**Summary of the**

**2015 Marquette University Climate Study**

**MARCH 11, 2016**

**INTRODUCTION**

**Rev. Pedro Arrupe, S.J., referred to those formed in Ignatian spirituality as “men and women for others.” Underlying that basic Jesuit ideal is an explicit commitment to social justice and giving of oneself to benefit others. It is a commitment at the heart of Marquette University’s mission as** a Catholic, Jesuit university dedicated to serving God by serving our students and contributing to the advancement of knowledge. Specifically, we search for truth and the discovery and sharing of knowledge while fostering personal and professional excellence, promoting a life of faith and developing leadership expressed in service to others. We pursue all of this for the greater glory of God and the common benefit of the human community.

Being accountable for fulfilling our mission, Marquette initiated a climate study that included a campus survey conducted in February 2015. The objectives of the mission-driven study are to support the university's Strategic Plan and develop a campus-wide plan for diversity and inclusion.

Diversity and inclusion are not merely desirable but rather should be foundational at a university where our faith tradition proclaims universality. Marquette must go beyond lip service if it truly seeks to be a learning organization that embraces diversity. We must ask employees and students to commit to a culture of respectful collaboration, personal wellness and continuous improvement to grow the university’s reputation as one of the nation’s premier higher education institutions. In that context, the climate study served as a methodical way to measure inclusiveness and feelings of belonging across identities, including but not limited to race, ethnicity, gender identity, sexual orientation, religious affiliation, political affiliation, etc.

**OVERVIEW**

This summary provides recommendations drawn from the Marquette University Campus Climate Study, including results from the February 2015 climate survey of students, faculty and staff as well as feedback from a series of forums involving members of the Marquette community, which were conducted in November and December 2015. The guiding premise of the climate study was to gain insight into ways that Marquette might best fulfill its mission as a Catholic, Jesuit university “dedicated to serving God by serving our students and contributing to the advancement of knowledge.”

In addition to assessing the climate for *all* current members of the Marquette community, the study anticipates changes in the near future regarding the demographic diversity of Marquette as a place to learn and work. A fall 2015 report from the Pew Research Center indicates that, if current population projections remain on track, high school graduates will be increasingly diverse by 2025: 49% will be students of color; specifically, one in four will be Hispanic.[[1]](#footnote-1) According to the College Board and Western Interstate Commission of Higher Education, the number of Hispanic and Asian/Pacific Islander public high school graduates in the nation is projected to grow significantly by 2019-2020, reflecting a 41% and 31% increase, respectively. At the same time, the percentage of White non-Hispanic and Black non-Hispanic public high school graduates is projected to decline by 17% and 13%, respectively.[[2]](#footnote-2)

Asian, Hispanic and African immigration trends will likely change the face of tomorrow’s college student body, but only if the value of higher education is perceived to be important, a culturally affirming environment is assured and barriers to access are managed by colleges and universities. Given changing demographics, it is necessary to revisit recruitment strategies at both the undergraduate and graduate level. At the same time, we must develop a strong sense of the prevalent campus climate to ensure an environment that is attractive to prospective new members of the Marquette community.

Accordingly, Marquette sought to develop a climate study that would provide a baseline the university would use to evaluate progress in creating a welcoming environment for people from all backgrounds and where respect for one another is embedded in our culture.

As part of the study, Marquette University formed the Climate Study Working Group in late fall 2013 to explore options and identify potential consultants. Comprised of 16 faculty, staff, students and administrators, the group met regularly for nearly 18 months, working with consultant Sue Rankin and Associates to draft a climate survey most relevant for our campus.

In February 2015, the university conducted the survey that Rankin and Associates prepared and subsequently analyzed. A total of 4,293 constituents across campus completed the survey’s 99 questions, resulting in a response rate of 31%. The consultant compiled the data and released a report of the survey for the entire university community to review in fall 2015.

Shortly thereafter, the Climate Study Working Group hosted 15 forums that drew students, faculty, staff and administrators. Findings from the survey and forums will be made available to the campus community and are essential for informing decisions regarding policies, procedures and resources. First and foremost, the findings are the basis of three action steps that the Climate Study Working Group has identified and recommends the university undertake within the next 12 to 18 months. It is emphasized that the recommendations are grounded in the survey data and forum feedback, which are summarized in the following two sections.

**KEY FINDINGS FROM THE SURVEY AND FORUMS**

* Perceptions of Marquette’s campus climate differ between majority and minority group membership. Minority populations, whether based on race, ethnicity, gender, gender identity or disability, reported less of a sense of belonging at Marquette than majority populations.
* Most notably, there are differences in perceptions of Marquette’s climate based on racial/ethnic group membership: White students, faculty and staff reported a more positive experience than students, faculty and staff of color.
* Marquette community members of color believe differential treatment is common and based on racial/ethnic identity.
* Members of several constituent groups believe they are differentially affected by exclusionary, intimidating, offensive and/or hostile conduct.
* Almost 20% of students among these minority groups reported having personally experienced exclusionary, intimidating, offensive and/or hostile conduct.
* Almost 27% of staff representing minority groups feel less comfortable with the campus climate in their own departments/units than staff representing majority groups.
* One-third of the Marquette community reported having personally observed exclusionary, intimidating, offensive and/or hostile conduct on campus.
* Several constituent groups indicated that they are less comfortable with the overall campus, workplace and classroom climate. These groups include a high percentage of those identifying as “staff,” “non-Catholic,” “LGBTQ,” “Faculty of color,” “low-income,” and “non-US citizen.”
* Consistent with other institutional climate studies and findings of several educational researchers (Hurtado and Carter, 1997; Strayhorn, 2012; Hurtado and Ruiz Alvarado, 2015), sub-communities within Marquette University reported greater dissonance regarding a “sense of belonging” at Marquette due largely to experiences of isolation and alienation within the cultural milieu.

**RECOMMENDATIONS/ACTION STEPS**

Based on small-group discussions about concerns described in the climate survey report, forum participants proposed many recommendations/action steps. (Appendix A of this report includes a list of specific concerns and recommendations.) In keeping with Rankin and Associates’ survey design, the Climate Study Working Group compiled notes from all forums that the group facilitated and derived three action steps after analyzing the comprehensive list. The group recommends that Marquette:

1. **Institute systematic and ongoing education and training for all constituencies.**
2. **Form affinity and networking groups, each with a designated university leadership liaison, to promote a fully engaged community.**
3. **Develop policies supported by adequate resources for substantially increasing recruitment of faculty, staff and students of color.**

**Action Step #1:**

Social justice and the Jesuit ideal of **c*ura personalis*** (care of the whole person) compel Marquette to give greater attention to the needs of all members of the campus community. Such care includes respect for each person’s unique circumstances and concerns as well as appreciation for individual gifts.

In that context, the university is strongly encouraged to institute systematic and ongoing training and education for students, faculty and staff. From ensuring more consistency and fairness in implementing university policies and procedures to educating the community on matters related to diversity and inclusion, this action step is vital for promoting a culture of continuous learning that advances values in keeping with Ignatian teaching.

In turn, this action will help the university build practices and mechanisms that are particularly helpful to students as they learn and develop as “men and women for others,” providing a framework for individual and community growth.

Marquette can implement this action by:

* Creating incentives to train faculty and staff throughout all campus departments/units who have supervisory/managerial responsibilities, educating them in a manner that reflects the university’s mission, values and beliefs.
* Developing ongoing education initiatives designed to improve the intercultural competencies of all faculty and staff more broadly as they perform their respective jobs. This includes teaching them how to work with diverse communities and create diverse learning environments in and beyond classrooms.
* Helping reduce bias and micro-aggressive behavior among students through development of inclusive, out-of-class learning opportunities.
* Providing concrete information on the meaning of Marquette’s mission, our responsibilities as a Catholic, Jesuit university and policies designed to ensure equity and inclusion for all.
* Promoting in word and deed an inclusionary culture where all groups feel heard, welcome and safe.

**Action Step #2**

To create a campus where all groups feel welcome and a sense of belonging, the Climate Study Working Group recommends that Marquette find ways for individuals to be members of an engaged campus, one that promotes communities of common interests, experiences and social identities. Finding space for networking or affinity group development at Marquette is recommended as a way to counteract feelings of personal isolation and increase a sense of belonging, especially among diverse populations.

This action is not intended to promote affinity or networking groups that are exclusionary or counterproductive to advancing Marquette University’s mission, guiding values and commitment to human dignity and diversity. Rather such groups are proposed to be inclusive and voluntary, intended to bring individuals together in community and thereby heighten their own sense of belonging at Marquette. University-affiliated networking and affinity groups are meant to encourage inclusivity and dialogue across differences, engagement through service beyond campus and participation in the spirit of Marquette’s core values, especially *cura personalis.*

When organized with the full support of the university, affinity groups can enhance institutional goals. Research by Charles, et. al. and Strayhorn track improved academic performance among students who find their way in organizations that improve their sense of belonging. The National Science Foundation’s well-established ADVANCE program, along with affinity groups in other universities, corporations, hospitals, government agencies and organizations known for implementing best practices, demonstrate measurable gains when paired with other diversity initiatives for “advancing institutional citizenship” across the organization (Sturm, 2006).

Marquette can implement this significant action step by:

* Encouraging students, faculty and staff to develop and participate in affinity groups they deem valuable or important.
* Creating spaces that promote intragroup and intergroup dialogue and service around commonly shared identities and experiences.
* Requiring support from university leadership who will agree to meet with each affinity group annually to discuss positive and challenging individual and group experiences.

