

CRITERION 1: MISSION AND INTEGRITY



Drake University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

The current *Drake University Mission Statement*, approved in 2002, was developed through a collaborative process involving faculty and staff and adopted by the Board of Trustees:

Drake University's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. The Drake experience is distinguished by collaborative learning among students, faculty, and staff, and by the integration of the liberal arts and sciences with professional preparation.

The University's mission is the measure against which every action is judged; Drake University truly lives its mission.

**THE UNIVERSITY'S
MISSION IS THE MEASURE
AGAINST WHICH EVERY
ACTION IS JUDGED; DRAKE
UNIVERSITY TRULY LIVES
ITS MISSION.**

CORE COMPONENT 1A: Drake University's mission documents are clear and articulate publicly the organization's commitments.

The mission statement is a promise, its documents are accessible, and its meaning understood and shared across the University. Thus, it provides a consistent message.

1A.1: A PROMISE

We view the *Drake University Mission Statement* as a *promise* to all University constituencies: faculty, staff, students and their parents, alumni, and the community. The ambitious goals and key attributes that it articulates distinguish us as an institution. The mission informs our plans and institutional decisions, influences the development of curricula and programs, serves the metrics by which we assess outcomes and outlines the ways in which we impact the lives of all associated with Drake University.

Drake's mission exists not only as a promise — it has become a living document from which all goals, values, strategic plans and decisions radiate.

1A.2: ACCESSIBLE DOCUMENTS

The University recognizes the vital importance of communicating its mission effectively and

clearly to all its constituents. Thus, the mission is included prominently in many publications and other communications designed for alumni, prospective students, and the general public and even is included as a footer on many internal e-mail messages. All key [mission documents](#) are available via the University Web site and portal.

1A.3: SHARED UNDERSTANDING OF THE MEANING OF MISSION

The shared understanding of Drake's mission is evident in and expanded by both the [Strategic Plan](#) and the [Drake University Mission Explication](#). Since its adoption in 2002, the University Strategic Plan has clearly derived from the Mission Statement, and served as a guide for translating the mission into concrete goals and objectives for University action. As the University has moved into a new planning cycle, [Drake University: Vision 2025](#) and [Drake University 2012](#) have projected the meaning of the mission and consequent planning into the future.

In 2004, Drake recognized the need to identify in precise terms how the University fulfills the promise of the mission and to ensure that the mission permeates all that occurs at the University. This led to collaboration among faculty, students and staff to develop the *Mission Explication*. Adopted initially in 2005 and revised in 2006, the Explication clarifies what our mission implies for all aspects of University life by identifying in detail: 1) the definition of the goals that constitute the mission; 2) those responsibilities that the University assumes to ensure that the stated goals are realized; and 3) those areas of knowledge, skills and habits of mind that we expect Drake-educated students to develop in keeping with the University's mission.

Today, the *Mission Explication* continues as a critical benchmark for key University strategic choices. It is on the University Web site and is referenced consistently in all planning and curricular development activities. Perhaps most important, the *Mission Explication* articulates clearly and consistently the specific learning outcomes that meet the broad goals mandated by the Mission Statement.

1A.4: A CONSISTENT MESSAGE

Each unit of the University, academic and nonacademic, has drafted its own mission statement in keeping with the Drake University Mission Statement. In 2005, [mission statements of every unit](#) were [reviewed](#) and found to be consistent with the University's mission and to reinforce and enhance elements of the broader institutional mission. Taken together, these individual statements further articulate and strengthen the University's commitment to the six central mission components:

- Exceptional learning environment
- Meaningful personal lives
- Professional accomplishments
- Responsible global citizenship
- Collaborative learning
- Integration of the liberal arts and sciences with professional preparation.

**TODAY, THE
MISSION EXPLICATION
CONTINUES AS A CRITICAL
BENCHMARK FOR KEY
UNIVERSITY STRATEGIC
CHOICES.**

Core Component 1B: In our mission documents, Drake University recognizes the diversity of our learners, other constituencies, and the greater society we serve.

The Drake University mission documents reflect the University’s ongoing effort to embrace the diversity of its learners and constituencies, communicating the role that it serves in a multicultural society. The founders of Drake University in 1881 aspired to create a broad-based and liberally nonsectarian institution, and to establish the educational climate in which the University would operate. These core institutional values were declared by the founders when they stated that the University had been “designed upon a broad, liberal and modern basis.” The *Articles of Incorporation* further committed Drake University to nondiscrimination with the provision that

all its departments shall be open to all without distinction of sex, religion or race. In its management and influence, it will aim at being Christian without being sectarian.

In more recent history, the Drake University mission documents have been crafted through collaborative processes with a clear eye toward recognizing and understanding the role of diversity — among our learners, our other constituents and the greater society served by the University — in the institution’s future. Drake’s commitment to diversity is evident in the mission documents and illustrates the organization’s basic strategies to address it. The Mission Statement and Explication make clear that the University welcomes diversity, plans strategically for it and articulates a commitment to diversity in its governance documents.

1B.1: COMMITMENT TO DIVERSITY

The *Drake University Mission Statement*, in committing to prepare students to be responsible global citizens, expressly acknowledges diversity of the greater society. In addition, it acknowledges the diversity of Drake’s learners through a directive to provide an exceptional learning environment through collaborative learning.

Section I-A. 4 of the *Mission Explication* states that the mission requires an environment “that welcomes and supports a diverse population, as well as a diverse range of opinions and perspectives.” This statement extends to all constituencies: faculty, staff, students and others. In addition, Section I-B 1 and 2 of the *Mission Explication* emphasize the role of mutual respect and support in providing a collaborative learning environment, noting the expectation that Drake graduates, faculty and staff “value the knowledge, perspectives, and input of others.”

The *Mission Explication* also describes Drake’s function in a multicultural society. Section II-D of the *Mission Explication* expands on what it means to be a “responsible global citizen” as articulated in the *Mission Statement*. The introduction to Section D notes:

Drake graduates understand that their individual knowledge and skills must be connected to the contributions of all cultures to the human experience. In practicing engaged citizenship they understand and exercise the individual freedoms and institutional responsibilities of a democratic society, and strive to sustain and expand the common good.

THE DRAKE UNIVERSITY MISSION STATEMENT, IN COMMITTING TO PREPARE STUDENTS TO BE RESPONSIBLE GLOBAL CITIZENS, EXPRESSLY ACKNOWLEDGES DIVERSITY OF THE GREATER SOCIETY.

