Recommendation 2
“Freedom of Expression in the Public Domain”

Author: Senators Brock N. Banks, Brian Henry

Sponsors: Senators Rebecca Ore, Amanda Michel, Muhammad Ahmad, Daniel Calandriello, John Daniels, Benjamin R. Banks

Whereas: It is the role of the Marquette University Student Government to identify, understand, and actively address and represent students’ needs, concerns, and interests in a manner that contributes to the betterment of the Marquette University community; and,

Whereas: Results from the Noel-Levitz Student Satisfaction survey administered in March 2005, ranks the protection of freedom of expression at Marquette University among items with the largest negative change in satisfaction\(^1\); and,

Whereas: The Noel-Levitz Student Satisfaction survey also indicates that compared to other national four-year private universities, Marquette students believe that the protection of freedom of expression by the University is one category where the University fares worst \(^2\); and,

Whereas: Marquette University, through its Acceptable Use of E-Resources Policy and Student Code of Conduct, reserves the right to review both University and non-University resources and discipline students not acting in accordance with these policies; and,

Whereas: Marquette University undergraduate students are both concerned with the issue of freedom of expression and alarmed by the University’s recent actions to reprimand a student in Marquette University School of Dentistry in accordance with the Acceptable Use of E-Resources Policy and the Student Code of Conduct for content published in the public domain via the internet.

Therefore: Let it be recommended that, in light of ever-expanding communication technology, the University work with students in order to review its Acceptable Use of E-Resources Policy and the Student Code of Conduct in order to take into account the interests and concerns of Marquette University students and clearly define acceptable limits of student self expression.

\(^1\) Change from 2002 to 2005: -.19

\(^2\) 2005 Comparison: -.12 from the average score