

EAD 850

Critical Policy Analysis
Affirmative Action Program
for Minorities and Women at
Marquette University

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Outline of Presentation

- ❖ Introduction of Marquette University
- ❖ Policy Summary
- ❖ Critical Analysis of Policy
 - Gains/Losses
 - Loopholes
 - Fairness
- ❖ Recommendations

Marquette University

Marquette University, founded by the **Society of Jesus in 1881**, is a **private Catholic University** located in **Milwaukee, Wisconsin**. Marquette is comprised of approximately **12,000 students** and the institution is one of the **largest Jesuit universities** in the United States of America. In **March of 2011**, Marquette released its most updated **Affirmative Policy Program for Minorities and Women** as it relates to **employees and students**



Goals & Description of Policy

Reserves the right to maintain its heritage and identity as a Christian and Catholic witness in higher education, being it is a religious educational institution with Jesuit tradition, sponsorship, and support. As a religious educational institution, the University may ***grant*** preference to Jesuits in its employment practices that will advance its Jesuit and Catholic identity as established within the educational traditions of the Society of Jesus

Committed to the principle of equal employment opportunity

All recruitment, employment, promotions, demotions, transfers, compensation, training, terminations, and other personnel decisions will be made to ***achieve*** a balanced work force

Creates programs which increase academic opportunities for minority students

Sustains gender equity in the athletic area

Maintains a compensation program that is both internally and externally equitable and non-discriminatory

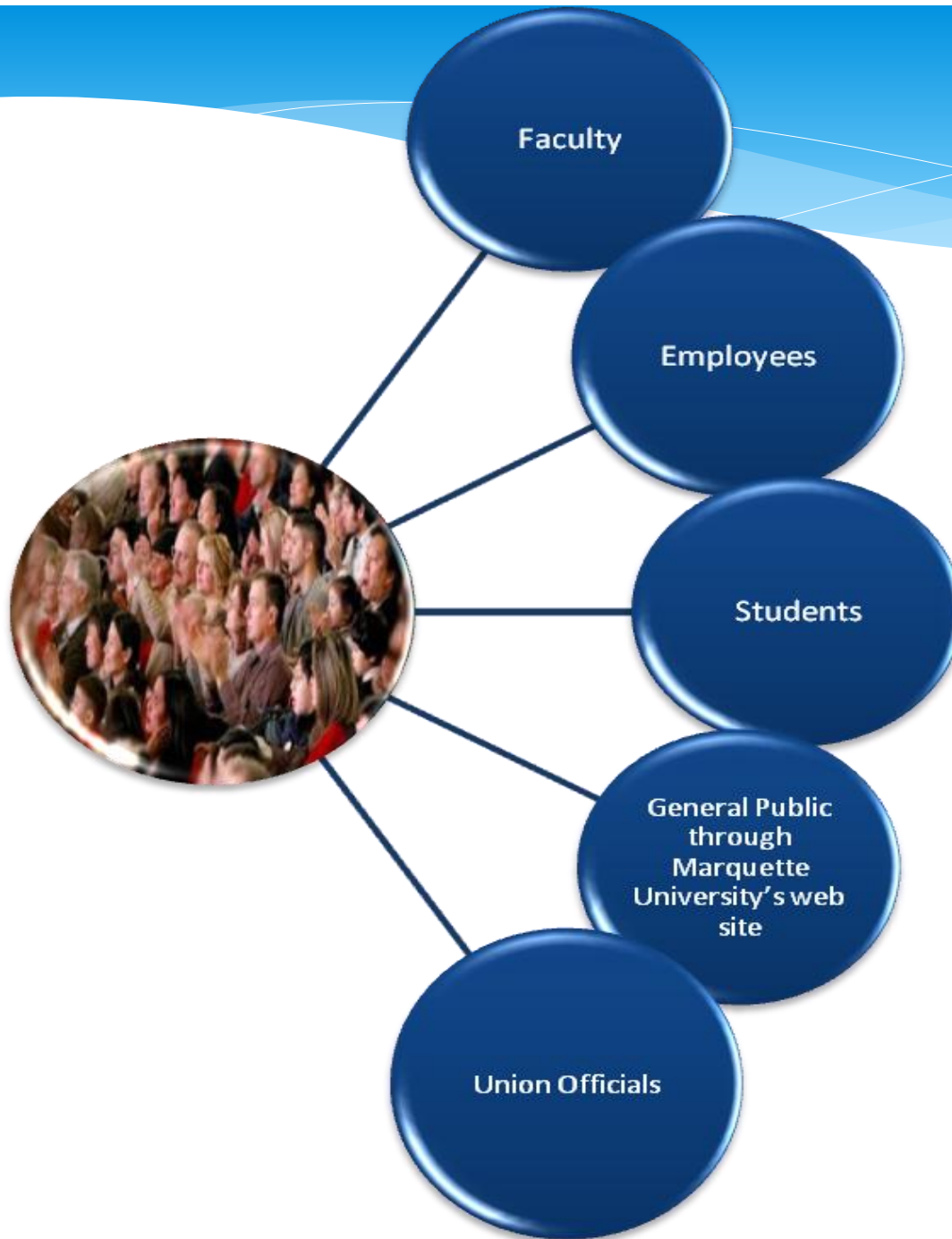
Seeks to provide students, employees and members of its community with an academic and working environment centered on dignity and respected

