

Program Review: Report of the President

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President, Drake University
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Part I Disposition of Recommendations from The Provost & the Administrative Program Review Committee

Introductory Remarks

This document is, in a sense, the direct result of a remarkable process – a year-long effort at Drake University that in one way or another engaged the attention and the participation of virtually every single faculty and staff member, and hundreds of our students. While entitled *Report of the President*, this report in fact embodies – as much as it possibly can – the collective wisdom, efforts, concerns, and aspirations (and in many cases, the prose) of the nearly one hundred people who served on the various committees and task forces, and of the literally hundreds of people who shared their thoughts in meetings, forums, e-mails, letters, and conversations.

Where possible, the report represents consensus (an accomplishment in itself given the sheer numbers of people involved, exacerbated by the deeply ingrained affection that an academic community holds for disagreement) – in other places it represents careful compromise, and in as few places as possible, it represents reluctant (though carefully considered) acceptance of the fact that some very difficult and unpleasant choices had to be made.

Throughout the past year, a consistent effort was made to ensure the transparency of the process – that is, keeping in mind considerations of privacy as necessary and appropriate, the community at large was kept fully informed and all relevant information was available for public scrutiny. Equally important was the ongoing determination to ensure that all voices had the opportunity to be heard on all issues, and that while ultimately it was of course impossible to comply with everything that was expressed, every voice was indeed heard and taken into account in the deliberations that led to the final decisions.

It is our belief that not many institutions of higher education have taken on an initiative of this size, scope, and intent (though more are doing so of late, thanks in great part to Dr. Robert Dickeson's work in this area) – and that even fewer have succeeded with the level of engagement and community support that Drake has thus far. While most colleges and universities systematically undertake reviews of discrete parts of the

institution (programs, departments, divisions, etc.), and most periodically engage in some sort of institutional self-deception that they label “strategic planning,” the Program Review Initiative is distinguished by the following characteristics:

- it is *mission-driven* – relevance to the University’s mission and goals was a primary criterion in the evaluation of each program;
- 2) it is *strategic* – decisions regarding individual programs were made not only on the basis of internal factors and/or short-term needs, but on careful assessment of external conditions and long-term trends, positioning the University to manage change, and to address future demands and challenges;
- it is *comprehensive* – every single aspect of the University’s operations has been scrutinized in the course of Program Review;
- it is *contextual* – each individual program or operation is examined in the context of its connections (current or potential) to other parts of the University;
- it demands *prioritization* – while the typical planning process results in an often-unrealistic “wish list,” Program Review requires that the institution prioritize current and anticipated programs by assessing their relative importance to the University’s mission and goals;
- it is *community-driven* – the Program Review Initiative has been designed, implemented, and carried out by elected faculty/staff/student committees, with considerable engagement by the Board of Trustees and the University’s alumni and friends around the country.

The fact that we have – in a relatively short period of time and in a very complex institution – identified our goals and priorities, assessed our strengths and weaknesses, and arrived at a concrete set of decisions that lay the groundwork for crafting the next stage of Drake University’s history, is compelling testimony to the good will, generosity of spirit, commitment to our students, and faith in the University’s future, evidenced by all members of the Drake community.

Purpose I: Managing the Challenges

The broad purpose of the Program Review Initiative is quite basic in its articulation, though extremely complex in its realization: Program Review is intended to position Drake University to address the challenges of the 21st century – not simply to *meet* those challenges, but to *manage* them and to *turn them into opportunities*. In its nearly one hundred and twenty year history, Drake has an impressive record of responding to changing circumstances – both internal and external – in ways that have enabled the University to respond effectively to the learning goals of its students and the needs of society for an educated citizenry and trained workforce, and to remain one of the most highly-respected comprehensive universities in the Midwest.

As we sit on the doorstep of the new millennium, higher education nationally and Drake University in particular are confronted by a set of external circumstances that are

evolving at remarkable speed, presenting us with challenges that are both daunting and exciting. The challenges include, but are by no means limited to, the following:¹

- **A communications gap:** We lack a common set of assumptions and a common vocabulary to talk about what it is that we (i.e., higher education) *do* with people who are not “us” – there is a deep lack of understanding in American society about what it is that higher education does, and why it does it. While various surveys show that the American public believes that America has the best higher education system in the world, they also believe that we’re not teaching the right things, that colleges and universities are badly managed, and that professors are overpaid and under-worked. A report about to be released by the American Council on Education, based on focus group discussions with hundreds of people, shows a disheartening level of ignorance relative to higher education (e.g., most cannot explain the difference between public and private institutions; most wildly overestimate the cost of an undergraduate degree; most believe that private institutions make a profit; most are unaware of the availability and extent of financial aid, etc.). At Drake University, we have developed a shared set of assumptions about our goals and about what constitutes excellence that is very compelling – but we need to know how to talk about these things in ways that resonate with those upon whom we rely for enrollments, financial support, and political support.
- **Dramatically shifting demographics:** Both national and regional trends show that our students will be increasingly diverse in terms of learning goals and styles, academic preparation, race, culture, economic status, family background, age, and professional and personal aspirations. In the Upper Midwest, we face an additional challenge: Across the nation, we will graduate more high school students in 2008 than ever before in America’s history, but eighty percent of that increase is in four border states, and the demographics of that student population are much different from those of our region. As a result, we must explore how to attract those students to this state, and how we can make ourselves accessible academically and financially to populations for whom higher education has not traditionally been an option.
- **Changes in the workplace:** Historically, the average American in the workforce has had five jobs before the age of forty, and approximately three major career changes (making Drake University’s emphasis on *education* as preparation for a career, rather than narrow *training*, all the more important). With the advent of the “new economy,” those statistics are quickly becoming out of date. We are seeing dramatic shifts in the nature of work, in the kinds of occupations that exist, the erosion of long-term mutual commitments between employer and employee, and the rapid

¹ A more complete listing of the many challenges facing higher education can be found in Drake University’s *Strategic Vision Document*, available at www.drake.edu/president/future.

decay of the relevance of some kinds of acquired knowledge. (One observer recently claimed that one-half of all that a student learns in her freshman year will be out of date by the time she is graduated from college.)

- **Meaning of the degree:** Historically, our mission in higher education – particularly in private institutions – has been informed in large measure by an emphasis on *knowing*, and on *education*. A number of recent studies suggest quite strongly that the public whom we serve is far more interested in *doing*, not *knowing*, and in *training*, not *education*. (Eighty-five percent of the nation's college freshmen in 1999 said that their primary reason for going to college was "to get a good job.") We need to understand, to decide, and to articulate as clearly as we can, what a degree *means* in the world of the 21st century. Will a degree mean that a graduate *knows* something? Or that he/she can *do* something? Will it mean, most importantly, that he or she can continually acquire new knowledge and do new things? Will it mean all three (as I would suggest it *must*), and – if it does – how will we know that? How do we measure it in ways that are meaningful both inside the academy and without?
- **Technology and access to knowledge:** The wealth of information on the Internet has incredible potential as a learning and teaching resource and as a research tool. No longer constrained by the finite boundaries of the campus and its physical resources, we have the technological capacity to create new, exciting, and more effective learning opportunities.

Technology also enables a set of competitive challenges that every institution must sort through: Are computers challenging the traditional place of the teacher in the academy? Will distance-learning challenge the importance of face-to-face interaction, and the importance of physical location to learning? Does technology enable institutions to compete for students and resources with other institutions that may be thousands of miles away?

Technology raises the fascinating – if troubling – question related to the "knowing vs. doing" dichotomy discussed above: How does the application of technology change what it is that we need to know? Can – and should – technology replace knowing? Is technology a time- and brain space-saving instrument to which we can relegate "elemental" knowledge so that we have the capacity to know more complex knowledge and process ever more complex problems?

Finally, perhaps the most important challenge that technology presents is that it represents an outright eradication of the hegemony of the academy over knowledge and learning. We in America's colleges and universities are, historically, used to a privileged position in which we had a near monopoly on the discovery, preservation, and transmission of knowledge. To state it with somewhat deliberate hyperbole, *we* decided what was important to know, and who got to know it. But

technology has enabled the democratization of knowledge. The world is literally swamped with information – some of it important and useful, much of it trivial, and much of it incorrect and misleading. The consequences for us are twofold: First, if our physical campuses no longer serve as the primary access points to information, what are the implications for our role as mediators of knowledge in the 21st century? Second, it is clear that the knowledge explosion intensifies exponentially one of our primary and historical obligations to our students: They must emerge from their educational experience with highly sophisticated abilities to *make judgments about information* – to know what is truth and what is not, what is important and what is trivial, what is relevant to their tasks and what is not.

- **The cost of higher education:** Higher education, particularly as we conduct it at private colleges and universities, is a very labor-intensive and, therefore, high-cost undertaking. That is one of the reasons that it is so good. But there are dramatically increasing threats to revenue sources such as tuition and foundation support, compounded by exploding costs, particularly in the areas of financial aid, technology, equipment and periodicals, maintenance of physical plant, employee benefits, etc. For private institutions that pride themselves on a special intimate learning culture, one of the most important indicators of educational excellence is also an indicator of economic inefficiency – small class size. It is a conundrum that we all struggle with.

