

self-study results

for Drake's Board of Trustees

Survey Adapted with permission from
the Association of Governing Boards
of Universities and Colleges

Number of surveys distributed 35
Number of surveys completed 22

Note: Some percentages may not total 100% due to questions left unanswered and rounding.
All percentages are calculated out of 22.

These criteria are the results of a project sponsored by the Association of Governing Boards of Universities and Colleges (AGB) and conducted by the Center for Research and Development in Higher Education, University of California, Berkeley. It was made possible through the support of the Ford Foundation. A national Advisory Committee of ten chief executives and ten members of various types of secondary education boards, contributed significantly to this project.
(Feb, 1995)

Criterion 1

Institutional Mission and Educational Policy

No institution can be all things to all people. Each institution must decide what its particular mission is—its real purpose—if it is to have sound direction. The mission must be clearly defined so students will know the institution's purposes and objectives, faculty members will know how to direct their efforts, and the several publics on whom the campus community depends will know what they are supporting.

An official statement setting forth the specific mission of a college or university should be a cooperative effort of the administration, the faculty, and the governing board. Acting alone, the board lacks the professional experience to define educational goals in detail. Its role is to insure that the mission is clearly stated. Because it stands apart from day-to-day operations, administrative preoccupations, and faculty special interests, the board is in a unique position to lead, seek consensus, and stimulate action.

	Yes	No	Don't Know or Can't Judge
1. Is there a written and officially adopted statement of the institution's mission or purpose?	100%		
2. In your opinion is this statement sufficiently clear and useful to serve as a guide to the board, administration, and faculty?	91%	4.5%	4.5%
3. Does the board periodically review its statement of purpose and educational goals, and examine the policies which implement them?	77%	4.5%	18%
4. Does the board assume a role in helping to determine whether educational programs are viable and consistent with the institution's mission?	77%	13.5%	9%
5. Do you feel that the institution lives up to its stated mission?	91%		9%

Summary: In relation to this criterion I feel that the board's overall performance has been:

45.5% Very Good 45.5% Good 9% Barely Adequate Poor Don't Know or Can't Judge

Further comments or suggestions related to this criterion:

- Inappropriate confusion about who “owns” the mission—Too much review/veto power given to faculty senate so lack of clarity in who has authority to change/decide.
- Administration did not initially appreciate Board’s role and involvement in this process, but acquired such knowledge.

Criterion 2

Institutional Planning

In the difficult period stretching ahead for higher education, effective planning is increasingly essential. The number and future sources of students should be anticipated. Projections of expenses and income need to be studied. The character of the educational program and student services must be considered. The size of the faculty and its distribution by rank and tenured status are matters to be plotted carefully.

The board should be involved in the planning process, and adopted plans should be used by it as a guide to decision making

	Yes	No	Don't Know or Can't Judge
1. Does the board require, participate in, review, and/or approve comprehensive institutional planning regarding:			
a. enrollments?	95.5%		
b. staffing?	82%	9%	4.5%
c. physical facilities?	95.5%		
d. availability of resources?	91%		4.5%
e. educational programs?	73%	9%	14%
2. Has the board approved a comprehensive institutional plan within the past five years?	82%		14%
3. Does the board have a schedule for reviewing and, if desirable, revising the plan at regular intervals?	73%		23%
4. Was the faculty involved in the plan's development?	82%		9%

Summary: In relation to this criterion I feel that the board's overall performance has been:

55% Very Good 36% Good Barely Adequate Poor Don't Know or Can't Judge

Further comments or suggestions related to this criterion:

- The May session to update the plan is very critical. We are now moving from fixing the problems of past neglect to planning the future.
- Again, lack of clarity in role/authority between Board and faculty senate and administration. Not good enough accountability for adherence to strategic plan.
- I feel we are informed about programs, but I'm not sure how much input we have or should have—resources are tight but Administration seems to have the power to control.
- The strategic plan is in place—we must successfully implement it.
- This was a good process.

Criterion 3

Physical Plant

It is the board's responsibility to create and maintain a physical environment that is conducive to learning and consistent with reasonable expectations of future funds and enrollment trends. Decisions that involve the campus master plan and the capital outlay budget request are the major concerns. Prudence demands that maximum use be made of the present physical plant before construction or remodeling is considered. And maintenance should not be deferred to the possible peril of the institution's future. Efficient use of the board's time and effort requires that it be concerned only with those matters that cannot properly be delegated to the staff.