**Action step #3**

To make Marquette a place where society is mirrored and students are fully prepared to contribute in a globally diverse workplace, the Climate Study Working Group recommends an intentional and concerted campus-wide effort to recruit and retain diverse faculty, staff and students. This action involves several important measures across campus:

* Providing *required* training for all hiring committees.
* Developing strategies to increase applicant pools for staff positions.
* Reviewing the faculty course evaluation system (MOCES) to ensure equity and fair treatment.
* Requiring that all major divisions, departments and units across campus create a diversity plan associated with the Strategic Plan’s theme “A Culture of Inclusion,” and as part of the Campus Diversity Plan, all will prepare an annual progress and accountability report focused on goal attainment.
* Intentionally and measurably recruiting students in community colleges, Milwaukee Public Schools and high schools with high percentages of diverse students in primary and tertiary markets.
* Requiring the Office of Undergraduate Admissions to implement a strategic plan for diversity with measurable outcomes grounded in national demographic shifts.
* Providing adequate fiscal and human resources to offices responsible for retention of students of color.

**CONCLUSION**

In his foundational document entitled “The Service of Faith and the Promotion of Justice in American Jesuit Higher Education,” Rev. Peter-Hans Kolvenbach, S.J., said the following about justice and faith in the context of the university:

*“We must therefore raise our Jesuit educational standard to ‘educate the whole person in solidarity with the real world.’ Solidarity is learned through ‘contact’ rather than through ‘concepts,’ as the Holy Father said recently at an Italian university conference. When the heart is touched by direct experience, the mind may be challenged to change. Personal involvement with innocent suffering, with the injustice others suffer, is the catalyst for solidarity which then gives rise to intellectual inquiry and moral reflection. Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively. They should learn to perceive, think, judge, choose and act for the rights of others, especially the disadvantaged and the oppressed.”*

Paralleling this thinking, Marquette University continues to be committed to creating a quality educational and work environment for full participation in a diverse and global society. Our efforts reflect our Ignatian and Jesuit identity as a Catholic university educating a student body that will likely increase in its diversity over the course of the 21st century. As such, the common messages across the climate survey and ensuing campus forums point toward the need for an innovative and resilient Marquette that is driven by all who come to work and study together. By sustaining a fully engaged and inclusive community where all play an important role and by providing the education and training for living and working in a diverse society, we move more closely toward fulfilling our mission.

Finally, there are numerous ideas brought forth from the focus groups that can and should be implemented as part of a commitment to improving our campus climate. Providing only three action items in this summary does not preclude any effort to address those ideas that are implementable by divisions, colleges/schools and individual departments/units across campus. The Climate Study Working Group will continue to work with the university to disseminate information on specific concerns and possible actions related to particular campus units.

**References**

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**Appendix 1: Concerns Expressed During Forums**

**Public Forum #1**

**November 10, 2015**

**Group 1: 5 Staff, 1 Faculty**

**Concerns:**

* All religions mention a degree of fear/discomfort of sharing religious-based ideas/thoughts
* 50% of students reported micro-aggressions
* Overall sense of lack of belonging (faculty/staff/students)
* Lack of communication skills (students)
* High percentage of under-represented faculty consider leaving
* 50% of faculty feel working harder than other faculty
* Staff felt under-valued compared to faculty
* Faculty participation in campus events

**Group 2: 4 Staff, 3 Faculty**

**Concerns:**

* % of faculty/staff who considered leaving – want to know more
* Issues are consistent with elsewhere, so solutions are likely to be out there in research/ best practice
* Surprise at exclusion that people face
* Surprise at the location of exclusion/discomfort for faculty – in department versus in class or university at large
* Surprise at sense of retaliation for raising concerns
* Need for additional resources for first gen students
* LGBQ students seem to be especially dis
* Less than half of faculty thought senate had power
* Sexual violence – students/faculty don’t seem to know where to go for support; or seem to feel blamed for the violence for consuming alcohol
* % of sub groups that experience micro aggression – can we learn from existing research to address there
* Concern about the overwhelming lack of concern/ awareness by majority of students when under represented students are so marginalized

**Group 3: 2 students, 3 staff, 1 faculty**

**Concerns:**

* Large chunk experienced exclusionary behavior🡪20-25%
* More people engaged
* Not many people reported exclusionary behavior🡪ex: alcohol involved; not severe enough
* Increased education about diversity🡪what to do with this?
* Not feeling support to stay at university

**Public Forum #2**

**November 11, 2015**

**Group 1: 2 students, 5 staff, 1 faculty**

**Concerns:**

* People actively feeling excluded/intimidated/offended
* Input of people who didn’t participate in survey (why didn’t they)
* 500 students report” “difficulty affording food”
* levels of comfort/exclusion vary based on demographic of factors (race, gender, orientation)
* People are unaware of exclusion/intimidation
* 21% not performing to their potential (students). WHY??
* First generation/ low income students perceive their academic performance as lower (also students w/ disabilities/ LGBT)
* Demographics that identify as excluded are not here at discussion to speak to experience/ influence change
* Faith based exclusion/intimidation (high levels (30% non-Catholics) from non-Catholics)
	+ Alarming in comparison to other exclusions

**Group 2 1 student (graduate), 6 staff, 3 faculty**

**Concerns:**

* Unintended sexism/ racism
* Diverse faculty asked to do so much
* Retention of diverse faculty
* Second thoughts on starting family b/c tenure, promotion, etc.
* Treatment of office staff
* Increasing diversity challenging with Financial Aid limitations
* Active hostility (gender, age, religious identity)
* Inconsistent flexibility among managers/ offices
	+ Coverage if someone is out/ maybe too lean on staff in areas

**Group 3 1 student, 7 staff, 1 faculty**

**Concerns:**

* Inconsistency with leadership competency
* Race issues with students
* Non-reporting of hostile actions
* Students going to faculty of color/ LGBTQ faculty for all issues for support
* Diverse faculty asked to serve on too many committees
* Lack of hiring for diversity
* Retaining diverse faculty—Milwaukee
* Lack of training for focal points
* Students offensive—treat faculty poorly
* Lack of exposure to diverse viewpoints in core
* Staff problems with LGBTQ issues
* Gender equity in salaries
* MU have bad reputation in academic circles
* McAdams/ Obrien/ Fem/ Sex/ Mural

**Division of Student Affairs**

**November 5, 2015**

**Group 1 6 staff**

**Concerns:**

* Students feeling excluded in residence halls (their halls should be a safe place)
* Statistics of how many staff considered leaving MU
	+ How does this compare with other institutions (public and private)
* Cura Personalis – “Do we walk the walk”
	+ Disconnect of what we say and what we do
* Class seems to be a dominate dividing line

**Group 2 1 student (graduate), 6 staff, 3 faculty**

**Concerns:**

* Student to student micro aggressions
* High percentage of students reluctant to report sexual assault
* Percentage of African American students nearly 50% received hostile… Conduct
* Comfort level of African Americans low
* These issues are imbedded in MU culture and related to issues in MKE
* Image of MU in community
* Relationship of MU in the community

**Group 4 1 student: 1, 4 staff**

**Concerns:**

* Academic senate not perceived as having impact
* Female vs. Male academic success perception
* Statistics 🡪 strive for 100% comfort (i.e. underrepresented population satisfaction)
* Family leave – feeling acceptable
	+ Extra work if you do not have family
* 1st generation/lower income/undocumented not one size fits all admission focus
* Faculty/staff fear of not being able to express opinions/concern w/o reprimand (40%)
* Tenure unclear process
	+ Challenges with underrepresented being asked to serve more
* Jesuit institution focused on telling our missing, yet results out of sync/dissonance
	+ Cost of what MU education is/or perception upper middle class
* Students leave 🡪 sense of belong & financial
* No discernible change over several years
* Small populations too small to evaluate = Native Americans/gender neutral offerings
	+ Not a lot reported from LBGTQ population
* Demographic ratio is off national average
	+ As a result, increased percentage of experience of exclusion from African American students of color
* Our intent, our reports what we thinking is not reflected in the experience and decreased ration of students from students
	+ “who we believe we are is far from who we really are”
* Exclusionary behaviors are experienced through hostility discrimination….
	+ Specific and direct harm occurs to our low ration diverse students
	+ Catholic and Jesuit in name only

**Group 6 8 staff**

**Concerns:**

* Students exp. Campus differently
* African American students reported significant dissatisfaction
	+ I.e. bias, micro-aggression
* Staff don’t feel comfortable bringing up issues to superiors
* Role of alcohol was identified as deterrent to seeking help for or reporting a sexual assault
* Food insecurity, homelessness, undocumented students are part of the campus community
* People consider transfer feel excluded on campus
* Significant part of faculty/staff have seriously considered leaving MU

**Group 7 1 student, 7 Staff**

**Concerns:**

* Student on student incidents
* Classroom incidents with faculty
* Power dynamics impacting staff (esp. hourly)
* Continued under-reporting of sexual assault and student perceptions of response
* “We are MU” does not feel like it applies at all
* (Potential) attrition of faculty, staff, and students of color
* Experiences of low income and first generation students
* Responsibilities and access to resources of communities

**Group 8 7 staff**

**Concerns:**

* Campus Handicap accessibility
* Respect
	+ Staff feels 2nd class citizen
* Campus needs to be more inclusive to all students and staff to feel more comfortable

