I. Call to Order was at 3:06 pm by Dr. James South

II. Reflection – Dr. James Courtright

III. Approval of November 19, 2012 Minutes
The minutes were approved unanimously.

IV. Chairperson’s Report - Dr. James South
   a. Faculty Council Forum with Fr. Pilarz
      Thank you for those that attend.

V. Provost’s Report - Dr. John Pauly
   a. Enrollment Update
      • Freshman priority application deadline was December 1st. To date we have received over 21,500 applications which is slightly ahead of last year’s record pace.
      • Freshman admission decisions are scheduled to go out at the end of January – the same timeline as last year.
      • Transfer student applications are still lagging over last year – but priority deadline for Fall 2013 isn’t until June 1.
   b. Gifts update
      In this season of giving, I’m pleased to report that approximately 750 Marquette employees contributed nearly $290,000 in support of Marquette, United Way or the United Performing Arts Fund in this year’s Community Campaign. Thank you to everyone who made a gift in recognition of how United Way, UPAF and Marquette are integral to the fabric of our community.

Other fundraising highlights since the last Academic Senate meeting include:
• A gift in excess of $500,000 toward the Law School in support of a similar current-use fund to underwrite research activities in the next five years by faculty and students interested in addressing the
Wisconsin judiciary and related issues.

- A $500,000 gift for two named scholarships.
- A $300,000 gift in support of an existing endowment fund.
- A gift of $90,000 toward the Haggerty Museum through the estate of an alumna from the class of 1943.
- $50,000 toward an existing endowed scholarship fund and $50,000 toward the creation of a newly endowed scholarship fund by a recent graduate.
- An agreement for $50,000 to establish an athletic scholarship endowment to benefit a student-athlete in Men’s Basketball.
- Gift for $25,000 toward the College of Education Scholarship Fund.

VI. Vice Chairperson’s Report was given by Prof. Cervenka.
Faculty Council is reviewing language and the statues. The group also talked about taping the presentations with President Pilarz. Dr. Pauly responded that after several discussion it was best for the university overall not to tape these presentation.

VII. Student Affairs Annual Report to the Senate – Dr. Chris Miller gave a PowerPoint presentation to the Senators.
Dr. South inquired about how to react after the recent Public Safety robbery reports. He has had several students come to him and said they match the description of the individuals reported. Senators have heard from faculty members as well who feel they are being looked at differently when they walk down the street.

Are the reports helpful the way they are currently written? If the information is not included people wonder if something is being hidden. Not at the right place yet – a continuous discussion. A narrative about what happens. Marquette University has a responsibility for how the story is told. Insights are welcome. Dr. Miller noted that a faculty member had brought this concern forward last year.

A senator indicated that she knows of students don’t go out if they match the description on the day of alerts.

Dr. Pauly uses these alerts as parables of safety. What student should be learning about the situations that are currently present?

A senator indicated that these issues have also arisen at MUSG meetings.

A senator inquired about how the job of a Resident Hall Assistant has been affected with new fines. Dr. Quade responded that it helps all involved as the response does include documentation on what comes next. It has also been helpful from an educational aspect. Students who are making good decision feel that those making poor decisions now have consequences for their actions.

A senator asked if for the next presentation parables could be brought for the numbers presented. Dr. Jon Dooley had done a great job of this at a previous event.

VIII. Strategic Planning
Mr. Tom Ganey presented the opportunity which arose in a discussion regarding the strategic planning themes where Student Affairs wanted to dialogue with faculty as we all work for the same purpose. So A Disruptive Conversation began with handout with the three questions below: Coordinating committee

- How are faculty members and student affairs staff currently participating in and/or lending support to each other’s work at Marquette?

  Student Affairs staff are currently interacting with a large number of faculty. Many faculty however are unaware or do not interact much with Student Affairs. Remedially. One way.
Academic Misconduct – central reporting mechanism to cross college boundaries. Education of profession behavior. Senior Orientation at the start and end of senior year.

Student Affairs staff always see themselves as educators & part of the educational process. We have many student affairs staff who serve as professors. Working to “manage” behaviors of students who may be disruptive or presenting concerns both in & out of classroom. Living/learning communities & high impact practices. Faculty presenters in out of class experiences (vocation programs, leadership & skill-based programs). We all interact in meaningful “life” conversations with students.

Assessment com. Residence life & academic – live & learn. It seems relationship become easy & when needing a consult or time it becomes second nature to return to the same people – how to become less silo-ed? Collaboration with Student Health Service & Marketing/Brand mange class – use Marquette resources to create. Student took photographs which were displayed at library. Rave @ Library. Difficult to partner/support not only bw faculty & SA staff but also within academic units – i.e. Live & Learn communities. Need Provost support. How do we get Office of Finance to support & finance NEW programs. Don’t challenges (retention, sexual violence, etc.) need to be addressed in themes – start talking about them in deliberate ways and not just give lip service. What are rhythms/cycles? Can academics better partner to develop a cadence? Find a target (i.e. to decrease alcohol/drinking) & offer additional activities. Increase share of non-alcoholic activities. Engage people to be creative & dynamic. Direct social media to key hours – students have a different schedule than faculty – i.e. go “out” al 11 pm so send messaging at those times to remind them of alternatives. Many solutions to our challenges fall to students. It is our responsibility to create the space and the opportunities for the students to be creative.