	Yes	No	Don't Know or Can't Judge
1. Has the board approved a master plan for the physical campus which includes both present and anticipated needs?	77%	14%	9%
2. Within the past two years, has the board received and reviewed a report on physical plant utilization—classroom, laboratory, dormitory, office, and other building space?	50%	18%	32%
3. Prior to its consideration of requests for remodeling or new construction, has the board satisfied itself that present spaces are being used effectively and instructional areas are scheduled for optimum utilization?	41%	27%	32%
4. Is the board satisfied that maintenance programs are adequate and that they are not being deferred unreasonably?	32%	41%	27%
5. Do you feel that the board makes decisions on details relating to buildings and grounds that really should be delegated to the administrative staff?		77%	23%

Summary: In relation to this criterion I feel that the board's overall performance has been:

4.5% Very Good 68% Good 14% Barely Adequate 4.5% Poor 4.5% Don't Know or Can't Judge

Further comments or suggestions related to this criterion:

- Very good for last few years and terrible for the years prior to that!
- I think that the Board needs to be more involved in a capital fundraising effort for the physical plant issues.
- Without Bob Helmick’s vision, we would be deficient in this criterion. I hope the grounds and physical plant committee will be as engaged going forward.

Criterion 4

Financial Management

In the financial affairs of the institution, the board has a responsibility to ensure that there is a mechanism in place for prudent fiscal management. This responsibility calls especially upon the expertise of those board members who are experienced in devising the financial policies, managing investments, or who have other financial skills. The board must see to it that sound financial policies are followed, yet refrain from becoming involved in the execution of policies or their administration.

	Yes	No	Don't Know or Can't Judge
1. Does the board accept fully its responsibility for prudent fiscal management?	95.5%		4.5%
2. Does the board carry out its responsibility for overseeing fiscal resources particularly in the preparation and monitoring of an annual operating budget?	86%	5%	4.5%
3. Do all board members receive financial reports:			
a. in a format that is intelligible and useful?	91%	5%	4.5%
b. often enough?	86%	5%	9%
4. Does the board have within its membership persons with special expertise who give their advice in the following areas:			
a. long-range fiscal planning?	82%		18%
b. investment practices?	95.5%		4.5%
c. fiscal management?	95.5%		4.5%
d. budget review?	95.5%		4.5%
e. analysis of reports and recommendations?	82%		9%

Summary: In relation to this criterion I feel that the board's overall performance has been:

50% Very Good 36% Good 4.5% Barely Adequate Poor 4.5% Don't Know or Can't Judge

Further comments or suggestions related to this criterion:

Criterion 5

Financial Support

A board has the responsibility to ensure that sufficient financial resources are generated so that the institution is able to meet its mission and goals. Part of this responsibility is discharged through careful oversight of the institution's financial affairs. Board members, however, also have a responsibility to give willingly from their personal means, to encourage others to do so, and to otherwise participate actively in the development program. The interest and efforts of others are affected by the example set by the Trustees as a whole.

	Yes	No	Don't Know or Can't Judge
1. Do you feel that the development program is well organized into a continuing and coordinated effort to the board, the president and the chief development officer?	18%	68%	9%
2. Do you feel that the institution's fundraising efforts are consistent with the stated mission and goals developed by the governing board?	32%	41%	23%
3. Do you feel there is an adequate financial commitment on the part of individual board members to:			
a. give personally?	59%	14%	27%
b. influence other persons or organizations to give?	41%	23%	36%
4. Does the board receive periodic fundraising reports that include aggregate trustee giving as a separate category?	50%	23%	23%
5. Has the board established appropriate policies and guidelines for the various types of fundraising activities (i.e. annual fund, capital campaign, planned giving?)	82%	4.5%	14%

Summary: In relation to this criterion I feel that the board's overall performance has been:

18% Very Good 27% Good 36% Barely Adequate 9% Poor 4.5% Don't Know or Can't Judge

Further comments or suggestions related to this criterion:

- We understand our problems and are working to fix them.
- Need VP Institutional Advancement. (x2)
- I feel this is very hard to answer since the Institutional Advancement office is a “skeleton crew” with no great leadership. We must get someone in place to take the leadership reins.
- Obviously, this area has lacked leadership and appropriate day-to-day management for several years. We need to get a strong person for this position!
- Our policies have not been sufficiently clear or demanding. We seem to lack confidence.
- The VP position has remained vacant for too long. The lack of leadership in this segment of the university is having a very negative impact on the future of Drake. It is difficult to make any positive remarks regarding IA.
- Having a full-time IA VP is critical. Whatever else the Board can do to make this happen is paramount to long-term success.

