

**Academic Objectives for discussion by the Planning Council  
Subcommittee on Academic Programs 11/01/07**

Members: Sally Beisser, Lisa Gardner, Russ Lovell, Nancy Reincke, Michael Rothmayer, Art Sanders, Melissa Sturm-Smith, Keith Summerville, , B.J. White, Xian Zhang, Catherine Gillespie (co-chair), John Burney (co-chair);  
Guests (for Fall break discussion): Maria Bohorquez, Lon Larson, LouAnn Simpson, David Skidmore. Preliminary versions also were shared with UCC and DCAP.

Below is a brief summary of each objective. Attached is a detailed list of the major items that the committee thinks should be considered under each objective.

**Primary objectives:**

- 1) Drake will create an Institute for Creative Learning and Teaching. Its focus will be on faculty development to make Drake a leader in the development of active learning pedagogy in order to develop an exceptional learning environment that is clearly distinct from competitor institutions.**

This Institute will combine expertise from faculty and staff on campus and bring in national experts to create workshops and development programs to achieve active learning goals for the Drake Curriculum and promote the integration of liberal and professional education. It will include teaching fellows, a service learning coordinator, an instructional designer, and resources to fund and support learning and teaching initiatives including the development of the scholarship of teaching.

- 2) The Drake Curriculum will be focused on the achievement of the mission learning outcomes, particularly the concept of Engaged/Responsible Global Citizenship, and will make experiential learning opportunities available to all Drake students.**

The Drake Curriculum will be revised to create a more coherent sequence of knowledge and skill development, and move from a cafeteria approach that relies on major courses to a more focused effort to achieve the learning outcomes associated with Responsible Global Citizenship using interdisciplinary courses and learning communities. In addition to academic course work we will develop more connections to co-curricular programming and make experiential learning a reality for nearly all students. We will seriously study how to provide faculty with the time to develop more intensive programs of active and experiential learning. Drake will create a Center for Effective Communication (perhaps housed under the Institute named above) to train faculty and provide learning resources to students on the development of writing, speaking, collaborative skills, and information literacy.

- 3) Drake faculty and students will participate in an expanded array of international and off-campus learning opportunities. Drake will provide the resources to infuse several academic programs with internationalization in order to better prepare students for responsible global citizenship.**

Drake will focus the next five years on increasing faculty and student ability to participate in significant learning experiences off-campus: domestically or internationally. All academic programs will be asked to identify one semester or term that is available for their students to study off-campus, promotion and tenure guidelines will be revised to value faculty efforts to develop off-campus learning experiences, and adequate resources will be made available to develop these experiences.

**Secondary objectives (but important for achieving the primary objectives):**

**4) We will revise the Drake calendar to make possible enhanced educational opportunities, assessment, and experiential learning.**

The Drake calendar will be revised in order to help us achieve our mission learning outcomes. In particular, the calendar will be designed to create space for experiential learning, for assessment and planning activities, for community events, and for student presentations of capstone experiences.

**5) Drake will create new administrative structures to provide adequate institutional support for interdisciplinary and international programs. These structures will both alleviate the number of direct reports to the provost and provide for more connections and coordination among interdisciplinary programs.**

Drake will review the possible implementation of 1) a University College that manages and develops interdisciplinary academic programs and learning support services that cross college and school lines and/or 2) a Dean for Global Citizenship to coordinate the development of international programs and lead in fundraising for international programs.

**6) Drake will use any renovation or new construction of facilities on campus to enhance the connection between living and learning environments.**

Drake will use best practices in creating living learning environments by creating informal spaces for student study and faculty-student interaction near offices and classrooms, adding an additional community space for major speakers, and create residential spaces for visiting scholars.

Note 1: The Planning Council should work with the Faculty Senate or the Drake Curriculum Analysis and Planning Committee as appropriate to create a broad process of faculty discussion of these goals across the entire university.

Note 2: The Planning Council should revisit the white papers to identify individual programs from the colleges and schools that will receive enhanced support in the next strategic plan.

**Attachment**

**Detail of Academic Objectives for discussion by the Planning Council  
Subcommittee on Academic Programs 11/01/07**

**Primary Objectives:**

- 1) Drake will create an Institute for Creative Learning and Teaching. Its focus will be on faculty development to make Drake a leader in the development of active learning pedagogy in order to develop an exceptional learning environment that is clearly distinct from competitor institutions.** The Institute will house programs such as
  - a. Faculty Development Workshops – using both existing expertise on campus and bringing in national experts the Institute will manage and coordinate the variety of workshops now run by FYS/Honors/Engaged Citizen to focus faculty on needs of the Drake Curriculum and interdisciplinary programs. Developing faculty for the larger integration of liberal and professional studies that takes place at Drake.
  - b. Teaching Fellows – Drake faculty who receive release time to mentor other faculty on pedagogy or to contribute to specific programs such as Honors.
  - c. Service Learning – to house a service learning coordinator who maintains relationships with the Des Moines community and helps faculty develop service learning courses.

- d. Individual consultation – housing an instructional designer who can consult with individual faculty on syllabus design, active learning assignments, best practices in educational technology, etc.
  - e. Teaching resources: web-site, print library, manage teaching circles, visits to master teachers' classrooms, etc.
  - f. Support for the scholarship of teaching and learning, by providing funding and advice for Drake faculty to use their classrooms as laboratories to develop best practices in student learning.
  - g. Support for faculty to maintain a regular connection and participation with national organizations focused on teaching and learning.
- 2) **The Drake Curriculum will be focused on the achievement of the mission learning outcomes, particularly the concept of Engaged/Responsible Global Citizenship, and make experiential learning opportunities available to all Drake students.** Suggestions for revision of the Drake Curriculum:
- a. The DC will be separated into foundational and advanced courses to create a more coherent sequence of knowledge, moving from the FYS, to the sophomore level Engaged Citizen, to a junior level experience, to the senior capstone.
  - b. Foundational courses will focus on basic skills and foundational knowledge.
  - c. The advanced courses will focus on Responsible Global Citizenship and include the sophomore-level Engaged Citizen courses and experience, the Values and Ethics AOI will focus on topics arising from ethics in a globalizing world (perhaps in a junior or senior-level seminar), science and math courses will focus on science and math for civic education, etc. We will review the multicultural/international AOI in order to determine the best ways to achieve the dual purposes of these courses, noting that the mission explication calls for understanding diversity and multiple cultures on a local or national as well as an international basis.
  - d. Students will be strongly encouraged to participate in experiential learning: study abroad, service learning, significant undergraduate research, or a career development internship; the calendar will be revised to make experiential learning more accessible and faculty will be provided with enhanced institutional support for creating and supervising these experiences.
  - e. Drake needs to identify a student-faculty ratio that recognizes the demands placed on faculty by active and experiential learning and that permits team-teaching and the use of learning communities to help promote the development of interdisciplinary courses within the Drake Curriculum.
  - f. The DC will explore the use of portfolios to serve as a culminating senior experience for encouraging reflective practice.
  - g. The number of credits in the Drake Curriculum will be reduced so that courses can be developed that focus on the general education outcomes and reduce the use of courses that count for major credit.
  - h. Drake will consider the development of specialized certificate programs that enable students to take ownership of the integration of liberal and professional studies, intentionally modeling the connections. Possible certificates include certificates for Leadership, Professional Preparation, Reflective Practice, and Global Citizenship.
  - i. We will expand the number of linked courses and learning communities within the Drake curriculum to more intentionally model the use of multiple disciplines to approach a problem(s) or issue.

