

# CRITERION 4: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE



Drake University promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

The Drake Mission Statement dedicates the University to promoting a life of learning within:

*...an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship . . . distinguished by collaborative learning among students, faculty, and staff and by the integration of liberal arts and sciences with professional preparation.*

**CORE COMPONENT 4A:** Drake University demonstrates, through the actions of its board, administrators, students, faculty, and staff that it values a life of learning.

Discussions of Criterion 2 and Criterion 3 have made clear that Drake University has committed to providing an exceptional learning environment. Strategic, mission-driven planning and budgeting have put the university in a position to provide strong fiscal support for compensation, faculty and staff development, classroom upgrades, facilities improvements and technology. These all support the University's commitment to scholarship, creativity and lifelong learning.

#### **4A.1: ACADEMIC FREEDOM IS ACTIVELY SUPPORTED**

Drake University is strongly committed to principles of academic freedom that support the "free search for truth and its free exposition."<sup>1</sup> By affirming the centrality of the quest for knowledge, assuring the freedom to teach that knowledge, by emphasizing the process of learning and celebrating the growth that emerges from focused inquiry, Drake demands that its faculty, staff and students participate in the rich exchange of ideas characteristic of a community of dedicated inquirers.

The commitment to academic freedom is strongly affirmed throughout Drake University's *Academic Charter*. The preamble to the *Charter* notes the commitment of the Board:

<sup>1</sup> AAUP Policy Documents and Reports, p.3.

*The University's Board of Trustees and administrative officers recognize that freedom of expression and constructive criticism are vital to the preservation of the academic environment of Drake University. Faculty, students, and administrators enjoying such freedoms bear the responsibility to support and enhance a free academic community." (Academic Charter: i).*

Section IV "Academic Freedom" makes the University's commitment clear (p. 3):

*Faculty members are free to conduct their classes in their own manner, commensurate with the highest standards of the teaching profession. Every effort should, of course, be made to keep uppermost the learning goals of the course and the general objectives [of the] Mission of the University as articulated in its mission documents. Faculty members are free to engage in research and publication of their own choosing, subject to fulfillment of their University commitments.*

The University's commitment to integrity of information also is clearly stated (p. 3):

*Faculty members writing or speaking as citizens are free to express themselves without censorship by the University. As educational representatives of the University, however, they have the positive duty of being accurate, exercising appropriate restraint, showing respect for the opinions of others and making every effort to clarify that they are not speaking for the University.*

In addition, the AAUP "1940 Statement of Principles on Academic Freedom and Tenure" and seven other AAUP documents are included as appendices to the [\*Academic Charter\*](#).

#### **4A.2: RECOGNITION AND SUPPORT FOR SCHOLARSHIP AND LEARNING**

The University values and provides an environment and resources to support ongoing learning and development among faculty, staff, community members and other constituents.

##### **4A.2a: SCHOLARSHIP AND CREATIVITY VALUED**

Drake University recognizes that faculty research, in whatever field, informs teaching and that research is vital to the intellectual growth of the faculty and, by extension, the institution. It thus expects faculty to be active in externalizing their work. Section 2.4 of the Drake University Faculty manual states that:

*The University considers participation in scholarly and creative work to be part of a faculty member's commitment. These activities are perceived to be an essential part of personal growth and of preparedness for teaching on the University level. Externalization through publication, presentation, or performance, as appropriate, is seen as a natural and desired outgrowth of this scholarly and creative work.*

Drake University colleges and schools establish clear expectations that faculty members will be productive scholars as is consistent with standards of their disciplines and the University's emphasis on teaching. These expectations are stated in advertisements for positions, in promotion and tenure guidelines, in formal criteria for merit evaluations and are reflected in merit salary increases.

#### 4A.2b: SCHOLARLY AND CREATIVE ACCOMPLISHMENT RECOGNIZED

Although teaching excellence is the primary criterion for faculty review, Drake expects that all faculty members engage in scholarship and creative activity and that they be active scholars who present the results of their research and creative activities in many venues. Drake provides significant support for faculty scholarship as well as for collaborative research between faculty and students. The summary of faculty papers, publications and creative activities is impressive.

##### 4A.2b.1 Recognition of Faculty Scholarly and Creative Work

Drake recognizes the scholarly and creative work of Drake faculty members in many ways. This occurs through merit evaluations and merit raises, endowed professorships, faculty [\*recognition awards and campus publicity\*](#). As discussed in Criterion 3, [\*endowed professorships and chairs\*](#) recognize both scholarly accomplishments and teaching excellence of Drake faculty.

Drake colleges and schools also recognize the scholarly work of faculty with awards and other honors. The College of Arts and Sciences recognizes scholarly work through its yearly designation of the Stalnaker Lecturer and biennial designation of a [\*Centennial Scholar\*](#). The College of Business and Public Administration's Harry I. Wolk Scholarship Award recognizes the quantity and quality of faculty scholarly work. The College of Pharmacy and Health Sciences confers the *Richard and Brenda Hartig Distinguished Professor Award* for faculty uniqueness, innovation and creativity in teaching, scholarship, service or practice.

[\*OnCampus\*](#), the weekly electronic newsletter, highlights and communicates to the Drake community many of the scholarly accomplishments of the faculty, and faculty publications are noted in the alumni publication *Drake Blue*. Cowles Library's [\*eScholarShare@Drake\*](#) provides a space to share published articles, manuscripts and other scholarly work by faculty. Cowles Library also prominently displays faculty and staff publications in the library.

##### 4A.2b.2: Recognition of Student Academic Accomplishment

Drake University also recognizes students' scholarly and creative accomplishments. At the close of each semester the President's list recognizes all undergraduate students who have earned a grade point average of 4.00 and deans' lists acknowledges undergraduates who have achieved a grade-point average of 3.50 and above.

Students who sustain exceptional academic performance are recognized at [\*commencement\*](#) as Cum Laude, Magna Cum Laude or Summa Cum Laude and may be recognized for other departmental and Honors Program accomplishments. The [\*Oreon E. Scott Award\*](#) for

#### Faculty Publications and Presentations 2005 – 2007

[\*Arts and Sciences\*](#)

[\*Business and Public Administration\*](#)

[\*Cowles\*](#)

[\*Education\*](#)

[\*Journalism and Mass Communications\*](#)

[\*Law\*](#)

[\*Pharmacy and Health Sciences\*](#)

“Scholarship, leadership, service and involvement” is presented annually to the outstanding graduating senior. The recipient speaks for and to the senior class at commencement ceremonies.

Each college and school gives awards to students for outstanding academic performance. The list of awards, presented at ceremonies held each spring, is extensive and speaks clearly to the importance that Drake students place on scholarly accomplishment (See Resource Room). In addition, student accomplishments are recognized through invitations to membership in *academic honor societies*.

In recent years external organizations have also acknowledged the academic accomplishments of Drake students. As noted in Criterion 3, since 2004–05 *seven Drake students* have been awarded Fulbright Scholarships to study abroad. In addition, a number of students have received or been finalists for Truman and Goldwater Scholarships.

Recognition of Drake student scholarly work increasingly is occurring in acceptance of papers for presentation and publication and invitations to present creative work. In recent years students have coauthored approximately 30 papers with faculty.

#### 4A.2c: SUPPORT FOR FACULTY LEARNING

Drake University faculty and staff development programs recognize the importance and facilitate pursuit of a life of learning. The programs provide extensive support for independent scholarly work and also provide opportunities for ongoing learning and skill development.

##### 4A.2c.1: Sabbatical Leaves

The Drake sabbatical program provides strong institutional support for a life of learning for its faculty. As discussed in Criterion 3B, Drake’s flexible sabbatical leave program grants faculty two semesters of sabbatical leave every seven years. The semesters may be taken consecutively, or in separate years. In addition, a split-sabbatical program is available in which tenure-track faculty in their fourth year may take a one semester leave and after receiving tenure may apply for a second semester. Faculty members receive 70% of their base pay for the leave period, plus all benefits and professorship stipends.

#### Sabbatical Application Summaries

[2005–2006](#)

[2006–2007](#)

[2007–2008](#)

##### 4A.2c.2: Faculty Development Support

Drake University sponsors *several grant programs* that support faculty research and teaching. Funding was described in Criterion 2B, and the discussion in Criterion 3B emphasized how these funds support teaching development. As noted earlier, the *Provost’s Faculty Development Funds* provide significant funding for faculty activities that support Drake’s Mission and Strategic Plan. Used primarily for pedagogical enhancement, these funds support Drake faculty to learn about and develop skills related to new teaching and learning strategies. The *Drake University Research Grant Program*, with grants of up to \$3,000 per year, supports faculty research, scholarly works and creative endeavors that have not received funding from external sources and that will position the investigator to compete more favorably for extramural support. The program encourages proposals that foster student and faculty collaboration.

These competitive awards are peer-reviewed internally. Funding regularly supports a range of activities such as lab research, research assistance or installation of artwork. A [list](#) of recently funded projects demonstrates the variety of scholarly activities.

Several campus groups also provide faculty development grants. Support by the *Center for Global Citizenship* was discussed in Criterion 3B. The [Center for the Humanities](#) is dedicated to invigorating the academic life of Drake University and providing an intellectual center for the College of Arts and Sciences. To fulfill its mission, the *Center* both initiates projects and responds to proposals by individual faculty or groups of faculty that promise to draw upon and contribute to scholarship and pedagogy in the humanities. A faculty committee disperses \$75,000 in funds for faculty research and programs in the humanities. Faculty from across the University doing humanities-based research may submit proposals.

The [Friends of Drake Arts](#), a membership-based organization dedicated to supporting the arts at Drake University, annually provides approximately \$10,000 to support arts faculty in their scholarly and other development activities. In addition, they provide almost \$30,000 directly to the arts departments. In recent years Friends has obtained funding to provide access to the arts for school children and senior citizens. (See Criterion 5D for further description.)

