

MARQUETTE UNIVERSITY

Office of the Provost

Academic Senate - Minutes
February 16, 2004

1. Call to Order – The meeting was called to order on 3:05 pm.

Members Present: Ms. Kate Agnew, Dr. Jack Augenstein, Mr. Roby Blust, Dr. Janet Boles, Dr. Jack Brooks, Ms. Patricia Cervenka, Dr. James Courtright, Dr. Robert Deahl, Mr. Thomas Dolce, Rev. John Donnelly, Dr. Tim Eaton, Dr. William Elliott, Dr. T. Daniel Griffiths, Mr. Jacob Held, Dr. Peter Jones, Mr. Jay Kirk, Dr. Janet Krejci, Dr. John Krugler, Dr. Michael McKinney, Dr. Gregory Porter, Rev. Phillip Rossi, Dr. Susan Schneider, Dr. David Shrock, Dr. Barbara Silver-Thorn, Dr. Guy Simoneau, Dr. Madeline Wake and Dr. Charles Wilkie

Members Excused: Dr. Sharon Chubbuck

Non-Voting Member Present: Dr. Lea Acord, Dr. Nick Burckel, Mr. Joseph Kearney, Mr. Anthony Tortotella and Dr. Thomas Wenzel

Regular Guest Present: Dr. Rita Burns, Mrs. Anne Deahl, Dr. Susan Mountin, Ms. Kimberly Newman, Mr. Steven Schultz, and Sr. Carol Ann Smith, S.H.C.J, and Ms. Bobbi Timberlake

2. Minutes of January 26, 2004

- Rev. Phillip Rossi was in attendance on January 26, 2004
- Guy Simoneau should be included as a member of the Ad Hoc Committee on Academic Governance – 3B.
- Comments made by Rev. Phillip Rossi after #5 Research Report
Fr. Rossi observed that many Marquette faculty do significant research in areas (e.g., the humanities) that do not require funding on the scale tracked by the NSF measures presented in Dr. Thelen's report. Such research, moreover, is integral to the intellectual inquiry fostered by the Catholic, Jesuit academic tradition in which Marquette stands. He suggested that it is important to find ways to make this kind of research and publication—e.g., of the kind done by Fr. J. P. Donnelly, SJ—more widely recognized for its importance and stature both within the campus community and to the public at large.
- Minutes were approved with the above corrections.

3. Reports

A. Ombudsperson Report – Rita Burns

- MU's Ombuds Office serves all employees and those students who have concerns relating to race or ethnicity
- The office adheres to the Code of Ethics and Standards of Practice of the professional associations of ombuds except that confidentiality may be breached in the events of substantial reports of sex harassment and crimes affecting the university in addition to the standard exception of a serious threat of imminent harm.
- Dr. Burns presented an overview of visits to the office during her first year (December 2002 through November 2003). The tally was broken down by gender,

employee group (faculty, salaried-academic, salaried non-academic, hourly-academic, hourly non-academic), and issues brought by visitors to the office.

- Consistent with ombuds experiences throughout the country, more females than males visit the ombuds and issues relating to management behaviors predominate.
- Visitors with issues about managers are tallied separately from visitors who report poor performance reviews, small pay increases disciplinary actions and/or voluntary or involuntary termination of employment at MU.
- Diversity issues include concerns based on race, ethnicity, gender, age and religion. Visitors typically report diversity issues in combination with another issue, such as a disciplinary action or a poor merit increase.
- One of the three student issues based on race/ethnicity resulted in an investigation.
- Many employees report feeling reluctant about raising questions or expressing complaints.

Questions and comments raised by the presentation:

- Are categories of issues standard for all ombuds or does this report represent categories assigned by Dr. Burns? Dr. Burns assigned these categories and they are similar to categories used by ombudspersons on other campuses.
- Is this report available to the greater community? Not until it is incorporated into a more comprehensive Ombuds Office report.
- Suggestions for further analysis included breaking out faculty issues by gender and tenured/non-tenured.
- What is done about visitors' concerns? Dr. Burns works with each visitor to decide upon a 'next step'. Typically, an individual concern is brought to the attention of the first-level decision maker. Others (e.g., the same concern expressed by a number of visitors, allegations of abusive behavior) are brought to decision makers at higher levels.
- What is the outcome? Have concerns been addressed to visitors' satisfaction? Dr. Burns will establish a follow-up procedure to evaluate outcomes.
- How is data tabulated if no case notes are retained by the ombuds? The ombuds maintains a generic tally which tracks information about the visitors (gender, employee category, etc.) and the issues presented.

