Comment report

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Report date: Tuesday, September 15, 2015 11:03:11 AM CDT
Start date: Thursday, August 20, 2015 8:26:00 AM CDT
Stop date: Monday, September 14, 2015 11:59:00 PM CDT
Stored responses: 290
Number of completed responses: 249
Number of invitees: 801
Invitees that responded: 287
Invitee response rate: 35.83%
Question 1)

Marquette University promises to provide a transformative education. In light of this promise, what should be some characteristics of a student who has completed the Core? For a list of the outcomes associated with the current UCCS, please click here. (This link opens in new tab/window.) 750-character limit:

**Text input**

The student should be engaged in processes, not outcomes. Every student is different and every student should have the capacity to discover aspects of the curriculum that feed their unique talents, interests, and life experiences. This is not a set of outcomes that should be determined by outside forces.

Students should leave MU's Core with an ethical understanding of their relationship to the world outside of their own. This means confronting unfamiliar artistic, philosophical, and religious traditions (including scientific thought), social and cultural conditions, and histories and languages. Unfamiliarity comes in many packages, but they all depend upon communication: the ability to read/hear and understand how a message is being conveyed. This is why the analysis of unfamiliar cultural products—from literature to sociological studies—is essential. This practice best embodies the deep unfamiliarity that MU students should experience; it conveys ideas not only at the cerebral level, but also to the heart, where ethical thought happens.

I’d like to see MU take the Core more seriously by resisting the temptation to turn it into a series of lecture-based courses (with TA-led discussion sections); it also means allocating the $$ necessary to ensure students are taught by TT faculty with subject-specific expertise, post-docs & VAPs hired (+ decently compensated) for their relevant expertise, and grad students w/more than 2 weeks or a semester of relevant training. As students pay more and more, let's not give them less in the form of slashed Core requirements, courses taught be non-experts, large lectures, and online course. To do so would be to give in to educational consumerism when the MU brand could be about face-to-face, relationship-driven teaching & learning.

In addition to what is currently in the core I feel that no student should be able to receive a degree from a liberal arts institution such as ours without taking at least one course in the fine and performing arts.

Graduates will be thought and action leaders who change the world around them for the betterment of their family, community, and society overall.

Generous, courageous, critical thinker, deep

that the student has changed --from what into what?... into a more tolerant, more generous, more discerning person

- critical thinking - too many students are focused on "getting the right answer" rather than the path to the answer. This leads to difficulty with applicability to their life outside of the classroom or in new or novel situations. We need our students to be creative thinkers and problem solvers in their professional, personal, and community roles. - Awareness - our students need to be aware of the issues that exist, and some of the reasons those issues exist. They should be encouraged to develop new and innovative ways to creatively solve those problems. This SHOULD not be treated as an opportunity by either side of the political spectrum to promote their own political ideals as the sole method to solve these problems.

A broadened, deepened comprehension of various world views and differing perspectives of diverse communities A liberal arts foundation of fine arts, sciences, philosophy, psychology, and writing skills.

The student should be well-rounded as the goal of a college education, going back to its origins, is to create a knowledgeable individual, especially in the fields of arts and sciences.

Critical Thinker; Recognition of a larger, complex world; Recognition of how that world came to be (events, people, places that set the stage); Location of self in that world; A sense of purpose: teleological purpose of life; Find God in all things.

Graduates should be reflective/thoughtful about decisions. They should be concerned about the "big" questions e.g. What makes a good life? How do we make our society just? Graduates should be positively motivated to make a difference in their world. Graduates should have a strong knowledge base from which to reflect on the big questions and on which to base their choices and actions. Knowledge about different peoples, history, literature, and philosophy are all critical.

A student should have a broad view of the world and be capable of considering many diverse sources and perspectives as they proceed through the learning process in the major/minor programs. They should learn how to actively listen and participate in collaborative groups. They should have an appreciation for and some knowledge in other disciplines beside the one or two of their principal interest.

Self-understanding in terms of recognizing their roles and situation in the context of humanity, and of seeing how their talents can be used for fulfilling lives and contributions to the world's communities.

creative, analytical, reflective, ethical, caring

A strong background in philosophy, theology, rhetoric and writing skills, science, and mathematics.

Well, the most obvious outcome is that the student should have changed. I take that not so much that opinions, beliefs and such have changed, but that they have integrated new knowledge, new methodologies, service and community engagement, and new attitudes. In sum, they have developed mature attitudes and an ability to reflect on their own views while cultivating a capacity for life-long learning and service.

Students should be able to relate to the collective core to life situations that will face them. We have a reasonable list of courses and objectives, but do we do anything to pull them all together?

The ability to logically analyze their own ideas and be critical of the ideas of others. They should have acquired a philosophical foundation on the basis of which they can evaluate their own and others' moral behavior.

Insight into ethics, morality and equality.
We see if students have basic skills; communication (#2 on current outcomes), critical thinking and/or problem solving (a subset is related to current #1 outcome); bring multiple perspectives from a variety of disciplines toward the fore-mentioned skills, and a foundation for being a leader and having the ability to work with others. This fits in well with the Jesuit notion of knowing oneself to be able to be a (servant) leader. I don't see the emphasis that this should have in our current core. Finally, while having the above foundation skills, we should some sort of foundation experience on what it is like to work in a business or public sector organization since an eventual outcome for most of our students will be in those areas.

Good literacy skills

Good numeracy skills. Good speler. Capacity to think and evaluate critically. Ability to take the perspectives of others. Ability to see large-scale patterns. Ability to escape from traditional or habitual points of view. Ability to view the world empirically. Capacity to discern the difference between different ways of knowing—e.g., empirical knowledge v. faith-based knowledge v. ideologically grounded knowledge.

The student should be aware of the various ethical perspectives. The student should be able to communicate, both verbally and in written communication. The student should be able to critically gather information and make good decisions, the student should have an understanding of the cultural background of the United States (e.g., literature, history, music).

Proficient writing skills

Critical thinking skills

Well-rounded coursework in language, basic sciences, history, political science, social justice, etc. engagement in the community

The MU graduate should possess strong critical thinking skills and literacy in math/science. Further, MU students should leave with a deep familiarity with and appreciation for the "big questions" philosophical and theological, as well as they ways in which history, literature, and the arts inform and illuminate those questions. Lastly, MU graduates should have an awareness of the specificity of their own cultural background and perspective paired with an openness to and appreciation for the diversity of other perspectives.

The ability to think critically about nearly any topic would be a great start. We, and universities in general, cram our students full of fact, using low level memorization, and seldom ask students to critically interrogate topics or ideas. As such, our students struggle when placed into clinical or working world situations where they must autonomously create solutions. Given the increasingly polarized world view evidenced in American society and politics, I would like to see our students show a respect for and openness to differing views, and a willingness to engage in dialogue around differences, with help from core coursework.

1. Can understand consequences of behavior on society and take responsibility for own behavior. 2. Can understand and participate in the debates surrounding major issues for the world (e.g. climate change; fracking; military policy; economic issues; the importance of the arts; nanotechnology; personalized medicine; wealth disparity; guns in society). 3. Is comfortable with, and enjoys the company of, people from other cultures, of different ages, of different sexual identity, and with different life experiences. 4. Is prepared to stand up to bigotry, hatred, intolerance, bullying, and oppression.

STEM (Science, Technology, Engineering, Mathematics) is the catch phrase of the 21st century. Most importantly students should be able to distinguish real science from the pseudoscience that is being promulgated. They should realize that data are open to interpretation, but it cannot be disavowed just because it doesn't fit your system of beliefs.

- ability to think deeply (historically, personally, practically, creatively) and from several perspectives about topics.

That they have a different understanding of themselves and their place in the world at graduation, as well as developing particular disciplinary skills.

Such characteristics should include: formation in the Jesuit, Catholic theological worldview that defines human flourishing in terms of humanity's relationship to a creating and saving God; integrated growth in their spiritual, emotional, and intellectual lives; discernment concerning how their chosen vocation might serve the many communities of which they are a part; participation in interdisciplinary efforts (between such fields as theology, English, history, and the social and natural sciences) to engage with, understand, and transform the world; application of interdisciplinary insights to the issues raised by contemporary culture.

-Being able to accept and to respect their own cultures as well as other cultures. - Reflect on their own personal biases and identify strategies to acknowledge their presence and ways to modify them. - Understand the catholic faith as well as other religious world views.

Competent knowledge about core academic disciplines and their basic methodologies. Imaginative/creative engagement with theoretical and real world problems. current outcome 4 on diversity (that's very well worded right now, in my view) But this core distinctly Jesuit? Need something about a recognition of the way God works in oneself and through others to illuminate knowledge and understanding. (Terrible, but I hope you get the idea.)

- Have experiences (not classes) that demonstrate that transformative experience. - Demonstrate being a man or woman for others - Be the difference in the Marquette Community and the greater society - Again, not through coursework, but by demonstrable acts

Students should complete the core with a well rounded knowledge of the humanistic, scientific and cultural pieces of the big picture that we call society. Able to navigate multiple worldvews. Be open to new experiences. Aware of social injustice and the institutions that contribute to it. Be capable and willing to contribute to human good.

World-affirming with a realism about human sin and weakness; religious, well-rounded global citizens; participants in the dialogue between faith and culture, celebrating life in individual and communal worship and service; having studied to prepare themselves to serve people in the church and in the world; cared for as individuals, with a realistic knowledge, love, and acceptance of themselves; active learners open to life-long growth and pursuing excellence in all they do; joining knowledge with virtue; serving the Christian faith that does justice and being men and women for others; taking Jesus as their model and manifesting a preferential care for the poor; engaging in an active life commitment of service of others.

The current four are ok: 1) replace *multiple disciplines* with "the arts and sciences: natural and social sciences and humanities; replace end of 3 with something more attainable:e.g., "a cohesive worldview."

For an engineering student who has completed the core I would expect him/her to be able to: (1) Communicate his/her thoughts, ideas, opinions, etc. both orally and in writing in good English. (2) Understand engineering in the overall context of history, economics, society, philosophy/theology and the world. (3) Apply calculus, chemistry and physics to the solution of engineering problems. open to hear multiple perspectives, synthesize knowledge from different areas
Students should think about the world and their places in it differently after they attend Marquette. They should at least be able to make connections between bodies of knowledge and types of skills that they were not able to make prior to coming here.

The ability to think critically, to evaluate evidence from multiple perspectives, to speak in public; demonstrated intercultural competence, ability to bring knowledge gained from various disciplines to bear in considering and solving real-world problems; grasp of the importance of civic engagement and one's responsibility to society.

curious: prepared and able to participate in responsible inquiry, research and dialogue listener: lifelong learning requires the skills of deep listening, based on respect for the dignity of each individual human being compassion: the ability to join others, to feel deeply the experiences of others, and to be motivated to act based on that deeply felt care for the other imagination: see out of the box, be free enough to respond to the challenges of today via new and innovative ways of responding

Students should have a wide range of experiences: Diversity, art, science, philosophy, etc.

Empathetic Thoughtful Self-aware Collaborative Selfless leaders that have a global impact Innovative leaders in at work and in the world

Appreciate and embrace diversity on and off campus. Act with respect in dress, language, and actions to all individuals a student comes in contact with on or off campus Utilize the education they receive at Marquette to enhance and develop their ability to accept and interact with other diverse cultures

I have heard many students refer to the Core as Gen Ed. requirements. Their expectation is that these courses should be less rigorous and require less time than courses in their own majors. Marquette's culture about the Core needs to be changed (including that of instructors!). Core courses should provide students with a strong knowledge base in a variety of disciplines, and the skills necessary to think and argue rationally. After completing the core, a student should be able to apply these skills and draw upon this knowledge based to compose clearly organized oral and written arguments in response to complex social, economic, political and ethical issues.

The core should convey the resources of the Catholic intellectual tradition in philosophy and theology, as well as in history and English. Faculty should be hired in these disciplines (not merely in theology) who have the ability and desire to teach this tradition.

I believe the core concepts that are listed are broad and encompassing.

A sense of the Christian tradition broadly construed (spiritual, philosophical, artistic) A capacity to communicate in a foreign language and know a foreign culture from the inside (instead of just being talked about it) A sense of spirituality, different from conceptual or psychological attitudes.

Broad worldview, ability to think critically, compassion, change the world

Discovered something about themselves they didn't know before, both good and bad, so they can improve on bad and utilize the strengths of the good.

well read, articulate, value centered.

Independent thinker spiritually inquisitive developing strong communication skills -- writing and speaking globally-minded

In my mind, a student who has completed the Core will have a better grasp of the world at large. By this, I mean they will receive an education not just in their chosen field, but as a responsible member of the larger society.

Horrible interface spent an hour writing 743 characters, 602 without spaces and program rejects input

Express oneself clearly in both oral and written discourse; Reason clearly and critically analyze social and political issues; Consistently reflect Marquette's core values in both word and action; Participate actively in personal and social transformation and empowerment; Demonstrate self-awareness, personal integrity, moral fortitude, and clarity of faith;

Students who complete the core should be actively engaged citizens who have an understanding of their own empowerment and the ways in which their actions affect those other than themselves. They should have a level of literacy in a wide variety of topics such that they can engage in public debate in an informed manner. They should be able to further teach themselves in areas of interest and also be able to communicate what they learn to others. Finally, they should be able to make decisions about their future that are informed by a spiritual, ethical, and social perspective.

Student should be well-rounded in all areas and able to integrate those areas together. Thus, alongside math skills, for example, they should understand the history of the discipline so that their idea of math and their idea of history are not disconnected but combined for greater intellectual benefits. That way, their gained information won't be atomized but all in one coherent body of knowledge, applicable to multiple areas.

In the spirit of your quest for big picture, it may be helpful to state that I think the transformative education we speak about at Marquette is rooted in an understanding of The Spiritual Exercises of St. Ignatius of Loyola and our tradition's understanding of vocational discernment. - They encounter themselves as loved members of this community and as a result they love and forgive others and dedicate themselves to be in service of others (not themselves or profit for profit's sake) - They can articulate their unique gifts and talents, the real needs in the world, and they understand how to apply their gifts and talents in service of the needs of the world The courses students take should be in service of these ideas.

critical thinking across specific disciplines

Under the "Communication in modes appropriate to various subjects and diverse audiences," the ability to use technology as appropriate for the subject and audience is critically important. The fact that this is an electronic survey instrument speaks to the ubiquitous nature of technology and the need for graduates to be comfortable using technology as appropriate.

critical thinking conflict resolution/conflict management skills empathy cultural competency communication competency excellent writing skills research skills

Open-mindedness Experience with diversity A commitment to social justice-oriented policy and leadership Have had real experiences with the vulnerable in our community
1) They should be culturally competent: i.e., demonstrate knowledge in current foreign affairs, languages, culture and history. 2) They should demonstrate knowledge of the great variety of philosophies and religions. 3) They should demonstrate experience (not just knowledge) of service to others and a knowledge of its value.

He or she thinks clearly, communicates effectively, behaves ethically, and prays sincerely.

Jesuit education is grounded in a Catholic, Christian understanding of God, the human person and society. As such, it is inclusive of all who share our mission and seek the truth about God and the world. This vision is framed by the Spiritual Exercises of St. Ignatius of Loyola. Jesuit education calls students to an ever greater knowledge and love of God who is revealed in all aspects of human life. It includes and sees all academic disciplines as fundamentally sacred because of their final goal and purpose, which is finding God in all things.

-Uses multiple disciplines, including philosophy, theology, history, literature, science, mathematics, and the arts to problem-solving in personal, professional, intellectual, societal, and global arenas. -Communicates appropriately and well in writing, speaking, and media -Integrates knowledge into a comprehensive, transcendent vision of life. -Acts responsibly as members of a global community in ways that demonstrate knowledge of and respect for individuals and diverse cultures - Consistently self-evaluates the effects of his/her choices and actions on others -Ability to perceive, think, judge, choose, and act for the rights of others, especially the poor, the disadvantaged, and the oppressed.

A student should emerge from our program with a personal ethical code rooted in Western thought and world religions. The student also should be an analytical thinker, who is able to write clearly and effectively, and should possess the intellectual background for a rich post-graduate life of the mind.

Students should first and foremost have a keen sense of acting with integrity and "doing the right thing." Further students should be encouraged to understand "the big picture." They should seek out and integrate diverse opinions, utilize and leverage technology, and articulate and share their knowledge and insights in a clear and concise fashion.

* possesses classic liberal arts education with wide scope * well-rounded * readiness to enter into debates and make wise interventions in intellectual, cultural, and civic spheres * statistical and scientific literacy * strong critical reader and writer

The student has a well-rounded education with the ability to think critically and apply the teachings to serve the mission of a Jesuit education.

The current outcomes are good. I would add that I miss the traditional goals of a liberal arts education: wisdom and thoughtfulness. But these cannot be quantitatively assessed

My first reaction is "Meh, they just want to get through the courses not part of their major(s)." But thinking about it, you need to make them do stuff that isn't a "course" per se. Service learning, art, dance/performance, something with movement, film studies, etc 'unusual' learning experiences. Otherwise it's just another "Pass the course and move on" type of requirement. But that might be too radical and hard to put into practice (i.e. money). And given the history of those kinds of things at MU, I'll return to my original thought of "meh."

Independent critical thinker Broad based understanding Technically competent Logically sound

Students should be thoughtful, imaginative, creative, articulate, resourceful, empathic, and confident. They should have knowledge of--and the ability to solve--problems both here at home and abroad. Ideally, they should also be able to think across boundaries and apply knowledge and strategies learned in one class (and one discipline) to other classes/disciplines/problems/areas of life.


open and welcoming to the "other" seeks social change communicates effectively with others using a variety of formats

Transferable life skills.

After completing the core, the student should have been exposed to new ideas and concepts and should also have a well-developed ability to analyze texts and issues. Strong communication skills are also essential, and this includes being able to communicate in more than one language.

Global perspective and awareness Understanding of various vectors of inequality and how they are perpetrated and sustained Social Justice in theory and practice Sustaining scarce resources

-- aware of social, cultural, historical, economic, and other material realities -- understanding dynamics of race, class, gender, sexuality, and other social identities and how they impact individuals and systems -- engaged in cross-disciplinary studies, including multiple language studies

- Able to communicate clearly and effectively - Well-informed, with knowledge of history, a global understanding of the world, and expertise in their individual disciplines - Rational and objective, including the ability to understand and interpret complex information such as math and science - Kind and respectful of the opinions of others, able to pursue reasonableness even in challenging situations

Apologies - these are not written as outcomes, but in the spirit of outcomes. A Marquette student should be able to viscerally understand new cultures. Exposure and meaningful interaction with "others" is critical to this understanding. A Marquette student should be well versed in the application of Jesuit educational principles. A Marquette student should acquire the knowledge in their local and global communities to become "Men and Women for Others". A Marquette student should experience the Liberal Arts - through coursework in the Sciences, Humanities, and Arts - and apply it to our world.

Informed about realities of citizenship in the US--basic knowledge of US History, how government works, and a sense of responsibility for intelligent participation in a democracy; the "finished product" should be ethical and moral--and imbued with an understanding that they expensive education is a gift that many millions cannot afford. A sense of obligation to make the world a better place should be uppermost in the mind of the graduate. They should understand that college is not just a place to learn and hone "employable" skills--but to be exposed to the richness and beauty of human life and the world around us--a world infused with the glory of God.

The current outcomes are fine as written

Critical thinking. Effective writing skills. A greater understanding and sense of responsibility toward others--locally, nationally, globally.
Each student should acquire: New skills New perspectives on a variety of topics Increased ability to think critically Well-rounded education (not just their major or college) Appreciation for learning

curious, well read, has depth of understanding regarding current social issues and a desire to work for social justice,

Above all, the student should be able to read, write, and reason at a higher level than when he/she entered. Studies have shown that the great majority of students are no better critical readers, writers, or reasoners when they leave college than when they enter. A transformative education would give the lie to that statistic.

able to communicate (written and orally), able to critically think, understand global environment, be ethical

The student should have grown in orientation toward the other and ultimately the Wholly Other, i.e., away from self-centeredness toward other-centeredness; be world-affirming, oriented to the transcendent; possibly as a Christian and Catholic, should be more mature in their faith; should have grown significantly personal freedom, away from rigid ideologies and beholden to external authority, and more self-directed while also being ordered to social interrelationship and responsibility, i.e., a more integrated world citizen; as such the student should be more apostolic in orientation, while also able to dialogue well with faith(s) and culture(s).

The boon of the word "transformative" is that it betokens large change, almost total (hence "trans-"). The bane of the term is that transformation is always a change FROM something TO something, yet we in our public don't detail what the TO element is. The MU graduate should be thoughtful, incisive, and straightforward in what they say or do.

Some aspect of the core should reflect the Catholic (Jesuit) nature of the university. A common experience that bind the students together

The student should be a good communicator with an understanding of different cultures. The student should understand important concepts in different sciences especially those needed in everyday life and for making critical choices when voting for policy makers. Understanding the processes science goes through in developing theories is also important. The student should also have a broad understanding of history and literature.

Provide a foundation in the established intellectual paths to understanding our world and our cultures.

- Developing and being able to critically reassess personal ideals with respect to social justice and transformation - Developing not just intellectual tools (theoretical, book-based) for understanding, but also practical skills (applied, communicative, face-to-face) for engagement with diverse audiences

Students who complete the core should be well rounded, versed, and of good character when leaving marquette university.