#### **4A.2c.3: Support for Presenting Scholarly Work**

As discussed in Criterion 2B.5b, Drake University allocates funding to each college and school for faculty development. From Fiscal Year 07 through 09, this amount will have doubled from \$1,000 to \$2,000 per faculty member. These funds, allocated by the colleges and schools, tend to be used to support activities that engage faculty with other members of their professional communities. While most units provide significant support to faculty who are presenting or have another official role in a conference, funds are also generally available for faculty who wish to attend a conference out of professional and/or pedagogical interests.

#### **4A.2d: SUPPORT FOR STAFF LEARNING**

The *Drake University Strategic Plan 2001–2006* recognized the need to “provide an environment conducive to excellence and professional development” and called for several measures such as staff development programming and funding to achieve this objective. The University now supports staff development through significant direct allocation of funds (See Criterion 2B.5b). In addition, the Human Resources Department funds workshops, professional dues, memberships and subscriptions, and staff training and development. Colleges and schools also fund staff participation in conferences and institutes. The Human Resources Department maintains a “library” of current off-campus training opportunities for which full-time staff wishing to attend may request financial support.

**4A.2d.1: Excellence in Learning and Development**

The *Excellence in Learning and Development* (ELD) program, sponsored by the Human Resources Department, was initiated in September 2004. This program offers a wide variety of workshops throughout the academic year. Programs are from one to four hours long and are offered during normal work hours. Employees are paid for the time that they attend the program sessions.

Some sessions enhance work skills, while others are designed to provide general learning opportunities. Sessions focus on workplace skills and needs such as management of student workers, conflict resolution, orientations for new workers, and safety and security. They provide information about the Drake Mission and activities such as internationalization of the campus, and even have offered tips on photography. In 2005, recognizing that employees must balance their home and work demands, Human Resources added the “*Work/Life Balance Week*” to the ELD program (see *2007–08 Excellence in Learning and Development Courses*). Workshops are evaluated through a feedback survey with adjustments made for the following year’s offerings based on that feedback.

Staff members who attend eight credit hours of classes are recognized at a year-end Awards Ceremony, where they receive an *Excellence in Learning and Development Certificate* signed by the University President and the Human Resources Director.

**4A.2d.2: Drake University Learning and Development Leave Program**

In April 2005, the Board of Trustees approved the Drake University Learning and Development Leave Program:

*The Drake University Learning and Development Leave Program provides all non-bargaining full-time 12-month staff an opportunity for paid time off for comprehensive in-depth learning activities that will contribute to the growth of the employee and further the strategic initiatives of Drake University. Learning and development leave is not designed for the pursuit of academic degrees.*

Drake staff members may submit proposals for activities such as attending conferences or workshop, then return to implement what they have learned; they may also work on special projects for which normal work responsibilities do not provide time or work with peers at another institution to develop new perspectives or specialized knowledge.

**4A.3: FACULTY AND STUDENT COLLABORATION IN LEARNING AND RESEARCH**

The value placed on a life of learning is evident in the University Mission commitment that:

*The Drake experience is distinguished by collaborative learning among students, faculty, and staff.*

Several Drake programs support this goal by providing opportunities for students to work closely and collaboratively with faculty on research projects. The [\*Undergraduate Assistantship Program\*](#), sponsored by Student Financial Aid and administered jointly with the Provost's Office, supports applications from faculty and administrators. Assistantships may be designed to involve students directly in research or to provide professional preparation experiences within an academic or administrative department. The [\*Drake University Research Grant Program\*](#) (see Section 4A.3c) encourages proposals for faculty and student collaborative research projects.

All Drake colleges and schools endorse the value of student-faculty research collaboration, offering students the opportunities to work with faculty on guided research projects, internships or independent studies. The [\*Drake Undergraduate Science Collaborative Institute\*](#) (DUSCI), described extensively in Criterion 4B, is a tangible result of this educational philosophy. Some colleges are able to provide monetary support for students to present the results of their research at regional or national conferences. The College of Arts and Sciences *Student Travel and Research* [STAR] fund, initiated by the College's National Advisory Council, from 2004 to 2006 [\*supported travel for 20 students\*](#) to make presentations, give performances or participate in research.

#### 4A.4: OUTREACH FOR LIFELONG LEARNING

In addition to Drake's commitment to prepare students to become lifelong learners, Drake is committed to being a center of life-long learning in Central Iowa. The *Billie and Robert Ray Society for Lifelong Learning* ([\*RaySociety\*](#)) is within Drake's academic division. The RaySociety "is designed to provide non-credit educational opportunities, activities and events to individuals of retirement age in Central Iowa and to provide a social setting for people to meet and exchange ideas with others who have similar interests." This organization, with over 400 members, brings Drake alumni, faculty, and members of the community to Drake to pursue learning on a range of topics. (See Criterion 5A for more information on the *RaySociety*.)

The University hosts or sponsors numerous speakers, events, workshops, performances, exhibitions and symposia, almost all of which are free and open to the public. These events are advertised extensively in the surrounding area through press releases, advertisements and distribution through various organizations. (See Section 4B.3a and Criterion 5 for details.)

**DRAKE IS COMMITTED  
TO BEING A CENTER OF  
LIFE-LONG LEARNING IN  
CENTRAL IOWA.**

**CORE COMPONENT 4B:** Drake University demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Providing a learning environment that supports acquisition of breadth of knowledge and skills and intellectual inquiry is essential to achieving the commitments of the Drake University mission goals to prepare students for *meaningful personal lives and for professional accomplishment*. To fulfill these goals, the University offers academically challenging experiences that emphasize active learning; it also provides holistic education, a rich array of undergraduate and graduate research, and experiential learning activities. (See [Mission Explication](#).)

#### 4B.1: BREADTH OF KNOWLEDGE THROUGH UNIVERSITY-WIDE PROGRAMS

To help students acquire a breadth of knowledge, Drake has integrated liberal arts with professional studies, designed a curriculum that offers breadth of knowledge and supports an Honors Program that promotes intellectual inquiry and interdisciplinary study.

##### 4B.1a: INTEGRATION OF LIBERAL ARTS AND PROFESSIONAL STUDIES

As a member of the *Association of New American Colleges* ([ANAC](#)), Drake University is committed to the goal of “purposeful integration of liberal education, professional studies and civic engagement.” This is reflected in the Drake mission goal of “*integration of liberal arts and sciences with professional preparation*.”

These commitments are articulated in the Drake University *Mission Explication*:

*Drake-educated students develop self-knowledge and individual talents that contribute to meaningful personal lives and professional accomplishments as they integrate liberal arts and sciences and professional preparation to become reflective practitioners and engaged citizens.*

The *Explication* further specifies that a Drake graduate will have breadth and depth of knowledge and a range experiences and skills gained through the Drake Curriculum, coursework in major fields and cocurricular experiences. While all Drake University undergraduates and Pharmacy Doctorate students may enroll in their chosen professional-school program (in Business, Journalism, Pharmacy, and Education) in their first undergraduate year, they must pursue liberal studies through the Drake Curriculum.

Drake’s philosophy of active student-centered learning promotes student responsibility and creativity. Students at Drake University are expected to actively construct knowledge, not passively receive it. They are expected to define and achieve their own learning goals in the context of University guidelines and programs.

**ANAC is a national consortium of twenty-two selective, small to mid-size (2,000 – 7,500 students) independent colleges and universities dedicated to the purposeful integration of liberal education, professional studies, and civic engagement.**

**4B.1b: THE DRAKE CURRICULUM**

The *Drake Curriculum* (DC) is central to Drake's effort to ensure breadth of knowledge for all Drake students. As asserted on the DC Web page:

*Drake University is committed to providing our students with a liberal education through the Drake Curriculum. Drake students will gain the breadth of knowledge and skills necessary to successfully function in a complex and rapidly changing world. The Drake Curriculum prepares students to live fulfilling lives and to contribute to their communities.*

Area of Inquiry (AOI) requirements are designed to provide students with a solid introduction to a variety of intellectual fields and a diversity of learning experiences. As such, they are intended to contribute to the learning outcomes drawn from the *Drake Mission Statement* in helping students prepare for meaningful personal lives and responsible global citizenship and to help them integrate liberal arts and sciences with professional studies.

**4B.1c: THE DRAKE UNIVERSITY HONORS PROGRAM**

The Drake University [Honors Program](#) is strongly committed to interdisciplinary programming that provides breadth to the learning experiences of participating students. The program offers challenging, discussion-based courses on interdisciplinary and topical issues. The *Drake Curriculum Honors Track* includes [Paths to Knowledge](#), a course 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. The course is team-taught by faculty from several curricular areas. [Other Honors courses](#) and the Senior Honors Thesis offer students an opportunity to explore eclectic areas of interest with students whose major areas of study span the University's offerings (See 3C for additional description.)

**4B.2: BREADTH OF STUDY IN MAJOR PROGRAMS**

Drake's undergraduate, graduate and interdisciplinary programs contribute to its students' gaining breadth of knowledge.

**4B.2a: UNDERGRADUATE MAJORS**

Major programs promote acquisition of breadth of knowledge and skills and exercising intellectual inquiry in many ways. In addition to completing Drake Curriculum requirements, each of Drake's professional colleges and schools requires that undergraduate students take many hours outside of their own unit, with the School of Journalism requiring that approximately three-quarters of their courses be taken in other units through Pharmacy, which requires significant outside coursework, but primarily in the sciences. (See [course catalog](#) for specific information.)

**Drake Curriculum AOIs**

[Written Communication](#)

[Information Literacy](#)

[Critical Thinking](#)

[International and Multicultural](#)

[Historical Consciousness](#)

[Artistic Experience](#)

[Life and Physical Science](#)

[Quantitative Values and Ethics](#)

[The Engaged Citizen](#)

**...GRADUATE STUDY AT  
DRAKE ENCOURAGES  
DEVELOPMENT OF VALUES  
AND SKILLS THAT SERVE  
LIFELONG LEARNING AND  
PROFESSIONAL NEEDS OF  
ITS STUDENTS.**

#### 4B.2b: GRADUATE PROGRAMS

As illustrated by programs in the College of Business and Public Administration (CBPA), graduate study at Drake encourages development of values and skills that serve lifelong learning and professional needs of its students.

