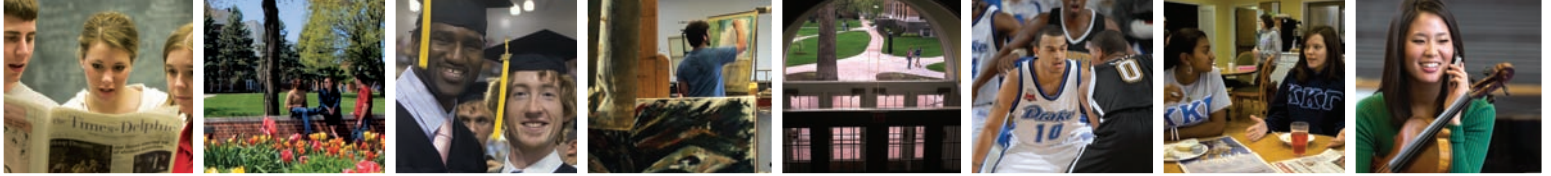


SELF-STUDY: INTRODUCTION



INTRO.1: DRAKE UNIVERSITY HISTORY

INTRO.1A: THE EARLY YEARS

Drake University was established in 1881 when the Iowa Disciples of Christ moved Oskaloosa College, the first Christian college founded in Iowa, to Des Moines. The move was made possible by a \$20,000 pledge from Gen. Francis Marion Drake of Centerville, Iowa. In gratitude, the University's trustees named their institution after Drake, a Civil War general, former Iowa governor, banker, railroad builder and attorney.

George T. Carpenter moved with Oskaloosa College to become Drake University's first president and was determined to make Drake a real university. He quickly brought the Iowa College of Law, followed by the Iowa Eclectic Medical College, into the University. Thus, by the end of the first year, Drake was comprised of the colleges of Literature and Art, Law, and Medicine.

Drake University's founders dreamed of a broad-based and liberally nonsectarian institution. They established early the principles of equality and opportunity on which the University would operate, when they issued the following statement:

This University has been designed upon a broad, liberal and modern basis. The articles of incorporation provide that all its departments shall be open to all without distinction of sex, religion or race. In its management and influence, it will aim at being Christian, without being sectarian.

While corporate affiliation with the Disciples eventually was terminated, the University continues to be guided by this statement of nondiscrimination and the progressive vision of its founders.

In 1888, the University organized with the College of Letters and Science, Medical College, and College of Law, School of Music, School of Commerce, the Bible College, College of Pharmacy, and the Callanan College Normal School. Drake's early collegiate structure has endured with surprising stability. Graduate studies first were offered at the University in 1883, and Drake's graduate and professional programs remain a vital part of the University's educational offerings.

**DRAKE UNIVERSITY'S
FOUNDERS DREAMED
OF A BROAD-BASED
AND LIBERALLY
NONSECTARIAN
INSTITUTION.**

The Drake campus developed physically as programs expanded. For the first decade Old Main and Science Hall fulfilled the needs of the University. Between 1903 and 1907 five new buildings were built to house academic programs and a library. Drake's campus now has 59 buildings, many designed by distinguished architects such as Eliel and Eero Saarinen; Ludwig Mies van der Rohe; Harry Weese and Associates; and Brooks, Borg and Skiles.

INTRO.1B: CHALLENGES OF THE 1980s AND 1990s

To understand the focus and the progress made during the last decade, some review of the preceding decade and a half is helpful. During the early 1980s, Drake University — as reflected in an editorial cartoon published in *The Des Moines Register* depicting Old Main shrouded in fog — was perceived as lacking focus. Following a period of growth, enrollments declined during the 1980s, and very few new faculty members were hired. As financial challenges increased, estate gifts were used to balance the budget. A Transitional Services Program was established that brought non-admitted, academically marginal students to campus on a trial basis. This program had a negative effect on the University's reputation, reducing its appeal to high performing students.

In the summer of 1985, when Michael Ferrari became Drake's 10th president, strategic planning was under way. Under his leadership, the National Commission on the Future of Drake University with 330 members from across the nation critically examined Drake's programs and aspirations. The task force brought 250 recommendations to Drake's Board of Governors in June 1988. That report served as a framework for future planning and as the cornerstone for the Campaign for Drake, a \$115 million national fundraising program announced in October 1989. At its conclusion in May 1993 \$130 million had been raised.

Difficult decisions were made during these years as well. Soon after his arrival, President Ferrari announced that Drake would move from Division I football to the new IAA non-scholarship division. Several academic programs and administrative offices were eliminated, and the Transitional Services Program was disbanded.

The period from 1988 through 1992 was prosperous. As a result of the successful campaign, several new buildings, including the Knapp Center athletics arena, Opperman Law Library, and Pharmacy and Science Hall were built. Several buildings were renovated, including Old Main Auditorium, which was rededicated as Everett A. Sheslow Auditorium in January 1993. During this period Drake experienced an enrollment spike. Many new faculty and staff members were hired and salaries and other benefits increased.

