

Criterion #4 Committee
Meeting October 26, 2004

Attending: Laurie Dore, Jessica Lang, Maura Lyons, Jayne Smith, Tom Tronick, Lon Larson
(Absent: Stuart Klugman, Sara Graham)

The Committee reviewed the first draft of the Data Sheet related to Core Component 4a (See Attachment 1 below) (The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning). Items were added to the themes of Faculty Scholarship and Student Scholarship & Inquiry. The table representation was viewed favorably. (Also see Core Component 4a Examples of Evidence; Attachment 2 Below).

The Committee noted the importance of coordinating the various surveys that will be needed to collect the data (to avoid an on-going stream of requests for information).

[Shortly after the meeting, I received an estimate of the funds spent by the university in support of faculty scholarship – one of the items on the data sheet. We need to clarify the “ingredients” within that sum, but this is an example of the type of data needed.]

Jayne Smith reported on her meeting with Marketing and Communications (M&C) regarding the publicity of faculty and student scholarly achievements. The clipping service used by M&C will be able to provide valid outcome measures.

[Importantly, Jayne is working with M&C to enhance and implement the strategies for announcing grant awards. This is an example of how assessment can lead to improved operations.]

At our next meeting (November 9), we will begin to work with a Criterion #3 subcommittee. Our joint efforts will focus on that criterion as well as two components of the Criterion #4:

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.

The first step will be to match or map the current learning outcomes of the Drake Curriculum with the outcomes expressed in the University's mission statement (expanded version). To this end, these materials were distributed to committee members:

- a summary of the components of the two criteria;
- the current draft of the explicated mission (the final version will be distributed when it becomes available); and
- the descriptions of the components of the Drake Curriculum (FYS, the AOIs, senior capstone).

Attachment 1

Criterion 4 – Data Sheet (10/26/04)

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	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?		

Attachment 2

Criterion Four: Acquisition, Discovery, and Application of Knowledge

Core Component - 4a

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

Examples of Evidence

- The organization publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

Faculty

Faculty accomplishments get announced in all alumni publications. *Drake Blue* is published 3 times per year, and an electronic version of this publication, entitled *E-Blue*, will be coming out monthly beginning in December 2004 or January 2005. Alumni, staff, Board of Trustees, and friends of Drake receive these alumni publications.

Typically faculty must send their information to Marketing in order for it to be included in these publications. Drake subscribes to a clipping service that provides information when an alumna/alumnus or staff member is mentioned in a newspaper.

Marketing staff are also assigned “Beats” where they meet monthly with colleges, schools, and departments to learn of special events or noteworthy achievements in these divisions.

Marketing makes available free photo sittings for faculty (and staff upon request) in order that they have a readily available photo that can be used for press releases. It is estimated that only 20% of the faculty have used this service.

Marketing keeps statistics on the number of news releases that are printed and the number of clips that are generated from a news release.

A strategy for publicizing grant awards was briefly discussed but will be talked about at greater length in the near future. Grant award information should be sent to Marketing in a format that does not have to be manipulated. This information should include the Project Director’s name, the funding agency, amount of award, and a paragraph or two explaining the research in terms that a layperson could understand.

Faculty achievements are also recognized in *On Campus*, a bi-weekly electronic publication that is sent to all Drake faculty and staff, board members, and friends of Drake.

The Law School has its own alumni publication.

Students

News releases on student achievements are sent out to their hometown newspapers whenever possible. However, Marketing is running into difficulty locating students’ hometowns because

students self delete that information on Banner. (Many do not want that information on Banner for fear that parents will receive their grade reports.)

Student achievements that are publicized include the president's and deans' list, graduation, special or noteworthy projects and the various awards mentioned in *Leaders and Luminaries*. A news release is written on each of the awards listed in *Leaders and Luminaries*! Releases are sent out for honors and awards bestowed in the various colleges and schools, providing the information is sent to Marketing and Communication.

Drake subscribes to a clipping service that provides Marketing information when a student is mentioned in a newspaper.

Marketing keeps statistics on the number of news releases that are printed and the number of clips that are generated from a news release.