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General Findings and Discussion 
In sifting through responses to the guiding questions, several broad themes emerged from the cultural 
audit. 
Theme 1 ʹ In many spaces on campus, there is a lack of imagery, color, or warmth in general. 
Aesthetically, many spaces on Marquette’s campus are somewhat bland. A number of buildings were 
remarkably bare and “institutional,” painted in grayish tones and devoid of creativity. In many buildings 
that had color or artwork, neutrality was the norm: images of nature, abstract art, and Marquette 
branded images and phrases, such as the MU seal
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 or the four pillars, proliferated, while images of 
diverse people and cultural settings were largely absent. Some of these spaces exuded a sterile feel. 
Others felt stale, with photos or imagery that seemed outdated. Newer spaces in general felt more 
vibrant but sometimes still had a more functional than inviting ambience. 
Theme 2 ʹ Diverse representation was generally concentrated in pockets. 
Physical manifestations of diversity seemed to have been created very intentionally and led by key 
individuals or units. One example is the College of Education in Schroeder Complex, in which pictures, 
paintings and posters represent a range of races/ethnicities, genders, and languages, and student work 
displayed on the walls features incredibly diverse themes. The LGBTQ+ Resource Center and the Center

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end, the Committee on Equity and Inclusion will continue to devote attention to the cultural dimensions 
of the campus landscape by creating a standing subcommittee. The subcommittee will be available for 
continued consultation and collaboration on actionable steps to make Marquette’s built environment 
more inclusive. 
We also present the following three recommendations as suggestions for how to begin to move the 
needle on diversifying campus spaces through both top-down and bottom-up approaches: 
1. As new spaces are created, we believe the Office of Facilities and Planning Management should 
leverage their influence to help decision-makers think very deliberately about who is 
represented in our physical spaces and how. We therefore recommend that, for any renovation 
or new building project, consideration of the “guiding questions” (Appendix 2) be a mandated 
part of the planning process and that the university take steps to incorporate the work of the 
subcommittee into campus planning. Long-term planning should also consider the incorporation 
of gender inclusive bathrooms and wellness spaces to promote the health and well-being of our 
diverse campus stakeholders. 
 
2. The Haggerty Museum’s collecting and exhibition priorities over the past few years have directly 
aligned with Marquette’s commitment to social justice and community engagement. As a 
result, their collection includes compelling work—including work created by and representing 
women and people of color—that would powerfully engage Marquette stakeholders. We 
recommend that resources be made available for Haggerty staff, Office of Facilities and Planning 
Management, and the Equity and Inclusion subcommittee to collaborate on the creation, 
framing, and display of prints of work from the Haggerty’s collection in buildings throughout 
campus. The prints could also be accompanied by an educational effort, ranging from 
informational labels for each print to GROW sessions to online resources. 
 
3. Engage in a campus-wide awareness-raising effort and incentivize change. Part of this process