**Group 9 5 staff**

**Concerns:**

* 77% of underrepresented students felt discriminated against
* Overall discomfort/didn’t feel at home
* Percentage of students reporting unwanted sexual contact (LBGTQ community reported higher rates)
* Staff – discomfort with being truthful to supervisors
* % of women who felt excluded/discomfort in male dominated classrooms
* Higher rates of black/African American students reporting discomfort over other races and ethnicities

**Office of Disability Services (ODS)**

**November 9, 2015**

**11 Students**

**Concerns:**

* Building accessibility
	+ Ex: bathrooms at Straz
	+ McCormick
	+ Engineering Hall – indirect access
	+ Haggerty: Bathrooms and entrances
	+ Indication/signage for elevators
* How accommodations are communicated to instructors
* Concerns about protection of info
	+ Confidentiality
* How some instructions approach the accommodation process
* Sensitivity for instructors x1
	+ Ex: setting up tests
* More training for instructors
* Expectation of negative instructor interactions as a barrier to seeking services
* Instructor awareness of support for them through ODS x1
	+ Test proctoring
	+ Locations used outside of ODS
* Instructor consistency from S. to S.
	+ Test proctoring process
* Complicated process – “Hassle”
	+ Forms to fill out
	+ Conversations to have

**Native American Students**

**November 9, 2015**

**Concerns:**

* There are probably 20 Native students at MU, 10 who actually get involved. Important question to ask is why only 20 when we have 60% of Wisconsin’s Native population so close?
* Urban Indians are probably have better assimilation vs culture shock of someone from a reservation
* As a result urban Indians less participatory and they may have different cultural outlets
* We are under-represented nationally as well
* At MU we should have more community among all students – people who aren’t native don’t support the population
* Administrative support – no native counselor through title 7 Act – required if over a certain % - no one to advocate to guide us through high education
* Organic lab – singled out to speak for everyone
* Biomed program isn’t diverse besides Asian
* Numbers of Black, Latino, Native in bio med drops every year – perceived no collaboration with and for us; have to advocate for our own issues and must speak out
* People who haven’t had any experience but curious about stereotypes so they ask me if your family are alcoholics to see if that’s true or lived in a teepee
* Can be called on all the time
* Professors lack of knowledge too – health and society and social movements and health and culture but the teacher had no more knowledge and only focused on Navajo
* Philosophy and theory of ethics use Eskimo example and shouldn’t even be saying that – would not happen on west coast – sounded like Eskimos didn’t exist anymore – don’t have time or energy to debate it and it’s really frustrating – required course so how many students have been exposed to that word?
* Knowledge base should be here.
* We have some Hawaiian indigenous students far from home and have to deal with Polynesian stereotypes
* People with no knowledge of Native tend to be from outside Wisconsin
* Faculty said “class is more diverse” with only two Latino/a students and everyone looked at them

**LGBTQ & Allies Students**

**November 9, 2015**

**6 students**

**Concerns:**

* Not a lot of it was surprising at all. It definitely put into perspective more to see actual statistics.
* Statistics about females and sexual assault. I don’t have to worry about it but still an issue on campus. It was interesting just to see what the statistics was at Marquette.
* Talked about it in my women and gender studies class. Someone talked about how LGBT students didn’t feel accepted in academic environments. Seemed accurate to me. If someone said something that needed to be addressed, people didn’t feel comfortable addressing it.
* Most of MU students don’t feel like an outcast or discriminated against. That’s only because the population that feels outcast are so small. Native Americans, LGBTQ. I think the high levels of comfort with the climate is a deceptive statistic.
* Wasn’t shocked by much except the sexual assault. Hear a lot about minorities not feeling accepted. That feeling often comes from faculty.
* The student body might be more accepting but there are still micro-aggressions of minority communities like LGBTQ.
* The people who feel the most comfortable on campus are white catholic males. Females are the ones who feel more successful in academics here. But you’d think that males would feel more. There are some results that made a lot of sense but there are other things that I wouldn’t have guessed.
* LGBT community feels marginalized on campus. But I personally don’t notice micro-aggressions as much.
* Micro-aggressions can be very subtle. My professor said something about transgender people that was really offensive. It wasn’t intentional but it still could hurt somebody. It’s a disrespect from a lack of knowledge or a lack of care.
* I think people were confused about who should take the survey. I heard: “I’m not black…I don’t have to take it.” Students thought it was for minority students. A lot of people didn’t take it seriously. I hear that some people were kind of forced to take it. Some RAs were forcing them to take it. I think it’s a good thing that they took it but wonder if students responded differently with their RA looking directly at what they were picking.
* As a casual community, the LGBT community is easy and accessible. But it’s hard to find people. It’s an easy label. I have yet to find another transgender person which has been hard. It’s just hard to find other people. Living situations. I do live in a girl’s dorm. No one of my floor knows my preferred name.
* Results seemed really representative of my experiences.

**Staff of Color Group**

**November 9, 2015**

**Group 1**

**Concerns:**

* +1/2 Faculty and staff considered leaving
* +1/2 Black/Latino did not fit in the overall 70-80% comfort level
* Affirming diversity & inclusion is the mission does not show in stats
* Sexual assault 🡪 hard to tell potential students/parents the student can develop safely. (Potential friends/classmates are also potential perpetrators)
* Amount of racism (conscious or not) 🡪 racist institution because there are racist people in campus.
* Unfair to pay $30K and to be in uncomfortable environment
* High amount of microaggressions (Especially staff of color)
* Not feeling safe to repress honestly one’s feeling because of risking one’s job
* Who truly is holding the Jesuit standards/values when their supervisors are not looking?
* Even taking away the color issues, staff is not seen at the same level as people with PhD’s (Faculty?)
* Publicity does not reflect the MU reality

**Group 2**

**Concerns:**

* Competitive pay within MU/competitors
* Gap between practice and the plan
* Lack of support for diverse student population
* Exclusionary practices among faculty
* Limited/non-existent social engagements for students of color
* Conflicting expectations amongst peers related to interacting with students of color
* Discrepancy in curriculum requirement
* Not all events promote diversity inclusion
* Assumption that SOC are EOP – knee jerk response

**FACULTY OF COLOR**

**November 11, 2015**

**8 faculty**

**Concerns:**

* Don’t feel treated differently necessarily due to skin but what I see others get is because someone takes a liking to them-choose to help someone they feel close to; I don’t have someone like that, a rabbi, or someone who looks like me, to push me into that one time to propel me
* Don’t have many to talk to/mentorship
* People say it’s progress if there’s one or two more
* Survey report out buried the lead! We started with 70% of the campus feels good about it? Why not start with the 30% who don’t?
* The report didn’t match the reality of my experience here
* The lead was the majority of students think climate is wonderful until subgroups; majority of students of color, LGBT report significant problems
* It’s there but you need to look very carefully and drill down and not sure people are doing that

**(From the Survey):**

* This campus hurts each other. We know we do it and we’re not changing it. We talk about microaggressions but MU doesn’t know what they are. Verbal assault more often than not. Missed opportunities, the way we act with each other not supportive. The climate study aimed to get so much info I fear they lost the important stuff about the way we relate to each other.
* Things are surface level and symbolic band aids to fundamental deeply rooted problems for students and faculty as the ones supporting them
* I didn’t like the questions from the survey. So broad. Not sure how it will hone in on things. Wanted it to get at the experiences of marginalized groups
* The questions wouldn’t get at my experience
* Broader communication – talk about the problems first!
* What was the purpose? Just symbolism or will we act on it
* Male or female dynamic there but how does it break down across race?
* Difference between faculty and student
* I don’t feel comfortable saying what I want to say
* Concerns of study – POC and women were buried; no help to read through the details; assumption we can read a complex document

**(Regarding students):**

* When Penn State happened Father Pilarz called a leadership meeting to talk about how MU would handle this
* I would like to see MU ask how we make sure what’s happening at Missouri or Yale doesn’t happen here.
* Story: Students find me because they were told to see me. They want to have a day to wear an armband and we will not speak the day except in class – they had itemized all the things that had happened (i.e. hearing the “n” several times in McCormick Hall). What came back after I emailed student life is that there are processes here to follow. The student was told by police to point out the person and call him out. But that’s not going to work. We got folks together at AMU and right away the (former) provost wants to know what was talked about. The students were getting together to talk about being black at MU.
* How are we prepared when the littlest thing blows up here?
* We do have enough data now, like the survey or data like the *yik yak* postings, to know we have an issue here with acceptance of people of color.
* Students don’t have trust in the process. They view it as waiting it out. Students report through the grievance links and nothing happens. They don’t trust the administration feels about them. They want a concrete consequence when discrimination occurs on campus. That doesn’t have to require that they name them! Sometimes they lie because they feel invisible and would be worse if they identify themselves.
* They feel unsafe because whatever they say nothing will be done
* Part of faculty experience is that weighs on me when people you care about you can’t do anything about for students.

