup>iii</sup>**

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

### **STRATEGIC PRIORITIES**

- Create new and enhance existing opportunities that encourage shift in the campus culture toward greater collaboration in diversity, equity, and inclusion (DEI) practices

#### Tasks:

1. Assess campus climate every four years and incorporate outcomes in institutional planning and decision making
2. Support the development of campus centers and initiatives, including but not limited to the Hispanic Serving Institution (HSI) initiative, the Center for Engagement and Inclusion, the Center for Gender and Sexualities Studies, CURTO, REIS, and the LGBTQ+ Center, that serve inclusive learning and the social and cultural needs of a diversity of students.
3. Continue an ongoing commitment to inclusive programming through the Annual Symposium on Diversity, Equity and Social Justice, the Marquette Forum, the Ralph Metcalfe Lecture Series and other campus wide events and activities
4. Collaborate with students, the Haggerty Museum, and local artists to beautify the campus through culturally diverse mural and visual projects

- Sustain an institutional commitment to learning opportunities for the Marquette community, particularly those that are at once Mission critical and supportive of Diversity, Equity, and Inclusion

Tasks:

1. Integrate DEI into new student orientation and the first-year experience for undergraduate students and in orientation programming for new graduate and professional students
2. Include DEI sessions at all new staff and faculty orientations.
3. Continue to support equity and social justice training for student leaders
4. Offer DEI training using different instructional technologies and media aimed at reducing the effects of bias and unwelcoming behavior affecting community members based on race, ethnicity, gender identity or sexual orientation, class, and other identities.
5. Continue to support faculty initiatives to provide co-curricular and academic diversity-related forums, presentations, and workshops to our campus.

- Incentivize inclusive innovation by integrating DEI in large scale projects and internal funding opportunities

Tasks:

1. Incorporate a criterion for Inclusion in the Explorer's Challenge to promote submission of projects that involving inclusion and innovation
2. Enhance diversity in our physical, educational, and cultural spaces through adoption of recommendations from the campus cultural audit
3. Seek financial support for students and employees to engage in social justice immersion experiences beyond the campus
4. Explore a social justice scholars initiative for undergraduate and graduate students similarly structured to the Burke and Trinity scholars' programs

- Directly address issues of equity throughout the campus

Tasks:

1. Broaden the scope of the Office of the Title IX Coordinator to incorporate greater involvement in gender equity issues
2. Substantially improve systems for reporting campus bias incidents (in alignment with Title VI of the Civil Rights Act of 1964)

3. Increase campus consciousness about the impacts of bias acts on campus climate
4. Create and sustain platforms for senior leaders to engage in dialogue with students that focus directly on diversity, equity, and inclusion

## **METRICS**

1. Increases in of a sense of belonging reported among all student and employee populations as indicated in climate surveys and assessments
2. Increases in undergraduate student engagement across dimensions of diversity
3. Adoption of collegiate and divisional diversity and inclusion plans

## **GOAL: ATTRACT, RETAIN, AND ADVANCE A DIVERSE COMMUNITY OF STUDENTS<sup>iv</sup>**

*Strengthen opportunities for greater inclusion of a more diverse populations of students across the university as a manifestation of the university's commitment to human dignity, equity, and inclusion. Address the compositional diversity of the university's undergraduate, graduate, and professional student communities through continuous review and assessment of programs, policies, and administrative decisions to broaden representation of diverse populations among students. Address obstacles to successful recruitment and root causes of early attrition across student populations.*

## **STRATEGIC PRIORITIES**

- Build on existing commitments and campus resources to increase the proportion of undergraduate from populations that are underrepresented at Marquette and in higher education more broadly.

### Tasks:

1. Enhance outreach to Wisconsin's diverse communities and facilitate pipeline programs from high school and two-year colleges to Marquette and from undergraduate to graduate school
  - Continue building on the successes of EOP (Gear Up, Talent Search, Upward Bound, UB Math and Science, Student Support Services, McNair Scholars), Engineering Leadership Academy, Law School Summer Youth Institute, Urban Journalism Workshop, College Essay Writing Workshops, Project Beyond in Nursing, and explore additional offerings to engage local high school students from underrepresented backgrounds.
  - Cultivate and maintain strategic partnerships with local schools that serve underrepresented students.

