INTRODUCTION

Clarke University exists for its students just as it did when it first was founded in 1843. The University’s primary strength lies in the quality of its faculty commitment to excellence in teaching. The quality of the Clarke educational experience is the responsibility of the faculty and administration. To see that this quality is maintained and strengthened is the charge of the Clarke University Board of Trustees.

Although many of the policies and procedures specified in this manual are similar to those recommended by professional associations, Clarke’s policies are independent of such agencies. The University does not consider membership in these organizations to bind the University to follow recommendations or to obligate the University to agree with external interpretations of University regulations. Policies and procedures specified in this document are established by the Board of Trustees and the Office of the President in a working relationship with the University.

While Clarke University is firmly committed to non-discrimination and affirmative action in its recruitment practices, it also reserves its right to grant preference to men and women who ally with its Catholic heritage. The University must do this to maintain its religious and institutional integrity. Therefore, Clarke University will take the question of whether or not candidates for administrative, faculty and staff positions are Catholic to be one among many pertinent considerations.

As a Catholic educational institution *sponsored by the Sisters of Charity of the Blessed Virgin Mary (BVM), Clarke University may grant employment preferences to BVMs. The University may seek qualified BVMs for administrative, faculty or staff positions without advertising these positions. A qualified BVM applicant may be favored over a qualified but non-BVM applicant for an advertised administrative, faculty or staff position. The University may also work with the Clarke University BVM Liaison Committee to identify BVMs to educate or train for administrative, faculty or staff positions, provided the funding is given by the Clarke BVM Education Fund. Once the hiring process is completed, employment policies for faculty, administrators and staff are administered equally with all employees.

*Sponsoring organization mean that the University was founded by the Sisters of Charity of the BVM. Those BVMs employed by the University give financial support to the institution by contributed services.
CHAPTER I

I. HISTORY, MISSION, VISION, GOALS, AND EMBLEMS OF THE UNIVERSITY

A. History

Clarke University was not only the first college for women in Iowa, but also one of the first women's colleges west of the Mississippi River. Its origin was the boarding school founded in 1843 as part of St. Mary's Female Academy in Dubuque, Iowa Territory by the Sisters of Charity of the Blessed Virgin Mary under the leadership of Mary Frances Clarke, their foundress. They came to Iowa at the invitation of pioneer Bishop Matthias Loras. Iowa became a state in 1846; the boarding school--now St. Joseph's Academy--was moved to St. Joseph's Prairie, almost ten miles southwest of Dubuque. In 1859, the school returned to the city as the Academy of the Sacred Heart, on the Fourteenth Street hill. In 1868, it relocated to the Wellington Mansion at Thirteenth and Main--again named St. Joseph's.

The newly constructed Mount St. Joseph's Academy opened in January, 1881 on Seminary Hill, now Clarke Drive. Mount St. Joseph became a liberal arts college in 1901, chartered by the state of Iowa, conferring its first Bachelor of Arts degrees in 1904. In 1913, degree work expanded from three to four years. The college was accredited by the North Central Association of Colleges and Secondary Schools in 1918 and continued its steady growth. It was renamed Clarke College in 1928.

A desire for academic and student development has marked the history of Clarke University, especially in the second half of the twentieth century. Clarke was fully accredited by the National Council for Accreditation of Teacher Education in 1960. Graduate work in Education began on campus in 1964, with the first Master's degree awarded in 1967. In the late 1960s, Clarke, Loras and the University of Dubuque formed the Tri-College Cooperative Effort. An Intersect Program for able high school seniors was initiated in 1972 which allowed them to enroll and receive credit for college courses. Clarke's Continuing Education for Women answered a need of the Dubuque community in 1973. As a result of an institutional study conducted by the Board of Trustees, Clarke University became coeducational in all of its academic programs in 1979. An accelerated evening program for adults was established in 1986. The formation of Masters programs in Nursing and Business Administration followed as well as a Doctor of Physical Therapy program.

Fire in May of 1984 destroyed four of Clarke's buildings. In 1986, a dedication was held for a new chapel, library, music hall, art studios, classrooms and administrative office space, opening from a 56 foot high glass atrium.

The construction of a sports complex to provide for a longstanding student need was completed in 1994. Clarke College celebrated its sesquicentennial in 1993. An apartment complex to house 96 students was completed in 1998 and a student center to provide for student activities and student life offices was completed in January of 1999.
B. Mission Statement

We are a Catholic, co-educational, liberal arts university founded in 1843 by the Sisters of Charity of the Blessed Virgin Mary in Dubuque, Iowa. Clarke educates students at the post-secondary level in the liberal arts and sciences, the fine arts, selected professional programs, and graduate programs.