- j. Drake will harness the power of student involvement in order to create stronger connections between curricular and co-curricular programs. We will explore leadership programs that give upper division students an active role in the creation of experiential learning opportunities for lower division students.
  - i. Junior students could undergo a special program to create significant service learning opportunities which they will carry out as seniors, mentoring first year students in service.
  - ii. First year students in the Adams ELM program could provide leadership in helping to design the Engaged Citizen Experience for their sophomore year.
- k. Depending on decisions made on the best way to achieve the skills outcomes within the Drake Curriculum Drake should establish a Center for Effective Communication – training faculty on the best practices in teaching writing, critical thinking, and information and technological literacy, and providing students the chance for individual development on speaking, writing, collaborative skills, and electronic communication beyond skill development in individual courses.

**3) Drake faculty and students will participate in an expanded array of international and off-campus learning opportunities. Drake will provide the resources to infuse several academic programs with internationalization in order to better prepare students for responsible global citizenship.** Considerations:

- a. Tenure and promotion guidelines should be revised to indicate that faculty efforts to develop new international competencies will be considered in a positive light (similar to treatment of interdisciplinary work).
- b. All academic programs should identify one semester/term that is most suitable for an off-campus experience for students in their program within a four-year plan for graduation and ask faculty advisers to help create a culture of expectation that most students will study abroad or participate in an off-campus learning experience in research, service, or career development..
- c. Drake will develop non-traditional study abroad options tailored to diverse needs and interests as alternatives to traditional semester-long programs. These may include international internship and volunteer activities, Drake-led short-term international seminars and post-graduate teaching abroad opportunities. Revisions will be made to the campus calendar as necessary to facilitate such options.
- d. Drake faculty will be offered a diverse array of international learning experiences related to their fields of study through both travel abroad (i.e., for teaching, research or study) and on-campus summer workshops.
- e. Academic units will encourage research and other collaboration with faculty from Drake's partner universities or other international colleagues and support faculty who develop new study seminars or technology-based links to international classrooms.

**Secondary Objectives (but important for achieving the primary objectives):**

**4) We will revise the Drake calendar to make possible enhanced educational opportunities, assessment, and experiential learning.** The revision will

- a. Make space for experiential learning, short-term international courses or domestic service experiences.
- b. Make space in the calendar for assessment and planning activities.
- c. Make space for DUCURS-like capstone days for seniors.

- d. Make space for community events: speakers, brown bag discussions, faculty meetings, etc.
- 5) Drake will create new administrative structures to provide adequate institutional support for interdisciplinary and international programs. These structures will both alleviate the number of direct reports to the provost and provide for more connections and coordination among interdisciplinary programs.** Structures to be considered include:
- a. Drake will create a University College to manage interdisciplinary and academic support programs that cross college and schools lines. This could become the organizational umbrella for
    - i. Interdisciplinary programs – FYS, Honors, interdisciplinary AOI development (such as Engaged Citizen), interdisciplinary certificates.
    - ii. Service learning development
    - iii. CGC and international programs
    - iv. Academic support services
    - v. Assessment of mission outcomes.
  - b. Drake will establish a coordinated structure for international programs and education under a Dean for Global Citizenship.
    - i. A new Dean for Global Citizenship will be appointed to provide leadership in the development of international programs.
    - ii. The Dean will establish a coordinated structure for fund-raising and grant-seeking and work with Admissions on marketing of the university's international programs to prospective students.
- 6) Drake will use any renovation or new construction of facilities on campus to enhance the connection between living and learning environments.** This would include consideration of
- a. Creating informal spaces for student study and for faculty-student interaction near faculty offices and classrooms. Creating of space for academic student organization offices near the faculty offices of that program.
  - b. Creating an additional community space for speakers that provides possible 200-400 seats.
  - c. Exploring the possibility of creating a unique structure for global and interdisciplinary programs that would include learning spaces, faculty offices, informal student spaces, and residential spaces (for example, for visiting scholars from within or outside the U.S., for students who will need living spaces for one semester on campus when they will be off-campus in study abroad the other semester, etc.),

Note 1: The Planning Council should work with the Faculty Senate or the Drake Curriculum Analysis and Planning Committee as appropriate to create a broad process of faculty discussion of these goals across the entire university.

Note 2: The Planning Council should revisit the white papers to identify individual programs from the colleges and schools that will receive enhanced support in the next strategic plan.

Rachel Boon, Maria Campos, Bruce Gilbert, Lisa Gardner, Eunice Meredith, Kathleen Richardson, Charlene Skidmore, Melissa Sturm-Smith, Lisa West, John Burney

**Assessment objectives:**

- 1) Drake will commit the resources to develop the best practices in assessment in order to create a culture of evidenced-based teaching and learning and to close-the-loop for program improvement.**

Drake will commit the resources to develop a assessment system that can develop and maintain data over the long-term and make relevant data accessible for a variety of studies and reports over time. These resources would include maintaining individuals who are skilled in assessment design and reporting, adequate resources for implementing individual surveys and direct assessments, and building the infrastructure to support their efforts – such as software designed for the management of rubric-based direct assessments, e-portfolios, and other assessment needs, as well as a data warehouse.

- 2) The Drake Curriculum Analysis and Planning Committee will develop a comprehensive and rotating four-year plan using multiple measures for the assessment of the mission-based learning outcomes to be used for regular discussion and program improvement.**

Developing a multiple year plan will permit DCAP to focus in on two to three key mission-based learning outcomes each year, involving faculty and staff in the discussion of the results in order to generate recommendations on program improvement for the University Curriculum Committee and other units as appropriate.

- 3) The results of the mission-based learning assessments will be made fully accessible to the internal community and accessible as appropriate to the external community.**

Our intention would be to make public Drake's scores as related to the Drake Curriculum on any nationally-normed assessments such as the NSSE or CLA. In many cases we also will make public internal assessments in so far as the results can be adequately summarized and interpreted for the external community.

---

---

**Objectives on Internationalization for the Planning Council**

**11/2/07**

**Council on Internationalization: Denise Luethge, Leslie Mamoorian, Jan Marston, Kirk Martin, Gretchen Olson, David Skidmore, Ron Troyer (in absentia), John Burney (chair)**

**A. Drake's academic programs will prepare all students for responsible global citizenship.**

- The Drake curriculum will be revised to better reflect the centrality of global citizenship in Drake's educational mission.
- Each college/school should indicate in what ways they are pursuing the mission of preparing students for responsible global citizenship through infusing internationalization into their academic programs or through faculty development that increases travel seminars and the development of courses that focus on international issues.
- Tenure and promotion guidelines should be revised to indicate that faculty efforts to develop new international competencies will be considered in a positive light (similar to treatment of interdisciplinary work).

- DULAP will develop a certificate of competence in languages and cultures.
- Drake will expand support for Culture and Language across the Curriculum approaches to integrating language learning with varied disciplinary content.

**B. Drake will create a culture of expectation that leads faculty, staff, and students to participate in an expanded array of international and off-campus learning opportunities.**

Drake will:

- Require all academic programs to identify one semester that is most suitable for an off-campus experience for students in their program within their plan for graduation and ask faculty advisers to help create a culture of expectation that most students will study abroad.
- Develop non-traditional study abroad options tailored to diverse needs and interests as alternatives to traditional semester-long programs. These may include international internship and volunteer activities, Drake-led short-term international seminars and post-graduate teaching abroad opportunities. We will revise the campus calendar as necessary to facilitate such options.
- Employ an international internship coordinator and encourage students to pursue international learning opportunities located abroad and within the United States, such as State Department internships, internships in the international divisions of corporations or businesses, as well as Model United Nations and Model European Union programs and volunteer work for internationally-oriented community groups and non-profit organizations .
- Offer faculty a diverse array of international learning experiences related to their fields of study through both travel abroad (i.e., for teaching, research or study) and on-campus summer workshops and meaningful release time to create new courses and travel seminars.
- Expand support for students who study abroad.
- Encourage academic units to support research and other collaboration with faculty from Drake's partner universities or other international colleagues and support faculty who develop new study seminars or technology-based links to international classrooms.