The 1990s at Drake also were marked by positive academic developments. As Drake continued to attract students with strong academic credentials, its academic programs became stronger, offering consistently good academic experiences. The University also began work on curricular initiatives, such as the first-year experience, and added new majors. The first University-wide undergraduate general education program was adopted in 1996–97. And despite financial difficulties, due to publicity from the Campaign for Drake, the public perceived Drake as a “rich” university.

Although *National Commission II — Toward the 21st Century*, established in 1993, brought forth recommendations including a priority for another fundraising campaign, strategic planning was not at the center of decision-making during these years. From 1993

through 1998, the University faced escalating challenges. Enrollments declined, salaries eroded and deferred maintenance increased. Expenses consistently exceeded revenues, and midyear budget cuts became the norm.

INTRO.2. DRAKE UNIVERSITY 1998 – 2007: CHANGES SINCE THE LAST ACCREDITATION REVIEW

The years since the 1998 North Central accreditation visit have been transformative for Drake University. Leadership transitions and moves to mission-driven planning, fiscally sound policies and procedures, facilities improvement, and clear identity development mark the decade.

INTRO.2A: TRANSITION IN DRAKE LEADERSHIP AND STRUCTURE

President Michael Ferrari left Drake in spring 1998 to become chancellor of *Texas Christian University*. Former Iowa Governor and at that time chair of Drake's Board of Governors, Robert Ray served as University President during the transitional 1998–99 academic year. David Maxwell became Drake's 12th president in May 1999, a time of transition among other Drake senior administrative positions. At the time of the 1998 NCA visit, Drake University had three divisions led by vice presidents: academics, business and finance, and institutional advancement. Today there are four divisions and leadership in all areas except business and finance has changed.

In summer 1998, Vice President of Institutional Advancement Jack Ohle left Drake to become president of Wartburg College, and in January 1999, Provost and Executive Vice President R. Barbara Gitenstein left to become president of The College of New Jersey. Thus, President Maxwell was in a position to appoint individuals to two of three vice presidential positions.

In June of 2000 Ronald Troyer, then dean of the College of Arts and Sciences, became the new Provost of the University. In July 2000 Angela Voos became Vice President of Institutional Advancement. These two newly appointed vice presidents joined Victoria Payseur, who had come to Drake University as Vice President of Business and Finance in the fall of 1997. Since that time, leadership of the Academic and Business and Finance divisions has been stable.

In fall 2004, Admission and Financial Aid became a vice presidential level division. Tom Willoughby, who for many years had been dean of Admission, then dean of Admission and Financial Aid, was appointed Vice President and joined the President's Cabinet. He continued in that position until summer 2004 when he became Vice Chancellor for Enrollment Management at the University of Denver. In fall 2005, Thomas Delahunt became Vice President of the now renamed Office of Admission and Student Financial Planning.

Institutional Advancement has weathered many changes since 1998. Angela Voos left her post in November 2001, and interim directors administered the division, assisted by consultants until September 2003. John Willey became vice president at that time and served until his resignation in August of 2006. After some analysis, in December 2006, President Maxwell reorganized the division. Marketing and Communications became an

THE YEARS SINCE THE 1998 NORTH CENTRAL ACCREDITATION VISIT HAVE BEEN TRANSFORMATIVE FOR DRAKE UNIVERSITY.

independent unit whose director reports to the president. John Smith, previously Director of Development, was appointed Vice President of the new division of Alumni and Development.

INTRO.2B: MISSION-DRIVEN PLANNING AND DEVELOPMENT

With this new administrative team in place by fall 2000, Drake University moved into an era of mission-driven planning and development. While strategic planning had been ongoing at Drake University for many years, activities in 1999—2000 established a distinct culture of planning and assessment that has been significant in defining Drake's current status and its future. The University has become more focused on the necessity of comprehensive planning that ensures effective preparation for a future whose dimensions cannot be fully identified.

INTRO.2B.1: 2000 PROGRAM REVIEW

In January 2000 President David Maxwell initiated an intensive program review that has resulted in significant institutional transformation. Robert Dickeson, author of *Prioritizing Academic Programs and Services*,¹ served as a consultant and launched the review with presentations to Faculty Senate members and administrators. This was followed immediately by appointment of two steering committees (academic and nonacademic) charged to develop within six weeks procedures and criteria for review of all Drake University academic and administrative programs.

Program Review 2000 was undertaken with the goals of assuring that every program offered at the University responded to the needs of our students, was closely tied to our mission, and used resources productively and efficiently. The *Program Review: Report of the President* (p.2) further clarified that Program Review 2000 “is intended to position Drake University to address the challenges of the 21st century — not simply to *meet* those challenges but to *manage* them and to *turn them into opportunities*.”

That review, described more fully in Criterion 2A, led to a number of recommendations: budget reallocations, program elimination, program development, restructuring of University programs and offices, and to Drake University *Strategic Plan 2001-2006*.

