

	What is your status?
If you wish to propose additional Core Themes and objectives or make other comments please use the space below:	
"Collaborative" inquiry and research is talked about a lot but I don't really see a lot of evidence of this. How are we actually doing it?	Staff
(Borderline) alienate conservatives, christians, meat eaters, white people, straight people, or pretty much anyone else that would be considered normal.	Student
12-20-2010 As a Graduate School faculty member who elected to accept a position here based on the liberal arts mission IN graduate education, I hope for renewed (and in some cases initial) UNDERSTANDING of and commitment to the liberal arts mission. As a collective our graduate school no longer retains this emphasis beyond words that are not defined and conceptions that are, to my observation, incorrect. The Core program at the center of our liberal arts signature has, beginning with conversion to semesters, undergone consistent dilution. Over that time, Core has been reduced from 8 quarter hours to the current 2 semester hours. In spring term 2011, Core faces the significant likelihood of being eliminated altogether or, euphemistically retained via conversion to a cross-profession 'social justice' requirement. When there is no clear agreement on what the words 'social justice' mean and when the professions are education and counseling...well, little of the liberal arts and near nothing of cross-disciplinary perspective remains. Thank you for any consideration of these concerns as your committee considers how we move beyond the stating of Core Themes to the enacting of those statements. Mary Clare	Faculty
A core theme should be self-sufficiency and responsibility. The school treats its students, especially those with freshman and sophomore standing like infantile rich kids who need to be spoon fed organic food and kept neatly enclosed in the richest neighborhood in Portland.	Student
A rough draft for a Core Theme: "Cultivate the art of attaining and managing a condition of intellectual freedom in a world full of external influences that exercise both direct and indirect control over human thinking." Objectives: * Develop critical awareness in students of the social, political, and economic forces that seek influence over their values, norms, and habits. * Encourage critical evaluation of the extent to which the human mind can be truly free. * Encourage critical reflection about the relationship between social forces and the sense of identity, and particularly about the ways that recognizing identity (one's own or another's) can be a form of respect for diversity or a degrading way of treating the self as static and externally dependent. * Encourage rigorous and creative thinking about what how one develops and affirms values for oneself, rather than through social reinforcement. One further note: I regarded core value three, about respect for diversity, as being of "no importance" for two reasons. The first is the one noted above: in the hope of respecting others' identities, we easily slip into ascribing those identities to them, treating them as incapable of autonomy and in need of a social group to define them in a fixed and externally-dependent way. This can be a form of degradation just as easily as it can be a form of respect. Second, though we should of course maintain a commitment to respecting diversity on campus, I regard this as a means to fulfilling the mission of the College, and not an end in itself. Every student, faculty member, and staff member has a right to a respectful environment. But we should not be seeking to produce particular normative commitments in our students; a main goal of a liberal arts education is to foster critical thinking about these commitments, not to pressure people into accepting pre-determined conclusions.	Faculty
A university cannot function as a business and still be true to its academic core. The core values should reflect this by not just promoting academic pursuits, but by redirecting the school away from business pursuits (growth, increased revenue, etc.).	Student
Academic Excellence. Faith in the value of a Liberal Arts Education without having to resort to measuring it with a system of easy "metrics" not able to do the job. Freedom of Expression. Equity and Transparency in all college policies for students, staff, and faculty-- especially as they pertain to types of appointments, salary, and number of tenure-track lines among departments. An academic community where student life, athletics, and extracurricular activities are important--even crucial-- but never compete with the most important core value of delivering the best education to our students that we can offer.	Faculty
accreditation is a scam	Student
Add "fostering relationships between faculty and students" under the high quality academics theme. Thanks!	Student
All four of these core themes are very worthy of being the goals that Lewis & Clark strives for. I believe that the current situation runs short of meeting the third theme's goals. Especially in the housing sector, I don't believe integration of diverse backgrounds is supported nearly as much as I personally would like at Lewis & Clark. I know the school works hard to recruit many students, faculty, and staff of different perspectives, but once they are here, segregation (not actively supported, but not actively discouraged either) is still an issue.	Student
All of the current core themes seem important to me, but I'd really like to see a greater emphasis on environmental sustainability in them. Students on our campus are very engaged with environmental issues -- it would be nice for this to be better-recognized in the core themes.	Student
altruism and humility	Student
As a part of leadership and responsibility, integrating environmental ideas and sustainable practices into daily life and the community. In learning about the global whole, we must also assess our daily lives to bring theories into fruition. Environmentalism is a large part of this school (theoretically) and I think that more avenues for the students to express their environmental thought and consciousness need to be put in place (i.e. more support from the administration for environmental projects and action).	Student
Be a compassionate institution to all beings.	Student
Been a full-time student for two years and this is the first time I've ever heard about the four themes...suggest also asking how well the themes are being implemented for real insight from L&C community...	Student
Bite me	Student
Commit resources to global peace, justice, democracy, and sustainability	Faculty
Commitment to the belief that there are different ways of knowing and constructing meaning with the goal that students experience a diverse range of investigation and practice.	Faculty
Communication among and collaboration between Students, and Administrative heads such as Board of Trustees to ensure a holistic, transparent experience while at Lewis and Clark, and to heighten Students' knowledge of how to engage politically and administratively. ACTIVE roles in environmental progression and funding/support to make those changes creatively.	Student
Core Theme 3 sounds alright but the way the school carries it out is just childish bullshit. pisses me off	Student
Core Theme Three: In over 20 years of observation and interaction with students and faculty, I have found a significant lack of "diversity of perspective". Like most other colleges, ours is exceedingly liberal with almost no balance of conservative points of view. I doubt most departments would eagerly hire a new faculty member with an obvious conservative point of view. This affects the definition of "justice" addressed in the theme. It is a disservice to the students as they must function, eventually, in a world that is not always liberal and fitted to their opinions. In "environmental inquiry" there is an inclination to accept the first solution proposed only to find later that there are flaws there and a need to look more closely to the whole result. Progress there is great but not necessarily swift.	Staff
Core themes and objectives should be oriented toward preparing people for the future. They should not seek to judge or restrict their lives or habits.	Student
Create an undeniably sustainable environment so as to teach how to protect our world while actually doing so.	Student

	What is your status?