**(Regarding faculty experiences):**

* Faculty not immune to that same dynamic. Sometimes we won’t say anything for fear of repercussions in tenure or even if already full you have to live with these people. I don’t have trust and confidence with administration. It gets minimized.
* What rock are they living under? Fear of repercussions from peers, formally or informally in terms of having to live with them. There was an incident when grad student posted a racist comment on twitter page. Department made it a teachable moment for students, no conversation about how did it impact the one black grad student or faculty in theology? If I even raised the issue I become the problem. I become the angry black man or I’m not a team player.
* I want to surface concerns of faculty. We all engage in acts of self-censorship/survivorship

**(Personal Stories and Thoughts):**

* You don’t know what goes through my mind if I’m walking through campus on a Saturday. I better have my ID with me. Nothing statistically you can prove to impact my mindset. I didn’t come here with that but had heard stories about that. I’m always mindful of that.
* I believe people will do what they want to do. I want them to do things before compelled to do so. I am the only African-American male in communications and thought that was bad and seriously I found out it wasn’t. But let’s set a mandate that there will be at least one African American male in each college and what do we need to do that. That’s a tangible goal. But that wouldn’t even be worth bragging.
* I do think we can do some things if people are willing. Sad there aren’t more here. I don’t come here on weekends because of that. I was told at orientation not to wear jeans because I fit the profile. People make fun of me [for dressing nice every day] for that but I do it for a purpose.
* I was walking in jeans and MUPD followed me in their cop car down the mall. Went to the window and thanked them for keeping me safe. “Socially conscious police”.
* We’ve had 3 different diversity plans. Tired of proposing another plan. Is there a willingness to really do this? To own there’s a problem and willingness to change? Raised issues with (former) provost and told can’t change culture of institution. Have to ask that question before action items. How do I know this data might not end up on shelf, again?
* Hard to find examples of power yielding anything without a demand. What will compel this campus to change? President and provost should be here right now. If something came out of that then you can recommend other things.
* At my college my multicultural office was much more powerful and visible. Diversity office has limitations.
* Changing culture is dept. by dept. at law school last hire was white male because he looked most like them. Or some feel, sometimes won’t say it’s because we are going to remain Catholic and that’s why we don’t hire African Americans.
* Colleague comes in to say we’re doing a diversity hire so he comes to me. I wasn’t asked to be on the dean’s search but now that we’re bringing a black person. I’m asked to present myself. Don’t say we have a diversity hire. Say we are bringing in a people of color and we would like to pull out the stops and would you like to help. Otherwise it’s the only reason you came to me, not that I can help. Or I became chair only because no one wanted it. So I took my shot and now suddenly there’s an election so I’m supposed to ignore that when he comes to ask me for a favor. I have to eat it all the time until they need help for every damn thing like bringing a speaker and want a diversified list to invite. I’m always useful to them. I then want to shut down but have colleagues who I wish to help but no pathway for me here. Now I’ve been invited to be on the police advisory board but everything else I raised my hand for I was passed over. I was angry, humiliated. Don’t have me do all the service that no one will ever do.
* Diversity and MU runs up against financial excuse. Conversations don’t go forward because we don’t have the money.
* We don’t know each other either. Not a space for faculty of color to gather. I think because we are pulled in multiple directions. Part of this is institutionalizing something so not everything is on us all the time.
* Commitment is administration saying WE will do some of the legwork. They know what policies can be changed.
* Choose and plan and fund it! If you can find funds for innovation you can fund diversity.
* Fund hiring, student programming, speaker series. Stop having conversations with us about how we’re crazy asking for things.
* Accreditation team comes through and they meet. What I found at that meeting was things I have found elsewhere. Race and ethnicity is different than sexuality. Doesn’t mean they are exclusionary. But my first Pere MU event is the day Jodi O’Brien is removed. Nancy Snow asked everyone to stand in alliance. I felt uneasy. Would they have stood for me? I would have been labeled disruptive, unappreciative. People were upset that accreditation pointed out negatives of diversity vs. positive. Bringing one person per year is affecting change. Need to understand we have a long way to go and just because we take a step isn’t going to solve it.
* We need to be able to see the vision/goal and then we can understand the steps.
* Black caucus of black faculty and administrators, would meet 2x year. If it takes for me until tenure to know who the FOC are that’s a problem. There’s only 475 faculty here, 30 FOC why don’t we know who they are?
* I would go further, but for more systemic change, what would convince me that this is worthwhile is if the provost and president were here meeting with us. I’ve walked past the president and he doesn’t know me. He doesn’t know us!
* Commitment of administration to know their FOC.
* Because I always speak and I’m a few then everyone knows me.
* MU generally tries to do things the right way. This place has a clue and knows right from wrong and knows how to get it done if they want it done. What does it mean being a rare commodity? Some white students thought I was the help and not until I closed the door that I was the faculty. 8-12 of those students had never been given a grade by a black man. Wonderful to have this group encounter me. I so value that. But then spend so much time to plan conference and it’s all white. Need a place where the black students can take advantage of opportunities. This is all part of being a faculty member.
* I don’t have any more white friends than when I started. I am collegial. I think I’m friendly. But still isolated.
* I started here with four other AA women but they are all gone. Retention problem.
* Major problem. The way the system functions. If you have a problem you have to work it out in your department. It’s on you. No acknowledgement that it might be difficult to be a FOC at the departmental level. I told someone I haven’t had any SOC in my class and affects my evals. Told that they wouldn’t matter.
* MU needs to understand the unique burdens/obstacles that FOC navigate through tenure.
* I am now on list serves all over after identifying. Is there a FOC luncheon? I don’t think so. For support and connections and having a visible group. I.e. Moms group got funding for a retreat! Maybe we should get a grant for a FOC retreat weekend where we can talk about these issues and if MU won’t do it maybe we self-mentor each other about own experiences that were helpful, things I would do differently.
* Ultimately needs to be a centralized place that is well recognized on campus and funded.
* Comes down to commitment. Many of these ideas aren’t new. We’ve said it all before, in anger, tears, eloquence. I just don’t believe that MU has the will or even knows what diversity means. The thing most critical on this campus around diversity is around race. It’s almost easier to deal with LGBTQ issues. But dealing with race is the third rail. Then they don’t have money. Until we can name that ghost. Easier to talk about gender or LGBTQ than race. Racial diversity conversations gets crazy. White supremacy is implicated in this discussion and they don’t want to make white people uncomfortable. That’s why they say we recommend your pool is diverse but we won’t force you.
* I’m not looking for whites to change their minds I’m looking for consequences when they demonstrate that.
* Not looking for people to like me. I am coming to work for respect not love and consequences when respect isn’t shown. I don’t need to feel or be welcome. I want you to value my contribution as a professional.
* We need the BB team to refuse to play a game until we get a comparative and race/ethnic studies program here I bet we’d have one within a week! Bringing a speaker in is ok but take that money and put it toward something more sustainable! Like a minor in immigration. We need permanent fixtures. We need that major to have an ongoing speaker series. One speaker isn’t changing the climate. Need to create a climate where intellectual capabilities of POC is honored. Academic program, not speakers. Transmission of knowledge, how do POC make contributions to this? Please don’t spend tons of money on one speaker to come here if it could be put toward something more meaningful!

**University Staff Senate**

**November 12, 2015**

**Concerns:**

* Fear in the workplace – for expressing oneself, speaking out (retribution)
* Lack of consistency in leadership and management training; Lack of consistency in interpretation and enforcement of policies
* Staff less comfortable with climate than other groups (esp. hourly and part-time staff)
	+ Discrimination
	+ Exclusion
	+ Intimidation
	+ Devaluation
	+ Lack of comfort/access for staff with disabilities
* Lack of diversity
* Cronyism/nepotism in advancement and recruitment
* Lack of opportunities for advancement
* Lack of employee retention and turnover due to non-financial reasons
* Failure to report issues of sexual harassment

**Latino/Hispanic Students**

**November 11, 2015**

**Concerns:**

* *Top three concerns:*
	+ The lack of sensitivity/knowledge about “themes” or events related to Latino culture
		- “Phiesta” – Sororities
		- Event management
	+ Lack of “space” or “places” for cultural students
		- Latinos, African Americans, Native Americans, etc.
	+ Marquette is in close proximity to the Latino Community (south side) yet there is a lack of engagement/inclusion
* Too narrow of a perspective for Spanish course
* Latin-American professors do not have a means of connecting with the student body

**Inter-religious differences Students**

**November 23, 2015**

**Students: 5**

**Concerns:**

* Data/Cell size
* Will be heard if we’re in “other” religion
* Lacking in inter-religious education; need to do a lot better; more than facts, dialogue, speeches
* More intentional interfaith activating
* Promoting similarities instead of drawing out differences
	+ E.g. service activities
	+ Pointed out mission week as an example
		- Last 2 years – 1st year interfaith; 2nd years, not much interfaith diversity
* Theo classes (Theo 1001) – very teacher dependent.
	+ E.g. Force cath., Christ. Perspective
* Even discussion are from a catholic perspective – some things presented are blatantly misrepresenting religions (e.g. Judaism) – speaking about what they do not know
* Example – Old testament – cruel harsh – ignorant of Judaism – (e.g. disrespectfully using an inappropriate use of a word for God)
	+ Offensiveness of miscommunication of things (cultural inappropriate usage of language & words (in Theo, Poli Sci, etc.)
* If you’re not from the religion it is hard for you to do this respectfully.
* When you’re learning about other religions, have people in who know more about religion/culture
* Respectful of policies regarding religious holidays
	+ Didn’t have this experience at a state school
	+ Put in very hard situations by faculty (don’t feel comfortable based on religious trad.)
* Mission week – 7 full days of catholic service events – other religious groups are left out (or given special places) – “they don’t need to bring in…” people; use the assets that they are given – they accommodate
* Difficult/hard to find space for interfaith dialogue & events
	+ Jewish, Muslim, Hindu & Lutherans are always scrambling to find space (Always the little groups that are shared experiences) very difficult to work with the majority population
		- Big areas can have theirs; smaller groups are doing interfaith activating. Therefore, small groups have a hard time being fulfilled.
* Once you address the needs of a specific group, you can then get to interfaith discussions
* So much advertising for the Catholic/Christian events & not for others
	+ Interfaith prayer space – there’s no real advertising except that the space exists!
	+ Center for Jewish life and Muslim students 🡪 we had to prove that we needed the space
* We often do things without thinking about the programming/spaces/etc.

