

Annual Report, 2004-05

Self-Study Criterion 4 Committee

Members: Laurie Dore, Stuart Klugman (Vice-chair), Jessica Lang, Maura Lyons, Jayne Smith, Tom Tronick, Lon Larson (Chair)

Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization 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.

Core Component A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Core Component B: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Core Component C: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Core Component D: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

This was our first year of activity. Our work can be divided into two phases. One phase dealt with Core Component A. It resulted in the Data Sheet on pages 2 and 3 of this report.

The second phase focused on portions of Core Components B and C. This phase was done with a subcommittee from the Criterion 3 Committee (Student Learning and Effective Teaching). A 4-part report of this joint effort (submitted to the Faculty Senate in May, 2005) begins on page 4:

Part One explains the importance of a mission-driven curriculum.

Part Two shows the current relationships between the mission statement and the components of the Drake Curriculum.

Part Three is a faculty development proposal that was submitted by the joint committee to refine the outcomes of the Drake Curriculum. More specifically, this proposal involves forming working groups to investigate and propose learning models and rubrics for general education outcomes.

Part Four is the mission explication.

Criterion 4 – Data Sheet (11/04/04)

Criterion 4 – The organization 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.

Core Component 4a – The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Theme / Data element or Indicator	Source(s)	Notes
University & BOT Commitment		
Budget for Academics (?) + Academic Support (?) (\$ and %)	Budget	Trend over recent years; perhaps too general to be meaningful
Budget for faculty & staff development, student research, others (\$ and %)	Budget	Budget details may better reveal DU's commitment to "lives of learning" (each budget line listed below with other themes)
DU & Board policies re: freedom of inquiry	Academic Charter, Faculty handbook, Student handbook, BOT By-laws, Policy Statement, AAUP Principles	This measures structure; Do any of faculty surveys get at freedom of inquiry?
Publicizing faculty & student scholarly work and accomplishments (# of public accounts)	Mktg & Comm. - clipping service	Marketing & Communications has measures of publicity
Professional Development - Staff		
Budget for staff development (\$ and % of total; \$ per staff member?)	Budget	Trends over time
Summary of programs for staff development w/ # participants and evaluation data (e.g., 'Excellence in Learning & Development', 04-05)	Human Resources; Others?	How many years included?
[Professional development – staff]	"Education & development" in annual performance goals & accomplishments	Can these be sampled in some way? (May be a better outcome measure than 'programs offered')
Professional Development - Faculty		
Budget for faculty development (\$ and %; \$ per faculty member?)	Budget	Trends over time
Polices governing use of faculty development funds	Provost? Deans?	This measures structure
Summary of programs on campus for faculty development w/ # participants and evaluation data (e.g., NSF Workshop, IRB Workshop, Writing Workshop, etc)	Several entities sponsor programs Survey? Annual reports?	How many years included?

Funds / programs to enhance faculty development (including support for sabbaticals)	Budget	Trends over time
Bringing faculty development into the classroom and curriculum	Case studies: how learning & development are used	Important, but tough to measure
Faculty Scholarship		
% faculty engaged in scholarly pursuits (a “peer reviewed” accomplishment in past 2 years?)	Annual reports from Deans	
Of faculty engaged in scholarship, average number of “peer reviewed” accomplishments per year over past 3 years	Annual reports from Deans	
% of “peer reviewed” accomplishments with student ‘co-authors’	Annual reports from Deans	Also fits with teaching / student research
Intramural funds & programs for faculty scholarship - \$, # faculty & types of projects funded (e.g., Humanities Ctr, Ctr for Global Citizenship, start-up funds)	Survey of programs	This may also relate to faculty development
Student Scholarship / Inquiry		
Student scholarly projects (magazines, journals, performances, etc.) w/ # students	Survey of Deans	
# students involved in research projects or scholarly endeavors	Survey of Deans	
Support (\$) for student research projects	Budget	Trend over time
Scholarly aspect of senior capstones	Description of capstones & review process	Measures structure
Intramural grants for faculty-student collaborative research - \$, # & types of projects funded	Provost’s office	
Community Learning		
Listing of programs sponsored for the community (Stalnaker, Bucksbaum, etc.)	University Calendar – can it provide this?	Attendance figures – if available – would make this more meaningful
Listing of faculty recitals	University Calendar?	Attendance figures – if available – would make this more meaningful
Other community-oriented programs (e.g., Ray Institute?)	Who?	
Professional continuing education programs (done primarily for service, rather than revenue) – fit here?		