If you wish to propose additional Core Themes and objectives or make other comments please use the space below:	
Creating diversity in ways of thinking, different from your own.	Student
Creativity to approach problems and provide solutions.	Student
Demonstrate and foster a community culture of social justice, respect and responsibility.	Student
Diversity as part of our Core Themes is great, but it's not one of the first things I would pick.	Student
Emphasis should be on teaching and learning.	Faculty
emphasize pioneer spirit. lewis and clark/portland equals pioneers, exploring, fearless, resourcefulness, independence.	Student
Encourage and demonstrate the individual characteristics of integrity, generosity and tolerance.	Staff
Environmental and civil awareness and activism	Student
First, I do not think number three is carried out well. How can we call ourselves diverse when most of us are liberal atheists? There are exceptions but our community rarely hears from them. Secondly, our student body needs to do more to involve itself in real world issues. We are physically and mentally stuck up on Palatine Hill. When I visited other colleges before I chose LC I was overwhelmed by the student activism on campus'. On city campus' i heard students protesting abortion, I heard students promoting politicians, I heard student's speaking out against current politicians. When, if ever, do our students engage themselves in this kind of behavior on campus? We cannot learn from each other if we keep quiet about our beliefs outside of the classroom.	Student
Foster community and solidarity as a school.	Student
Fostering diversity is an artificial thing. Diversity is a constructed idea, largely is based upon astract notions of "race" that are assumed to be shared across the student body, the faculty, the staff, the trustees. while everyone participates in this shared idea of race, establishing diversity on a campus (where this racial diversity is naturally lacking) is in some ways like growing plants in spaceships. it takes a lot of care and attention. If you forget that this diversity is NOT a given, that it is CONSTRUCTED, normative view of what a good community should look like, then you will begin to fail to address the challenges of this particular situation. The "poster incident" comes to mind - how that was handled by the administration, how the student body reacted or didn't react...more care. more attention.	Student
Fully supporting student-driven efforts towards sustainability and social justice is a great way for LC to work towards the Core Themes, because this process develops student leadership and creates outcomes that more students will be engaged with.	Student
Giving sustainability and social justice issues as high a level of importance as other values honored by Lewis & Clark is great. If the administration really listens to students and shows a real effort to understand AND implement appropriate changes promoted by the student body then there would not be so much tension between the students and the administration. In addition, more publishable achievements could be produced on campus (i.e. a campus-wide compost system or more investment transparency). This sort of transparency and common ground between the administration and student body would also help LC in receiving better grades on third-party rating systems such as the SEI and STARS.	Student
Great objectives, thanks for the hard (often thankless) work from the committee!	Faculty
Help students find gainful employment should be high on the list, though it's integrated in a rather obtuse way into a few of these objectives. Also, I would place less emphasis on all of the environmental/green impositions, which at the moment make my life as a student worse (printing quotas, freezing cold classrooms when I have final exams but my fingers are too cold to type fast), and more emphasis on the straight-up academics. I'm as liberal as they come, but all this focus on green everything is reducing the value of the tuition I'm paying, and frankly (along with the DSAs, etc.) is the kind of thing that gives progressives/liberal folks a bad name (imposing values on others). Let's just give everyone an awesome education, as many opportunities as possible, and because we'll produce good minds they will go forth and make change for the better. Also, diversity is awesome, I'm all for it. But by sending a solemn, condemning, campus-wide e-mail every time some idiot draws a swastika in a bathroom, you're just giving them attention (exactly what they want) and perpetuating the problem. Just a few thoughts. Thanks!	Student
I (Jim Proctor) would like to comment on Core Theme #3, as I'm heading up with Tom Krattenmaker the Sustainability Task Force this year. First, I applaud IPEC for including sustainability and justice in the core theme language! Second, the justice language seems more developed than the sustainability language: four of the five bullet points concern justice. Third, the sustainability language as suggested in bullet point five is not congruent with where the Sustainability Task Force is moving this year, as well as the language LC has on its sustainability website. If indeed the outcome of your efforts is in part toward curricular guidance, we need better clarification on how sustainability would be conceived and implemented, above and beyond environmental programs. I and Tom would be happy to meet with IPEC or select members when appropriate to discuss further so that our mutual efforts may resonate with each others.	Faculty
I am not sure if I understand why diversity and environmental sustainably were linked together so closely while still remaining independent of each other. I can see how they both fit under the umbrella of stewardship of this world and global consciousness, but I think without verbalizing a larger theme to which they both apply, it is unclear how exactly they are related.	Student
I believe international, multi-lingual, and cross-cultural study and development are a significant part of both our practice and our institutional identity, yet I find virtually nothing in these themes that articulates that. The combination of strong liberal arts, hands-on internationalism, and the Pacific Northwest are what constitute Lewis & Clark in my experience. Theme #3's term "diversity" is so mushy at this point that no one agrees on what it means, and the "interdependent world" phrase in theme #4 is just way to vague for comfort.	Staff
I believe that all of these core themes are very important, and feel that the first, second, and fourth are deeply integrated into the ideals of Lewis & Clark already. However, I think that the third core theme needs to be especially emphasized and worked upon. Lewis & Clark needs to be a leader in sustainability. We are the second most beautiful campus on the nation, and we should be the first most sustainable. We live in Portland, Oregon, a hub for environmentalism and green living, and the era we are living in is one in which we can make a real change to help our planet. We are living in the green movement. Lewis & Clark needs to reflect this. I know that there are many measures already in place at Lewis & Clark to help the school be more sustainable, but they are not enough.	Student
I believe that diversity might need to be better defined in the objectives as a diversity of experience, background, interest, political/religious/sexual etc. preferences. We need to highlight our commitment to more than one definition of acceptance of diversity in our world.	Student
I believe that Lewis & Clark has the potential to truly be a green and sustainable campus. We have this image of being an institution that is very environmentally friendly and aware. But the image most often does not reflect what actually happens on campus. I hope that within the near future Lewis & Clark can have a 'green' reputation that is actually supported by sustainable action on the part of the institution and the students. We can strive to have big goals that are achieved behind the scenes from the hard work of faculty/students. But we must also harness and encourage an attitude of awareness/action that students will carry with them after graduation. Basically what I mean is that if this school as a whole believes in sustainability we need to help everyone understand the importance of the little things: conserving water, using reusable thermoses and not the disposable cups from the Dovecote, turning off lights and electronics...BASIC actions that we can all take to substantiate our green image. Lewis & Clark College has the ability to change how we think about our role on this planet.	Student

	What is your status?
If you wish to propose additional Core Themes and objectives or make other comments please use the space below:	
I believe that the objectives under #4 should include some statement that stresses a commitment to technological and pedagogical leadership -- not only making sure that we don't "fall behind", but actively looking for and funding opportunities to innovate and integrate new technologies and philosophies into college operations.	Staff
I don't feel you should model or mold someone into what you are teaching. Present ALL sides and facts fair and balanced and let the person decide which way to bend.	Staff
I don't understand why "diversity" and "sustainability" were conflated in to one theme, or exactly how they will be developed from mere buzzwords in to something tangible that the law school, as an institution, is actively creating.	Student
I feel that the College should instill and be a source of pride to the student body, faculty and staff - hereby helping to build a sense of community in and around the institution that will have a positive impact on the sustainability of Lewis & Clark College.	Staff
I feel there isn't much diversity with students that are in this program. I would like to see more people of different backgrounds as well as opportunities to meet people within the field of study of different cultural backgrounds.	Student
I find that Lewis and Clark is an institution in which we talk a lot about taking action, yet little is done. We hardly have transparency on campus, and i think we're lacking in opportunity for those who actually wan to create change. I've struggled with this a great deal, and i'd love to see the school really develop its efforts at creating a sustainable environment and community in which students not only learn about leadership and community, but actually develop it! A sustainability major, in particular, is something i would love to see at LC. Ideally, this would involve required internships, and focus on courses that span a breadth of information- international relations, history, so/an, environmental studies, etc. We cannot create a sustainable environment or community without educating people in all sorts of areas. The school's mission, in writing, and what comes into fruition on campus are extremely different. This year, i've seen changes that move towards sustainability and leadership, but i still feel as though actually taking action and creating the community we strive for isn't happening.	Student
I found this survey frustrating in the way it grouped objectives under Core Themes, and then asked me to rate the importance of the themes rather than the objectives. In order to express my commitment to SOME of the objectives under each theme, I rated them all "high importance." But I do not consider all of the objectives listed here "highly important." In these times of scarce resources, I think the College, and the Institution as a whole, needs to have more nuanced discussions about its (our) priorities. This survey, in my view, pre-empts this sort of discussion. Would you consider allowing us to respond to the objectives rather than simply the themes? Thank you.	Faculty
I generally feel as if L&C's energies are somewhat aimless. We talk a good talk, but it is very difficult to nail down any sort of meaningful delineation of what we actually intend to do. It seems like L&C's goals are analogous to recycling plastic containers, i.e., guilty liberals get to feel better about themselves but nothing actually changes. For what it is worth, I blame the degree to which L&C is steeped in a culture of postmodernism; if objective reality doesn't exist, it makes it much more difficult to quantify our goals and behaviors. We talk about what is morally desirable but then turn around and say there is no such thing as absolute truth. Essentially, we are, collectively, a bunch of bullshitters.	Student
I have taken graduate level courses at Marylhurst, PSU and L&C. Lewis & Clark has been the best all around experience in regards to education, professionalism, genuine caring and customer service from your Professors and staff to the quality of classrooms and technology!	Student