Criterion 6

Board Membership

A primary requisite for effective governance is to be sure that the men and women responsible for the institution's policy direction have the skills, knowledge, and background necessary for effective decision-making. The complex operation of modern educational institutions requires that boards have available to them a wide range of experiences and expertise. The larger society to which these institutions are now linked more closely than ever before requires that the board's membership be more diverse in terms of geographic, social, or occupational origins and viewpoints. Such diversity does not require that members be representatives of special groups or interests unless this is specified in the bylaws or charter. Each member must be willing to serve the interests of the institution as a whole.

	Yes	No	Don't Know or Can't Judge
1. To make an effective board, do you feel that the board now contains a sufficient range of:			
a. expertise?	73%	9%	14%
b. attitudes?	77%	9%	14%
c. external relationships?	55%	27%	18%
2. Does the board have a committee that assesses its needs in the way of qualification of new members?	82%		18%
3. Does the board have a committee that maintains a roster of prospective members?	91%	4.5%	4.5%
4. Does the board have an established procedure for orienting new members to their institution and to their duties and responsibilities?	91%	4.5%	4.5%
5. Do you feel that the board should alter its policies and practices with respect to:			
a. size?	27%	64%	9%
b. length of term?	18%	73%	9%
c. number of successive terms?	23%	73%	4.5%
d. age limit or honorary retirement?	18%	59%	23%
e. age composition?	9%	64%	23%
f. sex composition?	9%	73%	14%
g. minority composition?	41%	36%	23%

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Board Membership

	Yes	No	Don't Know or Can't Judge
5. (Continued) Do you feel that the board should alter its policies and practices with respect to:			
h. geographical composition?		77%	18%
i. persons with educational experience?	9%	64%	23%
j. persons with financial management experience?	4.5%	73%	18%
k. requiring a minimum attendance record?	9%	77%	9%

Summary: In relation to this criterion I feel that the board's overall performance has been:

32% Very Good 45.5% Good 14% Barely Adequate 4.5% Poor Don't Know or Can't Judge

Further comments or suggestions related to this criterion:

- I think the Board needs to be more pro-active in finding new members. I don't think the Administration should "find" board members or approve new members.
- Board members are more and more engaged. We need to continue to have a diverse board.
- I believe that conference call attendance should be allowed—or that summer meeting could be a conference call.

Criterion 7

Board Organization

The effectiveness of a board depends greatly on the structure of its organization and the conduct of its meetings. A productive board is usually one that has periodically taken the time to thoughtfully sort out its duties, critically review its organizational structure and rules of procedure, and update its bylaws, policy or operations documents. Committee structure depends upon the board's size, the frequency of meetings, and the workload that can be placed on individual members. Periodic critical review should also determine, among other things, if a few persons in fact are making most of the board's decisions. If responsible minority opinions have the opportunity for full board consideration, and if communication between the campus community and the public is open.

	Yes	No	Don't Know or Can't Judge
1. Within the past two or three years, has the board in some formal way reviewed its organization, committee practices and bylaws?	50%	27%	23%
2. Do meeting agendas:			
a. put before you issues of policy for the board's consideration?	82%	9%	4.5%
b. include appropriate supporting information in the right amount?	73%	18%	9%
c. reach you sufficiently in advance of the meeting?	86%	14%	
3. Do you believe that the number of board meetings are sufficient to properly take care of the institution's business?	95.5%	4.5%	
4. Do you believe that the duration of board meetings are sufficient to properly take care of the institution's business?	73%	23%	4.5%
5. Are board meetings effectively conducted?	82%	4.5%	9%
6. Are board meetings reasonably stimulating?	77%	14%	9%
7. Do you feel that the present committee structure:			
a. handles the board's work efficiently?	82%	4.5%	9%
b. gives the full board the opportunity to consider adequately all matters of key importance?	77%	18%	4.5%
c. allows constituencies to be heard before recommendations are formed?	77%	14%	9%

Criterion 7 — Page 2

Board Organization

	Yes	No	Don't Know or Can't Judge
8. Do board policies vis-à-vis board and committee membership afford sufficient opportunity for rotating leadership?	82%	4.5%	14%

