

APPENDICES



APPENDIX 1: COMPLIANCE PROCEDURES

1. CREDITS, PROGRAM LENGTH AND TUITION

1A: CREDITS

The established standard for measure of academic work at Drake University is the semester credit hour. A semester credit hour is normally defined as the equivalent of one 50-minute class period per semester week. The [*Drake University Undergraduate Catalog*](#) states:

The credit hour or semester hour, terms used interchangeably in this catalog, is the unit of instruction. A minimum of one hour of recitation or lecture work per week for a semester (or its equivalent) constitutes one hour of credit. A minimum of two hours of laboratory work per week for a semester (or its equivalent) also constitutes one hour of credit. A semester is usually 16 weeks in length. Each year, Drake offers two semesters and a summer term.

The undergraduate and graduate academic calendars are approved by the Drake University Faculty Senate and consist of 16-week fall and spring semesters including final examinations. Drake University Law School establishes an academic calendar that complies with American Bar Association guidelines. The law calendar begins and ends in close alignment with the undergraduate/graduate calendar.

Courses offered in the Drake University summer session are equivalent in both content and credit to those offered during the fall and spring semesters. Summer session typically begins the Monday following the close of the spring semester and ends the week prior to the fall semester. All grades are assigned on a semester credit hour basis and may be applied toward any appropriate degree or certificate program offered by Drake University.

1B. PROGRAM LENGTH

Program length varies by degree. All are consistent with standards for comparable programs across the country. The Drake University bachelor degree requires a minimum of 124 earned

credit hours. Program specifics are available in the Drake University [Undergraduate](#) Catalog. Graduate and professional degree programs have differing earned credit hour and program length requirements based upon degree program standards. Program specifics are available in the Drake University [Graduate](#) Catalogs

Permanent official academic records for all undergraduate, graduate and professional students are maintained by the Office of Student Records and Academic Information. The student record includes term and cumulative grade history, majors, minors and degrees conferred. Students may view this information via *blueView*, Drake University's self-service web portal.

1C: TUITION AND PROGRAM COSTS

Drake University tuition does not vary for undergraduate programs. Programs for graduate and professional study do utilize different rates for tuition. Tuition charges are determined by a variety of factors including instructional costs, market considerations and the earnings potential for graduates of the various programs.

Compliance Table 1: Drake University Five-Year Tuition and Fees

	<u>2002 – 03</u> <u>Rates</u>	<u>2003 – 04</u> <u>Rates</u>	<u>2004 – 05</u> <u>Rates</u>	<u>2005 – 06</u> <u>Rates</u>	<u>2006 – 07</u> <u>Rates</u>
Tuition					
Full-time (Per Year)					
Undergraduate*	\$18,190	\$19,100	\$20,200	\$21,100	\$22,270
Mandatory Fees	\$ 320	\$ 320	\$ 350	\$ 362	\$ 412
<u>Total UG Tuition and</u>					
<u>Mandatory Fees</u>	<u>\$18,510</u>	<u>\$19,420</u>	<u>\$20,550</u>	<u>\$21,462</u>	<u>\$22,682</u>
Room and Board					
<i>Fall and Spring (Per Year)</i>					
Board, Average Plan	\$ 2,840	\$ 2,940	\$ 3,050	\$ 3,170	\$ 3,310
Room-Double	\$ 2,650	\$ 2,760	\$ 2,870	\$ 3,000	\$ 3,190
<u>Total Room and Board</u>	<u>\$ 5,490</u>	<u>\$ 5,700</u>	<u>\$ 5,920</u>	<u>\$ 6,170</u>	<u>\$ 6,500</u>
<u>Total UG Tuition,</u>					
<u>Room and Board</u>	<u>\$24,000</u>	<u>\$25,120</u>	<u>\$26,470</u>	<u>\$27,632</u>	<u>\$29,182</u>

Additional fees are charged to cover costs for laboratory courses, private lessons, copy fees, supplies and subscriptions. Room, board and technology fees are the same for all students. All tuition and fees for 2007-08 are available on the [Student Accounts Web Page](#).

Compliance Table 2 provides a comparison of undergraduate comprehensive fees (tuition, fees, room and board) for the most recent academic year between the University and public (based upon in state tuition) and private institutions with which the University directly

competes for students in descending order by the number of cross application. The University's fees include computer access.

Compliance Table 2: Comparison of Tuition and Fees—Institutions Directly Competing with Drake University

State	Competing Institutions	2006–07 In-State Tuition, Fees, Room and Board
Iowa	Drake University*	\$22,682
Iowa	University of Iowa	\$13,047
Nebraska	Creighton University	\$25,126
Indiana	Butler University	\$25,414
Wisconsin	Marquette University	\$25,074
Wisconsin	University of Wisconsin (Madison)	\$14,400
Minnesota	University of Minnesota (Twin Cities)	\$16,234
Illinois	Loyola University of Chicago	\$22,789
Illinois	University of Illinois (Champaign Urbana)	\$17,682
Missouri	Truman State University	\$11,760
Iowa	Iowa State University	\$12,505
Indiana	Purdue University	\$14,236
Illinois	Bradley University	\$20,078

*Fees are included in cost.

In addition to the institutions that directly compete for students, the University considers the Midwest universities listed in the following table to be peer institutions:

Compliance Table 3: Comparison of Tuition and Fees for Peer Institutions

State	Peer Institution	2006–07 Total Tuition, Fees, Room and Board
Ohio	John Carroll University	\$25,072
Ohio	Xavier University	\$23,880
Minnesota	University of St. Thomas	\$24,808
Minnesota	Hamline University	\$25,040
Indiana	University of Evansville	\$22,980
Ohio	University of Dayton	\$23,970
Indiana	Valparaiso University	\$24,000

2. INSTITUTIONAL COMPLIANCE WITH THE HIGHER EDUCATION REAUTHORIZATION ACT**2A: TITLE IV**

Copies of documents relevant to Title IV compliance reside in the Office of Student Financial Planning and in the Office of the Controller. The United States Department of Education Federal Student Aid Program Participation Agreement (PPA), the Eligibility and Certification of Renewal (ECAR), the Fiscal Operations Report and Application to Participate (FISAP), and the official default rate notifications are available in the Office of Student Financial Planning. Drake's current Program Participation Agreement expires on March 13, 2013. Drake University's Official Cohort Default Rates for the past six years are summarized in Compliance Table 4.

Compliance Table 4: Drake University Fiscal Year Federal Cohort Default Rate (CDR) FY00 to FY05

	Official cohort default rate	Number of borrowers entering repayment	Number of borrowers entering repayment and defaulted
FY2005	1.0%	1,255	13
FY2004	1.6%	988	16
FY2003	1.8%	1,004	19
FY2002	1.8%	964	18
FY2001	2.6%	853	23
FY2000	3.0%	979	30

Drake University submits Federal Perkins Loan default rates through the FISAP. Federal Perkins Loan collections are managed by the Director of Student Accounts Services in coordination with an outside vendor Educational Computer Systems, Inc. (ECSI).

Compliance Table 5: Federal Perkins Default Rates for Borrowers Who Entered Repayment in the Specified Award Year as reported on the FISAP.

	Official cohort default rate	Number of borrowers entering repayment	Number of borrowers entering repayment and defaulted
2005 – 2006	3.18%	314	10
2004 – 2005	5.09%	334	17
2003 – 2004	6.04%	331	20
2002 – 2003	6.54%	367	24
2001 – 2002	7.98%	326	26
2000 – 2001	6.72%	387	26

Compliance Table 6: Federal Health Professional Loan Default Rates for Borrowers Who Entered Repayment in the Specified Award Year as reported on the AOR

	Official Default Rate
2005 – 2006	1.04%
2004 – 2005	1.03%
2003 – 2004	0.69%
2002 – 2003	0.56%
2001 – 2002	0.67%
2000 – 2001	0.58%

Copies of the Annual A-133 audits, including documentation of any action upon findings, are available in the Office of the Controller. As disclosed in the May 31, 2003 and 2002 audit reports, Drake reported findings regarding timely return of some Title IV funds. Upon discovery and in coordination with our external audit firm, we were proactive in reporting to the U.S. Department of Education. As a result, Drake was required by the DOE to submit an irrevocable letter of credit in June of 2003. The letter of credit was allowed to expire in October 2006 and no further action was required. Also upon discovery, Drake took immediate action to review procedures and implement additional controls to ensure timely refunding. Drake has had no occurrences or findings since May 2003. Full disclosure of the findings, audit firm recommendations and Drake responses can be found in the A-133 audits referenced above. Drake has not had any limitation, suspension or termination actions or audits by the Inspector General or federal program reviews since the previous accreditation review.