**C. Drake will increase the number of international students and the number of countries from which they are recruited.**

Drake will

- Provide more support for international recruiting trips as well as stateside activities designed to promote recruitment. The mix of travel will include countries that are traditional feeders, proven markets not fully explored by Drake, and developing markets.
- Strengthen existing and create additional strategic collaborations with overseas institutions to facilitate enrollment.
- Expand recruitment activities at secondary schools and community colleges in the US that enroll more international students.
- Adjust marketing messages, and redesign the infrastructure for recruitment, making use of new technology, to optimally support the recruitment and admission of international students.
- Continue to promote the availability of scholarships and need-based financial aid

**D. Drake will create an international community of learners through co-curricular programming, out-of-classroom activities, and the growing presence and integration of international scholars and students on campus.**

Drake will

- Develop clear criteria for the evaluation and strategic development of international exchange relationships with partner institutions abroad.
- Make funds available to bring at least one visiting international faculty member to teach in each college, each semester (short term or semester-long).

Objectives 11/01/07

- Create an international scholar community including apartments for visiting faculty/scholars with programming and interaction among residents, and an international living/learning environment for upper class students, similar to FYS communities.
- Create programming to enhance the interaction of international and domestic students.
- Provide robust support for campus events (i.e., speakers, panel discussions, films, cultural events, conferences, etc.) that address global issues and cultural perspectives.
- Draw upon community and alumni connections in support of campus programming, internship and volunteer experiences and external funding for internationalization.

**E. Drake will establish a coordinated structure for international programs and education under a Dean for Global Citizenship.**

Drake will

- Appoint a Dean for Global Citizenship with experience in international education who will work collaboratively with internal and external communities to achieve the strategic objectives detailed in this report. The dean's duties will include fundraising and oversight of the assessment and development of major international programs.
- Renovate or build appropriate facilities to house all major international programs in one location.
- Pursue an endowed fund for the support of international programs as an objective in the next campaign.
- Establish a coordinated structure for fund-raising, grant-seeking and marketing of the university's international programs to prospective students and collaborate with the Office of Admissions on recruitment of a diverse international student body.
- Develop and disseminate common internationalization mission statement to serve as basis for internal planning and external communication (see below for draft).

Internationalization Mission Statement

Drake University seeks to prepare students for a century that will be defined by increasingly transnational networks of knowledge, communication, culture and commerce. Today's students will find a global perspective critical to their success as professionals, citizens and individuals. As professionals, students will participate in a global economy marked by aspects of competition and collaboration across national borders. As citizens and community leaders, students will face the challenge of fashioning transnational responses to common problems of global scope. In their personal lives, students will enjoy the rewards to be gained from openness to multiple cultural perspectives within increasingly diverse communities. Beyond these individual benefits, employers and democratic institutions will thrive to the extent that they are driven by future leaders capable of generating fruitful linkages between the local and the global. For these reasons, Drake is committed to providing international learning opportunities for all students. Global perspectives tailored to a variety of professional and academic interests will be infused across the curriculum, along with a rich array of co-curricular, language and study abroad opportunities. Drake graduates will be prepared to function as global citizens in an interdependent world.

---

11/2/07 Report and Proposed Strategic Objectives of the Life Long Learning Subcommittee

**REPORT**

The Life Long Learning sub-committee was charged with formulating strategic objectives for the graduate professional degree and non-degree programs as well as the community-focused educational programs such as the RaySociety. The programs and offices represented by members of the committee included the Law School (Maura Strassberg), the School of Pharmacy (Lon Larson), the degree and certificate programs offered by the School of Business (Lou Ann Simpson) and its Center for Professional Studies (Lance Noe), the degree (Jim Romig) and extension (Chuck Sengstock) programs offered by the School of Education, the RaySociety (Teresa Bartschat), Alumni Office (Wendy Diekema (also a Drake graduate student) and Barbara



Boose), Graduate Admissions (Ann Martin) and Head Start (Georgia Sheriff). Despite the breadth of educational programs and perspectives reflected in the subcommittee, and the constraints imposed by separately accredited graduate professional degree programs, we were able to develop a common vision of the future of graduate and community education at Drake.

The educational experience offered by Drake University is distinctively characterized by the integration of liberal arts and sciences with professional preparation to produce graduates who are capable of effective professional and personal engagement on a local, national and international level. In the context of Drake's graduate professional degree and non-degree programs, this integration has primarily occurred within largely separate professional programs by the application of the insights and perspectives of many disciplines to the professional practice in question. However, the complexity of the problems modern professionals face require the expertise of multiple professions and disciplines to define and resolve, and requires professionals who are prepared for the challenges of collaborative work with differently trained professionals and experts. The global interdependence of economies, workforces, and climate further adds to this complexity, and requires professionals who comprehend these realities and are capable of expanding their focus to take them into account. These challenges are being addressed by Drake at the undergraduate level through the engaged citizen model, interdisciplinary work, and global/international perspectives. The graduate programs at Drake are well positioned to develop their own models for addressing these challenges, as we share a consistent focus on effective professional preparation with strong connections to local, national, and international professional communities.

An article entitled "Towards a Model and Theory for Transdisciplinary Graduate Education"<sup>1</sup> described these collaborative, multi-professional learning communities as an essential new model for graduate preparation:

If the world of working and living relies on collaboration, creativity, definition and framing of problems and if it requires dealing with uncertainty, change and intelligence that is distributed across cultures, disciplines, and tool – then graduate programs should foster transdisciplinary competencies that prepare students for having meaningful and productive lives in such a world.<sup>2</sup>

They propose developing "transdisciplinary communities"<sup>3</sup> combining faculty, graduate students and alumni "in which participants with varied backgrounds tackle complex problems that require sharing of knowledge and resources."

In fact, it is already possible to find examples of such communities at Drake at the graduate level: the Middleton Children's Rights Center brings together lawyers, judges, law students, social workers, teachers and legislators to address the complex issues facing children; the Head Start program addresses the complex problems of poverty and education; and a collaboration between the Law School, the School of Pharmacy, and the American Judicature Society produced a symposia on issues of conscience facing professionals. Existing certificate and extension programs already transcend the academy by bringing together academic professionals to address the educational needs articulated by working professionals who are already operating in complex practice situations.

However, these are either relatively small or transient programs or they do not provide the majority of graduate students with opportunities to develop transdisciplinary competencies. Given the multi-professional competencies of our graduate programs and their strong ties to the

---

<sup>1</sup> Sharon J. Derry and Gerhard Fischer, "Toward a Model and Theory for Transdisciplinary Graduate Education," 2005 AERA Annual Meeting, p. 22,

<http://13d.cs.colorado.edu/~gerhard/papers/aera-montreal.pdf>

<sup>2</sup> Id. at p. 3.

<sup>3</sup> Id. at p. 15.

professional community, the experience of the undergraduate program in fostering interdisciplinary and globally-focused work in learning communities, and the interest of our graduate students in transdisciplinary educational opportunities, Drake has the potential to become a national leader in this kind of graduate education, both for degree students and for working professionals in our certificate and extension programs.