The master's programs in the CBPA each have articulated learning outcomes, such as those detailed for the MBA. Upon achieving the MBA, each student must be proficient in the following areas:

- **Communications:** demonstrate the ability to prepare and deliver professional oral presentations and to research and write concise and documented business memoranda and reports.
- **Leadership and Governance:** identify and understand the characteristics, role and implications of effective leadership and corporate governance.
- **Global:** identify the implications, risks and opportunities of global markets.
- **Diversity:** understand the implications for business in a pluralistic and diverse society and the accepted approaches for operating successfully in this environment.
- **Ethics:** recognize ethical issues in organizations and apply a framework for addressing them.
- **Strategic Perspective:** use a strategic perspective for business decision making.
- **Analysis and Problem Solving:** identify organizational opportunities and problems; use quantitative information, applying appropriate theory and techniques to analyze them.
- **Information Technology:** demonstrate the ability to apply information technology where appropriate, recognize opportunities created by information technology and incorporate them into strategic decision making.

*Learning Outcomes* for the Master's of Public Administration (MPA) are similar to those listed for the MBA but integrate special skills and applications appropriate to the public sector. Because the MPA program is located in the College of Business and Public Administration, students can easily integrate public management coursework with business management, accounting, finance, marketing and information systems, courses taught with the public sector in mind. Additionally, appropriate graduate courses from other Drake University disciplines such as law, education, journalism and mass communication, pharmacy and health sciences, and the liberal arts provide alternative multidisciplinary options that add breadth and enhance the unique nature of the MPA degree. Learning outcomes that provide breadth to the program similarly are provided for the *Master of Financial Management* and *Master of Accounting* programs.

#### 4B.2c: INTERDISCIPLINARY PROGRAMS

Drake University's curricular development for many years has emphasized interdisciplinary studies, developing several interdisciplinary majors. They stress the interface and unique, focused application of multiple disciplines and reflect the University's commitment to encouraging multidisciplinary approaches to understand world phenomena. Among those are *Biochemistry*, *Cell and Molecular Biology*, *Environmental Science and Policy*, *International Business*, *Law*, *Politics and Society*, *Neuroscience and Quantitative Economics*.

For over 20 years the University has encouraged development of interdisciplinary minors, or *Concentrations*. Current interdisciplinary *Concentrations* include [Women's Studies](#), [Latin American Studies](#), [Interdisciplinary Studies in Information Technology](#), [Human Resources](#) and [Documentary Production](#), all of which encourage students to explore areas of focus from multiple perspectives.

For the past several years two interdisciplinary majors, Law, Politics and Society and Biochemistry, Cell and Molecular Biology, have ranked among programs with the [highest number of majors](#) at Drake University. Dual majors in Actuarial Science combined with other business fields (such as finance) also have been extremely popular. In the fall of 2007 Drake launched a new [Health Sciences](#) major that draws upon Pharmacy, Business, and Arts and Sciences disciplines. This major drew almost 40 first-year students in its first year.

The University has supported faculty preparation to teach in the interdisciplinary programs through faculty development funding. In 2005 and 2006 the Provost's call for faculty development proposals emphasized support for workshops to develop faculty expertise in teaching in interdisciplinary programs. (See 3B for discussion of Faculty Development Program.)

### 4B.3: BREADTH OF LEARNING THROUGH COCURRICULAR ACTIVITIES

#### 4B.3a: STUDENT ORGANIZATION ACTIVITIES

Drake's commitment to integrating academic and student life activities is reflected in the activities of student organizations. Many student [organizations](#) support classroom learning, offer experiences to enhance students' career choices, and provide opportunities for collaborative learning. The number of events is too long to list, but among events in September and October 2007 were sessions focusing on GRE Study, P.O.W.E.R. Business Writing, and Transition and Procrastination.

#### 4B.3b: CAMPUS PRESENTATIONS

On almost any day or evening at Drake University students, faculty, staff and community members may select from a range of events that provide learning opportunities and enhance the breadth and depth of their educational experience. Lectures and presentations by national figures, musical recitals, lectures by disciplinary and issue experts, workshops, and readings provide campus and community constituents opportunities to expand and deepen their knowledge.

##### 4B.3b.1: Major Lecture Series

Drake University is firmly committed to serving as the place where both the University community and central Iowa come together to explore and debate the vital issues of the day. Our ability to fulfill this goal has been enhanced by gifts for some major lecture series that bring distinguished speakers to campus. The [Martin Bucksbaum Distinguished Lectureship Series](#) is made possible by a gift from Melva and the late Martin Bucksbaum,

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former chairman and president of General Growth Corporation and longtime member of the Drake governing board. Among the nationally and internationally known speakers brought to campus are Bill Moyers, Ken Burns, Salman Rushdie, Michael Beschloss and Jane Goodall. (See Criterion 5D for a more extensive discussion of the *Bucksbaum Lectureship*.)

The *Dwight D. Opperman Lecture in Constitutional Law* is one of the most prestigious events in legal education in the United States. Since 1988, eight justices of the U.S. Supreme Court have presented Opperman Lecturers. This impressive series, open to all campus constituents, reflects Drake Law School's strong emphasis on the study of constitutional law. This is augmented by the annual *Constitutional Law Lecture* series, which brings the nation's leading constitutional scholars to Drake Law School to deliver a formal lecture, teach a class, and meet with students informally. The Law School's Constitutional Law Symposium also brings a prominent array of constitutional scholars, civil libertarians, policy analysts, lawyers, and judges who gather annually at the Center for a symposium on timely constitutional issues.

The *Writers and Critics Series*, sponsored by the Department of English and the Center for the Humanities, has for many years brought local and national scholars and critics to campus, often in intimate settings that allow personal interaction. During 2007–08, the Center for Global Citizenship launched a public fourteen-lecture series titled “*Debating America's Role in the World*.” Participating international experts on foreign affairs discuss a variety of topics including terrorism, the Iraq war and the Middle East, hunger, pandemics, energy and climate change. The *Live!@Cowles* lecture series brings alumni and emeriti faculty to campus to speak about their work.

Other lecture series bring speakers to campus annually. These include the *Community in Diversity Lecture Series*, *Harriet Drake Kirkham Hay Memorial Lecture* in Religion, *Executive in Residence* in School of Management and Communication, and *Financial Executives International Lectures* in the Drake School of Accounting. The *Archie Boe Lecture Series*, sponsored by the Drake Kelly Insurance Center, brings to campus experts in areas of interest related to insurance.

In addition, in any one year, lectures that are independent of any series bring unique learning opportunities to the campus. For example, Phi Beta Kappa brought renowned political scientist *Morris P. Fiorina* of Stanford University to Drake in Fall 2007 as a national Visiting Scholar.

#### 4B.3b.2: Fine Arts Opportunities

The Drake Fine Arts provide opportunities for students, faculty, staff and community members to take advantage of concerts, exhibits and plays, and thus to broaden their learning experience and to prepare for lifelong learning. Notices of fine arts events are updated regularly on the *Friends of Drake Arts* Web page. Many other organizations in the greater Des Moines area also bring arts events to the Drake Campus. For instance, Drake provides *Civic Music* use of Sheslow Auditorium for all of their concerts. (See Criterion 5A for further discussion.)

The Fine Arts also offer many opportunities for non-majors to participate actively in the creative experiences. The Department of Music has many ensembles in which all Drake students may participate. The one hundred-member, corps-style Marching Band enjoys campus-wide participation by students from numerous academic majors, as do the other [Drake Bands](#) (Wind Symphony, Concert Band, Jazz Ensembles and Bulldog Brass). [The University/Community Chorus](#), an ensemble of 150 singers from Drake and the Des Moines area community, presents two concerts per year. The [Drake Symphony Orchestra](#) includes qualified Drake students from many majors and presents a regular series of on-campus concerts.

The Department of Art and Design also provides students with many opportunities to engage in art outside the classroom. In addition to enrolling in art and design classes, all Drake students may attend exhibitions of work by students, faculty and invited artists, including the annual juried Student Art Exhibition and biannual Faculty Show. Similarly, the Theatre Arts Department stages several productions each year, directed and produced by faculty and/or students, which provide significant opportunities for students to become involved in the Arts.

#### 4B.4: INTELLECTUAL INQUIRY THROUGH STUDENT RESEARCH

Drake University provides many opportunities for collaborative undergraduate research and scholarly activity that increase both the breadth and depth of the student learning experience. Individual faculty members engage students in collaborative research projects, a one-on-one mentorship that challenges them to develop intellectual inquiry skills and habits that will serve them as lifelong learners. Those students who start as early as their first year can be active in long-term research projects.

Collaborative work occurs in all disciplines and is facilitated by the [Drake University Undergraduate Assistantship](#) and [Drake University Research Grant](#) programs discussed in Criterion 4A. The [Drake Undergraduate Science Collaborative Institute](#) (DUSCI), a platform for interdisciplinary discussions and collaborations among faculty and students in the sciences and mathematics, provides an exceptional example of Drake support for faculty and staff collaboration, promoting and coordinating undergraduate research in math and science. Activities promoted and supported by DUSCI include (1) summer and academic year undergraduate research activities; (2) Drake Science Colloquium Series, which features Drake faculty and invited external speakers; (3) Life After Drake Series, which brings in successful alumni to celebrate their accomplishments, offer the students advice in different fields and a chance to develop relationships with alumni; and (4) Drake University Conference on Undergraduate Research in the Sciences (DUCURS), which provides a forum to showcase scientific results of faculty/student collaborative research in math and science. Each spring DUCURS brings together students and faculty from all science disciplines to present over 40 poster and oral presentations on their research.