1B.2: STRATEGIC PLANS FOR A DIVERSE WORLD

Drake's planning for a diverse world has developed steadily since 2001 as evidenced in its strategic planning documents, its many task forces and new programs.

1B.2a: STRATEGIC PLANS, 2001–08

[2002 Diversity Audit](#)

[Final Report](#)

[Final Report Summary](#)

The mission and planning documents of Drake University have guided the organization's basic goals and strategies related to diversity. In the 2001–02 academic year, as the University community worked on a [new strategic plan](#), a Diversity Task Force was appointed to ensure that a meaningful discussion of diversity was at the forefront of the strategic planning process. The work of the task force, along with an independently conducted [diversity audit](#) in 2002, served as the bases for development of Goal IV of the *Drake University Strategic Plan*, requiring Drake to “ensure that Drake students, faculty and staff are able to function effectively as members of diverse local, national and global communities.” The preamble to Goal IV emphasizes the University's commitment to diversity as a long-term strategy. It articulates the basis for dedicating one of the five goals of the *Strategic Plan* to diversity and states in part:

We are convinced that diversity is essential to the effectiveness of the learning environment and quality of the learning process. However, because of the vital importance of these concerns to the health of the University, we believe that it is important to focus on them operationally as a separate category—recognizing at the same time the many ways in which they are embedded in the University's fabric.

The objectives and tasks of Goal IV provide a basis for ensuring that planning and behavior in this area are congruent with the mission of the University. The University has undertaken many new diversity initiatives and enhanced others as a result of the mission commitment to responsible global citizenship and the strategic planning goal to ensure that Drake students, faculty and staff are able to function effectively as members of diverse local, national and global communities. Among these have been development of a *Center for Global Citizenship*, increase in *study abroad programs* and participation, growing diversity among [students](#), [faculty](#) and [staff](#), and a growing presence abroad, including increasing partnership programs with China. To ensure appropriate guidance of these activities, we created a National Advisory Council on Diversity in 2002, and have created an *All-University Diversity Committee* supported by diversity committees in each unit of the University. In addition, in 2005 we implemented the *Coordinating Council for Internationalization* that on a regular basis brings together directors of all of the international initiatives with the Provost.

1B.2b: STRATEGIC PLANNING, 2007–08

In the spring of 2007, Drake University initiated a new planning initiative. (See Criterion 2a for a full description of the Strategic Planning Initiative.) This planning process has been grounded in visions of the future of the University as articulated in [Drake University: Vision 2025](#) and in [Drake University 2012](#). These vision documents contemplate the University's role in a multicultural, global society. The vision document *Drake University 2012* echoes the themes of the mission. Recognizing Drake's role in the greater society it serves, it

aspires to create a national model for global education and to keep it affordable to a diverse student population.

Drake University: Vision 2025, which provides a fuller and longer-term vision for the future of Drake University and expressly recognizes Drake's role in a global, multicultural society:

In 2025, Drake University is a global institution. A Drake education prepares students to function effectively and productively in a world in which geopolitical borders have become irrelevant to human activity. Key characteristics of this global education include acquisition of cross-cultural communications strategies (including communicative competence in other languages), a learning or work experience in another country and the infusion of global perspectives and issues throughout the Drake curriculum (as appropriate to each academic/professional area).

[Strategic Plan 2001 – 2006](#)

[Strategic Plan 2003 – 2008](#)

[Strategic Plan Progress Report — July 2004](#)

[Strategic Plan Progress Report — January 2006](#)

This statement of global vision continues the current commitment to recognize the value of diversity in the community and increase the University focus on global citizenship as identified by the mission. In so doing, it provides a basis for the University's future strategies to address diversity.

1B.3: COMMITMENT TO DIVERSITY AS REFLECTED IN GOVERNANCE DOCUMENTS

As noted earlier, Drake's founders recognized the importance of diversity in the *Articles of Incorporation*. Drake's governance documents still reflect that sentiment, affirming our commitment to honor the dignity and worth of all individuals. The Drake University [Statement of Principles](#) emphasizes that diversity of ideas, perspectives and people is essential to an exceptional learning environment. It states in part:

Drake values the fact that it is a community consisting of men and women of different races, nationalities, religions, physical abilities, sexual orientation, ages, political perspectives and other diverse characteristics. While acknowledging our differences, we affirm the dignity and freedom of every individual.

The *Statement of Principles* also addresses diversity within the context of community values and describes a common purpose considered fundamental to the mission:

Drake University's purpose is to transmit knowledge, pursue truth, and encourage the intellectual and moral development of its students through the activities central to academic life: teaching, research, rigorous analysis, debate, study, and service. In the pursuit of these goals, Drake encourages and protects diverse perspectives and the free flow of ideas and discussion among its members. Such diversity and differences of opinion generate debate that produces knowledge and a greater understanding of what it means to be fully human.

Other mission documents reinforce the University's commitment to a diverse community that emphasizes individual respect and dignity. In 2004, the Board of Trustees approved a

revised [Drake University Nondiscrimination Statement](#) incorporated in the [Drake University Bylaws](#). The new nondiscrimination statement broadens the explicit criteria prohibiting discrimination in University operations to include sexual orientation and gender identity. Likewise, in 2006, a committee of faculty and staff recommended and the Faculty Senate adopted revisions to the [Policy on Sexual and Other Discriminatory Harassment](#). The nondiscrimination statement and harassment prohibition appear in numerous campus publications aimed at internal and external constituencies. These include admission materials, the student handbook, and the Drake Web site. The Drake University Faculty Manual reinforces these commitments in its section 5.1 [Policies Related to Behavior as a Community](#) in which policies related to nondiscrimination, diversity, free expression and harassment are contained.

The Student Senate in its [bylaws](#) ensures continuing commitment to and valuing of the diversity of its constituencies. The membership guidelines for the Student Senate state clearly that there is a:

...compelling interest to maintain a voice and vote of diversity on the floor of the Student Senate; the diversity that Student Senate seeks is typified by students who are multicultural (race, ethnicity, national origin) and underrepresented (sexual orientation, gender, disability) in the Student Body.

The Student Senate affirms this statement through its membership, which includes three Diversity-Interest Senators to represent the voice of multicultural and underrepresented Drake Students.

Core Component 1C: Understanding of and support for our mission pervade Drake University.

Earlier sections of this chapter have provided evidence that Drake's Mission Statement is ubiquitous. It appears throughout our Web site, on e-mails, and in numerous planning documents as well as in publications designed for alumni, prospective students and the general public.