Cost is obviously also an issue to the so-called “consumer” of education, and there is a real danger that the higher education community is pricing itself out of the reach a significant portions of the population. It is an *access to opportunity issue* – with important societal sub-groups potentially denied access to social and economic advancement because of financial inaccessibility (and also because of inadequate preparation, given the extent to which we’ve abandoned any commitment to quality education in many of this country’s cities) – higher education could be in danger of becoming complicit in the propagation of an underclass in America.

- **Under-prepared students:** As a survey by the National Center for Higher Education and Public Policy showed, faculty and senior administrators across the country believe that the number one problem facing higher education is the fact that the K-12 system is not adequately preparing students for the challenges of higher learning.

The Vision

As we considered the challenges that confront us, it was imperative that our efforts – from the Program Review Initiative through the planning and implementation processes that follow – be informed by a shared vision of Drake University’s future, a construct that guides us in defining our mission, setting our goals, and making the decisions that will create the infrastructure upon which that future will be built. A six-month process of on- and off-campus discourse led to the creation of the University’s *Strategic Vision Document*.²

A distillation of that document, the *Operational Mission Statement*, served, in essence, as the “constitution” for the Program Review Initiative – a set of reference points to determine relevance to the University’s mission, and a set of guidelines that informed the deliberations and decisions that took place throughout the process. The *Statement* represents both the distinctive features – or defining characteristics – of what Drake University is and has been, and our aspirations for the University’s future.

Operational Mission Statement

Drake University is a *community of learners*. Thus, the mission of the University is to encourage and support the acquisition, application, and transmission of knowledge, the appreciation of the joys of discovery and the liberating power of knowing, and the development of abilities and perspectives that enable members of the community to pursue their goals and to make meaningful contributions in their personal and professional lives. The activities of the University are concentrated on the liberal arts and sciences and on carefully selected professional programs.

Thus all activities, resources, and structures must be focused to the greatest extent possible on the support of inquiry and the discovery of knowledge; the creation, implementation, and management of learning opportunities; the provision of guidance and support from recognized experts; the maintenance of an environment that is conducive to learning, personal growth, and community engagement; and the assessment and certification of learning outcomes.

As a community of learners, we must continue to emphasize and enhance the following defining characteristics of the University:³

² cf. www.drake.edu/president/future

³ The original “Operational Mission Statement” as distributed last year described the University’s defining characteristics in the present tense; the present revised version employs the imperative to more accurately reflect the document’s role as a mandate and set of aspirations.

- *Excellence:* For nearly 120 years, Drake has been recognized nationally for the quality of its educational programs, and it is critical that excellence continues to be the hallmark of all that we do. One of our most immediate tasks in implementing our vision of Drake University for the 21st century is to develop and agree upon a set of objective criteria on the basis of which we can ensure continued excellence through the ongoing assessment and evaluation of the extent to which we are meeting our goals.
- *Innovation:* To remain a vibrant and effective Community of Learners, we must strive continually to identify – and implement where appropriate – new methodologies, programs, and procedures that will enhance our ability to achieve institutional goals, while at the same time retaining the best of what we have already accomplished.
- *Integration of liberal arts and sciences and professional education:* With an unusual combination of relatively small size and programmatic richness, Drake is well-positioned to offer integrative educational opportunities that prepare students to fulfill their goals for personal growth, their career aspirations, and citizenship responsibilities.
- *Distinctiveness:* Drake University's emphasis on the concept of a Community of Learners characterized by excellence, innovation, and the integration of liberal education and career preparation, distinguishes the University in ways that enable Drake to play a leadership role on the national level in higher education, and that significantly enhances our ability to attract a broad range of learners to the University.
- *Interdisciplinarity:* While recognizing that traditional definitions of academic disciplines serve us well in certain contexts, it is equally important to recognize that the challenges and issues that our students confront in their personal lives, their professions, and as public citizens, rarely conform to the historical taxonomy of the academy. It is critical that our students understand the complex interrelationships among the various fields of human knowledge, and that they are able to bring to bear on individual issues an integrative approach derived from a broad range of information, perspectives, and approaches.
- *Global and international:* Drake's programmatic offerings must emphasize the global nature of knowledge, of the workplace, and of human society. The University must prepare students to understand the importance of other cultural perspectives; to understand and appreciate their own place on the globe; and to function effectively – both personally and professionally – in a variety of cultural contexts. Faculty members should be knowledgeable about the international dimension of

their respective disciplines, and should ensure that that perspective informs the substance of learning experiences at the University.

- *Ubiquitous*: Historically, much of higher education has taken place in the classroom, with learning measured in terms of minutes, hours, and semesters. While continuing to take advantage of all that a classroom setting has to offer (particularly one that is designed to take advantage of new teaching and learning methodologies), it is essential that learning opportunities be pervasive—we must continue to strive to provide multiple and ubiquitous “access points” to learning that maximize access to learning regardless of time or place. These access points include—but are not limited to—experiential learning such as internships and community service, independent study and research, study abroad, and technology-based learning.
- *Life-long learning*: Complementing our historical focus on full-time undergraduate and graduate education, Drake University is committed to support of learning at all stages of the learning career, from our management of early childhood education programs such as Head Start and our collaboration with school systems in the improvement of K-12 education, through our historical emphasis on undergraduate and graduate education, to the provision of a broad array of innovative programs for adult learners pursuing personal enrichment and/or career advancement.
- *Responsiveness*: As a community of learners, all of our institutional functions—and particularly, of course, our academic programs—must be able to respond to an increasing wide range of learners, with different learning backgrounds, learning styles, and learning goals, within the context of institutional mission and goals.
- *Centers of excellence*: the University shall place a strong emphasis on the development and support of interdisciplinary, inter-college programs as loci of teaching, learning, and research in areas in which we have (or could have) distinctive strengths and that meet the needs of our constituencies.
- *Values*: All of our functions as a Community of learners are grounded in the ethical, moral, and academic values that have informed the University’s culture since its founding in 1881.

Purpose II: Goals

Using the *Operational Mission Statement* (and the broader *Strategic Vision Document* that informed it) as the context for our deliberations, we considered the shape of the University’s future, explored the challenges and opportunities that present themselves both internally and externally and identified a series of specific goals for the Program

Review Initiative that were essential to positioning the institution to manage its own future in ways that were consistent with our mission:⁴

1. To ensure the excellence of all University programs, and to ensure the ongoing availability of resources to guarantee their continued excellence.
2. To ensure that all programs are consistent with the core mission of Drake University.
3. To create a *Fund for the Future* that will provide resources to encourage and support creativity, innovation, and institutional transformation.
4. To ensure that Drake's resources fully address the University's priorities.
5. To ensure the efficient, responsible stewardship of the resources entrusted to the University in the form of tuition, gifts and grants.
6. To create and support an operating behavior that is strategic in nature and grounded in ongoing analysis of objective data and formative assessment practices.
7. To create a University structure that enables flexibility and agility in responding quickly and appropriately to changing conditions, and an operational culture that emphasizes responsiveness and service.
8. To ensure equity for faculty and staff across the University in workload, expectations, evaluation, and compensation.
9. To continue to balance the annual operating budget.

What We Have Accomplished

No matter how comprehensive and aggressive the communications strategy, no matter how involved and engaged the community is in the process, in an initiative such as Program Review and in an institution as complex as Drake University, there is always the very real likelihood of a gap between perception and reality, between expectations and outcomes. In our specific case, the expectations – both on campus and off – seem to have run the gamut from those few skeptics who believe that the combined forces of institutional history and inertia (like those of all institutions!) will condemn any

⁴ The more observant will note that the original goals statement for the Program Review Initiative listed six goals; the additions here represent goals that were articulated in the early stages of deliberations by the Faculty RPAC and the Administrative Program Review Committee.

planning effort to an unread report buried in the President's desk drawer, to those equally few Pollyannas who are hopeful that Drake will transform itself into the envy of the higher education community by mid-March of this year. The reality, of course, is neither – but the good news is that at this point in the Program Review Initiative, we have identified concrete tasks, the people responsible for carrying out those tasks, and, in most cases, a concrete deadline for implementation.⁵ Most important is that we are indeed well on our way to achieving most of the specific goals that we have advanced for the process:

1. Program Review has assessed the quality of all programs – both academic and non-academic – and made recommendations for change as necessary and appropriate. We have identified resources that, as all of the Program Review decisions are fully implemented, will become available to guarantee the continuing excellence of the University's operations.⁶
2. Program Review has assessed the relevance of all programs – both academic and non-academic – to the University's core mission, and made recommendations for change as necessary and appropriate.
3. We have identified resources that, as all of the Program Review decisions are fully implemented, will become available to encourage and support creativity, innovation, and institutional transformation.
4. The recommendations made and decisions taken in the Program Review process will result in the reallocation – where necessary – of resources to match University priorities.
5. Program Review, and the ongoing program of assessment and evaluation that will follow, provide the objective information that we need to ensure the responsible stewardship of the University's resources.
6. The Program Review process has enabled us to identify the group of factors that we consider important indicators of program quality, relevance, effectiveness, and efficiency, laying the groundwork for an institution-wide program of formative assessment.