Refrains from discriminatory practices in employment against individuals with disabilities, special disabled veterans, Vietnam era veterans, and other covered veterans

Creates an institutional workforce which maximizes the employment opportunities for women and minorities in faculty positions



Policies Intended Audience



Problems Addressed by Policy



Gains

Who Gains?

- ❖ Marquette University gains as they can carefully control who they hire and promote (Iverson, 2010)



Gains

Commitment to Individuals with Disabilities

Marquette University “is committed to maintaining an affirmative action program to employ and advance in employment qualified individuals with disabilities at all levels of employment, including the executive level” (Affirmative Action Program for Minorities and Women, 2011)



Gains

- ❖ The administration and other educational leaders gain by introducing the marginalized to their campus as they are doing very little to equip these students and the others with the skills necessary to dismantle society's hegemonic hold on economic, political, and cultural capital. Conveniently, in overlooking this approach they essentially preserve the security that those leaders find in their current roles (Rizvi & Lingard, 2010, Chapter 4)
- ❖ The administration gains by delivering the appropriate institutional norms and expectations and then these frameworks perpetuate the larger system found within society (Mitchell, 2003)



Gains

- ❖ Often policies help by “reducing levels of illiteracy, increasing access to educational institutions and, to some extent, achieving greater equality of social outcomes” (Rizvi & Lingard, 2010, Chapter 7)



Losses



Who Loses?

- The institution falls back on their published Affirmative Action Program, consequently **the person who loses** is the one who isn't considered for a position
- Many institutions embrace the concept of multiculturalism, but do not implement it (Hu-Dehart, 2000)
- The campus as a whole could be considered to lose because it is deprived of the diversity the excluded person could have added to the campus environment

Losses

- ❖ In spring 2010, Marquette University made national headlines by rescinding an offer to a lesbian scholar Jodi O'Brien to be Dean of the Klingler College of Arts and Sciences.
- ❖ http://www.huffingtonpost.com/2010/05/07/marquette-jodi-obrien_n_567399.html



Losses

- No matter how well intended a policy may be, it may actually **create greater situations of “exclusion and inequity”** (Iverson, S.V. 2010. p. 194) as well as **“reinforced and even extended social hierarchies”** (Rizvi & Lingard, 2010, Chapter 7)



Losses

- ❖ **The entire faculty and student body loses as their institution does not accurately reflect, nor embody the equity which needs to be created in our society**
- ❖ **This institution does not equally distribute the benefits and burdens which define a society built upon equality. Fundamentally, while the marginalized are the most visibly affected by such a policy, all other members are not properly trained to work within the parameters of a just society (Rizvi & Lingard, 2010, Chapter 7)**



Loopholes

In order to “maintain its institutional integrity... Marquette University may grant preferences in its employment practices to members of the Society of Jesus. e.g. the University may favor a qualified Jesuit applicant over a qualified non-Jesuit applicant for an academic or administrative position” (Affirmative Action Program for Minorities and Women, March 2011)



