

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

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

Further, our
diversity and inclusion in two fundamental ways:

upholds our commitment to equity,

In fall 2015, Provost Daniel Myers formed the Office of Institutional Diversity and Inclusion (IDI) to elevate the importance of equity, diversity and inclusion at Marquette. The intent of this endeavor was to better align institutional practices with the introduction of "A Cultural of Inclusion" as a theme in , the university's strategic plan, which sets a course to mark institutional progress. This act 9[)M be5(u)-4(llest)(re)7(ac)3(om)-3g ionalo

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

Design new strategies with scalable incentives to increase the diversity of Marquette's faculty, staff, and administrative and academic leaders.

Work with university partners to develop marketing and communication strategies that effectively reach prospective students, faculty, staff and administrators from underrepresented populations.

Lead the campus in implementation of Campus Climate Study action steps.

Monitor and assess the persistence of students from underrepresented populations at

Restructure the Office of Institutional Diversity and Inclusion for authentic engagement with the campus on coordination and collaboration of diversity and inclusion efforts, monitoring and assessing progress, and initiating new programs as appropriate.

Seek to interconnect campus diversity committees and reduce redundancy where possible.

Advocate for a separate equity office that centralizes campus coordination of equity issues, including Title VII, Title IX, bias incident reporting, affirmative action, and analysis of organizational effectiveness on equity and community.

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

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

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

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

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

A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff.

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

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

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

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

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

As Marquette seeks to remain relevant in a world of interconnected cultures, we must broaden administrative and grassroots leadership opportunities for students, faculty, staff and administrators from diverse backgrounds.

Leadership must remain committed to strengthening the university's affirmation of the value of each individual. They must also be committed to maintaining a climate of mutual respect, one that not only values cultural diversity in its broadest sense but protects differences in beliefs and free academic and scholarly inquiry.

Marquette's administrative and grassroots leaders must also cultivate diverse learning environments across disciplinary and collegiate boundaries and encourage scholarship that both represents cultural diversity and contributes to the needs of society.

Leadership must create and sustain opportunities for diversity initiatives and collaborations within and beyond the boundaries of our campus, especially with diverse cultures and communities.

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

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

To effectively contribute to community life beyond the boundaries of Marquette, we must strengthen initiatives geared toward building a greater student understanding of diverse cultures and communities, especially in Milwaukee and its surrounding communities.

c)

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

- a) Provide incentives for curriculum development with a focus on diverse learning.
- b) Provide additional incentives to create and strengthen diversity-related co-curricular initiatives.

:

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

:

- a) Pursue collaborations that provide incentives for the development of high impact practices at Marquette that contribute to a diverse educational and learning experience.
 - a. Provide small research grants to promote faculty-student collaborations relating to diversity scholarship.
- b) Support efforts to fund and develop opportunities for cross-disciplinary team teaching in diversity and critical societal needs.
- c) Restructure the Mitchem Fellowship from a single to two-year pre/postdoctoral residency modeled after the Bolin Fellowship program at Williams College.

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

- 1) Strengthen campus-level communication and exchange.
 - 2) Monitor institutional policy on equity, diversity and inclusion as represented in , climate study results and action steps, and President's Task Force recommendations.
- b) Ensure adequate staffing for the Executive Director of the Office of Diversity and Inclusion.
- 1) Collect collegiate reports, evaluate data, submit annual action plans and mark milestones on inclusive excellence across the campus.
 - 2) Support for new and major initiative (