

# CRITERION 3: STUDENT LEARNING AND EFFECTIVE TEACHING



Drake University provides evidence of student learning and teaching effectiveness that demonstrates it is filling its educational mission.

Drake University has committed to building an exceptional learning environment, one that intentionally pursues the learning outcomes drawn from our *Mission Statement*. As detailed in discussion of Criterion 2, Drake has established a culture of evidence, using data in all planning and decision-making. The University is particularly committed to using data to assess student learning and to guide revision of programs and development of teaching and learning resources.

Thus, Drake University sees these discussions as tightly intertwined and overlapping. It is impossible to discuss adequately how the campus focus on learning goals has evolved without discussing assessment of the goals. Thus, Criterion 3a provides information about our evolving assessment procedures, which will be referenced in Criterion 4c and other places as appropriate.

**CORE COMPONENT 3A:** Drake's goals for student learning are clearly stated for each educational program and make effective assessment possible.

### 3A.1: DRAKE'S ASSESSMENT STORY — PROGRESS AND CHALLENGES

Drake's "assessment story" is one of progress and challenges. While we have had assessment plans in place for a dozen years and collected considerable data, for many years systematic use of assessment information remained irregular across campus.

The 2000 *Drake Program Review* was instrumental in setting the stage for a Drake culture of evidence and with it, more systematic and meaningful use of assessment to achieve learning goals. In the 2000 review of all campus programs, Drake evaluated each academic program in terms of how essential it was to the University's mission, internal and external demand, cost-effectiveness (revenue vs. costs), and quality; the latter attribute was measured by student placement and satisfaction, faculty expertise and defining features or indicators of curricular quality. Each program also was required to do an environmental

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scan in relation to its opportunity analysis. As a result of this review, the University made several significant curricular decisions, including discontinuance of the Nursing Master's program in the College of Pharmacy and Health Sciences and replacement of the Modern Languages program with the Drake University Language Acquisition Program. (See Criterion 2A for a fuller discussion of Program Review.)

In recent years many Drake programs have used assessment data effectively while others have collected data, but not systematically closed the loop to bring the information to bear on program revision and development. Others, most notably the general education program, only recently have developed and begun to implement a systematic plan for program assessment.

In the last four years, a focused effort has been made to develop more systematic program evaluation and assessment, and particularly to increase faculty and staff understanding of how such activities can help them to achieve learning goals in their own programs and classes. These efforts have addressed explication of learning outcomes drawn from the mission statement, mapped those outcomes to the Drake Curriculum and developed new assessment procedures in the Drake Curriculum as well as in major programs and courses and in cocurricular programs.

### **3A.1a: FACULTY-DRIVEN ASSESSMENT**

The faculty has driven development of mission statements, student-learning outcomes, and assessment procedures; and these have become regular topics of conversation. Revision of the Drake mission statement and explication resulted from broad collaboration among faculty, staff, administrators and students that ultimately led to discussion and approval by the Faculty Senate and the Board of Trustees.

Perhaps most important to successfully implementing assessment have been programs designed to help faculty and staff understand how assessment can assist them in their efforts to provide a high quality educational experience. Faculty across the University have participated in task forces and workshops related to examining mission statements, writing assessable learning outcomes and designing assessment methods.

Drake's administration routinely provides resources necessary to ensure that Drake's mission continues to be central to review and implementation of assessment procedures. For example, in February 2005, assessment consultant Mary Huba provided workshops for the campus community. This was followed by internal, University-wide, and college/school workshops and discussions, resulting in more intentional development of academic program outcome statements and assessment plans. The College of Arts and Sciences also held workshops on developing learning outcomes and assessment plans in August 2004 and 2005. For these workshops, the [\*College of Pharmacy and Health Sciences Student Outcomes\*](#) provided a prime example of outcomes that indicate what students will know or be able to do when they graduate.

### 3A.1b: ASSESSMENT ACCOMPLISHMENTS

Learning outcomes for the University have been articulated in the [Mission Explication](#), and each educational unit and individual program has developed a clear statement of mission and student-learning outcomes (Assessment Plans are available in the Resource Room). Prompted in part by preparation for professional accreditation in particular disciplines, and facilitated by University-wide workshops on writing effective outcomes and assessment plans, most of these outcomes statements have been revised in recent years.

Drake has developed a consistent language on campus that allows clear communication about assessment. It expects programs to develop assessment plans that deliver both direct and indirect evidence of student learning; and programs have moved to “close the loop” by using that evidence in discussions of program improvement. Based on those efforts, many units have taken the next steps in collecting and analyzing assessment data, making curricular changes based on that analysis and evaluating those changes.

Now that these efforts are beginning to produce “assessment stories,” Drake needs to better disseminate its findings to all its constituents and to ensure that the process becomes self-sustaining. The creation of key University committees and administrative positions is a positive step in this direction. The requisite building blocks are in place; the University now needs to deepen the culture of evidence across campus.

### 3A.2: DRAKE CURRICULUM LEARNING OUTCOMES AND ASSESSMENT

Developing and implementing direct assessment of general education has been a challenge. A number of factors account for this, including the relatively recent implementation of an all-University general education program and the decentralized administrative structure of the *Drake Curriculum*.

In the mid-1990s a University-wide general education program, the *Drake Curriculum*, replaced individual college/school distribution requirements and began to link liberal education with professional education for all undergraduate majors and the Pharmacy Doctorate. Drake faculty created the [First Year Seminar](#) and built upon the established [Honors Programs](#) as a way to enhance student skills and promote interdisciplinary connections.

The Drake Curriculum program has been revised twice to improve its coherency and its fit with Drake’s mission. Most recently, Drake has taken steps to bring more all-University structure to the program, to align Drake Curriculum learning outcomes with its *Mission Statement*, and to directly assess the extent to which those outcomes are being achieved.

Developing systematic assessment of the current Drake Curriculum general education program began with review of several Drake Curriculum components, including first-year and senior-year programs, and the connection of the liberal arts and professional studies on campus. These efforts and campus-wide discussion led in 2004 to developing the [Mission Explication](#). The institutional and student-learning outcomes drawn from the *Mission Statement* and elaborated in the *Mission Explication* now shape curricular decisions. The explication of Drake’s mission has guided a step-by-step review of the Drake Curriculum and set up a process to revise the Senior Capstones and two Areas of Inquiry: *Engaged*

**THE INSTITUTIONAL AND STUDENT-LEARNING OUTCOMES DRAWN FROM THE MISSION STATEMENT AND ELABORATED IN THE MISSION EXPLICATION NOW GUIDE CURRICULAR DECISIONS.**

*Citizen* and *Critical Thinking*. It also motivated Drake's participation in the Higher Learning Commission's Academy for Assessment of Student Learning.

### 3A.2a: DRAKE CURRICULUM OUTCOME AND ASSESSMENT – 2003 TO 2006

Refinement of student-learning outcomes, their alignment with Drake's mission, and development of assessment has been approached in several deliberate steps. Over a five-year period, task forces supported by the Provost's and Drake Curriculum Offices involved a broad spectrum of faculty and staff in examining specific aspects of the Drake Curriculum and developing proposals. A chronological summary provides some sense of these accomplishments.

#### Drake Curriculum AOs

[Written Communication](#)

[Information Literacy](#)

[Critical Thinking](#)

[International and Multicultural](#)

[Historical Consciousness](#)

[Artistic Experience](#)

[Life and Physical Science](#)

[Quantitative Values and Ethics](#)

[The Engaged Citizen](#)

#### 1. 2003: *First-Year Experience at Drake Study Group Report* — [Creating a Powerful First-Year Experience At Drake](#)

Primary assessment data used: [Spring 2002 Drake Student Survey](#) (DSS), [Spring 2002 National Survey of Student Engagement \(NSSE\)](#), [Spring 2002 Your First College Year \(YFCY\)](#) and [Fall 2002 First Year Initiative](#) (FYI). Additional survey and assessment data particular to various Drake programs also were examined.

#### Key recommendations implemented:

- Strengthen the [Peer Mentor Academic Consultant](#) program for First-Year Seminars.
- Continue community-building within the *First-Year Seminar* program, including using a common book and speaker, grouping first-year students in residence halls, providing resources for FYS instructor-student activities outside of class and organizing activities for group building skills in [Welcome Weekend](#).
- Develop a series of sessions on transition to college skills.

#### Recommendations to be revisited:

- Improve developmental advising by having first-year students complete a learning goals statement and meet with their academic adviser during the first three weeks of the fall term.
- Identify at-risk students during the first six weeks of classes by enhancing coordination among faculty advisers, associate deans, academic support specialists and the Vice-Provost for Student Affairs and Academic Excellence.

#### 2. 2003: *Ad Hoc Committee on Integrating Liberal and Professional Education*

**Resources used:** Drake programs compared to key materials on liberal education developed by AAC&U and to materials on linking liberal and professional education developed by the Associated New American Colleges (ANAC).

**Key recommendations implemented:** suggested two themes, “reflective practitioners” and “engaged citizens,” to define the integration of liberal and professional studies

called for in the *Mission Statement*. These themes were later integrated into the [Mission Explication](#).

3. 2004: *Task Force on Academic Excellence: Focus on the Senior Year Experience*

Report: [Report of the Task Force on Academic Excellence: Focus on the Senior Year Experience](#).

Primary assessment data used: [2001, 2002 and 2003](#) NSSE data; and data from eight [follow-up focus groups](#) with seniors.

Key recommendations implemented: developed guidelines to better integrate senior capstones with outcomes of the Drake Curriculum and to create more interdisciplinary experiences. These recommendations were taken to 2005 summer study groups charged with reviewing mission outcomes in relation to the senior capstones.