A common curriculum should emphasize the rigorous study of the defining works of the humanities, natural sciences, and social sciences. Such broadened horizons equip students to deepen and enrich their major. Core courses furthermore model the kinds of thinking that connect what we learn in the classroom to who we are in the rest of our lives.

Critical thinking Empathy Awareness of global realities Understanding of importance of historical context(s) Appreciation of importance of arts expanded sense of what it means to be human

Students should have a realization and discovery of the world. They should know of different cultures and beliefs and be able to embrace the ability to know that there are differences between people. I think that the students should have a sense of community - whether this one at Marquette or the neighborhood - they should have the opportunity to give back.

A sense of living in a global community, an appreciation of one's own culture as well as those of others, a greater sense of personal, civic, and social duty, a sense of greater purpose in life beyond material comfort and a need to feel justified.

A student should have a larger and expanded world view. For instance, it would be possible to see how ethical perspectives and notions of spirituality impact and affect various aspects of life (individual, group, family, organizational, societal). As a result of the above, should be able to think critically and solve problems from various perspectives.

respect for all people and creation respect for learning respect for religion(s) discover how disciplines are interrelated learn of the above, should be able to think critically and solve problems from various perspectives.

a) An open mind and an open heart b) The ability to think and reason by looking at facts rather than just reacting c) Quantitative adeptness d) Empathy e) Interest in others f) Respect for self and others g) Ability to communicate information both orally and in writing h) Reflection i) Desire to pursue excellence, but able to balance this desire with other important aspects of life

Students finishing Core courses should come away with an open mind and opinion about the world we live in and better able to engage in diverse conversations. Having a broad grouping of Core courses hinders someone from being narrow minded.

A well-rounded individual with a strong liberal arts base of knowledge, which combined with their major and minor, can have a positive influence on the world they will enter upon graduation.

Learn to value the wisdom of the ages and to explore the nature of being human.

Understanding of vocation An understanding of the natural and human world around them An ability to interact with the world An ability to navigate through the world in the Jesuit tradition (reflective, loving, serving)

they should be able to critically think they should be able to write effectively they should be able to express a point a view based on reason and evidence they should be inspired to pursue social justice

1. Intellectually curious 2. Even if not religious him/herself, aware of some of the basic tenets of the major faith traditions 3. Aware of the Jesuit tradition of service; able to articulate why people might be motivated to act for the common good 4. Community minded- with a sense that community can include very different types of people 5. Able to function well in a diverse society, to be interested in working for solutions to problems 6. Committed to life-long learning

integrity; maturity; self-awareness
Alongside other humanities give general knowledge requisite for integral development of the human person Correct by informed knowledge the misconstruals of positivistic conception of science as mere fact. Engage in the pursuit of ultimate truth cultivate broad knowledge of reality that informs critical decision irrespective of one's area of specialization.

To be aware of issues of justice in our own society and others, past and present To contemplate the essential and the accidental/constructed quality of principles underlying our society To be called to develop and direct talents toward the betterment of humanity To regard the self as a member of a global community

Our students should have critical thinking capabilities, be able to evaluate ethical dilemmas and understand social justice issues and concerns.

I agree that the current core outcomes are still relevant.

This formulation of the core's purposes is not easily assessed, but here goes: "Even if a student never took a single other course at the university, the core should provide him/her with an understanding of what sort of creatures humans are, the varied ways in which they attempt to make sense of the world, and the means by which they make their understandings of the world visible, palpable, and communicable to one another." In other words, the core should be about the constitutive work of becoming human, and the moral, ethical, social, political, and material challenges humans have faced in doing such work across space and time.

A student who has completed the Core should possess a basic knowledge in each area. He/she should possess adequate writing skills in various formats and the ability to read varied genre critically. He/she should have increased awareness of his/her own beliefs and values and be more open-minded and accepting of varied belief and value systems.

What is most important is that the student can integrate perspectives from multiple disciplines and demonstrate a personal connection to those concepts.

At the end of the Core, Marquette students should be different from students who complete the distributional/gen. ed. requirements found at most other universities. Our students should have a deeper understanding of ethics and citizenship, and their practice; of the Catholic and Jesuit commitment to social justice; and of how to make -- and present! -- effective arguments about these kinds of issues. They should, as a result, have a unique perspective of the political, social, and economic conditions that pose challenges to the least well off (and least powerful) among us.

Students will be routinely engaged in critical thinking as outlined in the process of an Ignatian Pedagogical Paradigm (IPP) Students will be actively engaged as and a constructive/significant contributor to an interdisciplinary team

Thinks critically, intelligent consumer of information, consistently challenges his/her world view, scientifically literate, view all that he or she does through the lens of social justice

Critical and independent thought; intellectual curiosity; concern for the well-being of others; communication skills (speaking and writing); analytical and logical reasoning skills

strong leadership capacity ability to take multiple perspectives ability to critically assess information/data capacity for genuine empathy willingness to (re)consider opinions and beliefs desire to learn more about self and world a capacity to be comfortable (not content) with ambiguity and uncertainty a 'largeness' and 'largesse' of being toward self, others, world exhibit a generosity of spirit compassion

Articulate the benefits of a Jesuit Education and how the Core transmits these benefits and by so doing will then understand and achieve the outcomes of the Core

Work with others to maintain a climate of mutual respect. Communicate in an accurate, clear, responsive and responsible manner. Demonstrates ability to monitor and plan for personal and professional growth.

Such a student should be committed to lifelong learning; be a critical thinker; and be able to communicate his or her thoughts in writing effectively and persuasively.

Student transformation should demonstrate the ability to engage with complex issues (many which have no one answer) and to think critically about solutions to problems that arise from these issues. They should be engaged citizens of their communities, country, and the world. They should be able to write well and speak clearly--well beyond the high school basics. They should understand both their expectations of responsibilities for their place in these communities. They are privileged with this education, and should take that knowledge into the world with a big-hearted desire to make it a better place.


Exposure to people, places and perspectives that s/he has not been in contact with (or not in any depth) prior to school.

Students should have developed an open mind and thirst to learn. They should realize their ignorance and the need to develop their minds.

1. critical writing skills for the profession 2. critical thinking skills for the profession 3. global perspective

Transformative education would include a well-rounded graduate who is prepared for critical thinking; communication both verbal and in writing; ethical understanding of science and nature; well versed in individual and social behavior actions and attitudes; along with each individual's major.

Regardless of a student's chosen college or major, the common core should enhance student's major studies rather than merely complement it. For example, engineering takes pure math and science and applies it. Similarly, a study of applied ethics would greatly enhance a Marquette Engineer. Rather than forcing students to take a theoretical ethics course, an applied ethics course may be more beneficial to an engineer. Similarly, diverse cultures or history knowledge areas could include technical-related topics.

A student who is transformed will: Spend time reflectively contemplating the world around them on a routine basis Be engaged in their community Dialect with their community about issues of social justice Listen to others Seek excellence in their work.

Have an understanding of technology and how it applies to their life and world
For starters, I think the Core does not "evolve", but is transformed through human "artificial selection". Evolution is a different force. Second, I think the core itself should not be "transformative", but what comes beyond the core. For me, the core should elevate our students to the basics of Arts and Science, give them a mini-humanistic education.

I believe that the current outcomes are fine, but not sure they are being achieved by many students.

There should be commonality at the core of the Core, but students should also be able to explore these issues in ways that
that fit their own path and interests. I am not convinced that establishing a token literature or a token science class serves
the best interest of all of our students. In my opinion, the goal of the Core is to help students establish a fundamental
structure that will enable them to build a road in any direction that they will eventually travel and to do so in a way that will
enable them to better themselves and their society.

Students should be able to read carefully and critically, to argue persuasively with evidence for a clear thesis, to speak and
write grammatically and articulately. S/he should become an avid seeker of truth, able to investigate and argue critically but
without personal attacks even the most controversial issues without being silenced by political correctness or fear of
offending self-proclaimed victim classes.

A student who has completed the core should be able to converse on topics outside of their major. This student should also
be able to connect different aspects of the core with each other rather than seeing all of the courses as "isolated".

Be able to communicate well as dictated by the student's major/study focus. Especialy critical for those in the
engineering profession. Act as a responsible member of society with the ability and motivation to stay current and relevant.

They should be able to write well regardless of their degree program.

A student who has completed the core should develop first and foremost thoughtfulness and a love of learning. Beyond this, the
students should have an appreciation for the relatedness of all fields of study.

Breadth yet depth and a feeling of appreciation of the liberal arts in no matter what the student's major.

1. Students understand how to apply theories and skill-sets to a variety of disciplines and situations. 2. Students can receive
and give variety of different types of constructive criticism. 3. Students understand how to ask for help. 4. Students
understand how to work with people (students, teachers, and community members) who have different political,
pedagogical, theological, and philosophical beliefs.

Understand diversity in our society. Understand how faith plays a part. Be cognizant of others viewpoints

1. Ability to entertain multiple perspectives - take an ironic attitude toward problems and life (both scholarly problems and
real world problems) 2. Practice taking pleasure in opposing perspectives - enjoying others use of language 3. Understand
the fundamental rhetorical nature of human thought - the "poetic logic" of tropes 4. Develop an attitude of patient
and tolerant speculation toward the counter-play of ideas 5. Understanding of the relationship between culture, though, and
writing

A graduate should be able to apply a variety of techniques and perspectives to solving real world problems, whether in their
discipline, or in the broader context of the world. A graduate should be able to communicate effectively with both their
professional peers, and with a wide variety of others with different backgrounds from themselves. A graduate should be
prepared to act ethically in their professional and personal responsibilities. A graduate should be able to develop concrete
strategies for applying their skills and knowledge in service to others.

-Ability to apply reasoning and critical thinking skills to technical and/or societal challenges. -Ability to find useful information
and data and judge its relevance to the topic of interest. -Ability to speak and write with clarity. -Ability to work within a team
environment to tackle challenges effectively and efficiently.

The student should be capable of critical thought, seeing multiple sides of an issue and unpacking unspoken assumptions
from a statement or text. They should be capable of reading difficult things and formulating questions to generate deeper
insight and more clarity.

Students who have a transformative experience will regard education as much more than a credential to enter a particular
kind of job after graduating. They will be able to understand how the knowledge, perspectives and experiences they've
obtained can enrich their lives *and those of others* with wisdom, compassion, and the generous use of their talents and
training for the good of others.

Students should demonstrate a commitment to social justice. Students should be committed to their community. Students
should have solid ethical and moral grounding.

act responsibly, with sincerity, compassion and ethics with an appreciation of ones self, other cultures and peoples and with
a vision toward making the world a better place though transformation and empowerment and equity for all people.

1. platonic and aristotelian philosophy, the Enlightenment. 2. the difference between catechetics and theology. 3. the major
classics of Western literature. 4. Western civilization 5. Ignatian spirituality, the sacramental nature of the universe. 6. a
language other than English

Students who complete the core should be able to use the Ignatian Pedagogical Paradigm (IPP) and draw on the principles
of ethical decision making to clearly think, write and speak on complex issues.

The key to a transformative education is not professionalization but the broadening of the mind, its liberation for the pursuit
of truth and the service of others. Within the framework of a Jesuit university, this takes the unique shape of training in a
particular tradition with philosophy (human nature and ethics) and theology as a core within the core, and supplemented by
a host of humanistic arts and sciences. Critical importance in these latter fields (in addition to mathematics and the natural
sciences) is foreign language, the training in which inculcates humility and precision of knowledge.

Not only understand what they know/believe, but also WHY they know believe it. Realize they not only have
presuppositions, but have investigated what they are and how they underly all of their other "basic" knowledge to be an
informed and productive member of the world.

Students should have the analytic dexterity and historical knowledge to critique and change (or create) institutions towards
greater social justice. This translates into a strong rhetorical and historical background, and experience enacting their
education through their college career in tangible and meaningful ways. It might also mean facility in foreign languages.

Ability to express oneself coherently in verbal and written English. Awareness of the world and international issues.
Students should have the ability to explore different ideas, options and methods.

They should be reasonably familiar and comfortable engaging with knowledge across many disciplines, including those that are not related to their major. They should have a capacity to reflect on the meaning of their broad training, and should comfortably reference material from different courses in other classroom spaces.

I think outcome #4 is the most important.

Open-minded, accepting, philosophical, reflective, inviting, motivated, responsive

Creativity and and the creative process should be TAUGHT and incorporated through out the core curriculum.

compassionate ability to see a larger world view appreciation of diverse perspectives ability to think critically to solve problems

A MU graduate should be a "global citize" and by this I mean that he should be aware of the complexity of the so called "global culture" we are living in. The only way to avoid a new cultural colonization is for our students to understand other cultures and the importance that they carry in the world.

good critical thinking skills multicultural awareness cultural literacy oral and written communication skills adequate for all professions

I think the current learning outcomes for the core states it well.

critical thinking and logical analysis communication skills financial literacy empathy and social responsibility appreciation for the arts and humanities analytical thinking and problem solving

If the common core has as one of its goals to enable students to: "Communicate in modes appropriate to various subjects and diverse audiences, then it seems to me that a minimum common core requirement in communication studies would be indispensable. It would help students, frame arguments, think critically, and respect the variety of values--based perspectives in a diverse society.

Can articulate thoughts well, can write well; if they are in a scientific or technical field they should be able to write well technically

Characteristics for "transformative"? They should be changed for the better. Able to think for themselves. Unselfish, i.e. thinking of the other. Compassionate. Not caught up in America's material greed.

The ability to understand rhetorical knowledge and how history and culture creates rhetorical discourse.

Integration of knowledges, values of global citizenship vis-à-vis a keen awareness of and commitment with values of social justice, a humanistic mind set and understanding of his or her place in society and the world at large.

Should know how to continue to be a self-learner and team-player!

Our students should be culturally literate so that they can interract and collaborate with other educated people for the good of society.

intellectually curious. Able to make connections across/among disciplines. engaged in the world.

Someone who has completed the core should have reflected deeply on the relationship of one or two major religious or philosophical world views with contemporary culture. There should be a bridging of the past and the present so that the present is informed by the past, but not imprisoned by it, and that the student reflects on her or his personal stance within those traditions and reflects on what provides meaning and direction beyond careerism.

It should provide them with some breadth of knowledge so that they can function intellectually in an ever more complex world.

I find the current outcomes still valid. No change necessary

Students can think systematically and critically. They can learn by reading and by listening. They are able to communicate ideas both orally and in writing. They have a solid foundation of basic knowledge and some idea of the range of prior human thought. They are creative and committed to the good.

ability to think and argue logically ability to write possess basic mathematical skills possess an overview of history have introductory proficiency in a foreign language and culture

The student should possess a worldview that is fundamentally different than when she entered. She should be able to "put herself in the shoes" of a variety of perspectives of which she was previously unaware. She should also have a heightened sense of her own capacity to effect change in the world.

Excellence in scholarship/academics; enriched and strengthened faith; keen awareness of contemporary application of a historical faith; grasp of the creative and dynamic character of tradition; sense of Christian witness and vocation; capacity to relate to the other as instances of our common creation in the image and likeness of God

Participate in solving the global crises facing humans. Empatheize with all members of the global human family.

A student who leaves Marquette with a degree should not only understand their major but understand its (what the major does as well as its limitations) place in a much broader context. Students need to be able to read, listen, observe, discuss and debate complex issues with knowledge of content and context. Our graduates need to be capable of forming and defending their own opinion and as such heed to be exposed to a variety of material across fields. They need to be able to synthesize this disparate knowledge to build a complete picture.

Students should be able to recognize, criticize, and formulate arguments. They should also be able to find, evaluate, and use information in support of their arguments.

1. critical thinking and evaluation of issues that are beyond the student's direct area of study. 2. basic knowledge of a wide breadth of areas: arts, humanities, sciences. 3. problem solving capacity. 4. in the end, we want Marquette graduates to be well-balanced, educated, and thoughtful individuals.
Aware and attentive to 1. a transcendent dimension to human life and community; 2. the traditions and cultures that have articulated this dimension and its significance for human interaction and engagement with the world; 3. The opportunities and challenges a contemporary global culture presents to acknowledging this dimension

Apply the perspectives, concepts and traditions of multiple disciplines to societal challenges. Effectively communicate to various subjects and diverse audiences. Develop a baseline literacy of the foundational issues underlying the complex structures and problems of modern society. Articulate how knowledge is integrated into a comprehensive, transcendent vision of life. Develop knowledge of, and respect for, individuals and cultures in their diversity.

Promising a transformative education at a Jesuit institution must embrace the traditional Ignatian notion of a purpose-driven education rooted in the liberal arts. The ultimate goal of our transformational experience should be alumni who are able to think critically about whatever information they have been given, testing it against a broader perspective and set of values that have influenced their time at this Catholic, Jesuit place. This way they will not take anything for granted, and instead, they will be able to think more creatively and consequentially for the good of the world around them.

some additional math related characteristics to consider: *critically evaluate and recognize limitations of mathematical and statistical models* *Understand the connections of mathematics to other disciplines some more global characteristics:* *demonstrate independent mathematical thinking and proficiency in writing, speaking and making presentations to a broader audience;* *understand the processes of drafting, revising, editing etc. in the development of exposition and argument*

Readiness to absorb the upper level courses, naturally and without much of a stress typical to insufficient pre-requisites; Ability to see/make links between the courses within a discipline and even between different disciplines.

A student who has completed the core should be transformed into a person who will have a life-long commitment to inquiry, regardless of what field they are in. The student should be able to (and indeed be driven to) integrate seemingly disparate aspects of the human experience into a comprehensive whole. This requires students to leave Marquette not only with new knowledge to allow them to become effective citizens, but also to leave with renewed intellectual curiosity and a shared commitment to transform the world for the better.

Students should be well versed in critically thinking about relevant societal issues by drawing from a broad foundation rooted in science, art, social, political and cultural perspectives.

A broader perspective on areas of human activity and creativity; cultivation of analytic skill; an appreciation of basic scientific procedure.

Students should have experience across the breadth of subjects traditionally defined as liberal arts and sciences and demonstrate knowledge across these disciplines. Students should be able to demonstrate skills in finding, processing, and applying information in a variety of contexts. Students should demonstrate skills in analyzing and representing ideas using diverse media. Students should understand the need for just and ethical behavior across campus and across cultural divides.

The current preamble to the core put it pretty clearly. Given the pragmatic, practical, and professional emphasis of our students when they enter, anything that we can do to encourage a more reflective and empathetic understanding will be significantly transformative for the majority of them. So no matter how we package the core, it is crucial that students have an opportunity to engage in serious theological and philosophical reflection, encounter compelling literature, have exposure to foreign languages and ideally foreign cultures, and learn how their world can be put in perspective with the help of history and the social sciences.

The Marquette graduate should be able to articulate clearly what it means to fulfill the missioning she or he accepted when in the Convocation President Lovell asked them if they were willing excellence, to seek the truth about God and the world, to embrace ethical leadership, and to enter into the struggle for a more just society. The student should further be able to discuss coherently how this applies both to life in general and to the world of work in his or her chosen career field. The process of education at Marquette should embrace wholeheartedly the goal of a college experience and in-depth study aimed at the transformation that opens the way to the pursuit of the truth about God and about out world.

The current learning outcomes are actually pretty good, but I think more of an emphasis needs to be placed on students being able to read and write critically and to express themselves both orally and in writing in a way that demonstrates critical thinking skills.

I read and agree with the current outcomes, but I would add the abilities to be creative, innovative and to think critically.

Broad understanding of a diversity of content areas and mastery in the major

self-reflective tolerant thoughtful civil intellectually curious feeling an obligation to contribute to society (in whatever form is fitting)

If a Marquette education is to be transformative, it needs to help students see their society and their place in it in new ways. Their education needs to be revelatory in this way.

wider vision of one's place in the world (not just Wisconsin or the USA), problem solver, thoughtful, someone who is OK with challenges and struggle to achieve goals, accepting and welcoming of those that may be different from them

If "transformative" means that we prepare students to "Act as responsible members of the global human family, with knowledge of, and respect for, individuals and cultures in their diversity"—"it is clear that they must have exposure to this not only in the core, but in all of their experiences at Marquette. What makes a Marquette education transformative? Most students would say that their experiences do --in and outside of class. The core is missing this. There should be a place in the Core for such experiences as: service learning, study abroad, exposure to other languages and cultures, community service and engagement, etc.

-awarement of and respect for multiple, divergent views on critical issues -ability to critically locate and evaluate information on current and historical events and issues -responsibility for their own role in society as citizens and creators of new knowledge -consideration of a guiding purpose that drives their actions and decisions

I think a student who has completed the Core should have a working knowledge of world and US history and culture, and an understanding of general societal issues and topics (arts, politics, science, etc.) that are necessary to be a productive and contributing member of the community. I personally view critical thinking skills as an essential benefit of a quality college education, and believe students should have the ability to confidently seek out and critically evaluate information, as well as create and communicate information effectively within their varied professional and community roles.
A sense of the human person going beyond economic productivity; a capacity to broaden one's own defining values; a robust awareness of the complexities of human experience, and the limits of reason and discourse in general to represent human experience, including the experience of God.

Awareness of different points of view. Ability to read critically. Attention to detail. Ability to communicate clearly (in at least one language, I'd prefer at least two). Sense of service to others. Sufficient understanding of technology and science to consider public policies.