⁵ We are in the process of developing a graphic overview of our expectations for when each of the Program Review decisions will come online; that information will be provided to the campus community as soon as it is completed.

⁶ One of the most frequent questions asked of the Cabinet and members of RPAC in recent weeks has been, "Have we met our financial targets to keep the budget balanced at the appropriate level of endowment income payout, and at the same time provide the necessary resources to support excellence, innovation, and transformation at Drake?" The simple answer is, yes, we will – assuming that we are able to fully realize all of the recommendations in this report (and in Parts II and III to come), with the understanding that it is likely to take four to five years for all of the resources to be fully reallocated (i.e., some savings can be effected immediately; others – for reasons ranging from contractual to logistic – may take several years). With persistent effort on the part of the campus community, and stringent oversight by those responsible for implementing the decisions, that assumption is entirely realistic. While complete implementation will take time, I do expect that a tangible and positive impact of the Program Review process will be felt almost immediately.

7. Issues of structural and cultural flexibility and agility have been addressed, to some extent, thus far, and will be addressed directly in the forthcoming Parts II and III of the Program Review report.
8. Issues of equity will be addressed in several initiatives related to Program Review, including the Provost's review of workload and the nature of academic appointments, and the implementation of performance evaluation and position classification systems under the guidance of the Vice President for Business and Finance and the Director of Human Resources.
9. Resources identified in Program Review will – as the decisions are fully implemented – assure the University's continuing ability to balance its operating budget with the desired level of support from endowment income.

In addition, one should not underestimate the significance and impact of less publicly visible changes that have taken place already. The information and perceptions acquired in the process of preparing the initial Program Review reports, and in deliberating recommendations at each stage of the review, has provided many individuals, departments, and programs with a more sophisticated understanding of the ways in which they contribute to the University's overall goals, thus enhancing their ability to fulfill those roles at the highest level. Many departments and individuals have, in the course of Program Review, discovered ways in which to improve the operating efficiencies and effectiveness of their respective operations. Finally, a number of academic programs have already responded to the spirit and intent of Program Review in restructuring curricula and in exploring vital connections across departmental and school/college boundaries.

What Happens Next?

Procedurally, the next milestone in the Program Review process is the review of this report and its recommendations by the Drake University Board of Trustees, which will take place at the Board's winter meeting at the end of the first week in February. While the Board's formal governance responsibility (as it relates to these recommendations) is the approval (or disapproval) of proposals for the creation or elimination of academic programs, and approval of the University's plans for resource allocation, the Board's support of the entire set of Program Review recommendations – and the vision for the University that those recommendations represent – is both desirable and essential for a wide range of obvious reasons.

Equally important is that there are some critical tasks that still lie before us, and it is for that reason that I have asked the Faculty Senate to consider a proposal that extends the life of the Review and Priorities Advisory Committee until June 1, 2001. RPAC would continue its responsibilities as an advisory body to the President and the Cabinet on the following:

- RPAC will advise on remaining critical decisions to be made regarding recommendations from the Program Review process – e.g., the disposition of the study on the impact of outsourcing some or all Physical Plant functions.
- RPAC will work with the Cabinet to monitor the implementation of its recommendations, and to verify to the community that both the spirit and the letter of those recommendations are being met.
- RPAC will collaborate with the Cabinet to design and oversee the final stage of the University's strategic planning process.
- RPAC will work with the Cabinet to devise and recommend an ongoing formative assessment structure that will enable the University to evaluate quality, relevance, effectiveness, efficiency, and progress toward University goals on an ongoing basis.
- RPAC will collaborate with the Faculty Senate and the Cabinet to design and propose a permanent faculty/staff/student body that will advise the President, the Cabinet, and the Board on University priorities.

No matter what the successes of Program Review thus far, the real success of the Program Review Initiative lies in what happens from here, as many have pointed out in recent months. The purpose of Program Review was not to transform the University, but to create the infrastructure and identify the resources that will enable that transformation. The *Strategic Vision Document* has articulated the best of what we are as a University and given us the defining characteristics of the University that we are determined to become; Program Review is the first giant step from the present to the future. It is essential that we not lose the considerable momentum that we have established, and that we turn our attention immediately to the implementation of the Program Review decisions and ultimately to the exciting task of realizing the creative and innovative programmatic visions that have proliferated throughout the process.

In that context, it is vital that we began the planning necessary to achieve the objectives presented by the Provost in the "General Recommendations," "Enhancements," and "Opportunities" sections of his *Academic Program Review Report*, a series of goals supported by the Review and Priorities Advisory Committee and with which I wholeheartedly concur:⁷

- **Recommendations:**

1. Develop more learning communities.

⁷ Please refer to the Provost's report at www.drake.edu/review/academic for the full text of the Provost's "general recommendations," "enhancements," and "opportunities." The text here is a condensation – and a rephrasing, for brevity's sake – of those sections of the Provost's report.

Both higher education research and the anecdotal experience of institutions have shown that learning communities are a powerful tool in facilitating student learning and intellectual growth. In most institutions, they also contribute significantly to student satisfaction with their educational experience, and thus to retention and graduation rates.

2. Develop a general education program of cross-disciplinary courses.

Outstanding general education programs tend to have core courses organized around themes or ideas rather than traditional academic disciplines. Drake's "Paths to Knowledge" program is an example of such an approach. If the Drake Curriculum is to realize its full potential, more such options must be available to our students. We must also carry the ideals of general education into graduate and advanced professional study so that such programs embody the same principles.

3. Emphasize active learning, discovery, student-faculty interaction, and collaborative inquiry.

Prominently featured in the *Operational Mission Statement* are such phrases as "support of inquiry and the discovery of knowledge," "encourage and support the acquisition, application, and transmission of knowledge," "appreciation of the joys of discovery and the liberating power of knowing," and the "provision of guidance and support from recognized experts." Research evidence clearly supports the principle that participation in discovery learning activities produces results superior to passive experiences.

4. Encourage a meaningful experience of significant duration in another culture for all students.

A sound liberal arts-based education must prepare students to function effectively in a diverse, multicultural, and multinational environment. A significant immersion experience in another cultural context – preferably study and/or work abroad (though experience in a domestic culture different from one's own can be equally valuable) – should provide students with an appreciation and understanding of "otherness," a sense of the ways in which different cultures apprehend the world in different ways that are based on different assumptions, and with the ability to communicate effectively across cultural and linguistic difference.

5. Design an academic structure that promotes cross-fertilization and is financially viable.

The division of Drake University into six colleges and schools, and the further division of those units into academic departments based on a disciplinary taxonomy, result in a complex structure that is neither conducive to intellectual collaboration and the kinds of cross-disciplinary learning that address the educational goals and professional aspirations of many of our students, nor the most cost-effective way to administer a comparatively small institution.

6. Develop collaborative programs among schools and colleges.

Perhaps the single most distinctive characteristic of Drake University is the mutually enriching connections between the liberal arts and professional education. However, the rules and requirements of many academic units (often mandated by national accrediting bodies) do not always support or encourage such connections. Nonetheless, there are numerous opportunities for programmatic collaboration across school and college boundaries that address both the learning goals of our students and societal needs for educated professionals, and we must pursue those opportunities vigorously.

7. Develop a campus climate that is welcoming to a diverse student body.

Diversity is a responsibility of all parts of the university. It is critical to achieve greater diversity among the faculty and staff. It is important to examine the curriculum and instructional practices to see if there are any impediments to the success of students from nontraditional backgrounds, and we must determine how we can make our classrooms more welcoming to all students. We must ensure that Drake University is accessible both financially and academically to students from the broad cross-section of American society.

8. Develop selected high-quality graduate programs.

Drake University should provide selected graduate programs when we are able to offer a program of the highest quality, have the resources needed, and there is sufficient demand to support the required effort.

- **Enhancements:** To achieve the above goals, some general enhancements are necessary:

1. An endowment-supported faculty development fund.

Major changes are under way in higher education that present many challenges to traditional ways of designing learning experiences. Faculty members need to be supported as they adapt to the changing nature of students and the need to redesign learning experiences. The goal should be an endowed fund of at least \$5 million that will yield the equivalent of \$1,000 per year per faculty member.

2. Create a new faculty-student research fund.

Funds must be made available to support student-faculty research. The purpose of the fund should be to provide support for supplies, computer software, travel to conferences to present papers, publication, and related costs.

3. Expand undergraduate assistantships.

Few programs have been as successful as the undergraduate assistantship program. The program can be expanded for relatively few dollars. A small investment will increase significantly the number of mentoring opportunities on campus.

4. Enhance the faculty research fund.

A faculty research program already exists but it is significantly under-funded. Both the amount available per award and the number of awards must be increased.