4. 2004: *Explication of Learning Outcomes from the Mission Statement*

Report: [Mission Explication](#)

Discussion of the learning outcomes that could be drawn from the mission statement began at a summer presidential retreat involving over 60 faculty, staff and students. Several drafts of the *Explication* were discussed with the entire campus community before being adopted by the Faculty Senate in 2005 (with revisions in January 2006). This all-University process is described in Criterion 1.

5. 2005: *Mapping Mission Outcomes*

Report: [Mission Map](#)

After finalizing the *Mission Explication*, Criterion 3 and 4 Committees worked with the Drake Curriculum Director to map the mission outcomes to the Drake Curriculum.

6. 2005: *Study Groups*

Four faculty and staff study groups were charged to develop proposals for achieving the mission outcomes within the *Drake Curriculum*.

Primary assessment data used: NSSE and Drake Student Survey data plus the reports of the three task forces noted above, as well as select syllabi from *Drake Curriculum* Areas of Inquiry.

Each group researched pedagogical models and evaluation rubrics for achievement of *outcomes* related to specific mission outcomes as follow:

**Group 1:** *outcomes* related to students taking responsibility for their own learning, developing an ability to value the input of others and working

collaboratively within groups to solve problems. **Report:** [\*Collaborative and Responsible Learning\*](#)

**Group 2:** *outcomes* related to holistic concepts of critical thinking that prepare students to formulate questions, evaluate information sources, conduct research, critically analyze arguments and communicate knowledge effectively.

**Report:** [\*Critical Thinking, Research, and Communication of Knowledge\*](#)

**Group 3:** *outcomes* related to making students *Engaged Global Citizens*. The outcomes in this area were divided into two sub-groupings. One group dealt with skills and the other addressed dispositions or behaviors. **Report:**

[\*Responsible Global Citizenship\*](#)

**Group 4:** *outcomes* related to making students “reflective practitioners.” This group addressed the minimum requirements for senior capstone experiences within majors, explored how capstones can apply, construct and communicate knowledge within the context of the discipline and investigated possible “general education” requirements of the disciplinary capstone. **Report:**

[\*Reflective Practitioners\*](#)

The group reports were discussed with the campus community in fall 2005 and merged into one document, [\*Achieving Mission Learning Outcomes through the Drake Curriculum\*](#). In spring 2006 the *University Curriculum Committee* and the *Faculty Senate* approved the report, and the Provost created the *Drake Curriculum Analysis and Planning Committee* (DCAP) to implement the report and to provide an institutional home for the ongoing assessment and revision of the Drake Curriculum.

In conjunction with the curriculum revision passed by the Faculty Senate in 2006 and as part of our participation in the *Academy for Assessment of Student Learning*, we plan in 2008 to revise senior capstones so that they more fully integrate discussions of ethics and stewardship in individual disciplines and professions.

### 3A.2b: CURRENT STATUS OF DRAKE CURRICULUM ASSESSMENT – ACADEMY FOR THE ASSESSMENT OF STUDENT LEARNING

In 2006, Drake University was selected as a member of the inaugural group of colleges and universities in the Higher Learning Commission’s [\*Academy for Assessment of Student Learning\*](#). With [\*changes and elaborations\*](#) [\*Achieving Mission Learning Outcomes through the Drake Curriculum\*](#) served as the basis for [\*Drake’s Academy Proposal\*](#), Drake’s three *Academy* projects focus on 1) developing a process for assessing critical thinking, 2) developing instruments to assess the impact of linking curricular and cocurricular learning in the Engaged Citizen Experience, and 3) infusing assessment of general education outcomes into disciplinary Senior Capstones. Drake’s *Academy* team is working in conjunction with the Drake Curriculum Analysis and Planning Committee to implement these plans.

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### 3A.2b.1: Critical Thinking

A critical thinking rubric has been developed and was tested in two pilot projects in summer 2006 and 2007. The rubric was used in fall 2007 with papers reflecting argumentative assignments from a broad range of classes identified as fulfilling the critical thinking or written communication Area of Inquiry. Faculty members working on the critical thinking rubric hold twice yearly workshops with others who are applying the tools to discuss what the rubric tells us about the level of student learning. They also are exploring how to teach critical thinking more effectively and how to use the rubric to design better assignments.

As part of our critical thinking initiative, Drake applied and was selected by the [Council of Independent Colleges](#) as one of 35 schools that will participate in a critical thinking project funded by the Teagle Foundation. For each of the next three years Drake will send a team to a summer conference on teaching and assessing critical thinking. In addition we will administer the Collegiate Learning Assessment (CLA) to a minimum of 100 first-year and 100 senior students each year. Findings from the CLA will be compared to results from the Drake critical thinking assessment. The CLA will be linked to ACT data to allow some judgment of the value added by Drake's program, and we will work with other schools in the consortium to link the direct evidence provided by the CLA with the survey evidence provided by the National Survey of Student Engagement.

### 3A.2b.2: Engaged Citizen Revision – Data-Driven Curricular Change

Initial analysis of assessment data about student learning in the *Engaged Citizen* Area of Inquiry (AOI) demonstrated that we were not realizing the outcomes associated with it in the Drake Curriculum. The work of the Summer 2005 Drake Curriculum Study Group examining the *Engaged Citizen* initiated work to revise this AOI.

The Academy team and the Drake Curriculum and Analysis Planning Committee have significantly revised the Engaged Citizen AOI to better meet mission-based student learning outcomes. The new *Engaged Citizen Experience* includes a community-wide discussion of key public issues with local, national and global ramifications and more advanced level courses that model engagement either in the classroom and/or in the community. In addition, new student learning outcomes have been identified. Faculty workshops in May and August 2007 led to the development and approval by the University Curriculum Committee of 20 new and revised courses to meet these new outcomes on topics ranging from the presidential election, to environmental politics, reproductive politics, health policy, American Indian politics, the use of language in establishing national identity and the role of religion in African-American politics. In addition, course-based and cocurricular learning are merged by involving speakers, roundtable discussions, fine arts events, and residence hall programming focused on a theme or issue with local, national and global implications.

The theme for the first *Experience* in spring 2008 is “Voices of Democracy: Dissent and Dialogue.” (See [Engaged Citizen Implementation](#).) First-year students are helping to identify the Engaged Citizen Experience theme for 2008–09.

[Engaged Citizen Proposal](#)

[Engaged Citizen Implementation 2007–2008](#)

[Engaged Citizen Web Site](#)

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The value of pursuing the mission outcome of Engaged and Responsible Global Citizenship has been recognized by a \$10,000 grant from the *Bringing Theory to Practice* initiative administered by the Association of American Colleges and Universities. The grant has helped pay faculty course development stipends and has provided matching money to work with student organizations to create cocurricular events related to the theme.

Assessment tools for the Engaged Citizen AOI have been developed, including using student focus groups, a student questionnaire on levels of political and social engagement, and common course evaluation questions. These will be tested during spring semester 2008.

**3A.2b.3: Senior Capstones**

Planning to achieve the revised goals for senior capstones experiences and ensuring that they incorporate “experiential learning, reflection and the integration of general education abilities with disciplinary knowledge and skills began in November 2007. At that time 20 faculty members attended a mini-summit on senior capstones. The Academy team and Drake Curriculum Analysis and Planning Committee will use input from the summit to design faculty development programs on best practices in senior capstones during the spring 2008.

**3A.2c: NEW INSTITUTIONAL SUPPORT STRUCTURE FOR THE DRAKE CURRICULUM**

Drake University has created an institutional structure to implement these revisions and to provide for continued assessment and planning for the Drake Curriculum. In 2007, the Provost created the position of Associate Provost for Curriculum, Faculty Development and Assessment to help lead and coordinate efforts to achieve the mission learning outcomes and an exceptional learning environment. The Drake Curriculum Analysis and Planning Committee (DCAP), noted above, will work with the Associate Provost and the University Curriculum Committee (UCC) to ensure that assessment procedures are systematically implemented.

Creating institutional responsibility for these activities promises dual results: to bring more faculty, administrative and student oversight and awareness of assessment results as well as to provide resources and support to programs and departments to improve their assessment methodologies.

**3A.2d: INDIRECT ASSESSMENT OF MISSION OUTCOMES AND THE DRAKE CURRICULUM**

Drake’s many surveys provide considerable indirect evidence about student engagement and learning as related to the University’s Mission. (See Criterion 2C for discussion of these surveys.) Following are a few observations, drawn primarily from the 2006 National Survey of Student Engagement (NSSE)<sup>1</sup> and 2002 and 2007 campus-based Drake Student Survey (DSS). More detail is presented in *Indirect indicators Drake is achieving Mission Outcomes*.

### *1. The University is providing an Exceptional Learning Environment*

NSSE results routinely rank Drake high on Academic Challenge. Drake first-year students also have had higher benchmark scores on Active and Collaborative Learning, Enriching Educational Experiences, Supportive Campus Environment and Student-Faculty Interaction.

Drake students were more likely than their Carnegie peers to report that the University emphasizes spending time studying and that they spend 16 or more hours a week preparing for classes. Also, they more often reported that they were required to integrate ideas and that their coursework emphasized synthesizing and organizing ideas, information or experiences.

Other sources validate the NSSE results on excellence of the Drake learning environment:

- Drake attracts excellent students. The 2007 entering class averaged a 26 ACT; 69% were in the top quartile of their high school graduating class.
- Retention of students from first to second year has ranged from 85.0% to 88.4% over the past four years.
- 92% of 2006 Drake graduates found career employment or entered graduate/professional school within six months of receiving their degree.
- On the 2007 DSS, over 80% of graduate and undergraduate students were satisfied or very satisfied with the quality of classes and their experience with faculty members.