**Concerned Catholic Forum**

**December 2, 2015**

**Concerns:**

* How the group is labeled concerned catholic
* Title IX; traditional catholic feel marginalized or persecuted
* Low response rate in survey
* If you stand up for traditional catholic viewpoints, you’re at risk at promotion
* Concerns about teaching for Title IX
* Fear of teaching certain areas (religion, sex)
* Staff concerns with working with students and answering questions as a catholic (new gender field in PeopleSoft)
* Who is Marquette?
* Unintended consequences of changes that affect Catholic Identity
* MU always seems to do what everyone else is doing
* How can MU justify extra cost and explain what it means to get a catholic education
* Catholic only mentioned 2x in strategic plan
* Not a real respect for being Catholic
* What happened with focus group about THEO and negative impressions of department
* As a scholar, I can’t say the truth about Catholicism
	+ Reversal of students-teacher relationships
	+ Grades don’t matter if you’re going to be sued
* Faculty diversification
* Catholic being moved from unit mission statements
* Messaging doesn’t include Catholic (adds on TV)
* No plan for how we’re going to be a Catholic, Jesuit institution for the future
* Eliminate catholic from public branding
* Afraid to confirm Catholicism in public
	+ Students repression of Catholic views
* Concerned Catholics – some objected to “conservative Catholic” – marginalizing.
* Traditional Catholics are being persecuted – Title IX has terrorized people who believe in traditional Catholic values. Not organized but it impacts tenure and promotion.
* Should Title IX training be tweaked to enable theology profs to teach traditional Catholic teaching? Feeling intimidated. Feeling that the Title IX process is a kangaroo court. Need to affirm a positive way forward.
* Gender identity in People Soft.
* Are we Catholic or are we not? If so, what does that mean? Shouldn’t be stifled from expressing their religious beliefs. Open to all perspectives, but need to make it clear that everyone has to respect Catholic teachings.
* Unintended consequences of many things – People Soft. OK to only have 12,000 students. We are always doing what everyone else is doing.
* Need to avoid persecution and scrutiny as a short-term goal. Not only heightened scrutiny based on race and sex, but also on Catholic teaching. Actionable –
* Strategic Plan – Catholic mentioned twice in passing – no detail on what that means. And it’s the basis of long-term actions.
* Students need access to “this is what Catholic means”. OK to go to LGBTQ mass and receive communion in state of grave sin.
* Conservative Catholic student groups are afraid to be public.
* No respect for being Catholic.
* Turned on Campus Ministry – they said the problem with making progress is the Theology Dept. Focus group on perception of the theology dept. Unclear whether it ever happened. Hatred of Theology in the other departments. What happened to the focus group?
* “I’m not allowed to be a scholar and say the truth. I can’t say what the Catholic Church believes.” We’ve reversed the student-teacher relationship.
* Literally, Title IX says that the problem with the Theology Dept. is not that there are too many men, but that they self-define as male. “Diversity is a matter of self-definition.”
* Nursing dean search – Catholic was taken out as a characteristic. Also concern expressed that it would be a male.
* Branding and mission statement – what we do to ourselves. Ad during the basketball game. Why don’t we say we’re Catholic? Advancement hears this all the time from our constituency.
* Student handbook precludes certain speech.
* Climate – self-silencing among faculty and students.
* Is Catholic about more than social justice?

**LGBTQ+ Staff and Faculty**

**December 2, 2015**

**Group: 5 staff, 2 faculty**

**Concerns:**

* Restrooms- gender neutral (Cudahy & Raynor 24hrs)
* Staff: training managers on inclusivity, etc.
* Support (lack of) for LGBTQ – communication
* Distinction between faculty & staff (hourly)
* No sense of assurance for all at will employees
* Student: orientation – leaders homophobic
	+ Lack of LBGTQ rep at orientation
	+ LBGTQ rep should speak at O-Fest
* Use gender neutral pronouns
* Campus ministry – outreach students must compartmentalize
* 1st names on Checkmarq
	+ Option for preferred names to reflect student preferences in terms of gender
* How to train faculty and staff

**Appendix 2: Recommended Actions**

**Public Forum #1**

**November 10, 2015**

**Group 1: 5 Staff, 1 Faculty,**

**Top 3 Actions:**

* 1st year seminar to help build skill sets for communication and aspects of inclusive leadership
* Diversity training for all managers at a minimum; also regarding hiring decisions
* Provide resources to attract and maintain a diverse group of faculty and staff

**Other Actions:**

* Engage in work load analysis within colleges
* Training in residence halls using models of sexual assault training
* Mentoring faculty and staff to increase a sense of belonging
* Faculty participation all aspects of change with recognition of such in reward structure
* Review faculty retirement program
	+ Tenure buyout
	+ Phased retirement

**Group 2: 4 Staff, 3 Faculty**

**Top 3 Actions:**

* Leadership/manager training
* Capacity building for training and orientation for an inclusive community (e.g. interactive theater, reflective time, discussion in person)
* Centering inclusion as model marginalization of groups to margins/edges

**Other Actions:**

* Financial resources for student recruitment and retention. Financial resources for hiring and retention of diverse faculty/staff
* Promotion and knowledge about resources for reporting or unwanted sexual contact
* Comprehensive inclusion
	+ Co-curricular
	+ Research
	+ Curriculum
	+ Teaching
* Need of bilingual at MU Central financial aid and admission officers. Review student recruitment per 1st gen and multiple languages
* Review of interfaith policies and procedures to allow students, staff, and faculty to practice their faith

**Group 3: 2 students, 3 staff, 1 faculty**

**Top 3 Actions:**

* Education about ways to report a bias/exclusionary incidents and implement ways that students are comfortable
* Allocation of funds toward diversity for programming/ hiring faculty and staff
* More flexibility in course offered with more electives that include diversity (for diverse cultures req.)

**Other Actions:**

* More opportunities to interact with diverse groups, such as community floor in resident living (dorms)
* Incorporate something in common core to highlight problems and issues concerning lack of diversity and exclusionary behavior
* Faculty seminar concerning diversity
* More course on diversity, including religious diversity
* Keep diversity as ongoing topic at faculty meeting 🡪consistency

**Group 4: 2 students, 2 staff, 2 faculty**

**Top 3 Actions:**

* Create a first year seminar that is mandatory: promotes conversation about diversity, equity, issues in Milwaukee
* University-wide diversity training/conversation (includes faculty and staff)
	+ Targeted programming
	+ Include promotion and sharing of resource
* Reallocation of resources to attract staff, students, and faculty of color

**Other Actions:**

* Continued sharing of available resources on where to discuss concerns and ideas

**Group 5: 2 staff, 2 faculty**

**Top 3 Actions:**

* “Chicken and the egg”: need diverse students for good climate, but need good climate to get these students
	+ Prioritizing resources to get diverse student body
* Resources for faculty hires that represent diverse backgrounds
* Transparency in decisions and process

**Other Actions:**

* They need to be systematically included in these conversations about climate and what we should do
* Training for faculty and staff (include their voice – recruit faculty and staff allies)
	+ Informal conversations at first? Get discussion going without making “official training”…most important thing is to start real conversations with people who have good intentions
* Incorporate inclusion and diversity in the new core
* Basic structures (e.g., bathrooms, holidays, pictures around campus)

**Public Forum #2**

**November 11, 2015**

**Group 1: 2 students, 5 staff, 1 faculty**

**Top 3 Actions:**

* Require faculty/ staff to be trained as diversity advocates
* Regular (monthly) discussion or creation of safe space; voice whatever without being judged
* Encourage leadership to participate in activities relating to diversity/ inclusion (stress the importance)
	+ Incentivize/ reward possibilities

**Other Actions:**

* Provide support/ resources for those who feel they don’t reach potential (or, spread awareness of resources, address negative stigma of utilizing resources)
* Increased/ more accessible advocacy training
* Creative campaign for awareness of the pain of those excluded (campus wide)
* Teach/ facilitate uncomfortable conversations and create space for many stories/ telling of stories
* More discussion, create space for immediate sharing of exclusionary experiences (more effective reporting)
* Own/ encounter the harm and pain as more than isolated incidents
* Emphasize listening
* Support/ invest in/ bolster positions focused on diversity/ inclusion (CIE, gender and sexuality resource center)
* Explore ways that non-Catholics are being excluded against in order to get to root causes and best utilize resources
* Raise up other faith leaders actively (give a spot at the table)
	+ Realize some will be rubbed the wrong way
* Transparency. Willing to show that “we hear” and are reporting negative Stats about MU

**Group 2: 1 student (graduate), 6 staff, and 3 faculty**

**Top 3 Actions:**

* Messaging from top, how it is delivered from top🡪down; we all have responsibility
	+ Inclusion in all remarks, messages about diversity and inclusion at every speaking opportunity (convocation, commencement, orientation, all events🡪President, deans, VPs, etc.)
* [Required] continual training
	+ Faculty, staff, managers, students
* Reward structure
	+ Work plan and performance appraisal (not a separate step)