The Drake Mission Explication, Student Outcomes and the Drake Curriculum

A report from the Criterion 3: Student Learning and Effective Teaching (chair John Burney) and Criterion 4: Acquisition, Discovery, and Application of Knowledge (chair Lon Larson) self-study committees.

Part One: Why the student outcomes expressed in the mission statement are important? We will need to show progress on intentionally pursuing and assessing these outcomes within the next two years.

Part Two: Mapping the Mission Outcomes to the Drake Curriculum. The attached excel spreadsheet represents a working document of the joint meetings of the Criterion 3 and criterion 4 committees, an attempt to identify in the stated goals of the current Drake Curriculum where we intentionally (as a specific learning outcome that takes a significant part of the course(s) not as a mere byproduct of the course) pursue the student learning outcomes in the mission explication.

Part Three: The Call for Study Groups on General Education Outcomes (sent out to faculty on April 12, 2005). We have identified four groups of related outcomes drawn from the mission explication, and have put out a call for faculty to participate in working groups on those outcomes. These four study groups will work from May to October 2005 in order to investigate teachable, interdisciplinary models for achieving mission-driven student learning outcomes through the Drake Curriculum. New study groups may be formed in Spring 2006 to begin work on additional areas of the Drake Curriculum

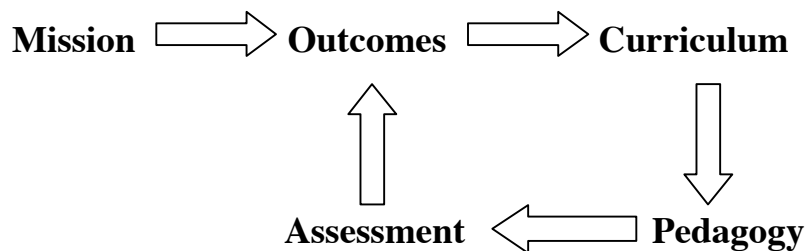
Part Four: The Drake Mission Statement and Explication. Discussion was initiated at the June 2004 retreat, drafts were discussed at numerous meetings and during the fall semester, and the Faculty Senate, All-Staff Council, and Board of Trustees approved the explication by January 2005.

Part One: Why it is important to relate the mission-driven student learning outcomes to the Drake Curriculum.

Accrediting Commissions are basing evaluation on the institution's mission. But aside from accreditation, why is it important to make the mission central to planning at your institution?

- The Benefit of starting at the end – a discussion of the outcomes called for in the mission allows you to identify what you want students to become by the time they graduate and then sequence experiences to achieve those outcomes.
- Intentionality – it focuses efforts to intentionally achieve liberal arts outcomes rather than just hoping students have a valuable experience from randomly selected courses.
- Identity – a well-considered mission statement allows an institution to define itself.
- Common responsibility - A well understood university-wide mission draws all faculty and staff into responsibility for achieving its goals.
- Consensus – if the definitions of key mission statement terms are broadly discussed and well defined they help reduce turf battles. As programs or courses are developed the touchstone becomes do they contribute to the outcomes called for by the mission statement.
- Collaboration – mission outcomes become the links that tie general education to majors to co-curricular programming.
- Student Learning – studies of student learning demonstrate that students learn more when the outcome is clearly explained to them. Repeating the mission outcomes to them on a regular basis allows them to understand why they are expected to take general education courses and how to link residential and co-curricular experiences to their academic life.

Model drawn from John Nichols' workshop on the 2004 AAC&U report "Taking Responsibility for the Quality of the Undergraduate Degree."