### *2. Students are gaining knowledge and skills necessary for Collaborative Learning.*

Since the 2001 NSSE, Drake students more often have reported that they work frequently with classmates outside of class and that their Drake education has helped them to work effectively with others. Drake University first-year students are more likely than students from other Master's institutions to report working in an active and collaborative manner. Drake seniors consistently have been more likely to report working on a research project with a faculty member.

### *3. Students are achieving the knowledge and skills necessary for Meaningful Personal Lives.*

Key to developing meaningful personal lives are taking responsibility for one's own learning and developing principles by which to live.

- Approximately three-quarters of Drake NSSE respondents reported that Drake has helped them to learn effectively on their own.
- A majority indicated that Drake has helped them form a personal code of values and ethics.

### *4. Students are achieving the knowledge and skills necessary for Professional Accomplishments.*

On the 2006 NSSE approximately 75% of Drake seniors agreed that they have acquired work-related skills and that they have participated or plan to participate in a practicum, internship, field experience, co-op experience, or clinical assignment, a significantly higher figure than Carnegie peers who report 49% of such acquisition and participation.

Approximately 85% of Drake respondents reported that their skills in critical and analytical thinking have increased "quite a bit" or "very much."

On the 2007 DSS 81.8% indicated that their critical thinking skills and ability to “acquire, analyze and interpret information” were stronger because of their experience at Drake.

On the NSSE 66% of first-year students and 69% of seniors responded that they are learning to write clearly and effectively; 68% of first-year students and 62% of seniors agree they are learning to speak clearly and effectively. In both cases percentages for seniors are below our Carnegie peers, suggesting a challenge for the University curriculum.

*5. Students are acquiring the skills and knowledge to integrate professional preparation with the liberal arts.*

On NSSE, 81% of first-year students and 80% of seniors agreed that Drake has helped them acquire a broad general education. Seventy-eight percent of Drake first-year students and 81% of seniors reported that their coursework emphasizes applying theories or concepts to practical problems or in new situations.

*6. Students are acquiring the skills and knowledge to develop as Responsible Global Citizens.*

On NSSE 2006, the majority of Drake students indicated that their courses include diverse perspectives related to race, religion, gender and/or political beliefs and that they converse with students of different beliefs outside of class. First-year Drake students were significantly more likely than peers to report that Drake encourages contact among students from different economic, social, and racial or ethnic backgrounds. Over 80% of Drake students reported volunteering for community-based projects, and 31% of first-year and 41% of Drake seniors participated as part of a regular course.

### 3A.3: ASSESSMENT OF LEARNING OUTCOMES IN MAJOR PROGRAMS

In the last several years, Drake has deepened the discussion of learning outcomes for its major programs. Law, Pharmacy, Journalism, Business, Music and Art all have successfully been reaccredited. The Iowa Department of Public Instruction has reaccredited all School of Education certification and endorsement programs. (See [Accreditation List](#); full accreditation materials are in Resource Room.) In preparing for reaccreditation, each of these programs expanded and improved their assessment procedures.

All of Drake’s colleges and schools have articulated student-learning outcomes with plans to assess whether those outcomes have been achieved. In cases where the program grants degrees to both graduates and undergraduates, outcomes for the different levels are clearly differentiated. Information found in the resource room includes mission statements, learning outcomes and assessment plans for each academic major as well as discussion of feedback and changes. Fuller discussion about assessment of these programs is provided in Criterion 4C.2.

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### 3A.4: DISSEMINATION OF ASSESSMENT INFORMATION

Drake University regularly provides evidence about its exceptional learning environments to students and the external community. This includes graduation rates, first- to second-year retention rates, job placement rates, success on professional exams (e.g. the Bar Exam, North American Pharmacist Licensure Examination), and graduate school acceptance rates. A number of programs also provide the results of alumni satisfaction surveys used to evaluate programs. For example, in the School of Pharmacy, NAPLEX results are “collated and distributed to the faculty to be used for curricular and strategic planning.” Additionally, pharmacy alumni are surveyed one and five years after graduation. Pharmacy is also exploring the possibility of using the new national survey of alumni satisfaction established by the American Association of Colleges of Pharmacy (AACCP) and the Accreditation Council for Pharmacy Education (ACPE).

This self-study process has made us aware that while faculty members are knowledgeable about assessment results in their own programs, results have not systematically been made available to other constituents, including students. The Associate Provost for Curriculum, Faculty Development and Assessment, working with the Drake Curriculum and Analysis Committee and the University Curriculum Committee, is now responsible for ensuring systematic sharing of assessment results.

In conjunction with HLC’s Academy for Assessment of Student Learning, Drake will explore the kind of assessment data that will best provide needed information to the wider university community and external constituents. We also are collaborating with the Associated New American Colleges to capture the distinctiveness of these institutions and their outcomes and to share this information.

### 3A.5: COCURRICULAR ASSESSMENT

Consistent with Drake’s commitment to a holistic approach to achieving the Mission goals for student learning, cocurricular programs also regularly assess their programming.

#### 3A.5a: COWLES LIBRARY

Cowles Library provides an excellent example of how Drake University has used assessment and vision to transform the learning environment for students and provide new teaching resources for faculty. Cowles Library adheres to the [Standards for College Libraries](#) of the Association of College and Research Libraries. The standards, which focus on outcomes, address planning, services, instruction, resources, access, staff, facilities, communication, administration and budget. Each data element of the Library’s Data Repository is linked to one or more of these standards. Comparing itself to benchmark institutions, Cowles develops its collections and services to closely match curricular offerings.

Cowles biannually administers a survey instrument (*LibQUAL*) developed by the Association of Research Libraries and the Association of College and Research Libraries. Concerns and issues raised in the *LibQUAL* survey are addressed in library planning, goals

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and budget requests, leading to changes and improvements in library services. As a result of the survey data, Cowles has upgraded its technology, implemented the library's "Information Commons," and generated a strategic improvement plan for library support of the sciences. In 2006, the library added a Coordinator of Training and Service Quality. This position is an ongoing commitment to ensuring that assessment data are used effectively. Also added were a new Web development position and a librarian for information resources in the sciences and Pharmacy to address concerns expressed in the 2003 survey. For more information regarding the 2003 and 2005 surveys and library responses, see the [Cowles Web site](#). All [survey results](#) are public. See the "data repository" for all relevant library [assessment activities](#).

### 3A.5b: STUDENT LIFE

Student Life has mapped all its programming to the Drake Mission explication and developed [effective assessment](#) for all its programs, including Residence Life, Counseling, Health Services, Greek Life, Student Activities and Programs, and the Adams Leadership Program. The Division has created an assessment template that specifically ties mission-driven learning goals to planning and assessment of student life activities. The [Student Life Assessment Summary](#) includes a summary of program changes that have occurred as a result of assessment.

Using these assessment procedures, Student Life has made changes to a number of its programs. As part of the regular external review program, a consultant was brought to campus to review the Drake Counseling Center in fall 2005. The assessment report (available in the Resource Room) made a number of suggestions that resulted in several actions. As discussed in the Student Life Assessment Summary, the include increased staffing, expanded training for Residence Life staff and development of a learning outcomes document.

### 3A.6: TRANSPARENCY OF ASSESSMENT RESULTS

As noted in Criterion 1, Drake has committed to transparency with institutional data. [Outcomes data](#) and general [institutional data](#) are available on our own 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.

**DRAKE HAS COMMITTED  
TO TRANSPARENCY WITH  
INSTITUTIONAL DATA.**

**CORE COMPONENT 3B:** Drake University values and supports effective teaching.

Drake University is committed to hiring and retaining a highly qualified faculty dedicated to teaching. This commitment is crucial if the University is to provide an *exceptional learning environment* and a student experience *distinguished by collaborative learning among students, faculty, and staff*. While faculty scholarship and service are also valued, teaching is emphasized in job advertisements, promotion and tenure documents, and other descriptions of faculty responsibilities. The value placed on teaching is substantiated in day-to-day discussions and in surveys of students and faculty (See Criterion 3B.5).

Drake supports its faculty through faculty development funding and programs that provide faculty members with resources to sustain excellence in teaching and learning. Drake's faculty members have a high level of expertise in their subject matter — 96% have the terminal degree specified in their field. Teaching assistants do not have full responsibility for any Drake courses, although they do support learning experiences as lab instructors in the sciences.

**3B.1: EMPHASIS ON TEACHING IN FACULTY SEARCHES AND HIRING**

Because hiring and retaining faculty with strong credentials and a commitment to teaching are crucial to Drake's mission, institutional hiring processes emphasize teaching excellence and have helped to attract exceptional faculty who are dedicated to teaching. Drake's search processes regularly are praised by candidates as among the best that they have experienced. This was clearly articulated in an article in the *Chronicle of Higher Education* by a recently hired Drake faculty member.

**Search Guidelines**[\*Provost's Search Guide\*](#)[\*Human Resources Search Guide\*](#)[\*Diversifying the Applicant Pool\*](#)**3B.1a: DRAKE FACULTY ROLE IN FACULTY HIRING**

Since the faculty controls the curriculum and is responsible for ensuring a high quality academic experience. The *Academic Charter* charges the faculty of each college with responsibility to:

*. . . establish procedures for faculty participation in faculty appointment, reappointment, and the granting of continuing tenure. Pursuant to such procedures, the Dean of each college shall make faculty personnel recommendations to the Provost, who shall in turn make recommendations to the President of the University for action and submission to the Board of Trustees.*

While the Provost's Office and Human Resources Department provide search guidelines and other support, searches for new faculty are faculty-driven. Academic departments submit proposals for filling positions through their respective deans to the Council of Deans and the Provost, who approves positions based on assessment of University needs. Faculty members

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write the advertisements, review candidate credentials, propose candidates for campus interviews, and set interview schedules. While the Dean and Provost interview candidates, the decision about whom to hire results primarily from faculty deliberation.