- **Opportunities:** The Provost identified a number of significant opportunities that we can seize to move us toward our vision of Drake's future, and to provide even richer educational experiences for our students, including the development of:

1. Courses that integrate professional and liberal education

2. A constellation of interdisciplinary centers, including:

- Center for Science, Mathematics, and Education
 - Center for International Studies
 - Center for Collaborative Inquiry
 - Center for Technology Studies
3. Collaborative, combined programs among the schools and colleges, such as:
- additional 3 + 3 programs with the Law School
 - Programs in legal journalism, law journalism, environmental journalism, etc.
 - Specialized MBA's for journalism, the insurance industry, non-profit management, etc.
4. New majors and graduate programs, including:
- Ethics
 - Human resource management
 - Historical documentary production

The biggest threat to the success of all that we have done so far, perhaps, is the prospect that we may lose momentum and enthusiasm if we hesitate. It is time to move ahead as quickly as we can do so thoughtfully and responsibly, and with the resources at hand. We need to take advantage of the fact that this is a rare opportunity – a moment in the University's history when we are focused as a community on our future, with a shared understanding of our current strengths, weaknesses, and aspirations, that may not be replicated for many years to come. As exhausting and time-consuming as the past year has been for virtually everyone in one way or another, it has also infused much of the campus with energy and excitement for the opportunities that lie ahead.

Acknowledgements

To repeat – appropriately, I think – some of my introductory remarks to the Interim Report last November, RPAC and I have been struck throughout the process by the thoughtfulness, intelligence, and vision of the recommendations that have been forwarded by the Faculty RPAC and the Administrative Program Review Committee. The committees' hard work and commitment have resulted in a set of imperatives for the University that ensure our ability to achieve our collective goals of excellence, innovation, and accountability. You will see that in some cases RPAC and I did not concur with a specific recommendation, and we want to emphasize that that action in no way is intended to denigrate the value or wisdom of the recommendation. Rather, there were several instances in which responses from affected departments or from members of the community provided RPAC with knowledge and perspectives – or with different options – that were not available to the earlier committees.

On behalf of the entire Committee and the President's Cabinet, I would like to express our gratitude to the faculty and staff who compiled the Program Review reports, and the Deans and faculty committees who scrutinized and prioritized their respective programs.

We are deeply grateful for the input that we have received, including responses from academic departments, the rich campus discussions, and the hundreds of e-mails and letters. This input provided invaluable new knowledge, perspectives, and concerns that added much to our deliberations and crafting the outcome.

On a personal note, I want to express both my gratitude to and admiration for the dozens of people who gave of boundless energy and wisdom in participating on the several Program Review committees; to the 1999-2000 Faculty Senate Executive Committee, who contributed so much to the design of the process; and to the members of the President's Cabinet, who have provided leadership, encouragement, guidance, and wise counsel throughout.

1999-2000 Faculty Senate Executive Committee

Dan Spencer, President	Chuck Phillips	David Walker
LouAnn Simpson	Herb Strentz	Colin Cairns
	Catherine Gillespie	

Program Review Steering Committee

Sue Wright, Chair	Andrea Charlow	LaRhee Henderson
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Provost Ron Troyer
Vice President for Institutional Advancement Angela Voos
Executive Assistant to the President Don Adams
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Profuse thanks are also due to several of the staff in Marketing and Communications: Barbara Boose for her leadership role in managing Program Review communications; Missy DeYoung, for her remarkable fortitude, skill, and understanding in making the Program Review documents available on the Web; Casey Gradischnig for helping us understand how to talk about Program Review to people who don't share our jargon and our assumptions; Lisa Lacher for keeping us connected to the media; and Adrienne Hooker for service above and beyond the call in organizing and attending a dozen student forums. Additional thanks to Dean Jerry Price and the Student Life staff for organizing the residence hall chats.

I would also like to publicly, on behalf of all of us involved in the process, express our gratitude to Robert Dickeson of the USAGroup Foundation. Bob's willingness to share his knowledge, experience, and insights – not only through his book, *Prioritizing Academic Programs and Services*, but by personally participating in the Drake Program Review Initiative – was the difference between success and failure in this effort.

Finally, but most emphatically, I would like to convey my personal and profound appreciation to those who assumed the heavy and time-consuming burden of leadership in chairing the various committees: Associate Provost Barbara Decker, Interim Provost Stephen Hoag, Professor Lon Larson, Provost Ron Troyer, Vice President Vicky Payseur, and Professor Sue Wright.

David Maxwell

ACADEMIC PROGRAM RECOMMENDATIONS

Accounting

- Academic Report: (Maintain) Resources are stretched thin by trying to offer the additional sections needed to complete the undergraduate program in the evening and offer the graduate program. Focus resources on the day undergraduate program and the evening graduate program.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Accounting, Master's

- Academic Report: (Redesign) Agreements with small colleges in Iowa to admit their graduates to advanced standing must be developed. A plan for accelerating students' progress in the program should be implemented.
- RPAC Recommendation: Accept. The recommendations were accepted by the CBPA and are in the process of implementation.
- President: Concur with RPAC recommendation.

Actuarial Science

- Academic Report: (Maintain) The cost efficiency is low. Efforts to recruit additional students need to be undertaken.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Adult Learning/Adult Education, Specialist and Doctoral Program

- Academic Report: (Phase Out) The School of Education agrees with discontinuance of the program.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Adult Learning, Master's

- Academic Report: (Redesign) This program should be restructured to draw upon the resources available across the University. It seems especially critical that some MBA courses are part of the program. The location of the program should be examined. Should the program be in the School of Education, the College of Business and Public Administration, or elsewhere?
- RPAC Recommendation: Accept recommendation, with a stipulation: RPAC expressed concern that there may be redundancy between this program and the proposed Master's in Human Resources Management, and asked that the Provost require exploration and resolution of this issue before either program is developed further. There was strong emphasis in the RPAC discussion that this program not just respond to demand, but that it should be distinguished by its focus and highest possible quality.

- President: Concur with RPAC recommendation.

Advertising

- Academic Report: (Enhance) Fill the vacant position but also explore collaborations with Public Relations and Marketing programs. Enhancement should occur through greater collaboration with Marketing.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Aging Studies

- Academic Report: (Enhance) With the aging of the population, this program presents a significant opportunity for collaboration among many colleges and programs. It is recommended that the efforts to secure outside funds to support the program continue.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Anthropology

- Academic Report: (Redesign) How can anthropology, a one-person program that contributes significantly to the understanding of other cultures, become a stronger part of an exceptional liberal arts education? The Arts and Sciences Planning and Review Committee is charged with assessing the situation and developing recommendations.
- RPAC Recommendation: Accept. RPAC noted that this issue should be tied to the restructuring of the College of Arts and Sciences. Anthropology also has the potential to be a major component of one of the new interdisciplinary centers.
- President: Concur with RPAC recommendation.

Art History [Revised]⁸

- Academic Report: (Redesign) The number of majors is exceptionally low. Faculty resources should be used more effectively to meet University needs by reducing the major to a minor and offering more service courses.
- RPAC Recommendation: Maintain. In response to information provided by Interim Dean of Arts and Sciences Sue Wright and Department Chair Robert Craig, RPAC voted to maintain the Art History major. Dean Wright noted that all of the courses that constitute the major must still be offered to meet other demands, and that there were no staff savings in eliminating the major. While voting to maintain the major, RPAC urged the department to explore greater programmatic connections with other relevant departments, particularly in the arts.
- President: Concur with RPAC recommendation.

⁸ “[Revised]” indicates that an earlier form of a recommendation was included in the Interim Report released in late November, and that revisions have been made to the original text.

Art Studio

- Academic Report: (Maintain) Efforts must be made to increase cost-effectiveness. Is this program operating as efficiently as possible? Is it possible to reduce costs or increase opportunities for students through collaboration with the Des Moines Art Center? If not, explore ways to reorganize the program to increase cost-effectiveness.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Biochemistry, Cell, and Molecular Biology

- Academic Report: (Enhance) Greater collaboration among pharmaceutical sciences, biology, and chemistry is necessary to enhance the program.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Biology

- Academic Report: (Maintain) Attention must be given to the introductory sequence because it is so critical to the development of the life sciences at Drake University. The courses must adequately prepare students for advanced work in the life sciences in the 21st century.
- RPAC Recommendation: RPAC reaffirmed the need for a substantive redesign of the introductory Biology sequence. The Provost and the Dean of Arts and Sciences are charged with overseeing the Biology Department's response to this mandate. It is further recommended that the department take advantage of significant opportunities for outside support for the redesign of science courses.
- President: Concur with RPAC recommendation.

Biology Pre-Professional

- Academic Report: (Maintain) A study of the admission requirements and student experiences valued by medical schools should be completed and consequent program adjustments made.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Biology Graduate Program

- Academic Report: (Phase Out) The program is highly cost-ineffective and the Biology Department faculty recommend elimination.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Business Law

- Academic Report: (Redesign) Reduce to one full-time position.
- RPAC Recommendation: Reject recommendation and maintain. RPAC noted that this recommendation was based to some extent on what appeared to be declining

enrollments in this area. However, further investigation revealed that while student interest remains high, a large number of enrollments were being diverted to business law courses at DMAACC. Noting that this phenomenon has had an impact in other subject areas (e.g., public speaking), RPAC strongly recommends that the Faculty Senate consider and implement a policy that prohibits students from transferring credit for non-Drake courses when the identical course is offered (and available) in the same academic year (summer courses would be exempt from this restriction). In anticipation of a return to previous levels of demand for Business Law, RPAC recommends maintenance of two positions. Consideration was also given to the Program Review policy that recommends against the continuance of programs supported by only one full-time faculty member.