I love our mission and I think that it articulates many of the things that the ideal school is. My worry is that, while we have a great mission statement, we are not effectively fulfilling it. In fact, in some ways I worry that we try so hard to fulfill it that we miss the point. Isn't it better for leadership to develop on its own and allow students to learn their strengths and weaknesses through actual leadership than to facilitate a leadership "conference"? I'm probably being too reductionist here, but I feel like having a really effective student center might help with a lot of these issues. Templeton has no place that students naturally congregate (and I realize that much of this problem is due to the shape of the building and where it is located, which is only due to the tricky landscape of our Palatine bubble). However, I think that if we had a central location that a variety of students would be excited about gathering in (with KLC, ASLC, perhaps the Co-op, etc.), with a really wonderful place for many people to just "hang out," then we might feel a stronger sense of community. This "sense of community" is, as far as I'm concerned, the most important thing missing at LC. If we had a stronger community, I like to think that more students would be excited about stepping forward and assuming those leadership roles (naturally!) with their own specific interests, as well as work to apply the knowledge we're learning in classes to our college experience. The other part of the equation that I feel we're largely mission is participation from faculty. Some faculty are really great about joining in community events (Jerry Harp and Greta Binford, just to list two off the top of my head), but many other faculty seem to see themselves as only necessary in the classroom. I feel like like there is a real divide between our classes and our lives, which should not be the case at all. As it states in our mission statement, we are supposed to be living and breathing these four years through our academics (perhaps my own take on what our mission says!). It would be great if these things were more integrated. Just my thoughts - good luck!	Student
I marked "high importance" for the first three proposed themes because they allow for experimentation and failure. This is not to say that the fourth theme does not allow for some wiggle room, but I feel there is too much pressure on leadership. Not everyone is cut out to be a leader. I understand that in comparison with the majority of the United States population, the students, faculty, and staff at LC have a higher rated level of education than the average person, however, I do not that means it should be one of our themes. Lewis & Clark were explorers, and yes leaders in their field and on their renowned adventure west, but why not focus on that exploration. I feel as if a theme should have a larger emphasis on pursuing and pushing boundaries. That may be understood as some type of leadership, but I feel that the prior language and underlying text are better suited to the Lewis and Clark community.	Student
I suggest that the development of critical thinking should be added somewhere.	Student
I think a sustainable and just world should be key in theme three. Lewis and Clark maintains a beautiful, green campus, which gives us a perfect background to preach sustainability if we want to keep this campus as marvelous as it is. Composting should be set up in all the dorms, and put back in the campus gardens. SEED needs to feel more support from facilities to successfully complete their projects.	Student
I think commitment to environmental sustainability and stewardship should be its own, separate core theme; it is an increasingly important issue and it shouldn't be lumped together with diversity (which is an equally important, but very different, issue). I'd like to see the school take an even more active role in environmental sustainability and service.	Student
I think diversity is very important, but as a concept it can have many interpretations and means of being achieved. Should diversity of identities and experiences be valued inherently, as a way to fight a larger pattern of inequality, or because of potentially new and varied ideas that such identities and experiences can bring? A concept with such varying interpretations and manifestations requires that those who champion it be explicit in why it is so important and how it will be encouraged, but not only that. It takes more than just flying a person of color, for instance, to Lewis & Clark and calling it diversity. Our school should be conscious of the process between achieving physical/statistical diversity and actually empowering and integrating different people into a community that is legitimately diverse and values everyone for what they bring to the table, not for how they satisfy some sort of quota. There are some sad ironies that students of color tend to be confronted with when they arrive on campus, and it is the administration's job to realize that students are not just statistics or objects to be made examples of; if the school is pursuing "diversity" it should be for the sake of the students, not for a colorful admissions pamphlet.	Student

	What is your status?
If you wish to propose additional Core Themes and objectives or make other comments please use the space below:	
I think important objectives of a university is to develop leaders and independent thinkers, and give students the knowledge and experience to engage with others and contribute to a better society.	Student
I think Lewis & Clark needs to work on the unity aspect of its objectives. The community is very disconnected in my opinion. Across the three campus there is little similar identification. Also, (I think because of study abroad, not so much on/off campus living) lower and upperclassmen at the undergraduate campus are not connected. I think a tighter community should be an objective that is worked on at Lewis & Clark.	Student
I think that core themes of a mission are great, but this school does a lot of talking and not a whole lot of walking. Consider worrying more about what the school actually accomplishes than what it's website says about its "mission".	Student
I think that diversity is a good goal, but it is easy to take it too far. I hesitate in actively pursuing it at the expense of non-diverse students, faculty, and staff. I think when hiring a professor, diversity should come in as a tie-breaker between two candidates considered equal on other respects. The professor who is best fit for the job should not be turned down because their happened to be a diverse candidate. Same for students and staff. It is also important to realize that when looking at diversity we should look beyond race. Diversity comes in many forms and it is easy to think of it narrowly defined to racial diversity. I'm not saying we shouldn't pursue diversity, but we should carefully consider how we do it. jmidyet@lclark.edu	Student
I think that environmental issues are very important and should be strongly considered when making decisions about the college.	Student
I think that the "diversity" core theme needs to be approached carefully. It seems very important to promote cultural/religious/regional/political understanding and diversity, but probably less important to make sure all different types of sports have a fair representation on campus. Instead of pouring money into the sports program and placing emphasis on attracting more "mainstream" students (which, for better or for worse, is a goal that many students and faculty at LC believe the LC administration is pursuing), maybe it's more important to make sure that the international students at our school actually mingle instead of sticking to themselves, or more important to organize cultural events that attract more people than just those underclassmen who are forced to eat at the Bon every night.	Student
i think that you should remove the faculty,students,,staff piece in obj 1 (it makes the staff feels less important when last in a list) and, it really is more than all those people- it's the community members who come to our presentations and offerings, its the people who will come to our community clinic, and it's other colleagues who travel to L and C for conferences, etc. We are all part of the mission!	Staff
I think the third core theme needs to be integrated: how does embracing diversity and seeking justice ("diversity and justice") intersect with sustainability ("environment"). As it stands, the last sub-theme listed under this core value seems a little tacked on. The core themes are sensible and strong. The real trick is going to be making these ideals have traction in practice. If I were on the visiting accreditation team, that is what I would want to see evidenced. How do students get into the community to engage in the gritty work these aspirations champion? And how does this engagement work systemically at the college, not just in the classes of unusually motivated instructors? How does faculty development put these values into daily practice: how do teachers at LC teach each other, learn from each other, engage in a community of inquiry around these values?	Faculty
I wish Lewis & Clark emphasized the value of learning for the sake of learning.	Student
I would amend the fourth core theme to indicate that we are modeling and cultivating civic participation as well as leadership.	Faculty
I would certainly like to see LC become an even better advocate for its commitments to "sustainability." I applaud the creation of a new official position that Amy Dvorak is slated to fulfill, and I think that living in such an environmentally rich and significant area of the world, we have every reason to put stewardship of the earth front and center. I believe the school owns some property out in the wind belt of eastern Oregon. There has been some talk of perhaps building a wind farm out there on the property, and I think this could be one of the coolest things we could do. Rather than using the green fee to buy offsets, which I hope will become a thing of the past, I would love to see us actually use the money to construct a wind farm. Something to think about.	Student
I would just want to emphasize that you should do things for the students at school and not just do things for donations and alumni gifts. Making the people on the campus happy will make LC an overall happy place, you will have less students transfer away, and students will leave with a sense that they were part of something great... not something that is trying to be great. Be on the same side of the students in regards to social events and being creative.	Student
I would strongly encourage the College to start formally assessing their management and departments to make sure that these goals are met. Also, what sort of behaviors support these "Core Themes"? What sort of behavior and professionalism to you expect out of faculty and staff, and how do you reward departments that are excelling at these objectives? Generally, it appears that middle management is not assessed by their customers (students) and managers aren't held accountable to their staff. If you *really* want to see these Core Themes implemented in the community, you need to have a way to regularly assess progress. I've never heard of a staff member at L&C being asked how well their department is managed and if their manager is doing a good job. As a student, I've never been asked if a department is meeting my needs, or working towards these "core themes" *outside* of an accreditation process. Some faculty ask for feedback, but it isn't because L&C has made it a goal for them to make sure their customer is satisfied with the experience. And if a manager has asked for feedback, has it been anonymous and weighed against the College's mission statement? To ignore this type of assessment because it is "business oriented" would fail to recognize that L&C is at its core, and institution driven by customer satisfaction, reflected in student retention and alumni giving. This survey, and these goals may be reactionary to the accreditation committee, but I would suggest that the College proactively look at how its mission is being accomplished by people on the ground. Perhaps this is a good HR initiative? Regards.	Student
I'd like to see greater specificity in the leadership/engagement description. Objectives 3 &4 are general/vast and therefore could mean anything. Perhaps that's the purpose of the way they're worded. However, adding specificity might make objectives more meaningful. Also the word "provide" connotes the idea that we are donors, and use of this word might subtly suggest that leaders are leaders because we've allowed them to be, an concept that which does not convey the sense of initiative that leaders often possess. Hence consider replacing the word "provide" with the word "encourage" , or at least add the word "encourage." Greater specificity would offer clarity to objective 3. My version might be something like "Encourage members of the Lewis and Clark Community to assume leadership in committees and other campus roles, in research and scholarly endeavors, in their professional practice, in their neighborhoods and surrounding community, in national and worldwide dialogs and action-based endeavors, and in the pursuit of both sustainability and social justice, with the goal to make the world a better place for all." You probably want objectives to be briefer than that, but this statement conveys the agenda I'd like to see represented. If you don't want to amend objectives at this point, perhaps my statement could be added somewhere else in the report. Thank you all for doing this work for Lewis and Clark.	Faculty
I'd like to see more emphasis on the value of the liberal arts and of learning as worthy endeavors in and of themselves. I'd like to see international dimensions of the LC education emphasized even more strongly, again, as being of value in and of themselves.	Faculty
If resources aren't available to fully implement "high importance" core themes, consider reducing the number of core themes to just one in order to fund a successful endeavor.	Staff
In modeling leadership and engagement, I think it is important to demonstrate the way in which the humanities and liberal arts studies can inform or guide actions. I think that's the pay off of learning for the sake of learning.	Student

	What is your status?
