

**Preliminary Report to the Faculty Senate  
From the Ad-Hoc Committee on the Provost's Curriculum Proposal  
16 April 2010**

**What this report is.**

This is an overview regarding the new curricular proposal. It is based on input from specific departments, from numerous individual faculty and staff, from the Faculty Senate Forum, from the 12 March 2010 meeting of the Faculty Senate, and on the research and reflection of the Ad-Hoc committee. Find below:

- 1 A suggestion for how the process should go forward. (page 1)
- 2 4 areas of specific concerns: (page 2)
  - 1 The elimination of certain skills courses.
  - 2 The nature of the Freshman Seminar.
  - 3 Other specifics of the GE proposal.
  - 4 Procedures.
- 3 Addenda:
  - 1 Selections from the catalogs of peer and aspirant institutions whose current requirements impinge upon some aspect of the Provost's preliminary proposal. (page 6)
  - 2 The Ad-hoc committee's working document on the concept of the Freshman Seminar. (page 12)
  - 3 The Theology/Religious Studies Department's working document on the concept of the Freshman Seminar. (attachment: as addendum 3)
  - 4 The Theology/Religious Studies Department's working document on its standard syllabus for the Freshman Seminar. (attachment: as addendum 4)

**How this report should be handled.**

The Ad-hoc Committee recommends that at the April 2010 meeting of the Faculty Senate the full Senate:

- 1 Accept the report as a report from its ad-hoc committee and then discharge the committee.
- 2 Move the Faculty Senate to a committee of the whole for discussion and amendment of the report.
- 3 Recommend the result of this deliberation to the Provost as the response of the Faculty Senate to his preliminary proposal, with the very clear proviso that this response is not to be understood as the fulfillment of Faculty Senate participation in the process. Rather, we expect that after the April meeting and before the end of the summer, a clear proposal will come forth from the office of the Provost and we expect that that proposal will be subject to normal Faculty Senate curricular review beginning at the end of August.

#### **Four areas of specific concerns.**

Regarding the Provost's preliminary proposal, we find faculty concern that:

**1** The skills and activities currently covered by the 10 hours of GE proposed for elimination should be effectively maintained through real curricular and co-curricular mechanisms. These skills and activities include:

**1.1** The basic practical content of the current one hour INTD Freshman seminar, especially attention to activities and instruction appropriate to undeclared majors and in preparation for the large proportion of students who will change majors. This suggests that, in addition to regular Freshman Seminar courses for particular majors and GE area requirements or in the free area, we will clearly need multiple sections of specially designated Freshman Seminar to be offered both in basic GE area requirements and in College or School electives. These Freshman Seminar Undeclared (FSU) sections should be available both to undeclared majors and to any student indicating uncertainty about their declared major.

**1.2** Physical fitness and wellness.

**1.3** Timely and appropriate instruction in computer skills.

**1.4** Early academically sound instruction and sustained practice in oral communication. Such instruction would include resourcing the CTLE to offer oral communication instruction for both students and faculty. This initial instruction might be augmented by the institution of a requirement, like that at Fordham, of a post-Freshman Seminar requirement of 4 courses in any discipline with an EP (*Eloquentia Perfecta*) designation.

**2** The Freshman Seminar should genuinely reflect our highest ideals and standards of disciplinary content and methodology, as well as attention to the skills and experiences central to the integration of the new student to college life. The faculty has expressed concern:

**2.1** That it be clear that the Freshman Seminar in principle arises from our Catholic, Jesuit, and Liberal Arts traditions. At the same time it should be congenial in content and method to students and faculty of various faiths, or none, and from disciplines campus wide.

**2.2** That since our rationales for instituting the Freshman Seminar sometimes emphasize principles based upon University mission and sometimes indicate a practical concern for boosting retention of the entering class, we should more effectively and routinely evidence the honorable connection between the apparently divergent rationales.

**2.3** That our development of the Freshman Seminar reflect our own best institutional culture, while being cognizant of what other peer and aspirant schools are doing in this area.

**2.4** That the oral component not be limited to the Freshman Seminar but be sustained in the curriculum, perhaps through EP course designations.

**2.5** That we articulate more thoroughly the expectations of all Freshman Seminar offerings, in such a way that we maintain broad program coherence while

preserving sufficient flexibility to accommodate the legitimate disciplinary variations in content and method.