A comprehensive basic understanding of history and the social and political components. Also, to be well versed in literature and have gained critical reading skills.

The student should expand his breadth of experiences beyond his immediate major interest. This produces a well-rounded individual who understands concepts in a multitude of disciplines.

They have a great view of the social world and how they can work to change it for the better.

Students should be leaders and be able to be the difference in their chosen field with commitments to service and ethics. I would want to retain most of the knowledge areas but with heavier emphasis on social science (sociology, psychology, communication) and less hard sciences plus more emphasis on arts.

The Transformation should involve the development of a person who thinks holistically and is willing to explore ideas outside their typical sphere of understanding.

1. Apply the perspectives, concepts and traditions of multiple disciplines to personal, professional, intellectual, and societal challenges. 2. Communicate in modes appropriate to various subjects and diverse audiences. 3. Pursue an integration of knowledge into a comprehensive, transcendent vision of life. 4. Act as responsible members of the global human family, with knowledge of, and respect for, individuals and cultures in their diversity.

Integrative, knowledgeable about the peoples of the world, responsible towards the earth and its inhabitants

A student should be exposed to a broad array of disciplines, including rhetoric, literature, history, philosophy, and theology, alongside languages, mathematical reasoning, and some broad-field science. Such a core is critical base for all students at Marquette.

The current outcomes statement seem to embody a reasonable set of characteristics, although the language of the statement could be improved.

A willingness to have conversations with people of other social identities. A capacity to learn across difference. A flexible and confident approach to oneself as a limited subject of knowledge who seeks to continue learning.

Ability to think Critically. Core competency in several of the Humanities fields. A strong sense of the values of Jesuit education and ideals, including strong sense of being a man or woman for others. Integration of faith and reason. Knowledge of Jesuit ideals in education in relation to the Catholic tradition. An understanding of faith in postmodernity, including but not limited to inter-religious dialog with other world religions. Strong skills in verbal and written expression. Strong background in the humanities, especially theology, philosophy, history, English, and foreign language. Whole sense of education, especially cura personalis, not just students who are smart, but an integration of education with the whole person.

Develop effective communication in writing and speaking. Promote integrative learning, prompting students to connect their learning from class to class. Build a sense of community among learners and commitment to pushing themselves and others to do their best. Introduce students to the idea that different disciplines and professions have their own ways of knowing, distinguishable from (and complementary of) one another.

Be able to assess the reliability of sources of information. Be able to vote knowledgeably on scientific and or technological issues, such as climate change, alternative energy initiatives, etc. Be able to articulate their ideas and opinions clearly. To understand that self-reflection and solitude are necessary are to a fuller development of self. To develop an understanding that it is the job of each of us to transform the Earth into the kingdom of God.
Question 2)

Some people on campus have discussed the need for Marquette’s Core to be "distinctive" (from public, private, and other Jesuit colleges and universities) reflecting our Jesuit Catholic heritage and mission. How should Marquette’s mission be reflected in the Core? 750-character limit:

Text input

Professors should be encouraged to exercise autonomy in the classroom so that students have a range of experiences. This will create a dynamic mix of educational offerings, which will in turn be unique.

Focus on giving students an ethical, thoughtful relationship to their world. "Distinction." whatever that means, will follow.

I repeat: I'd like to see MU take the Core more seriously by resisting the temptation to turn it into a series of lecture-based courses (with TA-led discussion sections); it also means allocating the $ necessary to ensure students are taught by TT faculty with subject-specific expertise, post-docs & VAPs hired (+ decently compensated) for their relevant expertise, and grad students w/more than 2 weeks or a semester of relevant training. As students pay more and more, let's not give them less in the form of slashed Core requirements, courses taught by non-experts, large lectures, and online course. To do so would be to give in to educational consumerism when the MU brand could be about face-to-face, relationship-driven teaching & learning.

Perhaps a common course which all first year students take which examines various subjects through the lens of excellence, faith, leadership and service.

Students will be empowered to be the difference. This process will start at their first day of orientation and will only grow throughout their lifetimes. Grounded in the Jesuit tradition, students will be thought and action leaders who transform the community and society around them in word and in deed.

Required Theo courses

- We should be encouraging classes that encourage critical thinking - I also think we should be focusing on the technical skills. These are the skills that get students jobs.

A Jesuit heritage and a Catholic heritage should not be code for "conservative" and "Republican" (and MU seems to sometimes invoke these traditions to shore up these types of reactions) the Jesuit tradition (as I understand it, as someone educated by Jesuits years ago) is about lively intellectual inquiry that is not cowed by current political currents. What would distinguish us might be that sort of robust willingness to seek social justice and demand self-examination.

More focus on rhetoric, arts, sciences, and less on career-focused studies (i.e. the kind that a technical college or institute would favor).

First faculty have to find Excellence, Leadership, Service and Faith in what they are teaching. Then make that clear to their students. Courses chosen for Core must focus on one or more of these pillars. Of the four, Faith is the one that differentiates Marquette from the publics and privates. Our array of majors distinguishes us from other Jesuit schools.

Every institution of higher learning should aim to provide both a strong knowledge base and cognitive skill set. Each should develop the characteristics of good citizenship in its graduates. What should be unique about Marquette is that the knowledge and skills acquired in the UCCS should be delivered through classes that have a social justice leaning and a concern for that part of our humanity which goes beyond the animal. Paired courses and service learning are critical to our core as are disciplines that are critical to understanding what it is to be fully human - philosophy and theology. Further the way these two subjects are delivered should be distinctly Jesuit.

I don't think I share that opinion, mainly because I don't have much direct knowledge of other Universities' cores. However, I think it is certainly necessary to include the aspects of "meeting people where they are" and "the world is our house" into our programs. We have to do more than just traditional classroom experiences and get them involved in the world around them. They need a sense that they are in this for more than strictly personal gain.

I doubt that we can be highly distinctive relative to other Jesuit universities. However, I believe that we can be more engaging and experiential in ways that help to justify our tuition.

ethics, service, experiential

To supply the students with what they need, rather than just what the student wants.

Emphasis on service and social justice

No. The Core should be used to ensure that MU provides a broad liberal education to all students... in this way the Core should align with a general and uniform conception of the liberal arts, not with some 'campus specific' vision of Catholic heritage or teachings which would differentiate us from other liberal arts universities.

There should be opportunities--both academic and co-curricular for students to exercise academic excellence, service, and leadership, while experiencing and gaining appreciation of the role that mature faiths play in living a life of meaning and service to others. These goals, I would think would be integrative and cumulative, beginning with freshman experience and culminating in integrative capstones around this cluster of topics.

Societal need today is for the critical evaluation of rhetoric in all areas of human endeavor. This should be reflected in the Core by putting in courses that make it possible for students to cut through the sometimes deafening rhetoric of the media.

Social responsibility and ethical standards.

See previous response about leadership and service

It should reflect the Jesuit tradition of open inquiry. It should NOT be a reflection of the Catholic church. The church and the university are separate entities with different missions.
The student should have an awareness of various ethical perspectives. We would like them to be ethical, but I am not sure how this could be done.

Coursework in social justice, leadership

I agree with this general view. In addition to the standard "general education" aspects of the core (which are important), the Mission should be reflected in the commitment to education of the whole person in the emphasis on the most profound questions of human values and ideas (philosophy and theology). Further, I think the Jesuit emphasis on the preferential option for the poor and commitment to social justice needs to be reflected throughout the core and deeply integrated into our pedagogy.

I think it should be touched upon, but instead of focusing on difference, we should shift our focus to the commonality of experience that will allow our students to succeed in whatever path they choose. Our focus on service is a great example, as it fosters incredible growth in our students, but needn't be "religious" or "jesuit" or "marquette" service to be effective.

Critical thinking. I've had too many students complain about courses where they can earn a good grade only if they parrot back the dogma of the instructor.

- focus on Jesuit values - emphasis on social justice

If we do not have a core that speaks to our Jesuit identity, then what would be the point? Otherwise professional standards would be sufficient. Presumably Jesuit means a pedagogy as well as content.

The Core should reflect the mission by teaching students about the Jesuit Catholic heritage of the relationship between faith and reason. Core courses in theology, history, languages, the natural and social sciences, etc. are to be taught in a manner that exemplifies how these disciplines are intimately related to each other in their common quest for understanding human and cosmic meaning and value.

See previous explanation. I do think that our Core needs to be Jesuit--or what else are we in terms of a distinctive mission? But I don't know that we can make it distinctive from other Jesuit schools without promising the impossible or being ridiculous. What, honestly, can we do that other Jesuit institutions can't or don't already? I have no answer to that.

- Required service to others - Mandatory reflection on that service - non-classroom based

I think that the mission could strengthened by including a language requirement, such that students become global citizens capable of communicating and spreading the Jesuit mission around the country and world.

I think having a transcendent vision of life (and it's not that ethereal to measure) would keep us distinct. Having a cascading series of impactful learning experiences with a community-based capstone could be a strong element of that vision formation.

We need not worry about being different from other Jesuit universities in this regard. Solid formation in theology, philosophy, and the humanities in general should characterize all our students. Those specializing in these subjects should have solid university introductions to math, social and natural sciences. Students should be given explicit help to integrate all of these disciplines.

Obviously reflect, and make central, the Jesuit Catholic tradition and mission in the core. If we work on doing what we do really well, distinctiveness will take care of itself. We obsess too much on "being distinctive" at MU.

Emphasize theology in the core.

I think we worry too much about distinctiveness and not enough about excellence. We do not have a unique mission; many, many universities, especially other Jesuit places, most liberal arts colleges, and, in fact, many public universities espouse the same values. They don't couch them in religious terms, but I simply don't think there is any future to wringing our hands over how "different" we are; rather, we should discover how to provide the best education and experience possible.

Through the emphasis on knowledge and skills acquired being used in service to society and in addressing social justice issues that can improve the lives of others; via an intentional focus on community engagement and social responsibility.

Again, compassion, deep listening, curiosity and imagination are foundational elements of the Catholic intellectual tradition and of Jesuit higher education. Our history stemming from both of these higher calls actually requires a depth of freedom of inquiry in study rooted in responsibility to the common good. Beyond the core "classes" in this process, it is necessary that our faculty are able and feel confident in rooting their coursework in the context and culture of this Catholic and Jesuit tradition.

I feel that the core should provide rounded experiences. I do feel that the mission should be reflected in the core but I do not feel that it should be the driving force of the core.

The core is currently not integrated and is too spread out. It does not provide students the same experience. One way of addressing this may be to have students work on understanding and findings solutions to the "wicked" problems of the world in applied and pragmatic ways. These will deliver many elements of the mission.

The mission of MU in its entirety should be reflected in the Core.

In a time when a university education is viewed more as job-training than life-preparing, a Core that stresses the search for truth as a way to understanding -- and realizing -- the true meaning of life is important.

Through philosophy and theology courses that nurture the Christian (Judaic and Islamic) tradition Through a vivid sense of spirituality as being more than psychological well-being and more than a sociological interest grounded in faith, raising leaders, high standards, and with an emphasis on serving others. The core should reflect our perspectives on these pillars.

Emphasis on MKE--culture, ethnicity, arts, sports, strengths and weaknesses. Location makes us unique to all other schools (except UWM) so lets focus on that uniqueness.

- explicit commitment to Catholic, Jesuit values

inclusively with respect to diversity and tolerance; strong ethical framework; exposure to service activities, community involvement in the context of the university and church mission.

increase theology and philosophy courses -- have phil courses tailored to individual colleges.
I believe the mission should emphasize the principle that we are men and women for others. A Marquette education is valuable as more than just a means for a career.

Each undergraduate should be educated in the five-step method of the Ignatian Pedagogical Paradigm (IPP) as outlined in the documents of the Society of Jesus.

Our core should prepare students to be ethical, informed, and productive members of society. Thus the core should embrace all practices that make it meet these goals weather they be trendy and distinctive or traditional and common. Students need to be taught both depth and breadth in the core. We should not shy away from maintaining a strong liberal arts education for our students, a type of education that research shows provides long term benefit to the student in both happiness and earnings. The creation of themes to integrate the goals of the core while maintaining the breadth of a liberal arts education may be a way to create a distinct experience that is still rooted in the Marquette Jesuit tradition.

Again, that emphasis on how the disciplines can all be understood to fit together as a single body of knowledge, achieved best, I think, through continual emphasis on historical context, which speaks to Marquette's Jesuit mission of promoting integrated awareness of and reflection upon the self as part of a larger community that is, itself, a part of a longer chapter in the history of Jesuit education.

See response to question #1. The courses taken should be in service of an understanding and commitment to our mission. It's also important to note that the people teaching the courses need to believe in AND live out these ideals in their personal lives. (Hiring for mission is critical). We cannot and should not leave it to the students to connect ALL of the dots back to the mission - this should happen in their classes.

service learning, community outreach

If anything it ought to be reflected in the outcomes perhaps by expanding on the phrase "transcendent vision of life." Perhaps, "transcendent vision of life that reflects leadership, faith, excellence, and service."

service values of the university transformation not sure I agree with distinct from other Jesuit schools

The commitment to service to our most vulnerable Students truly walking the journey with members of our segregated and hurting city Experience with change projects at a high level

The answer to #1 is the same as this.

Jesuit curricula traditionally consist of a sequence of courses in the language arts, literature, rhetoric, and philosophy/theology. This sequence, which differs from a distribution requirement, is the distinctive feature of a Jesuit education.

Such heritage is best expressed in a strong emphasis on the humanities and theology. The fifth column of Marquette, faith, is currently underdeveloped - no brand recognition as such.

It should include: - personal and professional excellence - service and social justice - the ability to perceive, think, judge, choose, and act for the rights of others, especially the poor, the disadvantaged, and the oppressed - promotion of a life of faith - moral responsibility, care, and leadership for others

We are at a crucial point with our curriculum. The Arts and Sciences core has been cut back already, and we run the risk, with further cuts in areas like history, philosophy and theology of becoming rather indistinguishable from public universities. When that point is reached it will prove increasingly difficult to justify our higher cost to students and parents.

The various points of our mission should be reflected in the core. Students should have a sense that they are part of something bigger than themselves and a responsibility to contribute to the greater community.

For me the mission of Marquette is closely tied to interventions in the larger public world in the name of social justice. I think the core should reflect this vision of "going forth and setting the world on fire."

Tie it to the four values - Excellence, Faith, Leadership, Service

A greater emphasis on the traditional ideas of Jesuit education -- a deep appreciation of the philosophical and theological roots of Catholic thought.

Yeah, I've heard this for years now. Everyone wants to be different and end up being like each other. There needs to be a new conversation instead of trying to answer this old one. Only there will you truly find something new.

It should be relevant to the current society needs as this is what students want. It does not need to be "distinctive" as this is not what brings students to Marquette.

Marquette's missions should be reflected in the range and type of courses as well as (ideally) in new interdisciplinary offerings and opportunities so that students can think "out of the box" rather than simply check off a list of different courses.

There should be an emphasis on Theology, foreign languages, and classes that develop one's character, not pre-professional.

Applied within context of social justice. _Active_ application of principles. High ethical standards.

If the mission is to be in service to others then the core should reflect the diversity of the "other" and collaboration/acceptance of the "other" without patronization

Incorporate social justice component.

I would like to see an affirmation of Marquette's commitment to service to Milwaukee and also to the world, with enhanced mission trips to other parts of the US and beyond our national borders.

I'm not sure, but I think explicating integrating MU's heritage and mission in interdisciplinary contexts -- not limited to just THEO and PHIL classes -- could be key.

The primary "distinctiveness" of Marquette is our focus on service to others. This is a part of campus culture, and is difficult to inject into curriculum content. I am not sure it is wise to try to do that, lest it become formulaic rather than real.
It starts with the four pillars - Faith, Excellence, Leadership, Service - and a uniquely Marquette experience should encompass all four. Beginning with Faith exploration, and seeking opportunities to serve through the core - these two elements would make us stand out from other non-Jesuit Institutions. How we creatively apply these expectations would make us stand out from other Jesuit institutions, I suspect.

Jesus summed it up: "The greatest among you will be the one who serves the rest."

It's not important to me that Marquette's core be unique--as long as it helps students reach the goals outlined in the previous response.

Distinctive for the sake of being different is a misdirected focus. We should focus on quality, and of course reflect our Jesuit heritage. If that is similar to other Jesuit colleges or private and public universities then that is fine. We should focus more internally on what we can do best.

social justice and care for the whole world should be evident in each course

It could be and should be distinctive in terms of not giving in to the 'education is career training' mentality that has swept the nation and that Marquette has increasingly accommodated. Concretely, this means that MU's older and stiffer set of liberal arts requirements should be part of the University Core. Saying this, I might as well be trying to bail out the Titanic with a coffee cup.

Ethics, thorough writing, critical thinking, values orientation

Marquette's mission should certainly cohere closely with the mission of other Jesuit universities: searching for truth (ultimately under the aspect of the Divine as expressed incarnationally in creation, especially creation of the human person), discovering and sharing knowledge, fostering personal and professional excellence, and developing leadership expressed in service to others, especially the most needy of our city, nation, and world. If Marquette's mission were to be distinctive, I can see that it should give special attention to our own neighborhood, city, and state.

We should start with the study of the truths that animate the Catholic, Jesuit vision of things, and only then migrate to a consideration of how we should act in the world. Philosophy, theology, political theory, history, and literature. Lather, rinse, repeat.

I am not sure it need be distinctive. I think being Jesuit is distinctive enough, otherwise why can't we embrace good practices from other institutions.

required foundation in philosophy and theology, perhaps also in Catholic studies.

Explicit articulation of education in the name of advancing social justice and transformation

Insist that reality is the primary object of study. Many students graduate from college with little understanding of homelessness, abortion or their own country's military adventures. By all means, let us lose ourselves in great works of art. They teach us about life and shape us to live better. But let us resist the kind of obsession with narrow sub-specialties that distracts us from the wider reality, focus on the big questions. Let the most important questions structure learning, questions about the drama of life and death, about injustice and liberation, good and evil, grace and sin.

Picking up on last comments: awareness of humanity and awareness of the actions of God in the world. Marquette needs to have a Core that has as its center an understanding of the human person that is grounded the incarnation. So, in part this means Theology classes need to remain in the Core. And, additionally, delivery of Core courses need to reflect this fundamental reality, regardless of discipline: students need to learn the value of human life and they need to feel valued as learners.

by referring to Marquette's ability to draw on the Church's and the Jesuits' tradition and moral foundations while embracing the whole human family as comprised of members inherently respected as possessing dignity and worth based on these traditions' very catholicity

Emphasize ethics and social responsibility in every dimension/aspect of the core.

Be explicitly derived from Jesuit principles -- and include quotations from Ignatius and other major figures. They are widely accessible.

I imagine almost every academic institution believes its Core is distinctive. Ours will naturally be distinctive if we build it around our students and our faculty instead of building it by itself and expecting the students and faculty members to come to it. Our students and faculty members are distinctive--so that ensures a distinctive Core.

Excellence in everything we do, guided by our strong faith. Opportunities for leadership development as well as opportunities to give back to the community through service to others. Courses in the course should enable these pillars of Marquette to be evident in each of our graduates.

Our Jesuit heritage does not have to be unique to be valuable. We have "cura personalis," but so do other Jesuit universities. All is done A.M.D.G. We do this in Milwaukee!

We should incorporate our Jesuit tradition pedagogically, but primarily through a deeper commitment to social justice.

Theology, philosophy, language, and literature are core essentials for a Catholic, Jesuit education with Theology most essential as the grounding of and motivation for learning and acting in the world. Bringing them together with other specifics students seek for their future endeavors is absolutely essential. Developing skills of listening deeply, writing carefully, and speaking persuasively.

reflect a passion for achieving social justice

At some point in their MU careers, students should have exposure to Jesuit tradition might be integrated into the first year reading program, or a unit in Intro to Theology. Ideally, more than one class would touch on Jesuit tradition, and it wouldn’t all be in Thee classes. Maybe in the Rhetoric/Comp cycle they might read something from the spiritual exercises, along with necessary background?

most would say "social justice” but I would want to emphasize compassion, for ones self, but particularly for those less fortunate.
The humanities, including foreign languages, need a robust place in the core. The core ought to facilitate the integration of service learning.

Our core should have an emphasis on social justice and ethics.

The great opportunity for us is that it is humanistic in the Jesuit tradition. We can accomplish that, in intellectual and practical terms. IF we acknowledge that such work does not belong to the humanities departments alone, but should be thought about as the core's presiding spirit. The core should locate us deeply in the human. Every undergraduate college of the university should have the opportunity to participate in that work, as long as it recognizes the spirit in which the work is to be accomplished.

I believe that emphasis should be placed on serving others.

A revised Core should place a much greater emphasis on citizenship, ethics, social justice, and the physical environment than our current Core does. It should also expose students to these issues at various levels -- from campus to local, and from national to global. Like other universities, we must produce global citizens, but this means more than just taking a course or two about another culture or language.

Perhaps students can be required to submit a portfolio that provide testimony to AMDG (e.g., service activities; scholarly research; etc.)