All documents will be available in the Resource Room.

2B. Crime Reports

Drake University is proactive in one of its most important goals, ensuring the safety and security of our students and campus community. Drake Campus Security strives to provide a safe and secure environment for students, faculty, staff and campus visitors. Drake Security encompasses a community friendly approach that enhances safety through the visibility of security personnel, preventive patrols, 24-hour accessibility, positive conflict resolution, and crime prevention and awareness programs. Drake Security collaborates with local law enforcement and community organizations.

Campus crime statistics are compiled in accordance with the Clery Act, 20 USC 1092(f). Drake's three-year crime analysis is posted and publicly accessible on the [Campus Security and Parking](#) Web site and is included in the Campus Security brochure "Working to Keep You Safe" that may be downloaded from the Web site or requested from the Campus Security and Parking office (515-271-2222).

3. FEDERAL COMPLIANCE VISITS TO OFF-CAMPUS LOCATIONS

Drake University's current Higher Learning Commission Record of Status and Scope stipulates that no prior Commission approval is required for offering existing degree programs at new sites within the state and within the United States.

4. ADVERTISING AND RECRUITMENT MATERIALS

Recruitment materials including the *Undergraduate Viewbook*, *International Viewbook* and *Transfer Viewbook Supplement* reference Drake's affiliation with the Higher Learning Commission as follows: Drake University is accredited by the Higher Learning Commission and a member of the North Central Association, 312-263-0456, <<http://www.ncabl.org>>. The Commission is cited the same way on any Web sites and other publications referencing the Higher Learning Commission accreditation.

5. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Until recently Drake University had a totally decentralized procedure for receiving and responding to student complaints. In 2006, an all-University Student Complaint Policy and procedure was developed and implemented.

Drake University now requires that every administrative academic unit have a clear and available policy and procedure for reporting complaints and concerns. The University [*Student Complaint and Appeal Resources and Procedures Web site*](#) provides information about policies and procedures for making complaints, links to forms for submitting complaints and links to complaint procedures for all academic and nonacademic units at Drake University. In addition, every unit lists procedures and contacts on their Web site.

A summary of complaint information will be available in the Resource Room.

APPENDIX 2: DRAKE UNIVERSITY MISSION DOCUMENTS

Drake University Mission Documents

1. Drake University Mission Statements

2. Mission Explication

3. Statement of Principles

Mission Documents 1: Drake University Mission Statements

1A. DRAKE UNIVERSITY MISSION STATEMENT AND VISION STATEMENT

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.

Vision Statement

Drake University will enhance its position as a premier comprehensive university in the Midwest and as a national leader in higher education for learning, faculty roles, and public service.

Passed by the Board of Trustees: June 2002

Passed by the Faculty Senate: September 2002

1B. CURRICULAR UNIT MISSION STATEMENTS

College of Arts and Sciences

Mission: Within the broader mission of the university, the College of Arts and Sciences is a community of life-long learners engaged in the creative use of knowledge, culture, and reflection to meet the challenges of the 21st century.

College of Business and Public Administration Mission and Vision

Vision: To be a provider of choice for professional management education in the Midwest.

Mission: To educate effective business and professional leaders by bringing the world into the classroom and taking the classroom into the world.

School of Education Mission and Vision

Vision: The School of Education is a learning community providing quality preparation, licensure, and continuing education for teachers, trainers, counselors, school administrators, and educational leaders. Our learning community includes our internal members and active stakeholders from PK–12 school systems and other learning organizations. We seek to be leaders in teaching, service, and scholarship and to establish collaborative partnerships.

Mission (What We Want to be in 2005)

The Drake University School of Education is a premier professional education provider recognized for its undergraduate and graduate degree programs and certifications, continuing professional education, and community outreach.

School of Journalism and Mass Communication

Vision: The mission is to develop communications professionals who are prepared to meet their responsibilities to a global society.

Mission: The School of Journalism and Mass Communication (SJMC) seeks to prepare students for careers in the print, digital and electronic media, magazines, public relations, advertising, and related careers in government and industry. We want our graduates to be competent, sensitive, ethical, and highly motivated, and to understand the critical role of the First Amendment to robust communication in a global society.

The School's vision is reflected in its blend of practical professional training, a strong liberal arts education, and a learning environment that encourages intellectual inquiry and critical analysis. SJMC prepares our students to excel in their first job, to become leaders in the field and to be contributors to society.

Law School

Mission: Drake Law School prepares outstanding lawyers who will promote justice, serve as leaders in their communities and the legal profession, and respond to the call of public service. We are a welcoming and inclusive community distinguished by an accessible faculty and staff and a collegial student body. We provide an exceptional learning environment that integrates legal theory and the development of professional skills; promotes critical thinking and effective problem solving; examines international perspectives; and instills the ideals of ethics and professionalism.

College of Pharmacy and Health Sciences

Mission: The College of Pharmacy and Health Sciences provides an intellectually stimulating learning environment with collaborative learning among students, faculty, and staff. Graduates are liberally educated professionals who are dedicated to serving their patients, their profession and their community. The College emphasizes excellence and leadership in professional education, service, and scholarship.

Vision: The College of Pharmacy and Health Sciences will continue to be recognized for its innovation, demonstrating continuous quality improvement in teaching, scholarship and service, while boldly pursuing opportunities for breakthrough achievements within those same arenas. The College will uphold its tradition of preparing individuals to meet the expectations and challenges of health care practices, providing a balance between foundational scientific, socioeconomic, and practice theories along with meaningful, exemplary practice opportunities.

Further, the College will fulfill its obligation to advance the level of health care knowledge and practice through scholarly endeavors, incorporating the efforts of all who define its learning communities and embracing the scholarly functions of discovery, innovation, application, and teaching.

Cowles Library Mission

The mission of Cowles Library is to create opportunities for learning by empowering members of the Drake community to successfully access and use information.

1C. NONCURRICULAR UNIT MISSION STATEMENTS

Academic Success Mission Statement

The mission of the student academic support unit is to complement Drake's mission of providing an exceptional learning environment through co-curricular programming and services designed to enhance students' interactions with faculty, provide experiential learning opportunities on and off campus, and foster student peer-to-peer interactions with a focus on intellectual and personal development.

Admission and Financial Aid Mission Statement

The Offices of Admission and Financial Planning strive to provide an exceptional experience to prospective and current students and their families as they navigate the college selection and enrollment process. The Offices work in concert with the entire community to convey to our constituents a comprehensive view of life at Drake that encourages their matriculation by efficient processing and personalized counseling on admission and financial planning opportunities that make the university an affordable and desirable higher education option.

The 2004–2009 Drake University Athletics Department Strategic Plan, and the goals and objectives upon which the plan is focused, are guided first by the University's strategic plan and secondly by the mission for the athletics department:

Business and Finance Mission Statement

To provide stewardship of all University resources, support for the core mission, and service to students, employees, donors, and the broader Drake community in a timely and professional manner.

Human Resources Mission Statement

Human Resources is committed to contributing strategically to the mission of Drake University. We seek to embody the best practices of the Human Resources profession by providing excellent, caring and consistent services that support the ability of the University to recruit and retain a highly qualified and diverse workforce.