**2.6** That we carefully maintain the balance of standards such that sections of Freshman Seminar may be developed in GE courses, in Major courses, and in innovative and interdisciplinary INTD courses, or, on the contrary, that we consider whether we in fact want to allow Freshman Seminars in all three areas.

**2.7** That we examine which practical skills, currently covered by INTD 100, should be included in the new Freshman Seminar and which might better be shifted to CTLE and/or the Advising Centers.

**2.8** That we consider the gradual implementation of the Freshman Seminar requirement. That is, we ramp up the requirement as we have sections become available.

**2.9** That the Freshman Seminar should be a 4 hour course rather than a 3 hour course. Arguments for and against the 4 hour model include:

**2.9.1** The 4 hour model will obviate any perceived need for the reduction of content in a currently existing freshman course, whether GE or Major. This model might be more appealing to some faculty because it requires less modification of existing intro courses, simply incorporation of additional materials.

**2.9.2** Conversely, the 4 hour model is less likely to encourage an imaginative re-conception of the intro course, which would in turn less robustly engage the new Freshman Seminar concept and goals. There might result a rather clumsy chimera: three parts the old course, in the old pedagogy, one part the new Seminar goals and pedagogy. It will, additionally, complicate scheduling.

**2.10** That it be understood that we support the notion that the Freshman Seminar should be taught by Full time Faculty. Some have suggested further restricting participation to faculty with tenure-line appointments but the Faculty Union leadership has strongly recommended against such a distinction.

**2.11** That there should be yearly meetings of, and collegial seminars for, faculty teaching, or preparing to teach, a Freshman Seminar.

**2.12** That there should be more thought given to providing specific resources, such as majors fairs, for undeclared majors outside of the Freshman Seminar. Such resources and activities might be orchestrated through the advising centers. Getting participation in such activities by appropriate students might require some kind of course credit, or credit in their co-curricular transcript.

**2.13** That it is unclear how a Freshman Seminar in a major can be counted within that major, and whether its being counted in the major makes more difficult meeting the proposed reduction of the degree minimum to 120 hours.

**2.14** That the Freshman Seminar might be offered under the aegis of the Catholic Studies Concentration, with emphasis on Jesuit charisms, the theology of the body and marriage, and the sacraments of reconciliation and the Eucharist. There has been a suggestion that the whole emphasis of the Freshman Seminar be shifted in this direction, with a further emphasis on the primacy of "Catholic" over "Jesuit." On the other hand, it has been suggested that in the spirit of 2.1 above, a broader

description of who teaches and what is taught in the Freshman Seminar is appropriate.

**2.15** That the current objectives of the freshman writing, oral communication, and computer literacy requirements might not be sufficiently addressed in the new model. There are a variety of ways oral communication competence can be accomplished without COMM 100 as a required course. However, it is easier said than done. We are concerned that the “practice” portion of the Freshman Seminar, in-class presentations, will pan out more than the “academically-sound instruction” part simply because of the many elements instructors may be required to work into these courses. We are concerned about the load that may be dropped on freshman seminar (and other) instructors. The current freshman seminars are supposed to include study skills, Jesuit Identity, bibliographic instruction, etc. The proposed seminars are expected to do all these things, plus GE, Major, College, or Interdisciplinary content.

**2.16** That seminars for majors or for larger academic divisions should still be broadly appropriate should the student subsequently change majors.

**2.17** That it should be possible to incorporate service learning components into all sections of Freshman Seminar.

### **3** Other areas of the Proposal need attention.

**3.1** Whether the proposal is sufficiently radical in its revision of our current curriculum. The proposal might more fundamentally examine our current practices in ways such as:

**3.1.1** Revisiting the entire GE requirement from scratch.

**3.1.2** Considering an institutional cap on the number of hours permitted for all majors.

**3.1.3** Considering whether the reduction to 120 for the minimum number of hours for a major is necessary.

**3.1.4** Considering whether the reduction to 120 for the number of hours for a major should be mandated across the board.

**3.2** Whether the 15 hour free area inappropriately impacts current or developing hybrid majors, or whether conversely the free area together with the reduction of the degree minimum to 120 hours are simply good goals.

**3.3** Whether the 15 hour free area, coupled with the highly prescribed humanities category requirements, in effect bars any student not an actual foreign language major from serious language study, or whether such a problem only arises in non-language majors that wish to require such study but not count it in the major.