- President: Concur with RPAC recommendation.

Business Studies Minor

- Academic Report: (Maintain) This program is consistent with the goal of integrating the liberal arts and professional studies. It should be promoted to prospective students and students in the other colleges and schools. The content of the program should be examined to make sure it is current and appropriate.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Chemistry

- Academic Report: (Redesign) The number of majors is too few to provide sufficient enrollment in upper level courses. Faculty resources must be used more effectively. It is recommended that the Chemistry major be discontinued and the faculty work with others to establish a model science education program (see discussion in the Opportunities section in this report). The faculty should also offer service courses. (The individualized major option will be available for students who wish to major in Chemistry.)
- RPAC Recommendation: Continue Chemistry major. RPAC was pleased to note that the Chemistry Department responded to the initial recommendation with a thoughtful proposal for a reconfiguration of the major, as well as proposals for several interdisciplinary initiatives consistent with the principles of the University's *Strategic Vision*. RPAC recommends the continuation of the Chemistry major, with the following stipulations: The department is to carry out plans for a new curricular approach specified in its proposal; the department shall continue to explore ways to increase cost-effectiveness; the program shall increase breadth of its contribution to overall curriculum; the program shall contribute as an integral part of a Center for Science, Mathematics, and Education; and the department shall reexamine role of lab instructors to determine if the current staffing level is necessary.
- President: Concur with RPAC recommendation.

Church Music

- Academic Report: (Redesign) This is a major where one faculty member provides most of the instruction in the core courses. It appears that the core courses comprising the major represent only 10 credit hours. The faculty member may be outstanding, as is the case with church music, but RPAC doubts the long-term viability of a one person major. The Arts and Sciences Planning and Review Committee must examine this situation and develop a recommendation.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Computer Science/Information Systems

- Academic Report:

Computer Science (Redesign) The future importance of computer science is unchallenged. Is the current arrangement of a computer science program in Arts and Sciences and an Information Systems program in the College of Business and Public Administration the best use of University resources? The recommendation is to establish a committee to examine possible ways of reconfiguring Computer Science and Information Systems and other computer-related offerings into one program. Is there a way to draw on the strengths of all programs to enrich the curriculum, present students with new opportunities, anticipate developments of the future, and make maximum use of University resources?

Information Systems (Redesign) The importance of Information Systems for modern business enterprises is unchallenged. The result is a heavy demand on the program's resources. In response, there are two recommendations. First, IS 40 should be discontinued. The example of Carnegie Mellon and other schools should be followed. An online tutorial should be developed for students who need the skills currently taught in the course. This will allow faculty resources to be used more effectively for upper level courses. In addition, the general education outcome should be accomplished through a technology-across-the-curriculum approach. Second, establish a committee to examine possible ways of reconfiguring Computer Science and Information Systems and other computer-related offerings into one program. Is there a way to draw on the strengths of all programs to enrich the curriculum, present students with new opportunities, anticipate developments of the future, and make maximum use of University resources?
- RPAC Recommendation: Accept. RPAC noted the considerable input and concern expressed by the community that IS and CS "are not the same thing." RPAC thus emphasized that this recommendation is not an assault on the independent existence of these majors *per se*, but an attempt to enrich them each by exploiting the potential synergies of a closer relationship. RPAC urges the exploration – with outside consultant assistance as appropriate – of the feasibility and desirability of an interdisciplinary center (e.g., a Center for Technology Studies) that might house separate majors and at the same time provide opportunities for cross-fertilization among computer science, information technology, distance learning, journalism, ethics, and other fields in which the University has strengths. RPAC also noted the need for greater attention to program quality.

- President: Concur with RPAC recommendation.

Continuing Education Programs

- Academic Report: (Maintain) The School of Education programs with Area Education Agencies, the Performance Learning Systems in Canada and Iowa, and the video (distance learning) courses should continue. Credits from these courses must continue to be listed as EDEX, and no more than six should be allowed to count toward a 36-hour master's degree.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Counseling, Master's

- Academic Report: (Redesign) Demand for the School Counseling program is high. Is it possible to put together a quality program that draws on resources from several units and is cost-effective? Clinical experience requirements may make this program too costly. A study must be completed to answer the question. If the program cannot become cost-effective, it should be discontinued.
- RPAC Recommendation: Accept. RPAC called for greater focus in this program—the response to the initial recommendation from the SOE was to broaden, rather than focus, the program, and RPAC asks that the Provost ensure that program redesign meets spirit and letter of RPAC's recommendation. There was strong concern expressed regarding a graduate program that relies on two faculty, and RPAC asks that the program explore the feasibility of using resources from other departments (e.g., Psychology; Counseling Center). The SOE is urged to research other models at other institutions in the redesign process.
- President: Concur with RPAC recommendation.

Counseling, Doctoral Program

- Academic Report: (Phase Out) The School of Education does not have the resources to offer a high-quality program.
- RPAC Recommendation. Accept. The SOE supports this recommendation.
- President: Concur with RPAC recommendation.

Cultural Studies, Multicultural Studies, Latin American Studies

- Academic Report: (Phase Out) Cultural Studies, Multicultural Studies, and Latin American Studies are interdisciplinary concentrations with relatively few students. The recommendation is to eliminate these programs *as separate administrative units. The intellectual and curricular contributions offered by the programs are valuable and should not be lost.* A portion of the resources that supported these programs should be shifted to the Center for Collaborative Inquiry, a new unit that will also house the Honors Program, First-year Seminars, the Humanities Center, and Women's Studies. The director of the center, working with the faculty of the respective programs, is charged with finding a way to incorporate the intellectual contributions represented by Cultural Studies, Multicultural Studies, and Latin American Studies.

- RPAC Recommendation. Accept. RPAC emphasized that the recommendation to phase out refers to the administrative infrastructure of these programs, and RPAC affirms their importance as substantive areas of study. Integration of these programs into the Center for Collaborative Inquiry should provide a supportive environment for the programs to develop and flourish.
- President: Concur with RPAC recommendation.

Curriculum, Doctoral Program

- Academic Report: (Phase Out) The School of Education does not have the resources to offer a high-quality program.
- RPAC Recommendation. Accept. The SOE supports this recommendation.
- President: Concur with RPAC recommendation.

Early Childhood, Master's

- Academic Report: (Redesign) This program fits with the School of Education mission and will assume greater importance in the future. Ways must be found to increase enrollment and the cost-effectiveness of the program. SOE must examine the program and propose some steps to achieve these goals.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Economics

- Academic Report: (Redesign) Do not fill the current open position. The department should be moved to the Finance Department in the College of Business and Public Administration.
- RPAC Recommendation: Accept. RPAC recognized the concerns expressed by some members of the faculty regarding this move, but emphasized the need to transcend those concerns, and to build on existing strengths and the potential for synergies – for a whole greater than the sum of its parts. RPAC emphasized a collaborative merger of the two departments, not an “absorption” of economics by the Finance Department.
- President: Concur with RPAC recommendation.

Educational Leadership, Doctoral Program

- Academic Report: (Redesign) The program should be retained but SOE must make it more cost-effective. The work of the faculty members teaching in the program should be counted as part of the workload and part of the expenses in the costs of the cohort approach.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Educational Leadership, Master's Educational Leadership, Specialist

Effective Teaching, Master's

- Academic Report: (Maintain) Demand is sufficient and the programs are integral to the mission of the School of Education. The use of part-time faculty in these programs must be carefully monitored.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Electronic Media

- Academic Report: (Maintain) There should be continuing closer cooperation with the fine arts, especially Theatre Arts and Art and Design. In addition, more service courses should be offered.
- RPAC Recommendation: RPAC recognizes that there have been successful collaborative efforts between Theatre Arts, Art and Design, and the Electronic Media Program, and encourages exploration of additional initiatives of this kind.
- President: Concur with RPAC recommendation.

Elementary Education

- Academic Report: (Enhance) The program should be enhanced through the reassignment of faculty resources within the School of Education.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Elementary Education, Master's

Secondary Education, Master's

- Academic Report: (Phase Out) Enrollment is low and the degree relies on too many undergraduate courses.
- RPAC Recommendation: Redesign. Careful attention must be given to quality, and a majority of courses taught at the graduate level. The SOE is urged to explore other models at other institutions in the redesign process. Final approval for redesign will lie with the Provost.
- President: Concur with RPAC recommendation.

English

- Academic Report: (Redesign) The perception is that the program has charted its own course without careful consultation with the other units in the University. The number of majors has declined significantly. The department must consult with other academic units and rethink its program. In addition, ways to be more cost-effective must be found. No replacement tenure-track positions will be approved until these issues are addressed.
- RPAC Recommendation: Accept. RPAC noted the thoughtful and helpful response from the English Department and appreciated current efforts to address issues as noted above. However, RPAC affirmed the original recommendation as worded.
- President: Concur with RPAC recommendation.