Loopholes

Employee Religious Preference

Marquette University does not discriminate in any manner contrary to law or justice on the basis of race, color, gender, sexual orientation, age, religion, national origin, disability or veteran's status in its educational programs or activities, including employment and admissions. **At the same time, Marquette cherishes its right and duty to seek and retain personnel who will make a positive contribution to its religious character, goals and mission** (Affirmative Action Program for Minorities and Women, March 2011)



Loopholes

Policy as a Loophole

- ❖ The university gets to be as **restrictive as they wish** in the name of their “heritage and identity as a Christian and Catholic witness of higher education” (Affirmative Action Program for Minorities and Women, 2011)
- ❖ This **policy in and of itself may serve as a loophole which evades the real issue of diversity**. On the surface, granting access to the disenfranchised may appear to be a benefit to society. However, if educational equity is authentically pursued by the institution and society, then a deeper focus must be placed on the social systems that are perpetuating such inequalities (Rizvi & Lingard, 2010, Chapter 7)

Fairness



Minorities and Women in Faculty Positions

- Marquette University should revise its existing Affirmative Action Program for Minorities and Women. Affirmative action provisions, which are intended to promote equal opportunity, must continue to be included
- Marquette is firmly committed to the preservation of the existing relationship between the University and the Jesuits in its academic and administrative hiring policies. As a result of **Marquette's valid preference for Jesuits in some positions, the number of openings available for women and minorities may be fewer**” (Affirmative Action Program for Minorities and Women, 2011)



Fairness

Multiculturalism as an Additional Policy

- Marquette University could achieve its goals to ensure “institutional diversity, justice and human dignity (Affirmative Action Program for Minorities and Women, March 2011, p. 1) by developing multiculturalism as an additional policy. Multicultural is important for the betterment of the institution (Resnik, 2009)
- There are numerous issues that can be considered as multicultural, such as “a demographic fact, a particular set of philosophical ideas, or a specific orientation by government or institutions toward a diverse population” (Bloemraad, 2011)

Fairness

Multiculturalism as an Additional Policy

- This would be a method for Marquette University to retain its strong focus on recruitment and retention of individuals expected to make a “positive contribution to its religious character, goals and mission.” (Affirmative Action Program for Minorities and Woman, 2011) while still adhering to important Affirmative Action requirements
- Recent studies indicate that “multicultural policies might make accommodations for the particular cultural or religious practices of minorities” (Bloemraad, 2011)
- A multicultural policy would create an inclusive environment for the support of Marquette University’s mission, and for all people connected to Marquette University

Fairness

Multiculturalism as an Additional Policy

- In fairness, Marquette University should be committed to another of its own policies and promote justice and diversity, “because Catholicism at its best seeks to be inclusive” (Statement on Human Dignity and Diversity, 2012)
- Marquette University could provide an inclusive environment through development of a policy addressing multiculturalism to carefully “make accommodations for the particular cultural or religious practices of minorities” (Bloemraad, 2011)
- The real question is: **Do they really want to?**

Recommendations



Programs

- Program addressing the concerns that access to education is not sufficient, there must also be a more equal distribution of gender, races, and ethnicities among fields of study and employment (Rizvi & Lingard, 2010)
- Program coordinating efforts to improve social welfare, health care, unemployment and pension systems (Luke, 2011)
- Program designed to dismantle the hegemonic hold that the current administration has on the institution, and then by re-facing the leaders, the mentoring will become more inclusive of all (Iverson, 2010)

Recommendations



Programs

- Program assisting with minority students on the campus which disproportionately suffer from failure, non-promotion, no advancement, not tenure, attrition, discrimination, and harassment (Iverson, 2010)
- Program addressing disparities in public schools which hold Black and Brown students behind their more affluent peers (Lipman, 2003)

Recommendations



Curriculum

- Curtail purpose of education within the institution to meet the needs of the community as opposed to the needs of the individual (Rizvi & Lingard, 2010)



Investment

- Must allocate extra resources to secondary, tertiary, and primary education to maximize the possibilities of human development (Rizvi & Lingard, 2010)
- Equal Investment into all education programs offered at Institution (Hu-Dehart, 2000)



Vision

- Must accept diversity as a “hybrid”-not as something that can be neatly packaged as a collection of ethnicities for administrative or hegemonic control (Rizvi & Lingard, 2010)
- Must address and contest our culture's racial ordering, and not perpetuate it by being complicit (Iverson, 2010)

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