Several years ago an Art and Design faculty member developed [Carbon](#) to provide an opportunity for interdisciplinary exchange among students. Participating students in the

visual arts are paired with students from other disciplines. Visual arts students provide original work to which their non-arts partners respond with work from their own perspective. These responses range from essays and poetry through technical reports and science experiments. The non-artists similarly provide a piece of writing or some other representation from their own discipline to which art students respond with new pieces of art. The original and response pieces comprise the annual *Carbon* exhibit.

Collaborative research also is supported by student organizations. For instance, the Society of Physics Students engages students in writing research grant proposals, and Beta Beta Beta provides opportunities for biology students to work on research grants, travel grants, publications in BIOS journal and presentations at BBB conventions.

**CORE COMPONENT 4C:** Drake University assesses the usefulness of our curricula to students who will live and work in a global, diverse, and technological society.

The Drake faculty regularly assesses the curriculum to ensure that students are learning what they need to know to achieve meaningful personal lives, professional accomplishments and responsible global citizenship. Assessment of the curricula occurs at many levels, from individual course evaluations to University curriculum assessment; it involves many stakeholders, including faculty, students, staff, alumni and area professionals.

#### 4C.1: FACULTY ASSESSMENT OF THE DRAKE CURRICULUM

See Criterion 3A for detailed discussion of assessment of Drake Curriculum.

The student-learning goals of the Drake Curriculum, and assessment information about it, are discussed in detail in Criterion 3A. That discussion illustrates clearly the exceptionally focused and careful processes by which Drake faculty and staff have refined the learning outcomes, developed assessment procedures and improved the Drake Curriculum using the assessment data. As a result of membership in the first cohort of the Higher Learning Commission's Academy for Assessment of Student Learning, assessment of several aspects of the Drake Curriculum is being refined.

#### 4C.2: ASSESSMENT OF MAJOR PROGRAMS, STUDENT LEARNING, AND CURRICULAR GOALS

As noted in Criterion 3A, in recent years Drake has deepened the discussion of learning outcomes for major programs at the University. Law, Education, Pharmacy, Journalism, Business, Music, and Art and Education all have successfully been reaccredited. ([Accreditation List](#); Full accreditation materials are in Resource Room). In preparing for reaccreditation, each of these programs expanded and improved their assessment procedures. All Drake's colleges and schools have articulated student-learning outcomes and plans to assess the achievement of those outcomes. In cases where the program grants degrees to both graduate and undergraduate students, outcomes for the different levels are clearly differentiated. In 2004, Drake extended to the rest of the University an Arts and Sciences requirement that every major program undergo external review every seven years, resulting in more systematic evaluation and assessment of major programs not subject to accreditation.

In addition, review of support areas such as the library and instructional technology have resulted in significant change and improvement in teaching and learning programs. This section provides several examples of college and program-level assessment and consequent program change. Additional documentation of assessment can be found in linked documents and in the Resource Room.

#### 4C.2a: COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences uses both external consultants and internal assessment procedures to review its programs.

##### 4C.2a.1: Assessment Procedures

The comparatively decentralized College of Arts and Sciences has multifaceted review and assessment procedures. Programs in music, art and design and chemistry have been successfully reaccredited on a regular review cycle. In addition, for more than a dozen years the College has required external review of each non-accredited major program on a seven-year cycle. The review includes analysis by program faculty followed by review by an external consultant. External consultant reviews have been used extensively as the basis for changes in programs.

External Review reports are available in the Resource Room.

Over the last three years learning outcomes for each major in the College have been reviewed and in many cases revised. The faculty has moved beyond common indirect measures of learning (most often student evaluations, student exit surveys, or surveys of recent alumni) to add direct assessment of their major learning outcomes. Many departments have adopted rubric-based assessment of already required student learning products, e.g. research papers and scientific posters. Others have experimented with the use of portfolios. These measures, added to development of periodic external reviews mandated in the College, have facilitated development of effective review of data on learning, and encouraged revisiting of departmental outcomes and revision of curricula.

##### 4C.2a.2: Closing the Loop

Several programs in the College of Arts and Sciences made significant use of program review, self-study, and other assessment processes that resulted in major changes.

**Drake University Language Acquisition Program (DULAP).** Program Review 2000 revealed that Drake's Modern Language programs were not achieving essential learning goals, and had experienced a dramatic decline in student enrollment at a time when competence in languages other than English was increasingly recognized as vital to the national interest. As a result, the Department of Modern Languages was dissolved and replaced by the [Drake University Language Acquisition Program](#) (DULAP). DULAP utilizes best practices in language learning to develop competence in speaking, reading, writing, and listening. Second Language Acquisition faculty have designed and maintain a structure in which students develop learning skills and cultural knowledge, then take responsibility for computer-aided self-study and small group language practice with native speakers. External reviews of the program in Spring 2004 and Spring 2007 both provided positive feedback about the development of the

program (See reports in Resource Room). DULAP's success also is evident in the selection of Drake and DULAP in 2007 as the "home campus" for a *Council of Independent Colleges* national collaborative — funded by a \$360,000 Keck grant — to improve language instruction in over 20 colleges and universities.

**Department of Philosophy and Religion.** The Department of Philosophy and Religion carried out a self-study and external review in 2005-06. The review led to a decision to eliminate an Ethics major, one with no history of significant enrollment, and focus on the core Philosophy and Religion majors. The review also identified gaps in its programs of non-Western and social and political philosophy and the department subsequently proposed revised majors and minors to the Arts and Sciences Council.

**Chemistry Department.** The Chemistry Department has created an assessment strategy on the VCEPR model: Visualize, Calculate, Experiment, Present, and Reflect. In Spring 2006 the department assessed student learning of the Visualize component. The results indicated that fewer than 50% of the students could respond correctly to assessment questions embedded in a General Chemistry (Chem 2) test. To respond to this problem, the department submitted a successful capital equipment request for visualization software that allows students to build and manipulate molecules *in silico*, helping them to internalize the critical three-dimensional structure of many chemical compounds and chemical processes. After using the software to teach Chemistry 2 in 2008-09, students will again be tested with the same assessment instrument to see if they have achieved a greater competency.

**Department of Politics and International Relations.** A combination of direct and indirect measures used by the Department of Politics and International Relations revealed that students needed stronger work in methods and political theory. Senior exit surveys and papers written by majors revealed that students had difficulty applying theories beyond the narrow focus of the readings in any particular class. In response, a revision of the major is underway, including development of three sophomore/junior seminars to be introduced in 2008-09: "Concepts of the Political," "Political Concepts in Action," and a third course on research design and methods. During summer 2007 assessment tools were broadened; a basic test of political knowledge was created and procedures for soliciting feedback from alumni refined.

#### 4C.2b: COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

##### 4C.2b.1: Assessment Procedures

In preparation reaccreditation by the *Association to Advance Collegiate Schools of Business* (AACSB), the faculty of the College of Business and Public Administration identified learning outcomes for the undergraduate BSBA degree and the Master's of Business Administration (MBA), Master's of Public Administration (MPA) and Master's of Accounting (MACC) programs and identified courses with content related to each outcome. Existing assignments that facilitate each outcome were identified and new ones created where needed. Rubrics for assessing those assignments in the context of the outcomes have been designed, and faculty members are applying the rubrics and compiling the results. Indirect evidence of achieve-

ment of these learning outcomes is gathered annually via the *Educational Benchmarking Institute* (EBI) assessment administered to senior business and graduating MBA students. Alumni and student focus groups for the MBA program were held during spring 2004.

Based on a timetable that allows the assessment to be executed annually, Business and Public Administration curriculum committees (undergraduate and graduate) coordinate data collection, review assessment data, and, based on the results, recommend revisions for courses and programs.

#### 4C.2b.2: Closing the Loop

Outcomes assessment data first were gathered during the 2005–06 academic year. Data gathered from EBI surveys and the alumni/student focus groups led to significant redesign of the MBA program. These data also led to extensive revisions in actuarial science, finance, accounting and MPA programs. There have also been significant improvements in programming for undergraduate professional and career development. As the College explained in the 2005 AACSB Accreditation Report:

*One of the benefits of performing a rigorous self-examination of our curriculum is that our unmet needs are revealed. In their discussion of the learning outcomes and the development of course-embedded rubrics, both Graduate and Undergraduate committees expressed concerns that our MBA and Undergraduate curriculums did not adequately address diversity, ethics, leadership and communication. Our plan to develop a comprehensive proposal for oral and written communication is discussed in the context of our strategic plan. While [our data] reveal that we are making significant progress in the areas of diversity, ethics and leadership, the committees thought that we needed to do more. Hence, these learning outcomes will play a significant role in the agenda for both Graduate and Undergraduate committees in the future.*

AACSB recognized the commitment to assessment in its May 2006 review:

*Because the faculty of the School of Accounting are committed to ongoing assessment, the School's programs were recently redesigned with assessment in mind. This in turn makes the assessment process more manageable and will enable the faculty to take corrective action readily if assessment identifies areas of concern.*

*Student-centered culture. The faculty gave strong evidence of their dedication to teaching and learning, citing many teaching cases and innovative exercises they have created. The team had access to student team projects and other primary evidence of student achievement. Accessibility of faculty to students appears to be very high, witness home phones on syllabi, reported high frequency of email contact, office hours, reports of several faculty staying late to meet with students, use of Blackboard and WebCT in many classes.*

**THESE DATA ALSO LED TO EXTENSIVE REVISIONS IN ACTUARIAL SCIENCE, FINANCE, ACCOUNTING AND MPA PROGRAMS.**

**ELECTRONIC LEARNING  
PORTFOLIO ASSESSMENT  
IS INTEGRATED WITH  
THE STUDENT  
CAPSTONE EXPERIENCE.**

#### 4C.2c: SCHOOL OF EDUCATION

The School of Education has also used internal and external review to assess its many programs and degrees.