The Mission Statement, however, is not a static collection of words. Rather it is a defining document used to guide and shape our community culture. The daily interactions among students, faculty, staff and community demonstrate that University personnel live the mission every day. This has been accomplished as a result of intentional efforts to promote understanding and support for the Drake University mission. Through strategic planning, resource allocation, the internationalization of the campus community, curriculum development and student engagement, the Drake University mission is a living part of the campus culture and the institutional decision-making process.

**THE MISSION
STATEMENT...IS A
DEFINING DOCUMENT
USED TO GUIDE
AND SHAPE OUR
COMMUNITY CULTURE.**

1C.1: STUDENT SUPPORT FOR THE DRAKE MISSION

The Drake mission is supported by students and is integrated throughout University activities. The spring 2007 *Drake Student Survey* asked students about their support for elements of the Drake mission. Specifically, they were asked to respond on a five-point scale from “not at all important” to “very important” to the question: “How important is it that [mission component] is part of the Drake experience?”

Table 1.1 indicates the percentages of respondents who found specified mission components to be an important aspect of the Drake experience.

Table 1.1: Student Support for Mission

Mission Elements	Undergrad. & PharmD	Graduate & Law
An exceptional learning environment	98%	94%
Preparation for professional accomplishments	97%	96%
Preparation for meaningful personal lives	91%	84%
Collaborative learning among students, faculty and staff	88%	90%
Preparation for responsible global citizenship	78%	78%
Integration of liberal arts and sciences with professional preparation	74%	70%

These responses suggest a generally high level of support for the overall mission. Though the importance accorded to “preparation for responsible global citizenship” and “integration of liberal arts and sciences with professional preparation” is lower than that given to other statements, each is supported by three-quarters of the respondents.

1C.2: INTEGRATION THROUGHOUT UNIVERSITY ACTIVITIES

Discussions in various fora have contributed to understanding of the mission, but more important, we have sought to make the mission pervasive by integrating it into many fundamental activities and processes of the University. The *Strategic Initiative Map* illustrates graphically the relationships among the University’s many strategic planning initiatives, including the Mission Statement.

The following items illustrate the varied ways in which the Mission Statement has been integrated:

- Drake’s Academic *Charter Appendix F* contains the Drake University Mission and Vision Statements.
- The *Strategic Initiative Process* (SIP), which provides an annual opportunity for units to submit funding proposals for projects that move the University forward on strategic plan goals, requires identification of the “College and/or University Strategic Goals ... addressed by the SIP.”

- The first two criteria in [Principles for Deciding Open Positions](#), which guides the Provost and Deans Council in allocating faculty positions, are that “the program and the position make a contribution toward realizing the mission statement” and “the position is consistent with program review recommendations and the strategic plan.”
- The [blueView](#) campus portal homepage “Mission in Motion” section displays the mission and seeks examples of faculty, students and staff living the mission.
- Step one of the annual goal setting procedure integral to Drake University’s [Staff Performance Evaluation](#) requires that individuals specify the relationship of their goals to Drake University’s strategic goals and objectives.
- [New faculty](#) and staff orientations include discussion of the centrality of the mission to Drake life.
- The case statement currently under development for the University’s recently initiated comprehensive fundraising campaign relies intensively on support for the mission as articulated in [Drake University 2012](#).
- The Office of Sponsored Programs’ [Proposal Routing Form](#) requires all applications for grants to include a statement explaining how the project fits into the mission of the University.
- Approving a student organization requires discussion regarding its connection to the mission.
- The [Spirit of Drake Award](#) is awarded to the faculty or staff member who best exemplifies the spirit of the University as reflected in the Mission Statement.

1C.3: MISSION-DRIVEN STRATEGIC VISIONING AND PLANNING

Since President Maxwell joined the Drake community in 1999, the University consistently has challenged itself to think strategically about its present and future and has maintained the mission as central to all planning efforts. Several notable efforts demonstrate that awareness and support for the mission are pervasive.

The [Mission Explication](#), discussed under Component 1A, provides perhaps the most pervasive and positive example of integrating the mission in the University. In 2005, [Drake University: Vision 2025](#) articulated a vision of what the University aspires to be in 20 years, and in 2007 a more focused, near-term examination of Drake’s future emerged in [Drake University 2012](#).

Vision 2025 provides a sense of direction and purpose that will serve as a guide for the University’s ongoing strategic planning efforts. It derives from three equally important sets of considerations:

- It is grounded in the University’s mission (and in the Mission Explication).
- It is a logical outgrowth of what we have been and what we are as a University, taking into account Drake’s traditions, core values and strengths.
- It is a necessary response to the set of assumptions about the future for Drake University and higher education.

Drake University 2012 defines what we believe must be the essential characteristics of a university that fulfills its responsibilities to all of its constituencies in a manner consistent with its mission. The centrality of this document to strategic planning for the future of Drake is addressed in more detail in Criterion 2A.

**DRAKE UNIVERSITY 2012
DEFINES WHAT WE
BELIEVE MUST
BE THE ESSENTIAL
CHARACTERISTICS OF
A UNIVERSITY THAT
FULFILLS ITS
RESPONSIBILITIES TO ALL
OF ITS CONSTITUENCIES
IN A MANNER CONSISTENT
WITH ITS MISSION.**

The Drake University community takes great pride in all that has been accomplished in the planning process. Our considerable progress is a direct consequence of commitment, energy and hard work by literally hundreds of individuals from all of the University's on-and off-campus constituencies: faculty, staff, students, the Board of Trustees, emeriti faculty, advisory boards and alumni. In the words of President Maxwell, "Our strategic planning initiatives are driven by the University's mission and pulled by our institutional vision."

1C.4: RESOURCE ALLOCATION

Responsible distribution of limited resources must be grounded in unified principles defined to advance the strategic goals of the University. At Drake, the Board of Trustees and senior administrators insist that the mission serve as the guide for difficult decisions related to resources. Examples of recent financial choices directly related to supporting the mission include:

- More than \$65 million has been invested since 2002 in projects designed to create an exceptional learning environment. Capital improvements have included classroom and laboratory renovation, revitalization of student residence halls, reconstruction of Drake Stadium, remodeling of Olin Hall (sciences), creation of a wireless network in campus buildings and a campus beautification project.
- As noted earlier, new budgetary allocations are based on submission of Strategic Initiative Proposals (SIPs). These submissions must demonstrate their relevance and importance to the University's *Strategic Plan*.
- The best and brightest students have access to Drake through more than \$40 million in student financial assistance. These scholarships reflect Drake's commitment to access and affordability.
- Approximately \$9 million has been added to the compensation budget in the past five years to strengthen the University's ability to attract and retain the faculty and staff who are at the heart of the exceptional learning environment.