Summary: In relation to this criterion I feel that the board's overall performance has been:

45.5% Very Good 41% Good 9% Barely Adequate Poor Don't Know or Can't Judge

Further comments or suggestions related to this criterion:

- We have a few problems from time to time, but in general, we do very well.
- This was a difficult one to answer—I feel that not all board members take the committees seriously—therefore, the board meetings don't always reflect the whole board because of lack of participation by some. Saturday morning meetings are hurried because people start leaving. I wish I had a suggestion to better handle the business meetings! I believe board members from “out of town” participate more fully than a lot of Des Moines board members. I resent that as I make the effort to drive or fly into town and pay for a hotel room!
- There should be more interaction between present Board and non-traditional and non-white students.
- For certain committees, time allotted may not be enough, or agendas/presentations may need to be more crisp.

Criterion 8

Board/Chief Executive Relations

Trustees and the chief executive officer share at least one major characteristic: they have a total institutional perspective. The quality of the "working relationship" between the board and the executive officer is of critical importance to the effectiveness of each. While the board must take responsibility for basic policies and their consequences, it must also give the chief executive the authority and flexibility to act decisively.

Selection of the chief executive officer is a major responsibility of the governing board, and should be preceded by a clear definition of his or her qualifications and expected accomplishments.

	Yes	No	Don't Know or Can't Judge
1. Is there a climate of mutual trust and support between the board and chief executive?	73%	14%	14%
2. Have the board or some of its members counseled with the chief executive to provide guidelines or strengthen certain areas of performance?	64%		36%
3. Do you feel that the board has delegated to the chief executive the authority he needs to administer the institution successfully?	95.5%		4.5%
4. Is there a written statement of role and responsibility for the chief executive which defines clearly his functions and the board's expectations?	68%		32%
5. Is there a clear understanding of the respective responsibilities between the chief executive and the board concerning fundraising roles?	50%	18%	32%
6. Does the board or board committee formally assess the chief executive's performance in some systematic way from time to time?	86%	4.5%	9%

Summary: In relation to this criterion I feel that the board's overall performance has been:

50% Very Good 50% Good Barely Adequate Poor Don't Know or Can't Judge

Further comments or suggestions related to this criterion:

- There is always room for improvement.
- Written input by Board on President's evaluation.
- Assessment of the chief executive's performance is key.

Criterion 9

Board/Faculty Relations

In academic affairs a measure of the board's success is the nature of its relationship with the faculty. Most lay board members lack the professional expertise to legislate in this area, yet they share the burden of responsibility for the quality of the institution and for the manner in which the institution fulfills its academic goals. Therefore, the board must trust the professionals for advice, and delegate to them authority to carry out educational policies and procedures.

The line between governing policy and operating policy is not easily drawn, but it must nevertheless be established with reasonable clarity. The institution needs to be given academic direction, yet the faculty must be free to perform its professional work.

	Yes	No	Don't Know or Can't Judge
1. Does the board have effective means of two-way communication with the faculty?	59%	27%	14%
2. Does the board, through the chief executive, seek the advice and recommendations of faculty leaders in formulating basic educational policies?	64%		36%
3. Do you feel that the board exercises authority over (choose one):			
a. more aspects of educational affairs than it needs to?			
b. fewer aspects of educational affairs than it should?	32%		
c. neither. Its participation in educational affairs is about right.	59%		
4. Does the board delegate to the chief executive and faculty full responsibility for implementing educational policies?	82%		9%
5. Has the board adopted adequate policies concerning:			
a. grievance procedures?	50%	4.5%	45.5%
b. process for selection, promotion, retention, and tenure?	68%	18%	14%

Summary: In relation to this criterion I feel that the board's overall performance has been:
 45.5% Very Good 36% Good 14% Barely Adequate 4.5% Poor Don't Know or Can't Judge

Further comments or suggestions related to this criterion:

General Assessment

1. What issues have most occupied the board's time and attention during the past year?

- Overseeing the turnover of many key executive and dean positions
- Ensuring that our financial performance meets our 5 year financial plan
- Campaign Drake (x6)
- Tuition fees and recommendations
- Construction
- Deans searches (x2)
- Effort to get Faculty salaries increased
- Financial stability (x2)
- Staff replacement
- Fund development
- The weak economy with the challenges this presents
- Buildings and Grounds (i.e. Drake Stadium, Olmsted Center, Helmick Commons, ect.) (x3)
- Nothing unusual stands out-some discussion about academic standards for athletes
- Student Life issues (x4)
- Fundraising (x6)
- Institutional Advancement (x9)
- Drake Stadium Project (x2)
- Enrollment management (x3)
- Bringing new members
- Diversity issues (x2)
- Difficult to assess as most time and focus happens at committee level and board as a whole only hears a brief report and takes action—all of which is appropriate
- Pharmacy (x2)
- Greek life (x4)
- Selecting a Vice President
- Balancing the budget (x6)
- The acceptance and implementation of the Strategic Plan (x5)
- Upgrading the school's physical plant (x2)

2. What were the one or two successes during the past year for which the board feels some satisfaction?

- Campus Improvements (x2)
- Working through some financial challenges
- On path to balancing budget (x6)
- Enrollment (x6)
- Several Board members are committed to the aesthetics of the campus and their dedications has changed the face of the campus!
- Reached fundraising goals
- Implementation of plans to achieve goals under Program Review
- An endowment that wasn't hurt as much as it could have been
- Completing Campaign Drake (x10)
- Staying focused on the long-term strategies that will help Drake flourish in the future
- Adoption of Strategic Plan (x4)

3. What particular shortcomings do you see, if any, in the board's organization or performance that need attention?

- We are effectively working on a full platter of things. It would be wrong to criticize.
- Lack of finding a good VP of IA. This is costing us untold dollars.
- Our lagging behind on faculty salaries.
- Some members seem to talk about everything, every issue. Not sure how you control input, which is important, but sometimes enough is enough!
- Diverse representation.
- Role vis-à-vis Faculty Senate-Board seems to be advisory board with the faculty have full authority to do whatever they want, telling Board after the fact.
- The board is too large to be effective and we have too many people who aren't committed enough to attend Board and committee meetings. (x4)
- Understanding of significance of the Diversity audit.
- Drake's external communication plan and information to alumni needs vast improvement compared to other "peer" institutions.
- The long-term fiscal health of the University is in danger.
- The board must share responsibility for continuously improving their working relationship with the President and Administration.
- Need a board committee on athletics.
- Need more input from various national advisory boards.
- Lack of attendance by some members. (x2)
- More participation in committee meetings to have a better understanding and knowledge of major issues which are decided on in board meetings.
- Lack of involvement by many members. Des Moines members must be more active and attend meetings and functions during Board meetings. The sense of belonging, the friendships that were once a part of Drake's Board are now missing. Not only will we not function properly, but our next campaign will suffer.
- We must not be complacent with where we are despite having made significant progress in the strategic decisions.
- The board's struggle in the IA area and finding the "right candidate" is frustrating but we must stay focused in making the best job person match.
- More time for discussions at Board meetings.

4. Other comments or suggestions?

- We just need to keep charging ahead!
- Overall the BOT is extremely talented and effective.
- Would be helpful to have Faculty/Provost assessment of Board and what they thing Board responsibilities are.
- Need a VP for Development.
- I'm very concerned about the lack of leadership in IA and what we will look for in the new Dean of Students.
- Drake needs to be more involved with the Des Moines community, particularly the business community and vice versa.
- Academic standards for athletes needs further discussion and clarification.
- Drake's Board needs to find out why we can't hire executives. To make Charlie Edwards Dean of two schools, to be without a VP, to have Tom Willoughby take on financial aid, to move Ron Troyer to Provost tells me that our present administration cannot hire top level executives. If we continue to promote from within we will never have new/fresh ideas or staff.

Background

	Yes	Somewhat or Sometimes	No
1. Do you feel you have adequate opportunity to understand your obligations, responsibilities and opportunities as a trustee?	100%		
2. Have you a clear grasp of your board's responsibilities?	86%	14%	
3. If you have answered yes to either or both questions, what has been the primary source(s) of your information? (e.g., an orientation program=8, a particular individual=5, a book=0, prior service as a board member=8)			
4. Are you familiar with your institution's			
a. stated mission?	91%	9%	
b. institutional plan?	73%	27%	
c. current policies?	50%	45.5%	4.5%
5. Do you stay abreast of higher education trends, legislation and other public policy by reading AGB Notes, The Chronicle of Higher Education, AGB Reports, or other material?	36%	50%	14%
6. Have you taken an opportunity recently to meet with board members and educators from other institutions?	27%	27%	45.5%
7. Do you have adequate opportunities to know your fellow board members?	73%	23%	4.5%
8. Do you find any conflict between your responsibility for the welfare and advancement of your institution needs and your responsibility to the citizens of your region, state or nation?		36%	59%
9. Rank order your three strongest areas of expertise based on your background and personal experience. Please write a 1 for the area in which you have the most expertise.			