Part Two: Using the mission statement to map outcomes for general education:

Drake Curriculum in Relation to the Mission

Mission – Drake graduates ...	Drake Curriculum
(re: collaborative learning)	
Understand that healthy relationships are built on mutual respect and support of others' personal well-being, learning and development.	FYS(?); Co-curricular
Value the knowledge, perspectives, and input of others.	FYS; AOIs: critical thinking, multi-cultural understanding
Understand that the truth is often best discovered through discourse and the reasoned analysis of one another's ideas.	FYS; AOIs: critical thinking; Major
Understand that important issues rarely have one, simple solution, and are able to manage the complexity of the challenges that face us	FYS; AOIs: multi-cultural understanding; Major
(re: meaningful personal lives)	
Take responsibility for their own learning.	FYS; Capstone; Co-curricular
Are committed to their own emotional and physical well-being.	Co-curricular
Articulate a reasoned vision of their own values and plan for life-long development.	AOIs: critical thinking, ethics & values
Understand the historical and social contexts that inform their own development.	AOIs: multi-cultural understanding, historical consciousness
Understand the relationship of their human development to the natural world around them.	AOIs: science
Appreciate that there are multiple ways of knowing, from the analytical to the creative.	FYS; AOIs: all; Capstone
(re: professional accomplishments)	
Demonstrate mastery of content in at least one disciplinary or interdisciplinary body of knowledge.	Capstone; Major
Speak and write effectively.	FYS; AOIs: written communication (writing only)
Think critically with an ability to conduct a reasoned analysis and evaluation of arguments, as well as to raise ethical questions that lead beyond factual knowledge to informed choices.	FYS; AOIs: critical thinking, ethics & values, engaged citizen(?); Capstone; Major
Apply knowledge and skills to understand new situations.	AOIs: engaged citizen; Capstone
Synthesize and focus the ideas and efforts of a group in the solution of problems.	None
Pursue new knowledge with intellectual curiosity, rigor, honesty, and accountability.	FYS; AOIs: information literacy(?), critical thinking(?); Capstone; Major

(re: integrate liberal & professional studies)	
Use the breadth & depth of their educational experiences to reflect on their professional activities & the consequences for the larger society.	None
Push the boundaries of current knowledge and current practice in their fields.	Major
Act to maintain professional practices that are consistent with their ethical judgment and stewardship responsibilities.	AOIs: information literacy, ethics & values; Major
Demonstrate the capacity to raise questions about the relationship of their profession to ethical and civic issues.	AOIs: critical thinking, ethics & values, engaged citizen; Major
(re: responsible global citizenship)	
Demonstrate an understanding of the historical and cultural foundations of a society other than their own.	AOIs: multicultural understanding, historical consciousness
Understand the impact that our nation and its cultures have on the larger global community.	AOIs: historical consciousness, engaged citizen
Engage in strategies to promote inter-cultural communication and conflict resolution.	AOIs: multicultural understanding
Assume responsibility for the common good of local, national, and global communities.	AOIs: engaged citizen
Fulfill their responsibilities as citizens in a participatory democracy.	AOIs: engaged citizen
Serve as active stewards of both the natural environment and the cultural heritage of society	None

Part 3: Call for Participants in Study Groups on General Education Outcomes *April 12, 2005*

What? Criterion 3: Student Learning and Effective Teaching, chaired by John Burney, and Criterion 4: Acquisition, Discovery, and Application of Knowledge, chaired by Lon Larson, Self-Study Committees are **forming four study groups to work from May to October 2005 in order to investigate models for achieving mission-driven student learning outcomes through the Drake Curriculum.** Members of these study groups have a crucial role to play in developing options for improving the Drake Curriculum for consideration by the full faculty and appropriate committees during the fall semester. The university will implement tactics next year to demonstrate that we are achieving key mission outcomes through the Drake Curriculum.