If you wish to propose additional Core Themes and objectives or make other comments please use the space below:	
In my opinion the school claims to honor certain values but I do not see these in action. For example you value diversity in theory however only offer one Diversity Scholarship in the School Counseling Program. The classes have doubled in the last two years and you built an additional wing however this scholarship has remained at \$2,000 per class. As someone who applied to your school hopeful that the words in your brochure were more than that, I come away disappointed. Any words that you use to represent your core values are meaningless when they are not acted on.	Student
In order for these "Core Themes" to come into play and have students, faculty and staff collaborating on the same level, there needs to be complete transparency in the system. Students must have an understanding of the cogs that make this institution possible. From this improvement in transparency, students can direct their energy more effectively because they understand who they need to make their vision a reality.	Student
In order to accomplish the objectives of the 4 core themes there must be a clear understanding by the entire community, especially by the faculty, that our student's experience must be the central focus. It is not faculty research, or promotion and tenure at our student's expense. The objectives of diversity should take priority over social justice in #3. If we were ever to achieve real diversity (CAS), the issues of social justice would take care of itself. More emphasis on practical application of theory rather than 'knowledge for knowledge's sake' must be undertaken for our student's to succeed in today's world. Who will decide how to assess these outcomes? If IPEC will decide how to measure the outcomes will we be 'teaching to the test?'	Staff
include more multicultural sensitivity, knowledge and skills	Student
Increasing emphasis on engagement and interaction with the surrounding community, and regional, national, and international will benefit student learning, faculty, and the college. Overcoming the image and pursuit of a "cloistered elite" takes time and persistence and will benefit from leadership that advocates this engagement and continues to highlight and make it visible.	Faculty
interdependent long term sustainability... economic, environmental, and organizational...	Faculty
Introduce and promote the concept of legislative and judicial personal accountability for their legislative and judicial actions. Introduce and promote challenges to, and essentially removal of any legislative, judicial and governmental immunity from persecution by any member of the public. Introduce and promote challenges to and essentially total scrap of the Common Law system as archaic and designed to deal with serfs and slaves, not free and sovereign people.	Student
It is pretty ironic that the school claims it wants to show leadership when it has been a total hypocrite about some of its practices. Claiming to be an environmentally minded school means that you shouldn't break environmental laws and dump waste directly into local creeks.	Student
It seems that finances are limiting Lewis & Clark's ability to pursue these goals. I understand that the economy is not that great so the school can't give out as much financial aid as in the past, but diversity especially is limited on the financial spectrum and students are really only exposed to other students of the same socio-economic status.	Student
It would be nice if the swastika vandal could be stopped as it seems inconsistent with these wonderful goals. As a new member of this community, it is a little uncomfortable to have had that as a running theme this semester.	Student
Knowledge for knowledge's sake is extremely important to emphasize!	Student
LC is going to have to work out how it can continue to pursue both high standards and a diverse student body without working hard to provide the solid academic resources that will help undereducated students learn how to learn and make the most of their education.	Staff
Leadership doesn't mean anything. The other themes are important, particularly 1 and 3. 3 really needs to be expanded to include active engagement with various communities in the northwest, particularly underserved communities. In particular, Native Americans. This is at least as important as the environmental engagement which is mentioned in passing. LC has facilities and faculty that should be made available to underserved communities like Native Americans. Lewis and Clark would have starved and frozen to death without the generosity of Native people, and I think they deserve some mention in the mission. The Native American Law Student Association at the law school would be happy to help with this, and more importantly, to actually follow through and make the considerable resources assembled up here available to people who need it.	Student
Less is more and by trying to say so much the core themes end up saying very little.	Student
Lewis & Clark College should be more student driven or run. The communication between the students and staff and students and faculty is ridiculously poor. Communication should be a knew part of the mission. Without the students, there is no school, so why aren't we heard as much as we could be and should be? This is critical.	Student
Lewis and Clark is known as a leader in the Environmental field and especially in the Environmental Law world. I think the Lewis and Clark should further thematically focus on sustainable futures and environmental sustainability more directly. While diversity is important and does relate to sustainable communities, the connections are not clear enough to lump them together into the "good feeling, feel-y" category, as it comes across when lumped together. Why not set a loftier objective like TOP in environmental policy and liberal arts approaches? I think we should take advantage of our existing reputation and be bold in our plans to excel as leaders in the environmental field.	Student
Lewis and Clark should strive to have the best liberal arts education in Portland, Oregon, and even the U.S. It should place a high emphasis on academics and a rigorous curriculum that reaches across all of the humanities and sciences to provide a top end liberal arts experience.	Student
Lofty and virtually unattainable but nice to try for.	Student
Looks good to me! :)	Student
Maybe I missed something or didn't read closely enough, but I wish these spelled out more clearly that we work to ensure our students are prepared to enter the workforce when they leave here. 3CE's excellent work comes to mind, as well as the whole project of "workstudy" and Barry Glassner's remarks at the most recent admin assembly. I take very seriously my work with students in preparing them for whatever their next steps may be: grad school, internships, or whatever chosen profession. Perhaps one of the objectives could more deliberately reference professional preparedness.	Staff
model a healthy sustainable lifestyle through alternative forms of transportation, regular exercise, and eating locally.	Student
Model and cultivate understanding and valuing the various disciplines within the liberal arts as having intrinsic value in themselves, not answering only to the needs or wishes of other communities. Model and cultivate the intrinsic value and also usefulness of clear and critical thinking, and writing, and effective problem-solving.	Faculty
More emphasis on how to write well. My teacher kept telling us that we don't know how to write essays, but she wouldn't provide further instruction.	Student
More of a comment.... The mission statement (while good) is far too long!!! An ideal statement would capture all of the themes but in one sentence, short enough to fit in an email signature. Any longer than that and it is too hard to remember. If it is not remembered, it is not used. In fact, I worked here for two years before even finding it! By shorting this statement (like many other institutions) we can start to use it *daily* to slowly inspire and bring all of the groups on campus together with one purpose. Just my two cents. Thank you for your hard work committee. I appreciate that you have asked for my opinion.	Staff

	What is your status?