In addition, Drake has important opportunities to connect with local community members who are seeking cultural and educational enrichment. These connections should continue to be cultivated and strengthened through programs such as the RaySociety. This kind of programming may also be useful in creating life long learning connections with Drake alumni and with the parents of Drake undergraduates.

Thus, the strategic objectives proposed by the subcommittee are designed to

1. articulate two new graduate professional outcomes designed to advance the complex problem-solving abilities of our graduates: the development of transdisciplinary and global competencies,
2. provide university-level leadership in the identification and development of educational opportunities for graduate students which promote transdisciplinary and global problem-solving competencies,
3. expand the development of programs designed to advance the intra- and transdisciplinary competencies of professionals and business and governmental entities,
4. address the specific needs and expectations of graduate degree and non-degree students and other non-traditional students to ensure that we provide a welcoming and supportive environment, and
5. expand community outreach and enrichment programs such as the RaySociety.

#### PROPOSED STRATEGIC PLAN OBJECTIVES

A. Drake will provide graduate students with opportunities to develop transdisciplinary competencies, including the ability to work collaboratively across disciplines and professions to address complex real-world problems and the abilities and habits of productive life-long learning necessary for effective practice and civic engagement in a rapidly changing world.

1. Create an environment in which faculty and staff from the different graduate, undergraduate and grant programs can collaborate with graduate and undergraduate students as well as professionals and community members to develop transdisciplinary communities of scholarship, learning, and practice from which projects, conferences, courses and programs can emerge to enrich and innovate the undergraduate and graduate degree and non-degree programs.
  - a. Provide university-level leadership in the development of transdisciplinary, global and externally-focused programs and experiences.
2. Utilize community service projects, such as Head Start, Total Quality Partnership, and the Literacy Center, as opportunities for collaborative, transdisciplinary teaching and research.

B. Drake will provide graduate students with opportunities to develop the global competencies essential to professional problem-solving in an increasingly interconnected world.

1. Develop and support on and off-campus programs for degree and non-degree graduate professional students that will provide international experiential education appropriate for graduate students, develop skills needed for globalized professional practice, and enrich the educational experience of graduate students with global perspectives.

C. Drake will provide opportunities for individuals, government entities and business organizations to expand their professional expertise and acquire transdisciplinary and global competencies.

1. Selectively meet these educational needs and interests through innovative and, as appropriate, transdisciplinary non-degree courses or certificate programs

2. Provide cohort-based non-degree programs which create learning communities and provide for non-degree students with a strong connection to Drake.

3. Design new degree programs to meet emerging employment needs in areas that capitalize on the strengths of existing graduate programs and evolving transdisciplinary areas of expertise.

D. Drake will create a welcoming and supportive environment for graduate students and other community members, such as RaySociety members, and ensure that they are fully included as a part of the Drake community.

1. Ensure that University services, policies and procedures take into account the needs and reasonable expectations of graduate professional degree and non-degree students in areas such as parking access and fees, registration, billing, and course scheduling.

2. Develop easily accessible web content aimed at the unique needs and interests of graduate degree and non-degree students and community participants.

3. Ensure that technical assistance, such as Help Desk, is available at times that meet the needs and schedules of off-campus degree and non-degree students and that maintenance of the network and other online resources, such as blueView and Blackboard, also takes these needs and schedules into account.

4. Support facility renovation and construction as needed to create graduate learning communities, such as sufficient numbers of classrooms of appropriate sizes and group study and project spaces.

5. Enhance access to Drake for non-traditional students by providing services such as child-care options, parking lot shuttles, signage, and an information center.

6. Create an institutional structure, such as a graduate council consisting of representatives from graduate schools, colleges, programs, and Admissions, Accounting, Financial Aid, Registrar and Facilities, which could discuss issues affecting graduate and community students, formulate solutions, and advocate for action.

E. Drake will strategically expand community outreach programs and educational and cultural programs targeted at non-traditional students, alumni and parents of undergraduates to highlight Drake's strengths and cultivate important connections between Drake and its external constituents.

1. Expand and strengthen the Ray Society by improving the availability of classrooms of appropriate size and accessibility, expanding the number of instructors willing to offer courses/programs, and more fully involving members in the life of the University by offering reduced price/free tickets to sports and fine arts events.
2. Provide opportunities for the meaningful involvement of community members, alumni and parents in the life of the University and of the University in the lives of the community, alumni and parents.

F. Drake will put in place fundraising, budgetary and hiring models that allow the graduate degree and non-degree programs to attract, in an increasingly competitive market, diverse and talented faculty, students and staff who can create innovative programs, including programs that are transdisciplinary, global and externally-focused.

---

---

### ***People Subcommittee of the Drake University Planning Council***

***Introduction*** The Committee identified two goals relating to "people". First, recruit and retain faculty and staff of the highest quality. This goal was the cornerstone of the 2002-2007 Drake University strategic plan as it relates to "people" and continues in significance as the University faces an increasingly competitive local and national marketplace for the services of faculty and staff. At the same time, in order to achieve Vision 2012, the strategic plan must also provide for changes and innovation in how work is performed and how Drake University as an organization of "people" responds to changing external environments. Therefore, the committee recognizes a second goal: to provide for a work environment conducive to fulfillment of the Drake vision and mission.

***The Mission Exercise*** The Committee began its work by using the Mission Explication as the foundational document for dialogue and development of objectives. While the Mission Explication speaks directly to creating an exceptional *learning* environment, the Committee believes it should also be applied to creating an exceptional *working* environment. While connections were made with each tenant of the Mission Explication, special attention should be paid to the meaningful personal lives of faculty and staff, principles of collaboration and the inclusion of global citizenship in all human resources practices.

***Objectives*** The Committee recommends the following objectives, which will be explored in more detail later in this report:

#### **1. Effective, competitive compensation for faculty and staff**

- a. fair and competitive salaries, with meaningful opportunities for merit pay
- b. consistent and open communication of individual performance, salary and merit-based pay decisions;

- c. resources, including employee benefits and other indirect compensation, strategically targeted for effective recruitment and retention

**2. An exceptional work environment conducive to fulfillment of the mission and retention of highly qualified faculty and staff**

- a. opportunities for meaningful work at all stages of one's career
- b. a culture of learning and development, including a focus on career advancement opportunities and leadership
- c. a welcoming, flexible and supportive work environment
- d. a culture of personal wellness and well-being
- e. an increasingly diverse workforce, reflective of the mission's emphasis on global citizenship

**3. An organizational structure aligned with the University mission and vision**

- a. faculty and staff work loads and academic structures that maximize engagement, organizational effectiveness and mission-driven activity
- b. efficient academic and administrative structures responsive to constituent expectations, and changing external environments
- c. creative models for meaningful student employment

**Committee Recommendations Regarding Each of the Objectives**

In an effort to provide greater clarity for the objectives listed above, the Committee submits the following report.

**1. Effective, competitive compensation for faculty and staff**

- a. Fair and competitive salaries, with meaningful opportunities for meritpay.

A looming worker shortage nationally, in Iowa and in higher education, requires vigilance on the part of Drake University as an employer. Competitive salaries and benefits serve as the foundation for attracting and retaining quality faculty and staff. The committee recognizes the progress made with respect to faculty and staff salaries over the past five years. Over the next five years, Drake must refine current efforts to ensure "best practices" are maintained so that resources are effectively aimed at remaining competitive.

- b. Consistent and open communication of individual performance, salary and merit-based pay decisions.