 9 Budget/Finance

 3 Investments

 11 Management

 3 Planning

 Legal Affairs

 Plant Management

 Real Estate

 3 Education

 7 Student Affairs

 2 Faculty Affairs

 7 Fundraising

 7 Public Relations

 9 Marketing

 2 Government Relations

 Other:(specify)

10. Rank order your three strongest areas of interest outside your background and personal experience. Please write a 1 for the area in which you are most interested.

- | | |
|-----------------------------|---------------------------------|
| <u> </u> Budget/Finance | <u>11</u> Student Affairs |
| <u> 3</u> Investments | <u> 5</u> Faculty Affairs |
| <u> 5</u> Management | <u> 7</u> Fundraising |
| <u> 1</u> Planning | <u> 6</u> Public Relations |
| <u> </u> Legal Affairs | <u> 5</u> Marketing |
| <u> 1</u> Plant Management | <u> 5</u> Government Relations |
| <u> 2</u> Real Estate | <u> 2</u> Enrollment- |
| <u> 5</u> Education | <u> 1</u> Board Affairs |

	Yes	Somewhat or Sometimes	No
11. Are you familiar with your institution's recent history and what makes it distinctive from neighboring colleges and universities?	59%	32%	9%

12. Cite three of its special strengths:

1	2	3
Outstanding academic reputation	Relationship between students and faculty	Professional programs such as Law, Pharmacy, Education
Faculty and teaching	Location	Community involvement
Great reputation	Size	Small private institution feel
Outstanding GPAs for students	Successful academic constituency	Student placement after graduation
Class size	Faculty expertise	Location
Administration	Academic excellence	Age and prestige
Largest private University in state	Professor role with students	Drake Relays-National recognition
Size	Pharmacy	Administration
Small class size	Academic strength	Urban environment
Caliber of students	Very capable faculty	Journalism
Reputation	Size and activities	Academic programs
Teaching university	Recruitment/Enrollment	Academic reputation
Faculty	Good educational value	Price
Student-focused learning	Faculty availability to students	Alumni
The way it combines liberal arts with professional schools	Broad course offerings and diversity in programs	Success of Drake graduation/job placement
Academics	Attention to students	Size of institution
Size	Community	Faculty
Faculty	Pharmacy program	
Liberal Arts/Professional Schools	Student/Faculty interaction	Particular schools—Pharmacy, Law, etc.

13. And its three greatest needs:

1	2	3
Learn how to draw more students from non-traditional geographic areas to continue to gradually grow	Rebuild and restore an improved student life around campus i.e. reinvigorate the Greek System	A need to make the entire cabinet feel a part-the University appears to be run by three individuals
IA VP and stronger staff with larger budget	Commitment to community (i.e. education program)	Identify and measure definable outcomes
Financial stability	Stronger Business School	Marketing
Diversity in staff and students	Enrollment stability/growth	Faculty salary increases
Physical Plant updating	Larger endowment	Board diversity
Funds	Student social relations	Campus improvements
Financial stability	Stable enrollment	Technology
College-City community	Funds	Endowment growth
Diverse staff	Stronger athletic programs	Update all facilities
Need more diversity	Physical Plant improvement	Funds
Institutional Development Strategies	Upgrades in classrooms and technology	Build up the endowment to \$200-\$300 million
Stronger fiscal and managerial discipline	Money for infrastructure and stadium	Stronger connection between the school and the community
Upgraded grounds and physical plant	A "well endowed" endowment fund	Better retention of Deans and faculty
Larger endowment	Act more quickly and nimbly	Athletics
VP of IA	Stronger alumni support	Technology
Fundraising/IA staff	Endowment increase	Admissions Center renovation
Secure/larger endowment	Empty positions	Committed Trustees/Faculty
Money for endowment	Alumni participation/funding	Stronger Greek system
Focused Fundraising	Endowment Growth	Physical plant upgrades

14. Do you feel well informed about

- a. the type of the institution's educational programs? 64% 36%
- b. the quality of the institution's educational programs? 55% 45.5%