INTRO.2B.2: A NEW MISSION STATEMENT

Since 2002 the University has intensively engaged in activities to ensure that all University constituencies are planning effectively to maintain Drake's exceptional learning environment. In 2002, the Board of Trustees and the Faculty Senate approved a new 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.

Since then the mission statement has become pervasive in all aspects of campus culture; along with the Strategic Plan, it has been the reference point for all planning and decision-making. In order to make the mission more accessible and meaningful, a [Mission Explication](#) that clarifies the implications of the mission for Drake and for our graduates was developed in 2004.

INTRO.2B.3: STRATEGIC PLANNING

Drake's *Strategic Plan 2001–2006* and *Strategic Plan 2003–2008* have guided the University effectively toward becoming a mission-driven institution that carefully assesses possibilities and plans accordingly. Drake University has become future-oriented, embracing strategic change. Using the best information available, the University makes decisions consistent with its mission. Strategic plans are in place for all University units, and a new *Campus Master Plan* has been developed and regularly updated. Long-term budgeting tied to the University mission and strategic plan has resulted in fiscal stability and positions Drake to face the future as a flexible institution.

Drake University planning involves all University constituents. Summer retreats bring together faculty, staff, students and trustees to discuss strategic issues. A regular three-year planning cycle, focused through *Drake University: Vision 2025* and *Drake University 2012*, is based on unit-level environmental scanning scans and white papers.

Individually and collectively, the Drake University administrative staff has assumed responsibility for maintaining awareness of issues, trends and initiatives that might impact higher education generally and Drake University specifically. Information relevant to University planning and the mission is shared through communication methods such as messages from the president, weekly announcements from the provost, and publications such as *On Campus* and the University magazine, *Drake Blue*.

Because Drake University is preparing students to live and work in a diverse and technologically sophisticated world, diversity is central to Drake's strategic plan and its educational activities. The University has implemented new admission and recruitment procedures to attract more transfer students and students from underrepresented groups, developed international partnerships, expanded curricular offerings to address international and multicultural issues, and scheduled events and speakers on campus who bring diverse perspectives. The University has also significantly upgraded campus technology and access to educational technology, providing students, faculty and staff with the tools necessary to function in a technologically sophisticated world.

INTRO.2C: FISCAL RESPONSIBILITY AND FINANCIAL STABILITY

Drake's strategic planning has been accompanied by strategic and fiscally responsible budgeting. Conservative budgets, measurable financial objectives and strategic spending have guided Drake to financial health, while the University also has achieved many strategic goals.

INTRO.2C.1: FISCAL HEALTH

While budget plans for FY01 through FY04 were for deficit spending, in each of these years Drake performed better than budgeted. FY04 was the final year of deficit budgets. Since 1998, Drake's endowment has increased from approximately \$86 million to more than \$153 million. In 2007, Drake finished its third year of a balanced operating budget with an overall operations surplus of \$2.7 million. This has occurred while also achieving the strategic goal of maintaining affordable tuition.

**DRAKE UNIVERSITY
HAS BECOME FUTURE-
ORIENTED, EMBRACING
STRATEGIC CHANGE.**

INTRO.2C.2: STRATEGIC OBJECTIVES: COMPENSATION AND FACILITIES IMPROVEMENT

These financial objectives have been achieved while the University moved ahead on other strategic objectives, including improving faculty and staff compensation and upgrading facilities. The compensation initiative has involved systematic benchmarking of faculty and staff salaries against appropriate peer groups or industry standards. Since FY04, approximately \$9 million has been allocated for salary improvement. (See Criterion 2B for further information.)

Drake's physical plant has significantly improved in recent years. Since 2001, more than \$65 million has been invested in facilities, including \$11 million funded from energy savings for the heating and cooling infrastructure. Thirty-one classrooms have been upgraded, a wireless network has been installed across campus and classroom technology is being standardized. The Drake Stadium was reconstructed, the first floor of Olin Hall science building has been totally renovated and many other science labs have been upgraded. By summer 2008, all campus residence halls will have been renovated within the past five years and Drake West Village, a partnership project that will provide housing and retail space, will be completed. In 2005, a new 20-year Campus Master Plan was completed that now guides facilities development.

INTRO.2D: IDENTITY AND QUALITY

Perhaps most important, during the past 10 years Drake University has developed a clear identity. The participatory development of a new mission statement, *Mission Explication*, and strategic plans have brought about a shared understanding of Drake's current status, its goals and the recognition that both are dependent on an exceptional learning environment.

While the remainder of this self-study report will support the fact that we are a mission-driven institution that has achieved an exceptional learning environment, some note of public recognition can be made here. The University's exceptional learning environment and academic rigor are regularly acknowledged. *U.S. News & World Report* consistently ranks Drake among the top Midwest master's institutions and as first or second in the Midwest for academic reputation. Drake has been named a "Best Midwestern College" by *Princeton Review* and is listed as one of the top 50 private universities in the country by *Kiplinger's Personal Finance* magazine. Drake student responses to the National Survey of Student Engagement (NSSE) consistently rank Drake as high on academic challenge. Drake University student-athletes regularly perform at a level that earns Drake recognition by the Missouri Valley Conference. Drake was the MVC Academic Champion in 06–07).