A reoccurring issue highlighted by committee discussions was a lack of consistency and transparency concerning individual annual merit increases.<sup>4</sup> The committee recommends that the strategic plan explore systems, education and support for strengthening salary communications at the individual level. In addition, a more consistent approach to faculty performance evaluation was discussed as worthy of consideration, recognizing the need to maintain some flexibility across schools and colleges. The committee suggests the appointment of a committee to review current practices and assess potential for a more consistent framework going forward.

- c. Resources, including employee benefits and other indirect compensation, strategically targeted for effective recruitment and retention.

The committee recommends the development of a holistic strategy to ensure benefits and resources are strategically aimed at recruitment and retention. As noted in the Business and Finance whitepaper, creative new recruiting tools like technology benefits and hiring bonuses may need to be evaluated. These new options should be explored along with current benefits, such as relocation expenses, to ensure Drake's offerings work together to the greatest strategic advantage. Recruiting materials, enhanced support for departments hiring staff and a more strategic approach to recruitment advertising are all possible tasks for consideration.

## **2. An exceptional work environment conducive to fulfillment of the mission and recruitment and retention of highly qualified faculty and staff**

- a. Opportunities for meaningful work at all stages of one's career.

The committee notes that the level of engagement varies through one's career and that reward and incentive programs, development opportunities and evaluation systems should more carefully accommodate changing interests and motivations. For example, once full professor status is achieved, there might be different opportunities available for professional growth, such as incentives to develop new courses, programming or interdisciplinary collaborations. (See also b(vi) below). Likewise, senior staff may benefit from new or different assignments, such as teaching a course, assignment to other areas within the University on a temporary basis or leading a "one-time" University wide project. With respect to Facilities Department employees,

---

<sup>4</sup> The Committee recognizes efforts to discuss salary allocations and compensation methodologies on a university wide basis via town meetings, presentations at Faculty Senate and All Staff Council, but the issue raised in committee discussions highlights issues with communication at the individual level before salary increases take effect.

apprenticeship, skill building and a fair opportunity to participate in degree programs were all highlighted as potential areas worthy of exploration.

b. A culture of learning and development, including a focus on career advancement opportunities and leadership development.

The workforce of the next decade will require more internal opportunities for career advancement.<sup>5</sup> Indeed, staff on the committee expressed this as a key area ripe for improvement at Drake University. Likewise, Drake as an institution can benefit from developing an internal pool of highly qualified candidates. Accordingly, this planning cycle is a critical time for focusing on professional development and growth. Here are some key elements recommended by the committee:

- i. formal and pervasive mentoring programs for both faculty and staff;
- ii. an evaluation of career advancement opportunities within Drake, particularly for staff and the development of programs that will result in more formalized career path planning;
- iii. a comprehensive leadership development program (see Business and Finance whitepaper p.11)
- iv. establishment of an Institute for Creative Teaching and Learning (see Arts and Sciences whitepaper p. 7)
- v. programming and processes aimed at strengthening the leaders/managers role in taking responsibility for the development of staff reporting to them;
- vi. opportunities for faculty to explore other disciplines or areas of emphasis through formal study, scholarly research or creative employment models;
- vii. programming for both faculty and staff aimed at encouraging and advancing global citizenship;
- viii. enhanced efforts to ensure consistency of learning and development opportunities, including degree programs, at all levels of the University and through all units;
- ix. exploration of support, in whole or in part, for PhD programs related to one's work at Drake, when such program is not offered at Drake.

---

<sup>5</sup> Heskett, Jim (2007) *How Will Millennials Manage? Working Knowledge* Harvard Business School, August 2, 2007; • Mitchell, S. (2002). *American generations: Who they are, how they live, what they think*. Ithaca, NY: New Strategists Publications.

- b. A welcoming, flexible and supportive work environment.

The committee believes that issues relating to the changing workforce, including generational differences and increasing diversity as well as the need of employees to balance their personal and professional lives require careful evaluation. Rather than speculate which initiatives (child care assistance, part-time benefits, alternative appointments) should be pursued in the next planning cycle, the committee recommends that Drake undertake a formal assessment of the current Drake University climate; seeking data and input from faculty and staff to determine appropriate strategic initiatives. For an example, see the University of Washington assessment project at <http://www.washington.edu/president/lcvi/about/index.html>

- c. A work environment supportive of personal wellness and well-being.

While arguably a part of 2(e) above, the committee chose to highlight separately the issue of wellness and well-being. Drake's wellness program already has been recognized locally for excellence. Accordingly, the committee believes continued wellness programming can make this a point of distinction nationally as well. One example of a possible task within the next strategic plan is to consider whether wellness screen benefits might be extended to all employees, not just those on the Drake provided medical plan.

- d. A diverse workforce, reflective of the mission's emphasis on global citizenship.

In order to effectively fulfill its mission, Drake should continue its efforts to enhance the diversity of faculty and staff. Recognizing the role of global citizenship in the mission of the University, efforts should also be made to ensure a work environment inclusive of international talent.

### **3. An organizational structure aligned with the University mission and vision**

- a. Faculty and staff work loads and academic structures that maximize engagement, organizational effectiveness and mission-driven activity.

The committee echoed the thoughts of many of the whitepapers with respect to an evaluation of workloads and responsibilities to encourage mission-driven activity. The committee noted that traditional approaches to academic organization may need to be challenged. As the Arts and Sciences whitepaper observed "the current structure of the College of Arts and Sciences places an



increasing administrative burden on department and program chairs as demands increase for effective faculty evaluation and mentoring and for program assessment.” (Arts and Sciences whitepaper, p. 7).<sup>6</sup> Consistent with the Provost’s presentation at the Summer Futures Conference, the committee is supportive of changes in academic processes (such as promotion and tenure processes) to reflect changing curriculum, interdisciplinary programming and organizational structures.

The committee also noted that staff “cross training”, possible use of “pooled services” and utilization of retired staff to serve in temporary part-time roles are all examples of a how we might accomplish work in more effective and efficient ways. The need for process evaluation, including processes that are unnecessarily labor or paper intensive was also highlighted as a source of efficiency that can free up time and resources for other, more mission driven, endeavors. Likewise, the committee recommends an evaluation of support for outside community service work for certain positions. Whether a program that provides time away from work for community service or an evaluation of job descriptions to determine if community service is an essential function of some positions, the committee feels some analysis of this issue would benefit Drake in terms of both employee engagement and community relationships.

- b. Efficient academic and administrative structures responsive to constituent expectations, and changing external environments.

Responding to changing external conditions requires that the organization of “people” within the University also undergo some changes. The committee agrees generally with the observations of the Arts & Sciences whitepaper, which states “[d]ecentralization of many services on campuses may inhibit the creation of an efficient and effective learning environment. The university should investigate more centralized coordination of services, particularly in registration and student records and in technology.” In addition, it was noted that changing student expectations, also changes how and when work is performed. For example, extended office hours within some units may be necessary in an effort to serve students. This may allow for more flexible scheduling among staff, with varying schedules, start/end times and opportunities. The committee discussed opportunities for enhanced efficiency through pooled resources and creating better “back-up” structures across campus. In some instances, this may result in a more centralized approach,

---

<sup>6</sup> Examples provided by committee members include the need for more technical or regulator expertise, such as in chemical inventories, human subject compliance and complex personnel issues.

while in others it may mean that the decentralized function must become better connected to back-up support and resources.

c. Creative models for meaningful student employment.