1C.5: INTERNATIONALIZATION AND GLOBAL CITIZENSHIP

Support for Drake University's mission goal to prepare students for responsible global citizenship is evident in the internationalization of the Drake community, the development of academic programs and the experiences of our talented students. The internationalization of the Drake experience is apparent throughout the University as detailed in "[*An Infusion Approach to Internationalization: Drake University as a Case Study*](#)" an article authored by Drake faculty and staff members David Skidmore, Jan Marston and Gretchen Olson and published in fall 2005 in *Frontiers: The Interdisciplinary Journal of Study Abroad*.

1C.6: CURRICULAR AND COCURRICULAR DEVELOPMENT

The Drake Mission Statement specifies that Drake provides "an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship," and, further, that we are distinguished by integration of the "best of liberal arts and science education with professional preparation grounded in an interactive and collaborative environment." We are committed to the principle that this is a powerful and highly effective model for student learning.

1C.6a: COLLABORATIVE LEARNING

Support for the above elements of Drake's mission is evident in the University's emphasis on collaborative learning across colleges and schools, among students, faculty and staff, and through integration of curricular and co-curricular experiences. Examples and outcomes of Drake's collaborative community include:

- The [*Drake Curriculum*](#) our general education program, provides cross-curricular, academically challenging experiences through innovative First- Year Seminars as well as classes designed to achieve Area of Inquiry outcomes. In 2006, Drake University became one of the first institutions accepted to the Higher Learning Commission Academy for Assessment of Student Learning. [*Drake's application to the Academy*](#) clearly articulates that collaborative learning is central to the Drake Curriculum. Among the most important goals in the application is the statement that "We must develop structures and culture that build on the premise that achieving our mission outcomes depends both on curricular and cocurricular learning." This commitment is being realized in development of the [*Engaged Citizen*](#) Experience of the Drake Curriculum. (See Criterion 3 for a discussion of this project.)
- The [*Donald V. Adams Leadership Institute*](#) has long provided cocurricular opportunities for students to develop leadership skills. In 2006–07 [*Leadership Drake*](#) was launched in an effort to integrate curricular experiences more fully with the Institute.
- The [*Bucksbaum Lecture Series*](#) brings together the campus and the Des Moines community to engage in thoughtful discussion with national and global personalities. Among Drake's Bucksbaum lecturers have been Bill Moyers, Ken Burns, Salman Rushdie, Michael Beschloss and Jane Goodall. (See Criterion 5d for a fuller discussion of the Bucksbaum Lecture Series.)

1C.6b: STUDENT PROGRAMMING AND ENGAGEMENT

Numerous programs, activities, opportunities and responsibilities bring the mission to life for Drake's active students. Together, these are vital components that prepare students for "meaningful personal lives, professional accomplishments, and responsible global citizenship." Through diverse educational experiences, service learning and internships, as well as developing relationships with students representing 65 countries, students gain social contexts that inform their own development.

The University seeks to provide a basis for development of *meaningful personal lives* by encouraging students to take ownership of their own learning. This expectation is articulated clearly throughout [*academic student services*](#), documents and presentations. We encourage students to develop independent learning skills in the classroom through individualized majors. In addition, Drake offers opportunities for students to pursue innovative independent study and research through the [*Drake University Conference on Undergraduate Research in the Sciences*](#) (DUCURS) and to study languages intensively through the Drake University Language Acquisition Program ([*DULAP*](#)).

Drake also encourages and models active involvement in community service. This is evidenced in the fact that more than 80% of Drake respondents to the National Survey of

**THE UNIVERSITY SEEKS
TO PROVIDE A BASIS
FOR DEVELOPMENT OF
MEANINGFUL PERSONAL
LIVES BY ENCOURAGING
STUDENTS TO TAKE
OWNERSHIP OF THEIR
OWN LEARNING.**

Student Engagement indicated that they are involved in community service. A fuller discussion of Drake students' community involvement is presented in Criterion 5b.

Students develop lifelong leadership skills through the [*Donald V. Adams Leadership Institute*](#). They participate in the Emerging Leader Program, a six-week program for first-year students that helps them develop their leadership skills, and in the [*Adams Academy*](#). Drake also sponsors other leadership programs: a yearlong leadership training program for sophomores, juniors, and seniors; a fall Leadership Workshop, a daylong leadership workshop for current student leaders; and a multicultural retreat, an overnight retreat for students to reflect on and interact with individuals from different cultures and backgrounds with activities designed to help them develop and appreciate an inclusive community.

Students have additional opportunities to develop leadership skills by becoming involved in student government and other student organizations responsible for providing cocurricular, educational, and social programs on campus; serving as editors and staff members of Drake's several student publications; and serving as resident assistants. Meaningful educational experiences are not limited to traditional students. The [*RaySociety*](#) (named after the Drake alumnus and former Iowa Governor and his wife Robert and Billie Ray) emphasizes lifelong learning through classes and programs for Des Moines community residents of retirement age (See Criterion 5a for full discussion).

1C.7: PREPARATION FOR PROFESSIONAL ACCOMPLISHMENTS

Development of leadership skills and other activities cited above prepare students for a life that includes professional accomplishments. Other Drake programs designed specifically to achieve this mission goal include:

- Upper-class students serve as [*Peer Mentor Academic Consultants*](#) (PMAC) to first-year students during orientation through the first semester. Training for this program has a strong professional development component.
- Professional internships allow students to gain real-world experience that helps prepare them for lifelong success. More than 64% of undergraduate students, and a high percentage of Law students, complete at least one internship, practicum, field experience, co-op experience or clinical assignment. In addition, 100% of the Pharmacy Doctorate students complete a full experiential year. Students in the School of Education complete supervised field experiences at four different stages of their initial licensure program.
- Students take advantage of numerous lectures and classroom presentations by professionals. A formal Executive-in-Residence program is in place in the School of Management and Communication. The program brings professionals into the classroom to share stories and case studies from their careers. Other colleges and schools bring professionals, including alumni, to campus for presentations and engagement with students.
- [*Professional & Career Development Services*](#) provides comprehensive services to undergraduate and graduate students and alumni. Drake's professional staff members assist students and alumni in defining professional goals, obtaining career-related experiences and creating and implementing job search strategies or plans for post graduate work.
- The Alumni Office's Career Network Program encourages alumni to engage with students through person-to-person interaction, classroom presentations and professional mentoring opportunities.

CORE COMPONENT 1D: Drake University's governance and administrative structures promote effective leadership and support collaborative processes that enable the University to fulfill our mission.