Information Technology Mission, Vision and Values

The mission of the Office of Information Technology (OIT) is to provide the Drake community with the information technology leadership, services and support needed to achieve the University's goals.

OIT's vision is that of an IT environment which empowers faculty, students and staff to use technology creatively and effectively to achieve their goals. This environment will have a standards-based architecture with secure, reliable infrastructure and services, and easy access to information. OIT will be focused on anticipating and meeting the needs of the community in an efficient and effective manner, and will have the resources appropriate to its mission.

The values of OIT staff include: customer focus and service, empowerment, open communication, and a commitment to quality in all that it does.

Intercollegiate Athletics Mission Statement

The mission of the Drake University Department of Intercollegiate Athletics is to provide a positive experience to all individuals regardless of race, religion, or gender. These experiences should enhance and support the individual's academic development and personal growth in a program dedicated to quality and excellence at the NCAA Division I level.

To prepare our student-athletes for productive careers, active and responsible citizenship and life-long learning, the Department of Intercollegiate Athletics emphasizes personal development, professional preparation and degree completion. The importance of intellectual honesty, independent thinking, personal integrity and humane sensitivity is stressed.

The athletic program seeks to comply with both the intent and the letter of NCAA rules and regulations, field teams and individuals that are competitive in their respective conferences and bring positive recognition to Drake University.

Student Life Mission and Vision

Mission: To complement the University's academic curriculum by providing experiences in community service and leadership activities through Drake's clubs and organizations, thus fostering responsibility and accountability in a changing global society.

Vision: *To help students reach their highest potential, effecting positive change in their lives and the lives of others.*

Mission Documents 2: Mission Explication

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.
 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.

Mission Documents 3: Statement of Principles

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.

Drake's students, faculty, and staff share the responsibility of respect for each other and for new and opposing ideas. We seek affirmatively to cherish and celebrate difference. We intend that our purpose and commitment to community pervade our campus—our classrooms, libraries, offices, social and academic organizations, studios, recreational facilities, living units—buoyed by freedom, responsibility, and respect for all people. It is education in the most humane and liberating sense to which Drake is dedicated.

Drake University upholds freedom of thought and freedom of expression as central to its educational mission. Drake therefore carefully refrains from restricting the exchange of ideas or regulating the content of speech. We realize that freedom of thought and freedom of expression produce conflict and challenge. We encourage civil debate and discussion of divergent perspectives and opinions in a manner that affirms our community. We seek to create a community in which shared purpose transcends difference and respect for human dignity transcends conflict.

The encouragement of civility does not, however, mean that Drake seeks to avoid public debate or suppress open and candid discussion of troubling and controversial issues. Nor do we seek to discourage or chill the expression of unpopular opinions or challenging perspectives. To preserve the university's central role as a public forum of ideas, Drake upholds the right to express unpopular and provocative viewpoints, including expression that may be dramatic, emotive, or imperfectly articulated.

We affirm the principle that thoughts and opinions should be subject to the crucible of debate and be judged only in the free marketplace of ideas. Ideas will not be suppressed because they are presently viewed as unpopular or inappropriate by current authorities, nor will expression of those ideas be infringed because it may be perceived as harmful to a particular group or organization. Although the frank and open discussion of social, cultural, artistic, religious, moral, scientific, and political issues may be disturbing and even hurtful for some individuals, the principle of free exchange and inquiry takes precedence as it is so fundamental to the educational enterprise.

While cherishing and defending freedom of speech to the full extent protected by the First Amendment of the United States Constitution, Drake University declares its abhorrence of statements that demean, denigrate, humiliate, or express hatred toward members of the university community. Words do indeed have consequences. Words may be hurtful. Speech should be a thoughtful process. Speaking irresponsibly can negatively affect morale, motivation, and community. Responsibility calls us to be sensitive to the harmful effects of hostile speech and to refrain from speaking in demeaning and discriminatory ways.

Any individual who uses bigoted or vicious speech and thereby betrays the ideal of mutual respect and goodwill toward all members of the university community may expect strong and public censure by the administration, faculty, and students. Even if expression that is hostile in nature does not rise to the level of harassment which is subject to disciplinary sanction, no person is ever exempt from being reprovved by the administration or being chastised by fellow students, faculty, or staff. To rebuke a speaker for the error of his or her ideas or for the odious nature of their expression is part of the robust and vigorous public debate that is the central purpose of the university. Indeed, every member of the Drake University community has a responsibility to promote civility and mutual respect for every other individual and to thoughtfully challenge those who undermine our community.

Moreover, while the university defends freedom of expression, it will not tolerate acts of harassment. When an individual engages in harmful conduct or threatens a member of or a visitor to the university community, Drake University will take such disciplinary action and respond with such sanctions as are deemed appropriate.

Adopted by the 1991 – 92 Drake University Faculty Senate.

APPENDIX 3: DRAKE UNIT DESCRIPTIONS

Drake University Organization

Drake University Organization Chart

INTRO.4C: ACADEMICS

Intro.4C.1: Provost's Office

Provost Ronald Troyer¹

Provost Office Website

Academic Division Organization Chart

Student Affairs and Academic Excellence Organization Chart

The Drake University Division of Academics encompasses the Provost's Office, six colleges and schools, Cowles Library, Student Life, the Office of Information Technology, and numerous academic programs and support services coordinated by the Provost's Office. The Provost serves as chief academic officer of the University, providing leadership to the Deans and faculty for the quality and vitality of instruction, research, and scholarship in all undergraduate and graduate programs. The Provost assists the President in coordinating the ongoing administrative operations of the University and serves as the chief executive officer in the absence of the President. The Provost provides institutional leadership for academic policymaking and implementation; academic personnel selection and evaluation, including the awarding of promotion, tenure, and special professorships; and academic planning and budgeting. The Provost maintains effective communication with the Faculty Senate and the Student Senate and presents academic needs and priorities to the governing board, external publics, and constituents.

Supporting the Provost are the Vice Provost for Student Affairs and Academic Success; Associate Provost, with responsibilities for institutional research, the Self-Study and general support for the Provost Office responsibilities; Associate Provost for Curriculum, Faculty Development and Assessment; the Assistant to the Provost; and Administrative Assistant to the Provost. The Provost, Vice Provost and Associate Provosts have administrative responsibility for student academic support services including *academic achievement (tutorial assistance)*, entering first-year advisers, *disability services*, *professional and career development services*, student peer-to-peer co-curricular programming, *student records and academic information*, the *International Center*, *Center for Global Citizenship* and *other international programs*, *Office of Sponsored Programs*, *internal grants programs*, *Institutional Research*; University-wide faculty development programs, *First-Year Seminar Program*, the *Drake Curriculum general education program* and the *Honors Program*.

Intro.4C.2: College of Arts and Sciences

Interim Dean Joseph Lenz²

[College of Arts and Sciences Organization Chart](#)

[Arts and Sciences Website](#)

The College of Arts and Sciences is comprised of the School of Fine Arts and divisions of Natural Sciences and Mathematics and Humanities and Social Sciences. The 13 departments and five interdisciplinary programs support 45 majors and numerous minors and concentrations. With 1,300 students and 127 full-time faculty members, it is the largest undergraduate college at Drake.

The College offers no graduate degrees but does provide graduate courses that support programs in other units. In addition to courses offered on campus, the college provides summer-session online courses. Arts and Sciences faculty provide 85% of the courses for *Drake Curriculum* general education program, teach two-thirds of all First-Year Seminars and a majority of the courses for the *Drake Honors Program*.

The College of Arts and Sciences is committed to interdisciplinary studies. In the last decade the College has initiated several interdisciplinary majors including Environmental Science and Policy; Biochemistry, Cell and Molecular Biology; the Study of Culture and Society; and Law, Politics and Society; and Neuroscience. Arts and Sciences also has developed the *Drake University Language Acquisition Program*, the innovative pilot program in second language competency. These programs complement long-standing interdisciplinary concentrations in Women's Studies and Latin American Studies. The team-taught, interdisciplinary Science and Math for Civic Education courses have been recognized as national models by the National Science Foundation.