Drake University has planned strategically to make its high quality education affordable. Success at achieving this goal is affirmed by Drake's placement as fifth on *U.S. News & World Report's* list of "Great Schools, Great Prices" and by inclusion in *Peterson's Guide to Competitive Colleges*. Additionally, *Barron's 300 Best Buys in College Education* rates Drake as one of today's best values in higher education.

INTRO 3: DRAKE UNIVERSITY 2008 AT A GLANCE

Drake University is a private, coeducational institution, classified by Carnegie as "Master's—Large." The University offers more than 70 undergraduate majors, two first-professional

**DRAKE UNIVERSITY HAS
PLANNED STRATEGICALLY
TO MAKE ITS HIGH
QUALITY EDUCATION
AFFORDABLE.**

degrees (Juris Doctor and Pharmacy Doctorate), and thirteen 13 graduate programs (master's, specialist, doctorate) in its six colleges and schools: College of Arts and Sciences, including Fine Arts; College of Business and Public Administration; School of Education; School of Journalism and Mass Communication; Law School; and College of Pharmacy and Health Sciences. The University is residential with 95% of first-years students and 61% of all undergraduates living on campus.

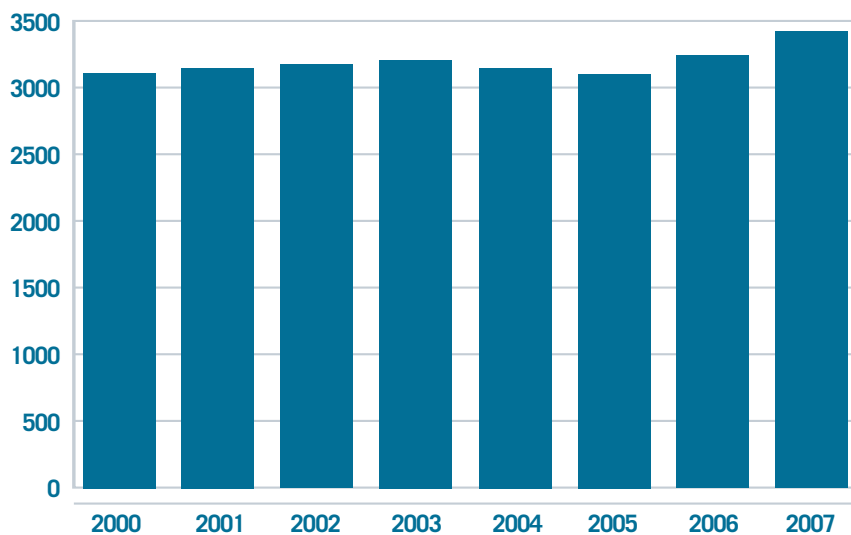
In combination with information from the [Drake Databook](#), the following provides a snapshot of Drake University in 2007–08:

Drake University has attempted to maintain a stable, slow growth in undergraduate enrollment.

(See enrollment summary for 2000–2007)

- From 2003 through 2006, the [number of students coming to Drake directly from high school](#) fluctuated from just fewer than to just more than 800. Fall 2007 brought an enrollment spike with a class of 924 new students. The reason for this increased enrollment of admitted students has been extensively analyzed, and admission procedures have been adjusted for fall 2008. Our ideal target for entering first-year students is 830.

Figure Intro.1: Total Undergraduate Enrollment



Overall, the undergraduate enrollment (including pre-pharmacy) has increased from 3,196 in fall 2003 to 3,441 in fall 2007.

Table Intro.1 Enrollment Fall 2007

Total Enrollment	5,617
Full-Time	4,143
Part-Time	1,474
Undergraduate	3,441
Graduate	1,269
First-Professional	907

- The number of transfer students has grown slowly and steadily, and Drake has explored strategies for continuing a slow growth.
- Drake's Student/Faculty ratio is 14:1 for undergraduates and 15:1 overall.

Retention rates are high.

- From 2000, retention of first-year students has increased from 81% to a range of 86% to 88%. The fall 2007 first-year retention rate was 86.3%.
- Overall retention of students beyond the entering first-year group has remained stable at around 90%.

First-Professional programs have varied enrollment.

- The Pharmacy Doctorate enrollment in the professional years (years three through six) increased from 449 in 2003 to close to 500 in fall 2005 and fall 2006. Planned reduction in students admitted to the program, due to accreditation requirements, is reflected in the drop to 474 students in fall 2007. Efforts are being made to reduce and stabilize the number of students entering the pre-pharmacy program at 150.
- Law School enrollment, after an increase from 444 in 2003 to 471 in 2005, has dropped in the past two years to about 430. Optimal enrollment is approximately 450.

Graduate Programs are experiencing some planned growth.