If you wish to propose additional Core Themes and objectives or make other comments please use the space below:	
MORE QUALITATIVE FOCUS. ECONOMICS AS A REQUIREMENT. ED SHOULD BE MORE QUALITATIVE.	Student
No additional themes come to mind.	Staff
Not clear whether this survey if what L & C aspires to achieve or actually practices. Also, is this survey based on the undergraduate experience only? I answered these questions in light of my experience at the law school. I would answer differently if it included the CAS.	Staff
Obliterate the divide between academia and activism	Student
One area that I have seen Lewis & Clark fail to adequately address is learning from our mistakes made within the institution regarding diversity, institutionalized racism, and the disparities of experience between our white students and our students of color. I would propose that an additional objective under the theme of diversity is: to be fearless in evaluating where institutionalized racism occurs within our walls, and taking immediate steps to rectify the disparities it creates.	Student
One of the core themes strikes me as debatable with respect to the claims that the graduate programs are "closely related professions" (how is that understood?) and that these are "mutually supportive enterprises" (on what basis are you deriving that?): Lewis & Clark carries out this mission through undergraduate programs in the arts and sciences and postgraduate programs in the closely related professions of education, counseling, and law. Lewis & Clark mounts these programs as both separately valid and mutually supportive enterprises. Which definition of "just," "justice" and "action" are you using in the following statements? "Develop understanding and respect for diversity and collaborate for a just and sustainable community. Engage with our internal and external communities to explore and address community issues in the service of justice. Promote environmental inquiry and action on campus and beyond." "Just," "justice" and "action" are not unproblematic or objective terms and have specific connotations that may not be compatible with a collaborative and diverse community or be seen as representing an inclusive community. Perhaps some different phrasing is in order?	Faculty
Perhaps an addendum to an already existing core value: to be constantly vigilant and self-critical of our conduct, practice and theory, as members of a scholarly (and privileged) class--it is not so much, as is often misunderstood, that knowledge is power, but that knowledge is exercised as power. It is no anomaly in history that the educated classes and the various branches of academia have been implicated in criminal, unethical activity--So as not to repeat those crimes of information dissemination and authority it is important to remain self-aware and ultimately self-critical. Remember the lawyers who made the final solution a legal option.	Student
Perhaps this is accounted for in justice, and perhaps it would be to tilted towards a few course of studies, but LC seems to have an environmental reputation which - if embraced and accepted - could really do something for it in the long run, at least according to the visions of some neighbors I've talked to.	Student
Prepare students for a globalized world. or any variation of that.	Student
Prepare students for engaging employment throughout their lives.	Staff
Promote collaborative research and creative inquiry across roles and disciplines. I think this point merits status as a separate core theme, not just part of No. 1. Relating one's own discipline to that of others is a key element in liberal arts education in my opinion. Knowing how history relates to law and citizenship, how art relates to history, how music mirrors culture, how technology is changing the world...all these facets of education profit from promoting a deep and broad interdisciplinary approach.	Faculty
Promote responsibility, independence, and accountability	Faculty
Promote the interdependence of Lewis and Clark College as a part of the larger social system and create strong connections to the larger community. The whole society is impacted by the success of Lewis and Clark and we are deeply dependent on the progress of our civilization in defining a better future for the human race.	Faculty
put more emphasis on sustainable living and environmental awareness trust students more and allow them to have rights on campus. It is ridiculous that the campus police can search anyone's room	Student
Question 3 was a question about both diversity and sustainability which are completely different objectives. I think we put a lot of emphasis and do an excellent job in emphasizing sustainability but with regards to diversity we seem to be lacking. I think we should assign greater importance to diversity in our community.	Student
Recognize the opportunities we have received and have compassion for those who have not been as fortunate. -Appreciate the power of small things in our lives that have given up a leg up or advancement. -Recognize that it is these small things that lead to inequality in opportunity. -Strive to provide experiences and opportunities to overcome the discrepancies that separate the lucky from the unlucky and the haves from the have nots. Something as simple as having a family that watches the news together or discusses politics at the dinner table can make a profound difference in a person's destination in life and their preparation for college or leadership. Recognizing the small things that have made our access to education possible (this goes for everyone in our community, even the people who fight their way into college or law school or education school and through it--no person is self-made) and seeing that those gifts go to all and not just those lucky enough to be born into them or to stumble upon them. Recognizing the role that these small elements play in people's experiences is justice, this is expanding the values of liberal education, this is empowering leadership of all kinds from all quarters. Give the opportunity and the small tools to engage in education to everyone, and then as the motto of my old undergraduate institution goes, "the truth shall make you free."	Staff
Right now there is a lot of room for interpretation of themes. While I complete agree on each of these themes, I'm concerned that they are very broad.	Staff
Sorry, but how could anyone disagree with these? They say everything and nothing. Educationspeak at its worst.	Staff
Stop adjunct abuse. Many of the finest professors I've had at LC are adjunct faculty. My understanding is they receive no benefits or security and very nominal pay. I think this ought to be changed and they should receive an ethical treatment.	Student
Study Abroad appears to have little interest in its mission statement or pursuit of knowledge.	Student

	What is your status?
If you wish to propose additional Core Themes and objectives or make other comments please use the space below:	
Support system and staff are included in mission. Support systems (account services, etc.) are less bureaucratic, easier to navigate and more knowledgeable about the college. I have had very good experiences with the graduate school of ed registrar's office. However, when I have worked with other departments such as account services it does not always feel user friendly or aligned with the mission of the school. For example, today I called the general phone number to ask what the schedules of the various departments was during winter break. The only answer I received was a fairly rude and non-interested "I don't know." Today, I also communicated with Chapman University. I found them to be more than helpful - very service oriented and understanding, not judgmental. I get the sense that the support systems at Lewis and Clark need some upgrading perhaps....and that the support staff needs to feel as if they are part of the bigger picture....that their interactions with "clients" matters. Hope I'm making sense. I am a graduate student. I have had the best of service from the graduate program offices and from the graduate registrars office. Impressive. I cannot say the same for the other college support services that I have interacted with. I would think that you would want to impress all who place a phone call to the general college phone number. Today I felt as if I was talking to an irritated answering service who couldn't be bothered with questions. Another comment....the book store....what is the goal/mission of the book store?? This last semester, I took two classes. One met on campus on Saturdays. The other met off campus. I would have liked to have access to the book store, but it was not open on Saturdays. I find it odd that a university bookstore isn't open on the weekends, but then I don't know what the goal/mission of the book store is. Just an observation. And, final observation....I don't know how helpful this survey really is. How can one not think that all of the themes you propose are of high importance. It would be nice to have had more information about the themes you chose not to explore. Taking this survey, I got the impression that you were simply going through the necessary process of checking with folks to okay your core values. For those of us who are not familiar with the process you went through to develop them, this survey seems rather inauthentic. A thought...there should be some way to by-pass messages on phones...such as account services. The messages are very long and time consuming to listen to. Another example of not being user friendly. When I called Chapman I got a person on the first ring:) I have a child attending a university in another state. If I were looking at colleges for a child right now, based on my experience, I would do lots of research before allowing my child to apply to attend your college. Are your support staff as rude and unhelpful to undergraduate students as they were to me? I apologize for my rather negative comments...I have taken some excellent graduate level classes at Lewis and Clark. I would like the best for your college and believe that you could do a better job of providing service to your clients.	Student
Supporting individual and community well being.	Student
Sustainability.	Staff
Sustainable action must be taken. Supporting the gardens on campus and community at OUR place on this planet. This is of the utmost importance to me, an involved LC student. Jeff Turre	Student
Talk about integrating theory and practice is vague. That could mean almost anything.	Faculty
The 2005-2006 Planning Task Force worked very hard (and mostly successfully) to engage the entire community in a discussion of our core values, a process that included surveying the entire community. I would urge the IPEC to refer to the findings of that group, which are contained in the Report of the Planning Task Force. I challenge you to try to find a copy of that document on the College's website! --- Paulette Bierzychudek	Faculty
The 3rd category, diversity, is a stated theme and advertised as beign extremely important. However, in practice the college is not diverse at all, in ethnicity, political beliefs or social groupings.	Student
The biggest "core theme" seems to be taking more money for tuition every year while providing the worst quality to service possible. The bottom line is the only thing it's ever been really clear that L&C cares about	Student
The four core themes are right on! If we achieve these as a institution, it would be quite amazing! We need to adopt these themes, and then practice what we preach. Get important/influentia people and departments to "lead by example" after the themes have been decided on.	Staff
The fourth one is awfully vague. Perhaps there is a more specific way to word it and make clearer the objective.	Student
The graduate school is working hard to focus our work on these four themes, but I do not see any specific mention of equity or social justice. Instead there is an oblique mention of justice and diversity. I would appreciate a more focused reference to equity and social justice in light of the changing demographics of our world.	Faculty
The ideas sound good, but be careful not to let the language get too carried away. Is it really possible to interrogate an idea? And how, exactly, does one "exercise leadership" (and how is that different from leading)? Also, these seem somewhat repetitive: couldn't a number of the objectives (under several different themes) be summed up as "promote (or "encourage and reward") excellence in teaching and scholarship"? I'm all for recognizing leadership in all its forms, but if you're going to say that you have to follow through by recognizing not just people who get others to follow them but also people who are willing to go first, regardless of whether anybody else decides to go second. Is whatever would be the recognizing body prepared to do so?	Student
The law school's core theme should be "creating lawyers who are competent to practice."	Student
The results of this survey will be almost useless because the instructions don't make it clear whether we should be rating the actual importance accorded to these themes in our daily work (which would make sense to assess) or the stated importance of these themes (which should all be rated high since we collectively decided on these a couple of years ago).	Faculty
The third core mission, "Develop understanding and respect for diversity and collaborate for a just and sustainable community," comes very close to advocating a certain political perspective. This statement could be seen as a coded endorsement of a left-wing political agenda, and thus in contradiction to the stated commitment to "diversity of perspective." I think that the third core mission statement should be rewritten to eliminate the appearance of political bias.	Faculty
The third theme mentions "environmental inquiry" in the last objective; sustainability and environmental topics seem to play a much larger role in the College's mission than is expressed in any of the themes. The fourth theme has objectives that illustrate "leadership" - but there should be more emphasis placed on civic engagement (service), either within this theme/objectives, or as a separate theme itself. I also don't think any of the themes adequately identify the unique international connections that are made between our community and the larger global community. Theme four utilizes the word "global" but in a more generic, broad way than to specifically highlight the internationalism of L&C.	Staff
The value of team work, collaboration, and team building could be included in some way.	Faculty

	What is your status?