Consistent with Drake's mission to provide an exceptional learning environment, the committee encourages creative thinking about the role of student employment. Student employees comprise a work force of over 800 part time workers. Drake can benefit from maximizing the effectiveness, contributions and expertise of this group. For example, the Business and Finance whitepaper noted possible increased use of "student paid internships". Likewise, permanent post-graduate fellowship positions might be created to perform meaningful work while also extending the "exceptional learning environment" for students beyond graduation.

## **Conclusion**

The committee recognizes that the 2008-2012 strategic plan is of utmost significance when it comes to the issue of "people". It is important that we act strategically to ensure Drake's future success and maintain stability in compensation, benefits and other indirect benefits. That is one reason why "re-thinking" organizational structures will be so important; to free up time and resources to ensure maximum strategic effort. Creativity and responsiveness are critical. Drake, as a community, must be emphasized, with enhanced opportunities for collaboration. As noted by the Business and Finance whitepaper, "Drake University needs to listen to, learn from and respond imaginatively to . . . environmental trends in order to fulfill its long term aspirational goals." (Business and Finance Whitepaper, p. 2).

### **Submitted By: *People Subcommittee***

Chair, Venessa Macro, Director HR  
Maria Bohorquez, Associate Professor of Chemistry Director, Undergraduate Science Collaboration Institute  
Blake Campbell, Senior Advancement Officer, Arts & Sciences  
Pat Heaston, Professor of Accounting/Aliber Distinguished Professor of Accounting  
Beth Hudson, Academic Support Specialist, Pharmacy  
Brianna Invie, Student (Psychology, HR concentration)  
Erica Pollack, Director, Residence Life  
Linda Ryan, Executive Assistant to the President & Secretary of the University  
Jim Schneider, Operations Manager, Legal Clinic  
DeDe Small, Assistant Professor of Education  
John Stacy, Receiving Clerk, Facilities  
Darcie Vandegrift, Assistant Professor, Culture and Society  
Emily Weaver, Assistant Director, Alumni and Parent Programs  
David Zqarrick, John R. Ellis Distinguished Chair in Pharmacy Practice

### **Report of the Programmatic Support Subcommittee**

The subcommittee has developed four 4 objectives to be considered for inclusion in the Drake University Strategic Plan. These cover facilities, technology, student services, and administrative services.

The Drake values of mission-orientation, excellence, integrity, etc. are implicit in each of the objectives, and we have not repeated that commitment explicitly in every objective.

#### **Objective 1: Adapt to Drake's Changing Environment in Facilities, technology, Student services, and Administrative Services.**

Promote organizational structures and operating behaviors that enable a consistently strong, flexible and appropriate response to changing conditions.

Proposal/Activities:

1. Improve transparency and accountability by increasing public access to university information and by demonstrating outcomes that support the promise of our mission statement.
2. Look for improvements in university processes and organizational structures; implement efficient, effective and responsive practices; identify services that may be improved by centralized and/or standardized delivery.
3. Provide accommodations and access for all users.
4. Implement campus services to archive, store and retrieve data, enhancing our ability to make data-driven decisions and achieve regulatory compliance.
5. Strengthen sustainability with a systematic review of Drake's footprint on our environment.

#### **Objective 2: Improve the learning and living environment for students**

Drake provides its students with an environment for both learning and living. This includes learning spaces and a rich campus environment for residential, non-residential and online students. It will need continual improvement as needs, services, technology and other support systems advance.

Proposals/Activities:

1. Continue to develop the functionality of Drake's online systems. This includes the Library system, the Blackboard learning system, the Drake portal, Banner, the web creation and management system, etc.
2. Provide a central file system in which faculty, staff and students can store and share their documents, local data, images, etc. in a simple way. It would also provide a secure, central backup, with no action required of users.
3. Provide an integrated system for email, calendars, address lists, and contact information, all synchronized to mobile devices.
4. Provide access to learning resources from mobile devices.
5. Simplify students' lives with a "One-Card" access system.
6. Provide training and re-training for faculty, students, and staff, as new needs, systems, processes, and services develop.

### **Objective 3: Information Resources for Excellence: Connecting to Collections**

Provide access to valid and worthwhile scholarly information by developing the depth, scope, and quality of library information resources to the highest level. Preserve that content for future generations of scholars and researchers by establishing a Drake University Archives Program, which will ensure the preservation of the Drake historical record.

Proposals / Activities:

1. Cowles Library will partner with the faculty of each of the academic programs/majors, via the Library Liaison structure, to develop and implement a profile for excellence in each area.
2. Cowles Library's facility will be enhanced to reflect not only the ends of this objective, but also those of Objective 4 of this document (that is, a facility that is flexible, responsive to evolving learning styles, and otherwise reflective of the trends detailed in the Cowles Library White Paper)
3. Establish a Drake Archives Program, headed by a Drake Heritage Specialist. Establish processes and procedures for the formal preservation of Drake records.
4. Develop the Drake Memory Project. This project, headed by the Heritage Specialist, will provide a unique learning environment for students to interview and collaborate with Drake Alumni and other members of the Drake community.
5. Exploit the Drake Digital Repository to advance interdisciplinary programs and global awareness of Drake scholarship

### **Objective 4: Enhance facilities to support university operations and provide an exceptional learning environment**

Ensure that Drake University facilities are commensurate with our "aspiration to be – and to be recognized as – one of the very best institutions of higher education in the United States". Facility planning for attainable improvements must be viewed within the context of the Drake University Campus Master Plan. This objective, and its proposals and activities, focus on creating a physical plant that supports a living/learning environment to be recognized as one of the very best in higher education.

Proposals / Activities:

1. Provide ADA compliant facilities that are organized and designed around living/learning needs, including the provision for extended hours of operation; that are flexible and adaptable to emerging social/technological trends; that provide varying venues for individuals, groups, classes, and community events; and that offer space for "learning clusters" across disciplines, collections and services.
2. Develop the facilities that promotes the integration of services and academic needs as related to student assistance, advising; technology support; other appropriate resources.
3. Create a review process for new construction or renovations that includes: a needs assessment, a space and sustainability evaluation, and a review of staffing requirements to ensure a social and physical environment that supports the "interdisciplinary approaches to living and learning" endorsed in the Vision 2012 document.

Objectives 11/01/07

4. Further investigate the concept of a 24-hour University specifically focusing on student and staffing wellness, facilities, and budget implications.

Submitted by the members of the Planning Council Subcommittee for Programmatic Support

Margaret Corkrean, Arts and Sciences  
Angela Embree, Office of Information Technology  
Bruce Gilbert, Cowles Library  
Hans Hanson, Campus Security Services  
Rhea Ann Frost, Business and Finance  
Marcia Keyser, Cowles Library  
Susan Ladd, Office of Student Financial Planning  
Lorissa Lieurance, Residence Life  
Kevin Moenkhaus, Student Records and Academic Information  
Paul Morris, Office of Information Technology  
Jolene Schmidt, Facility Services  
Latasha Stiger, Student Life

---

FROM: Subcommittee on the Public Role of the University  
Chair: Kathleen Richardson (journalism)

Members: Brooke Benschoter (marketing), Craig Owens (A&S); Barbara Boose (alumni and development), Theresa Graziano (residence life), Danette Kenne (CBPA), Laura Linn (admissions), Michelle Orfield (financial aid), John Rovers (pharmacy)

DATE: Nov. 2, 2007

RE: Proposed strategic plan objectives with explanations

**Objective 1: Drake University students, faculty and staff will engage the world, not only by drawing people to campus for cultural, athletic and academic events, but by taking the Drake message “on the road” through community service, faculty outreach, alumni events and professional activity.**

Our constituencies say that Drake already does a good job of hosting the community conversation by drawing people to campus for fine arts events, athletic events and public lectures, such as the Bucksbaum. A great university models civic engagement by providing a safe place for open and civil exchange of opinion and testing of ideas. It provides a forum for discussion of issues of critical importance to the city, the region, the nation, and the world.