##### 4C.2c.1: Assessment Procedures.

Although the Dean ultimately is responsible for guiding program review and acting upon input from various advisory and accreditation groups, assessment responsibilities are shared with Department Chairs and the Associate Dean; the latter oversees administration and analysis of course evaluations and the electronic Learning Portfolio Assessment.

Learning goals and teacher proficiency standards, carefully aligned with state and national standards, have been designed for each degree and certification program and approved by the School of Education Curriculum Committee. The Teaching and Learning Department, for example, has established a multilayered system based on Interstate New Teacher Assessment and Support Consortium (INTASC)<sup>2</sup> standards. It has created beginning, developing, and proficient marks for achievement of competency and each semester gathers information from every course about what percentage of students have met each standard level. These data have led to curriculum mapping to ensure that learning objectives and assessments are aligned to the appropriate standards as well as to the school and university missions.

Electronic Learning Portfolio Assessment is integrated with the student capstone experience. With two external grants, the School of Education has been able to train faculty and students in use of the *LiveText* electronic portfolio system for assessment and in demonstration of competency in the INTASC standards.

School of Education assessment also uses external program reviews, graduation rates and placement rates for those earning the initial teaching license at the graduate level and for those earning the school administration degree. Input comes from advisory councils and focus groups for the Effective Teaching and Learning, Educational Leadership, Counseling and Adult Learning & Organizational Performance degree programs. Graduate follow up studies are done for continued employment of those in the Vocational Rehabilitation concentration within the Counseling Degree Program.

##### 4C.2c.2: Closing the Loop

Changes to courses in the School of Education have resulted from course evaluations, focus groups, market studies and external reviews.

**Course Evaluations.** Course evaluations, collected each semester from all instructors, full- and part-time, encourage students to comment on course content, classroom environment, teaching strategies, integration of technology and instructor performance. Item analyses are provided to the instructor, Department Chair and Dean. In addition, an aggregated instructor profile is generated and reviewed by the Dean. Department Chairs use available class and program evaluations for course and program revision. Chairs and the Dean review assessment data when reviewing faculty for promotion and tenure and for yearly merit evaluations.

*Effective Teaching and Learning* program course evaluations revealed that students were unable to make data-driven decisions and were not given a chance to practice analyzing their student and school assessment materials. These results from course evaluations led to inclusion of more research and statistical concepts and more use of PK-12 student assessment data in Drake courses. Graduate students now enroll in a school-wide research course with opportunities to engage in program-specific statistical analysis.

**Focus Groups.** Feedback from focus groups of current and former students as well as employers resulted in stressing more leadership theory and practice in the *Adult Learning and Performance Development* curriculum. In addition, the program name has been changed to *Adult Learning and Organizational Performance* to emphasize the role of leadership in private and non-profit businesses.

**Market Study.** In 2005 outside consultants conducted a feasibility study on expanding online courses in Education. The consultant's report (see Resource Room) revealed the need for additional technology support and a course designer. Based on data collected in this study, the School of Education submitted and the University funded a Strategic Improvement Plan for design and implementation of online versions of the endorsements in Gifted and Talented Education and Middle School programs.

**External Reviews.** To date, external program reviews have been completed for Counseling, Adult Learning and Performance Development and the Effective Teaching degree. In the most recent review, the consultant contacted current and former graduates and current employers for on- and off-campus cohort groups. As a result of input received and comparison of our program to others in similar universities, the faculty now requires an action research course. The review of the Counseling program resulted in developing an integrated curriculum that unified the school, agency and community counseling core courses into one articulated set. The program is now easier to staff, and students have the opportunity to explore a wider range of career options.

#### **4C.2d: SCHOOL OF JOURNALISM AND MASS COMMUNICATION**

The School of Journalism and Mass Communication gathers data from an array of sources, both internal and external. Because SJMC students produce newspapers, magazines, electronic and other products made available to a wide public, the School also benefits from external critiques.

##### **4C.2d.1: Assessment Procedures**

Program assessment in Journalism and Mass Communications relies on data from a number of sources, using course evaluations and exit interviews with graduating seniors to gather information. In addition, professionals are invited to critique student publications and to

provide post-internship assessments. Community clients provide feedback on senior capstone projects in advertising. Members of the National Advisory Council also provide feedback.

Based on data gathered in recent years:

- The JMC 59 Introduction to Visual Communication class was revised from a large lecture class to an interactive lab experience in fall 2006. The curriculum expanded to include digital photography, electronic page design, video, and Web.
- The radio-TV sequence was retooled to focus on sports production in fall 2006.
- The school restarted its master's program in fall 2006, revising it as an innovative Master's in Communication Leadership program in collaboration with the College of Business and Public Administration.

#### **4C.2d.2: Task Force on the Future of Journalism and Mass Communication**

In 2006–2007, a *Task Force on the Future of Journalism and Mass Communication* comprised of alumni, faculty and professionals examined the structure and curriculum of the School. Using environmental scanning, they explored the probable characteristics and needs of the industry in the next ten to twenty years.

The 2006–07 *Task Force Report* proposed changes to the SJMC curriculum to prepare students better for the changing media environment. Those proposals focused extensively on the importance of teaching multimedia communication, cross-disciplinary education, and professional ethics. As a result of that task force, the School ([see linked fuller discussion of changes](#)):

- Began an “ethics across the curriculum” initiative.
- Created a “multimedia study group” of faculty charged with recommending how best to use the school’s new interactive media lab and to incorporate multimedia education throughout the curriculum.
- Created a task force of faculty, alumni and area professionals to examine the electronic media sequence to ensure that it is current and fulfills the needs of the students and the school.
- Conducted an assessment of the advertising major, the school’s largest sequence, using industry professionals and alumni.
- Crafted a joint, cross-sequence capstone experience in which news-Internet and magazine majors created a news magazine in print and online versions.

#### **4C.2e: LAW SCHOOL**

The Law School uses course evaluations, student surveys and other tools such as professional exams for assessment.

##### **4C.2e.1: Assessment Procedures**

With input from the faculty, the Associate Dean leads Law School assessment. Among sources of Law School assessment data are course evaluations, the Law School Survey of Student Engagement (LSSSE), and the Drake Student Survey. In addition, the School tracks and analyzes Bar Examination pass rates, the number from each graduating class who serve as judicial law clerks, the number of student notes published in law journals and placement statistics.

#### 4C.2e.2: Closing the Loop

The Law School has made several changes in response to LSSSE data. The data provided feedback about problems with its admission and financial aid procedures. After further investigation, the School made major changes in those areas.

The Law School *Strategic Plan* calls for an emphasis on ethics and professionalism. After LSSSE results suggested that law students did not perceive a strong emphasis on this area, *Legal Writing: Ethical and Professional Considerations*, a book by faculty member Melissa Weresh, was incorporated into the two-semester Legal Writing course. In addition, the School has integrated the elements of character articulated by the Josephson Institute of Ethics into its Extended Orientation for new students, further emphasizing ethics and professionalism. In the LSSSE 2007 a much higher percentage of students agreed that ethics is a priority for the Law School.

#### 4C.2f: COLLEGE OF PHARMACY AND HEALTH SCIENCE

##### 4C.2f.1: Assessment Procedures

The *College of Pharmacy and Health Sciences* developed a detailed assessment plan that includes educational goals and objectives (adopted in 1994 and revised in 1997 and 2005), as well as procedures for implementation. The Assistant Dean for Assessment, supported by an Assessment Task Force, is responsible for ensuring that the assessment plan is carried out. Separate assessment procedures have been defined for the Bachelor of Science in Pharmaceutical Sciences and the Pharmacy Doctorate. The College has created flowcharts that guide the assessment process and focus on applying the assessment to program change.

##### 4C.2f.2: Closing the Loop

The Pharmacy Doctorate assessment several times has provided information about needed change. In the following examples, assessment data were gathered, then forwarded to the Academic Affairs Committee for review. Committee recommendations for curricular change were discussed at a faculty retreat, after which the College established task forces to develop specific strategies for change and implementation. Faculty voted on recommendations prior to implementation.

- **Therapeutics Course.** Several types of assessment raised questions about the 12-hour, two course Therapeutics sequence.

1. Graduate survey data over several years raised concerns about the difficulty of the sequence.
2. In focus groups students commented on the impact of the two-course sequence on their time (which left less energy devoted to other courses), difficulty of the course and retention, and
3. Alumni survey data substantiated concerns about the sequence

**Action:** Based on analysis of the data and the course content, the faculty determined changing the Therapeutics course to a sequence of three 4-credit courses would address concerns without negatively affecting achievement of learning outcomes.

- **Pharmacy Management Requirement.** Several competency areas in the Pharmacy Doctorate emphasize knowledge about and compliance with state and federal laws and policies. In addition, the PharmD *Management* Competency states that “the effective and efficient delivery of pharmaceutical care requires the effective and efficient management of a pharmacy practice.”

1. Both graduate survey data and alumni survey data indicated relatively low preparedness in the areas of management and law.

2. Curricular mapping of educational objectives to courses indicated limited exposure in classes to the objectives related to management and law.

**Action:** All students are now required to take the *Pharmacy Management* course; the Pharmacy Law and Ethics course was changed from two to three credits with enhanced content.

#### 4C.3: EXPERIENTIAL AND SERVICE LEARNING

One component of the Drake University mission is to *prepare students for professional accomplishments*. In support of this mission goal, the University and its colleges and schools have developed learning goals related to professional competence, with many opportunities for students to apply those skills. [National Survey of Student Engagement](#) results testify to Drake’s success in achieving those learning goals: Drake students report higher-than-average rates of practicum and internship experiences, community service and research work with faculty.

The School of Education and College of Pharmacy both require extensive experiential learning. Undergraduate students in Education *are required to complete* a student teaching semester during the senior year. The [Office of Experiential Education](#) creates and coordinates clinical experiences for PharmD students, who are required to complete 40 weeks (40 credits) of experiential education; this involves a full year of rotations in which they receive practical experience in different areas of pharmacy practice (Community Practice, Hospital Practice, Associations, Pharmaceutical Industry, Academia, Consulting and Regulatory Agencies). There are six major types of advanced practice experiences; Community Practice, Hospital Practice, Acute Care, Ambulatory Care, Specialty Care and Non-Patient Care Elective. The goal of the experiential program is to ensure that students receive the instruction and experience necessary to demonstrate competence in providing pharmaceutical care.