- Graduate programs in Education, Business and Public Administration and Journalism and Mass Communication are primarily part-time and serve the local communities.
- Fall official enrollment figures show slight, steady graduate enrollment increases from 1075 in 2003 to 1,269 in 2007. Graduate enrollment in Education occurs throughout the semester, resulting in almost 1,600 total graduate students enrolled by the end of the semester during each of the past two years.

The high academic profile of Drake entering first-year students has been maintained.

- Approximately 70% graduate in the top quarter of their class, with more than 90% in the top half.
- The high school GPA of entering students is stable at around 3.6.
- The average ACT score remains at 26.

Diversity of Drake students continues to be a challenge.

- From 2003–07, the Drake student body has remained approximately 60% female.
- From 2004–07, the percentage of students self-identifying as other than white increased from 13.4% to 15.8%.
- From 2004–07, the number of international students at Drake increased from 215 to 311, representing an increase from approximately 4% to 5.5% of the student body.
- Approximately 10% of all Drake students and 11% of Drake undergraduates are from minority groups (excluding international students). In fall 2007, nearly 14% of the entering first-year students are from U.S. minority groups.

Drake Faculty and Staff

- From fall 2003–06 the number of full-time Drake faculty remained fairly stable at approximately 246. Conversion of some positions to faculty status and additional faculty hired in response to the enrollment spike has brought the total in fall 2007 to 257.
- The 257 full-time faculty members teach 86% of all classes at Drake University.
- Fifty-six% of Drake faculty members are tenured and 23% are on tenure track. The percentage not on tenure track increased in fall 2007 due to hiring of visiting faculty to assist with the temporary increase in enrollment.
- The percentage of female faculty has increased from 37% in fall 2003 to 46% in fall 2007.
- The percentage of Drake faculty from racially and ethnically underrepresented groups has increased from 6.3% in fall 2003 to 9.7% in fall 2007.

Additional Drake University data are available in the Drake Databook on the Web site at www.drake.edu/instres/2007databook.php.

INTRO.4: DRAKE UNIVERSITY ORGANIZATIONAL STRUCTURE

Drake University Organization Chart

This section provides a brief summary of the governance and organizational structure of Drake University. Links are provided to fuller descriptions that also are included in Appendix 3.

Intro.4A: BOARD OF TRUSTEES*[Board of Trustees Member List](#)*

Governance authority and responsibility for Drake University rests with the Board of Trustees with the President serving as official adviser and executive agent of the board. The Drake University Board of Trustees is responsible for policymaking and resource management and approves the general, educational and financial policies of the University. Its powers and responsibilities are detailed in the *[Drake University Bylaws](#)*. Its 21 to 44 members serve three-year renewable terms.

The Drake Board of Trustees operates with an Executive Committee and ten standing committees: Academic Affairs; Athletic Affairs; Audit; Board Affairs; Building and Grounds; Business, Finance and Investments; Compensation; Enrollment; Institutional Advancement; and Student Life.

INTRO.4B: PRESIDENT'S OFFICE

President David Maxwell

[President's Web site](#)

David Maxwell, PhD, became the 12th president of Drake University in May of 1999. He came to Drake after six years as director of the National Foreign Language Center in Washington, D.C. and after serving as president of Whitman College from 1989–93. He was at Tufts University as a faculty member and dean from 1971–89.

The Board of Trustees specifies that the President of the University shall be the Chief Executive Officer of the University. The President serves as official adviser and executive agent of the Board of Trustees and is responsible for bringing to the Board all matters appropriate to keep the members informed in meeting their policy-making responsibilities. The President shall have power, on behalf of the Trustees, to perform all acts and execute all documents to make effective the actions of the Board of Trustees or its Executive Committee. The President appoints Vice Presidents, Deans, and administrative officers responsible for the operation of the University programs.

In fulfilling these duties, the President is advised by a Cabinet and by a Senior Advisory Committee. *[The Cabinet](#)*, which meets weekly, is comprised of the Provost, vice presidents for Business and Finance, Admission and Financial Aid, and Alumni and Development; the President of the Faculty Senate; and the Executive Assistant to the President (who also serves as Secretary of the University).

The Senior Advisory Council (SAC), in addition to cabinet members, includes deans of the colleges and schools, the Cowles Library and Student Life; Vice Provost and Associate Provosts, Associate Vice Presidents for Alumni and Development and for Business and Finance; directors of Human Resources, Athletics and Marketing and Communications; and the Chief Information Officer. The Council meets as requested by the President. With the creation of a new planning infrastructure, it is responsible for monitoring the implementation of the University's strategic plan.

INTRO.4C: ACADEMICS

[Academic Division Organization Chart](#)

INTRO.4C.1: OFFICE OF THE PROVOST

Provost Ronald Troyer

The Drake University Division of Academics encompasses the Office of the Provost, six colleges and schools, Cowles Library, Student Life Office, the Office of Information Technology, and numerous academic programs coordinated by the Office of the Provost.