Environmental Science

- Academic Report: (Enhance) Recommended for enhancement if enrollment grows significantly beyond the current levels. Collaboration across colleges and schools is essential.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Finance

- Academic Report: (Enhance) Move the Economics Department faculty members and the Insurance faculty member into this department. After the merger, examine the programs and the curricula to determine how to best use the available resources. It is recommended that research databases be provided on a two-year trial basis to determine if faculty and student use justify the cost.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Fine Arts Minor

- Academic Report: (Phase Out) There are no students in this program.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

First-Year Seminars

- Academic Report: (Enhance) The program has made some significant strides the past year. More needs to be done to improve the writing experience of students and make sure that all FYS provide quality academic experiences.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Foreign Languages [Revised]⁹

- Academic Report: (Phase Out) The importance of foreign languages is unquestioned. What is equally clear is that the traditional college level approach to acquiring a second language is inefficient and often ineffective. In general, a minimum of three years of studying a second language in a classroom setting is necessary to achieve minimal competence. In the 21st century, it will be increasingly important that many Drake graduates have familiarity with other cultures and that they acquire fluency in a second language. How might we design a program to realize these goals and catapult Drake to the forefront of language learning in higher education?

We need to implement a program that incorporates the powerful learning effect of immersion experiences. How might we proceed? First, Drake should stop teaching the first and second year of foreign languages. Students should be expected to enter the University with that background. If students have not studied a language but

⁹ “[Revised]” indicates that an earlier form of a recommendation was included in the Interim Report released in late November, and that revisions have been made to the original text.

wish to do so, they will be encouraged to take an “Introduction to Language Learning” course at Drake. Taught each semester, the course will focus on training students to be managers of their own language learning career and introduce them to various language groups so that they can make informed decisions about what language they want to study. The student will then select an appropriate immersion experience.

Second, and critical to the acquisition of competency, is an immersion experience in another country where the target language is the primary means of communication. The plan envisages a constellation of international university partners who will design intensive language programs for Drake students.

A third critical component to the acquisition of foreign language competency is the support provided on campus. Drake will hire a second language acquisition (SLA) specialist. This person will be highly trained in foreign language technology and language pedagogy specialist. This person’s major responsibility will be to work with students to design a multi-year course of study to meet his or her particular needs and ambitions. A major part of that effort will be to help students who return from immersion experiences establish and maintain distance education connections with language teachers in a country where the language is spoken. With the increasingly sophisticated technology that is available or will be functional in a few years, students will be able to continue to develop both written and oral language skills through communication with native language speaking instructors.

The plan needs to be fleshed out, of course, and the personnel/cost implications worked out, but the above discussion provides the general direction. The new approach is designed to improve the quality of the educational experience for Drake students, put the University at the forefront of second language acquisition programs, and reduce costs.

- RPAC Recommendation: Accept. RPAC’s discussion emphasized the following issues:
 - The vast majority of Drake undergraduates who pursue language study are doing so with a decidedly instrumental purpose – to acquire communicative competence in the language. Those few who major in a language do so because they believe that the major “certifies” them for language competence for employers, etc. (in reality, most employers know that an undergraduate language major without significant study abroad rarely indicates language competence). However, there is increasing evidence – both research and anecdotal on a national scale – that students rarely, if ever, reach usable levels of communicative competence in what has been the traditional format in higher education for a century: three to five hours per week of campus classroom-based instruction. There is no evidence that the Drake program has been an exception to this national dilemma.

- Concern regarding the quality of the program—the foreign language programs were the lowest rated in Arts and Sciences by the Arts and Sciences faculty review groups.
- Low and declining enrollments.
- Strong recommendation for phasing out by the Arts and Sciences faculty review groups.
- President: Concur with RPAC recommendation. In addition to the considerations noted by RPAC, an outside evaluation of the program conducted several years ago by a nationally recognized expert was extremely negative.¹⁰ [Approved by vote of the Faculty Senate, December 13, 2000]

General Business

- Academic Report: (Phase Out) The program is not essential to the University or CBPA and enrollment is unlikely to grow. If it is important to retain possibilities outside of the other majors in CBPA, the Individualized Major in Arts and Sciences should be considered as a model for accommodating student creativity.

¹⁰ RPAC recognized that the strategy for providing language learning opportunities for Drake students outlined in the Academic Report will ensure that our students are able to attain communicative competence in foreign languages, and that they will be able to design learning paths that directly address their individual goals for language learning. It was also noted that this model will create additional opportunities for language learning beyond Spanish, French, and German. The RPAC discussion also took into account a recent forum at Drake in which five senior executives of multinational corporations emphasized the need for job candidates to have a “significant and successful experience in a different cultural context,” and it was felt that the new Drake approach (which will offer study and internship opportunities abroad) will provide Drake students with superior knowledge and skills in this area. RPAC also noted that the new approach will serve as a cornerstone in improving Drake's international focus in providing students with a truly global education.

The new program requires extensive development and implementation—as well as monitoring—and it is requested that the Provost form a working group as soon as possible to undertake these tasks. The Drake Language Acquisition Program should be incorporated into the proposed Center for International Studies. It is critical that the working group address components of the new Drake approach, including:

- Individualized programs of study
- Program specialist in second language acquisition and technology
- Immersion work/study abroad opportunities
- Development of partnerships with international institutions to provide instructional and internship opportunities
- Language across the curriculum using native-speaker students from partner institutions to lead discussion groups connected to “content” courses
- Language discussion groups using native-speaker students from partner institutions
- Opportunities for service learning/internships in heritage communities in central Iowa
- Technology-based language learning for specialized skills
- Technology-based (online) global language communities
- A certificate program (based on Oral Proficiency Interview testing) that will attest to students' achievement and competence in a foreign language, and that will be recognized on the students' transcripts.

- RPAC Recommendation: Maintain. RPAC recommends that the program continue. It has a reasonable number of majors for whom the program is important, and places no demands on instructional resources beyond existing courses that service other majors.
- President: Concur with RPAC recommendation.

Geography [Revised]¹¹

- Academic Report: (Phase Out) This program is not essential because the educational goals can be realized through other courses.
- RPAC Recommendation: Accept.
- President: Defer. The Provost shall convene an outside panel of recognized experts in undergraduate Geography education to conduct a review of the quality and appropriateness of current offerings in Geography. This review shall include scrutiny of syllabi, assignments, examinations, required and recommended reading, and such other factors as the panel deems appropriate. If it is the conclusion of the outside panel that the program is not appropriate to or consistent with a rigorous university-level experience, the Provost will be asked (utilizing the counsel of others as he deems appropriate) to suggest next steps, which might include (but are not limited to) restructuring of the program, elimination of the program, or reallocation of Geography education to other courses/programs. The Provost is asked to complete this study and submit recommendations to RPAC and the President by March 30, 2001.

Graphic Design

- Academic Report: (Enhance) Because of significant student demand, the Art and Design Department should work with the School of Journalism and Mass Communication to redefine the Interior Architecture position to meet needs in Graphic Design.
- RPAC Recommendation: Accept. The Interior Architecture position should be reallocated to a joint position, as appropriate, in Journalism and Graphic Design.
- President: Concur with RPAC recommendation.

History

- Academic Report: (Enhance) History is placed in this category with the proviso that the proposed Historical Documentary Production major becomes a reality and that there is significant enrollment in the program. The School of Journalism and Mass Communication and the History Department must collaborate to create a viable program.
- RPAC Recommendation: Accept. The program should be enhanced if additional demands emerge from the development and implementation of new programs, such as the Historical Documentary Program recommended elsewhere in this report.
- President: Concur with RPAC recommendation.

¹¹ “[Revised]” indicates that an earlier form of a recommendation was included in the Interim Report released in late November, and that revisions have been made to the original text.

Honors

- Academic Report: (Redesign). Move this program to the Center for Collaborative Inquiry.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Humanities Center

- Academic Report: (Maintain) More endowed programs like this are needed elsewhere in the University.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Individualized Major

- Academic Report: (Maintain) This Arts and Sciences program should be maintained, but the College must take steps to publicize the program. Other schools and colleges should consider adopting a similar model.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Insurance [Revised]¹²

- Academic Report: (Redesign) Do not fill the open position. Move the remaining faculty member to the Finance Department. Discontinue the Insurance major but offer an insurance concentration or minor.
- RPAC Recommendation: Redesign. RPAC discussed the advisability of tying actuarial science, insurance and finance more closely to the Kelley Insurance Center. This recommendation points to the need to restructure/rethink commitment to the community and the industry, in order to best serve the needs both of our students and of the insurance community. RPAC also discussed the attractiveness of joint appointments in this area between Drake and leading insurance companies.

RPAC also recommended that the open position not be funded, but that CBPA take advantage of the merger of finance and economics to address instructional needs in this area. Given that there are currently only four courses in insurance in the major (with the other courses taken from CBPA offerings), the question was raised as to whether a certificate or concentration program, in conjunction with a major in actuarial science, finance, etc., would be a preferable approach. Discussions with insurance industry leaders suggest that while a major in insurance is by no means essential for employment in the industry, some formal recognition of education in this area is indeed a substantive asset for prospective hires.

¹² “[Revised]” indicates that an earlier form of a recommendation was included in the Interim Report released in late November, and that revisions have been made to the original text.