15. Have you attended a campus event within the past year? 86% 4.5% 9%

16 a. Do you receive the campus newspaper or faculty or student organization minutes? 50% 18% 32%

- b. Do you read the campus newspaper or faculty or student organization minutes? 41% 27% 32%

Knowledge of the Institution (continued)

	Yes	Somewhat or Sometimes	No
17. Do you know the names of your institution's			
a. key administrators?	95.5%	4.5%	
b. faculty leaders?	59%	32%	9%
c. student leaders?	59%	36%	4.5%
18. Have you met some of them apart from board meetings?	64%	18%	18%
19. Are you acquainted with the physical plant and maintenance needs of your institution?	45.5%	55%	

Board and Committee Meetings

20. Are you satisfied with your attendance at board and committee meetings?	86%	9%	4.5%
21. Do you read the minutes of meetings to determine whether they faithfully represent the proceedings and decisions as you recall them?	73%	23%	4.5%
22. Do you prepare for board meetings by reading agendas and supporting materials?	95.5%	4.5%	
23. Do you suggest agenda items?	32%	36%	32%
24. Do you help board and committee meetings to steer clear of non-policy matters better left to the administration?	45.5%	36%	18%

Fundraising and Public Relations

25. Do you contribute a gift to your institution according to your means for:			
a. annual operations?	100%		
b. capital campaigns?	95.5%		4.5%
26. Within the past year or two, have you helped secure a gift from an individual, corporation, or other source?	59%	9%	32%
27. Have you recently taken advantage of an opportunity to say good word about your institution to a policymaker or organization at the state level?	55%	4.5%	36%

	Yes	Somewhat or Sometimes	No
28. If you have not already done so, would you be willing to serve as a committee chairman or board officer?	64%		18%

Why (or why not)?

- Good service to a good cause.
- Need more experience.
- Very interested in helping in any possible way, but difficult being out of Iowa.
- Have served.
- Forces deeper understanding of Board work/roles, ect.
- I've served on or chaired a number of committees thru the years—As long as I am a Trustee, I'll always be ready to serve.
- Time.
- My undergraduate experience left me with a feeling of great gratitude and I want to help perpetuate and strengthen the institution so that others may have a similar experience.
- Time and geographic constraints.
- Have served before.
- The chairs of the committees do well, but when it is time for a change, I would be interested in serving as a committee chair to further my knowledge and hopefully be able to offer some expertise too.

29. Have you found your Trusteeship to be stimulating and rewarding thus far?	95.5%	4.5%
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Why (or why not)?

- It is great to give back.
- Very satisfying.
- Great school, proud to be involved.
- Interesting to understand how University works.
- Strong Board members; learning about higher education.
- I have been given the opportunity to affect the direction and policies of the University to make a difference.
- It's a great group of individuals (most enjoyable and bright). Could be more rewarding if I put more into my role.
- This is my first experience on an educational institution's board. It's been a great learning opportunity as well as be able to help set some policies and directions.
- I enjoy reconnecting with Drake and now have a larger stake in its future.

30. How would you rate yourself as a trustee at this time?

45.5% Above Average

54.5% Average

Below Average

Why did you give yourself the above rating?

- Actively participate in 3 committees and always show up.
- Lack of experience.
- Being out of state, it is difficult to be fully involved with Drake, except when back on campus and/or visits by Drake officials to my part of the country.
- Very connected and informed in certain areas, but feel that I could/should make a bigger difference every year.
- I care for the institution.
- Because I participate in all aspects to the best of my ability.
- I have a commitment to the same institutional goals.
- Not as involved at the committee level due to time.
- I have the interest and time to devote to the Trustee responsibilities and possibly a greater interest than some Board members.
- Positive peer and administrative feedback; active participation at committee and board meetings; excellent attendance record.
- Have not been as committed as I could/should be.
- Attendance and participation.
- I take my position on the Board very seriously. It is an honor to serve. I participate at Board meetings, try to ask needed questions, and willing to challenge unacceptable practices. I have studied the by-laws and work in areas where I think I can help make a difference.
- I haven't gone above and beyond the duties in being a Board member due to some time constraints.
- I need to devote more time to Trustee issues and I wish I could get to Des Moines in time for the Friday Business and Finance meeting.
- Involvement.
- I have been traveling too much reviewing our fast growing company.