Arts and Sciences faculty have provided leadership for interdisciplinary centers such as the Center for Digital Technology, the Center for Global Citizenship and the Drake Undergraduate Science Collaborative Institute. The College's Humanities Center, with endowment funds, supports humanities related pedagogical and research projects for faculty in any college.

The College is committed to broad collaboration to achieve *integration of liberal and professional studies*. Arts and Sciences courses support major programs in all schools and colleges except Law. The College collaborates closely with other units on programs such as the Health Sciences major (with Pharmacy), disciplinary concentration areas for School of Education majors, and the Human Resources concentration with Business and Public Administration and Education.

The College emphasizes effective teaching and prides itself on the interaction between faculty and students. This interaction includes advising and supervising undergraduate research, service learning, internships, and independent studies. Teaching, scholarship and creative activity are integrated for most Arts and Sciences faculty. Through independent studies, research grants and other programs, faculty members provide undergraduate students

² Deans: Ronald Troyer 1994–95 to 1999–2000 (became Provost); Susan Wright 2000–03 to 2002–03 (became Associate Provost); John Burney 2003–04 to 2006–07 (became Associate Provost); Joseph Lenz 2007–08.

with meaningful research experience. The *Drake Undergraduate Science Collaborative Institute* grew out of this commitment. DUSCI provides seminars for students and faculty, “Life After Drake” presentations by alumni who are working scientists, and the annual spring *Drake University Conference on Undergraduate Research in the Sciences*. In summer 2006 DUSCI inaugurated a summer research program.

Intro.4C.3: School of Management and Communication

Dean Charles Edwards

[*School of Management and Communication Organization Chart*](#)

The *School of Management and Communication* is a joint venture between the *College of Business and Public Administration* and *School of Journalism and Mass Communication*. The venture was undertaken in 2004 to facilitate collaborative programming and to provide a common administrative structure for units headed by the one dean. As it reaches its three-year mark, the venture is being assessed to determine how to best meet the goals of both units.

Intro.4C.3a: College of Business and Public Administration

Dean Charles Edwards³

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

The *College of Business and Public Administration*, accredited by the *Association to Advance Collegiate Schools of Business* (AACSB), with the *School of Accounting* offers undergraduate and graduate programs and supports several outreach centers. The more than 40 full-time faculty and several adjuncts provide major programming for more than 900 undergraduates and over 500 graduate students. In 2002 the College of Business and Public Administration (CBPA) adopted a new mission: “To educate effective business and professional leaders by bringing the world into the classroom and taking the classroom into the world.” This mission has provided focus for College efforts at the undergraduate, graduate and professional levels.

Undergraduate majors are offered in *Accounting, Actuarial Science, Economics, Finance, General Business, International Business, Management, Marketing, Information Systems* and *Entrepreneurial Management*. The College provides concentrations in Insurance and in Law and Business and courses for the cross-college *Human Resources Concentration*.

Undergraduates may enter the college as first-year students. This provides access to advising and mentoring by business faculty and to an array of professional development opportunities. Starting in their first year, students enroll in professional development seminars orient them to college requirements and business practice and introduce topics

such as leadership and ethics. Starting their sophomore year, a high proportion of business students enroll in internships. Recognizing the international focus of today's business environment, students are encouraged to participate in a study abroad experience as part of their undergraduate studies.

The Center for Graduate & Professional Studies provides graduate and professional programming. The College awards Master's degrees in Business Administration, Public Administration, Accounting and Financial Management and provides courses for the Master of Communication Leadership joint program with the School of Journalism and Mass Communications. Joint degree programs with the School of Law (MBA/JD and MPA/JD) and the College of Pharmacy and Health Sciences (MBA/PharmD and MPA/PharmD) are also available. The College's graduate level programs are targeted to full-time working professionals, further connecting the college to its mission of melding the classroom and the “real world.”

The Center for Graduate & Professional Studies also houses several Centers that create key connections with the professional community of the Des Moines metro area. The Center for Professional Studies develops and delivers learning programs for business, nonprofit and public sector organizations. The John Pappajohn Entrepreneurial Center promotes business formation and entrepreneurial activity in Iowa. *The EMC/Kelley Insurance Center* is involved in continuing education programs for the insurance industry.

Intro.4C.3b: School of Journalism and Mass Communication

Dean Charles Edwards⁴

Director Kathleen Richardson

[School of Journalism and Mass Communication Website](#)

The School of Journalism and Mass Communication (SJMC) was first accredited by the Accrediting Council on Education in Journalism and Mass Communications in 1972, a status it has maintained. The School offers undergraduate sequences in news-Internet journalism, broadcast news, radio-TV production, magazine, advertising and public relations. The School also offers a Master's in Communication Leadership in conjunction with the College of Business and Public Administration. In fall 2006, 544 undergraduate students listed journalism as either their first or second major.

Journalism education at Drake emphasizes a strong relationship with practicing professionals, hands-on learning and applied research. The University's location in a media center and state capital offers students access to internship opportunities at magazine and newspaper publishers, broadcasting outlets, advertising and public relations agencies, and government offices.

Each of the School's sequences provides a capstone experience. Advertising and

⁴Janet Keefer, dean at the time of the last review, resigned in 2001. Professor John Lytle served as Interim Dean during 2001–02. Charles Edwards became Dean in 2002–03. In 2003, the School entered into a partnership with the College of Business and Public Administration under the umbrella of the School of Management and Communication, with Edwards as dean of both units. In 2005, the position of Director of the School of Journalism was created to handle day-to-day administration of the School. Professor Patricia Prijatel was director from 2005 until her retirement in spring 2007; Associate Professor Kathleen Richardson is now director.

public relations seniors produce comprehensive campaigns for industry or community clients. The capstone experience for electronic media sequences is *DrakeLINE*, a weekly news magazine that is available over a local cable access channel and online. Seniors in the magazine sequence create *515* magazine, covering local arts, entertainment and culture. The news-Internet and magazine seniors collaborate on *THiNK*, a news magazine that focuses on social and political issues of importance to young people.

SJMC facilities in Meredith Hall include video and audio production studios and five computer labs equipped with a full range of Web and print production software and high-speed Internet connection. In fall 2006, Drake launched a low-frequency FM radio station and in fall 2007, the School unveiled an Interactive Media Lab, which includes state-of-the-art electronic equipment that allows professors to incorporate multimedia projects into classes across the curriculum.

Campus media allow even first-year students to become involved in journalism extracurricular activities. The twice-weekly campus newspaper, *The Times-Delphic*, is an independent, student-funded publication, as is *Drake Magazine*. Drake Broadcasting System offers opportunities for students to produce original programming for the cable access channel; its annual coverage of the Drake Relays is the largest student-run production in the nation. KDRA Bulldog Radio, the low-power FM station, provides more opportunities for student-run programming.

The School houses the E.T. Meredith Center for Magazine Studies, encouraging the study of current and historical issues through the Center's Resource Room and through campus visitors and speakers. The School also houses the Iowa Freedom of Information Council, a nonprofit consortium of journalists, educators, lawyers and others concerned about open government and First Amendment rights.

Intro.4C.4: School of Education

Dean Janet McMahonill⁵

[*School of Education Organization Chart*](#)

[*School of Education Website*](#)

The School of Education is under the direction of the Dean who ultimately is responsible for all programs and policies. The Dean relies upon a leadership from the Associate Dean who also serves as the Certification Officer, Directors of Head Start and Extension Education and Department Chairpersons.

