



CHARACTERISTICS OF MARIANIST UNIVERSITIES

Marianist Universities Provide an Integral, Quality Education

(22.) *The foundations of excellence in education in the Marianist universities flow from our emphasis on the dialogue between faith and reason in the service of the common good. It is quality education because faculty, staff, administration and students collaborate together in attaining knowledge of the human condition within the larger community of all creation, applying both faith and reason in their quest for human meaning. It is integral or comprehensive because we seek to “humanize” this path of knowledge in such a way that it affirms the full dignity of each member of our learning community in curricular and extra-curricular experiences in the arts and professions. An integral, quality education in the Marianist University calls each member of the community to attentive presence, to participation in genuine community, and to competent and loving service.*

INTEGRATED LIBERAL ARTS AND PROFESSIONAL EDUCATION

(23.) Marianist education is grounded in the liberal arts, linking theory and practice, liberal and professional education. It seeks to uncover and probe the deep questions of human meaning. It places this search for truth within a value-centered worldview that begins with the dignity of each person, living their life within an interconnected whole that we call “creation.” Believers and non-believers alike celebrate the mutual communion we share with all creatures and God who loves us all into being. Liberal education and the values we affirm inform our models of professional education through which our students are called to service for the common good of all in our local, national, and global societies.

AN INCLUSIVE AND UNIFIED DIVERSITY

(24.) Among the values informing our educational excellence are inclusivity, equity, community, collaboration, solidarity with the suffering and poor and a spirit of service. Through reflection, discussion and application, these values form the context of education of the whole person. This environment nurtures networks

of relationships characterized by attention to the needs of others and service to meet those needs both in and outside the university.

(25.) Faculty, staff and students work together to form a community of learning in service to the common good of all attending to both the formal and informal dimensions of education. Our Catholic and Marianist identity models inclusivity as an expression of God’s enduring presence in all of creation, weaving all human beings and every creature together in one community of creation. Inclusivity is also expressed in our welcoming hospitality to all who are attracted to our universities as students, staff or faculty.

(26.) Community calls us to equity in access to our institutions and the opportunities we provide, helping us to form mutual relationships of service and love with one another in the pursuit of our mission. These relationships nurture in us collaboration in all dimensions of our work, play and prayer in university, and open our hearts to the suffering and needs of others. This conversion of heart, letting go of the desires for only self-satisfaction and selfish success, leads each of us to service that uplifts the common good of the university community and reaches out to heal the communities we serve.

PROVIDE OUTSTANDING CURRICULAR AND EXTRA-CURRICULAR OPPORTUNITIES FOR DEVELOPING HABITS OF REFLECTION, STUDY AND SERVICE

(27.) Marianist universities foster this conversion of heart through an education of the whole person, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty, staff and students attend to fundamental moral attitudes and ethical decision-making, serious research and study, develop their personal talents and acquire skills that will help them engage with society and work for its betterment. Beneath all these efforts at integration lies the deeper level of the spiritual lives of the students, staff, administration

and faculty, lives that are strengthened through habits of service, reflection and silence. These habits foster liberating if sometimes sobering self-knowledge, sharpen critical thinking and support prudent judgment. At this deeper level of integration, faculty and students interpret the meaning and consequences of data, facts and events at the local and global levels. Challenging as it is, the Catholic and Marianist mission and identity of the university ought to be also experienced in appropriate ways in the classroom. They learn too, that the academic disciplines are valuable resources for contemplating not just themselves and their relationships, but also the larger world of commerce, government and culture in the presence of God and the light of the Gospel. The deeper a person's interior life, the stronger is their desire to learn and to act for ethical and wise ends.

A MISSION-FOCUSED COMMUNITY

(28.) The Marianist emphasis on attentive presence, genuine community, and a call to competent and loving service creates an environment for community building, teaching and learning that is inviting and invigorating to people from any and all faith traditions. The Catholic intellectual tradition is the common source for our intellectual and spiritual journey in the university. It reminds us that every authentic human activity seeking the truth, whether secular or sacred in its intent and

methodology, expresses human dignity. Human dignity itself is tied to the common good, which is inclusive of all of God's creation, seen in the countless interdependent systems that sustain life and allow life to flourish. The tradition presents the myriad faces of the mystery of God become Jesus, Son of Mary. The university, formed in this mystery, nurtures the many paths of knowledge that help us understand humanity. In coming to know our authentic humanity within creation, we come to know Jesus, Son of Mary, God-with-us.

(29.) The educational tradition and spirituality of the Society of Mary bring to the ordinary commitments of a Catholic university its distinctive qualities: education for leadership as service and an abiding respect for the complementary nature of a liberal education on the one hand and professional and technical education on the other. These mission-critical qualities are resourced and monitored by the members of the boards of trustees or regents in a continuous and collaborative conversation with administrators, faculty, staff and students.