We, the faculty, students, staff and administration are a caring, learning community committed to excellence in education. We provide a supportive environment that encourages personal and intellectual growth, promotes global awareness and social responsibility, and deepens spiritual values.

To Foster Our Mission:

WE ENCOURAGE personal and intellectual growth by:

- challenging ourselves to grow, experiment, and explore
- fostering critical thinking and informed decision-making
- requiring articulate communication of thoughts and ideas
- setting high standards for quality
- utilizing the best tools available for learning
- providing skills for success in the contemporary world
- developing creativity, aesthetic awareness, and appreciation
- encouraging personal initiative and leadership
- promoting physical well-being
- instilling a passion for life-long learning.

WE PROMOTE global awareness and social responsibility by:

- supporting and caring for one another
- recognizing the responsibility and necessity to serve others
- reaching out actively to serve the community
- respecting individual rights, privacy, and diversity
- raising consciousness regarding contemporary issues
• emphasizing peaceful resolutions to conflict
• modeling collaboration in leadership
• bringing about positive changes as responsible members of a world community.

WE DEEPEN spiritual values by:

• supporting the Catholic tradition
• enhancing one's own search for the Sacred
• applying spiritual values in our lives
• challenging ourselves to understand other traditions
• experiencing community celebrations of faith.

THEREFORE, we envision our graduates to be persons who believe in and demonstrate:

• intellectual rigor and curiosity
• critical analysis and informed decision-making
• spiritual depth and values
• aesthetic sensitivity and cultural appreciation
• active community involvement
• contemporary professional skills in field of choice
• personal and social responsibility
• acceptance of diversity in people and ideas
• self-knowledge, self-confidence, and self-motivation.
Evolution of University Mission Statement

Clarke University has always expressed its educational goals and aims in statements of belief. One source for these statements is the university catalog.

In 1933, the catalog indicated that:

The College aims to offer young women every opportunity for a thorough study of the various branches required for a Liberal education, and at the same time so to train them in the knowledge of religion and religious duties that they may endeavor to develop worthy characters by the practice of every virtue...Parents wish to choose for their daughters a school which best represents the care and protection of the home. To be a second home to its students is one of the special aims of Clarke College.

Ten years later, as the college community celebrated the 100th anniversary of its founding, the catalog carried the following statement:

The challenge of the shifting social conditions of the past century has been consistently faced and met by Clarke College during the hundred years of its existence. Each of the ten decades since 1843 has demanded curricular changes, new scholastic and disciplinary attitudes, revised regulations; Clarke College has not been blind to the necessity and utility of such changes. But the basic principles that are the foundation stones of any lasting organization are impervious to the assaults of time and custom. So has it been with the ideals which Clarke College has possessed from its very beginning.

When Mother Mary Frances Clarke and her companions voluntarily embraced a rigorous pioneer life in the Iowa of the 1840's, they did so because they were inflamed with the desire to bring to that wilderness Character, Culture, and Catholicity. The same ideal has steadily burned throughout the years in the hearts of the religious who have followed those intrepid trail-blazers.

The Sisters of Charity of the Blessed Virgin Mary believe and teach that the training of the will and the formation of character are of far greater importance than the mere acquiring of knowledge; consequently, it has been their unmitigated effort for the past century to send forth from Clarke College educated women of culture and character, and women of solid Catholicity. Clarke College has endeavored to fulfill all that is implied by its title, a Catholic Liberal Arts College, and its leading objective is to give to the world graduates with completely developed personalities, young American women who are fully equipped to carry on their chosen lifework, whether that be in the field of research, of professional activity, or of homemaking.

The thrust of the 60s moved the College to place academic excellence at the forefront. The 1961-63 catalog stated college goals as follows:
Clarke College is well into its second century of educating young women for full and generous Christian learning and living. Of first importance is its encouragement of the quest for Truth. This necessarily binds the faculty and the students to intellectual excellence, giving preeminence to the development of Christian wisdom. This is the reason for Clarke's insistence on a liberal arts curriculum presented in the light of Christian revelation.

Designed to provide a broad cultural background together with specialized knowledge in one department of learning, the curriculum presents the foundations as well as the height and breadth of the great fields of knowledge, encouraging appreciation of, and creative contributions to, the arts and sciences.

With the advent of the 70s, the tone of the language changed. The 1970-72 catalog stated college beliefs as follows:

We believe that women must contribute significantly to the shape of society during the decade of the Seventies. Society needs the insights and inspiration of women intellectually aware of those issues and ideas which most radically affect the quality of human life, and personally committed to the belief that all persons deserve a share in the fullness of human life.

We believe that our young women need opportunities for personal growth through responsible participation in the activities of an academic community--a community attuned to contemporary problems and crises, but keenly aware of the heritage that has shaped the values of modern humanity.