**3.4** Whether in fact, based on the material in Addendum one, the University of Scranton is behind the curve in implementing such GE revisions.

**3.5** Whether the impact on the elimination of Comm 100 on the ADP program has been taken into account.

**3.6** Whether the impact of the proposal on accreditation issues has been taken into account.

### **4** The procedures pertaining to the proposal—its development and the implementation of the proposed revisions to the General Education curriculum—should be

appropriate and consistent with University and Faculty Senate policy and AAUP principles. Areas of concern include:

**4.1** Whether the proposal by the administration of so substantial a curricular revision constitutes in itself usurpation of faculty primacy in curricular matters. Divergent views here include:

**4.1.1** That such a proposal should only arise from the faculty.

**4.1.2** That the success of curriculum reform of this kind necessitates a coordination of administrative initiative and faculty deliberation.

**4.2** Whether the administration has the institutional will to develop the resources and support mechanism which development and implementation of the proposal would necessitate, including:

**4.2.1** Expansion of CTLE and better integration of faculty oversight and participation in its activities so as to make available training for both faculty and students in computer and oral communication skills.

**4.2.2** Integration of physical education and fitness into campus life.

**4.2.3** Training for faculty wishing to teach the Freshman Seminar.

**4.2.4** Standards of content and pedagogy for the Freshman Seminar.

**4.2.5** Review mechanisms for approval of Freshman Seminars.

**4.2.6** Review mechanisms for oversight of Freshman Seminars.

**4.2.7** Review mechanisms for assessment of Freshman Seminars.

**4.2.8** Institution of a University wide Co-Curricular activity transcript system.

**4.2.9** Comprehensive revision of the general catalog.

**4.2.10** The development of evaluation procedures for the impact of the proposed changes on eloquentia perfecta campus wide, and the development standards and evaluation procedures for future course designated EP, should such a designation be put into place.

**4.3** Whether, in the light of the general decline over the past four years in the reliability of administration participation in University policies governing curriculum development, the administration can be reasonably expected to proceed with due diligence in the implementation of the new curriculum.

**4.4** Whether the administration has carefully calculated the impact of the proposed revisions on the size of the faculty and on student tuition policies;

**4.5** Whether the time-line originally discussed should be modified to reflect that in regard to implementing the Freshman Seminar it will be difficult to guarantee enough sections to serve the entire incoming class of 2011 and therefore the Seminar should be phased in as sections are developed. Obvious groups to target first are undeclared majors and ADP students. The initial time line indicated that after the 16 April Faculty Senate action the following schedule would obtain:

**4.5.1** During the Fall of 2010 the New Curriculum would take its final form, undergo the normal curricular approval process, and be developed as catalog copy,

**4.5.2** During the Spring of 2011 we (faculty and administration) would work out the nuts and bolts of implementation.

**4.5.3** During the Fall of 2011 the University would implement the new GE curriculum.

**Addendum One:**  
**Selections from the catalogs of peer and aspirant institutions**  
**whose current requirements are relevant to some aspect**  
**of the Provost's preliminary proposal.**

**Boston College**

**First Year Experience**

Welcome to the Office of First Year Experience. We are here to help our newest undergraduates, both freshmen and transfer students, transition into the intellectual, social, and cultural community of Boston College. We do this through integrated offerings of curricular and co-curricular opportunities throughout the first year at Boston College. Cornerstone Program

The Cornerstone Program at Boston College offers first-year students special courses in which they are encouraged to reflect on their lives as students and to work with the faculty member leading the course, who serves as their academic adviser during the first year. Students may register for only one course as a Cornerstone option.

**Freshman Topic Seminar**

**UN245**

The Freshman Topic Seminar is a twelve-week, one-credit elective that offers first-year students in the College of Arts & Sciences the opportunity to meet with a faculty member once a week to enjoy small group discussions (limited to 14 students) on a research topic in which the instructor has expertise. The Topic Seminars are designed to allow students to explore new academic areas and require no background knowledge of the topic. Some of the topics in past seminars include evolution, the role of law in society, the 2006 congressional elections, the city of Boston, genetics, and modern African short stories. Students will get to know a faculty member in a more informal setting both in the classroom and outside in co-curricular activities around Boston. The instructor will serve as the student's academic advisor for the entire first year.

The course ends at Thanksgiving and is graded Pass/Fail.

