

The Marxe School of Public and International Affairs' Definitional Statement on Inclusion, Diversity, and Equity in Academia (IDEA)

The Austin W. Marxe School of Public and International Affairs at Baruch College affirms its commitment to developing policies and habits of equity and inclusion in our administrative practices; teaching and learning; and recruitment and retention of faculty, staff, and students. As part of a public university recognized for its leadership in social mobility, focused on transformative civic engagement and public service, and located in the global city of New York, the Marxe School is ideally positioned to fully integrate diversity, equity and inclusion throughout the institution.

We understand **diversity** to include *the variety of experiences, identities, and perspectives that make our world vibrant and complex*. These dimensions of difference include but are not limited to race, national origin, linguistic background, socioeconomic status, ethnicity, sex, gender, sexual orientation, religion, military service history, age, disability, and immigration status. The Marxe School is particularly committed to recruiting, hiring, and retaining faculty and staff from historically excluded, under-represented, or marginalized groups, especially Black/African-American, Latinx/Hispanic, and Indigenous candidates, to fully represent the diversity of our global city, and to enrich the quality of our institution. These statistics are [indicated in the annual demographics of our Diversity Committee Report](#). Likewise, we commit to the recruitment and retention of students from historically excluded or under-represented groups. Working together, we will help our students be more effective and inclusive managers and leaders by providing degree and certificate programs that demonstrate a variety of values, perspectives, and interests.

To be **inclusive**, the Marxe School must go beyond inviting historically excluded groups to participate; we must *actively work together to transform our community into one where historically excluded, under-represented, or marginalized peoples and perspectives are deliberately and comprehensively included in our curricula, administration, teaching, and research*. This means encouraging administrative and fiscal practices that address key needs of our diverse community; establishing platforms and opportunities for all faculty and staff to communicate and collaborate together; and promoting pedagogy that reflects and teaches these core democratic values. These inclusive practices will enhance our ability to serve with excellence the diverse city, country, and world in which we live.

We aspire to achieve **equity** in our community and *beyond by adopting and advocating for policies, processes, and practices aimed at removing barriers to inclusion* - and training our students to do the same in their leadership roles at Baruch and beyond. As a school of public and international affairs, we must interrogate the historical policies that have favored some groups and disadvantaged others and examine the dynamics that serve to reinforce these policies. Our intent is to establish true participation by historically excluded or marginalized groups in decision-making and leadership roles, with clear paths for career advancement.

By hiring and retaining faculty from historically marginalized and under-represented groups in tenure-track full, associate, and assistant professor lines we not only address representational gaps in positions of authority at Marxe, we also create a more inclusive and equitable climate for students -

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their classes will be taught by faculty who share their backgrounds, can demonstrate diverse career paths, and represent diverse student interests inside and outside of the classroom. Further, to overcome barriers to inclusion inside the classroom, we must equip all Marxe faculty with the tools of inclusive pedagogy, dialog, and deliberation. Faculty should be supported as they develop strategies for facilitating active learning to ensure deep and lasting impacts for all students, for investigating and addressing key drivers of outcome disparities in the classroom, and for engaging and responding to conflicting and critical points of view. [As stated in our June 5, 2020 statement](#), we want to prepare Marxe students in every degree program so that when they graduate they understand how diversity, inclusion, and equity impact multiple levels of their work – from institutional public policy and decision making to interpersonal communication and management.

We at the Marxe School are committed to promoting diversity, inclusion, and equity in our teaching and learning; in our recruitment and retention of faculty and staff; and in our school climate. We embrace these values in our research, management, pedagogy, and public programs because they enhance student and faculty understanding of - and contributions to - the world. We understand these core democratic values as essential to advancing our mission, which calls us to equip our students and leaders “to foster effective, inclusive institutions and societies.” As a school, we have a lot to learn and a lot to do to reach these ideals. We invite the broader Marxe community to contribute to this process, to support our students as together we advocate for these values, and to hold ourselves accountable.