At the [Neal and Bea Smith Legal Clinic](#) Drake law students provide free legal services and advice to low income and elderly clients. Under the supervision of faculty members who have practiced law, students handle all types of challenging cases. Student lawyers conduct fact investigations, draft documents, handle negotiations, take depositions, and represent clients in administrative and court proceedings, including jury trials. *U.S. News & World Report* rates the Drake clinical program among the top 20 nationally.

**DRAKE STUDENTS REPORT HIGHER-THAN-AVERAGE RATES OF PRACTICUM AND INTERNSHIP EXPERIENCES, COMMUNITY SERVICE AND RESEARCH WORK WITH FACULTY.**

The Drake Law School *Career Development Office* provides support for students seeking professional experience and support. *Career development managers* assigned to each of the colleges and schools organize professional development experiences for students (job shadows, careers days, professionals in residence) and develop relationships with employers. The School of Journalism and Mass Communication augments this with support of an *internship coordinator* who provides support for internship opportunities and teaches a required one-hour Pre-professional Workshop. This workshop helps students with their resumes and interviewing skills, preparing them for extensive internship experiences in Des Moines and around the world. Students in senior capstone classes gain professional experience by producing advertising and public relations campaigns for off-campus non-profit and business clients. Students also have opportunities to work all four years on student publications, including *The Times-Delphic* student newspaper and several magazines and in electronic media, including an on-campus cable television station and a new FM radio station.

In the College of Arts and Sciences, program faculty coordinate internships that give students experiences to complement their respective areas of study. The Des Moines community offers extensive opportunities in social services and politics, with scientific divisions of manufacturing firms and research organizations.

Drake University for many years has been a member of *Campus Compact*. That organization, dedicated to promoting community service, civic engagement, and service learning in higher education, provides significant resources and support for involving students civically.

#### 4C.4: DRAKE PROGRAMMING FOR LIFE IN A GLOBAL AND DIVERSE SOCIETY

Drake's Mission statement commits the University to preparing its students for *Responsible Global Citizenship*. Programming that supports this commitment was discussed in Criterion 1B, Criterion 3B and in other parts of this document. These programs are designed to prepare students to work in a global and diverse society. The Drake Curriculum International and Multicultural Area of Inquiry, the Center for Global Citizenship, the Chinese Cultural Exchange and other international exchange agreements, the Drake University Language Acquisition Program (DULAP), as well as several majors such as International Business and International Relations all contribute to the internationalization of the Drake learning experience.

#### 4C.5: SUCCESSFUL TRANSITIONS TO EMPLOYMENT AND GRADUATE STUDY

An important measure of Drake University's success in preparing students for professional accomplishments is the success in job placement. *Professional and Career Development Services* reports the success of Drake graduates in securing employment or entrance into graduate or professional schools. The University *Graduate Report* (available in Resource Room) reflects the status of graduates approximately six months after the May graduation date. Other university professional programs report exam and licensing success rates for their graduates.

The Drake Law School rates for students passing the Iowa Bar Exam offer evidence of accomplishment. Pass rates since July of 2006 have averaged 91%. The [Law School Web site](#) provides evidence of success of graduates in gaining employment.

The College of Pharmacy and Health Sciences also reports success in pass rates for the North American Pharmacist Licensure Examination (NAPLEX). Over the past five years the pass rate has ranged from 94% to 98% with an average of 96.9%. Since 1984 the College has placed 100% of their graduates in professional positions.

**CORE COMPONENT 4D:** Drake University provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

**THE DRAKE UNIVERSITY  
STATEMENT OF  
PRINCIPLES GUIDES THE  
UNIVERSITY AND  
CLEARLY ESTABLISHES  
EXPECTATIONS FOR  
ETHICAL BEHAVIOR IN  
ALL ACTIVITIES RELATED  
TO THE UNIVERSITY.**

**4D.1: SUPPORT AND ENFORCEMENT OF ETHICAL CONDUCT**

**4D.1a: DRAKE UNIVERSITY STATEMENT OF PRINCIPLES**

The Drake University [Statement of Principles](#) guides the University and clearly establishes expectations for ethical behavior in all activities related to the University. These expectations are made clear in the opening paragraphs of the *Statement*:

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

*Drake values the fact that it is a community consisting of men and women of different races, nationalities, religions, physical abilities, sexual orientation, ages, political perspectives, and other diverse characteristics. While acknowledging our differences we affirm the dignity and freedom of every individual. We abhor acts of oppression, be they denial of freedom of expression, discrimination in its various forms of sexism or racism, or intolerance of religion, age, sexual orientation, or political beliefs; or harassment of any member of the university community.*

The statement continues to address the importance of freedom of thought and speech, encouragement of civility, support of debate and rejection of bigoted language.

**4D.1b: CODE OF STUDENT CONDUCT**

The Drake University [Student Handbook](#) includes the [Code of Student Conduct](#). The introduction to the *Code* makes clear the importance of responsible use of knowledge:

*The Code of Student Conduct is intended to assist Drake University in fulfilling its purpose as an academic institution dedicated to the transmission of knowledge, the pursuit of truth, the intellectual and moral development of students and the well-being of society. All members of the academic community share in the responsibility to establish and maintain the general conditions conducive to the fundamental academic freedoms to teach and to learn and the correlative freedoms of inquiry and expression. These conditions include civility in all conduct, respect for all persons and integrity in every endeavor.*

This *Code* provides clear expectations concerning rights and responsibilities related to conduct as Drake University students. The expectation that they will abide by local, state, and federal laws as well as Drake University regulations is articulated. Procedures for notifications, hearings, appeals and punishment of academic and non-academic misconduct are provided.

Instances of non-academic misconduct are investigated and enforced by the Dean of Students in accordance with provisions described in the *Code of Student Conduct* section of the *Student Handbook*. The Dean of Students' Office enforces policies and serves as a resource for questions regarding student policies. The University Hearing Panel, with eleven faculty members and 10 student representatives, hears cases involving violations of the Drake University Code of Student Conduct.

#### **4D.1c: COMMUNITY BEHAVIOR, GENERAL ACADEMIC, AND TECHNOLOGY POLICIES**

##### **4D.1c.1: Community Behavior Policies**

The *Statement of Principles* is reinforced by a large number of policies that address both general ethical behavior and expectations in specific areas. These all are available on the Drake University [Human Resources](#), [Academics](#), and [general University](#) policies Web pages. Policies related to behavior as a community include *Sexual and Other Discriminatory Harassment Policy*, and *Notice of Nondiscrimination*, and *Policy on Sexual Abuse*, as well as policies related to alcohol, accommodation for students with disability, and Drake's enforcement of the *Family Educational Rights and Privacy Act (FERPA)*. Drake University also adopted a modified Sarbanes Oxley policy in 2004 which is available on the [Business and Finance](#) site.

##### **4D.1c.2: Academic Policies**

Polices primarily related to faculty and staff activities address responsible use and application of knowledge, referenced and reinforced in the [Faculty Manual](#) (Section V) and available on the Academics [policies Web page](#). These include *Conflict of Interest Policy*, *Copyright Policy and Rules*, *Statement of Policy and Rules Relating to Patents*, *Statement on Plagiarism*, *Policy and Procedures for Dealing With and Reporting Possible Misconduct in Science*, and a statement on Other Professional and Scholarly Activities (General Policy, Disclosure, Consulting Activities).

**DRAKE UNIVERSITY  
HAS LONG BEEN  
COMMITTED TO CLEARLY  
ARTICULATING THE  
PRINCIPLES AND  
IMPORTANCE OF  
ACADEMIC INTEGRITY  
AND TO SUPPORTING  
AND ENFORCING  
THESE POLICIES.**

#### 4D.1c.3: Technology Policies

Policies related to acceptable and appropriate use of technology appear on the general [policies pages](#) as well as on the site of the Office of Information Technology. They deal with [Web Policy](#), [acceptable computer use policies for students](#), and [student email policies](#). Instructional Technology Policies are established and monitored by the Instructional Technology and Policy Committee (ITCP), consisting of at least four-faculty members with two-year terms, the Dean of Cowles Library, the CIO and the Director of Drake Telemedia Center.

#### 4D.2: ACADEMIC INTEGRITY POLICIES

Drake University has long been committed to clearly articulating the principles and importance of academic integrity and to supporting and enforcing these policies. The Office of the Provost supports and guides their administration and enforcement, with the Associate Provost serving as a resource for questions regarding policies and procedures.

##### 4D.2a: STUDENT HANDBOOK

The *Drake University Student Handbook* section on [Academic Life](#) provides clear guidance to all students concerning expectations for academic integrity at Drake University.

*A student who cheats or plagiarizes commits an offense against the entire University community. Cheating, plagiarism, or dishonesty in academic work is cause for dismissal from the University. Cheating is defined as an act or attempted act of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examinations. Plagiarism is defined as misrepresenting other's ideas, phrases, or discourse as one's own.*

The *Handbook* provides detailed information and links to the Academic Integrity policies and procedures of each of the Colleges and Schools.

##### 4D.2b: COLLEGE AND SCHOOL POLICIES AND PROCEDURES

In addition to the general university statements on academic integrity, each College and School has an academic integrity policy and procedures for handling allegations of their violation. This ensures that the professional schools can conform to standards of their professions. College and School policies and procedures are referenced briefly below, with links to the full statements. Student violations are dealt with according to the policies in the school or college of the faculty member in whose course the violation occurs. In every unit the faculty member's Dean's Office is responsible for notifying the student's Dean's office and the Provost's Office of any academic integrity violations.