**THE UNIVERSITY
BYLAWS AND ACADEMIC
CHARTER CLEARLY DEFINE
RESPONSIBILITY AND
AUTHORITY THAT ENSURE
EFFECTIVE OVERSIGHT
AND PERFORMANCE OF
ESSENTIAL FUNCTIONS OF
THE ORGANIZATION.**

Drake University's official documents commit firmly to the mission, effective leadership and shared governance. But more important, these essentials of organizational effectiveness are put into practice within a tradition of consultative decision making. Through clear and unambiguous policies that are consistent with our mission, organizational leadership principles and careful review procedures, and with a commitment to open communication, the University ensures fulfillment of our commitments.

1D.1: OFFICIAL UNIVERSITY DOCUMENTS PROMOTE EFFECTIVE LEADERSHIP

The University *Bylaws* and *Academic Charter* clearly define responsibility and authority that ensure effective oversight and performance of essential functions of the organization. The Bylaws focus on the "[*Authority and Duties of the Board of Trustees*](#)," delegating to the Board responsibilities essential to ensuring the integrity and viability of the institution. These are reinforced by an [*orientation*](#) designed to prepare new board members for providing effective leadership to the University. Orientation is supported by a board [*orientation book*](#) that elaborates on the Drake mission and its meaning as well as on governance responsibilities.

The *Bylaws* establish unambiguous superceding authority of the *Articles of Incorporation*, followed in order by the *Bylaws*, *Academic Charter*, policies established by the Board of Trustees, resolutions by University governance bodies, and college and school regulations and policy statements.

Drake University is well served by a governance structure, grounded in its [*Articles of Incorporation*](#), which commits to equity, diversity and access. These principles are further reinforced through the University's inclusion of AAUP principles as part of its charter.

1D.2: RESPONSIBILITY AND AUTHORITY DEFINED IN ACADEMIC CHARTER AND BYLAWS

The [*Academic Charter*](#) "provides the framework for academic governance within the University." The preamble establishes the principles of a free academic community and declares "clearly defined and established channels of communication as essential to ensure a governing structure based on principles rather than upon people." The charter commits to cooperative governance:

Historically, the governing board, the administration, and the faculty of Drake University have cooperatively developed and reached consensus on the policies and procedures required to carry out the mission of the University.

This document defines the governance responsibilities and powers of faculty, the President and the Provost. It also establishes the [*Faculty Senate*](#) as the chief legislative body within the University and further defines the responsibilities and role of the Student Senate. The paths of delegated authority are outlined in the [*Organizational Chart of the University*](#).

By delegating authority to the provost and the Faculty Senate, Drake University governance documents ensure that the academic mission of the University remains primary. The Article X, Section 5 of the Drake University Bylaws states that the Provost shall perform the duties of the President in the absence of the President. The *Academic Charter* defines the Provost as chief academic officer and charges the incumbent with providing leadership for academic policymaking and implementation. Further, the Faculty Senate is empowered to establish educational policy and academic regulations for the University as a whole. All Drake governance documents designate the full Drake faculty and the faculties of the academic units as responsible for the development and maintenance of the integrity of the academic programs.

1D.3: QUALIFIED LEADERSHIP ENSURED

The University ensures qualified leadership through its processes of selection and performance review.

1D.3a: SELECTION OF QUALIFIED LEADERS

Drake University governance documents mandate collaborative processes designed to guarantee that qualified individuals are selected to serve as University leaders. The *Bylaws (Article I)* empower the Board of Trustees to elect the president. The *Academic Charter* ensures broad-based participation by charging the Board to select a representative campus committee to seek nominations, review candidates, and submit names to the Board of Trustees' Nominating Committee. The campus committee, chaired by a member of the Faculty of Instruction, is charged to "constantly solicit the advice and counsel of the University Community."

The Charter also specifies that when searching for a new Provost or Vice President, following consultation with the Faculty Senate Executive Committee and Council of Deans, the President will appoint a "broadly based advisory search and screening committee." In practice, this procedure is followed in searches related to all senior administrative positions. The Board of Trustees approves human resources policies and procedures regarding non-faculty employees. Position descriptions, requirements and postings overseen by the Department of Human Resources help to assure that candidate credentials and aptitudes are consistent with attributes that support Drake's mission. The Board also reviews and establishes terms and conditions of employment for all administrators, staff and other employees of the University.

1D.3b: PERFORMANCE REVIEWS

It is vitally important to the health and effectiveness of Drake University as an organization that every member of the staff and faculty has a "clear line of sight" between their individual goals/responsibilities and the University's mission and strategic goals. Drake University's *performance review documents* require that the individual's performance goals be related clearly to the unit and institutional goals.

Drake University's *staff review process* requires every administrator to submit a list of goals explicitly tied to the *Strategic Plan* annually, with performance evaluated by the direct

**THE AAUP STATEMENT
ON GOVERNMENT OF
COLLEGES AND
UNIVERSITIES IS AN
INTEGRAL COMPONENT OF
THE ACADEMIC CHARTER
OF THE UNIVERSITY.**

supervisor. This applies to all staff, including senior level administrators. [Appendix H of the Drake University Charter](#) defines the responsibilities of the deans of the colleges and schools. The deans are reviewed annually using standard staff review procedures. [A more extensive evaluation](#), one that solicits input from faculty, staff, students and others who work with the dean, occurs in the dean's third year and every three years thereafter.

The President also has the discretion to implement more extensive evaluation procedures of senior administrators and has done so. In 2006–07 the President voluntarily participated in a 360-degree review of his own performance, which solicited evaluations from senior administrators, Board members, student leaders, and others with whom he works.

1D.4: SHARED GOVERNANCE

The [AAUP Statement on Government of Colleges and Universities](#) is an integral component of the *Academic Charter* of the University. The statement establishes the foundation for shared responsibility among board, administrative, faculty and student constituents of the University and has ensured that shared governance is central to all of our procedures.

The principles of collaborative and consultative decision making were exemplified in the *Program Review* procedures carried out in 2001. A committee with membership representing faculty and staff from across the University, students and alumni constituencies developed a process and procedures for review of all University academic programs. Another committee with similar representation developed procedures for review of administrative programs. Every University unit completed and submitted internal reviews recommending programs to be enhanced, maintained or discontinued.

The Review and Priorities Advisory Committee (RPAC), composed of elected and appointed faculty, staff and students and including the President, Provost and Vice Presidents considered all reports and made recommendations for program realignment, consolidation, and discontinuance. RPAC's report and recommendations were forwarded to the President for his approval and recommendation to the Board of Trustees. Recommendations for academic program discontinuance were first sent to the Faculty Senate for action, as required by the *Academic Charter*. (See Criterion 2A for fuller discussion of the Program Review).