Who? Four groups with five faculty or staff each will be formed. Faculty members who participate on each group will **receive a stipend of \$500.** Administrators or professional staff who are on 12-month contracts do not receive additional compensation. **If you are interested in participating, send an e-mail indicating the working group you would like to join to marilea.chase@drake.edu by April 25, 2005.**

How large is the commitment? Working group members will all be expected to attend a two-day workshop May 23 and 24. Each group will then set its own schedule. It is expected that much of the work can be done through e-mail and the Self-Study Steering Committee's Blackboard site, but members should plan on trying to find at least two more face-to-face meeting times during the summer. Members will then need to schedule regular meetings once school begins again in August in order to deliver a preliminary report to the Criterion Committees by mid-September.

What is the product? Each study group will be given a set of coordinated outcomes drawn from the explication of the mission statement as approved by the Faculty Senate and the Board of Trustees. Through exploring multiple sources – stated goals of the Drake Curriculum, syllabi of existing Drake courses, programs at other universities, models drawn from research on student learning, etc. – they should identify 2-4 pedagogical/content models that could serve Drake Curriculum faculty in teaching to achieve the student outcomes. The goal is not to redraw the existing AOIs but to determine how we can become more intentional in achieving student outcomes within the existing structure. Thus some of these models would demonstrate how to pursue outcomes across disciplinary lines or might suggest a possible sequencing of Drake Curriculum requirements. Several examples from other universities will be presented at the May workshop, so that group members have a clear concept of what they will be asked to achieve.

Why are we doing this? The Criterion Committees are part of the Self-Study effort preparing Drake University for a visit by the Higher Learning Commission in 2008. However, the effort to improve student learning through the Drake Curriculum is an ongoing feature of providing an exceptional learning environment at Drake that will

continue even after the HLC has departed. There are a number of important reasons to pursue this effort.

To fulfill the promise of our mission statement and our strategic plan:

The establishment of study groups is directly related to finding practical and “teachable” models for achieving the student outcomes called for in the mission explication as approved by the Faculty Senate in November 2004 and the Board of Trustees in January 2005. These outcomes are essentially our institutional “promise” to students. As such the project also meets several specific needs in achieving Goal 1 of the strategic plan to ensure the excellence, currency, and appropriateness of academic programs.

To deal with current problems and opportunities:

- The University Curriculum Committee has found that the current articulation of outcomes for each of the areas of the Drake Curriculum is insufficient in approving courses for the AOI’s, and for assessing the effectiveness of the current courses. Clear discussion of the application of outcomes will clarify the task of approving and assessing courses for the DC.
- Criterion 3 and 4 Committees carried out an extensive discussion of the student outcomes identified by the explication of the Drake University Mission Statement and mapped them on the current AOIs. We found that some of the outcomes are not identified as goals by the current curriculum, and several others are not sufficiently defined or established within the current curriculum.

To improve student learning:

- Common pedagogical strategies for achieving effective collaboration, critical thinking, and communication will allow us to be intentional in achieving the liberal arts skills and dispositions called for in our mission statement.
- Some of the strategies will be able to applied across disciplinary lines and thus increase the likelihood of student learning since students will encounter the concepts in more than one course.
- Providing a developmental sequence within the Drake Curriculum could permit more depth in the development of intellectual skills and dispositions, since students will be asked to apply their knowledge rather than just see each general education course as simply a requirement to be checked off.
- A common understanding of outcomes will provide students with the context for the general education requirements, and aid them in understanding how their general education courses relate to their major programs, and to co-curricular program.

To assess student learning:

- A common understanding of outcomes will allow faculty to better assess whether students are achieving learning under the Drake Curriculum and to discuss improvements.

- A common understanding of outcomes will enable us to assess and demonstrate achievement of mission to students, parents, colleagues, the community, and to the Higher Learning Commission.

Assessment in this case will be understood according to a definition offered by Barbara Walvoord: “Assessment of student learning [is] the systematic collection of information about student learning using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning.” The process allows Drake as an institution to identify the learning outcomes for our own students and to be intentional about designing a curriculum to achieve those goals. Assessment provides us with the opportunity to research whether students are actually achieving the outcomes, and provides the data to discuss how to improve our program.