However, our constituencies also believe that overall the University does a poor job of promoting itself in this role. They say that faculty, students and staff should be encouraged to go off campus more to interact with the wider community. Such outreach would not only benefit the individuals and groups involved, but would boost the University’s image. In addition, the University should focus on communicating what we do and how we do it in a way that is more accessible and audience-friendly.

**Objective 2: Drake University will promote diversity and global citizenship by celebrating different perspectives on campus, by interacting with diverse local and international communities, and by encouraging the skills necessary to work effectively in a world environment without borders.**

The University must continue its efforts to add diverse perspectives to the campus community. In addition, we must work to integrate our increasing numbers of international students better into the Drake community and to showcase our campus diversity to the world. The University can also promote an appreciation of difference by helping all students connect with Des Moines' diverse immigrant population.

However, our constituents say it is important for students not only to develop a sense of global citizenship, but to acquire the skills necessary to work effectively in a truly global society. Students should be encouraged to study abroad, and the University should provide opportunities for language acquisition and curricular and co-curricular events that facilitate the development of such skills.

**Objective 3: Drake University will become a leader in lifelong learning.**

The successful Ray Society could serve as a model for encouraging civic engagement in older Iowans and for breaking down barriers between generations by creating opportunities for older and younger people to interact. Such interactions would provide a living model of the love of learning that the University aspires to instill in its students. The University should take more advantage of the wealth of resources offered by this pool of older Iowans, many of whom were and are successful professionals and civic leaders.

The University should increase efforts to connect faculty, staff and students to professional communities in the metro area. Our constituencies see this as an important role of the University: to provide expertise upon which local organizations and businesses can draw to enhance their leadership capacities. By engaging these organizations and providing tailored programming, Drake can enhance its role within the community and also our students' experiences as faculty are able to make the connections between theory and practice.

**Objective 4: Drake University will serve as a role model to its students, faculty, and staff; its local and regional communities, and to other colleges and universities, for environmental responsibility and integration of green practices throughout its operations.**

A number of Drake's stakeholders, as well as many marketing and recruitment consultants, agree that committing to environmentally sustainable practices makes businesses — including colleges and universities — more attractive to potential donors, students, and employees. Moreover, students, faculty, and staff on campus, and members of both environmental and business advocacy groups in central Iowa, more widely believe that colleges and universities can and should commit themselves publicly to environmentally sustainable practices in order to serve their local, regional, national and, ultimately, global communities as role models for positive change and responsible citizenship. Such commitment, if put into practice in a comprehensive and intentional way, serves more than simply the marketing and recruitment missions of the university; it also allows for significant savings on equipment and energy costs; curricular, co-curricular, and cross-disciplinary opportunities for its students, especially in the areas of experiential and service learning; over-all enhancement of the campus's physical environment; and a University culture rooted, in part, in a shared ethical commitment to stewardship.

**Objective 5: Drake will promote the economic and cultural vitality of the Drake neighborhood as it relates to the university.**

Encouraging a safe, attractive, vibrant campus neighborhood benefits not only the University but the community. Drake could make more of a commitment to the neighborhood by coordinating

and focusing the many different community service initiatives that exist on campus. Student participation in service projects and neighborhood events would nurture civic engagement while cementing the relationship between “town and gown.” Drake can help retain Iowa’s young professionals by connecting them to the city at large and creating a sense of place, a community they can call home after graduation.

---

## Resources Subcommittee’s Proposed Strategies Report

The Resource Subcommittee was charged by President Maxwell with exploring broad strategic objectives and principles in the following financial resource areas: *tuition/pricing/financial aid/access; fundraising; auxiliaries; and entrepreneurial initiatives*. After its first meeting, the Resource Subcommittee expanded its areas of responsibility to also include *operating and capital budgets, the endowment, grants and contracts, and enrollment targets*.

Below are the broad objectives identified under each resource area, including, in some cases, a brief explanation of the objective and/or some specific tactics or examples to bring that objective to life. Our highest priorities among these objectives are: 1. keeping Drake affordable, 2. providing sufficient resources to fulfill Drake’s mission and strategic plan, and 3. maintaining Drake’s financial health.

### Tuition/Pricing/Financial Aid/Access

- ❖ Accentuating our desire to provide a high quality academic experience enabling access to all admissible students, Drake University will **continue to control cost of education** through effective use of financial aid resources and increases in tuition and fees below the national averages.
- ❖ Dedicating ourselves to **combat the rising amount of student debt** accrued, we will examine practical options for reducing student dependency on loans.
  - Develop need based aid formula for upperclassmen with high need.

### Fundraising

- ❖ Transform the Drake community’s understanding and appreciation of philanthropy through the execution of a **five-year comprehensive campaign with fundraising priorities driven by the mission and directed by the strategic plan**. This broad-based fundraising initiative will engage all campus personnel and reflect the operating principles of transparency and fiscal responsibility. The outcomes of the campaign’s philanthropic agenda must have a meaningful and immediate impact on our students, faculty and community.
  - Outcomes include:
    - More than \$200 million secured (with 65% coming from current gifts)
    - Raise awareness and understanding to the meaningful and rewarding role of philanthropy
      - Campaign branding and positioning is engaging and builds community pride and enthusiasm
      - Engage deans, faculty and staff in campaign
      - Increase campus giving participation
      - Increase alumni giving participation
    - Development operation will meet or exceed benchmarks of peer institutions
      - Productivity and performance expectations of development staff
      - Appropriate cost to raise a dollar ratio (20 cents or below to raise \$1)

### Endowment

- ❖ Sustain and build Drake’s commitment to excellence by **growing the University’s endowment to \$500 million by 2012**.
  - Growth will be accomplished through four sources:
    - Market appreciation
    - Reinvested earnings (including 50% of annual operating surplus)
    - New and immediate gifts to the endowment through the comprehensive campaign
    - Realization of deferred gift from previous campaigns

## Enrollment Management

- ❖ Aspiring to achieve our mission to fulfill our promise to students, each unit will develop enrollment targets and implement tactics for realization of goals and strategy designed to achieve optimal enrollment.

## Grants and Contracts

- ❖ Strategically acquire and support grants and contracts that are mission-central and that enhance the culture of the University.
  - Emphasize grants and contracts that enhance undergraduate research, community outreach, and faculty development while maintaining a University-wide emphasis as a Masters Level Institution
    - Partner with area businesses and agencies for shared resources, sabbatical opportunities, and community outreach. Use their infrastructure to support sabbaticals and research needs but also open our facilities for collaborative use- with the potential for renting lab facilities, computer classrooms, and conference space (when appropriate without impinging upon student learning or jeopardizing Drake's tax exempt status).
    - Support the infrastructure needed for grants and contracts; Inadequate support limits the recruitment of faculty, is a disincentive to acquiring new grants by current faculty and staff, and is a liability for non-compliance, fines, and loss of federal funds.
      - Hire or re-position personnel to a *Director of Research and Compliance* position. This person would oversee government regulations, support research via administrative duties, administer the DU IRB, administer the Animal Care and Use committee, and work in synergy with current positions (Environmental Health and Safety Specialist, Director of Sponsored Programs).
      - Revitalize space with the renovation and building proposed under the science building proposal.
      - Develop procedures for grant/contract submittals that:
        - Don't require continued internal funding or offsets
        - Are financially neutral or positive for the University
        - Emphasize salary off-set requests
        - Indirect costs requests
        - Capital expenditure requests when feasible
    - Continue University level efforts for internal funding of seed grants.