##### 4D.2b.1: College of Arts and Sciences

The College adopted in 1991–92, and significantly revised in 2005, a comprehensive policy and accompanying procedures on academic integrity. [Sections 2.2](#) and [4.6](#) in the *Faculty Policies Handbook* provide definitions of academic honesty and procedures for dealing with dishonesty. The policies/procedures are also available through a link on the College's "current

student” page. College procedures encourage informal resolution of all academic integrity violation concerns, but provide for student appeal of any penalty. The student or the instructor may appeal the decision(s) of the Academic Integrity and Appeals Committee to the Dean.

#### **4D.2b.2: College of Business and Public Administration**

In the College of Business and Public Administration, the instructor may assign a penalty in line with established guidelines. The [College Academic Integrity Policy](#) specifies that penalties for academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the prior record of the person being penalized. The student has the right to appeal the instructor's determination of academic dishonesty to a Hearing Panel consisting of two faculty and one student. [Explicit guidelines](#) are provided for such hearings. Academic integrity policies and procedures are also provided in the CBPA [Faculty Handbook](#).

#### **4D.2b.3: School of Education**

Policies pertaining to academic integrity are contained in Appendix IV of the Drake University [School of Education Governance Statement](#). As future practitioners, students of the Drake University School of Education are expected to maintain high ethical standards and academic honesty. Penalties for academic dishonesty vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred. Procedures by which a student may appeal any penalty are spelled out in the School procedures. Student complaints and concerns about penalties for alleged academic dishonesty that are not resolved by the School of Education Grievance Committee may be appealed to the Dean of the School of Education.

#### **4D.2b.4: School of Journalism and Mass Communication**

[The School's policy](#) on plagiarism is succinct: A grade of 'F' shall be given in a course to any student who has been found guilty of plagiarism. The policy is direct for two reasons: (1) Plagiarism should not be tolerated in an academic or journalistic community; (2) The School's response to plagiarism should be uniform, not one that varies from class to class or student to student. The faculty member must report all incidents of academic dishonesty and the attendant penalties to the dean. The dean then determines whether additional disciplinary action is appropriate. The SJMC academic integrity policy is provided in the [College Faculty Handbook](#).

#### **4D.2b.5: School of Law**

Law students adhere to the [Law School Code of Student Conduct](#) as well as provisions described in the *Honor Code*. Descriptions of these are in the student handbook. If the conduct at issue is governed both by the *Code of Student Conduct* and the *Law School Honor Code*, then the *Law School Honor Code* shall govern the law student or law student organization exclusively. Conduct that does not fall within the *Law School's Code* is governed by the University's Code of Student Conduct.

**DRAKE'S COMMITMENT TO OVERSEE THE ETHICAL GATHERING AND APPLICATION OF KNOWLEDGE IN RESEARCH HAS RESULTED IN DEVELOPMENT OF A NUMBER OF POLICIES, ALL OF WHICH ARE AVAILABLE ON THE DRAKE UNIVERSITY ACADEMIC POLICIES PAGE.**

#### 4D.2b.6: College of Pharmacy and Health Sciences

Students in the College of Pharmacy and Health Sciences sign an [Academic Honesty Code](#), pledging to adhere to Academic Integrity and professional behavior policies. The College requires that all syllabi include a statement concerning adherence to the University and College Honor Codes. If a student chooses to appeal a finding of misconduct, he/she has the right to a hearing in front of peers and faculty. The Honor Code Committee within the College consists of five students, two of whom will be in the last two years of their enrolled pharmacy program and two faculty members who will hear the case and make a decision as to its validity.

#### 4D.3: OVERSIGHT AND SUPPORT FOR ETHICAL RESEARCH

Drake University takes responsibility for ensuring that faculty, staff and students are provided with policies and guidelines for ethical conduct of research. The University further provides resources for training and oversight of research projects and endeavors.

##### 4D.3a: UNIVERSITY POLICIES AND PROCEDURES

Drake's commitment to oversee the ethical gathering and application of knowledge in research has resulted in development of a number of policies, all of which are available on the [Drake University Academic Policies page](#). These policies include policies and practices protecting intellectual property rights.

The Drake University policy on [Copyright Policy and Rules](#) is guided by government regulations. These guidelines provide that a faculty member is the primary copyright owner of works "created independently and at the faculty member's own initiative for traditional academic purposes."

Drake University also seeks to ensure that faculty, staff and students are aware of copyright laws. A Cowles librarian serves as Coordinator of Copyright Services and as a resource to faculty and staff for questions regarding copyright laws and rules. The Coordinator hosts periodic copyright chats and makes presentations to classes. Cowles Library provides a link to [copyright guidelines](#) and to guidelines for reproducing copyrighted materials in the Drake University Multimedia Development Center. These guidelines, including those specific to online copyright issues, are presented at the Faculty Technology series each year. Individual faculty and staff share a responsibility for enforcing and adhering to copyright policies.

The Drake Statement of [Policy and Rules Relating to Patents](#) provides clear guidance for the ownership and use of patents and trademarks. As with copyrights, Drake community members, with some defined exceptions, own patents and any rights to royalty income. The University also takes responsibility for educating Drake constituents about patent and trademark regulations. The Cowles Library Coordinator of Copyright Services Librarian serves as a resource for questions regarding patents and trademarks. The Associate Provost and University Counsel enforce policies and serve as a resource for questions regarding intellectual property rights. Intellectual Property rights are guided by state and federal regulations.

The policy and procedures set forth in [Policy for Dealing with and Reporting Possible](#)

*Misconduct in Science* apply to all instances of alleged or apparent misconduct involving research, research training and related activities conducted, funded or regulated by Drake University. Drake University has a clearly stated *Conflict of Interest Policy*. This policy sets forth procedures and guidelines to be followed in resolving actual and potential faculty conflicts of interest pertaining to sponsored projects. This policy applies to all sponsored projects funded by (1) commercial and private sponsors, (2) those federal, state and local agencies having specific conflict of interest requirements, and (3) Drake University irrespective of the source of funds.

#### **4D.3b: RESOURCES AND SUPPORT FOR ETHICAL RESEARCH**

Drake University provides significant support resources as well as oversight to ensure that Drake faculty and staff members are aware of and adhere to federal and state guidelines as well as to general ethical principles in their research.

##### **4D.3b.1: Human Subjects Research Policies and Procedures**

The Drake University *Institutional Review Board* (IRB) deals with issues related to integrity in human subjects research. Policies regarding the use of human subjects in research are guided by government regulations, and Drake University is in compliance with the policies. The *Drake IRB members* review all research proposals involving human subjects to protect and assure the rights of research subjects as defined by ethical considerations and government guidelines. The IRB must at least one individual with expertise in sciences, one whose primary concerns are nonscientific, and one person not affiliated with the University. The IRB Committee enforces policies and serves as a resource for questions regarding human subjects and human subjects research.

##### **4D.3b.2: Institutional Animal Care and Use Committee (IACUC)**

Animal Care and Use policies are guided by government regulations, and Drake University is in compliance with these regulations. The *IACUC* is responsible for overseeing the institution's animal program, facilities, and procedures. The Committee issues *assurance* of Drake's compliance with "all applicable provisions of the Animal Welfare Act and other regulations relating to Animals." Membership of IACUC includes at least three Drake faculty members actively involved in animal use for research or teaching, one faculty or staff member from a non-science area, at least one member not affiliated with the institution, one Doctor of Veterinary Medicine and the Drake University Animal Vivarian (caretaker). The Veterinarian and Vivarian are permanent members of the Committee. The IACUC Committee enforces policies and serves as a resource for questions regarding animal research.

##### **4D.3b.3: Oversight of Health and Safety Issues during the Conduct of Research**

In 2005, Drake University established a full-time position entitled Environmental Health & Safety Specialist.<sup>3</sup> The *Environmental Health and Safety Department* provides oversight and technical assistance to University colleges and departments on all environmental and safety issues with the goal of providing and ensuring a safe and healthful environment for faculty, staff, students, and visitors. *Environmental health* and *safety* policies are guided by state

and federal regulations. The *Drake University Environmental Committee* reviews policies and serves as a resource for questions regarding environmental health and safety issues. The Health and Safety Specialist designs and implements Drake policies and procedures, ensures that Drake is in compliance with State and Federal regulations, and serves as a resource for questions regarding safety policies.

#### 4D.4: RESPONSIBLE STUDENT USE OF KNOWLEDGE AND SKILLS

Responsible use of knowledge is a focus of university-wide programs, college and school programs and cocurricular activities.

##### 4D.4a: DRAKE CURRICULUM

The *Drake Curriculum*, required of all undergraduate and Pharmacy Doctorate students, is designed to help students meet personal and professional goals as they acquire fundamental knowledge and abilities in ten *Areas of Inquiry* (AOI). Several of the AOIs are designed to assist students in assessing issues associated with responsible use of knowledge in their professions and in their personal lives.

The *Values and Ethics AOI* calls on student to “learn to recognize ethical issues and to reflect critically upon the demands of conscience” as well as to be able to “identify the values, such as honesty, fairness or justice, which underlie many human activities.” Courses included in this AOI help students develop tools to question their own and others’ values in a responsible manner and to “evaluate the ethical implications of both collective and personal choices.”

The *Engaged Citizen AOI*, discussed extensively elsewhere in this report, commits to helping Drake students learn to participate effectively in democratic processes. It rests on the premise that democracy requires engaged, knowledgeable and responsible citizens. Courses that qualify for, and cocurricular activities that support, the AOI help Drake students learn to evaluate the mix of diverse values and interests that influence democratic decision-making.

Other AOIs also address responsible application of knowledge through their emphasis on research. The *Information Literacy AOI* recognizes the necessity that citizens be able to “analyze, interpret, and integrate information, employing appropriate technology to assist with these processes, and to understand the social and ethical implications of information use and misuse.” The *International and Multicultural AOI* asserts that Drake students must learn to understand the perspectives and experiences of others. In *Senior Capstones* students are to demonstrate the capacity to bring previously acquired information, skills, and ideas to bear on one project.