Freshman Topic Seminars offered in the Fall

**Advising Sections**

**First-Year Writing Seminar**

**EN010**

The First-Year Writing Seminar fulfills the core requirement in Writing. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the writing seminar features regular individual conferences with the instructor. Students write and rewrite essays continuously, discuss their works-in-progress in class, and read a wide range of texts, including various forms of nonfiction prose.

In certain designated sections (highlighted in the Schedule of Courses), your professor is also your academic advisor for the entire year.

**Perspectives in Western Culture**

**PL090-091 / TH090-091**

This is a two-semester, twelve-credit course that fulfills all the Core requirements in Philosophy and Theology. The course will introduce students to the philosophical and religious heritage of the West through a study of the major thinkers who have formed Western cultural traditions.

In certain designated sections (highlighted in the Schedule of Courses), your professor is also your academic advisor for the entire year.

### **Bucknell**

#### **1. Foundation Seminar**

Each first-year student will enroll in a small seminar of about 15 students, usually in the fall semester. Foundation Seminars are offered by many different faculty and focus on a wide variety of subjects. Whatever the topics, they are designed to cultivate the attitudes, skills, and knowledge necessary for students to benefit maximally from a Bucknell education and to negotiate the complexities of the modern world. The seminars will stress the following: active, independent learning; collaborative learning; development of students' capacity for analysis, reflection, judgment, and creativity; multiple perspectives; and development of skills students need in order to engage in intellectual endeavors at Bucknell and beyond. These courses will address foundational skills in reading, writing, listening, and speaking and also develop students' ability to use the library effectively and to use computers (e.g., word processing, simulations, use of a database, or analysis of data).

For bachelor of arts students, the seminar instructor serves as academic adviser for the first two years; for students in the various bachelor of science and bachelor of music degrees, the seminar instructor will serve in an informal advisory capacity, and another faculty member in the student's degree program will serve as the official adviser for curricular requirements for the major.

### **Catholic University**

they have a section called first year experience  
<http://firstyear.cua.edu/academic-experience/>

Your starting point for this adventure is the First Year Experience. In your first year at CUA you will take courses that allow you to explore interests you already have, including potential majors. As a member of a Learning Community, you will also take courses designed to give you a foundation in the Catholic intellectual tradition and to develop skills that will allow you to succeed at the college level.

#### **Learning Communities**

You're part of a Learning Community! Learning Communities at Catholic are a year-long experience, starting with linked courses in philosophy and English in the fall semester and concluding with linked courses in philosophy and theology in the spring semester. These four liberal arts courses will introduce students to the Catholic intellectual tradition and bring them into the center of the university's intellectual life.

The goal of a Learning Community is to strengthen connections between the 18 or so students who share these common courses and also provide a setting for first year students to form a substantial connection with their instructors. The philosophy, English,

and theology faculty who teach together in a Learning Community will read the texts that each other assigns and will coordinate their assignments to build on each other's courses. During the first weeks of class, these three professors will even schedule a dinner discussion with students in their Learning Community. As the name suggests, students and faculty will be learning together throughout the first year, demonstrating that courses and disciplines aren't as separated as they might at first appear; instead, a collaborative and integrated learning experience is what a university education is all about.

### **Fairfield University**

#### **First Year Experience Program (FYE)**

The First Year Experience (FYE) program, a requirement for all incoming undergraduate first year students, is focused on teaching Fairfield's core Jesuit values, cultivating student self-discovery, and exploring the importance of community. FYE includes a course in the fall semester, designated campus events for students to attend throughout the fall, a mentoring program, and a community service component.

FYE groups are based on the residence hall community where students reside, so that conversations that take place in the classroom can continue in the halls. FYE groups are led by a faculty or staff Community Associate and a student First Year Mentor, who teach the FYE course and serve as a resource for first years in their transition to Fairfield.

#### **First Year Mentors (FYMs)**

A First Year Mentor is a student who was selected after an intensive hiring process to serve the role of mentor, advisor, acquaintance, facilitator, and resource for incoming students. The FYM co-teaches the FYE class with a CA in order to discuss different issues and topics relating to the first year experience at Fairfield University. The FYM will also organize a community service program for their group.

#### **Community Associates (CAs)**

A Community Associate is a faculty or staff member who teaches the FYE course and brings professional experience, wisdom, and guidance to their group. The CA will serve as an advisor and resource to first year students as well as an advocate for establishing a sense of community amongst their group.