Where did this process originate? In Fall 2004, the Criterion 3 and Criterion 4 Self-Study Committees (including the chair of the University Curriculum Committee, ex officio) determined that they had a mutual obligation for general education outcomes under the new standards established by the Higher Learning Commission of North Central. After the completion of the mission explication and its approval by the Steering Committee and the Faculty Senate, the Criterion 3 and 4 Committees began joint meetings to map the student outcomes in the mission explication to the current Drake Curriculum. In doing so we identified gaps between the current curriculum expectations and the new outcomes as well as a lack of a common understanding of the outcomes required in certain curriculum categories. We determined that developing a consistent understanding of the definitions and evaluation rubrics of certain outcomes and the development of teachable models and pedagogical strategies to achieve those outcomes could improve the general education learning experience without radically altering the current structure of the Areas of Inquiry.

Description of the Proposed Project. The project will proceed by these steps:

1. Criterion 3 and 4 Committees will select five faculty or staff for each of four general education study groups (for a total of 20 members on the study groups). Each study group will address a “cluster” of related outcomes – or skills and dispositions – from the mission explication. The groups will be organized as follows:

Group 1: Collaborative and Responsible Learning.

This group will research and establish pedagogical models and evaluation rubrics that achieve the mission statement outcomes related to students taking responsibility for their own learning, developing an ability to value the input of others and working collaboratively within groups to solve problems. They also will propose how to relate the academic approach to these outcomes to co-curricular Wellness outcomes that may originate with Student Life programming. The skills and dispositions of Drake graduates (i.e., specific statements in the mission explication) encompassed within this charge are these:

Understand that healthy relationships are built on mutual respect and support of others’ personal well-being, learning and development. (I-B-1)

Value the knowledge, perspectives, and input of others. (I-B-2)

Understand that the truth is often best discovered through discourse and the reasoned analysis of one another's ideas. (I-B-3)

Understand that important issues rarely have one, simple solution, and are able to manage the complexity of the challenges that face us. (I-B-4)

Take responsibility for their own learning. (II-A-1)

Synthesize and focus the ideas and efforts of a group in the solution of problems. (II-B-5)

Engage in strategies to promote inter-cultural communication and conflict resolution. (II-D-3)

Are committed to their own emotional and physical well-being. (II-A-2)

Group 2: Critical Thinking, Research, and Communication of Knowledge.

This group will research and establish pedagogical models and evaluation rubrics that achieve the mission statement outcomes related to students developing holistic concepts of critical thinking that allow them to formulate questions, evaluate information sources, conduct research, critically analyze arguments, and communicate knowledge effectively. They are charged to find models of critical thinking that can encompass rational and creative thought and communication. The skills and dispositions of Drake graduate covered by this group include:

Appreciate that there are multiple ways of knowing, from the analytical to the creative. (II-A-6)

Think critically with an ability to conduct a reasoned analysis and evaluation of arguments, as well as to raise ethical questions that lead beyond factual knowledge to informed choices. (II-B-3)

Apply knowledge and skills to understand new situations. (II-B-4)

Pursue new knowledge with intellectual curiosity, rigor, honesty, and accountability. (II-B-6)

Speak and write effectively. (II-B-2)

Group 3: Responsible Global Citizenship.

This group will research and establish pedagogical models and evaluation rubrics that achieve the mission statement outcomes related to making students “engaged global citizens”. This is a broad area, encompassing issues of societies and cultures, science, and history. The outcomes in this area can be divided into two sub-groupings. One grouping deals with skills and includes these mission explication statements concerning Drake graduates:

Understand the historical and social contexts that inform their own development. (II-A-4)

Understand the relationship of their human development to the natural world around them. (II-A-5)

Demonstrate an understanding of the historical and cultural foundations of a society other than their own. (II-D-1)

Understand the impact that our nation and its cultures have on the larger global community. (II-D-2)

The second grouping addresses dispositions or behaviors, and it encompasses these statements concerning Drake graduates:

Assume responsibility for the common good of local, national, and global communities. (II-D-4)

Fulfill their responsibilities as citizens in a participatory democracy. (II-D-5)

Serve as active stewards of both the natural environment and the cultural heritage of society. (II-D-6)

In addition to models and rubrics, this group will be asked to explore how to bring about deeper student engagement in societal affairs. More specifically, the group will explore the feasibility of a “tiered” citizenship component within the Drake Curriculum that may include a culminating general education experience. As one possibility, a basic tier of multicultural, scientific, and historical awareness – corresponding to the “skills outcomes” above – may become focus of various AOIs (i.e., Multicultural, Scientific, Historical, and possibly others). Building upon this basic tier, a redesigned upper division Engaged Citizen AOI could serve as a culminating experience in developing engaged citizens. For example, this experience could potentially involve

analysis of a substantive issue from several disciplinary perspectives, and it could perhaps incorporate experiential learning (service learning, study abroad, etc.).

Group 4: Reflective Practitioners.

This group will research and establish pedagogical models and evaluation rubrics that achieve the mission statement outcomes related to making students “reflective practitioners”. As such, this group will address the minimum requirements for senior capstone experiences within majors. This group will explore how capstones can apply, construct, and communicate knowledge within the context of the discipline. This group will also investigate possible “general education” requirements of the disciplinary capstone (if any). The mission statement outcomes within the scope of this group are:

Demonstrate mastery of content in at least one disciplinary or interdisciplinary body of knowledge. (II-B-1)

Use the breadth and depth of their educational experiences to reflect on their professional activities and the consequences for the larger society. (II-C-1)

Push the boundaries of current knowledge and current practice in their fields. (II-C-2)

Act to maintain professional practices that are consistent with their ethical judgment and stewardship responsibilities. (II-C-3)

Demonstrate the capacity to raise questions about the relationship of their profession to ethical and civic issues. (II-C-4)

2. A two-day workshop of all participants will be held on May 23 and 24, 2005, to discuss the mission explication outcomes, their grouping, and the concepts of models and rubrics (basically to get study groups on the same page), indicate examples from other universities, and then provide working time for each group to get started. Lon Larson and John Burney will facilitate the workshop. Participants (except administrators) will receive a stipend out of the current year’s budget -- \$250 per participant.
3. Each eligible member the working groups will receive an additional \$250 stipend out of the FY ’06 budget to continue the work over the summer. (Thus each eligible faculty or staff participant would receive \$500 total for the work.) Study groups will be able to access some expense funds through the approval of the Dean of Arts and Sciences for photocopying, books, etc.
4. The Criterion chairs will provide the study groups with a template for a report on their recommendations due September 15. The Criterion chairs then will organize meetings in the early fall for interested faculty as well as the Criterion 3 and 4 committees and the University Curriculum Committee to discuss options and models as presented by the working groups.
5. Criterion 3 and 4 will make a joint proposal on selecting the models and implementing curriculum revisions to the University Curriculum Committee by January, which will then discuss and make a final recommendation to the Faculty Senate in February 2006.
6. If approved by the University Curriculum Committee and the Senate, a three-day faculty development workshop for Drake Curriculum instructors will be held in May 2006 on teaching the revised pedagogical models/rubrics.

If you have any questions about the study groups, please contact either Lon Larson or John Burney.

Part Four:

Drake University Mission Statement and Explication

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

I. The University

Drake University is committed to supporting the development of knowledge, talents, skills and abilities to the highest level for all of our students, faculty, and staff by providing an **exceptional learning environment** that emphasizes **collaborative learning**.