Emphasis on social justice

Education of the whole person must mean a strong commitment to the liberal arts. It is distinctively Jesuit in the University's commitment to expanding students' social horizons and sense of "community," it should facilitate a concern for the "common benefit of the human community." The core should also be a common core, to the extent practicable. The core should also build upon itself so that courses aren't taking in isolation, but build to toward a stronger foundation.

out of class room/experiential learning activities and opportunities to 'live' and experience challenging and real-world situations that will create the conditions for the possibility of personal transformation (see my descriptors in question one)

By training the faculty who teach the Core what the promise and purpose of an MU Jesuit education is and then distilling down the Core courses to assist students to achieve same and so the Core cannot be confused with Gen. Ed. courses in other public, private, and other Jesuit colleges and universities.

Ignatian pedagogical principles help, though they are shared with other Jesuit universities. Every Core course should implement at least some elements of Ignatian pedagogy and include ethical issues that are discussed in the context of Ignatian discernment.

I think the rigorous distributional requirements reflect this already.

Go to the Catholic Social Teachings: Preferential treatment of the poor. Values driven by common good versus individual profit. Respect for all humans in all our diversity. Service to others. Active resistance to unjust structures.

I'd have to know what every other college is doing in order to know whether MU is DISTINCTIVE. In terms of its Jesuit Catholic heritage, I'd like to see MU be more reflective and self-critical of that heritage and to teach more about other religions (in the 1001 Theo course) and perhaps even a course on atheism.

Students should develop a progressive view of life and their role in shaping society. They should realize that Jesus's message is about helping the downtrodden and sharing resources. They should not cling to their self interest but be committed to collective interests that benefit those who are marginalized or not sharing in the benefits of prosperity.

I'm not sure

Currently is reflected.

Marquette's core is often misunderstood as "general education" courses by students and some faculty. Marquette values and Ignatian spirituality and pedagogy should be explained/presented.

Students should be able to understand, reflect on, and discuss the mission. Core classes should be integrated indiscussion of the core. Other classes should be able to identify where core concepts are taught and be able to integrate this knowledge into non-core classes.

Insure that the skills that are taught allow a student to pay off their cost of college.

Include in the mini-humanistic basics those that fit the Jesuit mission of cura personalis.

Yes it should be distinctive, but I am not sure how!

Having spent most of my time outside Catholic/Jesuit education, my experience is that Marquette's mission is not so uniquely different from other universities as many of my colleagues believe. I do think that the Core should strongly reflect the values of Marquette University, but there are many instances when I have seen a course offered at another university just knocks the socks off of one of our Core classes. But the student is often told, this must be a Marquette class because only we understand this topics in sufficient detail and expertise.

Marquette is a Catholic and Jesuit university, and its core should reflect that. Jesuit schools have always emphasized the humanities to form the full humanity of students. Catholic schools have always emphasized philosophical and theological thinking and systems to be able to articulate, explain, and defend their Catholic (or other religious) faith.

Our core should be broad to reflect teaching the "whole person".

The Jesuit heritage and mission should be presented to students as a hallmark of Marquette and a means to go forward in the career sense.

Our Catholic and Jesuit mission is to give glory to God through the winning of souls. It was for this that the Jesuits were founded and gave their lives. Christ is the center of all knowledge, a peculiar claim in our age to be sure, but one which integrates all sciences and practice: insofar as all things are known truly and done well, they glorify God by revealing the beauty of creation and serve the good of those around us. This can be said of any specialization. While our STEM programs would not likely touch on this, the common core provides a lens to a student to see her whole education as such.
Emphasizing the importance of the spiritual as well as the secular in the person. Theology and philosophy remain foundational no matter the major.

Help professors develop service learning courses; I'm not Catholic so I don't know precisely how Catholic heritage or precisely what part of Catholic heritage should be manifested in curriculum.

It should reflect our Jesuit Catholic heritage not be the same as public schools

Need foreign language in the core

The Core can reflect the Jesuit mission in two ways: goals of character and an evaluative portfolio system capable of documenting personal transformation. 1. The Core goal related to the Jesuit mission (as I read it) is to imbue in students a tolerant character of patient reflection toward themselves and other cultures. An ability to deal mercifully with the "other" and themselves. 2. An important evaluative tool for documenting personal transformation of character is a portfolio that would - perhaps - contain the writing and major assignments over a two or three year period demonstrating the maturation of a student and character (the portfolio can also be used in a utilitarian manner for job searches and interviews). Our Core should not merely prepare our students to be productive and employable citizens; it should prepare them to "use their powers for good", whether that be in STEM fields, the humanities, or various professions.

It should focus on care for others and transforming oppressive institutions to allow for greater freedom and a more humane existence for all. Philosophy, theology, and the "humane letters"---history, literature, and rhetoric--should be not only prominent but integrated through linked and /or interdisciplinary courses.

Critical Reflection should be an important aspect of core classes. Students should learn about the Jesuits and our heritage in more depth. Service Learning should be a mandatory part of the core.

service learning requirements and/or certificates foreign languages requirements and proficiency

1. Appreciation of the sacramental nature of the universe. 2. The God-centeredness of human existence 3. The unity of all humanity are realized through his Paschal Mystery in the humanity of Christ

I would love to see all students on campus demonstrate the knowledge they learned in the CCS and their specific majors in projects/initiatives that impact the marginalized in our city and/or the world.

Critical to understanding the historical distinctiveness of Marquette's Core is the preamble, found here: http://www.marquette.edu/core-of-common-studies/preamble.php Section II is critical: In the Constitutions of the Society of Jesus, St. Ignatius states that, "since the purpose of the Society (of Jesus) and of its studies is to aid our fellow human beings to the knowledge and love of God and to the salvation of their souls, and since the subject of theology is the means most suited to this purpose, in the universities of the Society the principal emphasis ought to be placed on (theology)" (IV.12.1).

Include the defining characteristics of "Jesuit" into the curriculum. Look at Marquette's history to see what distinctives are expressed in light of its Jesuit-ness or look at Marquette's modern unique geo & social positioning. Use these factors to give the core a certain "flavor"

Jesuit education has historically been "distinctive" from other religious education models in minimizing theology in favor of rhetoric, awareness of the institutions and languages of the world, and attention to professional development and real-world change. We can most be "distinctively Jesuit" as an institution by focusing NOT on theology but rather on applying social justice aims to the world around us (of which Milwaukee has plenty of need) and on developing students capable of engaging in the world of business and culture on its own grounds, but hopefully with a background in ethics and a sense of mission for social change.

All students should be aware of religion's role in the world. Some knowledge of Catholic and Jesuit tradition.

Students should understand the importance of being caring and supportive individuals.

MU should not try to be different from peer institutions; MU should try to be MU. One place there is a lot of potential to do something unique is in the required ethics course. In addition to learning about a particular philosophical tradition, there is room here for students to develop a practical ethics to their chosen disciplinary focus. An ethically trained business major, political scientist, Spanish language major or biologist would be quite distinctive and create some of the integration that seems to be part of the current trend in curriculum design. (Integration is, in my opinion, disastrous if under-resourced). Use resources, like the CTL or Service Learning to foster class-cross reflection sections.

Courses that target the integrated nature of the mission and assignments/assessments that clearly assess the mission.

Marquette's mission in the Core should have students demonstrating spiritual growth and learning through service to others. They should go on with their lives and demonstrate a positive change within society.

The inclusion of philosophy and theology seems to make it at least distinct from public institutions but it does not seem to be any different from another Jesuit institution.

Whole respect of the person and the culture he/she represents.

Some amount of service learning should be included in core courses. Other than that, I see no need to push for distinctiveness. The core should counter the thinking today that students should place their own wants and desires before anything else. Rather, it should lead to a recognition that the student is part of something much bigger than them self. In other words, emphasize servant before leader.

with the number of professional programs we have, the ability to integrate liberal arts with the professions

The core should provide students an opportunity for understanding and a gateway to the mission of a Jesuit education. Students should be invited to participate in the mission by engaging in courses and outside activities that help them realize that they too have a stake in the education for a just society because they are called to justice through citizen action and democratic deliberation.
Perhaps incorporate what it means to be Jesuit at freshmen orientation with examples of actions students can take while on campus. You could consider “Jesuit Philosophy” as a replacement to one of the current theology or philosophy requirements.

I don't think it should be distinctive from other Jesuit schools. There should be many similarities of a Jesuit university/college graduate: empathy and care for “the other,” the ability to think clearly and do research, the ability to make intellectual connections from their own field of study and other ideas and facts, an appreciation and love of the arts, and experience in service that becomes a habit for their lives.

It should be designed to educate the whole person mentally and spiritually and to be well versed in issues related to an urban environment.

Marquette’s mission of Jesuit higher education should be reflected in the Core in terms of promotion of values of diversity and multicultural respect and understanding. The Foreign Language requirement should be part of the Core, since learning languages is one of the most direct gateways to learning to see the world with new eyes and from the perspective of others. Learning a language is ultimately a training in humility and compassion. MU’s Core must also reflect the realities of the campus’s urban setting and its proximity to one of the most segregated and economically depressed areas in Milwaukee. Continued efforts of community outreach through experiences such as service learning should be part of the Core.

Keep the same number of credits. Do NOT introduce sequencing, which might make the scheduling really messy FOR students!

Our students should receive more than an introduction to the Ignatian commitment to Thomistic theology and to the Fathers of the Church and the Greco-Roman classics.

Emphasis on social justice

emphasis on humanistic studies, even for the STEM disciplines.

We should be more different from public institutions than from Jesuit institutions because we are part of the Jesuit “family.”

Pay attention to “Towards a Revised Ratio Studiorum for Jesuit Colleges” although I disagree with the end of it about dividing up credits. The values are good in it.

I think Marquette needs to distinguish itself from public education more than from other Jesuit institutions since it belongs to the Jesuit “family.” Students should leave knowing what the Jesuit and Catholic core values and beliefs are, the latter in dialogue with ecumenical and interreligious partners. I think Pope Francis in Evangelii Gaudium articulates these well. He speaks of “missionary discipleship” which I think should be the mark of a MU grad. Those not Catholic are not necessarily disciples of Jesus, but lifelong learners who are “for others” a translation of the same in a non-Catholic mode.

If the current learning outcomes are acheived, then the Jesuit heritage and mission of Marquette will be reflected in the Core.

(Re)construct our identity around working with DIVERSE student population. We are located in the middle of one of the most segregated cities in the US. Making a change HERE should be a part of our mission. Continued learning should be another goal.

Being different is not an end in itself. Our mission may mean that our core and our classes in general are more concerned with normative issues than curriculum and classes in some other universities. But I expect that great courses have a lot in common regardless of where they are taught.

focus on logical argument understand and appreciate other societies and cultures have empathy for others

1. There should be special emphasis on writing skills, as these are essential for molding students into effective leaders.

2. There should be special emphasis on intentional studies, as a true social justice orientation requires one to be aware of global issues, problems, and perspectives.

I am not sure that an oppositional model is the best place to start - i.e how we should be distinctive from other colleges/universities. Let us rather begin to express how we interpret our mission and vocation as educators within the context of the classical catholic tradition as mediated through the long and rich history of Jesuit pedagogy. Let us also build on our existing strengths rather than building a ‘new Jerusalem’ of a new curriculum from scratch. Curriculum development must play to our strengths and experience if it is to stand the test of time.

I think the basic structure of the core curriculum already does this.

The Marquette core should reflected the values that the Marquette community puts into action and uses to guide decisions at Marquette. Currently, the guiding principles of the Marquette community are not reflective of our Jesuit Catholic heritage and instead the principle that is at the core of decisions always a revenue-generating perspective. It is hypocritical to ask students to leave Marquette with a set of values that the Marquette community does not adhere to when making decisions. Our students learn from our example.

I don't think distinctive is the right term because I feel that all Universities believe in creating well-rounded, knowledgeable citizenry. I think modern education however is leading to specialization, and outcomes (jobs), as opposed to thought, knowledge, and the ability to shift when necessary. The core should remain broad based but there should be more interplay perhaps between core courses; synthesis of materials across fields. This would be tough without creating specific courses that students might be required to take and probably pairing them across the disciplines.

The core should stress the knowledge acquired in service to others.

The Jesuits instituted the concept of a liberal arts education. This seems to be a successful and proven model that many universities have adopted. Why deviate from the central liberal arts mission just because other universities have adopted it?

By an order and structure in its course offerings and in the dynamics by which it is taught that leads to a progressively integrated and in depth engagement with the central questions of what it means to be, and to live as, a human being standing in relations of dignity, respect and concern for other human beings, in relation to a finite material world, and in relation to a transcendent God.

Developing “men and women for others” requires a diversity of knowledge regarding who the others are and what problems they face, and how those problems may be addressed.

In the best possible way and with a real emphasis on the humanistic aspects of the Jesuit education summarized in CURA PERSONALIS.
The mission should be reflected in our overarching commitments and in our choice of required content. We should have a clear link between our core of common studies and the Jesuits' traditional Ratio Studiorum. I do not think we need to copy it directly (it is a different time and place), but we must be able to show some direct connection between the traditional mission of Jesuit education and our work today. This involves clear commitments to the sources of that tradition (including the theological sources) and not just a least common denominator of "service" or "social justice" without any content behind it.

Through integration.

This is perhaps the most important aspect of the Core, because it ought to be what makes a Jesuit education distinctive. Rather than simply imparting knowledge or tangible skills, the Core should emphasize the importance of a broader intellectual curiosity. This will allow students to play a broader leadership role within their communities in order to realize the goal of social justice. It is crucial for Marquette to emphasize that education is not simply gaining job skills (though the ability to think broadly is itself a job skill), but to become citizens in the broader human community.

I would like to see the consideration of social justice (one of the glories of the aforesaid "mission" be an emphasis. I would not like to see any imposition of beliefs specific to Catholicism.

Marquette has always had an emphasis on social justice. I think the motto, "Be the Difference" was indicative of that emphasis. Students should be both acquiring and analyzing new information and applying it in ways that improve the lives of those on our campus, in our community, and in the places across the world to which our students.

While I agree that we can be more intentional about the design and conception of the core and that this requires impetus from above, if the revisions are to be anything more than window dressing, it is crucial that the substantive course revisions drop from the course list above that is to say from successful experimentation of the faculty teaching the courses. The plan is likely to make real changes if implementation adopts a flexible structure and timetable allows for going experimentation and development.

The core courses should be reflective of the mission by integrating courses that prepare students to be a global citizen and communicators including languages, world literature classes, and history. Classes like these will give the students the theoretical and practical foundation to succeed in their life and careers after graduation.

Catholic identity is crucial to the "product" we market, and social justice or ethical leadership, or even "Ignatian emphases," in isolation from the broad traditions of Catholic faith, philosophy, and theology are inadequate either to bear forward our identity and to make the case, as we must, to students and their families who pay the bill.

I think it's already present in the 3rd learning outcome, re: students having "a comprehensive, transcendent vision of life," and in the 4th: "Act as responsible members of the global human family, with knowledge of, and respect for, individuals and cultures in their diversity."

one could add issues of human rights and gender.

Reflective of the Jesuit ideals.

I think the main distinctive quality of Marquette students is that they understand what it means to have an ethical debate and that they have societal obligations. This does not mean they share politics, or agree about solutions, but they intuitively understand that they must engage with social justice issues.

Given the Pope's recent severe challenge to us all to take up the care of creation and address the great vulnerabilities of the poor to environmental degradation, the core should include some form of environmental education. I would particularly propose a course in environmental history, environmental economics, environmental sociology or other course that helps students probe the relationships of society to the natural world.

A focus on outreach in the community and helping others, study abroad, a service component for EVERY MU graduate.

Just as administrators, faculty can take a seminar on Ignatian pedagogy, etc., there should be a required course for ALL first year students that combines theory, practice (community service project day) and history of the Jesuit tradition. I don't know how that many sections could be created to enroll students, but it would be worth it.

a broad consideration of social justice, service, and holistic development should be integrated throughout the core

I think one answer relates to the Jesuit ideals of social justice and service-to-others. There is an opportunity for increased integration (of those ideas/ideals) within the classroom and encouragement/facilitation for outreach to the community. Many students who attend Marquette come from backgrounds of relative privilege, and often don't fully recognize the disparities that surround them. I think there's a "bubble" surrounding campus for many students, and they rarely physically or emotionally venture outside the MU sphere. The Core could be a place where students learn not to be afraid of leaving their personal comfort zones, and discover they can not only contribute but initiate positive change in the community.

IF we teach discernment as a legitimate means of making decisions, and if we genuinely develop in students a profound respect for the human individual, and for her own ability to experience and understand what is most profound, then we don't need better marketing, just better teaching.

Emphasis on service to others. Awareness of huge variety of living conditions across the world. Willingness to assign value by means other than financial wealth/political power.

There have been some matters in recent months that, to a segment of the general population, seem contrary to basic Jesuit principles. It is critical that our institution aims to conduct matters consistent with our heritage if we are to continue to call ourselves a Jesuit university.

Marquette's mission should focus on social justice. All courses should address it in some way, shape, or form.

Regardless of discipline, courses should demonstrate how to be the difference in the world so that students can carry out this mission in their chosen professions.

The core courses should intentionally integrate some stated elements of Jesuit teaching.

"The core of common studies at Marquette University articulates the Jesuit tradition. It fosters the growth of its faculty and students. Through the evolution of the core, Marquette ensures that its courses and programs of study continue to serve the mission of Jesuit higher education." These include helping to forge better people - and not just better scholars and professionals - to serve humanity and encompass a social conscience that seeks out justice and a more humane society.
Excellence, faith, leadership and service should be included fearlessly in the Core learning outcomes.

If we are to speak of the university instilling excellence, faith, leadership, and service, then we have to engage with how humankind has wrestled with attaining and practicing these attributes in various ways throughout history. The Ratio Studiorum is an excellent beginning point for this discussion. Adapting it to the present day should not be an exercise in blowing up this product of generations.

It seems that an emphasis on excellence in the pursuit of truth, especially when framed in the context of an overarching set of core values (e.g., social justice), is essential.

Focus on social justice.

A broad based understanding of the ratio studiorum. An integration of the four pillars of Jesuit education with rational learning, not limited to the humanities. An integration of service with the learning process. Incorporation of the mission statement of the university with each course. An integration of mind and heart in the learning process.

I believe we should place primary emphasis on the effectiveness of the Core, not on its distinctiveness. That is, if another institution has developed a very successful core component in a particular area, we should be interested in how to adopt it rather compete with it. Providing a good education is now a global issue and should be viewed as such.
Question 3A)
Sequencing (i.e., requiring that certain Core courses are taken in a particular order) of two or more courses in the same discipline

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Sequencing of two or more courses in different disciplines

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**Question 3C)**
Sequencing the entire Core holistically, from first-year experience to Core capstone

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Question 3D)
The coordination of content in two or more courses taken at the same time

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Question 3E)
Connecting Core courses more intentionally to courses in a student's major

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Total answered: 257
Question 3F)

Grouping a set of required courses around a particular theme

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Total answered: 257
Question 3G)
A required "gateway" course or other common first-year experience as part of the Core

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Question 3H)
A Core capstone course

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Question 3I)
Connecting Core courses to on-campus, outside-the-classroom events

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**Total answered: 257**
Question 4)

Please list what additional approaches might be used to increase the integration of the Core. 750-character limit:

Text input

Students should be taught to reflect on how their classes relate to one another, but should not be given a uniform experience. This is actually an illusion anyway: every student will learn differently, and use what they learn differently. The less standardization, the better. I know this is not what accreditors appreciate, but it is what makes for the best classrooms. Diversity (in approaches, contents, teaching personae; student "outcomes") is strength.

I'm strongly in favor of requiring that students take a certain (large) minimum number of Core courses in their first year. The Core as I see it is an introduction to the sort of expansive critical and ethical thought that should characterize university education more broadly.

Make Writing Across the Curriculum both a true program (akin to First-Year English) and part of the Core. With adequate staffing and funding WAC would enable students to gain valuable Core learning in upper-division courses in their majors. It would also ensure students have an opportunity to learn about writing in their chosen areas of study at an advanced undergraduate level. Also consider reviving and supporting Who Counts?, a program initiated with FIPSIE monies by Dr. Christine Krueger.

I think you have a good list

Creation of multi-disciplinary student organizations run by the students, directed by a board of faculty members from different disciplines, as sought out by the student members.

I'm not yet familiar enough with the Core to comment here.

picking courses that match up with the college. For example, the diversity in management class aligns with what students are doing with their job, and how we can be more aware in the work place. A class that focused on who was disenfranchised or hurt by environmental issues for engineers, and so forth.

Communication between the departments and faculty teaching Core courses. Perhaps annual or biannual gatherings to discuss challenges and teaching. The Core should include our best and brightest instructors, be our most vibrant classroom experiences, and be the heart of what Marquette is.

get rid of it

Again, bring back some of the older requirements, like two literature courses, two years of a foreign language, two laboratory science courses.

I would like to see stability in most of the core, once changes are agreed upon. Having both the substance and format of the core frequently changing leads to confusion and stress for everyone. I suggest figuring this out and then trying to minimize how often it is revisited and changed again.

I would prefer a small gen ed requirement plus a required major outside the student's major. For some colleges this might require a minor instead. Also, whether it should be outside the college may need case-by-case decisions. In Arts, which includes humanities, social sciences and sciences, it would mean taking two of these or a non-Arts major.

Have fewer core course options in each area, so faculty will better gauge what the background is for their students.