#### **First Year Experience Requirements**

What will I need to complete to successfully fulfill the requirements of FYE? Students are expected to:

- Attend and participate in all FYE course meetings
- Complete all readings and class assignments
- Complete four (4) reflective writing assignments
- Attend First Year Convocation on Friday, September 4, 2009 at 10 a.m.
- Attend a minimum of six (6) FYE campus events throughout the fall semester
- Attend a minimum of one (1) community service event during the fall semester

The First Year experience program strives to provide students with:

- An understanding of the rich history and tradition of the Society of Jesus and Ignatian spirituality



- The impetus to fully engage in their college community by exploring all the opportunities for learning
- An exposure to the resources available to them to fully engage in curricular and co-curricular experiences
- Access to the many wonderful events, programs, and services available at Fairfield
- The tools necessary to live a reflective life by developing their critical thinking and writing skills
- The passion to serve others in this community and our global world

### **Fordham**

<http://www.fordham.edu/images/academics/bulletins/fordham%20undergraduate%20bulletin%202009-10.pdf>

Freshman Seminar (Many core, major and elective courses include specifically designed sections to fulfill these distributive requirements.)

Liberal Arts students will fulfill this requirement by taking a specially-designated section/version of one of the freshman core courses (indicated by an F as the fourth letter in the course designation). Designed to help students make the transition from high school to college, (and hence introduce them to the rigors of college work), the Seminars will provide students with opportunities to hone their writing skills, familiarize themselves with scholarly methodologies, and build a sense of community within the context of a small college course. (The Freshmen Seminar is not required of transfer students.)

### **Distributive Requirements**

Eloquentia Perfecta Seminars: Four required courses when core fully implemented  
Special sections of disciplinary core classes will be designated as Eloquentia Perfecta (or EP) seminars. They will dedicate at least one fifth of class time to student writing and oral expression. Once the core is phased in, students will be expected to take four EP seminars during the undergraduate years; all sections of Texts and Contexts and all the Values Seminars will be offered in this format. In the Banner system, these courses will have the attribute Eloquentia Perfecta Seminar.

### **Georgetown**

Status unclear.

### **Holy Cross University**

#### **First-Year Program**

At Holy Cross, we believe that learning and living should be interconnected. As part of this philosophy the College invites incoming students to participate in its innovative First-Year Program (FYP.)

Each year the program is oriented around the central, challenging question, “How then shall we live?” Any student who chooses to be in this program enrolls in one, year-long

FYP seminar. Through this seminar, common readings, co-curricular events, and living together in the same residence hall, FYP participants explore with faculty and fellow students fundamental intellectual and ethical questions.

### **Loyola University Maryland**

Loyola University Maryland offers a several living-learning options for you to bring your classroom experiences together with life in your residence hall. Designed to allow students to get to know each other better and extend thought-provoking classroom discussions, the most popular of these options include:

#### **Alpha Program**

The Alpha Program offers interested freshman students an opportunity to weave together the heritage of the liberal arts and the Jesuit tradition in freshman seminars that cultivate four critical habits: careful reading, academic writing, scholastic conversation, and living the examined life. Small in size, these seminars are taught by members of the Alpha faculty in a format designed to expand the intellectual horizons of students through lively discussion, academic reading and writing, extra class meetings, off-campus and interdisciplinary activities, and participation in a campus program of Alpha lectures. The faculty teaching Alpha seminars also serve as core advisors.

Alpha sections are offered in the humanities, social sciences, natural sciences, mathematics, and business. A limited number of sections are offered in the Spring Semester for students who wish to continue the Alpha experience through the second semester of their freshman year.

#### **First-Year Experience (FE 100)**

The First-Year Experience Seminar is designed to help students get the most out of their college experience and make a smooth and successful transition to college. Informal and lively class discussions, group interactions, field trips, and presentations by instructors and guests help to introduce first-year students to the expectations of college instructors and the values inherent in the mission and core of the College; inform the students of the services available to support their academic and cocurricular experiences; and provide opportunities for critical thinking, community service and community building in an enjoyable setting. Many of the class meetings take place outside of the classroom and include excursions into Baltimore.

Each course is team-taught by a faculty member (usually the student's core advisor), a member of the Student Development administration and a student leader- all of whom are committed to helping first-year students get the most out of their Loyola experience.