##### 4D.4b: CENTER FOR GLOBAL CITIZENSHIP

The *Center for Global Citizenship*, founded in 2002, educates students to function effectively and ethically in different cultural contexts and to see their own culture from the perspective of others. The Center also seeks to ensure that global perspectives and issues are an integral part of the intellectual and cultural experience of all members of the Drake community. The

Center brings international and ethical perspectives into courses throughout the curriculum: it injects international perspectives into ethics courses, brings ethical perspectives into international courses and increases the number of courses that examine both international and ethical perspectives.

As noted in Criterion 3, with a major grant received in 2006, the Center has created nine new, and revised sixteen, upper-level courses that explore *Ethics in a Globalizing World*. The Center trains students to deal with the ethical challenges and opportunities presented by globalization in contemporary international affairs; it also raises awareness among faculty, students and community members both across and beyond Drake University's campus about these issues.

#### 4D.4c: COLLEGE AND SCHOOL PROGRAMS

##### 4D.4c.1: College of Pharmacy and Health Sciences

The College of Pharmacy and Health Sciences provides formal and informal training on professionalism and the responsible use of knowledge. Upon entry into the professional program, students participate in a two-hour Honor Code training session in which they discuss potential violation scenarios with their advisors. Formal activities include required coursework covering law and ethics of the profession. In addition, the experiential education component of the curriculum requires preceptors to rate students on 54 different competencies, several of which deal with value and ethics. Drake pharmacy students receive additional professionalism training in summer internships.

The College has launched several outreach initiatives with which Drake Pharmacy faculty and students work. All provide opportunities for practicing ethical application of professional skills. These include:

- *Bone Health Education and Referral Project* in Rural Iowa to increase the identification and treatment of older adults with undiagnosed osteopenia or osteoporosis
- *La Clinica de la Esperanza*, a primary clinic site that serves a predominantly Hispanic population on the southeast side of Des Moines, Iowa.
- The *Community Access Pharmacy*, dedicated to caring for the underserved patients.

These clinics specifically serve the uninsured and under-insured in Polk County.

Starting next year, PharmD students in their second professional year will work 40-50 hours within Primary Health Care and other clinics providing services to underserved populations. (These programs are discussed more fully in Criterion 5.)

##### 4D.4c.2: Law School

Among the learning goals of the Drake Law School is to *instill the ideals of ethics and professionalism*. Programs that reinforce this goal are discussed in section 4C.2e.2. In addition, each of the *Law School Centers* sponsors programs oriented to ethical application of legal policy. For example, the *Agricultural Law Center* hosted a Farmers' Market Policy conference to begin a network of farmers market managers, farmers and consumers interested in working

**THE COLLEGE OF PHARMACY AND HEALTH SCIENCES PROVIDES FORMAL AND INFORMAL TRAINING ON PROFESSIONALISM AND THE RESPONSIBLE USE OF KNOWLEDGE.**

on national policy issues of interest to farmers, including all conservation issues. The Drake University *Law School Legal Clinic* provides students the chance to represent juveniles involved in various legal issues: children in need of assistance, termination of parental rights, delinquency, juvenile mental health/substance abuse commitment, and judicial by-pass proceedings. This representation includes necessary post-disposition court proceedings, out-of-court follow-up and review hearings, and appeals. Through its *Fostering Results* program, the Legal Clinic educates and engages child welfare policy makers, juvenile court judges, Iowa Supreme Court leadership, the media and other key stakeholders about the need to address and improve the performance of Iowa's child welfare system.

#### 4D.4c.3: School of Journalism and Mass Communication

Drake magazine majors create a magazine each year for the *Annie E. Casey Foundation*. This year's publication focused on school readiness in Des Moines, including preschool and childcare programs, an analysis of problems and solutions, and profiles of parents, families, teachers and others involved with preparing children in at-risk neighborhoods for school.

#### 4D.4c.4: School of Education

The recently revised School of Education Strategic Plan includes an emphasis on social justice:

*A belief in social justice assumes the importance of education as a major pathway toward the values of democracy and equity. The School of Education promotes lifelong learning as a purposeful activity that advances global citizenship and a just society.*

This guiding principle has been integrated into research practices, courses, and practice-centered seminars. Within research courses and practice, the university *Institutional Review Board* (IRB) standards are strictly upheld and supported. Graduate students and faculty complete the required online training to ensure their understanding of ethical and legal research practices.

With two exceptions, degree and endorsement programs in the School of Education (SOE) are governed by external licensure and certification requirements. Teachers, counselors and school administrators must demonstrate their understanding and application of ethical practices within and outside of educational institutions. Students comply with guidelines for mandatory reporting, local school district policies for upholding confidentiality, and FERPA legislation. The Counseling curriculum uses practical classes to demonstrate skills at key points in the curriculum: methods, practicum, and internship. As part of those classes, professors and supervisors look for ethical and professional behavior.

The Teaching and Learning Department has participated in a diversity audit and subsequent curriculum mapping sessions where they intentionally assigned all course responsibility for addressing characteristics of difference, preparing teachers to use this knowledge to teach in a culturally responsive manner. Seminars and workshops throughout the School also support the responsible use of student knowledge. The School of Education also offers a long-term training program in rehabilitation counseling, designed to improve the transition of students with disabilities from school to work.

#### 4D.4c.5: College of Business and Public Administration

Learning outcomes in undergraduate and graduate programs in Business and Public Administration focus on ethics. For example, accounting students must “demonstrate an understanding of the ethical and regulatory environments of accountants,” and MBA students must “recognize ethical issues in organizations and apply a framework for addressing them.” A high percentage of business students have the opportunity to engage in internships. These opportunities allow students to gain valuable on-the-job experiences and to learn to apply knowledge responsibly. The Drake Management program exposes students to leadership, operations of businesses, work culture, and functions of small, midsize and multi-national corporations. Graduates are in management positions of leading companies throughout the world, including Procter & Gamble, Hallmark, Ralston Purina, Dun & Bradstreet and The Principal Financial Group. The Human Resources concentration is designed to provide a current and comprehensive curriculum that prepares students for Professional Human Resources certification by the Human Resource Certification Institute.

#### 4D.4c.6: College of Arts and Sciences

Outcomes for many programs and in a variety of courses in the College of Arts and Sciences address responsible use of knowledge, from substantive examination of social issues, through research methods and senior capstone courses. A very few examples from the dozens of course requirements and assignments are summarized below.

- Students in Conservation Biology are asked to prepare an original conservation blueprint for an ecoregion within North America. This assignment asks students to synthesize what they have learned about science, and use that to inform policy in a way that considers social and ethical ramifications of landscape preservation
- Courses in social and natural sciences examine many issues and promote ethical use of knowledge in social policy and in research. *Drugs and Behavior* in Psychology examines issues of social and public policy that arise from the wide availability of psychoactive drugs. Assignments in sociology courses require students to apply knowledge in many simulated and real social policy issues, such as analyzing an issue and developing a policy position. A recent project had students look at how citizens respond to cultural, economic, and social changes in their daily lives as well as how they can work collaboratively to address the difficulties that social change poses. Courses in research methods emphasize responsible and ethical issues in gathering and disseminating research findings and require students to demonstrate understanding of ethical guidelines for social research. Courses in history and politics, as well as other areas, help students develop better knowledge of how societies around the world have worked historically and how such history impinges on life there today.
- Arts and Sciences students who choose to do internships have a wide array of opportunities to practice ethical application of knowledge. Among recent internship locations have been crisis shelters, the Iowa Great Ape Trust, political campaigns, the Iowa Corrections system, and the White House in Washington, D.C.

## LEARNING OUTCOMES IN UNDERGRADUATE AND GRADUATE PROGRAMS IN BUSINESS AND PUBLIC ADMINISTRATION FOCUS ON ETHICS.

**4D.4D: SOCIAL RESPONSIBILITY THROUGH CO-CURRICULAR ACTIVITIES**

Drake University is a long-time member of *Campus Compact*, a national coalition of college and university presidents dedicated to promoting community service, civic engagement and service learning in higher education. This commitment is reflected in the activities of many of Drake's more than 125 registered student clubs and organizations, many of which offer frequent and significant programming on social responsibility.

Among these are:

- *BACCHUS*—(Boosting Alcohol Consciousness Concerning the Health of University Students) provides awareness of substance abuse.
- *Rainbow Union*—raises awareness in sexual diversity; co-hosts “Coming Out” Week.
- *Coalition of Black Students*—hosts the Martin Luther King Holiday program.
- *Reggie's Sleepout*—Drake cosponsored event to raise awareness for Homeless youth with Iowa Homeless Youth Centers and the Des Moines Area Religious Council.
- *The Student Activities Board*—brought Jane Elliott (known for her blue eye, brown eye research) to campus to raise awareness about diversity and inclusiveness.

Student Life and Academic Services staff members also provide programming that emphasizes social responsibility:

- *Residence Hall RAs* are required to host programs on alcohol awareness, diversity, leadership, wellness, HIV prevention and sexually transmitted diseases (STD).
- *First-Year Student Orientations and Welcome Weekends* offer programs on topics such as alcohol, diversity and sexual assault.
- Drake's *Disability Coordinator* works with Residence Hall assistants and faculty to provide information and to serve as a resource for students with disabilities.
- Drake's *Student Health Center* provides information to students about sexually transmitted diseases.
- Drake raises awareness on cultural diversity by working with the Des Moines community on events such as Hispanic Heritage month.
- The *Donald V. Adams Leadership Institute* provides students with out-of-class learning experiences that connect the insights and experiences of our alumni and community leaders with the talents of current faculty, staff and students.
- The Multicultural Weekend retreat offers first-year students and sophomores the opportunity to develop and appreciate an inclusive community through reflecting on their own beliefs and interacting with students from different cultures and backgrounds. This retreat was offered for the first time in September 2005.
- The Current Student Leaders Workshop is a daylong leadership development workshop for current student leaders.