The school, with 20 full-time and many adjunct faculty, offers a range of degree programs at the undergraduate and graduate levels to over 1,000 students. The School's undergraduate elementary and secondary education programs provide strong professional education with a solid foundation in the arts and sciences. Forty-two endorsement specialty areas provide knowledge and perspective for disciplines taught in schools. Students master a variety of

⁵ Jamie Ferrare, Dean at the time of the last review, left July 2000 to join *Academic Search*. Former Dean Jim Romig served as Interim Dean from August 2000 through June 2002. Salina Shrofel was served as Dean July 1, 2002, thru May 2004. Jan McMahonill served as Interim Dean June 1, 2004, and was named Dean January 1, 2005.

classroom methods and assessment practices in courses that can lead to teacher certification in any state. Drake students apply their learning through classroom experiences in each of their four years of pre-service education. Undergraduates document their achievement of state and national standards by creating and disseminating electronic portfolios.

Graduate degrees include masters, specialist and doctoral work in Effective Teaching, Special Education, Educational Leadership, Adult Learning and Organizational Performance, Counseling, and Vocational Rehabilitation. All classes are offered on evenings or weekends during the academic year and summer term. Extended campus locations offer the same courses as are offered on campus.

The Continuing Education Department (Extension Education), in response to recertification/license renewal requirements, offers a variety of workshops, seminars and non-degree courses in live and electronic formats for teachers, counselors and school administrators. With University support, the School has developed an online learning initiative for teachers seeking endorsements in the area of Gifted and Talented Education or Middle School Endorsement.

School of Education grants support a number of programs. The Urban Education program is a five-part, multi-million dollar federally funded partnership between Drake University, the Des Moines Public Schools and Des Moines Area Community College. The program provided scholarships, advisement and educational support to more than 40 individuals from underrepresented populations.

Des Moines area Head Start and Early Head Start programs are administrated by the School of Education. The School also has forged a partnership with the Middleton Center for Children's Rights at the Drake University Legal Clinic for research and field experiences in the juvenile justice system. The National Rehabilitation Institute, a 30-year-old program funded through federal grants makes scholarships and stipends available to students interested in pursuing degrees in Rehabilitation Administration and Rehabilitation Counseling.

All certification degrees and endorsements awarded by the School of Education are accredited by the Iowa Department of Education and the Iowa Board of Educational Examiners. In the last five years, every major program within the SOE has been reviewed, revised or refined with greater attention to program articulation, outcomes and assessment practices.

Intro.4C.5: Law School

Dean David Walker⁶

[Law School Organization Chart](#)

[Law School Website](#)

The Drake University Law School qualifies graduates for the Juris Doctor degree. The School, accredited since 1923 by the American Bar Association, is a Charter Member of the Association of American Law Schools, and has one of only 85 chapters of The Order of the Coif, the nation's scholastic honorary society for law. The Drake *Law Review* ranks in the

⁶Peter Goplerud, dean at the time of the last review, left in fall 2003 and was replaced by former dean David Walker.

top 30 among more than 550 student-edited law journals and 31st (tied with Duke) among more than 1,300 legal journals and periodicals in the frequency of citations by U.S. Courts in their published opinions over a seven-year period.

The Law School mission is to produce outstanding lawyers who will promote justice, provide leadership to the profession and their communities, and respond to the call of public service. It seeks to provide students with exceptional preparation for the practice of law and full and effective participation in the legal profession. In addition to knowledge of substantive law and ethical sensitivity and commitment to values of the profession, educational goals for students include critical thinking and problem-solving abilities, communication and other professional that will be required in practice.

In pursuit of this mission the Law School emphasizes experiential education in all three years of its curriculum, integrates ethics and professionalism early and pervasively, and endeavors to prepare students for public service. “Pillars of character” developed by the Josephson Institute for Ethics have been incorporated into an extended orientation program. The required first-year Legal Research and Writing course systematically incorporates ethical and professional considerations. Annually, the entire first-year class devotes a full week to the First Year Trial Practicum. They observe a trial held on campus, and in small sections led by faculty, practicing lawyers and judges, discuss all aspects of the trial and the roles and relations between and among the judge, parties, witnesses, jury and lawyers. The commitment to ethics and experiential education continues in the second and third years with a variety of upper level courses grounded in the context of advanced substantive law and focused on developing professional skills.

Drake's Legal Clinic and the school's clinical programs help define Drake Law School and assist it in fulfilling its mission. In the third year particularly, students have opportunities for actual practice under faculty supervision in one of the Law School's five clinical programs. In these clinic courses students work with real clients, investigate facts, deal with witnesses and evidence, face opposing attorneys, draft documents and appear in court. Federal and state courts, the Iowa Legislature, state agencies, and the Governor's Office offer abundant opportunities for internships.

The Law School houses the *Constitutional Law Center*, *Agricultural Law Center*, *Center for Legislative Practice*, *Intellectual Property Law Center*, and the *Middleton Children's Rights Center*, and a new Health Law and Policy program [See Criterion 5]. The *Centers* enhance the curriculum, provide depth in the selected areas, offer internship experiences; sponsor distinguished speakers and prominent scholars, plan and hold symposia, produce scholarship, connect the Law School internationally and engage the community.

Intro.4C.6: College of Pharmacy and Health Sciences

Dean Raylene Rospond⁷

[College of Pharmacy and Health Sciences Organization Chart](#)

[Pharmacy and Health Sciences Website](#)

Drake University's commitment to pharmacy and health sciences began when it affiliated with the Iowa College of Pharmacy in 1887. The current College of Pharmacy and Health Sciences, accredited by The Accreditation Council on Pharmacy Education, originated in 1939 when Des Moines College of Pharmacy (previously Highland Park College) merged with Drake University. This 70-year-old commitment to students and the profession is kept alive in the students, faculty and staff of the College today.

The College's 40 full-time and several part-time faculty members offer a two-year pre-pharmacy program, the four-year professional Pharmacy Doctorate, and the new cross-college undergraduate major Health Sciences. In both its professional and undergraduate programs, the College provides a unique educational environment that combines outstanding liberal arts education with exemplary professional experience and training. It is committed to providing an outstanding curriculum that is enhanced by extracurricular programs. These are focused on developing entrepreneurial leaders with professional commitment to embrace change and advocate for their respective professions.

The College's strategic commitment to communication, entrepreneurship, leadership and cultural competency ensures that graduates are prepared to enter the global workforce and to lead and advocate change to preserve and expand the role of the health professionals and health sciences in today's world. Graduates from the Doctor of Pharmacy program enter community-based retail practice, clinic and specialty practices, and hospitals and long-term care practices. Approximately 25% of Drake's Pharmacy Doctorate graduates continue to post-graduate education and training opportunities such as law school, medical school, graduate school and residency and fellowship training.

To meet needs of students interested in research rather than clinical practice, in 2000 the College initiated a Bachelor of Science in Pharmaceutical Sciences degree. In 2007, this commitment to health sciences education was expanded to offer a Bachelor of Science in Health Science degree. Students in this program select one of three tracks: clinical and applied sciences, health services management, or research. These innovative interdisciplinary programs have evolved from the College's commitment to providing graduates with educational preparation that is best positioned to meet the developing needs of our national and global health care system.

The faculty of the College is committed to active and experiential learning that develops knowledge, skills and attitudes in problem solving and decision making; management; policy formulation and professional governance; communicating and educating; and lifelong learning and professionalism. Direct instruction, combined with peer and individual learning activities, provide a rich instructional environment enhanced by direct and easy access to faculty outside of the classroom.

⁷Dean Stephen Hoag left in March 2002. Associate Dean James Reynolds served as Interim Dean until July 2002 when he left to become Provost at another school. Associate Dean Raylene Rospond served first as interim dean and was appointed Dean in February 2004.

*Intro.4C.7: Cowles Library – Description***Dean Rodney Henshaw⁸**[Cowles Library Organization Chart](#)[Cowles Library Website](#)

The mission of Cowles Library is to create opportunities for learning by empowering members of the Drake community to successfully access and use information. The library faculty and staff maintain a Strategic Plan that includes: mission, vision, organizational attributes, and Strategic Goals. Over the past decade, the library has undertaken a significant change in its program and structure, reflecting shifting service needs and advances in technology.