I think that the previous revision, being course based, had the unintended effect of making courses, not integrated and cumulative experiences primary. I think any core revision needs to take into account the need to develop new courses, not just have our current array of courses available for "sloting into" outcomes.

By offering courses that will of their nature contribute to the development of a synthetic attitude in students with respect to the present pluralistic academic world.

Interdisciplinary programs.

More education of advisors and faculty on the intentions of the core.

Increased use of applied practice and real world experience, rather than esoteric theory. We require students in Health Sciences to take as many as three philosophy courses, forcing them to omit professional preparatory courses such as pharmacology that would improve their career outlook. This is a shame.

Counter balance. Science majors have more non science core courses, whereas non science majors take more science and math.

- off campus involvement

It's crazy that we do not have a first year seminar/class that is both about what a Marquette education signifies (i.e. the Core) as well as an introduction to a discipline (in the sense of Engineering, Humanities, Business).

-Team-Taught Courses between professors from different disciplines

Limit the number of options in any given discipline so that students are more likely to have somewhat of a "common" experience, and then educate faculty about this set of say, 30 courses/5 per knowledge area (you can just give us the syllabi), so that we can be mindful of them while teaching our own material.

Focus on behaviors not courses Focus on skills If we do have required courses, expect faculty in that department to assign their best tenured or tenure-track faculty - I don't see how we can say the Core makes a difference then use adjuncts to cover sections - especially when content between sections varies

I think having Core courses staggered over the first 2 years would allow students to finish their requirements and enter their majors with a more holistic understanding of different disciplines.

It will be helpful to figure out faculty loads in an integrated core of courses. Having professional instructors (non-research faculty) facilitate Core integration would help a program's success.
Restrict greatly the number of courses in the Core. Increase the number of courses required of all undergrads at Marquette. Teach earlier courses in the Core as preparation for later Core courses.

Integration of learning is clearly needed to have a core and not a set of general 'ed' requirements. But there is no one way to do that for all of our students. Work with existing faculty to see how they might already provide connections between courses. Don't mandate them. Use existing Special topics courses to pursue integration; don't just rely on capstone seminars.

Require engineering students to take courses from a subset of core courses, which relate more to engineering. For example, for an ISB course engineering students might be limited to certain core economics and psychology courses as opposed to criminology courses.

Discussions for faculty that teach courses in the Core

Reduce the number of different classes, and have a course that actually shows students how to integrate knowledge.

Development of additional Learning communities, or Living/Learning communities.

Faculty need to understand the history and relevance of the Core classes, especially cornerstone classes such as theology and philosophy, to the larger vision of the person in society, a foundational understanding in Catholic and Jesuit education. Without that deep understanding of why and how this is part of our unique brand of education, faculty will have a difficult time contextualizing the coursework in the larger picture.

I feel that integration of diversity and arts into several core classes would be of benefit to the student (such as a "History of race and gender in science"; or integrating the Art museum works into a philosophy course)

Please see my response to question #2.

Trying to connect or integrate core courses requires greater offerings of courses that will be linked. For students in the sciences, it is extremely difficult to fit courses around their required science courses and laboratory sessions. Having offerings linked to certain professional careers (health sciences, nursing, etc) would have a greater benefit and application for the students in these majors.

Scheduling will always be a problem, so sequencing, which I support, will not be easy. However, if integration is a key concern, sequencing is the only way to link disparate courses.

Faculty in philo and theo could team up to teach an integrated sequence

Allocate resources to collaboration of faculty teaching core courses: to help them coordinate with other faculty in terms of the content of their respective courses or in terms of assignments or papers or in terms of common activities, or in terms of guest-lecturing in other courses.

Integrate the core courses to real life applications.

none come to mind

potential college/discipline themes and/or applications (real world, community service).

The core should stress the Ignatian character of a Jesuit education, namely, seeing "God in all things." "Faith" should be an integrating principle, fully recognizing the allergic reaction that will trigger. Students should be able to respect and address the "more" or "depth" dimension of human life. This means a concern for ethics and critical thinking, yes. AND how an enduring concern for the "Transcendent" is an ever present and never unimportant concern for human life and societies. This concern for the "transcendent," including and not excluding religious faith, should be a core around which MU's core should revolve. And that would be "distinctive."

N/A

A study of the Ratio Studiorum to determine how it might be adapted to meet the signs of the times in the 21st century. This necessarily would include how it might be adapted to the curricular demands of the U.S. IHEs as well as a four-year model of undergraduate education since the original was meant for a six-year plan for post-elementary education in a European or Eurocentric context.

I feel that a required core capstone could greatly interfere with student graduation rate since many majors also require this.

Emphasizing interconnections and sequencing helps learning; my students, for example, associate Augustine with theology and have a difficult time processing him as also an important figure in the Western "literary" canon because they see theology as wholly divorced from literature. Sequencing theology with, e.g., a "Bible as Literature" class, or pairing a theology section with a "Bible as lit" section, could go a long way in breaking down such disciplinary walls which stymie these kinds of profitable connections.

The Purposeful Graduate, by Tim Clydesdale reviews the impact of programs like the Manresa Project where there is a LOT in this book. Vocational discernment is a HUGE part of the transformational educational experience at Marquette.

Transformation starts with the heart - the mind then becomes curious and follows suit. We need open our students' hearts to the fact that they have an opportunity to make a huge difference in the lives of others. "When the heart is touched by direct experience, the mind may be challenged to change." - Peter Hans Kolvenbach The spiritual exercises of St. Ignatius are rich with gifts that speak to the exact transformation that should be happening at a Jesuit Institution. Outside of class experiences!!!!

Perhaps the Alverno model of 8 Core Abilities rather than discipline/department focused core.

http://www.alverno.edu/academics/ouruniquecurriculum/the8coreabilities/

I would like to see our leadership out in front of issues at the heart of our communit--and students involved in that in some way. For example, MU could partner with Milwaukee Public Schools and lead change from within, with students playing roles based on their majors--marketing, nursing, engineering, etc. This would have to be part of the strategic planning of the university and we would have to partner with these organizations, but would lead to truly Jesuit-oriented, Catholic social justice learning that would actually transform a community, with student transformation occurring along the way.

I am not sure why this needs to be done at all

Courses sequenced as follows: foundation, reflection, and action. This corresponds to the Ignatian Pedagogical Paradigm. See the next slide. 
team-taught courses - solve problem with enrollment so that the course counts for each faculty member as fulfilling his
teaching obligations for one course ...

There should be a clear sense of what was...and perhaps more importantly what wasn't covered in other courses. There
also needs to be a sense for how much "depth" occurs at each level...such that students sense "building on" and not
"rehashing" key concepts.

I have liked the idea of rotating "themes" in which multiple core courses might participate, organized around broad topics
like reconciliation or sustainability.

Team-taught seminars. Books could be studied in small groups with professors in different disciplines. Anything else would
be intrusive and counterproductive

Like other universities you could just create courses that are not tied to any particular discipline but are just "core." But most
students won't take the seriously. I think we need to think beyond "the core."

Make it relevant to the major that is chosen.

Including travel courses

Some training/coordination among faculty who teach these courses. Could there be similar assignments (e.g., online
discussion prompts) that can help students tie specific course material to overall vision of the Core (see the College of
Professional Studies Leadership Across the Curriculum model).

Events that combine social, service, and academics would be great and motivate students.

Providing resources for the development of new courses that explicitly integrate the core and incentivizing their teaching
among TT faculty.

Prioritizing high impact learning experiences such as undergraduate research and community-based learning.

I am strongly in favor of working to integrate the Core. However, there is a central problem: this process must be connected
to and respect the needs of individual programs. It CANNOT be done forcefully across all programs in the same way. In my
program there are very few electives available, and the only meaningful way to integrate the ideas of the core would be to
integrate them into courses within our discipline. Forcing students to take additional separate classes that do not relate to
our field does not help them to "integrate" these important concepts.

The classical Jesuit Ratio put love of God and neighbor at its center. integrating the core means exposing people to the
richness and dignity of human life---we need to move away from the careerism and business model of learning. History,
thought, philosophy, English, basic science and math don't need to "integrated"---people got the connections for centuries
without "themes"---which are an adaptation of commercial "branding" for the curriculum. Don't strait jacket your talented
factory by making them teach themes which may or may not fit into their subject matter. Let knowledge be offered for its
own sake—we don't need for force slogans on students.

I suspect that genuine integration will be very difficult to implement and "enforce." Are there more promising avenues to
follow regarding the core?

Not sure

I don't see a need to increase integration of the Core. I fear this will take valuable time and energy that would be better
spent furthering the excellence of the courses we already require.

cross disciplinary courses, increased interaction between various faculty teaching in the core

Core Courses both unite the student body and provide exposure necessary for intellectual growth. Despite how hidebound
the idea might seem, I think that common exposure to some the classics of Western civilization would help to unify the core
more than it is.

Interdisciplinary collaboration with real projects that can impact the community around us will engage students and have
good results. As an educator, I see potential for a minor in computing for non-technical students. (Inspired by University of
and more can collaborate with Engineering and Computing to improve existing software and evaluate existing software.

Centralize the course transfer and approval of the core courses, so each college is not evaluating core courses separately.

Eliminate double counting; also tie the core courses to college areas

Philosophy and theology ought to be organized more coherently, so that philosophy supports the teaching/learning of
theology. Jesuit pedagogy ought to be intentional throughout the curriculum; for this to happen, teachers need to become
familiar with the tradition of Jesuit education and be schooled in how to apply this pedagogy to their particular discipline.

Some common texts that are accessible to all students (e.g., MLK's Letter from the Birmingham Jail). A common material
that all students will have read.

Link college core courses to university core

Requirement of one project/assignment in non-Core courses that explicitly promotes Core goals

Tie courses to majors so that some courses count or double dip for major requirements.

Work with colleges/departments so some introductory courses for those disciplines can be used as Core requirements, this
would lead to better integration at least at the 1st and 2nd year level.
Marquette is in a precarious situation of losing any sense of itself as a coherent University and becoming defined instead by the course work and ethos of the individual colleges. An integrated core plants an important flag in affording the opportunity for the University to carve out its own distinctiveness (history, context, Jesuit mission and so on). Attention to these matters in the establishment of the Core is critical to overcoming the splintering that is already occurring. Additionally, ensuring that upperclass “major” courses in meaningful ways articulate the relevance of core classes is crucial. If/when faculty are dismissive in terms of core classes, they should recognize they tear at the very fabric of the University.

In consultation with his or her adviser (or other trusted faculty member), have each student develop a personal statement of educational purpose (“mission”), able to be revised annually.

I am concerned that if we build too many interdependent courses, it will all fall apart when the instructors who teach them leave. We need to build something that can stand independent of who is teaching.

We need to make clear through these courses what our mission is in educating these students as men and women for others. Opportunities must be made for students to not only learn, but to practice what they learn.

I disagree with the premise of the question. The diversity of the Core is good enough. Why fix a program that is not broken?

If we focus on competencies and not credits, that may free us up to be more creative with integration. Introduction could be in course a, and mastery in course c. that kind of thing.

As already mentioned, a truly integrative senior capstone seminar that brings core courses together for students to collaborate in addressing a timely complex issue. An independent study should not be substituted for this collaborative effort that would require research by each student on a particular dimension of an issue, deliberation toward identifying a trajectory for addressing the issue grounded/motivated by specific theological and philosophical rationales, and groundings, a plan for addressing the issue.

To stress (and paraphrase) an Ignatian pedagogical principle: repetition is at the heart of learning. So- if we take, for example, some bits of the UCCS preamble as the basis of what we’re looking for in the core: these principles have to surface over and over again, in different classes.

Relating the core to various majors of students interdisciplinary approaches to teachings among colleges Greater sensitization of university professors to Marquette's mission

The above pretty much covers it

Service learning projects.

I don't see much hope of integrating the core if we approach that task as an epistemological problem. Our human forms of knowledge are not themselves integrated; why would we expect the core to accomplish that task? Nor would I favor too narrow a rubric masquerading as integration (seeing God in all things, offering a transcendent view of experience). The core should be about the human struggle to make sense, as that struggle is enacted in every experience, every institution, every method of study and form of communication, every society and culture throughout history. Students who then enter a major would be pledging themselves to learn, in more depth, the forms that struggle takes in their chosen line of study.

Create more cross-discipline courses so students see different perspectives on the same topic. For example, a class on health & disease could include a combination of biological, sociological, and philosophical perspectives.

The Core should be thematic, with an entry/gateway course into each theme, followed by options at the next level within each theme, and then with one or more Core themes linked to the student’s major.

Include interdisciplinary seminars related to the Core

The sequencing of core courses could still provide tremendous flexibility and diversity across courses. For example, having a “freshman seminar,” “sophomore seminar,” “junior seminar” and “senior capstone” that connect and builds skills and competencies. Freshman seminars could be the introduction to thinking critically, while the sophomore seminar could focus more explicitly on writing and other communication skills.

Required faculty development in Ignatian pedagogy to demonstrate its relationship to MU Jesuit mission and outcomes and integrate the use of same into annual faculty evaluation.

Asking those who provided the information that the core was not integrated might help to better understand what they see as important to integration, or how they are defining it. Why integration is important might be useful to share in some larger discussion. What integrated approaches have resulted in important outcomes?

I think that the “disjointed” nature of the core is fine. The idea is to introduce students to a variety of disciplines and modes of thinking. That is the Jesuit ideal, no? I seem to remember this from the Catholic Higher Education seminar I did a few years ago.

Connections between the different core courses--conversations among instructors to see how each course fits into a larger whole.

I think I would only favor a common theme in a gateway course. I don't favor connecting courses to the major because I thought the idea of a liberal arts ed and the core in particular is to expose students to a broad range of ideas and disciplines, in part to help them decide what discipline they want. I'd favor getting rid of majors before I would favor getting rid of some breadth. I'm not sure what the purpose of the “integration” of the core is. What are the desired outcomes? I think there is already some sequencing in the core (English 1001 & 1002 can't be taken simultaneously, can they? Are Hist Phil & Theo 1001 prereqs? I think more sequencing would be logistically problematic for departments and students.

Mapping course content and how the course is taught is essential. 2 sections of the same course may approach topics very differently (or not at all) subject to the instructor.

no comment

Increasing the integration of the Core may be a resource issue that the University cannot afford. As it is now, students find it difficult to take the Core courses they really would like to due to class size availability. Another issue would be the coordination of this integration.
36 credits is a lot of credits for students pursing majors who already require a large number of credits, such as engineering. Reduce the number of credits required. Diverse cultures already has dual application courses, integrate Diverse Cultures in other areas and remove it as a stand alone requirement. Open up HNE to include applied ethics rather than restricting to Theory of Ethics.

Educate faculty very intentionally about the core, where concepts taught, and suggestions on ways to reinforce.

Have flexibility in the core that allows the core to align with a students major.

Can't think of any.

I believe that the colleges need to work together much more closely. Perhaps this could be driven by collaborative research projects that the results could then be embedded in the core programs.

We need even more flexibility. I have seen material offered in upper division courses like English literature that are not Core classes that clearly embody Marquette's mission of exploration and struggling to understand truth. Expecting 1 recipe to work for all is like shopping in the former Soviet block, where everyone bought the same suit. It should be a living, breathing thing that encourages our students to be leaders in their own lives. Too often I have heard, "Oh that must be the American who only speaks his own language." In a world of increasing technical complexity, requiring only one science course (with no lab) is a disgrace. If we desire to achieve Magis we really need to set the bar higher than ankle high.

Humanities and especially foreign languages have suffered drastic cutbacks with the previous core. To the extent possible, their importance and numbers should be restored.

It would be great if core courses could be connected to majors. For example, with rhetoric, one might take an introductory course followed by a discipline specific course. Writing and presentations vary a lot between disciplines so that this would help their careers and also allow students to see the relevance of the core courses. If we go with a "themes based core", it would be wonderful to integrate the themes within the major. So, for example, a global theme may take on a different strategy depending on the major. In engineering, the students may take a course on engineering challenges in the third world, biologists might investigate environmental issues on a global scale, where poly sci majors would clearly study global politics.

Integrate specialty faculty lectures within specific courses, i.e. include biology, chemistry, engineering perspectives as examples of integration and need within the core.

Make theology its center, not as a bureaucratic, but hierarchical integration.

I like what you have listed. A general theme should be the exploration of self (personal, social, historic, spiritual, material)

I've not been here long enough to be able to answer this question.

add foreign language and global competency

One way I have imagined integrating a Core Liberal Arts Education is teaching the rhetorical fundamentals of "poetic logic" - the master tropes and other rhetorical principles in first-year Core courses. Although "poetic logic" is fundamental to human thought, language, and culture, they are also difficult to teach in one semester. Therefore, I would imagine that - the rhetorical tropes - would be taught in a first-year course, again in a second-year course, and again in a capstone course. The fundamental rhetorical skills of thought are not necessarily an epistemology; they are an ontology - a way of being that can only be learned over years through habits and practice.

service learning

Require philosophy courses before theology courses, so that students are able to dig more deeply into life questions

Foreign language instruction (which should be among the ancillary disciplines required in UCCS--certainly one intended by Ignatius and supported by a host of modern pedagogical studies) might well be linked with (and made a requirement) of study abroad. Not only would this make the projects more selective, it would ensure that Marquette's students were linguistically attuned ambassadors of our university.

Registration & course material could be presented as a "tree" (integrated flow chart), such that a ready visual will show what courses/disciplines build on others, are shared with other majors, are concurrent with other fields of knowledge, etc. Get an ambitious tech to produce digital 3D model of the universities course offerings. Potentially interdisciplinary courses.

We need a way to recognize service and teaching when faculty team-teach across the disciplines. We also need to link up more effectively with other institutions in the Milwaukee area, particularly UWM and MATC. If we do so, we will grow our capacity without having to expand our resources. This model is well deployed, for example, in Amherst and in the Duke / UNC collaborative classroom options for students. Here at Marquette, for example, we could benefit from being able to provide students access to offerings not available to us such as Ojibwe language through UWM, and thus strengthen our recruitment of Native American students interested in pre-medical or business careers.

Connecting course experiences. Courses are totally independent of each other now.

Expand the fine arts options so students can think more creatively.

Service-learning within the community, pertaining to the different theme areas. Course development collaborations should be established and endorsed by all relevant constituents. Guideposts should be established to track progress in each college. Each college could share a report on progress outlines innovative efforts on thematic areas such as "social justice" or "ethics for a more humane society."

talk about Jesuits and the core at orientation

No comment
(1) An academic retreat where students are asked to reflect—in tune with the tools of Ignatian pedagogy—about the far reaching implications of the knowledge they are acquiring as part of the Core; (2) Encouraging the use of the Ignatian pedagogical paradigm in the classroom by fostering interdisciplinary symposiums for A&S faculty where we can share about our efforts and strategies to integrate knowledges, in tune with the Jesuit model in the classroom. The sharing can be done in the form of short, academic papers that are pedagogical in nature. MU's press could perhaps publish a compilation of these papers, which could prove rather illuminating, useful, and encourage participation.

Courses that have more than one section, due to the number of students that take the course, should have content that is similar from section to section.

Learn from other schools like Columbia and Stanford. Emulate what they do. Doing something just for the sake of being different is not necessarily a good thing!

The best approach to having a Core that achieved the goals of Ignatian higher education would seem to require some sort of Great Books program with emphasis on the Scriptures, Greco-Roman Literature and Philosophy, the writings of the Fathers of the Church, and Thomistic theology.

Limit the size of professional majors. These are the greatest inhibitors of integrative knowledge. Also eliminate the "flag" courses such as diversity, gender, etc.

The present core consists of "flags" such as diversity or gender in addition to content. I'd get rid of the "flags" since they become requirements to tick off and they fragment core content. What's hurting the core is the proliferation of requirements by some majors so that a student's curriculum is narrowly focused on professional competence rather than breadth of knowledge and the tradition of literature, history, philosophy, and theology.

Connecting Core courses to off-campus, outside-the-classroom events

Please make the study of foreign languages a part of the core. Monolingual education closes the gates to diverging interpretations of the world.

I am not certain that integration is more important than showing students the diversity of disciplines and the breadth of human knowledge. I am concerned that if done poorly, mandatory integration will require instructors to substitute topics and approaches that they do poorly for topics and approaches that they would otherwise do well.

Internships and external experiences

I'm not sure why it needs increased integration to begin with.

I think anything that relates material in one course/field to a completely different field should be the goal. I think much of what was in 3 might be helpful although tying the core to the major seems maybe on the route to specialization as in what does this do for me now. As an adviser though I do see too many students who just see the core as a list of requirements to knock of; they are not worried about where they fit in or what they might actually find useful. If students begin to see the value in this knowledge as opposed to someone telling them this will be useful some day then perhaps there will be more buy in.

Curriculum design among faculty from related disciplines.

A more intentional recognition that the development of certain skills—e.g., writing and oral communication —interpretive skills in reading texts in different genres and at different levels of complexity, understanding the reality and complexity of historical and culture contexts—are requisite for proper learning in philosophy and theology, even at what might seem to be their most elementary levels.

One way to keep the core vibrant would be to introduce cross-disciplinary themes which could be highlighted in courses across different disciplines. The themes could be rotated periodically to provide fresh new perspectives, yet each cohort of students would have commonality.