**Other Actions:**

* Continue active conversation and visible changes to campus climate/ structure
	+ Reward structure—re-examine how incorporate “climate” into work
	+ Has to be led from top (ex. Running with Dr. Lovell) and infused into everything
* Social Justice training/ diversity advocates
	+ 2-3 hours to learn why important
	+ Training for management, department chairs, etc. 🡪 how to treat people, take into accounts of needs of employees
	+ Required? Part of job
	+ More holistic, revisited beyond first few weeks of employment
* Management training for both faculty and staff
	+ Promotions without proper training
	+ Mentors
	+ May help with concern about treatment of staff
* For students: beyond orientation, continued education during all four years
	+ Focus on times when we have student attention🡪required course, Res. Halls
	+ Is a climate training (required) a possibility?
	+ EQ Get them to take seriously/ not a joke
* We all have responsibility and role to play
	+ It is not just one person assigned to be “diversity advocate” in an office
	+ Needs to permeate culture (i.e. wellness/ running)
* We can’t be afraid to talk about race
	+ Not being heard
	+ Afraid of saying something that will be misunderstood
	+ Create a safe space where it is understood that trying to come from a good place, but might not always agree

**Group 3: 1 student, 7 staff, 1 faculty**

**Top 3 Actions:**

* Weave diversity/inclusion issues into entire curriculum across college
* Management/leadership training for supervisors
* Marquette should consider the Milwaukee community when recruiting faculty and make offers to diverse candidates more attractive

**Other Actions:**

* Clarification and assertion of Catholic Jesuit identity🡪social justice
	+ Higher expectation of morality
* Aggressive recruitment of diverse candidates at all levels (faculty, leadership, staff, students)
* May GAP
* Training for all
	+ Diversity advocates training added to Title IX training
* Make more available and prominent the support for students to report hostility🡪easy and safe points of contact
* Encourage reporting at orientation
* WAICU manager training
* Look to UWM as model🡪they are successful in this area🡪expand support services, course choices, etc.

**Division of Student Affairs**

**November 5, 2015**

**Top 3 Actions:**

* Staff development to work on retention and overall welfare of staff
	+ Emphasize approachability to students
* Freshman seminar – incorporate self-advocacy – teach these skills, small class sizes
	+ Should be discussion vs. lecture (some way to do this beyond 1st year)
* All MU employees receive training and support to develop empathy

**Group 1. Top 3 actions:**

* Building support systems for students
	+ Services and needs and programs/recruitment retention
	+ Hire people for retention efforts: program services
* Recruitment in student employment to increase visual diversity – Identity among student employees
* More resources – personal – financial for multicultural/diversity offices

**Other Actions:**

* Increase diversity in student employment & student organizations
* Recruit minority students for leadership initiatives
* Boost confidence of minority students
* Gender neutral bathrooms
* Diverse institutional committee to look at culture and root causes of our issues
* Education on diversity and inclusion for students and staff point of core curriculum
* Involves students in these changes
* 1st year
* Service barrier breaker
* Diversity and inclusion officer resources are underfunded and under resourced
* Recruiting efforts of underrepresented students
* Hold people accountable for biased action and statements
* Build culture around diversity with services and support
* Return to Jesuit ideals of serving underserved populations

**Group 2. Top 3 actions:**

* Common first year seminar experience
* Gender neutral amenities and education
* Scholarships for co-curricular experiences for first-gen
	+ Study abroad, service trips, etc.

**Other Actions:**

* Provide first-gen data to RHDs
* Interest group for these students (floor concern)
* Mentorship programs
* Compile and disperse list of resources/initiatives already being done
* Facilitate resources for first-generation to study abroad (scholarships)
	+ MAP/MARDI GRAS, etc.
* Research best practices on how to support and serve un-documented students
* First generation common 1st year exp. Seminar
* Gender-neutral bathrooms/housing
* Engage freshman men (STAR model)
* Intentional speaker service
* Recruit/retain faculty and staff of color and various identities that reflect student population.

**Group 3. Top 3 actions:**

* Addressing the lack of sense of belonging
	+ Admission 🡪 1st generation, undocumented, students of color, LBGTQ 🡪 can we streamline our admission process more intentionally
* Resources 🡪 budget. Finding more $ and plugging them into the areas where good programming is happening providing staff/faculty with more intentional opportunities to take leave and dedicate time to their overall wellness.
* Assessment /top-down reporting
	+ Continue on-going assessment efforts. Trust people to make the best decisions for their area of oversight

**Other Actions:**

* Admissions/students:
	+ Identify valuable affinity groups and assist in their success
	+ Streamline/increase knowledge of opportunity
	+ Make MU destination for student of color, LBGTQ, 1st generation, students with disabilities, undocumented
	+ Listen to current student and act on what we hear
	+ First year seminar class
* Faculty and staff
	+ Focus on wellness/consistency across departments
	+ Increase likelihood of candidacy
	+ Promote dialogue and efforts to discuss larger events/concerns
* Budget
	+ Putting financial resources toward staffing, programs, etc.
	+ Removing budget silos
	+ Transparency for dollars across units
* Assessment
	+ Truly understand root and embrace/want to change it
	+ Act on it
	+ Keep simple and charge with deadline
	+ Coordinate, intentional efforts
* Top Down/ down up
	+ Support
	+ Bottom up in giving license to action/comfort level to initiative
	+ Trusting those in trenches to know what is best

**Group 4: Top 3 actions:**

* Method of recruitment/admission of students that are both diverse and representation of the Marquette mission and values
	+ Start with the values we want students to live by
* Oversight of student groups/logs to ensure proper representation of what the group/org stand for including their programming and flier = content
* How to teach the Marquette mission and values system at every level
	+ We are responsible for working on change

**Other Actions:**

* Dialogue – action steps – more dialogue
* Teach:
	+ Conflict resolution
	+ We lead definitions and social norms through advertising and modeling
	+ Peer to peer leadership including training in student org. leadership
* Let’s define who we are and be better at clearly saying this and living by it
* Better guidance from everyone on how we act on who we are.
	+ I.e. student org advisors present at all functions
	+ Social media/websites
* Admission: are we preparing students for reality? Words = reality

**Group 5. Top 3 actions:**

* Move toward 100% of faculty, staff have reviewed climate study results
* Supervisors will prioritize and lead on initiatives (address discomfort in bringing up issues to supervisors)
* Implement best practice for food insecurity (food pantry on campus for students

**Other Actions:**

* Training – mandatory training on diversity
	+ Faculty, staff, new employee, student leaders
* Move toward 100% of fac. Staff have reviewed climate study
* Include module on micro-aggressions (student On student) in 1st year exp. Class
* Bolster resources for offices that specifically serve underrepresented groups
* Supervisors will prioritize and lead on initiative (address discomfort in bringing up issues to supervisors)
* On-going assessment of climate
* Implement best practices for food insecurity (food pantry on campus)
* Rethinking meal plan options
	+ Donate meals swipes, etc.
* Consider a res. Hall staying open over winter break/housing options for displaced students
* Include ongoing req. div. dialogue opportunities for student (integrate) how to incentivize for students

**Group 6. Top 3 actions:**

* Examine and modify policies and procedures to be organic, living parts of the daily function/practice of the university culture; support an inclusive environment
* Refining hiring of new employees to bring in people with existing understanding of inclusion; help develop roots of culture
* Ongoing (training) education for faculty & staff & students to focus on knowledge, awareness, and skill around diversity & social justice issues (one time event not enough)

**Other Actions:**

* Examine own bias (all)
	+ Required ongoing training
	+ FY seminar
	+ Infused in all curriculum
* Safe environment to explore
	+ Faculty training for classroom environment
	+ Process in place to ensure safe reporting
	+ Bias reporting system for faculty/staff
	+ Inclusion infused throughout employment experience
	+ Skills to confront
	+ Bystander intervention beyond alcohol and assault
* Personnel 🡪 connect continuing diversity ed. to performance evals.
	+ Hiring process – questions and app.
	+ On-boarding
	+ Ongoing development
	+ Support for training and facilitation skill devolvement
	+ Access to support staff training
	+ Retreat/training benefit for diversity topics

**Group 7. Top 3 Actions:**

* Renovate facilities
	+ Elevators/ramps
* Building communities within the department
	+ Collaborations throughout campus
* Research and benchmark with other university of similar size for ideas

**Other Actions:**

* Follow up on students leaving the university

**Group 8. Top 3 actions:**

* Experience program: 1st year/2nd year curriculum and/or unified efforts – ongoing trainings for students
* Marketing:
	+ Syllabi – statements put in syllabi
	+ Framed statements in all buildings
	+ Multicultural resource centers in halls
* Engagement:
	+ Move silo efforts to unified efforts
	+ Peer led teams –form student led
	+ University training – faculty/staff consistency

**Other Actions:**

* 1st year experience program/ 2nd year experience
* Continued education/curriculum for all 4 years
* Add to syllabi the need to inforce inclusive language
	+ Add inclusivity statement into residence halls as a visual representation
* Educate faculty on working with diverse student body
* Peer-led programs 🡪 empowering students to lead engaging programming
* Awareness through performance
	+ Student groups focused on awareness education
	+ Student org inclusion training