The library organizational structure is presently comprised of four units: technology and teaching, information commons and reference, collection development and management, and administrative support. A senior faculty or staff member leads each unit. Library faculty and staff adhere to the highest professional standards and are committed to a rigorous process for program assessment and staff development.

The primary emphasis of the library collection (print and electronic) is acquiring and accessing materials that support the Drake curriculum. The *Collection Development Policy* serves to guide overall acquisition direction. The Library Liaison structure provides for input and selection of materials by teaching faculty, and serves as a conduit for information and dialog on overall library collection needs and budget allocations. This structure has been adapted to include development, selection and assessment of the growing array and presence of electronic resources. At present, library patrons have access to 100 databases, nearly 20,000 electronic journal titles, and 30,000 full-text “electronic books.” These materials may be accessed either on-campus or from any Internet-connected computer anywhere in the world.

The library's instructional efforts and support of effective teaching extend to the classroom and the Drake Curriculum. Cowles faculty teach Information Literacy courses and First-Year Seminars, as well as providing support for course development and information literacy support for faculty across the University.

The Cowles [Drake Digital Repository \(“eScholarShare”\)](#) provides access to an array of Drake student and faculty research and publications. As such, the library is a leader in the *Open Access Initiative* (OAI), a worldwide movement to “open up” access to scholarly research. Other digital initiatives include the [Drake Heritage Collection](#), which is free and open to all researchers. The *Heritage Collection* is dedicated to preserving the history of Drake University, as well as its surrounding community, through digitization and other projects.

The last major addition to the library facility occurred in 1967. Subsequent renovations and enhancements of existing space have included two classrooms, an Information Commons, a quiet study area, and a Drake Heritage Room. A long-term building feasibility study is currently in progress.

*Intro.4C.8: Office of Information Technology***Chief Information Officer Paul Morris**[*Office of Information Technology Organization Chart*](#)[*Office of Information Technology Website*](#)

The Office of Information Technology is comprised of departments of Instructional Technology, Campus Information Systems and Computer and Network Systems. Managers of the departments report to the Chief Information Officer (a position created in 2001) who is assisted by a Business Manager. The CIO reports to the Provost and is a member of the Deans Council.

The Department of Instructional Technology works with faculty on technology-assisted course and lesson design, working mainly with the Blackboard learning management system. Support is also provided for faculty and students that use OIT's Multimedia Development Studio.

Campus Information Systems (CIS) supports the university's enterprise systems, including DUSIS (an integrated set of administrative applications) and the BlueView portal. CIS has a Help Desk that people can call or visit for desktop problems (used particularly by students). The Help Desk is also the distribution point for software provided by the University, either free or at a substantial discount.

The Department of Computer and Network Systems (CNS) operates the University's networking and telephone services. It manages the Dial Data Center, and provides system-level support for all applications hosted there. OIT provides desktop support for staff across campus and works collaboratively with technical support staff in the colleges and schools who provide desktop support to faculty, staff and support unit departmental applications and systems.

*Intro.4C.9: Student Life***Dean Sentwali Bakari⁹**[*Student Life Organization Chart*](#)[*Dean of Students Website*](#)

At Drake University, Student Life is located within the academic division. This relationship is reflected in and carried out through our mission:

To complement the University's academic curriculum by providing integrated learning experience that fosters personal growth, integrity, responsibility and accountability in a changing global society. Our vision is to help students reach their highest potential.

Student Life services at Drake University includes residence life, counseling, health services, fraternity and sorority life, student leadership, new student orientation, community outreach,

⁹Jerry Price was Dean of Students until summer 2002. Vice Provost Wanda Everage served as Interim Dean until Dr. Sentwali Bakari became Dean in September 2003.

student activities and student conduct. The division also sponsors annual events designed to keep students and their parents connected to the University and expose them to integrated learning opportunities. These opportunities include New Student Orientation, Greek Week, Welcome Weekend, Family Weekend, Homecoming, and Drake Relays. The Student Life Strategic Plan seeks the following:

- To contribute to the University's holistic learning environment
- To enhance communication and availability of information related to student life
- To promote lifelong healthy living and life style choices
- To foster a campus community that respects human differences and promotes civic responsibility and social justice
- Provide opportunities for student involvement and leadership

Student Life plays an important role in advancing integrated learning at Drake. Drake staff works collaboratively to offer students ongoing learning opportunities such as the residential learning communities Resident Assistant programming, which brings the academic experience into the residence halls throughout the school year. Student Life is committed to promoting total engagement that fosters a balanced educational experience that prepares students for success beyond graduation. These ongoing programs include wellness and health education, peer mentoring, leadership development, upper-class experience, career development portfolios and senior capstone experiences through senior reflection.

The Student Life staff works in a world of evolving technology, increased cost and accountability, and growing diversity in campus populations. Student Life at Drake seeks to respond to these new trends and challenges by delivering educational programs and services that are contemporary and consequential. To meet the needs and expectations of students and ensure that we are assisting them to reach their highest potential, Student Life monitors the campus environment and engages in critical self-evaluation and assessment.

INTRO.4D: ADMISSION AND STUDENT FINANCIAL PLANNING

Vice President Thomas Delahunt¹⁰

[*Admission and Student Financial Planning Organization Chart*](#)

[*Admission Website*](#) — [*Student Financial Planning Website*](#)

The Offices of Admission and Student Financial Planning, under direction of the Vice President for Admission and Financial Aid, provide support for prospective and continuing students at all levels of study. At the time of the last accreditation visit in 1998, the *Office of Admission* and *Office of Student Financial Aid Services* were separate units each under the direction of a Dean who reported to the President. In fall 2004, the division was promoted to Vice Presidential level, and afterward Thomas Delahunt became Vice President in summer 2005 when the unit was renamed *Admission and Student Financial Planning*.

¹⁰ At the time of the last review Tom Willoughby was Director of Admission, and soon thereafter Dean of Admission, then Admission.

Under the direction of the Director of Student Financial Planning and the Director of Admission, the staffs in both offices devise and communicate financial strategies, policies and procedures that reflect Drake's educational mission and values so that prospective students most likely to thrive in the environment will matriculate. Staff members work with students, parents and other relatives, counselors, advisers, alumni and peers. Using demographic and economic information, program interest trends and other factors that will help identify student interests and needs, they create a plan for each admitted student that will make it financially feasible to attend Drake.

To reach out to students and inform them about Drake University and the college search process, the Offices of Admission and Student Financial Planning employ many approaches. Admission staff members travel throughout Iowa and its contiguous states, plus Colorado, Texas, Oklahoma, Arizona and Washington in addition to foreign countries to represent Drake at college fairs, high schools and community colleges. These visits are designed to encourage students and their families to visit the Drake campus. On campus, the financial planning staff spends countless hours with students and their families, educating them regarding the financial aid process.

The Admission and Student Financial Planning offices have accomplished some major tasks in recent years: migrating to the new Banner database, managing the overwhelming task of administering over \$50 million of financial aid and changing the admission standards for the pre-pharmacy program. Finally, they have initiated a paperless admission application process for the 2008 academic year.

INTRO.4E: ALUMNI AND DEVELOPMENT

Vice President John Smith¹¹

[Alumni and Development Organization Chart](#)

[Alumni and Development Website](#)

Today, Drake's Office of Alumni and Development (previously the Office of Institutional Advancement) can best be described as strategically dedicated to developing relationships with alumni, benefactors, friends, community leaders, parents, faculty, staff and students. The primary purpose of this office is to enthusiastically represent Drake and find meaningful ways for alumni and friends to engage and support their University.

Drake's Alumni and Development Office is responsible for alumni relations, fundraising, community relations, prospect research, database management and special programs. The Division is guided by the Vice President, with support from the Associate Vice President for Advancement and several directors, including Directors of Alumni and Parent Programs, Community Relations, a Director of Advancement and Director of Development. Staff members across these areas collaborate to ensure strong and meaningful relationships with key constituents and represent Drake University with integrity, enthusiasm and responsibility.

