

Revised April 2006

Mission Statement and Explication

This document has a fourfold purpose: 1) to articulate the Mission Statement of Drake University; 2) to provide definitions of the goals that constitute the mission (note: those goals are highlighted in bold type in the Mission Statement); 3) to identify those responsibilities that the University assumes in order to ensure that the stated goals are realized; and 4) to identify those areas of knowledge, skills, and habits of mind that we expect Drake-educated students to have developed in realization of the University's mission.

Mission Statement

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. (Drake University's core values are excellence, learning, integrity, citizenship, and fiscal responsibility.)
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 learning 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 an understanding of the value of life-long learning.

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. Are able to critique existing knowledge in their field and to produce new knowledge
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.