## Entrepreneurial Initiatives

- ❖ Expand Drake's commitment to life-long learning with entrepreneurial vision by developing year-round formal and informal learning environments, courses and projects. Generate additional net revenue by creating programs that can be reviewed/approved with a simple process administrated by a special services coordinator.
  - Explore additional online learning courses, webinars or electronically mediated special events
  - Create summer camps and institutes for current and prospective undergraduate students, parents, alumni or for non-traditional students seeking graduate credit courses in a concentrated time period.
  - Rent facilities to businesses and agencies with connections to one or more colleges within Drake to purvey more continuing education (is space is available and does not impinge upon student learning or jeopardize the University's tax exempt status).
  - Develop an income/expense matrix that includes financial incentives for strategic initiatives such as faculty development, curriculum materials, course design and technology enhancement.

## Auxiliaries

- ❖ Manage each auxiliary operation as a self-supporting enterprise (including an appropriate allocation for indirect costs).
  - Create financial projection models to achieve self-sufficiency by 2012



- Auxiliaries include: Residence Halls, Student Dining & other Food Operations, Meeting Services, Parking, Bookstore, Conferences, Athletics

### **Operating and Capital Budgets**

- ❖ Safeguard the University's mission and its future by requiring a balanced operating budget annually. The budget should incorporate the following tenets:
  - Use g.a.a.p. (generally accepted accounting principles)
  - Budget for a surplus of no less than 2% of operating revenues
    - Reinvest at least 50% of the surplus into quasi-endowment with the balance used for deferred maintenance
  - Budget an endowment spending rate of no more than 5%
  - Demonstrate clear linkage between strategic priorities and resource funding levels
  - Develop each single year budget within the context of multiple year operating and capital (and unit) budgets which reflect the priorities of the strategic plan.

Members of the Resources Subcommittee: Rachel Boon, Tom Delahunt, Robert Harlan, Susan Ladd, Jan McMahon, Laura Palmer, Vicky Payseur, Chuck Phillips, John Smith

---

### **2007 Planning Council**

#### **Integration of Wellness, Athletics and Academics Subcommittee**

Drake University's mission to provide an exceptional learning environment is accomplished through collaboration among students, faculty, and staff, with an emphasis on the integration of curricular and co-curricular activities. We must focus on holistic education and stress the importance of mind, body, and spiritual development if we are to prepare our students for meaningful personal lives, professional accomplishments, and responsible global citizenship. The integration of wellness, athletics, and academics can be transformative by creating opportunities for students, faculty, and staff to be reflective practitioners and engaged citizens in ways that promote and foster intellectual breadth and depth and healthy lifestyles. The Integration of Wellness, Athletics and Academics Subcommittee has identified two objectives designed to contribute to the vision of making Drake distinctive and a powerful model in higher education through integrative and holistic initiatives.

#### **I. To transform intercollegiate athletics from an extracurricular to a co-curricular concept**

Faculty and staff must be intentional in helping students make connections between course content/assignments and aspects of participation in athletics, recreation, and other wellness opportunities relative to:

- critical thinking • reasoned analysis • ethical questions • application of knowledge to new situations • group problem solving • effective management of challenges, complexities, and uncertainties of life

Involvement in athletics, recreation, and wellness as co- rather than extra- curricular will result in students articulating a reasoned vision of their own experiences and values while enhancing an understanding of life-long learning. There will be co-existence with "academic" life rather than a perceived "add on" notion of experiences because of an emphasis on appreciating multiple ways of teaching and learning as well as application of knowledge. Learning is integral to all aspects of the collegiate experience and students must have opportunities to articulate their understanding of the interconnectedness of experiences in ways that reflect an understanding of their holistic education.

Members of the subcommittee strongly suggest the University consider the following to achieve the objective of integrating academics, athletics, and wellness.

- a. Collaborate with various academic departments, student life, and other units throughout campus to ensure that the academic, athletic, and wellness concept becomes integral to the

developmentally focused model for first-year students, second-year engaged citizen, junior year experience (to be developed), and senior capstone experiences. Inclusion and close coordination with recommendations brought forward by the Programs/Curriculum Subcommittee will be essential for successful implementation because of the emphasis on assessment/outcomes, integration of liberal education/professional preparation, and integration of living/learning.

b. Rethink the concept of an integrated (holistic) capstone experience with an emphasis on “reflection and connection” (Vitha, 2007) regarding all aspects of the various learning environments including but not limited to incorporation of academic work in their majors, intercollegiate and intramural participation, student government and student activities, residence life, fraternity and sorority community life, internship and job opportunities.

c. Provide professional preparation opportunities through athletics as a co-contributor to the exceptional learning environment for more than 350 undergraduate and graduate students annually, including but not limited to collaboration with:

1. Colleges and Schools - Journalism, Education, CBPA, Health Sciences Program, and identified areas in Arts and Sciences

2. Professional & Career Development Services – Internships, graduate assistantships

3. Human Resources - Student employment opportunities

d. Reinforce the importance of students being reflective and engaged through advising/mentoring interactions with faculty, coaches, staff, peers, and alumni throughout their undergraduate and graduate experiences at Drake.

e. Structure learning opportunities that will strengthen students’ leadership potential in a variety of settings including the classroom, residence halls, clubs and organizations, and on the field, court, and track. There should be close collaboration with the Adams Leadership Institute.

This transformative process from extracurricular to co-curricular can be applied to other areas on campus when helping students “make meaning” of their many and varied experiences. “We search for ways of understanding our experience that make sense of both the expected and the unexpected in everyday life” (Dolaz Parks, 2000, p. 14).

## **II. To develop a University-wide “culture of wellness” that encompasses the physical, mental, and spiritual health of its students, faculty, and staff**

With a focus on the health and vitality of the entire University community, it is important to create a positive and inclusive environment that will promote health and wellness among all university constituents. The inclusive nature of wellness also actualizes a campus environment that welcomes and supports a diverse population, as well as a diverse range of opinions and perspectives. Understanding that healthy relationships are built on mutual respect and support of others’ personal well-being, learning and development, can be realized through the concept of a “culture of wellness.

It is intended that a broad-based definition of wellness programs and initiatives be used with a focus on:

- commitment to emotional and physical well-being
- understanding the relationship of human development to the natural world

Objectives 11/01/07

- incorporation of a healthy environment (creating a “green” campus) as necessary and integral to promotion of healthy lifestyles

Implementation will include the development of incentives for participation in wellness programming, as well as a system for peer influence as a motivator to develop and/or maintain healthy lifestyles.

Collaborative relationships between the following areas will be essential for successful implementation and assessment of effectiveness when addressing “matters of self” (mental, physical, and social well-being):

- a. Athletics, Wellness and Recreation . Human Resources
- c. Health Center d.Counseling Center
- e. Employee Assistance Program (EAP) f. Sodexo

Subcommittee members: Abbie Hamilton (student), Adam Emmenecker (student), Angela Renkoski (faculty), Ed Bell (faculty), John Brown (staff), Kelli Turner (staff), Kevin Moenkhaus (staff), Margie Davidson (staff), Mary Edrington (faculty), Natasha Kaiser-Brown (staff), Ryan Michel (student), Sandi Smeltzer (staff), Sean Keho (staff), Sentwali Bakari (staff), Steve Scullen (faculty), Sandy Hatfield Clubb (co-chair), Wanda Everage (co-chair)