Members of these three communities are placed in residence hall floors with students with whom they share classes.

### **Saint Joseph's University**

In freshman year two advising programs are provided. For some majors and for undeclared majors there are sections of GER freshman courses and major courses designated as Freshman Seminars. The instructors for these seminar sections serve as the academic advisors for the students enrolled in them. The maximum number of students in a Freshman Seminar is limited to twenty. The second advising program is provided for all other freshmen not enrolled in a Freshman Seminar. Academic advisors for these freshmen will be faculty members of the department in which the freshmen have chosen to major.

### **Villanova University**

Whether you'll be living on campus or commuting, a Learning Community may be for you! Villanova's learning communities create innovative educational environments that integrate the academic, co-curricular, and communal aspects of your first year of college. Learning Communities at Villanova offer freshmen:

- the intentional pairing of a student's academic course assignment in Augustine and Culture: The Augustine and Culture Seminar (commonly called ACS, a class all freshmen take) and the student's housing assignment.
- the opportunity to form a close community inside and outside of the classroom, with faculty, hall mates and classmates.
- an option to explore a theme or interest of the students in the first year seminar and living with people who share that interest.
- a holistic integrated approach to a student's intellectual, personal, social, moral, and spiritual development.

\_All other first year students will automatically be assigned to the Augustine and Culture Seminar and a housing assignment that are linked to create smaller learning communities within the various residence halls. Typically, over 95% of first year students are housed with their Augustine and Culture Seminar classmates or, in the case of commuting students, are placed in the Augustine and Culture Seminar with other commuters.

**Addendum Two:  
The Ad-hoc committee's working document on  
the concept of the Freshman Seminar.**

**A first paragraph:**

The Freshman Seminar provides the incoming student's initiation into the University of Scranton's embodiment of the educational philosophy of Ignatius of Loyola, founder of The Society of Jesus, the Jesuits.

The Ignatian vision incorporates his principles of *cura personalis* (care for the whole person), *eloquentia perfecta* (skill in speaking and writing), and *magis* (the restless striving for excellence).

The Freshman Seminar stresses the personal and sustained interaction of professors and students, the articulate participation of the student, and ambitious engagement with the subject matter.

The Ignatian vision—with its three fold attention to the individual, to eloquence, and to the highest academic standards—buttresses our Catholic and Liberal Arts traditions, and simultaneously insures that professors and students of any religious orientation or field of study may embrace enthusiastically the spirit and substance of the Seminar.

The Freshman Seminar welcomes the new freshman into the Scranton community of scholars, cultivates her or his voice, and encourages growth in love of, and serious commitment to, the life of higher learning.

**Some further notes:**

Freshman Seminar should promote discussion of: the nature of an intellectual tradition: the nature and purpose of higher education, particularly in the Jesuit context: study and inquiry as a craft, and should introduce students to the resources available at the University to promote the life of the mind.

Freshman Seminar should be structured around serious engagement with academic subject matter, and should include sustained experience in the reading and interpretation of significant primary texts in the field.

In the 16th century, the Spanish Jesuit Diego Ledesma gave four reasons for promoting the Jesuit involvement in higher education. In 2001, Peter-Hans Kolvenbach, S.J.—then Superior General of the Society of Jesus—reaffirmed them:

1. "To give students advantages for practical living." This demands academic excellence.
2. "To contribute to the right government of public affairs." This shows the goal is not merely practical, but also concerns educating men and women to be good

citizens and good leaders, concerned with the common good and the promotion of justice.

3. "To give ornament, splendor, and perfection to the rational nature of humanity." I believe the point of this is to affirm reason, not as antithetical to faith, but as its necessary complement.
4. "To be a bulwark of religion and to guide man most surely and easily to the achievement of his last end." Kolvenbach understand this to mean that "Jesuit education places all that it does firmly within a Christian understanding of the human person as a creature of God, whose ultimate destiny is beyond the human."

In the "Tenth International Congress of Jesuit Alumni in Europe" in 1975, Pedro Arrupe, S.J.—then Superior General of the Society of Jesus—introduced the idea that Jesuit education must be committed to producing "men and women for others." He denounces egoism as the antithesis of this goal. He acknowledges that while prudence I practical life requires consideration of one's own interests, higher education in the exclusive pursuit of self-interest is antithetical to the Jesuit way of proceeding.