The Provost serves as chief academic officer of the University and 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 is assisted by the Vice Provost for Student Affairs and Academic Excellence; the Associate Provost for Curriculum, Faculty Development and Assessment; and by the Associate Provost (with responsibility for institutional research and general academic office support). In addition, the deans and directors of colleges and other academic units listed below provide leadership for the academic division.

Additional description of the Office of the Provost and units within the Academic Division may be accessed with the following links:

[Description](#)

[Provost Office Web site](#)

INTRO.4C.2: COLLEGE OF ARTS AND SCIENCES

[Description](#)

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

[College of Arts and Sciences Web site](#)

INTRO.4C.3: SCHOOL OF MANAGEMENT AND COMMUNICATION

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

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

[Description](#)

[College of Business and Public Administration Web site](#)

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

[Description](#)

[School of Journalism and Mass Communication Web site](#)

INTRO.4C.4: SCHOOL OF EDUCATION

[Description](#)

[School of Education Organization Chart](#)

[School of Education Web site](#)

INTRO.4C.5: SCHOOL OF LAW

[Description](#)

[Law School Organization Chart](#)

[Law School Web site](#)

INTRO.4C.6: COLLEGE OF PHARMACY AND HEALTH SCIENCES

[Description](#)

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

[Pharmacy and Health Sciences Web site](#)

INTRO.4C.7: COWLES LIBRARY

[Description](#)

[Cowles Library Organization Chart](#)

[Cowles Library Web site](#)

INTRO.4C.8: INFORMATION TECHNOLOGY

[Description](#)

[Office of Information Technology Organization Chart](#)

[Office of Information Technology Web site](#)

INTRO.4C.9: STUDENT LIFE

[Description](#)

[Student Life Organization Chart](#)

[Dean of Students Web site](#)

INTRO.4D: ADMISSION AND STUDENT FINANCIAL PLANNING**Vice President Thomas Delahunt**

The Offices of Admission and Student Financial Planning are guided by the Vice President for Admission and Financial Aid with support from the Director of Admission and Director of Student Financial Planning. 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 after Thomas Delahunt became Vice President in summer 2005 the unit was renamed Admission and Student Financial Planning.

Additional Information about the Division of Admissions and Student Financial Planning is available at:

[Description](#)

[Admission Organization Chart](#)

[Student Financial Planning Organization Chart](#)

[Admission Web site](#)

[Student Financial Planning Web site](#)

INTRO.4E: ALUMNI AND DEVELOPMENT**Vice President John Smith**

Drake's Alumni and Development Office is responsible for alumni relations, fundraising, community relations, prospect research, database management, and special programs. It is guided by the Vice President, with support from the Associate Vice President for Advancement and directors of Alumni and Parent Programs, Community Relations, Advancement, and Development. Until December 2006, the division included Marketing and Communication. That office now reports directly to the President.

Additional Information about the Division of Alumni and Development is available at:

[Description](#)

[Alumni and Development Organization Chart](#)

[Alumni and Development Web site](#)

INTRO.4F: DIVISION OF BUSINESS AND FINANCE**Vice President Victoria Payseur**

The Business and Finance Division of Drake University is under the direction of the Vice President for Business and Finance and Treasurer of the University. Business and Finance activities 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.

Additional Information about the Division of Business and Finance is available at:

[Description](#)

[Business and Finance Organization Chart](#)

[Business and Finance Web site](#)

INTRO.4G: INTERCOLLEGIATE ATHLETICS AND RECREATIONAL SERVICES**Athletic Director Sandra Hatfield Clubb**

The Department of Intercollegiate Athletics and Recreational Services is under direction of the Director of Athletics who reports directly to the President. With assistance of the Associate AD for Internal Operations, Associate AD for Facilities and Recreational Services, and Associate AD for External Relations, and other administrative support, the Division offers eighteen 18 intercollegiate sports, as well as university recreational and wellness programs. Additional Information about the Division of Athletics and Recreational Services is available at:

[Description](#)

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

[Intercollegiate Athletics and Recreational Services Web site](#)

**DRAKE UNIVERSITY
HAS BEEN ACCREDITED BY
THE NORTH CENTRAL
ASSOCIATION OF COLLEGES
AND SCHOOLS SINCE
THAT ASSOCIATION WAS
ESTABLISHED IN 1913.**

INTRO.4H: MARKETING AND COMMUNICATIONS

Director Brooke Benschoter

Until 2006, the Drake University Office of Marketing and Communications was part of Office of Institutional Advancement. The director of the now independent unit reports to the President. The office coordinates marketing and communications to both external and internal audiences and is responsible for official communications, speechwriting support, and the creation and placement of paid advertising. The office's research functions include tracking media hits. It also creates and distributes surveys and develops focus groups.

Additional Information about the Office of Marketing and Communications is available at:

[Description](#)

[Marketing and Communications Organization Chart](#)

[Marketing and Communications Web site](#)

INTRO.5: DRAKE UNIVERSITY'S ACCREDITATION HISTORY

Drake University has been accredited by the North Central Association of Colleges and Schools since that association was established in 1913. The last comprehensive accreditation visit was in February 1998, after which Drake's accreditation was continued.