The collaborative involvement of all University constituencies also is evident in other instances. Collaborative groups, for example, developed documents such as the *Mission Explication, Drake University 2012*, and *Drake University: Vision 2025*. Such groups also have served on specially appointed task forces and committees. In addition, board members, administrators, faculty, staff and students are also invited to participate in annual summer planning retreats. Furthermore, senate committees and subcommittees may initiate changes in policies and regulations regarding academic issues — changes that may amend charters, bylaws and other governance documents.

Drake's environment of open communication and organizational agility also facilitates collaborative governance, as exemplified by the policies of Drake's [Faculty Senate](#). Its meetings are open and include reports and announcements from the University President and Provost, who serve as ex officio, non-voting members. Senate agendas and minutes, weekly announcements from the Provost, and other timely communications are distributed electronically to the entire University community. Perhaps most important, the President and other senior administrators are accessible and responsive to inquiries from all Drake constituencies.

Finally, strong communication among the Faculty Senate, the Student Senate and senior administrators ensures that University operations and Board deliberations are broadly consultative. Elected members of the Faculty Senate and the Student Senate hold ex officio positions on the Board of Trustees and on all Board committees. The President of the Faculty Senate is a member of the University President's Cabinet, and the President of the University meets biweekly with the President of the Student Senate. In 2007, the Campus Council was established to bring together leaders of the Faculty and Student Senates and [All-Staff Council](#) on a regular basis. This structure results in a governing system transparent to the campus public.

CORE COMPONENT 1E: Drake University upholds and protects its integrity.

In the *Handbook of Accreditation*, the Higher Learning Commission posits that the concept of integrity is more complex than in the past and that organizational integrity must consider a number of different factors. Drake's integrity is reflected in how the University seeks to ensure that the principles of Drake's Mission Statement and other mission documents remain the points of departure for all that we do and in our commitment to openness and honesty.

1E.1: DRAKE'S ACTIVITIES AND MISSION ARE CONGRUENT

Drake University's mission serves as the framework within which all policies, strategies and decisions are defined and carried out. The introduction to Drake's [Strategic Plan](#) emphasizes that the University's mission drives its planning process, and that all tasks and objectives to be included in Drake's Strategic Plan must demonstrate relevance to the institutional mission. The [Strategic Initiatives Map](#), developed in 2006, provides a graphic image of the congruent relationship among strategic planning initiatives and the University mission. This commitment to mission-driven institutional behavior is apparent in almost everything done at the University.

- As the [report](#) of the President on Program Review indicates, "relevance to the University's mission" was a primary factor in evaluating the University's operations.
- There is congruence between the mission and Drake Curriculum outcomes. Drake's [Mission Explication](#) details expected educational outcomes as they relate to the mission and delineates Drake's responsibilities to ensure that those outcomes are achieved. The [Mission Map](#) makes clear where each of these goals is addressed in curricular and cocurricular activities.
- Since 1996, Drake University's *Policy on Probation and Intercollegiate and Major Leadership Activities* ([Drake Catalog](#)) has required that any student must have a cumulative grade point average of 2.00 or better in order to represent the University in intercollegiate or major leadership activities. This includes but is not limited to intercollegiate athletics, mock trial competition, non-credit fine arts performances, elected student government positions, residence life positions, and student ambassador or peer mentor positions. Despite significant internal and external pressure for change, faculty and administration have upheld this policy.

DRAKE UNIVERSITY'S MISSION SERVES AS THE FRAMEWORK WITHIN WHICH ALL POLICIES, STRATEGIES AND DECISIONS ARE DEFINED AND CARRIED OUT.

- [*The Drake University Language Acquisition Program*](#) (DULAP), begun in 2002, is an innovative, highly effective approach to developing communicative competence in foreign languages. Aligning language-learning opportunities with institutional mission and student learning goals was one of the fundamental principles behind the design and implementation of DULAP.
- When the University develops and implements new programs, both academic and non-academic, decisions about those — at faculty/staff, administrative and Board of Trustees levels — must demonstrate how the proposed program contributes to fulfilling the University’s mission and strategic goals. In addition, Drake University periodically and systematically carries out external reviews of its academic and nonacademic programs. Relevance to the University’s mission is, again, a primary criterion in the review process. (See discussions in later chapters.)

Drake University’s rapidly expanding number of bilateral relationships with [*partner institutions*](#) in the [*Chinese Cultural Exchange Program*](#) demonstrates the importance of institutional mission to the decision-making process. We have established a number of exchange relationships for both students and faculty with Chinese universities, as well as collaborative programs with Southwest University of Politics & Law (the number three law school in China). These relationships, along with similar relationships with institutions in eight other countries, enable us to realize the mandate of the Mission Statement’s emphasis on “responsible global citizenship,” as well as to address specific objectives in [*Goal IV of the Strategic Plan*](#) that derive from this mandate.

At the same time, the University’s Mission Statement has guided the University in declining to participate in proposed exchange relationships inconsistent with the University’s focus and values, such as proposals to collaborate with overseas institutions that might provide significant sources of revenue, but that do not address the University’s programmatic foci or emphasis on excellence.

The University mission and strategic goals consistently guide decisions regarding new budgetary allocations. For instance, the commitment to maintaining “flexible learning and teaching facilities that can accommodate a variety of teaching methods, learners and educational goals,” identified in the *Mission Explication*, has been addressed in the renovation of 31 classroom spaces across the campus, installation of state-of-the-art learning technology in several dozen classrooms, and the \$4 million renovation of major laboratory and classroom space in Olin Hall in the past three years.