If you wish to propose additional Core Themes and objectives or make other comments please use the space below:	
The wording of most all of these themes is problematic. In #1, who are "staff"? Are they adjunct faculty? Administrative assistants? Student Life? If either of the latter, these groups, although of obvious importance, are not "scholars." SO please reword. And what liberal arts college in this country or on this planet would not espouse this first "theme"? How could this first NOT be our paramount "theme," etc.? I can't believe this one's even subject to ranking, frankly. Are these "themes" actually up for grabs? Could we really be more 'about' #s 2-4 than #1? Maybe THAT ought to be part of our identity. #2 is opaque, as if one can generally have "theory" without practice. It just sounds like institution-ese. #3. How could one argue against the main premise about "just[ice]," but into which gets folded other things, including that all have something like an equal voice. That again sounds good, but I'm not sure that in all things all should have an equal say, are you? #4. I'm never sure about the whole "leadership" thing. Engagement, yes. We all believe in #1 (I trust), with dashes of 2, 3, and 4, with a clear sense of the important of global engagement through overseas study--and, at least currently, the student of other cultures. We're a green, engaged, internationally focused Northwest liberal arts college, with a diverse faculty of productive scholars.	Faculty
The words leadership and engagement only go so far. We need to create innovators. It is possible to be an engaged leader while wallowing in the past and promoting the status quo. The country and the world need innovators. So I suggest changing core theme 4 to read "Model and cultivate leadership, engagement, and innovation in a complex and interdependent world."	Faculty
Theme #3 is over-broad to a degree that not only dilutes whatever meaning it may be intended to have, but also threatens to undermine buy-in for it and other themes. Theme 3: "Develop understanding and respect for diversity and collaborate for a just and sustainable community." This statement conflates, without providing justification, "diversity" "just[ice]" and "sustainab[ility]". No unifying vision, or -- ironically -- *theme* is provided that would connect these concepts, either in the core theme itself or its objectives. "Sustainability" in particular is problematic here. Lacking a conceptual framework to mediate its association with the other elements, it is unclear whether what is intended is that we (1) produce a College community that succeeds in sustaining high levels of diversity (2) produce a College community who's internal standards and applications of justice are self-sustaining (3) #s 1 & 2 (4) produce a College community that is fiscally sustainable (that is, taking in funds at a rate sufficient to sustain projected costs) (5) something about the environment -- which, given the fleshing-out done under the objectives, is where I suspect this is supposed to be going, though the environment only gets mentioned in a single, broad objective. Forcing these three separate concepts together, particularly given the lack of clarity vis-a-vis what is meant by "sustainability", fosters the impression that this theme is a catch-all for certain concepts that the College can not be bothered to devote individual focus to -- or, worse, that the Core Themes themselves are intended more as PR-speak window-dressing, and less as fundamental components of the College's paradigm. (**note** I am not suggesting that the Core Themes -- or Theme 3 in particular -- actually are indicative of a lack of commitment to the issues involved... ..indeed, I firmly believe that the goal here is that the College be committed wholeheartedly to the environment, justice, and diversity. My concern is that the way those issues are presented in this theme undermines that goal, by making it seem that the College's goal is otherwise). If one of our core thematic goals is diversity, and another is the environment, and another is justice, then I suggest we give each their own theme. Similarly, if what we mean by "sustainability" is 'being environmental', then we should simply use "environmental" -- this not only permits us to speak more clearly to the issues that matter to us, but also allows us to role model integrity and the sort of leadership called for in Theme #4. e.g. Theme 3: "Develop understanding and respect for diversity" Theme 4: "Collaborate for a just community" Theme 5: "Pursue environmental awareness and action" ...I understand that the point of forming these Core Themes was probably -- in part -- to focus on a limited number of issues that the College wants to make the basis of our identity and efforts, and that there is as a result potential resistance to expanding these themes past 4. That said, I suspect that the point in doing this is also for us to have to choose, as an institution and a community, which issues really are important to us -- and filing three separate concepts together under one theme, absent any explanation of their connection to each other, does exactly the opposite of this. Now is the time for us to decide whether or not these issues -- justice, diversity, and the environment -- are important enough to us for them to stand own their own as Core Themes. If they in fact are, then we should give each that we feel that way about its own theme. If they are not, then we do not necessarily have to abandon efforts on those fronts (nor should we), but we should have the integrity not to say that they are foundational to our efforts, when we have decided that they are not. As an alternative, the whole of the existing Theme 3 could be re-written in a way that provides some sort of coherent connecting between the concepts involved, making it a focused theme, and side-stepping the appearance of being a catch-all. Given the present state of Theme 3, I have rated it as being of "No Importance", as I feel its present implementation actually poses a risk of philosophical and rhetorical harm. As far as the separate concepts of "justice", "diversity", and environmentalism go, I consider each to be highly important.	Staff
Theme: Model and cultivate a high standard of ethics and personal and social responsibility Objectives: *Build upon Lewis & Clark's sense of community and provide opportunities for socialization and social responsibility *Teach and model ethical behavior and tolerance and respect for others' points of view *Provide opportunities to explore traditional and emerging foundations of ethics in all academic endeavors *Provide ethical and culturally-sensitive due process for Honor Code offenders	Staff
There are a number of troubling assumptions in these themes. First, what does "community of scholars" mean if it includes students and staff, along with profs. Do we hire all staff to be engaged in teaching and research? I think not. Are our students "scholars"? Some, maybe, late in their careers. I don't recall anyone calling me a "scholar" as an undergrad -- not even as a grad student, come to think of it. The theme's language seriously blurs how our institution works and produces a kind of fantasy of wholeness and equality that is, I believe, a recipe for resentment, confusion, and future arguments among people who have lost sight of their roles and qualifications. Second, the second theme about working for "a just and sustainable community" is another troubling example of blurring the realities inherent in being a selective, exclusive private institution. We are selling a very expensive product that is only available to a very narrow segment of our society, not to mention citizens of the wider world who live on a dollar or two a day. For instance, we can't promise to produce civic leadership without noting that that means some people will have to be following these newly minted civic leaders -- and who would these followers be? Surely, the followers would be those without an LC education, or one like it. We can't be selling (often ruinously) expensive tickets to "chiefdom" while also claiming that, out there, everyone's a chief. I also wonder what "sustainable" means in that phrase -- it's nice eco happy-talk, but it _has_ to mean the sustainability of our own institution and that is, de facto, something that has little to do with the wider "community" however that might be defined. I have to say this survey confirms many of suspicions regarding our lack of honesty and straightforwardness regarding hierarchy and job definition at LC. In short, this sounds a bit like Red Guard rhetoric to me. We shouldn't be so foolish.	Faculty
There needs to be actions taken to make this goals real.	Student
These are core themes that many LC students (and faculty) have already internalized for their personal moral code. DO NOT MISUSE OUR MORALITY FOR COMMERCIAL VALUE! Do not sell these concepts to make a profit, to recruit high financiers, to recruit like-minded individuals/unsuspecting high school seniors, etc. - unless the LC administration is actually going to promote and encourage ANY campus community, let alone the beautiful one this mission statement suggests. Most of us students and faculty want to live in a community of social just, confident and capable, curious scholars - and are only squashed by a domineering, egotistical and greedy administration. YOU are squishing the morality, and ingenuity, and perhaps the very soul of our campus. Please Stop.	Student
These Core Themes don't reflect the values and strengths of LC. The objectives are even more inaccurate and ill founded.	Faculty
These sound good to me...	Student
This is rhetorical nonsense. Who would say that any of these are not important?	Student

	What is your status?