It should be slowly done through a methodical team approach in which nothing essential is left out and using all the human resources available on and off campus.

The prospect of interdisciplinary courses, team-taught and fully integrated, could be a nice way to add additional integration. This project would involve significant commitment from faculty in different disciplines, but it could be good for both student learning and faculty research.

Not sure

Having fewer courses within the Core that all students must take regardless of college will help the integration of the Core. There should be a strong emphasis on shared experience, with each grouping within the Core containing a small number of courses that emphasize explicitly connecting concepts and ideas with other courses in the Core. I also think that having shared experiences outside the classroom as part of the Core experience would also be extremely valuable.

Cross-disciplinary courses on an important/controversial topic, taught by faculty from multiple departments will be the best way to foster deep and meaningful thinking about how students can impact their world. And it will foster a greater sense of community across disciplines on campus. The College of Arts & Sciences is particularly well suited to offer such courses but efforts should be made to include cross-disciplinary courses that cross beyond college boundaries

Some experience in utilizing analytic skill in addressing problems drawn from a number of different disciplines.

Integrating classes that use interdisciplinary approach in teaching. These are great in providing students with important skills and approaches when taking entering their majors.

Beyond sequencing, our core requirements should form a coherent, Catholic and Jesuit whole. Disciplines not uncommonly work to make sense of the world as a whole. Our insistence on what some call "breadth requirements," then, of courses in, e.g., literature, political science, and psychology, must be so chosen as to enable the student herself to seek the coherence and integration in conversation with her own pursuit of the truth about God and the world.

Team-taught intro course dealing with integration of various social science and humanistic topics—cultural understanding, sociology, film, theater, the visual arts, literature. Perhaps have one of their instructors for this course also be their advisor, even if only for a semester.
Don't select extant courses for the core, but have courses distinctively designed for the core.

STUDY ABROAD and service learning. Guest lecture series on peace and justice.

Most courses in the UCCS— are general education courses that most universities require (except THEO and PHIL)—so the integration is questionable. Possibly add to the core—not as a course credit requirement—but a requirement for graduation—a certain number of community service hours or other options that won't add credits, but will hopefully be meaningful.

identifying and intentionally incorporating not only disciplinary subject matter but skills and abstract concepts that are foundational across many disciplines, such as rhetorical theory and information literacy

There are probably a number of approaches, but I'd favor giving students an experience of how knowledge is created. This is done differently in each field, but doesn't it begin with a question (let them learn to find the ones that become productive), and then proceed according to what constitutes evidence and what provides confirmation.

I am generally opposed to integrating the core with one's major. I like the idea of the core increasing the breadth of one's education, not making it more focused as integration seems to do.

Make sure that events on campus somehow relate to the core.

I don't have additional ideas. Those presented are good options.

Create a scholarship for students to conduct a facilitated/independent study of some of the core and present back to campus.

The core should reflect a set of knowledge skills and values in the sciences and humanities that all Marquette graduates should attain.

Top-to-bottom buy-in from president through to incoming freshman on its central role in what makes Marquette distinctive in this educational environment. That doesn't mean we are unique among Jesuit schools, but that we are distinctive from alternatives in Wisconsin and potentially so in the upper Midwest (Loyola and Detroit Mercy excepted).

While partially prefigured in the notion of gateway and, especially, capstone courses, students might be ask to complete a paper/project to be presented in the capstone that draws on multiple university core areas.

More cross-disciplinary courses and liaisons between departments. A possible change in culture, moving away from a fiefdom model, each department as an island, and finding ways to increase activity and interaction between departments. This happens with young faculty in the first two or three years, and then stops over time. Looking at more ways to encourage faculty to cooperate and even design courses with a team taught approach that satisfy core requirements.

Encourage all instructors to include brief but multiple occasions on which they reflect on the disciplinary ways of knowing embodied in this course. (The courses shouldn't just cover content, they should identify and wrestle with crucial "threshold concepts" of the discipline. Encourage instructors to ask students to reflect—in class discussion or perhaps in brief writings—about how what they're doing in the current core class relates to other core classes. Reiff and Bawarshi call this "not talk" and research suggests it is crucial for promoting integrative learning.
Question 5)
As previously mentioned, one way that some on campus have suggested making the Core more integrated and intentional is to anchor its courses to a small number of themes rather than the current UCCS's nine knowledge areas. If a revised Core were to incorporate thematic elements, please list in boxes below what you think is the optimum number and what do you think those themes should be. Optimum number of thematic elements:

| Average: | 10.55 |
| Minimum: | 0     |
| Maximum: | 999   |
| Total answered: | 149 |
Question 14
Theme A (150-character limit):

Text input
The idea of themes is unlikely to work well, except as a tool for marketing the Core to students.
Examsining world and US history through the lens of the performing arts and/or the "Great Books"
Service
engaging communities
Critical Thinking & Logic
Social justice and shared responsibility in citizenship and community building
Arts and Letters
Excellence
Personal Integrity
Themes severely limit the breadth of coverage for each student and prevent a student from encountering a wealth of diverse experience and background.
Diversity and Inclusion. Students need to be aware of and competent to deal with this aspect of the world.
Logic/Critical Thinking
Love
I'm not sure how a thematic core would work
Ethics
language (English, literature, foreign language, linguistics)
The examined life - considering the human person and our moral/spiritual existence
Critical thinking
Critical thinking. Read an article, hear a news program and/or a speech and be able to see the good points as well as the B-
------
social justice
Faith and Reason or Faith Seeking Understanding
Ethics
Knowledge Systems: math, non-biological sciences, econ, various business courses, etc.
- Service to Marquette
Cultural understanding: Foreign Language and courses that examine other cultures.
Community - of Marquette; engagement
I'm not a big fan of the theme idea. The themes are in the Mission Statement and in the current preamble to the Core.
There is no problem with the knowledge areas approach. It simply has to be made more consistent. Check out Loyola in chicago.
Economics
The dignity of the human person
Arts
Self-awareness
Excellence - have the core studies reflect what our mission should be teaching our students.
Themes have been tried in the past and proven less than productive. Perhaps others have good ideas they can share, but I am skeptical
Catholic intellectual tradition
Critical thinking and ethical behavior
Serving the disadvantaged
Urban life
science, math, technology on today's and tomorrow's world
build them around individual colleges......
Faith and the Human Quest for the Transcendent
Core Values: (excellence in relationships)
Faith and Contemporary Cultural Expression
Social Engagement

Invention and the Self: courses across the core focusing on individual historical figures from lit to science (e.g. class on Einstein)

Formation of the Heart

Writing

Communication: See the model from Alverno http://www.alverno.edu/academics/ouruniquecurriculum/the8coreabilities/
critical thinking

Policy change/leadership that serves the most vulnerable populations

Cultures / Cultural Competency (literature and the arts, anthropology)

Foundation (with the option of testing out): foreign language, English composition, mathematical literacy

Bridging Cultures, Religions and Traditions

Catholic Intellectual Tradition (courses in philosophy, theology)

We should stick to knowledge areas. An annual theme could be the basic principle on which to base the freshman seminar I suggest above.

Mathematics and Science

I am opposed to this proposal

Inequality

Technological

[I didn't have room for these comments on the next page, so I'm cutting and pasting them in here]:

Examined Life

Respect for diversity

Human Rights

Global perspectives and awareness

Communication: Emphasis on both written and oral communication integrated into classes within student's individual discipline.

1st year experience - Important cultural/arts/Jesuit readings. Common course taught by faculty across university.

Introductory service experience.

Fruitful human interaction

Religion/ethics

I think this is a bad idea that will make the Core more opaque and confusing to students.

diversity and inclusion

The Seven Deadly Sins

Education students can explore ways existing software can be used to teach core Writing and Math skills and improvements to existing software

Writing

The full human person. The person's relationship to transcendence

The Certitude of Humanity's Encounter with the World

History of Human Thought

Social Justice

Theology

Ethics

On being human - what are we here for?

Public Engagement (English 1&2 AND Public Speaking - 3 Courses)

God

Understanding the Natural world (math, science, etc)

Human Dignity and Responsibility in the World Today

Power and Justice

Service

communication (writing, speaking, etc)

I think the current core's nine knowledge areas should remain as they are important for liberal arts

Ethics
Symbols. A study of the forms of human symbol making (ritual, narrative, art, performance) by which humans imagine their experience.

Don't know how many themes, but I can't imagine not seeing some combination of economic/energy/climate/technology/behavior represented.

Ethics and citizenship
I do not think that the current knowledge area themes (9) need to be eliminated.

Leadership
Jesuit Educational values applied to real time learning and serving.

Critical thinking
I think the buffet-style is more appropriate that force-feeding them "our" integration.

Interconnectedness life -- humanitity and ecology.
I'm making this up, but maybe global perspectives, and doing more to enable students to do study abroad

1. Communication (Composition/technical writing and/or public speaking)

Reflective practices

Critical thinking

Inclusion: develop a sense of community as opposed to "me vs them"

Theology and Philosophy

God and creation.

Global issues

Theology and Philosophy

Spiritual Self

Milwaukee and Wisconsin: Help student become aware of current political/cultural events and issues in the region as well as in the state.

Religious

Foundations of Rhetorical Thought - "Poetic Logic"

Cura Personalis and Social Justice, relating the individual to the social world, questions of justice, and ways to achieve justice

Same as they are now

Gender

Leadership and Innovation

"God, Science, Ethics" Particularly focused on the question of the supernatural (miracles) and the ends of a human person. Aimed at Health Sciences.

What exists? How does it interact? (Sciences, etc.)

Community awareness and formation - Focus on community capacity building and enrichment.

Individual expression: verbal, written, etc.

The Arts and the Community

Diversity and Social Justice

Environment

Rhetoric and Literature

Know thyself

Cultural literacy: history, literature, performing arts

Global community / global issues

Ethics

Service

Ignatian paradigm + strategic plan themes + CORE courses. E.g. Context -> Foreign Languages, History -> Form. Mind & Heart

Keep the same or reduce Core credits. Allow more credits with courses from the major!

Greco-Roman History, Literature, and Philosophy

Sciences

Quests for God: knowledge of Judaism, Christianity, and Islam.

Quests for God. A student should graduate with an understanding of the beliefs and sacred writings of Judaism, Christianity, and Islam.
<table>
<thead>
<tr>
<th>Human Diversity, both racial and religious</th>
</tr>
</thead>
<tbody>
<tr>
<td>diverse cultures</td>
</tr>
<tr>
<td>As noted above, I am not at all sure that this is a good idea.</td>
</tr>
<tr>
<td>Wisdom</td>
</tr>
<tr>
<td>Analytical reasoning, including logic and quantitative analysis</td>
</tr>
<tr>
<td>humanities</td>
</tr>
<tr>
<td>The Human Place in the Cosmos</td>
</tr>
<tr>
<td>Engaging Nature</td>
</tr>
<tr>
<td>More emphasis on real internationalized education* following the Jesuit model outlined by Fr. Nicolas,SJ</td>
</tr>
<tr>
<td>A thematic approach involves too much ambiguity, especially since we can no longer assume a common content-base among our incoming students.</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Ethics and Justice</td>
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<tr>
<td>Ethics and Social Justice</td>
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<tr>
<td>Perspectives from various disciplines on a set contemporary problems and techniques for addressing them.</td>
</tr>
<tr>
<td>Understandings of the ideals and struggles of human existence from the perspective of different disciplines</td>
</tr>
<tr>
<td>diasporic communities, cultures and encounters</td>
</tr>
<tr>
<td>Talking Sense: Here I have in mind disciplines that take as their task the life of the mind and the use of reason. Argumentation, logic, persuasion.</td>
</tr>
<tr>
<td>Don't know</td>
</tr>
<tr>
<td>Environment and development</td>
</tr>
<tr>
<td>Mine are thematic questions: What is the social history of justice in the U.S.? And what is the present state of the administration of justice?</td>
</tr>
<tr>
<td>Scientific thinking and Problem solving</td>
</tr>
<tr>
<td>COMMENT: A&amp;S tried a thematic approach and it was a disaster! Started with CHAOS and ended IN logistical Chaos for all departments.</td>
</tr>
<tr>
<td>The experience of immigration and flight</td>
</tr>
<tr>
<td>Critical thinking/reading/writing</td>
</tr>
<tr>
<td>science/math</td>
</tr>
<tr>
<td>Social justice</td>
</tr>
<tr>
<td>Communication (written and presentation)</td>
</tr>
<tr>
<td>history</td>
</tr>
<tr>
<td>Rhetoric and Literature (including ideally some non-English language requirement)</td>
</tr>
<tr>
<td>Research skills</td>
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<tr>
<td>Sorry, I don't understand a thematic approach, and therefore can't support it.</td>
</tr>
</tbody>
</table>
Question 15

Theme B  (150-character limit):

Text input

Social and Political Sciences
Ethical Leadership
embracing our differences
Community Awareness and Improvement
Thinking ethically about social and cultural challenges
Natural Sciences, Mathematics, and Technology
Leadership
Social Justice
Multi or inter disciplinary learning. Students need educational experiences that show them how disciplines are related.
Ethical/Political Thinking
Family
Culture (history, literature, music)
science and math
Self expression and communication - learning how to read and write well, and how to appreciate, at the deepest level, the expression of others
Respect (for other people, ideas, and beliefs)
how one's personal values, skills, proclivities match the needs of the world
Human Nature and Ethics
Diversity
Imagination and Innovation: fine arts, literatures, possibly certain low-level engineering courses, etc.
- Service to Others
Theological and Religious Studies: Courses that explore the way religions have shaped the world
Community - of Milwaukee; action
Let the subject taught in the Core provide the themes.
History
innovation to serve the common good
Science
Heroic Leadership
Faith - E.G: A history course can reflect reasons for events occurring such as service or excellence shown in the those involved/creating history.
Living in an interconnected world (World history, foreign languages, communication)
Thinking without boundaries
Arts
ethics, applied ethics, professional ethics
Global Citizenship
Core Knowledge Areas: (current state of knowledge in the core values)
Excellence in Academic Skills: Speaking and Writing
Spirituality and Ethical Discourse
Collectivity and Community: build that concept into a series of classes across disciplines
Knowing Yourself
Visual Media Literacy
Analysis: See the model from Alverno http://www.alverno.edu/academics/ouruniquecurriculum/the8coreabilities/
communication competence
True diversity/Walking this world together
Communication / Linguistic Competency (foreign languages, rhetoric and composition, computer science)
Reflection: literature, science, history, philosophy, theology
The Discovery of the Human Person and its place in Society

<table>
<thead>
<tr>
<th>Rhetoric</th>
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<tbody>
<tr>
<td>Theology and Ethics</td>
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<tr>
<td>Race</td>
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<tr>
<td>Historical</td>
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</tbody>
</table>

We could modify the current "knowledge areas"--a word that itself emphasizes content over skills--and use categories such as:

<table>
<thead>
<tr>
<th>God Questions</th>
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<tbody>
<tr>
<td>Social responsibility/ethical inquiry</td>
</tr>
<tr>
<td>Global Experience (as in international)</td>
</tr>
<tr>
<td>Inequality</td>
</tr>
</tbody>
</table>

Global perspective: Emphasis on history, diversity, philosophy/theology. Incorporated into discipline-specific courses focused on these goals.

<table>
<thead>
<tr>
<th>Disciplinary theme - Arts and Humanities - reinforcing the Liberal Arts tradition of Marquette.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the natural world</td>
</tr>
<tr>
<td>Literature/writing</td>
</tr>
<tr>
<td>philosophy introduction</td>
</tr>
<tr>
<td>Humanistic Applications of the Computer</td>
</tr>
</tbody>
</table>

A technical writing course can bridge the gap between what technical people know and how non-technical people can put digital tools to use.

<table>
<thead>
<tr>
<th>communication</th>
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<tbody>
<tr>
<td>human and divine self-other relationality: the nature and practice of prayer.</td>
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</table>

Humanity's Encounter with Humanity

<table>
<thead>
<tr>
<th>Ideals of Social Justice and Transformation</th>
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<tbody>
<tr>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>Ethics and Philosophy</td>
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<tr>
<td>Religion</td>
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</table>

On God - and other questions about ultimate reality

Understanding the World (Liberal Arts & Sciences focus)

<table>
<thead>
<tr>
<th>Humanity</th>
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</thead>
<tbody>
<tr>
<td>Understanding the Human world (phil, theo, humanities, social sciences, history)</td>
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</table>

Integral ecology (as proffered by Pope Francis) --core disciplines with pertinent ancillary disciplines addressing complex ecological-social issues

<table>
<thead>
<tr>
<th>Sin and Virtue or Freedom and Responsibility</th>
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</thead>
<tbody>
<tr>
<td>Excellence</td>
</tr>
<tr>
<td>liberal and/or fine arts</td>
</tr>
<tr>
<td>Social justice</td>
</tr>
</tbody>
</table>

Nature. The study of the material world that humans inhabit.

<table>
<thead>
<tr>
<th>Social justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
</tr>
</tbody>
</table>

How using Ignatian pedagogy develops students' critical thinking and facilitates students' capacities to lead and serve in school and afterwards.

<table>
<thead>
<tr>
<th>How Jesuits discern and solve problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical response to problems--service for common good, versus individual gain.</td>
</tr>
</tbody>
</table>

seeing the world scientifically (making sure students have method courses that expose them to the scientific method, interpreting data, etc.

<table>
<thead>
<tr>
<th>2. Theology/ Ignatian Spirituality course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialecting with the community</td>
</tr>
<tr>
<td>Understanding of technology</td>
</tr>
</tbody>
</table>

Adaptability: develop the ability to use technology as a means to achieve great outcomes, not as a means of isolation

<table>
<thead>
<tr>
<th>Literature and the Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human dignity.</td>
</tr>
<tr>
<td>Societal issues which includes diversity</td>
</tr>
<tr>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Effective writing and communication</td>
</tr>
<tr>
<td>Historic Self</td>
</tr>
<tr>
<td>Education: Have students understand the complexity of the educational system in the U.S., and around the world.</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Cross-cultural Communication and Cultural Encounters Or, simply (Culture and Writing)</td>
</tr>
<tr>
<td>Creation and Reason, relating to ways to understand how creation works</td>
</tr>
<tr>
<td>Same as they are now</td>
</tr>
<tr>
<td>Global diversity, history, politics</td>
</tr>
<tr>
<td>Social Justice and Inclusion</td>
</tr>
<tr>
<td>Classics and the Public Square: Combines strengths of Classics, Theology (Prophets), Rhetoric</td>
</tr>
<tr>
<td>How do we know? (Philosophy, etc.)</td>
</tr>
<tr>
<td>Knowledge of the Physical World - Science with a focus on providing access to the world.</td>
</tr>
<tr>
<td>Connecting with your own society - U.S. including minorities.</td>
</tr>
<tr>
<td>Analysis</td>
</tr>
<tr>
<td>Arts</td>
</tr>
<tr>
<td>Our body, food, and sustainability</td>
</tr>
<tr>
<td>Critical thinking: math/statistics, philosophy, theology, natural science, psychology</td>
</tr>
<tr>
<td>Local community / urban issues</td>
</tr>
<tr>
<td>Social Justice</td>
</tr>
<tr>
<td>Faith</td>
</tr>
<tr>
<td>Experience --&gt; Research in Action --&gt; a whole host of research experiences pertaining to different disciplines in the Core.</td>
</tr>
<tr>
<td>Keep the same or reduce Core credits. Allow more credits with courses from the major!</td>
</tr>
<tr>
<td>Sacred Scripture, the Fathers of the Church, and St. Thomas Aquinas</td>
</tr>
<tr>
<td>English/Writing</td>
</tr>
<tr>
<td>Migration of Peoples: the history and forces occasioning migration and the results.</td>
</tr>
<tr>
<td>Migrations of peoples. How history, war, famine and economic opportunity have shaped migrations, which then shape cultures.</td>
</tr>
<tr>
<td>Sustainability in all things</td>
</tr>
<tr>
<td>gender studies</td>
</tr>
<tr>
<td>As noted above, I am not at all sure that this is a good idea.</td>
</tr>
<tr>
<td>Interconnected world, including foreign languages</td>
</tr>
<tr>
<td>arts</td>
</tr>
<tr>
<td>God, Humanity, and the Future</td>
</tr>
<tr>
<td>Engaging Self</td>
</tr>
<tr>
<td>More emphasis on well-integrated inter-disciplinary subjects within the Humanities and within the Sciences.</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Citizenship and Service</td>
</tr>
<tr>
<td>Sustainability and the Environment</td>
</tr>
<tr>
<td>The arts and sciences as partners in the intellectual enterprise.</td>
</tr>
<tr>
<td>Social justice and empathy for neighbor</td>
</tr>
<tr>
<td>World literatures and languages</td>
</tr>
<tr>
<td>Understanding the world: Sciences</td>
</tr>
<tr>
<td>Global security</td>
</tr>
<tr>
<td>What are the primary ecological challenges facing humanity and the state of our institutional and cultural means to deal with them?</td>
</tr>
<tr>
<td>World knowledge</td>
</tr>
<tr>
<td>Approaches to sustainability</td>
</tr>
<tr>
<td>Scientific method</td>
</tr>
<tr>
<td>Field</td>
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<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>social science</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>arts (music, art, fine arts, theatre)</td>
</tr>
<tr>
<td>literatures and languages</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Analytical skills</td>
</tr>
</tbody>
</table>
Question 16
Theme C (150-character limit):