A. In order to ensure and sustain an **exceptional learning environment**, Drake University:

1. Provides academically-challenging experiences that emphasize active learning.
2. Stresses the integration of curricular, co-curricular and residential activities in the pursuit of a holistic education.
3. Ensures that all learning activities are grounded in the core values of the institution.
4. Provides a campus environment that welcomes and supports a diverse population, as well as a diverse range of opinions and perspectives.
5. Provides a rich array of undergraduate and graduate, research, and experiential learning opportunities.
6. Recruits and supports exceptional faculty and staff to serve as teachers, collaborators, and mentors for students.
7. Maintains flexible learning and teaching facilities that can accommodate a variety of teaching methods, learners, and educational goals.
8. Provides advanced educational technology and information resources in support of learning.
9. Supports faculty research and other modes of professional development in order to enhance knowledge and expertise.
10. Supports professional development opportunities for staff.
11. Regularly conducts an intensive review of learning programs to assure excellence, currency, effectiveness, and appropriateness to both student goals and institutional mission.
12. Promotes active interchange and communication within the University community, and between the University and its external constituencies (including alumni, the community, supporters, and friends).
13. Models engaged citizenship through service to the larger community that is consistent with the educational mission

B. Drake University emphasizes **collaborative learning**, structuring curricular and co-curricular experiences in a manner that students learn how the knowledge and skills of individuals are brought together to achieve collective goals.

Drake graduates, faculty, and staff:

1. Understand that healthy relationships are built on mutual respect and support of others' personal well-being, learning and development.
2. Value the knowledge, perspectives, and input of others.
3. Understand that the truth is often best discovered through discourse and the reasoned analysis of one another's ideas.
4. Understand that important issues rarely have one, simple solution, and are able to manage the complexity of the challenges that face us.
5. Create an environment in which members of the University community enhance their analytical and creative intelligence through constructing and sharing knowledge.

II. Drake Graduates

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:

A. Meaningful Personal Lives. Drake graduates thoughtfully pursue self-knowledge, placing their personal development in the context of a critical understanding of their culture and society and use that knowledge to make responsible ethical choices, and are able to pursue personal aspirations while at the same time contributing to the common good.

Drake graduates:

1. Take responsibility for their own learning.
2. Are committed to their own emotional and physical well-being.
3. Articulate a reasoned vision of their own values and plan for life-long development.
4. Understand the historical and social contexts that inform their own development.
5. Understand the relationship of their human development to the natural world around them.
6. Appreciate that there are multiple ways of knowing, from the analytical to the creative.

B. Professional accomplishments. Drake graduates develop the individual skills that allow them to assume leadership in their chosen fields and to provide the knowledge, expertise, and vision to achieve organizational goals. They hold themselves to high standards of integrity and accountability.

Drake graduates:

1. Demonstrate mastery of content in at least one disciplinary or interdisciplinary body of knowledge.
2. Speak and write effectively.
3. Think critically with an ability to conduct a reasoned analysis and evaluation of arguments, as well as to raise ethical questions that lead beyond factual knowledge to informed choices.
4. Apply knowledge and skills to understand new situations.
5. Synthesize and focus the ideas and efforts of a group in the solution of problems.

6. Pursue new knowledge with intellectual curiosity, rigor, honesty, and accountability.

C. Integration of liberal arts and sciences with professional preparation. Drake graduates are *reflective practitioners* with an understanding of the larger goals of stewardship inherent in their professional endeavors, and have a sense of obligation that extends beyond the self. They develop an ability to anticipate the consequences of actions as well as a commitment to ethical conduct.

Drake graduates:

1. Use the breadth and depth of their educational experiences to reflect on their professional activities and the consequences for the larger society.
2. Push the boundaries of current knowledge and current practice in their fields.
3. Act to maintain professional practices that are consistent with their ethical judgment and stewardship responsibilities.
4. Demonstrate the capacity to raise questions about the relationship of their profession to ethical and civic issues.

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

Drake graduates:

1. Demonstrate an understanding of the historical and cultural foundations of a society other than their own.
2. Understand the impact that our nation and its cultures have on the larger global community.
3. Engage in strategies to promote inter-cultural communication and conflict resolution.
4. Assume responsibility for the common good of local, national, and global communities.
5. Fulfill their responsibilities as citizens in a participatory democracy.
6. Serve as active stewards of both the natural environment and the cultural heritage of society.