**Group: Office of Disability Services (ODS)**

**November 9, 2015**

11 Students

**Top 3 actions:**

* Provide sensitivity training for faculty/staff regarding students with disabilities
	+ Mandatory, university-wide to instill accountability & improve faculty/staff reactions/attitudes/accommodations vis-à-vis students with disabilities
* Improve faculty access:
	+ Provide gender neutral bathrooms in buildings where bathrooms for both genders are not available on every floor
	+ Maintain working conditions of accessibility aids
	+ Consult with end-user to determine most effective/desirable accessibility aids
* Offer private means of communication between students with disabilities and then professors rather than the hand-presented letters/notification that students currently give to professors in the classroom

**Other Actions:**

* Not enough single sex bathrooms?
	+ Gender neutral bathrooms?
* Consultation w/end-users **x11**
	+ Time for door openers
	+ Maintenance of accessibility aids
* Sensitivity training for faculty/staff
	+ Improving reactions to disability related needs/accommodation requests mandatory **x11**
	+ Universal training
	+ Accountability
* Clearly communicating expectations of ownership of responsibilities (instructors)
* More communication about resources **x1**
	+ (like biased incident reporting)
* Changing burden of accommodation logistics to instructors (not putting it on students)
* Identifying appropriate locations for testing **x2**
* End of semester evaluations by ODS – students of instructors **x4**
* Std, of accommodation provision inside/outside ODS space **x2**
* Private ways of communication **x6**
* Email accommodation latter/notification as an option

**Native American Students**

**November 9, 2015**

Top 3 Action Items:

* Hire full time counselor/advocate to support success as an official position
* Updated curriculum and fact check for curriculum; dated information removed (philosophy, English (i.e. Chief Seattle) – contemporary native issues because people don’t think we exist
* Deeper richer connection to Native American alums and embraced by administration in robust way

**Other Actions:**

* Intentional recruiting in northern Wisconsin
* Networking event (regional or national) that would bring other native students together with MU as host
* Staff diversity training – calling someone an Eskimo goes beyond a microaggression
* Diversity advocate training didn’t go specific enough about how to not offend – shouldn’t be just for students – better definition of what microaggressions ARE – doesn’t make them bad but they just don’t know

**LGBTQ & Allies Students**

**November 9, 2015**

**Top three actions:**

\*preferred name must be used consistently throughout MU systems!\*

* Gender neutral facilities (residence hall, bathrooms, locker rooms)
* Sensitivity and diversity training for faculty
* LGBT career services resources

**Other Actions**

* Gender neutral facilities
	+ We would really appreciate having a gender neutral floor. I typically dress in a gender non-conforming.
	+ Gender neutral floors would be cool. At least a gender neutral restrooms. One in the student health center. All these students want a place to use the bathroom safely.
	+ Gender neutral bathrooms are multi-purpose. Lots of building with one gender on each floor. Why not make them gender neutral?
	+ Gender neutral residency in some capacity. Maybe a floor in one of the buildings. Carpenter would be a good place to do that. Right now, there is no set protocol or rule for what to do when someone is going through a change. You should definitely take what the student wants into account .You shouldn’t be sentenced to life in seclusion because of who you are. Should be able to choose the gender you room with.
	+ At another school I applied, they had a short questionnaire about housing. Are you supportive of LGBT? Would you feel comfortable sharing a room with someone who is transgender or non-gender conforming?
* Sensitivity and diversity training for faculty
	+ I like the diversity advocate training and safe zone training especially when faculty and staff participate in them. I think a lot of the micro-aggressions are simply because no one’s talked about them. Have this as mandatory training for faculty. They can create a good environment in their classroom.
	+ I think knowing that all faculty had to go through the training would help me to be more open with faculty. I always have to size up the situation to know how much I can tell my teachers about my situation.
	+ Training doesn’t identify was a micro aggression is. Training is watered down. The training should cover what micro-aggressions are.
	+ It’s always important to get the right message across about what it’s for. These things are more than just being politically correct. It’s learning how to not say something that could be offensive.
	+ Faculty would be a great place to start. The people who want to be advocates are probably the ones who would taking the training no matter what. At least give faculty some exposure. But some of the burden still falls on the student to say “hey, this isn’t okay”.
* Improving the bias incident reporting system
	+ Bias incident reporting could be beneficial in this situation. It could apply to our situation. Inappropriate conversations with students and professors. It’s a way for students to communicate to faculty about situation in the class room that aren’t appropriate. Students need a way to communicate with a professor and feel comfortable that they won’t suffer any consequence to calling out a professor.
	+ Bias incident reporting not well known to students.
	+ The bias incident report form was really long. Didn’t really ask me about the situation. Vague questions. I just wanted to say what the problem was. At the end of the day, it isn’t anonymous. My friend had to sit down with a dean of a college and a professor. She already felt like her grade was suffering.
	+ The mediator shouldn’t reveal the identity of the student unless the student wants to. My professor was being a jerk with a few students but I didn’t want to go through the hassle of filling out the form and being identified.
* **LGBT career resources**
	+ I think it would be cool to have resources for LGBT career searches. These are employers in the area which have a gender/sexuality clause. It would be nice to have information about how to interview if you’re LGBT. Specific things. You don’t want to be unprofessional but you have to be who you are. Would be good for students and potentially good for faculty to see.
	+ It’d be really nice to have career services to come in and find out “will I get fired if I come out as LGBT in the workplace”. Even like how to file a complaint against an employer.
	+ An employer reviewing my resume and said that I should really think about keeping or removing my involvement with GSA. Finding the line is really tricky, which is why it would be good to have a resource.
	+ I don’t want to work for an employer who is not going to accept me. Some people feel more comfortable doing that and that’s fine too.
	+ Really like the idea of the career center sharing career issues for underrepresented groups. Career services center director is really good at what she does. Just need to add a little more to the general presentation. Maybe a slide about which states have laws to protect you. Or how and where to look for a clause in a company’s policies.
* **Preferred name in MU systems (CheckMarq, email, D2L)**
	+ Not a lot of stuff online about how to change your gender/change your name through the university.
	+ D2L, CheckMarq, and email. D2L isn’t the correct name. I was outed in a class when my professor pulled the class roster from D2L instead of CheckMarq. In the D2L class list, my legal name appears rather than my preferred name.
	+ Wish we could change our email address.
* **Engaging with the wider Milwaukee LGBT community**
	+ We’ve started to engage with the Milwaukee LGBT community more. It would be really nice to get out more in the community. Less of a problem to be out and open at UWM. Maybe do an event with LGBT group at UWM or with the Milwaukee LGBT group. The culture at UWM is different, period. Their LGBT center and resources are huge. It’s the culture and mindset at MU. It’s kind of changing on some level. Maybe getting some people at UWM to come here would be more helpful.

**Staff of Color Group**

**November 9, 2015**

**Group 1. Top 3 Actions**

* Increase diversity
	+ Student body
	+ Faculty/staff (recruit/identify consulting firms)
	+ Support Systems (including financially)
	+ Recruitment
		- Identify new venues where majority of students of color
* Define clearly and specifically
	+ What is the Marquette community
	+ What are the expectations we ask of someone joining the community
	+ Directives to get there
* Create ways to make interdepartmental collaboration to happen (for real), same for the different student orgs and communities within Marquette.

**Other Actions:**

* Practice what you preach
	+ Affirm diversity and inclusion
* Public statement (report card) of diversity
	+ From there do the strategic planning
* Break the “little bubbles” within the Marquette bubble
* Mandatory workshops on
	+ Diversity awareness
	+ Undoing racism
	+ Through center for teaching and learning
* Find ways to protect true anonymous status in surveys and evaluations
	+ Even so called “anonymous” can be tracked by I.P. addresses
	+ Make a way to create an atmosphere of safe feedback
* Fulltime Spanish/English Bilingual staff that can communicate with students/families for whom English is not their primary language
* Are we affordable for minority groups?
	+ I.e. increase financial aid for non-Caucasian students
* Create systems that keep fair opportunities for those who gets \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Recruit people of color with skills to help us achieve the goals of inclusion we want
	+ Both facility and staff
* Create opportunities for people (faculty/staff) of color to meet, talk, build networks
* Recognition of achievements in fostering diversity
* Have a mentorship program to help new faculty/staff of color that may be 1st generation professionals and need to be guided
* Help students w/food insecurity
	+ A lot of them struggle with that; if they cannot afford food, how long will they stay.
* Make agreements with local food markets
	+ Use limo service during the day as shuttles to the local food market
* Teach them to shop and cook

**Group 2. Top 3 actions:**

* Office of Retention and support (student)
* Equity and support (Faculty and staff)
	+ University Standing committee
* 1st gen staff student event

**Other Actions:**

* Ability to speak freely without fear of reprisal
	+ Other than HR/Ombudsman office
* ID a diversity plan
* More resources to support students
	+ Office of student retention
		- Supplies students of color
	+ Mandatory student orientation
* Accountability practices across the board
* Stipends (in practice) Great lakes
* Hire
* Expand/include study abroad experience
* Events that promote diversity/inclusion (1st gen not just by ethnicity)
* Training

**FACULTY OF COLOR**

**November 11, 2015**

8 faculty

**Actions:**

* *Actions should be taken seriously by the university.*
* Faculty of color are overburdened by diversity committees and diversity work that do not count toward tenure/promotion. Sometimes those are real barriers as they’re so busy no time to go for tenure.
* Commit to Critical Race and Ethnic Studies program as a center of gravity for critical mass of diverse faculty with commitment to hire 3-5 FOC within 3 years.
* Consequences for incivility by faculty toward faculty of color.
* Diversity office has limitations. It should have power to intervene at departmental hires and ask them to go back to increase the pool and should have resources to make opportunity hires.
* Review promotion and tenure standards to make it truly equitable. Reliance on evaluations is killing black faculty