In addition to University accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools, the following Drake colleges, schools and departments have been accredited by the agencies designated:

- College of Business and Public Administration: Accredited by the Association to Advance Collegiate Schools of Business (AACSB)
- School of Education: All certification and endorsement programs are accredited by the Iowa State Department of Public Instruction
- Law School: Accredited by the Council of American Bar Association's Section of Legal Education and Admission to the Bar and a charter member of the Association of American Law Schools
- College of Pharmacy and Health Sciences: Accredited by the Accreditation Council on Pharmacy Education
- School of Journalism and Mass Communication: Accredited by the Accrediting Council on Education in Journalism and Mass Communication
- Department of Art and Design: Accredited by the National Association of Schools of Art and Design
- Department of Chemistry: Accredited by the American Chemical Society
- Department of Music: Accredited by the National Association of Schools of Music

INTRO.6: RESPONSE TO THE 1998 ACCREDITATION REPORT

The 1998 report from the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools recommended continued accreditation for the University. No monitoring reports, contingency reports or other visits were required.

The team report of the 1998 evaluation visit did recommend a progress report on the development and status of the recently implemented Drake Curriculum general education program. There were three reasons cited for this request:

1. The Drake curriculum represented a shift from unit-specific to an institution-wide general education.
2. Such a shift required enhanced cooperation among the colleges.
3. Students needed to be guided in the transition from the old to the new curriculum.

The progress report was submitted as requested in fall 2001, and on October 26, 2001, the staff of the Higher Learning Commission accepted the report with no further reports due.

INTRO.7: DRAKE UNIVERSITY'S 2008 SELF-STUDY: AN OVERVIEW

INTRO.7A. STRUCTURE OF THE SELF-STUDY

The Drake University accreditation self-study was initiated in January 2004. After becoming familiar with the new Higher Learning Commission accreditation criteria, President Maxwell and Provost Troyer determined that the self-study process could assist the University to move forward toward several of its assessment and planning goals. They appointed Sue Wright, Associate Provost and Director of Institutional Research, as Self-Study Coordinator.

[*Self-Study Committee Rosters*](#)

[*Self-Study Committee Minutes*](#)

The Provost and Self-Study Coordinator sought agreement of individuals to serve on the Steering Committee and to chair or co-chair criterion committees. The Steering Committee membership was intended to emphasize the importance accorded to the tasks being undertaken in the self-study. Chaired by the Provost, the Steering Committee included chairs of the five Criterion Committees, the President, Vice President Business and Finance, Associate Director of Athletics, the Chief Information Officer, and Self-Study Coordinator. The Committee met for the first time in June 2004 and began to discuss the new accreditation criteria. Working with committee chairs, the Steering Committee appointed members for each of the five criterion committees.

On September 10, 2004, the self-study officially kicked off with a lunch and orientation for all self-study committee members. At that event members were introduced to the process, the self-study criteria and to Drake's commitment to using the process for real self-study.

Each committee was first asked to consider how examining the University using their criterion and its components could help Drake University better achieve its mission. These deliberations led to several major campus initiatives discussed in Intro7.C. During succeeding years the committees identified evidence and drafted information for the "Self-Study Report." With normal transition among chairs and members, the committees continued to meet through spring 2007 when they submitted reports to the Self-Study Coordinator.

In addition to the steering and criterion committees, a publicity and promotion task force met to recommend ways to get the campus involved in the self-study process. They also considered issues such as publication of the requests for third-party comments. A logistics committee prepared for the team visit.

INTRO.7B: CAMPUS AND CONSTITUENT INVOLVEMENT

Consistent with Drake's approach to major policy and procedure initiatives, constant communication and opportunity for involvement have characterized the self-study. Given the importance of the initiatives being undertaken as part of the process, it was considered essential to involve all campus constituents in the self-study.

At several points faculty, staff and students have been invited to volunteer for committees. Communication about the self-study to students, faculty, staff, Board of Trustees members, and other constituents occurred regularly. The Monday morning *Provost's Announcements* carried information about the self-study and related initiatives to all constituents. Articles in all-campus publications, including *OnCampus*, *Blue*, *eBlue*, and *The Times Delphic* (student newspaper) focused on the self-study and related initiatives.

The self-study process was the focus of the President's Summer Planning Retreats in 2004 and 2006. The day-and-a-half Summer 2004 Retreat provided the first forum for intensive discussion of the self-study process with campus constituents. Principles of accreditation were reviewed, the self-study process was outlined, and the importance of developing a culture of evidence was presented. Administrators, faculty, staff and student leaders discussed the crosscutting themes, exploring their potential for framing the Drake approach to the self-study. The group spent extensive time becoming familiar with the self-study criteria and examining their implications for the University.