- Ramp up Spanish language capacity, outreach, and marketing strategies through Spanish print and digital materials and additional culturally competent, bilingual staff in key areas such as the Office of Admissions, Marquette Central, New Student and Family Programs, and the Office of Marketing and Communication.
    - Review practices related to recruitment, support, retention, and success of underrepresented graduate students.
  - 2. Address financial challenges for low income students, specifically addressing:
    - Discount strategies that provide greater access to financial assistance for low- and moderate-income students
    - Housing support
    - Additive scholarships
    - Tuition rates for low- and moderate-income students to increase retention from year to year
    - Working toward meeting 100% of unmet need of low- and moderate-income students from the Milwaukee area
    - Special consideration for the challenges that undocumented students face in financing their education
    - Institutionalize and expand the Emergency Fund for low-income students
    - Increase the number of financial aid and FAFSA workshops offered to local students and families, including in Spanish, to three per semester.
  - 3. Engage in high-impact and other practices to support underrepresented student development, engagement, and retention
- Strengthen opportunities to build community among diverse graduate students

## **METRICS**

1. Increases in racial and ethnic diversity across all colleges and programs
2. Increasing racial and ethnic diversity in entering classes
3. Increases in gender diversity in areas of historical underrepresentation
4. Increases in first-year retention by race and ethnicity
5. Increases in graduation rates by race/ethnicity
6. Increases in racial and ethnic composition of graduating classes, and by race/ethnicity and gender in majors

## **GOAL: ATTRACT, RETAIN, AND ADVANCE A DIVERSE COMMUNITY OF FACULTY AND STAFF<sup>v</sup>**

*Enhance prospects of attracting, retaining, and advancing faculty and staff from diverse backgrounds throughout the university community as a manifestation of the university's commitment to human dignity, equity, and inclusion. 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 Address obstacles to greater inclusion by gender, race, and other dimensions of diversity in positions of leadership.*

## **STRATEGIC PRIORITIES**

- Adopt campus-wide search and hiring protocol for all vacant faculty and staff positions that integrates inclusive hiring strategies and practices.

Tasks:

1. Reinforce accountability in the use of the faculty search and hiring protocol for all faculty hiring committees
  2. Develop parallel search and hiring protocol for staff positions
  3. Develop in-person workshops and Web-based training that integrates hiring for Mission and Diversity, Equity, and Inclusion
  4. Expand faculty workshops on inclusive excellence to focus on hiring, training on cultural awareness and implicit bias, and sustaining a welcoming environment. Create department-specific hiring plans to broaden racial and gender diversity and monitor faculty demographics by discipline.
  5. Implement supervisory training on diversity, implicit bias, and stereotyping in the hiring process.
  6. Develop an online repository of resources for diversity-conscious hiring practices for search committees.
- Create pipelines for preparing and advancing women and people of color who are underrepresented in campus leadership at all levels

Tasks:

1. Incentivize cultivating relationships with national associations devoted to diversifying faculties, providing travel incentives for faculty to recruit at national meetings and strengthen recruitment networks.
2. Cultivate relationships with local Milwaukee organizations that promote an inclusive local workforce.
3. Incorporate Employee Resource Groups into hiring processes
4. Increase the number of Mitchem Fellows to four per year.
5. Continue cluster hiring initiatives of faculty to support the Race, Ethnicity, and Indigeneity Studies Program and extend the model to other areas, such as Gender and Sexualities Studies.

6. Intentionally engage faculty of color in the “FELOS” leadership development program.
  7. Routinely audit of university leadership to determine opportunities and strategies for increasing gender and racial diversity and implement programs for women and people of color to position them for career advancement and leadership roles at the university.
- Implement programs and employ resources that support retaining and advancing a diverse faculty and staff.

Tasks:

1. Review formal and informal bias incident reporting processes for faculty and staff
2. Foster community through Employee Resource Groups, which promote intragroup and intergroup dialogue around commonly shared identities and experiences
3. Routinize incentive supplemental grants to new faculty that are underrepresented in their departments
4. Bolster support of underrepresented faculty through formal mentoring programs.

**METRICS**

1. Increases in the proportion of underrepresented faculty by race/ethnicity and gender among faculty and, in particular, among faculty at different ranks
2. Greater diversity in staff across occupational categories
3. Increases in advancement of women and people of color into administrative positions

**GOAL: CREATE AND SUPPORT OPPORTUNITIES FOR INCLUSIVE SCHOLARSHIP, TEACHING AND LEARNING<sup>vi</sup>**

*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.*

**STRATEGIC PRIORITIES**

- Strengthen infrastructure to support academic programs, interdisciplinary programs, and centers that enrich the cultural diversity of the campus, particularly regarding race,

ethnicity, indigeneity, gender and gender identity, linguistic heritage, and other dimensions of diversity.

Tasks:

1. Resource support for faculty development (e.g., manuscript workshops, small research grants).
  2. Support for new course development and revisions on existing courses, with emphasis on those that support development of diversity-related courses that utilize digital learning environment.
  3. Support for faculty/student research collaborations in these interdisciplinary areas.
- Create meaningful avenues for the development of culturally responsive and inclusive pedagogy.