### 3B.1b: EMPHASIS ON TEACHING

Drake defines itself as a teaching institution, and teaching is emphasized in tenure, promotion and merit evaluations. Thus, advertisements for positions consistently emphasize the importance of demonstrated teaching skills. Search committees typically request statements of pedagogical philosophy and require class presentations as part of the interview process.

### 3B.1c: FACULTY DIVERSITY

As reflected in the *Strategic Plan*, Drake is committed to the importance of a diverse faculty in creating an excellent learning environment and has actively sought to diversify candidate pools. The Provost has emphasized the importance of this goal by requiring that, prior to approval to bring candidates to campus, every search committee submit a report about efforts to identify and attract candidates from underrepresented groups.

In support of this effort orientation sessions for search chairs include discussion of methods of diversifying the pool, as well as resources through which qualified candidates might be identified. Each search committee chair receives a copy of the book *Diversifying the Faculty*. The Provost's Office places all advertisements on HigherEd.com and AcademicCareers.com, both of which send advertisements to minority candidates who request notification. These efforts have met with some success as reflected in the increase in Drake faculty from racially and ethnically underrepresented groups from 8% in fall 2003 to 13% in fall 2007.

### 3B.2: TEACHING EFFECTIVENESS IN MERIT EVALUATION, TENURE, AND PROMOTION

Teaching effectiveness, an essential characteristic in hiring decisions, continues as the first criterion in evaluating faculty performance, as clearly established in the Drake University *Academic Charter*:

*Teaching effectiveness, research and scholarly activities, publications and other creative works, recognized leadership in the field, service and contribution to the University, and service to the community are the criteria for determining the candidate's merit for academic tenure.*

The *Academic Charter* further specifies that appointment and reappointment of Faculty of Instruction "shall be based on merit and the educational needs and resources of the University."

In defining expectations for teaching excellence, Drake's college and school documents emphasize the importance of expertise in the faculty member's discipline or interdisciplinary

areas, mastery of the subject matter being taught, and the ability to present materials clearly, conduct learning activities purposefully, engage students' minds, and motivate them to perform to the best of their ability. These documents note the importance of the ability to define learning outcomes, organize materials and activities to accomplish these outcomes and assess student achievement.

### **3B.2a: COURSE EVALUATIONS**

All Drake University colleges and schools require regular and systematic evaluation of teaching and course effectiveness. Recognizing that there are special or unique issues related to teaching effectiveness and performance in various disciplines, Drake University has intentionally not standardized the criteria or methods of assessing teaching excellence (see statements of evaluation procedures in Resource Room). Consequently, Drake does not use a standard form for teaching evaluation. While some colleges have adopted standardized forms, others give individual departments or even faculty members discretion in designing their own teaching evaluation forms. This allows faculty and academic units to evaluate teaching effectiveness within the context of the specific learning outcomes emphasized by each major program.

### **3B.2b: PROMOTION AND TENURE**

Promotion and tenure documents (Available in Resource Room) for Drake's colleges and schools emphasize the importance of teaching as a criterion in evaluation. All define excellent teaching as primary in merit evaluation for tenure and/or promotion.

Peer review of teaching effectiveness of tenure-track faculty emphasizes the importance of teaching to the tenure decision. While partially evaluative in nature, pre-tenure annual reviews provide developmental feedback by assessing the faculty member's strengths and identifying areas in need of improvement. The tenure-track faculty member may use this information to assess progress toward tenure and begin preparing materials and documentation for the formal tenure review process.

#### **Drake University External Grants**

[Fiscal-Year 04](#)

[Fiscal-Year 05](#)

[Fiscal-Year 06](#)

[Fiscal-Year 07](#)

### **3B.2c: MERIT EVALUATIONS AND SALARY INCREASES**

While Drake does not have an official "post-tenure review" process, every college and school requires that evaluations be completed for every course and annually reviews the performance of tenured faculty, considering teaching, scholarship and service. These evaluations, along with the tenure and promotion evaluations, serve as the basis for annual salary increases. As discussed in Criterion 2B, Drake University has greatly enhanced its faculty compensation levels in recent years. While salaries have been benchmarked against peers according to discipline and rank, actual raises are merit based, reflecting the criteria emphasized in tenure, promotion, and annual performance reviews.

**TEACHING AND  
MENTORING AWARDS  
PUBLICLY RECOGNIZE...  
THOSE FACULTY MEMBERS  
WHO MOST CLEARLY  
REFLECT TEACHING  
EXCELLENCE.**

### 3B.3: ACKNOWLEDGING AND REWARDING EFFECTIVE TEACHING

While tenure, promotion and annual merit salary increases serve as the primary methods of recognizing and rewarding effective teaching, these accomplishments also are acknowledged with awards and professorships.

#### 3B.3a: TEACHING AND MENTORING AWARDS

Teaching and mentoring awards publicly recognize, and in many cases monetarily reward, those faculty members who most clearly reflect teaching excellence. The prestigious *Madelyn M. Levitt Excellence in Teaching Award* each year honors and rewards one outstanding full-time Drake teacher. The Provost calls for nominations, then requests extensive dossiers of support materials. A faculty committee reviews the submissions and selects the recipient. The selected in a similar process, is awarded annually either to a faculty or staff member who has served as an outstanding mentor to students. Award recipients are announced each year at commencement ceremonies and are recognized on the [Drake Web site](#). The *Madelyn M. Levitt Distinguished Community Service Award* recognizes a faculty or staff member for contributions to the community (see Criterion 5B).

Drake academic units also recognize the importance of teaching with awards for faculty in their respective Colleges. Arts and Sciences selects a Teacher of the Year who speaks at the student Honors Convocation. Each year the Stalnaker Lecturer, selected in recognition of excellent teaching and scholarship, presents an all-University distinguished lecture. The College of Business and Public Administration recognizes both an undergraduate and a graduate teacher of the year at their annual banquet. The College of Pharmacy and Health Sciences presents annual awards for “Pharmacy Teacher of the Year,” “Non-Pharmacy Teacher of the Year,” “Pharmacy Mentor of the Year.” A “Preceptor of the Year” award recognizes excellence of adjunct faculty who work with sixth-year students. The Teacher, Mentor and Preceptor of the year each speak at events or serve in roles that emphasize the importance of these accomplishments to students. In the School of Law, third-year students annually select the recipient of the *Leland Stanford Forrest Outstanding Teaching Award*.

#### 3B.3b: ENDOWED PROFESSORSHIPS AND CHAIRS

The [Provost’s Guidelines for Special University/Distinguished Professorships](#) lists “Teaching Effectiveness” as the first criterion for selection of endowed chairs and professorships. The prestigious *Ellis and Nelle Levitt Professorship* recognizes the accomplishments of twelve outstanding faculty members University-wide. Colleges and schools also have several named professors and chairs. Faculty who hold the professorships and chairs are rewarded with enhanced salaries, recognized at special events, and listed on the [Drake Web site](#). Support for professorships and endowed chairs currently is one of the top fundraising priorities, deemed essential to guaranteeing continued support for a high quality faculty.

### 3B.4: FACULTY DEVELOPMENT FOR EFFECTIVE TEACHING

The first goal of Drake University’s *Strategic Plan 2001–06* was to “ensure the excellence,

currency and appropriateness of academic programs.” The strategic plan committed the University to a number of objectives and strategies to achieve that goal, including assessment of the *Drake Curriculum*, establishment of interdisciplinary centers, and enhancement of faculty development funding. Central to all of these initiatives is the importance of faculty control of curriculum.

It is the Drake faculty that controls all curricular issues within Colleges and the University. Faculty members within each college and school are responsible for curricular review, assessment and development, and approval of courses to be taught in major programs. The [University Curriculum Committee](#) (UCC) is comprised totally of faculty, with the Associate Provost for Curriculum, Faculty Development and Assessment serving ex officio. The UCC has primary responsibility for educational policy that has University-wide implications, including approval of interdisciplinary programs and majors. It is particularly charged with oversight of the general education program “including approving courses and categories of the general education program, establishing prerequisites, and approving assessment procedures for general education curriculum courses.” It also is responsible for recommending revision of the general education curriculum to the Faculty Senate. (See [Faculty Senate Web site](#).)

[Drake University Research Grants Recipients in 2006 and 2007](#)

### 3B.4a: DRAKE GRANTS FOR TEACHING AND RESEARCH DEVELOPMENT

To ensure high quality curricula, teaching, and an excellent learning environment, the University provides extensive support for faculty development. The funding for faculty development comes from both internal and external sources.

#### 3B.4a.1: Internal Grants

Internal grants derive from varied sources that support both faculty and student projects.

- **Support for Faculty and Student Research.** [Several grant programs](#) fund teaching development and faculty and student research. The [Drake University Research Grant Program](#) supports faculty research, scholarly works and creative endeavors not funded by external sources but that will position the investigator to compete more favorably for extramural support. The program encourages proposals that foster student and faculty collaboration. The [Undergraduate Assistantship Program](#), sponsored by Student Financial Aid and the Provost’s Office, creates opportunities for students to be directly involved in research or in responsibilities within an academic or administrative department. Administrators may apply for support to provide professional preparation related to students’ career goals, and many students receive assistantships to work with faculty on research projects.
- **Provost’s Faculty Development Funds.** For several years the Provost has called for proposals for the [Provost’s Faculty Development Funds](#) from which approximately \$75,000 from endowed faculty development accounts has been awarded. Successful proposals have

supported Drake's Mission and Strategic Plan. Effective spring 2007, funding was increased to \$120,000 and the Associate Provost for Curriculum, Faculty Development and Assessment was charged with its *administration*. Funds are regularly used to support workshops planned and executed by faculty and summer study seminars, particularly those related to the Drake Curriculum. In addition, the Provost's Office has supported travel to conferences on topics such as active learning pedagogy, liberal learning, engaged citizenship, and assessment techniques, particularly as these relate to the Drake Curriculum and preparation of the next Strategic Plan. (See Criterion 2) The Provost's *Exchange Development Grants* have supported faculty travel to and work in other countries. In addition, the Provost's Office administers \$20,000 from the *Don Adams Leadership Institute* to be used for leadership development.

