

Discussion Questions for Our Underachieving Colleges: A candid look at how much students learn and why they should be learning more
by Derek Bok (Princeton University Press, 2006)

Ch1. What does the history of undergraduate education in the US tell us about its future possibilities and constraints?

Ch2. Does the "subtler problem" with faculty behavior (Bok, p. 32) affect faculty at LMU? If so, how?

Ch3. How does LMU's current or proposed list of goals for the core compare to Bok's list for undergraduate education?

Ch4. What is key to transforming undergrads into skillful writers and communicators?

Ch5. Are some pedagogical approaches more effective than others at promoting the development of critical thinking and quantitative reasoning skills?

Ch6. What can colleges do to contribute to the development of moral reasoning and the will to act morally?

Ch7. How can colleges more deliberately prepare students to be citizens?

Ch8. What would a comprehensive program to address diversity and interpersonal relations look like?

Ch9. What can a single course achieve in regards to developing a student's global understanding?

Ch10. What roles can choice, academic advising and gifted teachers play in helping students acquire broader interests?

Ch11. How career oriented should (LMU's) undergraduate education be?

Ch12. What does Bok say are the notable weaknesses of undergraduate education? How is LMU addressing these?