Tasks:

1. Support collaboration between CTL, OIDI, Title IX and other entities on presenting training and workshops
  2. Expand small grants to faculty to support inclusive teaching practices and to support research related to such emerging academic centers as The Center for Gender and Sexualities Studies, Race, Ethnic and Indigenous Studies, the Center for Urban Research, Teaching and Outreach, with emphasis given to digital learning.
- Incentivize research and scholarship reflecting cultural diversity across all disciplines.
  - Credit faculty for their support of diversity programming and underrepresented students in the promotion and tenure process, with an increased emphasis on rewards for innovative teaching around diversity and inclusion.

## **METRICS**

1. Assessment of Outcomes Core of Common Studies related to intercultural competencies
2. Development of diversity-related coursework, by department and college
3. Production of diversity-related scholarship across faculty, including grants and awards

**GOAL: ENGAGE DIVERSE COMMUNITIES BEYOND THE BOUNDARIES OF OUR CAMPUS**

*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*

### **STRATEGIC PRIORITIES**

- Develop academic-community partnerships with Milwaukee’s diverse communities that actively engage students and faculty from diverse populations at Marquette.
- Broaden access for first generation, low income and underrepresented students in Marquette-sponsored local, regional, and international service-learning activities and study abroad opportunities.<sup>vii</sup>
- Increase support for interdisciplinary multicultural and intercultural scholarship of mutual benefit to both Marquette University and Milwaukee’s diverse communities<sup>viii</sup>.

### **METRICS**

1. Percentage of community engagement activities in Milwaukee’s diverse communities (communities of color, LGBTQ+ communities)
2. Engagement by faculty and students of color in diverse communities
3. Increases in the diversity of students engaging in local and in international service-learning activities

### **GOAL: IMPROVE SYSTEMS OF CAMPUS WIDE ACCOUNTABILITY RELATING TO DIVERSITY, EQUITY, AND INCLUSION<sup>ix</sup>**

*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.*

### **STRATEGIC PRIORITIES**

- Promote campus wide adoption of collegiate, division, and unit-level diversity, equity and inclusion planning grounded in a common set of strategic DEI themes

Tasks:

1. Assess prototype collegiate/division-level planning
2. Diffuse models throughout the campus

- Restructure the office and coordinating function of the Vice President for Inclusive Excellence and the Office of Institutional Diversity and Inclusion with requisite resources to fulfill campus DEI goals

Tasks:

1. Create a position of Director of the Office of Institutional Diversity and Inclusion to manage day-to-day operations/implementation/assessment of DEI priorities
  2. Review staffing needs within OIDI
- Enhance existing methods of tracking progress on achieving diversity, equity, and inclusion goals at regular intervals in a manner that is accessible to the Marquette community

Tasks:

1. Review effective metrics
  2. Review external climate assessment tools for future implementation
- Maintain strategic focus on diversity, equity, and inclusion in *Beyond Boundaries, the Marquette University strategic plan*

**April 20, 2020**

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<sup>i</sup> Bransberger, P. & Michelau, D.K. (2016). *Knocking at the College Door: Projections of High School Graduates, 9th Edition*. Boulder, CO: Western Interstate Commission for Higher Education. Retrieved from: <https://knocking.squarespace.com/reports/2017/3/22/full-report>

<sup>ii</sup> Levine, M.V. (2016). *Latino Milwaukee: A Statistical Portrait*. Milwaukee, WI: Center for Economic Development, University of Wisconsin-Milwaukee. Retrieved from: [https://www.greatermilwaukeefoundation.org/files/7914/6215/2972/Latino\\_Milwaukee\\_Study\\_2016.pdf](https://www.greatermilwaukeefoundation.org/files/7914/6215/2972/Latino_Milwaukee_Study_2016.pdf)

<sup>iii</sup> Corresponding Beyond Boundaries Culture of Inclusion objective: Function as a community that values, respects, welcomes, and promotes a sense of belonging to all members and consistently and boldly models a commitment to equity, diversity, and inclusivity as critical to the university's mission.

<sup>iv</sup> Corresponding Beyond Boundaries Culture of Inclusion objectives: Attract, retain and graduate a diverse and inclusive community of students, Engage diverse communities beyond the boundaries of our campus

<sup>v</sup> Corresponding Beyond Boundaries Culture of Inclusion objective: Attract and retain a diverse and inclusive community of faculty and staff committed to our mission

<sup>vi</sup> Corresponding Beyond Boundaries Culture of Inclusion objectives: Enhance opportunities for diverse and inclusive learning and scholarship, Engage diverse communities beyond the boundaries of our campus

<sup>vii</sup> See strategic priority for high impact practices in goal, "Attract, Retain, and Advance a Diverse Community of Students."

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<sup>viii</sup> See strategic priorities in goal, “Create and Support Opportunities for Inclusive Scholarship, Teaching, and Learning”

<sup>ix</sup> Corresponding Beyond Boundaries Culture of Inclusion objective: Improve systems of campus wide accountability relating to Diversity, Equity, and Inclusion