The goals of the 2006 President's Summer Retreat were to continue preparation for the self-study and to launch the next round of strategic planning. Faculty, staff, students and Board of Trustees members were asked, based on analysis using the HLC criteria and cross-cutting themes, to identify themes to be emphasized in the self-study report.

Presentations about the self-study and related initiatives have been made regularly to Drake constituents. These have included the Student Senate, Faculty Senate, All-Staff Council, faculty and staff of each of the schools and colleges and library, staff members of Athletics, Business and Finance, Alumni and Development, Office of Information Technology, Marketing and Communications, and Student Life. The Board of Trustees, particularly its Academic Affairs Committee, has been kept apprised of progress on the self-study, as have the Parents Board, Alumni Board, and National Advisory Boards/Committees of the schools and colleges. In addition, as committees have worked on their reports, they have met with various campus groups to obtain ideas and feedback.

**FIRST, AND AMONG
THE MOST SIGNIFICANT
INITIATIVES TO ARISE
FROM SELF-STUDY, WAS
DEVELOPMENT OF THE
DRAKE UNIVERSITY
MISSION EXPLICATION.**

INTRO.7C: USING THE CRITERIA TO PROMOTE CHANGE

The expectation that the self-study criteria would promote campus conversation and help identify areas that needed attention proved accurate.

INTRO.7C.1: THE MISSION EXPLICATION

First, and among the most significant initiatives to arise from self-study, was development of the Drake University Mission Explication. Discussions by Criterion 1 and 3 committees made clear that while we perceived ourselves to be mission-driven, the full implications of the mission for students, faculty and staff of the University had not been clarified. The Mission Explication (fully discussed in Criterion 1 and Criterion 3 chapters) emerged from a campus-wide discussion as a living commitment to the Drake mission.

INTRO.7C.2: A CULTURE OF EVIDENCE

Early in the self-study process the campus started to focus on developing a culture of evidence. The University established an Office of Institutional Research and regularly participated in a range of surveys and other forms of data collection. The self-study process helped raise awareness that decision-making at Drake should be more consistently driven by data. An [Institutional Research Web site](#) has been established and a new position, Associate Director of Institutional Research, has allowed the University to be more systematic in putting data in forms that can be used effectively by the entire campus.

INTRO.7C.3: DRAKE CURRICULUM REVIEW

As we embarked on the self-study process, we were aware that assessment of learning outcomes was irregular across campus and had not been adequately implemented in relation to the Drake Curriculum general education program. The Criterion 3 committee, with representation from all curricular units and Student Life, initiated a systematic review of Drake's assessment of learning outcomes. The Criterion 3 Committee, under the direction of chair John Burney, then Dean of Arts and Sciences, brought speakers to campus to provide workshops and, planned campus-run activities and workshops to help faculty better understand the importance of assessment and how to implement assessment procedures in their own programs and courses. Criterion 3 and Criterion 4 committees organized and coordinated a complete review of the Drake Curriculum general education program during the 2004–05 and 2005–06 academic years and summers (see Criterion 3A). These committees worked with the Office of the Provost to develop the proposal that resulted in Drake's participation in the initial Higher Learning Commission Assessment Academy (see Criterion 3A).

INTRO.7C.4: SYSTEMATIZED PLANNING

In fall 2005, the Criterion 2 Committee began to discuss the University's lack of an institutionalized planning process. Although the University was engaged in strong, mission-driven planning, including regular updates of the Strategic Plan, strategic budgeting and other procedures described in Criterion 2, these all depended on the individual commitment of the President, his cabinet and other administrators. The Criterion 2 committee first developed guidelines for strategic planning by University operational units. The committee then examined planning models, developing a new Three-year Planning Cycle endorsed by the President's Cabinet and the Faculty Senate; it has now been implemented.

INTRO.7C.5: COMMITMENT TO SELF-EXAMINATION

Many of Drake's initiatives of the past four years might have been pursued even had the self-study not been under way. But during the past several years most activities have been to some extent affected by the commitment to intensive self-examination. These have included our commitment to continuing progress on campus diversity, to excellent technology support for learning, upgrading classroom and laboratory learning environments, and to faculty and staff compensation that allows us to attract and maintain the faculty and staff necessary to support an outstanding institution.

Thus, as we complete the four-year self-study, Drake University is committed to maintaining an ongoing self-examination.

THE CRITERION 3 COMMITTEE, WITH REPRESENTATION FROM ALL CURRICULAR UNITS AND STUDENT LIFE, INITIATED A SYSTEMATIC REVIEW OF DRAKE'S ASSESSMENT OF LEARNING OUTCOMES.

7D: THE SELF-STUDY REPORT

In fall 2006, self-study committees focused on drafting sections of the report and bringing together the lists of evidence that supported their statements. These were submitted in the spring to the Self-Study Coordinator, who was the primary writer. During the summer and early fall of 2007, notes and evidence were drawn into chapters that were sent to the criterion committees for review and editing. The report was then made available to all members of all committees, deans and other administrators, and anyone who might be able to provide helpful feedback on the report.