<table>
<thead>
<tr>
<th>Text input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts and Writing</td>
</tr>
<tr>
<td>Broad Communication skills</td>
</tr>
<tr>
<td>acting for others</td>
</tr>
<tr>
<td>Math and Science</td>
</tr>
<tr>
<td>The role of performing and studio arts, literature, and creativity in our physical and social worlds</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
</tr>
<tr>
<td>Service</td>
</tr>
<tr>
<td>World Citizenship (i.e. humans and the rest of the natural world)</td>
</tr>
<tr>
<td>Disciplinary Competency--faculty teaching courses in the core should provide students with models of how disciplines work.</td>
</tr>
<tr>
<td>Writing/Literature</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Written and verbal communication</td>
</tr>
<tr>
<td>engagement with the world (business, economics, communication, political science)</td>
</tr>
<tr>
<td>Thinking clearly and critically - learning how to gather, assess, and process different kinds of information across disciplines</td>
</tr>
<tr>
<td>Service and selflessness (to others, communities, institutions)</td>
</tr>
<tr>
<td>Cultured (literature, arts, humanities)</td>
</tr>
<tr>
<td>Natural Science and the Universe</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Identities: sociology, anthropology and courses in multiple other disciplines that focus on questions of individual and group identities.</td>
</tr>
<tr>
<td>- Men and women for others</td>
</tr>
<tr>
<td>Mathematical and Scientific Reasoning: Math and Science (with a lab)</td>
</tr>
<tr>
<td>Community - of the world; research</td>
</tr>
<tr>
<td>Psychology/Sociology</td>
</tr>
<tr>
<td>global understandings</td>
</tr>
<tr>
<td>Religion/philosophy</td>
</tr>
<tr>
<td>Ingenuity</td>
</tr>
<tr>
<td>Leadership</td>
</tr>
<tr>
<td>Methods of inquiry 1. in the Natural sciences 2. in the social sciences 3. in the humanities 4. Formal modes of thinking (mathematics)</td>
</tr>
<tr>
<td>Sciences</td>
</tr>
<tr>
<td>discernment and reflection --- theory with application to major, career pathways</td>
</tr>
<tr>
<td>Critical Ethical Analysis</td>
</tr>
<tr>
<td>Core Skills: (tools useful in transitioning from current to excellent in the core values)</td>
</tr>
<tr>
<td>Leadership and Active Participation in Democratic Processes</td>
</tr>
<tr>
<td>Sustainability and Healing</td>
</tr>
<tr>
<td>Ethics in Society: from rhetoric, to literature, to history, to theology, to science that students can take sequentially.</td>
</tr>
<tr>
<td>Learning from/with others</td>
</tr>
<tr>
<td>Problem Solving: See the model from Alverno <a href="http://www.alverno.edu/academics/ouruniquecurriculum/the8coreabilities/">http://www.alverno.edu/academics/ouruniquecurriculum/the8coreabilities/</a></td>
</tr>
<tr>
<td>cultural competence</td>
</tr>
<tr>
<td>Aesthetic value in everything</td>
</tr>
<tr>
<td>World Affairs (history, poli sci, economics)</td>
</tr>
<tr>
<td>Action: ethics, social justice</td>
</tr>
<tr>
<td>The Wonder of Nature and Science</td>
</tr>
<tr>
<td>Diverse Cultures</td>
</tr>
<tr>
<td>International Environment and Diversity</td>
</tr>
</tbody>
</table>
Gender/Sexuality: all of these should involve history and sociology.

Theological

Literature, Music, and Arts History, Philosophy, and Theology Social Science Math/Quantitative Reasoning Natural and Physical Science

Integrative thinking

Ethnicity in the Midwest

Sustainability

Reason: Emphasis on logic, math & science. Implementation must be discipline-specific.

Disciplinary theme - Science and math - reinforcing the Liberal Arts tradition of Marquette.

The connection between the past and present

Business

rhetoric

The History, Sociology, Politics, and Philosophy of the Family

Physical therapy students can partner to develop software or hardware for disabled people.

values

creation as incarnationality

Humanity’s Encounter with God

(Inter)disciplinarity (various modern-day approaches to knowledge and their interconnections)

Creativity/Innovation

Humanities

Justice

This physical world - how best to care for it

Diversity

Service, spiritual exercises, praxis, those kind of topics. Also, development of the whole person.

Social and planetary justice

Inquiry and innovation

Faith

math and science

critical thinking

Institutions. All the organizational forms that enable and constrain human life and shape our sense of experience.

Our global environment

Human Well-Being

Defining Jesuit driven service as a constant activity that interfaces with classroom learning to assist in the achievement of MU Core outcomes.

Respect/valuing of all humans, in all their diversity, with active resistance to structural injustices that disadvantage specific groups.

social emotional intelligence-- having students do 1 credit course each year that requires working/interacting with others

3. Human Nature/Ethics/ Marquette Values course

Global citizenship

Care for the whole person

The past and the present: develop the ability to appreciate past achievements in the light of new research as a means to improve the world

Science and Mathematics

Morality and natural law.

Skill based themes - quantification, writing, speaking

Jesuit history and core values - application examples within modern society specific to a student's major area of study.

Scientific Self

Literacy: Have students understand the complexity of literacy and literacies

Math

Modernity and Tradition(s)
Tools for Civic Engagement: critical thought & analysis, math & statistics, critical reading & reception, writing & other means of communication

Same as they are now

Environmental issues

Ethical and Moral Development

“Church and State” or “Philosophy, Politics, and Economics” (classic Oxford focus area = PPE): Good prep for law school

Who am I? (Theology, Humanities, etc.)

Language - Engagement in the world should follow that of Pere Marquette himself, who spoke five distinct tribal languages fluently.

Connecting with the world: languages, international studies, etc.

Communication

Social Justice

Mathematical Reasoning and Science

Global interaction and citizenship

Communication: writing, speech communication

Self awareness / individual strengths and weaknesses and the role of the student in local and global communities

Care for the Other

Good Citizenship

Reflection can be connected with Pursuit of Academic Excellence for Human Well-being and courses such as theology or philosophy ones.

Keep the same or reduce Core credits. Allow more credits with courses from the major!

St. Ignatius of Loyola, Renaissance, and Christian Humanism

Quantitative Reasoning - Mathematics

Human Stewardship and Creation: environmental issues, ethics, science.

Human Stewardship and Creation. Knowledge of the environmental issues.

Serving the community

environmental studies

As noted above, I am not at all sure that this is a good idea.

Service learning

sciences

The Human Place in Culture and Society

Engaging the Past

Better integration of certain fields such as Theology, Philosophy, History, Social Studies, and foreign languages and literatures.

Rhetoric

Intellectual Inquiry

International and Cultural Understanding

The role of language(s) as central to fostering mutual understanding and effective communication

peoples and Histories

Understanding Human Realities: Social Sciences, and the Liberal arts.

Inequality and Fairness

What is the current state of economic inequality in the United States and what has caused that inequality?

Peace and Justice

Approaches to understanding the experiences of human health and illness

theology/philosophy

social or natural science (one or the other and not both). Students could take sociology, anthropology, or psychology instead of biology, chem., etc.

basic sciences

Math/Computer Science

social environments (from community to globe)
**Question 17**

**Theme D**  
(150-character limit):

<table>
<thead>
<tr>
<th>Text input</th>
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<tbody>
<tr>
<td>Rhetoric</td>
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<tr>
<td>Understanding ourselves and our place and perspective in social, national, cultural, and world history</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health and Wellness</th>
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<tbody>
<tr>
<td>Faith</td>
</tr>
<tr>
<td>Service and social justice--Students need to understand the reasons behind their service: social conditions and the faith that informs such work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science/Mathematics</th>
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</thead>
<tbody>
<tr>
<td>Critical thinking</td>
</tr>
<tr>
<td>social justice and leadership</td>
</tr>
</tbody>
</table>

| Membership in the global community - views, perspectives, histories, different from one's own with the aim to building understanding and compassion |

<table>
<thead>
<tr>
<th>STEM - basic principles</th>
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<tbody>
<tr>
<td>Diverse Societies and Cultures</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasoning</th>
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<tbody>
<tr>
<td>The Spirit: theology, philosophy, psychology maybe health science courses directed toward mental health, etc.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Intensive: English or 3000-level in another language</th>
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<table>
<thead>
<tr>
<th>Theology/Philosophy</th>
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<tbody>
<tr>
<td>moral and ethical living</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
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<tbody>
<tr>
<td>Love</td>
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<table>
<thead>
<tr>
<th>Service</th>
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<tbody>
<tr>
<td>Spirituality (theology, world-religions)</td>
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<table>
<thead>
<tr>
<th>Communication:Writing &amp; Speaking</th>
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<tr>
<th>Written and Oral Expression</th>
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<tr>
<th>Service and Empowerment: Personal and Social Transformation</th>
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<tr>
<th>Historical understanding</th>
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<tbody>
<tr>
<td>Faith vs Science: same principle as above, would particularly bring opposing disciplines together</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership Expressed in Service to Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Values: See the model from Alverno [<a href="http://www.alverno.edu/academics/ouruniquecurriculum/the8coreabilities/">http://www.alverno.edu/academics/ouruniquecurriculum/the8coreabilities/</a>]</td>
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<table>
<thead>
<tr>
<th>values and ethics</th>
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</table>

<table>
<thead>
<tr>
<th>Spirituality/Faith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection (Philosophy, Theology, math)</td>
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</table>

<table>
<thead>
<tr>
<th>Historical Thinking</th>
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<table>
<thead>
<tr>
<th>Literature and Rhetoric</th>
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<table>
<thead>
<tr>
<th>Philosophical</th>
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</table>

...and we could require students to choose any TWO courses in each area. This would reduce the number of different requirements, |

<table>
<thead>
<tr>
<th>Creative expression</th>
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<table>
<thead>
<tr>
<th>Environment</th>
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</table>

<table>
<thead>
<tr>
<th>Social Justice</th>
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</table>

| Service: Emphasis on role in the world, needs of others, service attitude. Implementation must be discipline-specific. |

| Leadership/Capstone experience/Service experience - tied to students' major - local, regional, globalservice learning |

<table>
<thead>
<tr>
<th>Spiritual development</th>
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<table>
<thead>
<tr>
<th>Science</th>
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</table>

| New Testament Theology |

<table>
<thead>
<tr>
<th>Education for Life Outside of the Workplace</th>
</tr>
</thead>
</table>
Physicians assistants can work on software doctors use to record patient details - improve functionality.

global
Wisdom, growth in and exercise of
Mathematical and Scientific Reasoning
Ethics
Navigating the world (diversity and similar)
One Health
Leadership
awareness of self and others through the "grand questions of life"
Identity. Human beings’ quest to name who they are and how they stand in relation to others.
Communication of ideas
Global Consciousness
Power and responsibility of mathematics/science in serving the common good.
communicating--making sure they can think, speak and write their thoughts clearly

4. History of Cultures and Society/ Individual and Social Behavior
Excellence in life's mission (work)
Human cultures and societies
Cultural comparisons.
Social Self
Health: Have students understand health costs; literary themes related to health; culture related to health (Alcoholics Anonymous)
Science
Foreign Language - Mandatory
Same as they are now
Economic issues
Creativity and Communication
"Mission and Communication": Could blend service learning, theology, and rhetoric, including foreign languages--for would be UN Ambassadors.
How should we behave? (Ethics, etc.)
Rhetoric, Philosophy and Cultural Knowledge - Students should learn to think critically and write eloquently, rare talents these days.
History and Society
Global Communities
History of Diverse Cultures and Societies
Ethics of the new globalized world
Cultural awareness: foreign language, multiculturalism
Care for the Environment
Action -> Social Responsibility and Community Engagement. Service learning an important component of this theme.
Keep the same or reduce Core credits. Allow more credits with courses from the major!
Ignatian Humanism and the Modern Age
Philosophy/theology
Ethics for Response-ble citizenship: ethics for the professions, public life, personal life.
Response-able citizenship. A student should graduate with a knowledge ethics in the professions, the marketplace, public life, and personal life.
living with controversy
As noted above, I am not at all sure that this is a good idea.
service
Violence, Peace, and Reconciliation
Engaging Diversity
The old Introduction to the Shared Inquiry) should be updated and revised to reflect current needs and demands.
<table>
<thead>
<tr>
<th>Literature</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Discernment and Reflection</td>
<td></td>
</tr>
<tr>
<td>Scientific Literacy</td>
<td></td>
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<tr>
<td>Dialogue and conversation as central to human culture and scientific development</td>
<td></td>
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<tr>
<td>Ethics and religions</td>
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</tr>
<tr>
<td>Seeking the truth about God and becoming an ethical person. The primary bearer of this area would be Theology and Philosophy.</td>
<td></td>
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<tr>
<td>Art and Culture</td>
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<tr>
<td>Ways of making decisions with others</td>
<td></td>
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<tr>
<td>fine arts</td>
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<tr>
<td>Some form of diverse cultures classes (including history, foreign language and other multicultural or global courses including those studied abroad.</td>
<td></td>
</tr>
<tr>
<td>philosophy and theology</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>physical environments (natural and physical scientific understanding)</td>
<td></td>
</tr>
</tbody>
</table>
### Question 18

#### Theme E (150-character limit):

- **Text input**
- **Performance Arts**
  - Critical thinking and innovation--These can and should be woven throughout the core.
- **Philosophy/Theology**
- **Arts**
- **Communications (Literature, Drama, Media)**
- **Culture**
  - The Mind and Body: biological sciences, philosophy.
- **Social Science: Course in SOCS, Econ, Psyc**
- **Literature**
- **Service to others**
- **Scientific Literacy**
- **Building and reasoning**
  - Tranregional and Transcultural Contact: again, self-explanatory, all the different Core areas can be yoked under such a theme.
- **Commitment to the Community**
  - Global Perspective of Citizenship and Responsibility: [http://www.alverno.edu/academics/ouruniquecurriculum/the8coreabilities/](http://www.alverno.edu/academics/ouruniquecurriculum/the8coreabilities/)
  - Something with science
  - **Scientific Thinking**
  - Science
  - making the requirements seem a bit more cohesive, without giving up disciplinary areas for themes.
- **Communication**
  - Humane development of technology
  - **Technology**
  - technology
  - The four transcendentals: the true, the good, the beautiful, the holy
- **Social Sciences**
  - Communicating with the world, interacting with the world.
  - **Sustainability**
  - The Jesuit, Catholic tradition. Morals and ethics, but also a distinctive worldview that shows up in forms of literature, art, social thought, etc.
  - **Social Justice**
  - OK, that was 4 not 3
  - 5. **Science and Nature**
  - 6. **Mathematical Reasoning**
  - 7. **Literature/Performing arts**
  - **Lifeline learning**
  - **Rhetoric**
  - **History**
  - Reflective Self (For a sixth theme--Imaginatie Self)
  - Liberal Education: have students understand the differences between liberal arts and liberal education.
  - **Philosophy**
  - Same as they are now
  - **Imagination, creativity, and the arts**
  - Arts and the Common Good: Political Aesthetics: This subfield might involve architecture, politics, theology: aimed at Engineers.
  - **What is the role of society? (English, Poli Sci, etc.)**
  - Historic Awareness - Students cannot change a world they do not understand, or relate to, and need a clear timeline of how we got here.
Social Behavior and Ethics
Keep the same or reduce Core credits. Allow more credits with courses from the major!
Ignatian Humanism in a post-Modern, post-Christian world

Social Sciences
As noted above, I am not at all sure that this is a good idea.

Engaging the World

History
How to humanize the sciences and scientifically informed culture
rhetoric
The above themes would not be weighted equally. B and C with more courses, A and D with somewhat fewer.
The experience of life under surveillance, from the NZ-period to the Warsaw Pact countries to the present day
philosophy or theology, but not necessarily both
mathematics

Theology
Question 6)

What else should be taken into consideration as the Marquette community reflects on ways to improve our Core?  750-character limit:

I understand that we are supposed to engage in a rhetoric of constant institutional "improvement" but it seems to me that the Core should involve students having a range of experiences, across disciplines, from passionate faculty. More is not needed.

Let's take into account the situation of graduate and adjunct labor in higher ed and at Marquette, and let's not make decisions that wrongly depend on colleagues who are often the least well-compensated and sometimes the least well-prepared to teach MU's signature courses. Too, let's make sure we don't invent a Core at odds with Marquette's goals as a nationally ranked research university. To that end, why not turn the Core into a College akin to Colleges of Liberal Arts or Studies at other U's and staff it with a relatively small percentage of contributing regular TT research-active faculty and considerably larger percentage of TT teaching faculty and carefully selected grad students?

I believe that the choices of courses included in the core is reflective of our values as a community. Therefore, areas that are traditionally strongly represented in the liberal arts which are under-represented in our core need to be examined - why are these traditional areas of the liberal arts not serving a larger role in our core?

maintaining academic rigor;

We NEED to think of ways that add valuable and employable skills that help our students get high paying jobs. Too much of the Marquette curriculum is devoted to "fluff" classes. Our schools that are doing the best in employment in terms of % and income are schools/majors that require real marketable, technical skills. We need to do more research. How can students graduate without having done a thesis or a capstone? The workplace is changing with the addition of global competition. Students need specific skills in order to thrive.

The core ought to include the basis of MU's version of a liberal arts foundation, as well as make visible the answer to "What is Marquette?"

get rid of it

Recall the Jesuit mission of education, which is that "education in the humanities, arts, and sciences is a path ... to wisdom, which includes growth in both virtue and generosity." This approach fosters the relationship between faith and justice.

Faith development of our students

At the moment, Marquette is trying to double its research productivity, but a deep revision of the core will require a retraining of our faculty, as well as time for faculty to redesign their courses. Any revision needs to be realistic.

Can't think of anything else. Thank you for inviting my input.

Another challenge is the disincentive to nominate a course for the core. I have a course that (I believe) could clearly fit, but I would not want students taking it just to check off a core requirement.

Inbound student testing and subsequent assistance for students to early recover from deficits in their elementary and high school educations.

Student Advising. Students often select courses by the time offered or rigor they impose rather than developing a theme for oneself.

To develop a more robust understanding of community, and its implementation, among faculty, students, and administration.

More students should be encouraged to enroll in foreign language courses. Studying foreign languages is good for the brain and enlightens students about social responsibility, ethics, current events, morality, family, love and communication. It also helps students with their skills in English, math, science and other subjects.

The rising cost of college and the diminishing return in terms of gainful employment and salary across multiple fields. Any skills we give our students should be transferrable in some way to their professional futures, if not directly.

Address the crippling lack of numeracy and understanding of scientific and technical opportunities and challenges that face our non-STEM graduates in the decades to come. They will not be able to interact fully or effectively with the world around them without these skills.

That this sort of survey will wind up dividing us in the sense it asks for opinions.

Smaller is better--not in terms of # of credits required but in terms of options; I'm in favor of a more coherent/common experience among any given graduating class, if that can be achieved. Thanks for you work on this.

Don't focus on courses, focus on competencies.

Ultimately, Is Marquette’s goal to prepare students holistically or specifically? If it is the former, then the core should have a wide net such that many courses and disciplines can count towards the Core. if the latter, than the Core should be reduced in order for students to complete it quickly and focus on their majors.

I am guessing that paying faculty more for engaging excellent Core work and/or factoring it into tenure recognition will be the deal maker here. Otherwise, cries of unfunded mandate will ring out from all quarters. That being said, unlike the last Core that was hobbled together by a variety of college groups, moving forward, we need to rely on data, best practices, and the research that shows how our students would benefit from an integrated core curriculum.

Do we really want the Christian faith in Jesus to be the overall organizing principle of our Core? I intensely desire that the answer is yes. Let us teach about a world created by God, saved through Jesus, and quickened by the Holy Spirit to move toward greater justice, mercy, love, and reconciliation.
Keep in mind the basic values of a liberal education that stresses both knowledge for its own sake (the pursuit of basic questions) and the ability to apply those questions and live a decent life in terms of them. Don't get overly swallowed up in "making a difference" which can overly stress application.

The number of core courses needs to be limited, and the performance of students in the core needs to be assessed using direct measures like tests. About 5 years ago a test was developed which required students to read an essay and then answer questions related to it. Answering the questions required knowledge imparted in the core. It was administered to a subset of seniors in a pilot study and graded. We need something like this for core assessment.

Conversation about what it means to be a Catholic and Jesuit institution in contemporary times. Why is it unique? How is it valuable? What is the role of each of us in serving this unique spirit of education?

The themes/knowledge areas are too spread out. These will benefit from being consolidated. Not suggesting that this is the best framework but it would help to look at Chris Lowney - Heroic Leadership - that is steeped in Jesuit values.

Limit the number of courses. For any student majoring in the sciences, their opportunity to take meaningful courses (for their major) or achieve a minor degree is very difficult.

Core revision is a huge task, but a vital one to get right. The Jesuit Core is not Gen Ed., and the difference must be articulated to all students and supported by all instructors and advisers. From administrators to incoming freshmen, MU has to create a new culture regarding the value of the Core.

To have substantial courses that clearly cover material directly related to the core

Act now.