RPAC recommends that the faculty member responsible for the insurance program work with the CBPA Dean's Office and the CBPA undergraduate curriculum committee to redesign and implement a cluster of appropriate courses to be offered as a concentration or minor (or whatever formal, transcript recognition they deem appropriate). Closer connections to and collaboration with the Kelley Insurance Center is essential to enriching both programs.

- President: Redesign. Following RPAC's considerable and thoughtful discussion on this issue, it occurred to me that while we may have devised an intelligent response to existing, short-term conditions surrounding the Insurance Program, we were perhaps insufficiently addressing the longer-term issues regarding the University's commitment to the economic vitality of the Des Moines area, and our historic ties with the insurance industry. Simply put, if Drake is located in the second-largest insurance center in the world, why do we not have one of the best (if not *the* best) insurance programs in the country? In response to this question, then, I propose the following:

- 1) the Insurance Program should adopt the concentration model recommended by RPAC for an intermediate period (1-3 years);
- 2) the President shall – in consultation with the Provost, the Dean of the CBPA, and relevant faculty members – appoint a task force comprising both on-campus expertise and local industry leaders charged with a) the design of a model program that provides state-of-the-art educational preparation for careers in the insurance industry, as well as providing a research base and necessary services for the industry (connecting to those currently offered by the Kelley Insurance Center); b) design, implementation, and support of a strategy that identifies and procures permanent (endowment) funding for the new program.

In essence, I would like to invite the insurance industry to participate in an innovative University-industry collaboration that addresses the programmatic needs of Drake University, the workforce needs of the insurance industry, and the economic development aspirations of central Iowa. It is an opportunity for the University, the industry, and the community to invest effort and resources in their collective future.

Interior Architecture

- Academic Report: (Phase Out) The program is not cost-effective. Discontinuance of Interior Architecture allows the reassignment of resources to Graphic Design to meet increasing demand by students in Journalism and Arts and Sciences.
- RPAC Recommendation: Accept. This recommendation was not opposed by the department.
- President: Concur with RPAC recommendation.

International Business/International Relations

- Academic Report: (Redesign) These two separate programs have a number of common requirements. Both programs need rethinking in light of 21st century developments. Should these programs be combined into one, perhaps entitled International Studies? The recommendation is to establish a committee to explore forming one unit, International Studies, with several academic tracks.
- RPAC Recommendation: Accept. RPAC requests that the Provost establish a task force to develop a proposal for a Center for International Studies, incorporating – as appropriate – courses of study such as international business, international relations, social psychology, peace studies, cultural studies, development studies, etc.
- President: Concur with RPAC recommendation.

Juris Doctor

- Academic Report: (Maintain) Maintain the Law School but the following are expected. The Law School is asked to contribute two courses per year to the undergraduate or graduate curriculum and open at least four Law School courses per semester to non-Law School students. The position currently occupied by a person on transitional leave will not be filled when the leave expires. (Also see the Recommendations for Colleges and Schools section.)
- RPAC Recommendation: Accept. RPAC recognizes that the offering of courses by the Law School in the undergraduate curriculum is problematic and not likely to be practical. RPAC further recognizes that the Law School currently makes some courses available to qualified undergraduates, and requests that greater outreach be undertaken to publicize these opportunities. It is further requested that the faculty of the Law School make every appropriate effort to become engaged in other programmatic efforts of the University.
- President: Concur with RPAC recommendation.

Law, Politics, and Society

- Academic Report: (Enhance) Greater collaboration with the Law School and other academic units is needed. The program director should lead the way in preparing a 3+3 program between the Law School and Arts and Sciences.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Law School Centers

- Academic Report: (Redesign) The Agricultural Law Center, the Journal of Agricultural Law, and the Center for Legislative Practice should be self-supporting. Funds to support these activities must come from sources other than the Drake University operating budget. Raising the funds for an endowment to fully cover the costs of the Constitutional Law Center should be a long-term goal.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Magazine Journalism

- Academic Report: (Maintain) Greater cost-effectiveness is desirable. A significant number of Journalism and Magazine students take considerable course work in English, suggesting that some of these informal course ties can be formalized as part of the Magazine curriculum and perhaps that English faculty can contribute in systematic ways to the Magazine program.
- RPAC Recommendation: Accept. RPAC recognizes that greater cost-effectiveness is desirable for all programs, and notes that the Magazine Journalism Program's cost-effectiveness ratio is satisfactory.
- President: Concur with RPAC recommendation.

Management

- Academic Report: (Maintain) Greater cooperation with other programs at Drake will strengthen this program. The faculty need to rethink the curriculum.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Marketing Major

- Academic Report: (Enhance) Fill the vacant position but also rethink the curriculum. Is it as efficient as possible? Are there too many sections of the same course offered each term? Should new courses replace existing courses? Graduate-level marketing courses should be offered. Enhancement should occur through greater collaboration with Advertising.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Marketing Minor

- Academic Report: (Maintain) Examine possibility of additional collaboration with Advertising.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Mass Communication, Master's

- Academic Report: (Phase Out) The program is not cost-effective and draws faculty resources from undergraduate programs. It may be possible, however, to develop an integrated corporate communications track within an MBA degree and for Journalism faculty to offer selected courses in other graduate programs.
- RPAC Recommendation: Reject recommendation and suspend. In view of the response from the SJMC, RPAC recommends suspension – rather than outright elimination – of this program, and encourages the exploration of an appropriate reconfiguration. RPAC requests that the Provost appoint a committee to explore a cross-college, cooperative program in this area with SJMC, CBPA, and A&S, with a goal of creating a unique program of the highest possible quality.
- President: Concur with RPAC recommendation.

Master of Business Administration

- Academic Report: (Enhance) Additional courses from Information Systems and Marketing need to be offered for the program. Could some of the courses supporting the Master's degree in Mass Communication count as electives?
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Mathematics

- Academic Report: (Maintain) Low enrollment in some upper-level courses needs to be addressed. The department is expected to conduct a study that identifies ways of increasing the number of mathematics majors.
- RPAC Recommendation: Accept. RPAC encourages creative participation in the Center for Science, Mathematics, and Education, discussed elsewhere in this report.
- President: Concur with RPAC recommendation.

Mathematics Education

- Academic Report: (Redesign) Develop a strong collaboration with the Department of Teaching and Learning in the School of Education. Explore the possibility of a new double major in Secondary Education and Secondary Mathematics Education. The program should also be part of the proposed Center for Science, Mathematics, and Education.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Master of Public Administration

- Academic Report: (Redesign) The MPA could be a stalwart graduate program. Steps must be taken to make sure that the program's potential is realized. The curriculum must be revised and become more interdisciplinary, drawing on programs from several schools/colleges. Unless an acceptable plan is on the Provost's desk by January 1, 2001, a broadly based study group will be appointed to consider both curricular and organizational issues. The number of full-time faculty positions will be reduced to three.
- RPAC Recommendation: Accept. The CBPA notes that the requested redesign and report are in progress. RPAC emphasized that there is a real need in the area for an MPA program of high quality, and that Drake must take advantage of that opportunity. RPAC felt that the program needs more policy emphasis, as well as greater interdisciplinary connection.
- President: Concur with RPAC recommendation.

Military Science [Revised]¹³

¹³ "[Revised]" indicates that an earlier form of a recommendation was included in the Interim Report released in late November, and that revisions have been made to the original text.

- Academic Report: (Phase Out) Military Science is listed because its quality does not meet Drake standards. Courses are not designed or taught by Drake faculty members. The United States Army dictates the courses and provides the instructors. This raises a fundamental issue of curricular control. Drake students benefit through scholarships and grants. While these funds help individual students, the fundamental issue is curricular integrity.
- RPAC Recommendation: Maintain but redesign. Approval is contingent on action of the A&S Curriculum Committee. There were two concerns raised in the RPAC discussion:
 - 1) a concern over quality control – RPAC indicated that ROTC courses must be subject to review and approval by the Arts & Sciences Curriculum Committee if they are to be given Drake University credit. It is also recommended that the credentials of ROTC faculty be reviewed by an appropriate A&S body, such as the Dean and department chairs.
 - 2) In addition, RPAC feels strongly that the military's policy regarding sexual orientation is inconsistent with Principle #7 expressed in the Provost's Academic Program Review Report ("Develop a campus climate that is welcoming to a diverse student body"), and that it is equally inconsistent with the University's *Strategic Vision Document* emphasis on diversity and mutual respect. RPAC discussed the advisability of requiring an appropriate learning experience for ROTC participants on issues of gender and sexual orientation. RPAC agreed that for the long-term the issue of military policy on sexual orientation should be addressed in a campus-wide forum on Principle #7 (i.e., a forum on the environment for diversity on the Drake campus), and that this issue should be revisited subsequent to that forum.
- President: Concur with RPAC recommendation. A recent letter from the unit's commanding officer noted that the military's policy addresses "behavior," not "sexual orientation," *per se*. While this distinction is helpful, it does not fully obviate the concern expressed by RPAC, and I continue to concur with RPAC's recommendations.