¹¹ Jack Ohle, Vice President of Institutional Advancement in 1998 left that spring to become President of Wartburg College. After a year of with interim leadership, Angela Voos assumed the position in July 2000 then resigned in November 2001. Interim leadership with assistance from a consultant guided the division until September 2003 when John Willey became Vice President. He resigned in August 2006 and in December 2006 John Smith was promoted from Director of Development to Vice President for Alumni and Development.

One of the most important factors in defining Drake's future will be the ability of the Board of Trustees, President, Deans and the Office of Alumni and Development to engage with and inspire alumni, the Des Moines corporate community, and friends to support the University. Philosophically, Alumni and Development takes responsibility for enhancing Drake's reputation, building meaningful relationships with alumni and friends, and securing resources to ensure a future of excellence. Three critical areas that reflect the tangible outcomes of alumni and community engagement include Drake's Alumni Association, The Drake Fund and major gift work. Created in 1913, the Drake *National Alumni Association* is a non-dues paying organization that counts every Drake graduate among its 60,000 members. The *Office of Alumni and Parent Programs* works with the Alumni Association to serve all Drake Alumni and encourage their involvement in class reunions, Homecoming, Drake Relays, other alumni programs and events, student recruitment, career networking, fundraising and more. The *Drake Fund* supports the University with unrestricted funds and is the most flexible tool the University has to meet its budgeted needs. In fiscal year 2006–07, the University reached a record Drake Fund amount exceeding \$2.9 million.

The Office of Alumni and Development also is responsible for securing major gifts and deferred gifts from alumni, corporations and friends. Through major gift and planned giving efforts, based on establishing trust, identifying passions, and encouraging philanthropy, the staff seeks to provide prospects with projects and opportunities that inspire them to support Drake's needs for the future.

INTRO.4F: BUSINESS AND FINANCE

Vice President Victoria Payseur¹²

[*Business and Finance Organization Chart*](#)

[*Business and Finance Website*](#)

The Business and Finance Division of Drake University is a collection of key support services, representing approximately 20 essential operating functions with 230 employees and approximately 70 outsourced employees. The *mission of the Business and Finance Division* is to provide stewardship of all University resources support the exceptional learning and living environment envisioned in the Drake University mission statement that it ensure extraordinary service to students, employees, donors and the broader Drake community. The *vision of the Business and Finance Division* is that each of its units will be “best in class,” operating with the highest standards of integrity, transparency and professionalism.

The Business and Finance Division oversees a University budget of \$107 million, an endowment portfolio in excess of \$150 million, and physical plant with 50 buildings (covering 1.8 million square feet) and over 140 acres. The scope and variety of activities in this Division include: Accounting, Controller's Office, Student Accounts, Student Loan Collection, University Budget Office, Financial Analysis, Financial Reporting, Endowment,

Investments, Cash Management, Grants Accounting, Banking, Payroll, Internal and External Audit, Facilities Services, Service Employees Union, Procurement, Real Estate Operations, Bookstore, Security, Parking, Human Resources, Student Employment, Mail & Copier Services, Dining Services and other food operations, Environmental Health and Safety, Debt Management, Construction/Architectural Management, Contract Management, Risk Management and Insurance.

Strategically, the Division of Business and Finance focuses its energies and activities on achieving five principal and ongoing goals:

- To enhance the long-term financial health of Drake University
- To ensure that resource allocation is aligned with the University's strategic priorities
- To provide a competitive and safe environment
- To facilitate and monitor a competitive salary and benefit package for all faculty and staff
- To mitigate institutional risk and preserve University assets.

The Vice President for Business and Finance and Treasurer is the chief financial and chief business officer of the University and reports directly to the President. The Vice President acts as the staff liaison for the following standing committees of the University's Board of Trustees: Business, Finance and Investment Committee; Audit Committee; and Buildings and Grounds Committee. The Vice President serves as a member of the President's Cabinet and is directly involved in strategic decisions affecting the future of the University.

During the past ten years, the Business and Finance Division has continuously examined its operations for cost savings, process efficiencies and “best practices.” Among its major accomplishments in recent years, it has:

- Developed a 20-year Campus Facilities Master Plan.
- Created multiyear (g.a.a.p.) operating and capital budgets tied to the University's strategic plan and priorities.
- Renovated all student residence halls (the last two will be completed by the fall of 2008).
- Invested over \$50 million in facilities since 2001.
- Increased operating results steadily each and every year for the past 10 years.
- Funded an \$11 million investment in heating/cooling infrastructure from energy savings.
- Developed a University-wide performance evaluation system, which links individual employee goals directly to the University strategic plan and provides merit pay for performance.
- Created a transparent environment for financial operations, including annual campus-wide budget presentations and web access to audited financial statements.

INTRO.4G: INTERCOLLEGIATE ATHLETICS AND RECREATIONAL SERVICES

Athletic Director Sandra Hatfield Clubb¹³

[*Intercollegiate Athletics and Recreational Services Organization Chart*](#)

[*Intercollegiate Athletics and Recreational Services Website*](#)

The Department of Intercollegiate Athletics and Recreational Services serves over 350 student-athletes and a majority of Drake students, faculty and staff through the recreational and wellness opportunities. Drake offers eighteen intercollegiate sports. Men and women's teams are fielded in basketball, cross country, golf, soccer, tennis, and indoor and outdoor track and field. In addition, men's sports include football; women's sports include rowing, softball and volleyball. The University annually provides over \$3 million in athletic scholarship support for all sports except football and women's rowing. Approximately 61% of eligible student-athletes receive athletic scholarship assistance.

Athletic facilities include the Drake Stadium, Drake Fieldhouse, Knapp Center, Tennis Center, Bell Center and outdoor playing fields. Drake Stadium, which during 2005–06 underwent extensive reconstruction, annually hosts the Drake Relays, one of the nation's premier track and field events. The Drake Relays in 2007 marked its 42nd consecutive sell out crowd. Drake will host the 2008 NCAA Track and Field Championships in June 2008. Last year, 11 of the 13 athletic programs achieved a grade point average above a 3.00 with a department-wide grade point average of 3.15, reflecting Drake University's emphasis on student-athletes. In all, 67% of all student-athletes achieved a 3.00 or better for the fall and spring semesters during 2006–07.

One of the department's main goals is to ensure a superior athletic experience that maintains integrity, equal opportunity and fulfillment while encouraging superior academic performance. Therefore, the Department champions involvement in other cocurricular activities on campus for all student-athletes, believing that an experience that integrates the athletic career into the University as a whole will help develop a well-balanced Drake graduate.

Drake Recreational Services strives to enrich the quality of campus life by promoting and offering opportunities for physical, mental and social interaction and growth in healthy surroundings. The award-winning Drake Wellness program assists students, faculty and staff in establishing lifestyle patterns to enhance well-being throughout their lives. Intramural programs offer students the opportunity to develop leadership, cooperation, communication, planning, self-reliance and a sense of fair play while having a good time. Students, faculty and staff may participate in as many activities as they wish, on teams or as individuals.

INTRO.4H: MARKETING AND COMMUNICATIONS

Director Brooke Benschoter

[Marketing and Communications Organization Chart](#)

[Marketing and Communications Website](#)

The Drake University *Office of Marketing and Communications*, was until 2006 a part of Office of Institutional Advancement and now is independent unit with a Director who reports to the President. Marketing and Communications employs a wide range of tactics and strategies to accomplish its singular goal of increasing the understanding, support and commitment of constituents vital to the continued success of the University.

Through management, strategic and creative research, and tracking services, the Office reaches targeted audiences with efforts tailored specifically to the needs of its campus constituents. Through collaboration with campus clients the office provides marketing and communications to both external and internal audiences.