What else could we be doing that would allow us to form stronger partnerships or cross the boundaries over the next few years? Are you aware of any examples or best practices at other universities where student affairs and faculty have crossed these boundaries?

Faculty participation sanctions difficult change incentive structure. Partnerships are strongest where there is some existing connection increasing connections.

Advising – streamline to help faculty and students eg. Freshman – specialty advisors and then as develop get to be allocated to faculty.

Graduate evaluation – serving graduate students. Need to create communally – graduate housing dedicated needed.

Department chair workshops about Student Affairs (William Welburn). More formal role for S.A. in new faculty orientation. Advising (academic, life-purpose/meaning). Better inform faculty about the cycle of the student affairs calendar. First year experience course (co-taught w/ faculty & student affairs?) 1) talk about role/process of advising? 2) discipline-specific course? Educate faculty on cost of MU-education & no. of hours they are working. Implement activities fees – free tickets to performing arts & other activities to give additional things for students at night/weekends. Campus Ministry partner with performing arts (i.e. Japanese plan dialogue (Reconciliation & moving forward with hope.)) Have an exchange to allow Student Affairs projects to meet with academics & faculty members to create projects/classwork that will benefit both sides. Formalize the process. How to pay for some of the things we want to do? Other funding specifically from SA to partner w/ academic units. Offer more opportunities at faculty meetings/etc. to learn about student trends, etc. – what to do if student comes to a faculty after a sexual assault. Are there ways to partner with SA for advice, additional learning?

How could these partnerships or crossing of boundaries be framed as a strategic goal or goals for Marquette’s strategic plan?

Shift from remedial and define innovation. Holistic support systems. And understanding of navigation. Incentive/ the respect to tenure effective teaching. Carve evaluations and how can they help identify potential student needs that student affairs can help. 1st & 2nd yrs.

Streamline Advising. Academic Misconduct – central reporting 40 cross college boundaries. Increase resources for recreation. Graduation education and students – need to create community. Professional behavior development in students. How can faculty identify at risk students. Faculty need training & updating on student issues and how to
help students at risk. Resources – recreational resources need attention. Student Affairs – collaborating with faculty to promote and address student issues eg. 1) advising students can help campaign sexual assault or alcohol, 2) educational psychology. Greater synergy of student > faculty expertise. Advising – streamline across the university. How do we make our regular mtgs. (staff mtgs?) that have a propensity to be silo-ed be more outwardly focused than inward. “Structural process of cura personalis (how do we care for our whole students person structurally?) Role of service for junior faculty – does it cultivate “habits” for young faculty of not being engaged in the out-of-the classroom lives of our students? 3rd yr. orientation for faculty. Department chair connections/liaisons for student affairs & vice versa?

Electronic response:
- Students will often ask for help arranging speakers for residence halls forums
- Faculty members participating in various discussions at residence halls
- Student affairs talking with students related to specific subject areas
- College of arts and science has advising workshops where student affairs participates
- Mid-night run is a service learning site
- Need to have an org chart to understand the connections within organization
- Whatever happens is ad hoc and not “institutionalized”
- Learning communities are helpful in making the process more standard and purposeful
- Faculty and student affairs often wonder why the other folks haven’t asked them to participate
- Counseling center sponsors certain speakers to come to campus
- Referral to a specific student to a specific student affairs resource rather than a general suggestion to go to student affairs for assistance
- Difficult to transfer students from faculty confidant to student services – managing the hand-off in some cases is difficult
- Tough for student affairs to get into faculty groups
  - How to deal with high-risk students
  - Should it be packaged in electronic format
  - Faculty development workshops might be an opportunity
- Lack of understanding as to what is included in “Student Affairs” makes it difficult for faculty to present to students
- Is there a way to link research opportunities (academic) with student services outcomes?
  - Setting-up a framework of undergraduate research related to student affairs programs and expertise
  - Cues could come from service learning
- Round table discussions that are of interest to both groups
- UWM has a very strong learning community – pool of resources dedicated to faculty who are developing related classes
  - Local model that could be observed
- Professors asking students to participate in character learning – helping students, classmates, neighbors in the residence halls
- Larger group of students participating in disability services and counseling services
  - Accommodations made, but concern about crossing the line
  - Emotional disabilities – faculty are told to make accommodation but not told about the underlying condition
- What about a “first year class” for “first year students”
  - Some departments have this (bio medical, business)
IX. Other Business
    Motion to Approve: Intellectual Property Policy. A vote could not be taken as there was not a quorum of senators present.

X. Motion to Adjourn
    The meeting was adjourned at 5 pm.