- **Support from Drake Organizations.** Faculty development grants also are available through a variety of organizations on campus. These include the *Center for the Humanities* (\$75,000 in funds for faculty research and programs in the humanities dispersed by a faculty committee), *Friends of Drake Arts* (\$600 grants for professional development for fine arts faculty), and grants from Drake Centers discussed in other parts of this section.

#### **3B.4a.2: College and School Support for Professional Development.**

Drake University provides faculty development funds for each college and school. As part of our strategic plan, the amount is being increased over three years from \$1,000 per faculty member in FY06 to \$2,000 in FY09. Each unit allocates the funds according to its own procedures, but generally funds are available for faculty travel to professional conferences and for teaching and scholarly development. The majority of faculty members take advantage of these funds. For instance, over a three-year interval (2004–07), an average of 116 arts and sciences faculty applied for and received funds for professional conferences and workshops. Development experiences often are shared with colleagues. The College of Business and Public Administration requires faculty who use funds from the travel endowment to present the content of their seminar or the lessons learned from the professional meeting to a college teaching or research colloquium. Both the College of Pharmacy and Health Sciences and the School of Education allocate money for faculty participation in professional societies. Several units have additional funds available from endowment accounts that may be used for faculty development.

#### **3B.4b: External Grant Support for Faculty Development**

Drake faculty and administrators, supported by the *Office of Sponsored Programs*, also have been successful in obtaining external grants to support development of faculty teaching excellence.

- **Ethics in a Globalizing World.** In 2006 The *Center for Global Citizenship* received a major grant to strengthen international studies at Drake University by developing nine new and 16 revised courses that explore the theme of *Ethics in a Globalizing World*. In

summers 2006 and 2007 the *Center* sponsored faculty development workshops in which 22 faculty and two staff members participated in course development. These faculty and staff members represented three of Drake's five undergraduate colleges and schools. The external reviewer's [2007 report on this grant](#) praised the efforts made to date:

*Drake University illustrates how rapidly a campus can internationalize with the formidable combination of actively supportive senior administrators, able faculty members thoroughly competent in one or more of the several inherently international disciplines and who also have programmatic and grant writing capabilities, an experienced and inventive study abroad administrator, an outside funder, and an expanding core of faculty — including modern language faculty —enthusiastic in their teaching global/international content.*

The reviewer noted “a substantial increase in the number of global/international courses, students participating in international education programs, and an institutional commitment to the campus internationalization process.” The University now must determine how best to house and support these initiatives as they expand across the curriculum.

- **Academic-Practice Partnership Initiative.** In 2006, the American Association of Colleges of Pharmacy selected Drake's College of Pharmacy and Health Sciences as one of eleven pharmacy programs to participate in its *Academic-Practice Partnership Initiative*. This initiative, a pilot program to improve pharmacy education and practice for pharmacy students at experiential education sites, offers strategies and resources to improve the quality of those sites. The grant included support funds for faculty to develop expertise to implement the program. The pilot project aspired to create a portfolio of exemplary experiential sites, thus helping to promote excellence in experiential learning.
- **Network for Effective Language Learning (NELL).** In 2007 The Council of Independent Colleges (CIC) and Drake University received a W.M. Keck Foundation grant of \$360,000 to implement the Network for Effective Language Learning (NELL). The program began in summer 2007 with a workshop in which over 20 institutions participated. This program brings together a mentorship collective that includes applied linguists and language acquisition specialists, experts in the target language and civilization and native speaker tutors. They are trained on the model of the [Drake University Language Acquisition Program](#) (DULAP).

#### **3B.4c: WORKSHOPS AND SERVICES**

Drake University provides significant support for faculty development through workshops and services designed to improve pedagogies, to facilitate teaching in varied learning environments and to develop excellence in teaching and program assessment. In the Drake

Curriculum revision passed in 2006, the Faculty Senate adopted a statement of active learning pedagogy to guide Drake Curriculum teaching (see [Achieving Mission Learning Outcomes through the Drake Curriculum](#)).

As noted above, the University recently committed additional funding through the budget of the new Associate Provost for Curriculum, Faculty Development, and Assessment, to enhance training for faculty on active learning methods. Drake now conducts annual two-day active learning workshops each August with a half-day follow up each January using both internal and external presenters; the first two August workshops focused on collaborative learning and were facilitated by national experts: Karl Smith in 2006 and Barbara Millis in 2007. Teaching circles, each with three to four faculty who share their fall semester experiences developing new active learning assignments provide follow up to the workshops. But these workshops represent only part of Drake's efforts to enhance teaching. Over a three-year period (2004-06), Drake offered 16 workshops on various aspects of course development, outcomes assessment and development of novel pedagogy. (See [Workshop listing](#).)

Some assessment of the effectiveness of the faculty development program has been initiated. At this point, the evidence is indirect, deriving from evaluations of new faculty orientations, workshops and other events. The new Associate Provost is developing evaluative tools to ensure that faculty development programs do contribute to achievement of Drake's learning outcomes.

Finally, Drake has sponsored faculty development workshops to increase faculty participation in study abroad experiences. These workshops generally either support faculty in creation of summer [travel seminars](#) outside the United States (e.g., Uganda, Nicaragua) or support more intensive international studies through the *Center for Global Citizenship*.

#### 3B.4d: FACULTY DEVELOPMENT FOR INTERDISCIPLINARY STUDIES

Through its mission, Drake University articulates its commitment to interdisciplinary studies, particularly to *integration of the liberal arts and sciences with professional preparation*.

This commitment is evident in the *Mission Explication*, the *Drake Curriculum* and in our membership in the [Associated New American Colleges](#). This commitment requires that the University help faculty members prepare to teach effectively in an interdisciplinary curriculum. To this end, Drake has developed a number of initiatives supporting faculty in development of interdisciplinary courses and programs of study.

##### 3B.4d.1: Drake Curriculum and Interdisciplinary Development

The *Drake Curriculum* provides grounding in the liberal arts and sciences for all Drake Arts and Sciences and professional school undergraduates (including candidates for the Pharmacy Doctorate). Thus, all faculty are encouraged to develop First-Year Seminars that serve as an introduction to college level writing and research for all students, to contribute courses that promote knowledge in the [Areas of Inquiry](#) and to teach senior capstones that integrate studies in the major with general education. To support and improve the quality of

**THROUGH ITS  
MISSION, DRAKE  
UNIVERSITY ARTICULATES  
ITS COMMITMENT  
TO INTERDISCIPLINARY  
STUDIES...**

student learning within the *Drake Curriculum*, the University has sponsored a number of interdisciplinary initiatives over the last decade. In addition to projects mentioned under the discussion of grants, these have included:

- **Drake Curriculum Program Development Fund.** This fund provided the original University support for developing the [Paths to Knowledge](#) course in 1999. A \$5000 grant was awarded to four faculty members representing Politics and International Relations, Chemistry, Theater and Rhetoric to create and pilot a team-taught, interdisciplinary course. The course was designed to interest students in the creative processes of intellectual life and to provide them with the critical and analytical tools needed to become sophisticated producers and consumers of creative output.

Now a requirement in the Drake Curriculum Honors Track, *Paths* encourages students to consider the varied routes of inquiry that lead to knowledge and critical understanding, including why we seek knowledge, how knowledge is created, how we judge the value and validity of knowledge claims, and how society makes decisions about the uses to which knowledge is put. In recent years the Director of the Honors Program has provided two summer workshops for faculty interested in teaching *Paths*. Periodic workshops are held to train new faculty and update the syllabus for the course, the latest being held in May 2007.

- **2003: Science and Math for Civic Education (SMCE).** In response to faculty reflection on the *Drake Curriculum* science outcomes, a Drake program development grant was awarded to an interdisciplinary faculty group responsible for teaching the science and math curriculum. Faculty from Arts and Sciences, Education, and Pharmacy and Health Sciences convened at a 2003 summer workshop to discuss how to engage students not comfortable with quantitative disciplines by connecting science and math education to public issues. Workshop discussion of basic competencies and learning objectives for life science, physical science and math outcomes of the Drake Curriculum resulted in two 5-credit hour team-taught courses that emphasize collaborative learning. *SMCE-001: Nutrition and Wellness* and *SMCE-002: Iowa Environment* are taught by faculty members from mathematics, environmental science, biology, and chemistry. Students who complete one course receive credit either for the life or physical science AOI, while students completing both classes receive credit for both science and the quantitative outcomes of the DC. In 2004, Drake University's *Science and Math for Civic Engagement* was named a "model program" by the national [Science Education for New Civic Engagements and Responsibilities](#) (SENCER), a program sponsored by the NSF.

**SEVERAL  
DRAKE UNIVERSITY  
INTERDISCIPLINARY  
ACADEMIC CENTERS  
SERVE AS CATALYSTS FOR  
FACULTY DEVELOPMENT  
AND EFFECTIVE TEACHING  
ACROSS THE DISCIPLINES.**

**3B.4d.2: Interdisciplinary Centers and Faculty Development**

Several Drake University interdisciplinary academic centers serve as catalysts for faculty development and effective teaching across the disciplines.