If you wish to propose additional Core Themes and objectives or make other comments please use the space below:	
This is such a one dimensional survey. It's ironic, actually, that these core themes reference such lofty objectives (active participation in governance, creative and interdisciplinary inquiry, etc.) but the survey demonstrates such shallow engagement. Sadly, this type of survey seems more the norm than the exception. I challenge the school to live up to these grand principles and actually engage its internal constituency with some sophistication.	Student
This school treats its graduate students like second class citizens. From raising law students' tuition to fund undergraduate scholarships, to ensuring that the undergraduates can bus downtown for a drink while the students who actually come to this school to learn are left to beg for reasonable transportation options, L&C has made it very clear that, while it is happy to take our money, it could not care less about including us within the community. Until this school does something to include the needs of graduate students in its budget calculations, your first core theme is a joke; until this school decides to change the way it treats its future teachers and lawyers, your fourth core theme is impossible to achieve.	Student
This survey is not very useful because it doesn't ask us to rank any of these core values. My guess is that almost everyone will think all four values are of high importance. If you are going to ask us to fill out a survey, please spend the time to ask questions that will actually reveal useful information.	Faculty
This survey should have been phrased in terms of how you understand the themes' involvement at LC currently OR which of the themes need to be further integrated into LC. Personally, I think these are all very important, and although all are a part of LC, all need to be given more priority in terms of: course structure that favors all aspects of a subject and its implications, and developmental retreats and community building (sunrise yoga sessions, for example). However, there needs to be a large caveat with regards to the above. LC has taken PC too far; it's become a matter of over-compensation and a lack of personal, individual opinion in favor of an unbiased, mass opinion which completely disregards the varied human experience. Instead of trying to make everything PC, people simply need mediums through which they can express their opinions. Furthermore, although I know LC receives funding for promoting a drug-free environment per the standards of the ill-informed US Drug Tsars, Campus Security needs to lay off on persecuting pot-smokers. Go after the underage alcohol drinkers. God knows the pot kids don't do anyone any harm; it's alcohol that kills brain cells and drives people to violence and aggression and poor decisions. It was my freshman class that got more ambulances called in one semester for alcohol overdoses than LC has had in five years. LC needs to promote tolerance and show that it's an educated institution, not a slave to the whims of the US government: marijuana is NOT a harmful substance. Lastly, LC needs to become transparent. It is not okay that nobody knows where our endowment is invested, and by whom. If LC is to be a reputable, environmentally-conscious, thinking institution, we all need to know how we've gotten our money. Reed is transparent, and so are many other Oregon schools. Why isn't LC?	Student
This--along with most of the other proffered themes--are too vague to be anything more than platitudes.	Faculty
To create interdisciplinary learning CORE classes for freshman students. Enable them to explore as many options as possible, while also enabling them to learn and discover how each of the various academic disciplines have the potential to integrate with one another. Example: To realize the significance and importance of art and physics to theatre, music to sociology/anthropology, psychology and history in English, etc.	Student
To demonstrate to the people of this world how little they really know about what they imagine they can design.	Student
To foster an open, understanding and communicative environment in which students may learn from each other or faculty by creative means.	Student
To help students develop the ability and confidence to take initiative, and to be strong, independent individuals.	Student
To provide individuals with the resources to discover who they are and who they want to be.	Student
Transparency of school governance. Communication between all three campuses that permits fair treatment of all students. Living our sustainability goal by making driving personal cars the least attractive transportation solution.	Student
Under Core Theme one, recruitment goals are explicit "Attract, develop, and retain high quality faculty, students and staff." I believe that this kind of language would be both appropriate and laudable to add under the Core Theme related to diversity.	Staff
Using campus green space (lawns, etc.) more effectively: If we plant gardens in all the open green space on campus, the community will not only benefit from eating locally, but also have the opportunity to see what the entire plant, that they're eating, looks like at all stages of development. I would like to see a mandatory two semester class, maybe an hour/week, of tending to the gardens. I truly believe it would bring and sense of tranquility to a time of shift that every student faces coming to college. Nature is such a beautiful and effective healer. Please take this into serious consideration. Thank you, Hayley Simon	Student
We are also about helping students to grow emotionally, physically, and spiritually, so that they become well-rounded individuals who contribute to their society. I listed "moderately important" for the theme on diversity and sustainability because to me they are two separate themes. I would have said highly important if you had asked me about diversity by itself, and limited importance if you had asked me about sustainability. It's not that I don't think sustainability is important, just that I don't see it as a priority of the school's mission.	Staff
We are not a fully diverse community & must be to become a top college. Our religious & geographic diversity is soild, our socio-economic diversity is OK (far from great), and our ethnic diversity is lagging. And we need leadership that provides both a well developed vision and a road map to get there.	Staff
We need to emphasize the importance of HOW students, faculty, and staff learn and work together as a community, to develop competence in relationship development and maintenance, as this is a crucial skill for effective and fulfilling life. We are a liberal arts institution, and in the liberal arts world the ability to explore multiple perspectives and apply critical thinking skills is central to that. I think it needs to be emphasized, perhaps via subthemes of the proposed four values.	Staff
Where are the concrete nouns in this survey? These questions articulate goals with which no liberal arts students will disagree. Still, the College's implementation of programs tailored toward "institutional direction" -- e.g. DSA's, expanding athletic programs, and admitting students based on their ability to pay tuition before their ability to think and live critically -- have allocated OUR resources to NO EDUCATIONAL END. I beg you not to consider the results of this survey too seriously. How should I decide whether Goal 3 or 4 is more important? Neither include concrete plans for implementation, and I cannot assign importance to pure concepts. I would also like to make clear that the goals themselves are confusing. What exactly does diversity have to do with sustainability. What if I object to one and not the other?	Student
Where does "Core Theme 3" show up in the mission statement? This is agenda-driven, and resembles that old question, "Have you stopped beating your husband"? And perhaps you can enlighten all of us about what a "just community" would be.	Faculty
Which Core Theme 3 is very important, I feel it shouldn't be made at the cost of Theme 1--diversity is important, but not at the cost of students not willing/able to shoulder the burden of high-quality learning.	Student
yo what the hell is going on in this survey	Student
You might be able to strengthen and simplify if you took out some of the predictable, stock language. These are good, but sometimes read as insincere stock text for catalogues. Lots of adjectives	Student

	What is your status?