B. Enrollment Report - Anne Deahl

- 9921 Freshman applications have been received to date
- Decisions will be sent to freshman applicants next week who have not yet received a decision. Some students will be offered space on a wait list, by college. If they are given a wait list option they will need to visit the website to secure a spot on the wait list.
- The first round of scholarship letter have been sent, and the rest will follow these last admission decisions.
- Acceptances of students of color are up by 22% for student of color 517 last year compared to 660 this year
- Dental, Law & Graduate applications are all ahead of last year as well.

Questions and comments raised by the presentation:

- A question was asked regarding the quality of freshman pool. Once all the student have been accepted, we will run some data by test score another quality measures to determine whether the quality has changed significantly over prior years.

- A question was asked to how we define quality? Quality includes many factors, including grade point, standardized tests scores, class ranking (which in most schools is being eliminated) service, or leadership and diversity. The weight of each of these items and others are being reviewed.

C. Service Learning Report – Bobbi Timberlake

- Celebration of 10 years. It began in Andy Tallon’s philosophy class
- Each semester six or seven new courses and faculty participate. The program is in every college or school on campus. Minimal in Dental and Law. Primary in Arts & Science. Work linked to the courses they are taking. Go into the community as part of the course.
- Over the 10 years Service Learning has been offered in 174 courses by 165 faculty; currently working with about 130 agencies. Agencies are chosen according to the courses.
- The community is aware that they may not benefit from students every semester.
- Some faculty feel that it is not academically Rigorous enough. Service Learning is a teaching and learning pedagogy. Students come back more energized with knowledge to share with the faculty member. Students get upfront exposure and have a chance for more critical thinking in new situations. Students are graded on how well they demonstrate (through papers, presentations, etc.) that they've learned something about the course through their community experiences.
- The office consists of two professional staff and 14 students. Twelve student coordinators serve as liaisons between the students and the agencies. Two staff managers, who have been promoted from student coordinators, run the office and oversee the student coordinators.
- International service learning programs with physical therapy and civil engineering. Planning to start a new program in South Africa in the Spring of 2005. Currently two student staff are looking for agencies in Madrid, Spain. The office is also working on options in Washington DC with the Les Aspin Center.
- Looking for faculty associate to work with Service Learning to do the faculty development and initiate research and publishing.
- Burke scholarship formal relationship. Two student been student coordinators as their service. Burke scholars to present to class.

D. Manresa Project Report – Susan Mountin

- 2 million dollar grant for theological exploration
- Marquette is one of 88 schools, 20 of which are Catholic and 8 being Jesuit
- Goal is to raise a generation of young leaders that behave ethically and morally and see their life work as more than a job, but a call or vocation.
- Several syllabi have been posted on the Lilly Endowment website and eventually they all will be posted at www.ptev.org
- Father Rossi shaped the idea of two national conferences on Jesuit ideals. The next will be in 2005 focused on Faith, Justice and Vocation.
- First Year Reading Program has selected book for next fall to be discussed during orientation, *Bird by Bird: Some Instructions on Writing and Life* by Anne Lamott.
- Manresa retreat fund offers Marquette employees the availability of free retreats offered at the Jesuit center in Oshkosh. All denominations are welcome.
- The grant will last three more years at which time we will review our work and what the students have learned.

- Dr. Mountin and Dr. Ardene Brown, Faculty Coordinator, talks with faculty after teaching for reflection after their course has been offered.

E. Promotion & Tenure Actions – Madeline Wake

- Fifteen faculty were reviewed and 12 were successful in promotion. The numbers appear to be small in comparison to other years. However, six and seven years ago there were smaller number of faculty hired.
- Individuals hired at advanced rank with tenure are reviewed by the local committee and then reviewed by Dr. Wake and Father Wild.

The following questions were raised and will be answered at the March 15th meeting:

- Are individuals hired at advanced rank coming to Marquette with that rank or is a promotion upon arrival?
- What is the total number of women full professors at Marquette?

4. Committee on Faculty – Jim Courtright

Discussion of process for changes in Faculty Handbook
To be presented at a future meeting

5. Discussion of Deans' Report on Gender Equity (distributed at 1/26/meeting)

To be presented at a future meeting

6. Role of Research at Marquette – John Krugler

- Opening Comments attached

Questions and comments raised by the presentation:

- When we talk about research are we referring to the graduate level? Research needs to be defined.
- We need to look at our history as a Jesuit institution. Both internal and external measures of research excellence are needed.
- What is the role of the Senate? Can the Senate ask upper administration to ask each unit for goals and what it would cost? We are we and where we want to go? How much will it cost?
- Teaching/Research model – to what extent to students understand the research role of the faculty. SCOT has no questions regarding research.
- Does each department have a strategic plan? Is it in line with their particular college? Each unit should define who they are and where they want to go in terms of research.
- How do we present ourselves to the public?

7. Announcements-

- Great opportunity for the community for the democratic debate that was held on campus on Sunday.

The meeting was adjourned at 5:06PM