Five Law School centers address diverse aspects of the legal profession. Drake's internationally recognized [Agricultural Law Center](#) provides opportunities to study the ways in which the legal system shapes our food system and influences the ability of the agricultural sector to produce, markets and uses agricultural products. The [Drake Constitutional Law Center](#), one of four constitutional law programs established by the U.S. Congress and funded by the Federal government, fosters study of the U.S. Constitution, its roots, its formation, its principles, and development. The [Center for Legislative Practice](#) combines classroom study and hands-on experiences to help students understand law-making processes. The [Joan and Lyle Middleton Center for Children's Rights](#), part of the Drake Legal Clinic since 2001, advances children's rights through the legal process, training, public information, and public policy formulation. The new [Intellectual Property Center](#) was established in fall 2007 with curricular and programmatic emphases on biotechnology and the agricultural sciences. The program features a summer institute designed to draw both students and lawyers from foreign countries as well as the United States to Drake for sessions on intellectual property law. The first of these institutes is planned for summer 2008.

In addition, the [Center for Global Citizenship](#) serves as a forum for exploring the cultural, political and economic changes that accompany globalization. The Center educates students to function effectively in different cultural contexts and to see their own culture from the perspective of others. It provides both course development and co-curricular programming, including film and speakers' series, to raise awareness of global issues on campus.

**3B.4e: SUPPORT FOR GLOBAL TEACHING AND LEARNING**

As discussed in Criterion 1, to effectively address our 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*, Drake University has undertaken many new diversity initiatives and enhanced others. Central to all of these efforts has been preparation of faculty to help achieve these learning goals.

The Center for Global Citizenship has played a major role in providing opportunities for faculty to gain global learning opportunities, enhancing preparation to support global teaching and learning. The positive effects of this center can be seen in increased [study abroad programs](#) and participation in them; growing diversity among students, faculty and staff; and the evolving DULAP program.

In addition, Drake has reached out to a number of institutions in Asia, Europe, Africa and Latin America to expand learning opportunities for both students and faculty. The most significant initiative has been with China. The [Drake University Chinese Cultural Exchange Program](#) (CCEP) offers American and Chinese faculty, students and graduates opportunities

for personal and professional development, and aims to promote diversity on campus. Drake faculty members have the opportunity to teach and conduct research at institutions of higher education in China through exchanges typically lasting two to three weeks (though longer appointments are possible). In 2005, six faculty members from English, Psychology, Business, Art and Pharmacy taught and conducted research in China. Twelve faculty members made similar trips in the summers of 2006 and 2007. In 2005, Drake University welcomed two visiting scholars from China: a professor of business at Chongqing Jiaotong University and a foreign affairs administrator at Hebei University of Science and Technology. CCEP sponsors other programs that allow Drake graduates to go to China to teach and that bring Chinese cultural events to the Drake campus.

In addition, Drake has exchange agreements with ten institutions in Austria, France, Germany, Italy, Japan, Spain and South Africa. Drake currently has a “Memo of Understanding” (a less formalized relationship) with Makerere University Business School in Kampala, Uganda, with which Drake faculty facilitated a summer 2007 international student study seminar in Uganda. Drake’s Law School has long-standing [relationships with two French universities](#). In addition, the College of Pharmacy has arranged for sixth-year students to do rotations in Australia, New Zealand, France, and [South Africa](#).

These programs have successfully generated international interest and expertise among our students. Under the direction of Dr. Eleanor Zeff, advisor for the Fulbright Scholarship program at Drake since 2004–05, seven students have [obtained Fulbright scholarships to study abroad](#). According to Allan Goodman, President of the Institute of International Education, Drake is one of the most prolific producers of Fulbright recipients among Master’s institutions nationally.

#### 3B.4f: SABBATICAL LEAVES AND PROFESSIONAL DEVELOPMENT

Drake recognizes scholarly and creative activity as an important component of each faculty member’s career and a key foundation for effective teaching. Thus, the University supports faculty development by providing a flexible sabbatical leave program. (See the [Drake University Faculty Manual](#) for details.) Generally, faculty members become eligible to apply for a sabbatical after seven years of service. Eligible faculty may apply for yearlong or two nonconsecutive single-semester leaves during any seven-year period. In 2003, a new “[split sabbatical](#)” program was established for tenure-track faculty. Fourth-year probationary faculty may take a single semester sabbatical prior to the tenure review to help establish their research agenda. The faculty member may apply for the second semester release after receiving tenure. Faculty members receive 70% of their base pay for the sabbatical period, plus all benefits and professorship stipends.

Faculty submit to their college or school sabbatical applications that detail a sabbatical plan and demonstrate how their release time will improve their teaching and research at Drake University. Sabbaticals are awarded on the basis of faculty proposals but also consider programmatic needs. Drake’s Board of Trustees Academic Affairs Committee reviews summary sabbatical proposals and approves all sabbatical leaves.

[Drake University International Initiatives](#)

#### Sabbatical Application Summaries

[2005 – 2006](#)

[2006 – 2007](#)

[2007 – 2008](#)

**3B.5: PERCEPTIONS OF FACULTY AND EDUCATIONAL EXPERIENCE**

Surveys offer some evidence about the success of Drake's efforts to hire and retain quality faculty and to provide faculty development support for effective teaching.

**3B.5a: STUDENT PERCEPTIONS**

The importance of teaching and learning to Drake's mission and to the faculty role is conveyed to prospective students, a message supported by Drake students who consistently report perceptions that Drake faculty members are committed to excellence in teaching and learning. *Reports* drawn from the National Survey on Student Engagement (NSSE), the Faculty Survey on Student Engagement (FSSE), the 2001-2002 Higher Education Research Institute (HERI) faculty survey, and the 2002 and 2007 Drake Student Surveys (DSS) all support the same conclusions.

The 2007 Drake Student Survey (DSS) found that more than 80% of all undergraduate, first-professional and graduate students were satisfied or very satisfied with their experience with faculty at Drake. (Only four to six percent expressed dissatisfaction.) More than 90% agreed that their professors are knowledgeable (consistently the highest rated aspect of the academic experience on the DSS), 87% of undergraduates and Pharmacy Doctorate students say classes are challenging, and more than 85% of all students say faculty members are approachable. In response to NSSE surveys, Drake students report that faculty members are supportive of their education, available, helpful and sympathetic. More than 80% of both first-year students and seniors say they have spoken with faculty regarding career plans.

*Drake Student Surveys* in 2002 and 2007<sup>2</sup> verified Drake students' satisfaction with their professors. Over 90% each year characterized faculty as knowledgeable; 86% – 88% as approachable, and more than 80% of the students responding to the 2002 DSS were satisfied with opportunities for interaction with faculty in their major.

Focus groups with seniors conducted in 2004 as part of the Drake University *Task Force on Academic Excellence* verified satisfaction with faculty and provided evidence that students perceive faculty as demanding. One student described faculty as “acting as catalysts for student learning.” Another summarized the senior experience as follows:

*Senior work requires ability to do in-depth analysis, analyze information from different viewpoints, think critically, develop questions, think interdisciplinarily, apply knowledge, reflect, anticipate arguments, and exceed course expectations.*

**3B.5b: FACULTY PERCEPTIONS OF TEACHING AND MENTORING**

The value that Drake faculty place on teaching and on their mentoring relationships with students was demonstrated on the 2004 Faculty *Survey of Student Engagement* (FSSE). Sixty percent of faculty teaching upper division classes described themselves as available, helpful and sympathetic. Seventy percent reported that, on average, they spend one to four hours per week reflecting on ways to improve their teaching and 53% of faculty reported discussing ideas or readings from classes outside of class with their students.

The 2001–02 HERI faculty survey verified that Drake’s emphasis on teaching is an important factor in faculty decisions to take positions at Drake University. “Institutional emphasis on Teaching” was the number one “very important factor” noted by faculty in their decision to work at Drake. While scholarship also was important, “being a good teacher” was the number one personal goal noted as being “very important or essential” to Drake faculty, and 85.1% of faculty agree that “my teaching is valued by faculty in my department.”

**CORE COMPONENT 3C:** Drake University creates effective learning environments.

### 3C.1: DRAKE’S HOLISTIC LEARNING ENVIRONMENT

A learning environment is a product not only of the classroom experience but also of the physical facilities and cocurricular activities. It is affected by the kinds of groups that provide social and professional experiences, as well as by the opportunities to attend lectures and arts events. Recognizing this broad spectrum of factors, we have worked to ensure that Drake students are provided a holistic learning environment in which academics, student life, and all other University entities collaborate to achieve the Mission learning outcomes.

Many elements of the effective Drake learning environment were discussed earlier in this chapter and in previous chapters. Program assessment ensures that faculty and academic administrators are aware of whether academic programs are achieving their goals. Certainly, the support that the University provides for faculty development is essential to creating an effective learning environment (see Criterion 3B).

Also essential to creating and maintaining an effective learning environment are campus physical resources. As discussed in Criterion 2, Drake has invested \$65 million in facility improvements since 2002, renovating classroom buildings and individual classrooms, laboratories. And by fall 2008 all residence halls will have been renovated. All classroom and residence hall buildings are wireless; Internet capacity has been upgraded extensively; computer labs have been expanded and upgraded, and Drake provides extensive support for learning technology.

Drake has enhanced the diversity of the learning environment, demonstrated most significantly by the increased number of international students on campus. From 2002 to 2006, the number of international and minority students grew from 9% to 15.8% of enrollment, and minority faculty percentage increased from 6.3% in fall 2003 to 9.7% in fall 2007.