We believe that in a milieu of open but responsible inquiry, young women can develop attitudes of concern, basic religious beliefs, sensitive moral judgments, and strategies for creative dissent characteristic of Christian personhood. Faculty and students are keenly interested in current ethical and moral problems, especially as these relate to young people and to disadvantaged minorities. To investigate these problems, they enlist the cooperation of theology and philosophy departments from the area colleges and seminaries, engaging in dialogue about rights and responsibilities, values and liberties, and seeking information and motivation.

At the end of the decade, the following "Statements of Belief for Clarke College" appeared in the North Central Self Study Report:

Clarke College, a Catholic institution, is comprised of three Divisions: The Woman's College whose primary purpose is to provide quality academic programs for women; the Continuing Education Division whose primary purpose is to provide opportunities for continuing, life-long learning for women and men; and, the Graduate Division whose primary purpose is to provide professional programs for women and men in the field of education. Together the three Divisions of the College have an overall mission and support the following
statements:

a. Clarke believes that the educational process contributes to the development of each person’s individual potential.

b. Clarke believes in a cohesive community which fosters and supports interpersonal relationships and respects individuality and divergent viewpoints.

c. Clarke believes that the artistic expressions of human experience and the accumulated bodies of human knowledge provide persons with insight necessary for understanding contemporary life and for anticipating future human needs and possibilities.

d. Clarke believes that persons who are able to contribute to the quality of human life in a life’s work need to acquire the professional skills necessary to function within a technological society.

e. Clarke believes that as an institution of higher education it has a responsibility to serve, within the limits of its mission and resources, the needs of the community in which it exists.

f. Clarke, as a Catholic institution, believes in the inquiry into and the expression of religious beliefs.

The Board of Trustees, the Planning Committee, and college administrators reviewed and reaffirmed the Mission Statement in 2002-3 and again in 2006-7.

To achieve its mission, the College provides an education which:

a. Supports Catholic identity and commitment, and encourages students of all religious persuasions to develop and strengthen personal faith and to apply spiritual values in their lives;

b. Gives students a solid foundation in the liberal arts and sciences, maintains its rich heritage of artistic expression, and provides necessary mastery of professional skills to achieve a full life in contemporary society;

c. Contributes to the development of each person’s potential in the context of a small college community;

d. Provides a community which values interpersonal relationships and respects individuality and divergent viewpoints; and

e. Encourages students to develop a sense of social responsibility and respect for cultures, ideas, and attitudes different from their own.
C. Vision Statement

Clarke University, enlivened by the history, tradition and core values of the Sisters of Charity of the Blessed Virgin Mary, in the 21st Century is a distinguished student oriented Catholic liberal arts college recognized for graduating students prepared academically, morally and spiritually who become leaders in a rapidly changing workplace and an evolving diverse society.

D. Long Range Goals

To ensure the attainment of its mission, Clarke University has established the following long range goals and objectives:

1. Promote a culture of personal, intellectual, and spiritual growth;
2. Enhance a culture of social responsibility and global awareness grounded in Catholic social teaching;
3. Ensure excellence in design and delivery of academic programs and student life programs;
4. Optimize enrollment and retention to support university operations and future plans; and
5. Strengthen university resources and services to advance the mission.

E. Clarke University Emblems

1. The University Seal and The President’s Medallion

The Presidential Medallion is modeled after the Clarke University Shield. The shield was originally designed by Helen Kerrigan, BVM, artist in residence, and former registrar Mary Francine Gould, BVM.

The cross on the upper-left corner of the shield is a variation of a Celtic cross and represents the Irish and Christian heritage of the school. The book in the upper-right corner symbolizes a dedication to academic excellence. The waves in the lower-left corner of the shield represent the geographical location of Clarke on the Mississippi River. The symbol in the lower-right corner of the shield represents Clarke’s ties to the Sisters of Charity of the Blessed Virgin Mary (BVMs)

2. The University Mace

Knowledge, truth and love are the focal points of the Clarke University Mace. Reflecting a colorful history which can be traced back to the days of chivalry, the mace is the symbol of authority in contemporary academic processions.
Designed by Meinrad Burch of Zurich, Switzerland, the Clarke mace consists of a gold staff surmounted by a mother-of-pearl orb. Topping this orb is a gold disk with a cross composed of two Greek words, “light” and “life,” signifying Christ, the Light and Life of the world.

Radiating from the base of the staff are eight gold spokes, four of which feature embossed symbols of the ideals for which Clarke University stands. A lamp signifies truth, an owl typifies wisdom, two clasped hands suggest harmony of love and a cross identifies the religious character of the university.

The design for the mace was taken from an 8th- or 9th-century pyx.