**University Staff Senate**

**November 12, 2015**

**Actions:**

* Mandatory ongoing training for all supervisor and leadership staff with annual assessment – **7 most important**
* Clear steps for staff advancement/professional development; Consistency across departments – clear pathways - **3 important**
	+ Include defined route in job description
	+ Tied to management training
	+ Standard approach to employee development in annual review
* Mandatory 360s for supervisors and above – **2 most important**
* Mandatory training for staff on annual review process - **5 less important**
	+ How to prepare
	+ Employee rights
	+ Available resources
	+ Offer training/GROW classes for employees on all shifts
* Increased resources for full-time Ombudsman and increased awareness of this resource among staff - **4 important, 2 less important**
* Drive the Guiding Values from top to bottom of organization-hold workshops to promote ownership at every level – **1 less important**
* Include accessibility for programs and facilities in Master Planning process for any MU community members with disabilities

**Latino/Hispanic Students**

**November 11, 2015**

**Top 3 Actions:**

* Diversity Training requirement for all students **x6**
* Advertisement for Marquette (diverse) (honest) 🡪 sent out in various languages **x4**
* Latin X studies **x5**

**Other Actions:**

* Provide a greater range of course involving Latinos in the US. (ex: history of Chicanos, Chicano studies, Latin X) **x2**
* Mentorship programs **x3**
* Platforms of discussion or connection **x4**
* Expansion of CIE
* Diversifying event management x1
* Integrating training and regulations for department (OSD) when events are approved.
* Discussion between organization – particularly cultural & non-cultural
* Training for leaders of Orgs: addressing terms many may not know (micro/macro aggressions) x2
* Providing community members the opportunity to engage with MU campus (allowing food vendors – diverse) **x2**
	+ Bring the taco truck
	+ Paletero
* Newsletters (documents)
* White privilege/ignorance
* Stereotypes
* Latino (o/a) retreats **x2**
* Undocumented Student Aid support **x2**

**African American Students**

**November 12, 2015**

**Actions**

* **REQUIRE COURSE/SEMINAR/TRAINING ON DIVERSITY, OPPRESSION, SOCIAL JUSTICE**
* Required course that covers White Privilege, diversity, cultural sensitivity, and oppression
* Mandatory social justice course
* Mandatory diverse cultures courses for students and faculty
* Implement a diversity-inclusion workshop that would be mandatory for all freshman upon arrival at the university
* Required cultural sensitivity training
* Facilitating inclusiveness on campus
* Target student body with diversity training
* Mandatory online course of diversity
* Have a mandatory seminar for all freshman that deals with race, gender, and sexuality
* Diversity/Racial Bias Training
* Mandatory online cultural programs
* **FUND AND INCREASE DIVERSITY PROGRAMMING**
* More activists and community organizers of color as guest speakers outside of cultural heritage months
* Specify actual culture sponsoring events
* More funding for minority events
* Put money into sponsoring opportunities for uncomfortable conversations among diverse students
* More Outlets for safe dialogue
* Publicizing minority events
* **HIRE/PROMOTE/RETAIN DIVERSE FACULTY AND STAFF**
* Hiring more faculty/professors of color
* Student/Faculty/Staff training for advocacy of social change
* More black women and men in leadership and administration roles
* Acknowledge the lack of diversity within administration
* More professors of color
* Hiring more professors and faculty from diverse backgrounds
* Hire more minority professors
* **CORE OF COMMON STUDIES**
* Revamp core curriculum to include the history of minority groups
* More funding to Africana studies, Native American Studies, Latin@ studies and LGBTQ studies
* Incorporate more black authors and courses in the core curriculum
* Integrate a course in to the core that focuses n social consciousness
* Include black history in the core of common studies
* Create spaces in classrooms to talk about current event
* Add more cultural classes
* **MORE FUNDING: DEPARTMENTS FOCUSED ON SUPPORTING STUDENTS OF COLOR**
* More funding and support for departments that support students of color
* Cut funding on drug and alcohol awareness and focus more on social diversity at Marquette through social media campaigns and posters throughout campus
* Increasing advertisement for diversity related scholarships spaces- CIE/EOP/Urban Scholars
* **INSTITUTIONAL & TRANSPERENCY SUPPORT**
* More support for students of color from upper management
* Transparency of administrative action
* Holding administrative accountable in that they should be required to come and listen to the concerns of the people of color on campus
* Following up on the issues
* **STUDENT AFFAIRS: Res Life and Other**
* University emails that tell students about protests and demonstrations on campus
* Bystander Intervention Program (for issues surrounding race)
* Requiring residence halls to have floor meetings that surround cultural awareness
* Community floors in every dorm
* Expanding the community floors
* **RECRUITMENT**
* More active recruitment of black students from Milwaukee Public Schools and inner city school districts
* Partner with programs that work with students of color that are in high school
* Intentionally collaborate with community organizations that provide academic initiatives for high school students of color
* Admit more people of color
* **MUPD implements the following:**
* Stricter LIMO regulations for ALL students—making sure ID’s are checked for everyone. This can be done through vehicle cameras
* Tackle macroaggression through MUPD reform
* Tackle the misuse of the application YIK-YAK by banning it through MU Wireless
* Open –dialogue (each semester) with MUPD
* **MARQUETTE STUDENT GOVERNMENT**
* Have a member from each minority club/group represented within MUSG
* Taking action in the needs (MUSG not responding or acknowledging incidents and minority community issues
* More funding for cultural student organizations
* **BIAS INCIDENT REPORTING (can be accomplished within the next year)**
* Make biased incident reporting have an anonymous option
* Publicizing resources to report incidents

**Inter-religious Differences Students**

**November 23, 2015**

**Top 3 actions:**

* Bring religious leaders to engage in courses, present, & offer counsel
* Promotion of interfaith/intercultural activities. Programming that is more intentional.
* Diversity education – inclusive of religion, culture, cultural sensitivity

**Other Actions:**

* Having a Rabbi here (w/office hours) as someone you can turn to for counsel.
	+ Needed for non-Christians – have avail (e.g. theology prof. who can also handle discussion)
* Having a rabbi to assist when one has been discriminated against (having support on campus (e.g. act of anti-Semitism)
* More support of interfaith. Make sure that curriculum is culturally sensitive. Comprehensive diversity Ed. is important, especially since were not a diverse campus. Training for people to foster intercultural respect.
* More intentionality on interfaith
* Integrate different faith traditions in planning for programming (e.g. mission week)
* Add space for interfaith/interreligious programming events (e.g. in campus ministry)
* Interfaith dialogue dinners at different times throughout the year
* Have a table in the dining halls to have interfaith dialogue or for specific faith traditions
* We should feed off of the idea that faith is important to Marquette and to students from different faith traditions. (the pillar faith says “faith”, not Catholicism & there’s a reason for that)

**Concerned Catholic Forum**

**December 2, 2015**

**Top 3 Actions:**

* Commitment to academic freedom for Catholic scholars – protection & articulation - for staff and students too.
* Hiring for mission – proactive from the top thru to departments. Need clarity
* Need to include Catholic in our branding and strategic plan.

**Other Actions:**

* Have General Counsel determine options to challenge Title IX mandates.
* Board of Trustees needs to show commitment to Catholic identity.
* Start Catholic Studies program (interdisciplinary).
* Administration should actively protect Catholic faculty & staff. When there’s a complaint, don’t presume guilt.
* Encourage student Catholic organizations.
* Avoid dichotomizing Catholic & diversity.
* Avoid scrutiny/risk of persecution for articulating traditional Catholic teachings – in classrooms and elsewhere.
* What happened to focus group re: Theology Department by campus ministry?
* Need physical manifestations of Catholic faith – Crucifix (not just cross)/Statue of Mary.
* Affirm Catholic identity.
* Campus Ministry needs programming for Catholic students, in addition to other faiths.
* Encourage Catholic Student Organization in Campus Ministry

**LGBTQ+ Staff and Faculty**

**December 2, 2015**

**Actions:**

* Responsible teaching in the classroom – to diverse audience – safe space
	+ Needs to be required
* \*Should extend to work place – training for managers
* \*HR staff devoted to this
* Gender expression in statement of Human Dignity
* Inclusion (language, etc.) should include all not, just racial ethnic, etc.
* Training for all new employees on social justice
* Retraining every couple years for all employees
* Personnel infrastructure/support for LBGTQ
* Info on what MU has done
* Page on HR website for LBGTQ faculty/staff
* \*Academic courses addressing human sexuality – support is needed – faculty lines
* Need to also focus on grad. Students
* Gender neutral restrooms & locker rooms
* Data gathering on LBGTQ students
* 1st year exp.
* Core LO 🡪 diversity/inclusion
* Action item for each college
* \*Series of training for students
* RA training

1. <http://www.pewresearch.org/fact-tank/2015/09/11/class-of-2025-expected-to-be-the-biggest-most-diverse-ever/>) [↑](#footnote-ref-1)
2. 8th edition of *Knocking at the College Door: Projections of High School Graduates by Sex and for Major Metropolitan Areas,* October 2013, College Board &Western Interstate Commission of Higher Education (WICHE). [↑](#footnote-ref-2)