Drake’s location in the state capital, a major financial services and publishing center, helps provide outstanding internship and service learning opportunities to its students. As discussed throughout the document (and focused on in Criterion 5), each year dozens of speakers, musical performers, art exhibits and other events enrich the learning opportunities for Drake students. Student government, Greek Life organizations and programs such as the [\*Donald V. Adams Leadership Institute\*](#) provide support and encouragement for students in

**DRAKE’S LOCATION IN THE STATE CAPITAL, A MAJOR FINANCIAL SERVICES AND PUBLISHING CENTER, HELPS PROVIDE OUTSTANDING INTERNSHIP AND SERVICE LEARNING OPPORTUNITIES TO ITS STUDENTS.**

<sup>1</sup>This requirement applies to all students who represent the university in activities such as intercollegiate athletics, theatre, mock-trial and student government.

developing leadership skills that help them achieve meaningful personal lives and professional accomplishments. The *Adams Institute* also models effective collaboration between Student Life, alumni and community organizations. (See Criterion 1C for further discussion.)

*Drake athletics and wellness programs* enhance the learning environment and help attain mission-learning outcomes. All student-athletes must maintain a 2.0 grade point average to compete for their teams,<sup>3</sup> and student athletes and their coaches recognize the primary academic focus of the University. In 2007, Drake had the distinction of having 114 student-athletes being selected for the [Missouri Valley Conference Academic Honor Roll](#).

### 3C.2: SUPPORT FOR AN EFFECTIVE LEARNING ENVIRONMENT

Several programs more fully illustrate the ways in which Drake University creates a unique and effective learning environment. These are Student Academic Support Programs, including Professional and Career Development Services, the Iowa Caucus Project of the Engaged Citizen Experience, and the Honors Program, Cowles Library, and Student Life cocurricular programming. A strong theme through all of these is the academic and cocurricular collaboration that has come to characterize the Drake campus. From training peer mentors who work with entering first-year students during the fall Welcome Weekend to programming in residence halls, a wide array of staff and faculty collaborate to underline the importance of the mission learning outcomes. These include the Vice Provost for Student Affairs and Academic Excellence, Associate Provost responsible for the Drake Curriculum, Dean of Students, faculty and student life staff.

#### 3C.2a: ACADEMIC SUPPORT PROGRAMS

The mission of the Student Academic Support Unit is to

. . . complement achievement of Drake's mission of providing an exceptional learning environment through co-curricular programming and services designed to enhance students' interactions with faculty, provide experiential learning opportunities on and off campus, and foster student peer-to-peer interactions with a focus on intellectual, personal, and professional development.

*Student Academic Support*, under direction of the Vice Provost for Student Affairs and Academic Excellence, consists of six areas: [academic achievement](#) (tutorial assistance), entering first-year advisors, [Disability Services](#), [Professional and Career Development Services](#), student peer-to-peer cocurricular programming, and [Student Records and Academic Information](#).

These programs begin with the academically grounded [Welcome Weekend](#) for first-year students and meet needs throughout the students' career at Drake through a variety of services. The Vice Provost also works to ensure availability of support services such as [The Writing Workshop](#) and [MathLab](#). Both Disability Services and Professional and Career Development Services not only provide support to students, but facilitate faculty efforts to address student

needs. For example, the Disability Services office provides a *guide* for faculty on how to address needs of students with disabilities.

The *Student Academic Support* units provide excellent examples of using assessment to collect information and create changes that better support a positive learning environment.

### **3C.2a.1: Professional and Career Development Services**

Feedback over multiple years from the Drake Student Survey, student and faculty focus groups, and input from alumni and employers led to restructuring the Career Center in 2004. Though the previous fairly traditional career center model had been effective, our constituents indicated that this centralized model should be re-examined to better meet the needs of students and future employers.

To achieve new goals for the unit, the Provost moved the Career Center from Student Life to report to the Vice Provost for Student Affairs and Academic Excellence. Drake's mission, to provide an exceptional learning environment and professional accomplishments through experiential learning, gave impetus to creating new Professional and Career Development Services (PCDS), with redefined staff positions.

Within a team framework to career advising, staff are assigned on the basis of college-specific needs and student interests: one PCDS staff member is assigned to the College of Business and Public Administration and the School of Journalism and Mass Communication; another to the College of Pharmacy and Health Sciences and the School of Education; and yet another to the College of Arts and Sciences/Fine Arts. Technology has helped to expand services to students and employers. Other opportunities, such as all-campus career events and occasions focused on academic majors, have increased student participation and overall satisfaction. Assessment models are in place to monitor progress and make changes in a more timely fashion when appropriate. (Available in Resource Room.)

### **3C.2a.2: Student Records and Academic Information**

In 2003, extensive evidence indicated that the traditional Registrar's Office was not adequately supporting the Drake learning environment. To reflect planned changes the office was renamed Student Records and Academic Information. The office was restructured and positions were redefined resulting in a staff that could better support the total learning-environment and provide broad-based support to students, faculty, staff, and other constituents. Staff members now work in a technologically sophisticated environment and model skills that Drake seeks to encourage among our students, such as problem-solving, creative thinking, and critical analysis. Student Records staff members work collaboratively with administrative staff in the colleges and schools to determine and implement "best practices" to maintain student records and disseminate academic information. Weekly meetings with college and school staff focus on assessing efficiency and effectiveness while improving productivity.

**BY VIRTUE OF ITS  
LOCATION IN DES MOINES,  
DRAKE UNIVERSITY IS  
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EXPERIENCE RELATED  
TO IOWA'S FIRST-IN-THE-  
NATION PRESIDENTIAL  
CAUCUSES.**

### 3C.2a.3: Advisers for Entering First-Year (EFR) Students

In response to an anticipated increase in the number of first-year students and in support of our promise to provide a positive learning experience, in summer 2007 the Provost created two new Entering First-Year (EFR) Adviser positions. The EFR Advisers, both recent Drake graduates, are using a holistic approach to work with students, emphasizing academic success, goal-setting strategies, decision-making skills, and personal development. Throughout the year they are meeting with first-year students in their First Year Seminars (FYS), residential life settings, individually and in small groups to provide a variety of services. By listening to concerns, the EFR Advisers connect students with appropriate campus resources.

The EFR Advisers work closely with faculty and staff in Drake's colleges and schools as well as with staff in several offices and departments across campus. They meet weekly with the Vice Provost for Student Affairs and Academic Excellence to assess progress and identify needed changes. The University will assess the program's effectiveness and determine whether to continue the positions at the end of the 2007–2008 academic year.

### 3C.2b: IOWA CAUCUS PROJECT AND THE ENGAGED CITIZEN EXPERIENCE

Activities being developed as part of the revised *Engaged Citizen* Area of Inquiry of the Drake Curriculum illustrate Drake's unique and effective learning environment. Each year the Engaged Citizen Experience will focus classes and campus activities on a different theme.

The theme for spring 2008 is *Voices of Democracy: Dissent and Dialogue*. A significant part of the 2007–08 Experience will be *The Iowa Caucus Project*. By virtue of its location in Des Moines, Drake University is positioned to provide a unique learning experience related to Iowa's first-in-the-nation presidential caucuses. The Iowa Caucus Project is coordinating caucus-related activities on campus and developing collaborative projects with Des Moines community partners. The project has afforded students an opportunity to meet with presidential candidates on campus, provided internships and volunteer opportunities related to the caucuses and campaigns, and developed collaborative relationships with community partners. The Project provides a foundation for students to build the knowledge, experience, and skills necessary to be effective and engaged citizens. (See [Description of Iowa Caucus Project](#).)

One *Engaged Citizen* course, "The Presidential Nominating Process: First in the Nation," is directly connected to the Iowa Caucus Project. Each student enrolled in this class will contribute to the [FirstInTheNation.com](#) Web site, where they will collaborate with students participating in similar classes in Nevada, New Hampshire and South Carolina, to provide information on the political process to universities. Students who participated in caucus opportunities with the campaigns and media in fall 2007 will create a session reflecting on their experiences and the vitality of democratic debate in spring 2008. These sessions will help shape the first Drake Curriculum Engaged Citizenship Experience.

Student and Residential Life staff and student organizations have collaborated to develop programs related to the *Engaged Citizen* theme, showing politically themed movies, and

connecting student government elections to the theme. The programs are designed to model community collaboration and to demonstrate that development of the skills and knowledge to achieve responsible and engaged global citizenship is not just the subject of one three-credit class. (See *Engaged Citizen 2007–2008* for a fuller list of Cocurricular activities.)

### 3C.2c: HONORS PROGRAM

The Drake University *Honors Program* is an all-University multidisciplinary program under the Office of the Provost. The program incorporates both curricular and co-curricular experiences into its programming. These two aspects, while distinct, combine to provide a total *Honors Program* experience that integrates academic and social interaction in a variety of settings. The Director and Assistant Director of the program work with a faculty Honors Program Advisory Board to guide curricular programming. The Honors Student Council (HSC) provides leadership experience for students related to their own educational experiences. Honors students help select Honors courses and help solicit faculty to teach them. The *Honors Program* sponsors a broad range of co-curricular activities and events each semester, most of which are planned by students. The HSC plans speakers, discussions, social programs and community service activities. They also produce newsletters, host a high school quiz-bowl tournament and work to recruit high school students. Most programs and activities are open to all members of the Drake community.

All Honors courses are created specifically for the *Honors Program*, and each spans several disciplines or approaches to learning. Honors classes provide a uniquely empowering environment where students and teachers interact on an equal level. Students not only take responsibility for their own learning but for the direction of the class. Honors students may substitute the *Honors Program Track* for most of the *Drake Curriculum* Areas of Inquiry.