Among the eclectic mix of services provided by the office are marketing, media and public relations, press releases, news conferences and briefings. The office is responsible for official communications including the Drake website and the Drake *blueView* portal, *OnCampus*, *eBlue* and the award-winning University magazine *Drake Blue*. They also produce Alumni publications, including all books and brochures used by the Office of Admission and Office of Alumni and Development. The office provides support for speechwriting and creates and places paid advertising. The Office's research functions include tracking media hits. It also creates and distributes surveys and develops focus groups.

The office directly supports Drake's learning goals by providing departmental internships that allow students to develop skills in marketing, journalism, graphic design, public relations and event planning. The Office of Marketing and Communications continually seeks new and better ways to communicate Drake's Mission to its constituents and to help its clients overcome challenges and share their vision with targeted audiences.

APPENDIX 4: SELF STUDY COMMITTEE MEMBERS

Drake University

2008 Self-Study for the Higher Learning Commission

Self-Study Committee Members

Steering Committee

Ronald Troyer, Provost — Chair (2004 – 08)

Sentwali Bakari, Student Life (2004 – 08)

Klaus Bartschat, Arts and Sciences (2005 – 08)

Jean Berger, Athletics (2004 – 08)

John Burney, Arts and Sciences (2004 – 08)

Tom Delahunt, Admission and Financial Aid (2005 – 08)

Rod Henshaw, Cowles Library (2004 – 05)

Lon Larson, Pharmacy and Health Sciences (2004 – 06)

David Maxwell, President (2004 – 08)

Paul Morris, Office of Information Technology (2004 – 08)

Victoria Payseur, Business and Finance (2004 – 08)

Jim Romig, Education (2006 – 08)

Lou Ann Simpson, Business and Public Administration (2004 – 06)

Susan Wright, Provost's Office, Self-Study Director (2004 – 08)

Lisa Lacher, Marketing and Communications, Ex-Officio (2006 – 08)

Criterion 1: Mission and Integrity Committee

David Maxwell, President - Chair (2004 – 05) — Co-Chair (2005 – 08)

Raylene Rospond, Pharmacy and Health Sciences (2004 – 08) — Co-Chair (2005 – 08)

Ron Troyer, Provost — Vice Chair (2004 – 05)

Wanda Everage, Provost's Office (2004 – 08)

Danette Kenne, Business and Public Administration (2006 – 08)

Lisa Lacher, Marketing and Communications (2004 – 08)

Venessa Macro, Human Resources (2004 – 08)

Karen Pomeroy, School of Management and Communication (2004 – 06)

Linda Ryan, President's Office (2004 – 08)

John Smith, Advancement/Alumni and Development (2004 – 08)

Faculty Senate Presidents and Presidents Elect (ex-officio)

Klaus Bartschat — Faculty Senate President, Ex-officio (2004 – 05)

Matt Esposito — Faculty Senate President Elect/President, Ex-officio (2004 – 06)

Rick Morrow — Faculty Senate President Elect/President, Ex-officio (2005 – 07)

Lou Ann Simpson — Faculty Senate President Elect/President, Ex-officio (2006 – 08)

Student Senate Presidents (ex-officio)

Drew Gulley, Student Senate President — Ex-officio (2004 – 05)
Brian Klopak, Student Senate President — Ex-officio (2005 – 06)
Lauren Smith, Student Senate President — Ex-officio (2006 – 07)

Board of Trustees Presidents (ex-officio)

David Miles, Chair of the Board of Trustees (2004 – 06)
James Hubbell, Chair of the Board of Trustees (2006 – 08)

Criterion 2: Preparing for the Future Committee

Rod Henshaw, Cowles Library — Chair (2004 – 05)
Ronald Troyer, Provost — Co-chair (2005 – 08)
Vicky Payseur, Business and Finance (2004 – 08) — Co-chair (2005 – 08)
Sally Beisser, School of Education- (2004 – 08) — Vice Chair (2004 – 05)
Joe Lenz, Arts and Sciences (2004 – 08) — Vice Chair (2005 – 08)
Kristi Bowman, School of Law (2005 – 06)
Maria Clapham, Arts and Sciences (2004 – 05)
Chris Ditter, Financial Aid (2004 – 05)
Gary Johnson, Human Resources (2004 – 08)
Susan Ladd, Student Financial Planning (2006 – 08)
Paul Morris, Office of Information Technology (2005 – 08)
Nita Pandit, Pharmacy and Health Sciences (2004 – 08)
Steve Perkins, Student School of Education (2005 – 08)
Anthony Perrozzi, Student, Finance (2004 – 05)
Shirley Poertner, Community (2004 – 05)
Darcie Vandegrift, Arts and Sciences (2006 – 08)
David Walker, Law School (2004 – 08)
Sue Wright, Provost's Office, (2005 – 08)
Amy Zsenai, Student — Business and Public Administration (2006 – 07)

Criterion 3: Student Learning and Effective Teaching Committee

John Burney, Arts and Sciences — Chair (2004 – 08)
Bob Soltis, Pharmacy and Health Sciences — Vice Chair (2004 – 06)
Mark Vitha, Arts and Sciences (2004 – 05, 2006 – 08) — Vice Chair (2006 – 08)
Sentwali Bakari, Student Life (2004 – 08)
Nancy Berns, Arts and Sciences (2004 – 05)
Colin Cairns, Arts and Sciences (2005 – 07)
Kristin Crabtree-Groff, School of Education (2004 – 08)
Collin Davison, Student Business and Public Administration (2006 – 07)
Lisa Gardner, Business and Public Administration (2006 – 08) — Chair (2004 – 06)

Jim Romig, Education — Chair (2006 – 08)
Stuart Klugman, Business and Public Administration — Vice Chair (2004 – 06)
Rod Henshaw, Cowles Library — Vice Chair (2006 – 08)
Lore Dore, Law School (2004 – 05)
Bill Dougherty, Arts and Sciences (2006 – 08)
Sara Graham, Student, Masters of Public Administration (2004 – 05)
Jessica Lang, Student, Mathematics (2004 – 07)
Russ Lovell, Law (2006 – 08)
Maura Lyons, Arts and Sciences (2004 – 05)
Ericca Pollack, Student Life (2006 – 08)
Kathleen Richardson, Journalism and Mass Communications (2006 – 08)
Laura Schwarz, Human Resources (2006 – 08)
Chrystal Stanley, Professional and Career Development (2006 – 08)
Ron Torry, Pharmacy (2006 – 08)
Jayne Smith, Office of Sponsored Programs (2004 – 2008)
Tom Tronick, Student Life (2004 – 05)

Criterion 5: Engagement and Service Committee

Lou Ann Simpson, Business and Public Administration — Chair (2004 – 06)
Tom Delahunt, Admission and Financial Aid 2005 – 08) — Chair (2006 – 08)
Brooke Benschoter, Marketing and Communications — Vice Chair (2004 – 08)
Don Adams, Advancement (2004 – 08)
Sonia Bansal, Student Arts and Sciences (2005 – 07)
Jean Berger, Athletics (2004 – 08)
Susan Breakenridge, Cowles Library (2006 – 08)
Jacqui DiGiacinto, Alumni and Development (2006 – 08)
Bill Dougherty, Arts and Sciences (2004 – 08)
Charlie Edwards, Business and Public Administration (2004 – 08)
Carolyn Hill, Student Life/Athletics (2006 – 08)
Leo Hough, Advancement (2004 – 05)
June Johnson, Pharmacy and Health Sciences (2004 – 07)
Leslie Mamoorian, Admissions (2004 – 08)
Ronda Menke, Journalism and Mass Communication (2005 – 08)
Dolph Pulliam, Advancement (2004 – 08)
Jolene Schmidt, Facilities (2004 – 08)
Christine Schneider, Drake University School of Music (2006 – 08)
Patty Verlengia, School of Education (2004 – 08)
Jan Wise, Student Life (2004 – 05)
Martha Willits, Greater Des Moines Partnership (2004 – 06)
David Wright, Journalism and Mass Communication (2006 – 08)
Dean Wright, Professor Emeritus of Sociology (2004 – 08)