New budgetary allocations are based on the submission of [*Strategic Initiative Proposals*](#) (SIPs). These SIPs must demonstrate that the request (personnel, operational or capital) is relevant and important to the University’s *Strategic Plan*. Requests for new allocations are filtered through academic deans or nonacademic unit heads to the President’s Cabinet, which makes the final determination. At all levels of the process, the University’s *Strategic Plan* is the context within which decisions are made. Examples of SIPs that have been funded in the past few years include:

**THE UNIVERSITY
MISSION AND STRATEGIC
GOALS CONSISTENTLY
GUIDE DECISIONS
REGARDING NEW
BUDGETARY ALLOCATIONS.**

- In 2006–07 a \$100,000 SIP grant was approved to support faculty acquisition of knowledge and skills related to assessment of student learning. Workshops on active learning, critical thinking, engaged citizen, assessment development and course development supported faculty work. Half of this funding has become permanent, to be used by the Associate Provost for Curriculum, Faculty Development and Assessment for ongoing development of the Drake Curriculum. (Goal I of the *Strategic Plan*)
- A SIP supported \$675,000 investment in Luminis, a content management system and online portal designed to increase and improve communications with all of the University's constituencies (Goal V of the *Strategic Plan*)
- SIP funding has supported improvement of Cowles Library science holdings

1E.2: BOARD OVERSIGHT TO ENSURE LEGAL, RESPONSIBLE, AND FISCALLY HONEST OPERATIONS

The *Bylaws of Drake University* identify the functions of the Board of Trustees:

Its primary functions shall be policy making and sound resource management of the corporation (referred to in this and the following Articles as "University"). The Board shall further approve the general, educational and financial policies, and shall have the power to carry out any other functions which are permitted by these Bylaws or by the Articles of Incorporation, except as limited by law.

The Board is highly attentive to these responsibilities: it works in an intensely collaborative manner with University staff and faculty to ensure that University operations are consistent with the law, our University responsibilities to our its various constituencies, and the principles of transparency and accountability. The Board also makes its expectations regarding these responsibilities clear to senior administrators responsible for carrying out University operations.

Minutes and agendas from Board of Trustees meetings provide concrete examples of the ways in which the Board carries out this responsibility. Board committees focusing on Business, Finance and Investment and on Audit pay particular attention ensuring that the University's financial operations are conducted appropriately and responsibly. The University follows generally accepted accounting principles (g.a.a.p) for all accounting and budgeting functions. The University and Board annually contract for an external audit of the University's previous year finances, and the [auditor's report](#) is posted on the University's Web site for public scrutiny. Drake's Board adopted a modified Sarbanes-Oxley policy in 2004 that ensures attention to ethical processes and procedures. Members of the Board of Trustees and Drake's senior administrators annually complete a conflict of interest form. To ensure that the University is in compliance with the law, our responsibilities and principles as an institution, and with the highest standards of practice, the University also conducts internal audits of operational units on an annual basis, with three to five major units selected for audit each year.

1E.3: CONSISTENCY WITH STATE AND FEDERAL LAWS AND REGULATIONS

The University is committed to operations consistent with local, state and federal laws and regulations and to standards of practice set by relevant professional associations. Supervisors and managers at every level (academic and nonacademic) are responsible for ensuring compliance.

Ultimately, the University's senior administration (the President's Cabinet) and the Board of Trustees are responsible for ascertaining and maintaining the University's compliance with applicable laws and regulations. They are assisted in this responsibility by various positions that have responsibility for ensuring compliance:

- Director of Human Resources—all laws regarding employment, benefits, and workplace issues (the current incumbent is an attorney);
- Controller—local, state and Federal tax laws and other financial regulations;
- Office of Environmental Health & Safety—OSHA, EPA, fire and safety codes, and other local, state, and Federal regulations regarding environmental issues, health and safety;
- Internal/External Audit—annual audits of University operations by an internal auditor (a function that is currently outsourced) and an external financial auditor ensure compliance with standards of practice and the law;
- Academic Deans—with standards and expectations of relevant professional societies and accrediting bodies;
- The Institutional Review Board and Institutional Animal Care and Use Committees—compliance with laws and policies related to human subject and animal research.

In addition:

- The University's practices regarding gift acceptance and gift planning (deferred giving) are governed by standards identified by the Council for the Advancement and Support of Education (CASE), and overseen by Board of Trustees committees and periodic audits
- The Compliance Officer for Athletics ensures that Drake conforms to regulations of the National Collegiate Athletic Association.

The University utilizes the services of a local law firm, Ahlers, Cooney, Dorweiller, Haney, Smith & Albee, PC, on a broad range of issues to ensure that all University operations are in full compliance with the law.

1E.4: CLEAR AND FAIR POLICIES REGARDING THE RIGHTS AND RESPONSIBILITIES OF OUR INTERNAL CONSTITUENCIES

University policy statements, adopted by Faculty Senate and approved by the Board of Trustees, identify central values, responsibilities and expectations that guide members of the Drake University community. These documents are applied consistently to internal constituencies. Among the most central is the *Statement of Principles*, adopted by the Faculty in 1992. It reinforces our collective commitment as an academic community to the free and open exchange of ideas and identifies those responsibilities crucial to preserving that core value.

Drake documents address a full range of issues relevant to the rights and responsibilities of students, faculty, staff and all other University constituents. These and other documents are available online and in published sources, including the *Faculty Manual*, *Staff Handbook*, *Student Handbook*, and *Business Procedures Manual*, thus maintaining

THE STATEMENT OF PRINCIPLES...REINFORCES OUR COLLECTIVE COMMITMENT AS AN ACADEMIC COMMUNITY TO THE FREE AND OPEN EXCHANGE OF IDEAS AND IDENTIFIES THOSE RESPONSIBILITIES CRUCIAL TO PRESERVING THAT CORE VALUE.

transparency and equity for all constituencies. Among these are statements about [teaching and classroom related responsibilities and relationships](#), [workplace policies](#), [instructional technology policies](#), [academic integrity](#), [Sexual and Other Discriminatory Harassment Policy](#), [Code of Student Conduct](#), the [Student Complaint Process](#), [University Closings, Delays and Class Cancellations](#), [Campus Security](#) and [Travel Practices](#). Drake policy statements also support Federal and State regulations such as [Family Educational Rights and Privacy Act](#) (FERPA), [Health Insurance Portability and Accountability Act](#) (HIPAA) and [Reasonable Accommodation for Qualified Students with Disabilities](#).

1E.5: THE INTEGRITY OF DRAKE'S COCURRICULAR AND AUXILIARY ACTIVITIES

Cocurricular programming has a vital purpose in fulfilling the educational mission of Drake University, and those responsible for cocurricular initiatives have a profound awareness of their role in addressing institutional goals. While cocurricular programming occurs outside the classroom, it has defined learning outcomes or educational goals for intellectual development. The most important manifestation of the integral relationship between the curriculum and cocurriculum at Drake University is the fact that the Dean of Students and the entire Student Life division (including residence life, Greek life, student activities, etc.) report to the chief academic officer.