**CORE COMPONENT 3D:** Drake University's learning resources support student learning and effective teaching.

Many of the Drake resources that support student learning and effective teaching already have been identified and described. Three additional examples illustrate Drake University's commitment to ensuring that resources support student learning and effective teaching. These are the Office of the Vice Provost for Student Affairs and Academic Excellence, technology support services and the Cowles Library.

### 3D.1: VICE PROVOST FOR STUDENT AFFAIRS AND ACADEMIC EXCELLENCE

As reported in Component 3C, the Vice Provost for Student Affairs and Academic Excellence oversees Academic Support Services that provide many programs and learning resources to Drake Students. That office also is responsible for ensuring that students, faculty and other constituents have access to information about courses, academic support and other services.

**3D.1a: ACADEMIC SUPPORT OFFICES**

The Vice Provost coordinates Drake's multilayered approach to providing academic information services on campus. The Office of Student Records and Academic Information furnishes services typically offered by Registrar Offices. Associate deans and academic support specialists provide services and information to the colleges and schools. The Vice Provost coordinates these efforts through the Council of Academic and Administrative Departments (CAAD) and *Links*, whose weekly meetings bring individuals from Student Records and the Deans Offices together. Admission, Information Technology, Marketing and Communication, Athletics, International Center, and Student and Residential Life staffs work together consistently to provide high quality information and support.

**3D.1b: INSTRUCTIONAL SUPPORT**

The Vice Provost works with faculty in various programs to coordinate tutoring support and supplemental instruction. [Peer Assistance and Academic Labs](#) provide supplemental instruction for a variety of courses that students traditionally find to be most challenging. Tutorial help is provided in the Meredith Hall [MathLab](#), the Howard Hall [Writing Workshop](#), the International Center, and Cowles Library. The *Writing Workshop* provides an example of Drake's approach to providing support while also encouraging students to develop learning skills. The Writing Workshop provides one-on-one support to undergraduate, graduate, and law students who need help with individual writing assignments. Rather than "fixing" writing problems, peer tutors answer questions and help devise actions that the individual can use to address writing problems.

**Student Technology Fees****Provost Reports**[2001 – 2002 Report](#)[2002 – 2003 Report](#)[2003 – 2004 Report](#)[2004 – 2005 Report](#)[2005 – 2006 Report](#)[2006 – 2007 Report](#)**3D.2: SUPPORT FOR EDUCATIONAL TECHNOLOGY**

Drake has recognized the importance of ensuring that faculty members have access and the ability to use technology effectively to enhance their teaching and that students have access to technology necessary to their success.

**3D.2a: STUDENT TECHNOLOGY FEES**

Drake has strengthened its support for acquisition of teaching technology. As discussed in Criterion 2B, the Drake University student technology fee, now in its seventh year, funds educational technology projects that relate to teaching and learning. During the last year this fee generated \$1.3 million for technology projects. Each spring the Provost reports on the use of these technology funds to the Student Senate. These reports reflect the extent to which learning technology has been enhanced in recent years.

**3D.2b: THE OFFICE OF INFORMATION TECHNOLOGY**

At Drake University the Office of Information Technology (OIT), along with technology support staff in the academic units, ensures access to information technology, one of the most salient resources for effective teaching and learning. The stated mission of the OIT is to provide the Drake community with the information technology leadership, services and support needed to achieve the University's goals.

In addition to ensuring that Drake has reliable and high power network access and email services, OIT ensures that technology resources are available to students and faculty. OIT personnel spearheaded the 2005 project to make all classroom and student common areas wireless for use with laptops. College and school technology support specialists work with OIT to maintain a number of specialized computer labs, including for Accounting, Chemistry, Computer Science, Economics, Music, Graphic Design, Journalism and Mass Communications, and Physics.

The [Office of Instructional Technology](#) each semester offers both workshops and individual consultation on using technology. Faculty, students and staff have access to the resources of the [Multimedia Development Studio](#) to create and develop teaching materials, complete course assignments that include multimedia (e.g. video projects, enhanced PowerPoint presentations, audio recording) and check out camera equipment to fulfill course assignments. The full-time Instructional Technology Specialist supports and consults with individuals needing help with projects. The office also supports student learning directly through individual sessions, e-mail communication and/or phone support from the Help Desk, and computer assistance for students with either PCs or Macs.

### **3D.2c: SUPPORT FOR INTEGRATING TECHNOLOGY INTO TEACHING**

With University funding, the Center for Digital Technology and Learning (CDTL) for several years supported effective integration of technology into the classroom. The Center supported faculty fellows who worked with peers, sponsored many workshops and purchased equipment. The Associate Provost for Curriculum, Faculty Development and Assessment now has assumed these responsibilities. In addition, Cowles Library supports faculty and students in use of its extensive digital resources and is collaborating with the Associate Provost to provide services for integrated information literacy instruction.

Individual colleges and schools also support e-technology initiatives. For example, the School of Education supports faculty and student workshops, has developed a mobile laptop lab for use in classrooms on campus and has provided hardware and software to connect with external learning sites.

### **3D.3: COWLES LIBRARY SUPPORT FOR EXCELLENCE IN LEARNING AND TEACHING**

The mission of Cowles Library is to empower the Drake community to access and use information successfully. Cowles Library is committed to creating and maintaining a dynamic learning environment focused on service and guided by the principles of intellectual freedom. (See [Cowles Library Strategic Plan](#) for 2004–2006, August 2004.) Library staff and faculty reach out to support effective teaching in the Drake Curriculum, and library personnel serve as Instructors of Information Literacy and First-Year Seminar courses.

Among the ways in which Cowles Library supports effective learning and teaching is the Library Liaison program, which ensures ongoing communication between the Library and Drake faculty. The Library holds biannual meetings to update faculty on services and resources and to enhance collaborative educational efforts with academic departments.

Cowles Library has committed to understanding how emerging technological and social changes affect the learning environment. The notion of the library as a “treasure box” of information is being supplanted with the goal of building communities, both virtual and physical, to facilitate a dynamic learning environment. Cowles provides electronic access to many resources for Drake students, faculty, staff, alumni and many other constituencies. Cowles Library’s entire “electronic collections” of 15,000 journals and 30,000 electronic books are available to all Drake students, including those studying abroad. This capability supports Drake’s education-at-a-distance offerings. The [Drake Digital Repository \(“eScholarShare”\)](#) provides access to a wide array of the research and publications by Drake students and faculty. As such, Cowles is positioned to be a key player in the “Open Access Initiative” (OAI), a worldwide movement to open access to scholarly research. Another digital initiative, the [Drake Heritage Collection](#), is dedicated to preserving the history of Drake University as well as its surrounding community, through digitization and other projects, free and open to all researchers. Steps that will continue to strengthen and expand the Drake digital environment are being planned.

In recent years, many modifications have been made to Cowles Library to ensure that it serves the needs of Drake students and faculty. An electronic classroom, a media classroom, a quiet study area, the Heritage Room, and an Information Commons have been created out of existing space. The *Commons* has significantly increased student use of the Library. The qualifications and composition of the Library staff and faculty also have evolved to support the new facilities and programs. Within the past three years the positions of Web Developer, Systems Specialist, Electronic Resources Manager, Digital Librarian, Pharmacy/Sciences Librarian, Coordinator of Training and Service Quality and First-Year Services Librarian have been created as new or reconfigured positions.

#### **3D.4: CAMPUS FACILITIES TO SUPPORT AN EXCEPTIONAL LEARNING ENVIRONMENT**

Analysis of present facilities and of innovations in learning environments has guided Drake’s efforts to accommodate the learning activities required for our active learning outcomes. We have expanded use of technology on campus and renovated classrooms and laboratories to adapt them to a variety of teaching and learning styles. These efforts, guided by the [Campus Master Plan](#), include the Science Master Plan, the Classroom Renovation Project, the Electronic Classroom Project and Residence Hall Renovations.

##### **3D.4a: SCIENCE MASTER PLAN**

In 2004 Drake worked with Brook, Borg & Skiles; architects; and Research Facilities Design (RFD), a laboratory design company, to develop a *Science Master Plan* for the ten-year development of campus science facilities (available in Resource Room). The architects and RFD met extensively with faculty and created a conceptual design. The resulting facilities would enhance inquiry-based collaborative learning in classrooms and labs, facilitate undergraduate student research and create informal space for student study and interaction with

each other and faculty. In 2006, the Roy J. Carver Trust plus individual donors and estate gifts provided support needed to initiate the first part of this plan, a \$4 million renovation of the introductory biology and psychology labs and classrooms in Olin Hall. The new classrooms were ready by fall 2006, and student and faculty responses have been overwhelmingly positive.

#### **3D.4b: CLASSROOM RENOVATION PROJECT**

Drake has provided over \$250,000 each of the last three summers to upgrade *thirty-one classrooms* to provide more effective learning environments. Carpet and better ceilings help control sound and create a better aesthetic atmosphere for learning. Easily movable chairs and tables allow flexibility to adapt the rooms from a lecture setting to arrangements for small or large group discussions.

#### **3D.4c: ELECTRONIC CLASSROOM PROJECT**

In collaboration with members of the Board of Trustees, Drake has devoted nearly \$220,000 in 2006 and 2007 to secure and install equipment for 20 twenty electronic classrooms. Almost all of Drake's midsize classrooms and several smaller classrooms are now electronic. Classrooms all include an LCD projector, computer, DVD/CHS player and hookup for laptops. All of the classrooms are equipped with wireless Internet access, permitting students and faculty to access resources needed for classes.

#### **3D.4d: RESIDENCE HALL RENOVATIONS**

Grounded in the philosophy that student learning flows from the classroom to the residence hall, all residence halls will have been renovated by fall 2008. The renovations have improved the living environment, and by adding classrooms and other learning facilities, have better integrated residential life with the broader learning environment.