Consistent message --- make sure that university decisions, conduct, academic/hiring, etc actions embody the Core that we teach our students.

increase theology and philosophy requirements

I suggest a return to the original Jesuit "ratio studiorum" for inspiration and insight

How to incorporate into the Core other intellectual legacies or funds of knowledge that are expressions of non-dominant non-White, and non-Eurocentric culture.

I¿m not convinced that the content of the core needs a complete overall. Rather it feels like sequencing and integration combined with raising faculty and student buy-in through-engaged explanation of purpose is what is really needed.

It's really easy to pull opposing disciplines together under a robust broad concept like Ethics, or Collectivity. As broad as that theme may be, it offers a conceptual anchor that students can build around, connecting, e.g., issues of cloning in biomedical sciences to Ishiguro's novel about the same. That way, the two disciplines speak to one another in a rich way that stimulates the making of connections that facilitate learning.

In James Martin, SJ's book My Life With the Saints (pp. 381-391), he concludes that each of us is supposed to live our own vocation, to be who we are called to be. In other words, the transformation we are hoping for our students is a transformation of self to become an even more real version of ourselves - the real self - that we were created to be, so that instead of asking, "what would do?", each student asks and can respond to the question, "what would I do?"

Just an acknowledgement of what we can do to meet student expectations, and meeting what other faculty people want us to accomplish as well.

Provide students experience doing the things that the Core suggests are outcomes rather than just learning about traditions. The Core Capstone comes to mind along with activities on and off campus.

As a Jesuit institution, we must diversify our student body and make a commitment to this city and its children as opposed to just sitting back and taking the privileged. This can only come from a true partnering with people in this city who otherwise would never have an access to this education. This would have to be intentional and be tied to some significant time commitment, as well as fundraising commitments.

That we are not just a professional school and we are not a business. We should not let our core, guiding values, or university be run in this manner. We should also not allow our "consumers" to dictate our mission and what an education at Marquette should be.

The organizing principle should be intellectual and personal skills, rather than knowledge areas. Cultural competence, which includes minimum proficiency in a foreign language, is too much neglected in the current Core. Reduction of core requirements through testing out should also be considered.

a competency based curriculum should be avoided at all costs

Increased focus on unique learning methods...use of technology...community service...applying the classroom in the "real world."

That we balance the impulse to "streamline" the student-consumer experience with a sense of the ambition for wide-raning, integrative holism that makes Jesuit education distinctive in a higher education landscape increased dominated by austerity and skills training. We shouldn't rush to sacrifice what we have to experiment with the same spirit of withdrawal and retreat that is already happening and already failing everywhere else.

We are in a process of watering down the traditional elements of Jesuit education. The recent gutting of the college requirements is evidence of this. The core should be strengthened. Required foreign languages and math. more philosophy and theology, working away from "knowledge areas" to a more discipline-based approach

At some places the core is referred to as "general education." Yeah, that doesn't sound exciting. Do something entirely new and different. Look to the honors program to see what pros and students do when asked to do something they really want to do. Or, perhaps the more "mehl" answer would be: Loosen the theology requirements. Eliminate the sequence requirement. Make students do more literature/culture/history. When will we get a survey that lets us say what we really want to say? Response rate would be better and it would be really eye opening. I'm guessing b/c people don't want to see the answers....

The committee needs to realize that the Core has to have a LOT of flexibility for those students who transfer or have limited time in their schedule (e.g., engineering).
1. There should also be greater clarity as to why students are required to take just 1 course in some areas but 2 in others.
2. I am strongly in favor of dropping the second rhetoric requirement in the first year and giving students an opportunity to take seminars (taught by regular faculty) on thematic or interdisciplinary topics. In other words, we could add a freshmen seminar requirement and could thereby increase first-year students' contact with regular faculty while enhancing our interdisciplinary offerings. It could be a real attraction for parents and students and help make Marquette’s education (and Core) distinctive.

If we take out the theological elements from the Core, it makes no sense for our students to go to Marquette. They might as well go to a public university and save their money.

There needs to be at least one semester of a language study for all Marquette students. The ability to communicate in a language other than English is essential for future thinkers and leaders. Students also need to be introduced to other ways of thinking and viewing the world; this is a key part of language study. That is to say, in language study you also get cultural and philosophical insights you might not otherwise have. This is a serious oversight in the Marquette Core.

The current core cannot assess competency or transformation, not because of the courses involved, but because of the format and structure of the assessment. There has to be some form of assessment used to benchmark freshman and Learning Outcomes that can be measured. That said, I am not convinced that increasing testing and assessment -- in fact -- helps our students achieve transformation.

*Include additional/deeper language study in the Core.

Two key points: - The idea of having core components across all MU students is important and worth doing. - Implementation of these core components must be discipline-specific, not centralized, so that it is applicable and relevant to our diverse student body.

I would really like to see an international component to our core - this may be impractical - but we need to increase our awareness as global citizens.

Restore the liberal arts to its centrality. Engineers, business school and especially people in education need to take more content oriented courses outside their fields. Emphasize content not skills--enrich the lives of students--not engage in some endless processing. We need authentic academic leaders--people who care about learning for its own sake.

Minimize rivalry among colleges/departments during the revision process.

Experiential learning

the importance of immigration as a defining characteristic of this century

A strong reminder to all faculty that other disciplines are as important, and as demanding and rigorous, as their own. Again, I pick up that coffee cup....

Technology needs to be integrated in a meaningful way.

Consider that 24% of students study abroad and often take core courses during their study abroad program. This is a serious opportunity to consider how we can address these students' needs and even consider short-term summer pre-admission programs abroad, or freshman year semester-long on-boarding international experiences and programs.

Again, stop the double counting -- it is NOT fair...because only early registrants can pick the dual listed courses...this is not FAIR......also, courses in the core area all need to be evaluated -- so that upper division advanced courses can count.

The acceleration of globalization leading to a growing awareness of global citizenship, and the need to develop skills appropriate to global citizenship, such as language study and study of other cultures.

Focus on the materials and skills that ALL students need. The Core is like our spine, as it provides the axis upon which all else depends. It is not a heap; it rather unifies the human knower.

A basic understanding of the sciences and its processes is very important in its Core at a University that only requires one 3 credit science as a general requirement in most of its Colleges. Do not water down the academic quality of whatever is included in the core. Do not combine areas of studies that just shorten the time spent on important concepts that take time for the student to understand. Do not make the Core the "USA Today" of academic courses.

Integrate more high impact practices and experiential learning into the course design, less boring lectures and more active learning. Require senior faculty to teach some of these courses.

As the University ramps up rhetoric regarding Innovation and career preparedness, it is essential not to lose sight of our most basic mission. If we promise to provide a transformational education, we must invest resources and the best faculty to deliver that: a full slate of experiences, courses and yes, even assessment, is needed to ensure that we are in fact shaping hearts and minds. Thank you for the opportunity to think about some of these matters and best wishes with this important work.

the need for general exposure to deep history and cultural traditions--attention to "how we've gotten here" in the modern world

It is essential that we restore a strong, public, fresh, and well-articulated statement of the Jesuit, Roman Catholic (not just generically humanistic) vision for humankind as a central component in inviting our students, faculty, benefactors, et al., to participate wholeheartedly in this mission to which this great University's founders believed they were called.

Build the Core to fit our community. Unlike the current Core, we must build in assessment.

Leave it alone

Including units on campus outside of academics in the process. Student development, library, art museum, and so forth.

We must never lose sight of our mission as a Catholic, Jesuit university dedicated to serving God by serving our students, contributing to the advancement of knowledge, and facilitating the identification and practice of responsible behavior toward other people, species, and systems of Earth community that fosters its flourishing in the present and the future.

How would transfer students be able to complete the core and their major requirements if they transfer in as upperclassmen.

no need to re-invent the wheel: I think UCCS preamble provides good basis!
Having killed the A&S curriculum makes this a fraught question. How can we have a more robust core while still satisfying the other colleges’ bare-bones demands? Any way to make the skeletal core look more like the old A&S were good—but feasible?

race, class and gender issues

It would be useful to enter the core discussion with a shared goal that disrupts the usual politics of core revision at Jesuit universities: if an undergraduate studied nothing else at Marquette but the core, what would it take for that core to stand on its own, with integrity, as a meaningful intellectual experience? The core is not about turf, not about the assumed primacy of A&S, not about indoctrination of students in a particular religious view. It could be the place where students are asked to ponder who we are as human beings, in all our complexity and contradiction.

The Core cannot be a gen. ed. checklist of requirements. Our current Core looks no different from nearly every other university’s core curriculum. It should be thematic, and it should link foundational thematic courses in Philosophy or Theology to courses in other disciplines within that theme and, ultimately, to how that theme connects to the student’s major.

I believe that students should be required to incorporate the application of scholarly citations to support their opinions and that they should provide evidence of their use of reflection on their own performance.

Total buy-in from President and Provost to revise the Core with outward behavioral demonstration of that buy-in to include money, personnel, and holding faculty accountable to carry out the changes.

Students can experience transformation and integration in so many different ways, including the core, other courses, and life experiences, so creating a reflection opportunity on those prior to the evaluation would seem to be important.

Keep the focus limited and distinctive. Implementing too many good ideas only leads to dilution and less likelihood of excellence.

Whether it reflects a Jesuit ideal or a more secular liberal arts base, the Core should emphasize an student’s introduction to a variety of fields. They will leave MU with an appreciation for intellectual differences and for the vastness of human knowledge. They will learn to ask questions in appropriate contexts but to also think creatively with their multi-faceted training. I would strongly urge against a paternalistic “packaging” of the core because it looks neat and tidy.

Knowledge of languages is an increasingly important part of understanding and participating in the larger world. Also, expanding thinking beyond “mercy” and “service” to include “justice” and “equity.”

Feasibility. What makes people feel that there needs to be a change? Is it just change for change’s sake? I haven’t seen a justification for making revisions.

The notion of Jesuit education is somewhat enigmatic. What does it really mean? How would a student articulate this notion when they graduate? How have they been transformed by their 4 years at MU in a Jesuit way?

unsure

Required service learning? Require each college to offer courses that are approved as core courses – which means that the core committee has to be open to approve these courses. For example, Engineering Ethics or Global Engineering courses would count towards the core. Study abroad courses where students are immersed in another culture and studying the differences should inherently count for diverse courses. For example a study abroad business course where students visit companies in another country and talk with the company management about how their businesses are run and what makes them different...

The core should not cause the total credit hours to have to increase for a major

Keep it simple; let it be a basis for the real passions students should develop beyond the core.

I think there should be an emphasis on quality rather than efficiency in delivering the core. What creates the most value should be provided at least cost. Putting efficiency first will not maximize the quality.

We need to expand our expectations for science and mathematics and for foreign languages. It is laughable that we are so lax in these fields.

Our Catholic identity goes beyond only justice and service learning and must include the content of Catholic creed and faith and morality. It cannot be reduced to secular do-goodism.

I think starting with a freshman/sophomore series that provide a common experience for all of our students and then expanding offerings on the junior/senior level to allow the core to relate more directly to their specific major would be great.

Integrate the core into the areas of student focus. Make the “core” flexible enough so that it does not hamper progress in the technical fields.

Most students come equipped little knowledge in the way of the history of western civilization, let alone eastern. Restoring western civilization course would be helpful for humanities themes.

Insist that Marquette graduates should be well-rounded and appreciative of a variety of disciplines that will enhance their lives, careers, and on a deeper level, their idea of self.

It’s important to understand that different fields of study have different values; evaluation methods; etc. Students need to understand this and learn to adjust.

Service

As we notice everyday and from my personal research experience in the Middle East, the nation-state system is failing or transforming into something very unique - some argue a market-state system. These same cultural transformations are changing our own social, educational, economic, artistic, and political ways of being. This transformation has been very violent in the Middle East, the developing world, and here in the United States. I propose that we need a Core that will help students deal with rapid global change in a merciful and compassionate way - a character that can come to terms with the problems of modernity, engage the other, and contemplate the self.
Given projections that upwards of 60% of job growth in STEM fields will be computing-related, I favor an element of the Core that exposes all students to computational thinking and problem-solving strategies.

I would strongly recommend surveying employers (perhaps including Marquette alumni) to identify strengths and weaknesses of current college graduates starting out in the workplace (including but not limited to Marquette alumni). A lot of these may be unique to specific programs, but I suspect that there may be broad skills that could be connected to common core items. For example, statistics literacy is something clearly lacking.

Understanding the social construction of race, class, gender, age, ability, and the like seem crucial. Students have remarked that gender as well as race should be specifically addressed.

Have a multiple choice survey.

I think we need to do a better job of educating students and parents about what the Core is and why it matters. It should be a substantial selling point rather than a list of requirements.

If Service Learning becomes a required component- the Program needs more resources and staffing.

I think knowledge areas are fine; I don’t believe it’s about creating themes. A liberal arts education is valuable as are the knowledge areas. A thematic route will water down the idea of knowledge gained, and I believe parents/families will look at it as unmarketable because it doesn’t resemble other schools and requirements beyond the BA/BS.

Marquette has traditionally offered a "liberal education," one that frees a person from the narrowness of popular culture. That is why knowledge of the past, of classic literature, and inherited theological vision is essential.

Infrastructure needs to be taken into account. Among the items it should include are financial resources and flexibility of class scheduling.

Origins. One should never forget where they came from.

Intellectual mastery and the tools for global engagement are crucial. Our curriculum is a statement of values. What does it say for a university named after a man who spoke five distinct indigenous languages fluently that we don’t require a single foreign language across our disciplines? The Jesuits emphasized rhetoric and classical education. Should we not also focus on students who can communicate with elegance and ease? And how are we engaged with the world if we do not even have curriculum reciprocity with the other higher learning institutions in Milwaukee?

The limits of a four-year higher education.

What resources will be needed to shift things? How are individual departments set up to accommodate such changes? I am not among those too dissatisfied with the core. It might be a function of making the learning outcomes more manageable, and hiring someone whose job it is to carry out the assessment so that this isn't additionally sent back to the departments to do.

If sequencing of courses is going to be required it will be imperative that sufficient sections of required courses are offered so students are able to take the courses in the required sequence in a timely manner.

The Core should be more integrated into the majors. It should build upon one another and play more into what major you are enrolled it. It should not feel "random" to the student but building a background to their desired field of work.

Should mandatory service be part of the core?

Following a thematic approach will prevent a hodgepodge of unrelated core requirements and force us to organize our priorities. This should guide our pedagogy toward a mission-driven as opposed to an interest-driven enterprise.

Can a core lead to a minor in something beneficial for job placement in addition to being beneficial for the person/soul. For example, if core courses could all be taken under Spanish, French, another language students could have a minor in a language which would help them with employment and also understand other cultures/read/write/think better. I am from the college of engineering, and I would love to have my students minor in a language, but due to current core and curriculum limitations this is not very feasible. What if core classes (ethics for example) were offered in Spanish?

Enquire what other Jesuit schools have done or are doing regarding Core improvement.

That we are first and foremost a University and that we should not limit the quality and scope of our education because of the demands of the educational market.

The opinion of this surveys' respondents should be taken into consideration!

We would need a serious course of studies offered to faculty members to introduce them to Ignatian spirituality and thought and to help them understand why they ought to be committed to the project. We would also need a new marketing campaign to help students and parents see why a real Ignatian education would be superior to a haphazard, catch as catch can approach (that we offer now). Superior in terms of helping them grow in wisdom, understanding, and faith but also superior in terms of helping them prepare for dealing with the vagaries of life.


Don't sacrifice the breadth of knowledge that students are exposed to.

It is truly important that each course that Marquette students are required to take be an excellent course. Requiring instructors to fit themselves into a predetermined mold may well mean that instructors end up teaching lackluster courses.

I am not sure themes are the best option. We have those currently and they don’t seem relevant to students or faculty...I still have to look up what “Engaging the World” means in terms of courses, for example. Might be better to just have the course areas defined as what they are.

Students' writing skills are weak when they arrive, so introductory training needs to be enhanced as well as sustained throughout the student's time at Marquette.

The uniting of head and heart.

One concern is not to lose important aspects of the current core arrangement.
What are students going to be actually excited about? They are the ones that need to see this be transformational and valuable. Whether it be scientific literacy (how is science done and how can I believe or form an educated opinion on what I’ve just read), diversity of cultures and society (what can be learned from the historical record on the problems faced today), to the fundamentals of understanding language (and I include math as a language), to how to think (science/philosophy/theology), it is the students who need to find value so that they are excited to learn, to want to know more, and to be able to push their own understanding.

Students enter Marquette with different backgrounds and different aspirations. We should allow them flexibility in their ability to design their education within the general liberal arts model. Coordination among core courses is a good idea to provide continuity, but a strict set of courses is too restrictive.

As points of reference: The current "Preamble" to the Core of Common Studies; Fr Nicolas' address in Mexico City; the educational writings of Dean Brackley, SJ. As new forms of practice: make a genuinely interdisciplinary classroom experience possible by an imaginative use of budgetary resources and deployment of faculty.

I strongly feel that the core truly needs to be integrated, and truly a common, shared experience for our students.

I think we should ask ourselves how we can equip students with the tools to think broadly in their lives, both during their time at Marquette and beyond. These tools start with a solid base of content; we cannot think only in terms of thematic outcomes. Linking the promise to our Catholic, Jesuit identity, the content should cover philosophy, literature, theology, the fine arts, mathematical reasoning, scientific study, and the social sciences especially. The content should be structured holistically, though, so that it can serve the ends of empowering critical thinking in everyday lives.

In general, the conversation should always consider the basic purpose of Catholic, Jesuit higher education. The practical reason is because Marquette ought to have a strong answer to what differentiates ourselves from other traditions of higher education. The fundamental reason is because Marquette ought to play something of a corrective to larger societal trends that treat education as merely a way of developing narrow tangible skills rather than transforming individuals into active and effective members of the broader community.

Demands on faculty time and energy are increasing exponentially on campus as we try to accomplish meaningful change. We need to be careful not to overwhelm faculty that are simultaneously being asked to raise their research profile, to restructure their teaching, and to take on the work of support staff who’s positions have been eliminated. Great care and deliberation needs to go into thinking not just about how to restructure the core, but also on how all of this restructuring will impact a faculty that cares deeply about the success of this institution and its students but who are fully saturated with what they are already asked to do.

That many graduates lack the language skills and logical adeptness of some former generations.

I think that requiring only one science course is particularly weak, especially when many of the urgent problems faced by humanity currently have strong scientific components.

Communication with faculty and students from different disciplines.

Let’s don’t get so carried away with our good intentions here that we impair the integrity of the disciplines on which the University as a whole depends for its very life and identity. I would strongly oppose, therefore, moves that take traditional disciplinary topics out of their proper place and set a "professional" version of them within one of the colleges. This applies, e.g., to writing, theology, etc.

It’s relatively criminal that we ask our students to take a single course in EITHER literature OR in performing arts. That a Jesuit institution doesn’t require students to have a broader base in the humanities in general is a very poor reflection on us as an institution, particularly given that narrative and story telling are key elements of so many other disciplines. I truly hope this is addressed in the Core revision.

I feel strongly that foreign languages should be required, preferably two years of the language, or proficiency at an intermediate level.

Needs to be in context to give relevance.

A smaller, more dynamic core with some breadth is what I would see as the general objective. I think developing means for some "cohort" experience is important. Students benefit from sharing intellectual experiences with each other. It appears that MU is on the verge of becoming a "trade" school. It is imperative that we remember Marquette's Jesuit tradition and resist the temptation to streamline programs of study into degree certifications. It is important to train our students to "think" for themselves so that they can tackle new problems and not just the "test". We risk students needing to re-take classes for each new job they apply for rather than teaching them to learn and adapt for their first 3-4 jobs. Remember the importance of a well rounded education and HUMANITIES!

The "Diverse Cultures" may have been a catch-all attempt to expose students to a global diverse society, but the introductory courses/tools that serve to give ALL Marquette students a foundation to explore throughout their education at Marquette about a diverse global society are not there. There is no better way than to include a requirement that can be fulfilled with: 1 year of a foreign language OR a study abroad experience OR a MAP service trip OR service learning requirement.

In addition to pushing students to grapple with new ways of thinking and metacognitive processes, the core should prepare students for transferring acquired knowledge and developing new strategies for working in their particular majors and in the constantly shifting world beyond the university, including the skills, perspectives, and confidence to take on the challenge of life-long learning.

There are not enough moments in the classroom when students can say they have experienced the creation of some form of new knowledge, then reflected on it, then evaluated it, then critiqued its capacities and its limits.

The diversity of the Marquette community.

Don't know. Thanks for such a reflective process!

Leave it mostly the way it was in the first place. All this so-called innovation accomplishes little but adds to our ever more expensive operating budget.
meaningful yet manageable core (e.g., a coherent core that is not too onerous on students or on university faculty/administration in implementation)

Making sure we are in line with key Jesuit goals and statutes of education. Thinking about consulting an expert in Jesuit education before final approval of the core from inside or outside the university such as Michael Buckley, SJ or Joe Appleyard, SJ. More interdisciplinary integration of the core. Listening to alumni young and old as to what they value in their education, my suspicion is that the core made their educational experience distinctive, Latin, Greek, theology, philosophy, the humanities, etc. Continued Consultation of important Jesuit documents on education including the Mexico City document and Michael Buckley's landmark book, The Catholic University as Promise and Project: Reflections in a Jesuit Idiom.