All cocurricular and auxiliary programs have oversight structures that ensure their integrity and their connection to the learning process. Examples include ([see fuller list](#)):

- [First Year Seminar \(FYS\) classes](#) are supported by and closely connected to co-curricular initiatives, including the [Welcome Weekend](#), [Peer Mentor/Academic Consultant \(PMAC\) Program](#), and First-Year Floors programming in the residence halls. The Vice Provost for Student Affairs and Academic Excellence provides oversight for FYS co-curricular programming with a student Peer Advisory Board (PAB) assigned to work collaboratively with staff and faculty; they assist in developing content as well as implementing and assessing FYS co-curricular programs.
- The [Engaged Citizen Experience](#) component of the Drake Curriculum emphasizes coursework and cocurricular experiences that challenge students to reflect critically on the social, economic, and political institutions and issues that will shape their choices as citizens. The Associate Provost for Curriculum, Faculty Development and Assessment, who works with the University Curriculum Committee (UCC), provides faculty and staff development opportunities with a focus on curricular offerings and cocurricular programming.

1E.6: DRAKE'S COMMITMENT TO EXTERNAL CONSTITUENTS

We recognize and value the fact that Drake University has a substantial public role that entails both responsibilities and opportunities. Two of the University's core values, as stated in [Drake University Strategic Plan 2001 – 2006](#), reflect the context of Drake's commitment to external constituencies:

- *Integrity*: our actions and interactions must be informed by fairness, equity, honesty, accountability, justice and mutual respect;

**COCURRICULAR
PROGRAMMING HAS A
VITAL PURPOSE IN
FULFILLING THE
EDUCATIONAL MISSION OF
DRAKE UNIVERSITY...**

- *Citizenship*: we are prepared to participate in all of the communities in which we live — local, regional, national, and global; and we are committed to public service, the common good and personal growth.

We take these commitments very seriously in our relationships with external constituents and in our responsibilities to the community. Our commitment to openness and transparency extends to the community at large, and all information regarding University operations, plans and aspirations — except where constrained by law or considerations of personal privacy — is available to the public. For example, the President and other University administrators participated in many hours of community meetings before finalizing plans for renovation of Drake Stadium. In addition, Drake Neighborhood Association leaders were invited to participate in the Board of Trustees Building and Grounds committee’s yearlong deliberations on the University’s new Master Plan.

The University’s financial dealings with external constituents are governed by our own institutional commitment to fairness and openness, by the standards of ethical practice set by various professional organizations (e.g., NACUBO) and by our sensitivity to community culture and expectations.

1E.7: ACCURATE AND HONEST REPRESENTATION

Drake University has a strong commitment to “telling our story” in a manner that is accurate and honest. We regularly make public presentations on major University issues and are committed to full disclosure (within the constraints of confidentiality) in responding to the media.

In such communications, all Drake publications are assessed regularly for accuracy in conveying the substance of the University. University principles and policies govern Drake’s external communication and marketing materials; the latter are also governed by professional codes and statements including those of the Council for the Advancement and Support of Education, the Public Relations Society of America, the American Marketing Association, and the International Association of Business Communicators.

Other measures that promote transparency, accuracy and honesty in public communication have been mentioned previously, such as posting of the University’s [audited financial statements](#) on the University’s Web site. In addition:

- The Associate Provost responsible for institutional research is charged with ensuring that all data and other information released to various governmental agencies, external organizations and institutions, and media are accurate, complete and consistent.
- Drake has committed to a high degree of transparency with institutional data. [Outcomes data](#) and general [institutional data](#) are available on the University Web site and we have participated in projects such as the [USA Today/NSSE initiative](#) making our NSSE scores publicly available. Drake participated in the pilot phase and full implementation of the National Association of Independent Colleges and Universities’ (NAICU) [University-College Accountability Network](#) project. The project provides [institutional data](#) for participating institutions that facilitate comparison of institutions through a single Web-based access point.

- Major reports routinely are made available on the Web site. For instance, in spring 2003, after a major campus incident with racial overtones, the president established a commission of internal and external members charged with fact-finding and recommendations regarding next steps; the commission's report was posted in full on the University's Web site and released to the media.
- Finance and compensation information are presented in annual public forums, including the annual town hall presentation on Drake's financial condition by the Vice President for Business and Finance and presentations on staff and faculty compensation by the Director of Human Resources and the Associate Provost/Director of Institutional Research.

Recently the President's Cabinet and Deans' Council have discussed how to identify additional information that could be provided to various constituencies, including prospective students and their parents. While we are confident that the information that Drake now provides to the public is accurate and honest, we do feel that we can work to provide more information and package that information in ways that specific constituencies find more comprehensible and useful.

1E.8: TIMELY RESPONSE TO COMPLAINTS AND GRIEVANCES; PARTICULARLY THOSE OF STUDENTS

In addition to governmental laws, rules and regulations, Drake University is committed to ensuring that internal policies as well as grievance and complaint procedures are easily accessible to faculty, staff and students and that these policies and procedures provide expectations for timely response and resolution of complaints and concerns (*Faculty Manual, Staff Handbook, Student Handbook*). These policies are reviewed and revised periodically, incorporating input from faculty, staff and students to guarantee relevancy. In 2006, a committee consisting of faculty and staff reviewed and revised the sexual harassment policy and introduced an *Online Harassment Awareness Session* that replaced the traditional face-to-face staff development model. Because this approach adhered to established timelines for completion as well as an effective delivery method, it was deemed highly successful.

Consistent with our mission, Drake University welcomes opinions and feedback from faculty, staff and students about academic and class-related procedures and personnel as well as noncurricular policies, programs, services and personnel. This feedback helps to make changes that contribute to student success, development, and goal attainment. A self-assessment process during the fall 2006 semester revealed obvious inconsistencies in how student complaints were addressed in the academic and nonacademic departments. After obtaining input from students, staff and faculty about how to improve communication regarding complaint procedures, Drake developed its *Student Complaint and Appeal Resources and Procedures Web site* during the spring 2007 semester; this site provides information and access to policies and resources.

Faculty grievance procedures are outlined in college-specific handbooks and general procedures in the Faculty Manual present AAUP guidelines. Historically, the governing board, the administration and the faculty of Drake University have cooperatively developed and reached consensus on policies and procedures required to carry out the mission of the University. The *Academic Charter* is a product of that collaboration.

The *Drake University Staff Handbook* articulates an open door policy that encourages staff to discuss ideas, concerns or problems with their manager, their manager's manager or a human resources representative. All employees are welcome to provide ideas and input into University policies, procedures, events and initiatives by contacting the appropriate committee, administrator or other governing body. If employees feel they have been treated unfairly in violation of the Drake University nondiscrimination statement or the Harassment Policy they should immediately report their perceptions. The employee filing the complaint, and anyone who assists the person in the complaint process, are protected from retaliation for raising concerns.