If you wish to propose additional Core Themes and objectives or make other comments please use the space below:	
1) CORE classes that are related to area of study. 2) From my perspective, LC has a significant focus on liberal views, which is completely fine. What about the people who do not have liberal views, can and will their voice be heard, let alone received and accepted. 3) Further knowledge of how our tuition dollars are being spent. The campus landscape is lovely and LC seems to frequently have conferences and well-known speakers... I wish that I knew more about where exactly my significant amount of money is being spent. I appreciate the education that I have received, so my "other comments" simply have to with my experience at LC. I would like to graduate from LC with a positive experience to share with others. So, I decided to take the opportunity and advocate for those who might not normally have a voice to be heard (respectfully) in the community of LC. Thank you for your time.	Student
5. Work which is stimulating for both students and faculty alike, to promote innovation rather than repetition.	Student
All of these objectives seem flowery and vague. I think LC needs more realistic goals, goals written by students, not these poetic brainchildren of a committee. I know LC is no Reed, and for that I'm thankful, but Reed's blunt statement of: Communism, Atheism and Free Love as its core values is a lot clearer than whatever this survey just questioned me on. Just an idea, man behind the curtain.	Student
Develop a service-oriented attitude towards approaching problems affecting humanity.	Student
don't change lewis and clark too much. it was good how it was, but now i don't even know the school i first applied to.	Student
Frankly, I don't see what this survey is achieving. Each of these themes are entities that i have always assumed to be integral to the college and graduate schools of Lewis & Clark. Of course survey responders are going to mark all of the above core themes as being of high importance, as these themes are the reasons all of us participate as students, faculty, or staff members in a liberal arts college, especially one of Lewis & Clark's caliber. I would instead venture to argue that some of these themes are perhaps not as visible or seemingly as integral to the administration as we would like to believe, but that is a separate story. A lot of these themes begin to overlap into one another and sound the same, especially with all of the highly academic jargon being used in describing them. Of course we are concerned about civic engagement, intellectual curiosity and diversity, and leadership!	Student
I appreciate the focus on trying to unify theory and practice. When I was at a liberal arts college for my undergraduate studies, I often became frustrated with my fellow students' isolation from the world beyond our campus. What use is an education if it's not used to pursue some practical objective? Those of us who are fortunate enough to live in the ivory tower have an obligation to the rest of the world to use what we learn to benefit society as a whole, not only ourselves.	Student
I believe each of the four statements are two broad in that each is trying to say two things at once.	Student
I hope that there will be continued emphasis on creating community. My biggest issue at LC is that our community is not close knit for a small school. I hope to be a crucial member in striving to achieve a closer, more supportive LC community! This survey is a good idea.	Student
I think the word "leadership" is interesting in context of a mission statement. In my own experiences with the word, it implies a hierarchy that is irresponsible and non inclusive. Just a thought.	Student
I wonder if the term "open to diversity" is a little passive? Maybe committed to or inspired by? Something that reflects an active participation in diversity work, not just a passive acceptance of diversity within our community.	Student
It would be helpful to have more opportunities for applications to used these core themes before we graduated (this is only my 2nd term, but I have not heard of many volunteer-oriented ways to help our local communities and spreading these themes). MCFT w/ thesis option student	Student
Let me first start by saying that I have had a wonderful experience studying at Lewis & Clark. However, I feel that much of the core themes are simply lip service. We sit in classrooms filled with predominantly caucasian, middle-class students and discuss issues of diversity without so much as going out into the community to experience it. I can only speak to my program (community counseling), but I certainly feel it would benefit from more experiential learning.	Student
Something to the tune of preparing students for the job market. Objectives would include: * Providing opportunities for experiential education * Etc.	Student
There are three problems with "cultivating leadership" programs that I have noticed in all institutional settings, but most notably at Lewis and Clark College. 1.) These programs and initiatives do not cultivate leadership so much as they attach to students who are already connected enough and efficiently use the institutional setting to get ahead of their peers- these programs don't "make" or "find" new leaders so much as they acknowledge students who are already well on the way to leadership. They are a useless waste of money that only serve those who are already defined as leaders within the institutional setting, killing innovation. I am tired of Gold Leadership Retreats. Smacks of elitism, and that's not where real leaders are made; at least not the ones we need today. 2.) Instead of programs, public spaces and environments to foster leadership should be made. A real leader is somebody who helps the people they are leading to fill their potentials when working towards a project or goal, and eventually make leaders out of them. This can only be done in the context of working together on projects in public spaces. Focus on ways to bring the entire campus community together, and leaders will be appear. Lewis and Clark does not have the public and autonomous spaces necessary for potential leaders to find their calling and connect to other students, staff, and faculty who can help them. Leaders are made in public, not behind closed doors or on exclusive retreats. 3.) The school focuses too much on "leaders" who operate within the traditional positions of institutional leadership. This disconnects the leaders inside of student senate, etc., from those who choose to operate outside of these settings. I've known many successful student leaders and activists at LC who chose not to be members of student senate because it "didn't do anything and had absolutely no connection to the student body." Even former student senators and ASLC presidents have griped to me about how disconnected and useless the senate was. LC administration need to stop giving so much attention to the senate, where student leaders go to be ignored, and start giving the wider student body the tools they need to become innovators and "pioneers." I think that one reason this hasn't been done is due to the inevitable clash between students and administrators once students are allowed to "think out of the box."	Student
These are all quite vague and quite widely accepted axioms that are not very specific to the community. It would be very difficult to hold and argument that disagrees with these core values. What I propose is that we find genuine and practical methods for realizing these general postulates. If academic excellence is important, think about where the budget goes and why the athletics department is constantly being improved while the music building remains the oldest academic building on campus.	Student
These core statements are interesting in that they are overlapping, but not necessarily all necessary. It is great to have faculty pushing the envelope of learning and understanding, and it promotes having better, more well known faculty, but it isn't necessarily congruent with teaching. Big universities with researching professors who almost never teach are an example of that. Lewis and Clark isn't big enough to have too much of the single role professor. Real life, practical experience is one thing that the smaller school can provide over the larger schools. Often larger schools only have bandwidth for the more abstract and theoretical and leave it to externships, part time jobs, assistantships, etc to give the students a grounding in the practical. Without there being an expectation of assistantships, it is nice to have that wrapped in to the education. Leadership and pushing forward on involvement are laudable goals, and in an ideal world would be part of every educational process. However, if it came to a choice of good learning and letting the student find their own way in leadership and engagement in larger issues, and poor learning but strong civic engagement, the first choice is by far the better. I wasn't sure if we were trying to narrow it to one core value? It wasn't quite clear. Perhaps having all 4 core values stated before you vote on them? Or ranking them? Or maybe I misunderstand the goal here.	Student
Transports skills, resources and knowledge to areas around the world "in need but cannot afford".	Student

	What is your status?
If you wish to propose additional Core Themes and objectives or make other comments please use the space below:	
"Leadership" is a vague and trendy business term that has little meaning. Social engagement is more tangible, but should not in any event supersede the core mission of the college: to offer students the opportunity to study in an intellectual environment which will introduce them to new concepts, ideas and skills. Let's work on developing critical, analytical and linguistic abilities - leadership can't be taught.	Faculty
Core Theme 3 is "triple-barrelled." Diversity, social justice, and sustainability are all very different issues. Lumping them together seems reductive.	Faculty
Ethical behavior	Faculty
I feel that the four core themes are strong. It seems to me that our students will need to develop their listening skills if they wish to genuinely pursue their goals. 'Recognize and reward leadership in its many forms' to me connotes such development in our students' relationality, however it would be nice to see specific attention to listening in the core themes. I will say that the staff and faculty listen as well as anybody. I want the best for our students and I want them to be employable; this is the only reason I mention this concern.	Faculty
I find the language of these mission statements dismayingly cliched and uninspiring. In the past two decades, you have built an institution of outstanding scholars, many of whom are trained by the most prestigious universities in the country. The faculty at the College are incredible intellects. Yet I see no language of intellectual inquiry or scholarship in these mission statements. I find this shocking, not to mention incredibly demoralizing and depressing. Please recognize that in creating these kinds of mission statements, you may be alienating a core faction of the LC community.	Faculty
Make the language more active and less academically stilted.	Faculty
The themes are too broad and simple. They don't say much by themselves.	Faculty
While I do believe in diversity and the rights of all people, I believe some of the issues that become a large burden on the staff and the administration of Lewis & Clark are because people are hypersensitive about the opinion of one person. Even though that individuals opinion may be different or even wrong, you do not have to agree, and especially become so offended that the College spend limited resources trying to make every one feel happy! Teach people to take a deep breath and let some of this stuff go.	Staff
Note to committee: Core Theme Three I am wondering if a word that is used is what is meant: Interrogate? Did you mean Integrate? Thanks. Marilyn T. Duistermars MAT Supervisor	