

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

¹ Provost Barbara Gitenstein left Drake to become President of the *College of New Jersey* in January 1999. Stephen Hoag, Dean of Pharmacy, served as Interim Provost. Ronald Troyer, Dean of Arts and Sciences, became Provost in June of 2000.

Drake Unit Descriptions

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 Web site](#)

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.

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.

Drake Unit Descriptions

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 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 Web site](#)

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*.

³ Dean Antone (Joe) Alber moved to Canisius College in 2002 and Professor Patrick Heaston served as Interim Dean in 2002-03. Charles Edwards became Dean in fall 2003.

Drake Unit Descriptions

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 Web site](#)

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

⁴ Janet 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.

Drake Unit Descriptions

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 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.

Drake Unit Descriptions

Intro.4C.4: School of Education

Dean Janet McMahill⁵

[School of Education Organization Chart](#)

[School of Education Web site](#)

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 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.

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 McMahill served as Interim Dean June 1, 2004, and was named Dean January 1, 2005.

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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 Web site](#)

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 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,

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

Drake Unit Descriptions

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 Web site](#)

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

⁷ Dean 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.

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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.

Intro.4C.7: Cowles Library – Description

Dean Rodney Henshaw⁸

[Cowles Library Organization Chart](#)

[Cowles Library Web site](#)

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

⁸ Rodney Henshaw has been Dean of Cowles Library since 1996.

Drake Unit Descriptions

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 Web site](#)

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.

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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 Web site](#)

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, 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

⁹ Jerry 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.

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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 Web site](#) -- [Student Financial Planning Web site](#)

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*.

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.

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

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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 Web site](#)

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.

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

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.

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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 Web site](#)

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

¹² Victoria Payseur has been Vice President of Business and Finance since before the last accreditation review.

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- 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 Web site](#)

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

¹³ Lynn King, Director of Athletics in 1998 left in March 2000 to become Director at the University of the Pacific. He was succeeded by Dave Blank who served from August 2000 to spring 2006. Sandy Hatfield Clubb became Director of Athletics in Summer 2006.

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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 Web site](#)

The Drake University *Office of Marketing and Communications*, until 2006 part of Office of Institutional Advancement, 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 its campus

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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.