Music Business

- Academic Report: (Maintain) Conversations need to be held with the College of Business to make sure that the business portion of the curriculum is appropriate. Greater collaboration with CBPA is needed.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Music – BA

Music – DUCSOM

Music Education

Music – Jazz Concentration

Music Minor

Music Performance

Music – Piano Pedagogy

- Academic Report: (Maintain) The quality of the music programs is high but the cost-effectiveness ratio is low. Every effort must be made to run the programs at maximum cost efficiency. It is critical that the opportunities for non-music majors to participate in ensembles continue. The Music Department also needs to find a way to offer more service courses. Are there collaborative possibilities with other educational institutions or community organizations that would increase cost efficiency?
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Neuroscience

- Academic Report: (Maintain) Collaboration among the faculty from Pharmacy, Biology, and Psychology needs to continue. The possibility of developing a major without faculty additions, at least in the beginning, should be explored within the next few years.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

News Internet

- Academic Report: (Redesign) In its report, the School of Journalism and Mass Communication advances the News Internet major as the only one at the University to directly embrace our new technology. But it seems clear the program needs to be more interdisciplinary. Courses in other disciplines need to supplement journalism offerings so that the program is not a one- or two-faculty member major. The challenge is for both the School and for programs elsewhere in the University to address common interests with regard to Internet-based communication.
- RPAC Recommendation: Accept. RPAC recognizes that News Internet is a new program with significant opportunity, and recommends the rigorous exploration of options to work other programs on campus and with corporate community. The News Internet program could become a cornerstone of a new Center for Technology Studies. As the SJMC considers the redesign of this program, RPAC recommends careful attention to the convergence of the media and to opportunities to make the program more interdisciplinary. Vigorous efforts should be undertaken to recruit more students into this program.
- President: Concur with RPAC recommendation. The News Internet program should be monitored carefully for future enhancement if/when expected growth takes place.

Nursing

- Academic Report: (Phase Out) These programs are not essential to the mission of the College of Pharmacy and Health Sciences, and they are not cost-effective. Further, becoming cost-effective will be difficult since enrollment probably cannot be increased without the addition of significant new resources.

- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation. [Approved by vote of the Faculty Senate, December 13, 2000]

Pharmacy, BS in Pharmaceutical Sciences

- Academic Report: (Redesign) Connections to Biology, Biochemistry, Cell, and Molecular Biology, and Chemistry must be developed. Should courses be cross-listed? Can faculty resources be shared?
- RPAC Recommendation: Accept. This is a new program in place in fall 2000, preparing students primarily for research in the pharmaceutical industry. Enrollments should be monitored to measure program vitality.
- President: Concur with RPAC recommendation.

Pharmacy, Continuing Education

- Academic Report: (Phase Out) Demand is low and the program is not cost-effective.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Pharmacy, Licensure Program

- Academic Report: (Maintain) This is a high-quality program but the clinical practice component is not cost-effective and never can be. Due to its very nature, the student-faculty ratio will get smaller over time. Overall, greater cost efficiency in the entire program is essential and ways of achieving it must be explored.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Pharmacy, Residency in Pharmacy Practice

- Academic Report: (Phase Out) The program is not cost-effective and not necessary for the College of Pharmacy and Health Sciences to achieve its mission.
- RPAC Recommendation: Redesign. The response to this recommendation from the College of Pharmacy and Health Sciences indicated that the residency program does distinguish Drake's pharmacy program, and is an indicator of the best programs nationally. It was further noted that it is necessary to commit University resources to this program in order to fulfill obligations to a candidate selected for the next academic year. RPAC agreed to continue this year's commitment, but made the subsequent continuation of the Residency in Pharmacy Practice contingent on the receipt of external funding.
- President: Concur with RPAC recommendation.

Philosophy

- Academic Report: (Maintain) Does the department have the resources to offer both the proposed Ethics and the existing Philosophy majors?
- RPAC Recommendation: Accept. The question of overburdened resources continues to be of concern, particularly in view of the Faculty Senate's decision to

maintain the Religion major. RPAC emphasized that once the proposed Ethics major is implemented, careful and ongoing attention to the impact on the department's ability to offer three majors will be critical.

- President: Concur with RPAC recommendation.

Physics/Astronomy

- Academic Report: (Redesign) The Physics program is very cost-ineffective. The recent turnover in faculty in both Physics and Astronomy indicates that the programs are at a critical juncture. Can the University afford to invest scarce resources in these programs? It is recommended that the Physics and Astronomy majors be discontinued. In addition to offering service courses, the faculty members should join with other science faculty to create a model science education program (see discussion in the Opportunities section of this report). The number of faculty positions should be reduced to three. (The individualized major option will be available for students who wish to pursue Physics and Astronomy majors.)
- RPAC Recommendation: Restructure. RPAC considers a Physics major important to the University, but believes that the program can and should be designed for greater efficiency, based on a complement of four faculty. RPAC requests that the department work with the Deans and the Provost, including a review of similar undergraduate programs at other institutions, to design a physics major appropriate to Drake's needs and resources. Greater efficiencies in design of the major will enhance the program's ability to contribute to the education of all Drake students and to the proposed Center for Science, Mathematics, and Education. A plan acceptable to the Provost and based on RPAC's stipulations must be submitted before the open position may be filled.
- President: Concur with RPAC recommendation.

Politics

- Academic Report: (Maintain) The program should be maintained but it is critical that the open faculty lines are filled with quality appointments. Enhancement might be considered if there is substantial growth of the Law, Politics, and Society (LPS) major.
- RPAC Recommendation: Accept. The RPAC discussion emphasized the importance of maintaining the department's current high level of quality in subsequent faculty appointments.
- President: Concur with RPAC recommendation.

Psychology

- Academic Report: (Maintain) Psychology needs to make more connections with and contributions to other programs across campus.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Public Relations

- Academic Report: (Maintain) The program well serves a considerable number of students with limited faculty resources. But the program also requires more specific courses than most other majors in the School of Journalism and Mass Communication. Better use of faculty resources and less reliance on part-time faculty might be achieved by curriculum review aimed at closer coordination with some Advertising courses and consolidation of some Public Relations courses. Closer collaboration with Advertising is needed. Is it possible to combine some of the courses in the two programs?
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Religion [Revised]¹⁴

- Academic Report: (Redesign) With a new Ethics major, the question is whether the small Philosophy and Religion Department can offer three quality majors. Religion appears to be the major where it will be the hardest to offer a comprehensive exceptional academic program. Many religion courses are taught by part-time faculty members, not the best way to staff a major. It is recommended that the Religion major be reduced to a minor.
- RPAC Recommendation: Accept. RPAC noted that individualized study in Religion will still be available for those who desire it—e.g., those preparing for seminary (ministry).
- President: Concur with RPAC recommendation. [Overturned by vote of the Faculty Senate, December 6, 2000; program will be maintained, but the Dean of Arts and Sciences and the Provost are charged with careful oversight of the resulting instructional and advising load for a small department that will now be engaged in three majors.]

Rhetoric

- Academic Report: (Redesign) The major should be maintained but the department disbanded as an administrative unit. The faculty should affiliate with other units that contribute to the Rhetoric major. Fundamentals of Public Speaking will be replaced by a speaking-across-the-curriculum program. The faculty should look for ways to contribute to other programs and how to increase enrollments in rhetoric courses to become more cost-effective.
- RPAC Recommendation: Accept. RPAC agrees with the proposal to disband the administrative unit, but emphasized the need to reconfigure the program in ways that enhance education. RPAC urged creativity on this front, looking past typical departmental configurations to the concept of an interdisciplinary center.

RPAC also felt that this discussion pointed to the need and the opportunity to reexamine the role of communication skills in the Drake Curriculum, looking particularly at writing/speaking across the curriculum. Should these skills be

¹⁴ “[Revised]” indicates that an earlier form of a recommendation was included in the Interim Report released in late November, and that revisions have been made to the original text.

incorporated into first-year seminars? Should speaking-intensive courses be a requirement? RPAC recommends that the Drake Curriculum Committee design and propose an innovative and effective approach to speaking and writing for all Drake undergraduates. There was also discussion regarding the discontinuation of Rhetoric 73, but a strong feeling exists that it should be retained until alternatives are in place.

- President: Concur with RPAC recommendation.

Secondary Education

- Academic Report: (Enhance) The program should be enhanced through the reassignment of faculty resources within the School of Education.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Sociology

- Academic Report: (Maintain) The open position should be defined in such a way that the person hired contributes to several programs. Should Rhetoric and Communication Studies be located with this program?
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Special Education, Master's

- Academic Report: (Maintain) Demand is high and projected to grow.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Statistics

- Academic Report: (Maintain) Review the statistics courses to determine if what is taught is needed by students. A study to consider the advantages and disadvantages of consolidating the statistics courses across campus should be conducted.
- RPAC Recommendation: RPAC noted the leadership role that the CBPA has taken this fall in convening relevant faculty to address issues raised in the Academic Program Review report. While recognizing the importance of statistics courses designed to meet the needs of specific disciplines, RPAC nonetheless believes that there exist creative, educationally effective, and cost-efficient alternatives to the current approach. The Provost is asked to convene a group of the stakeholders in statistics education at Drake to explore options for consolidation of existing statistics offerings.
- President: Concur with RPAC recommendation.

Technology Concentration, Master's

- Academic Report: (Phase Out) The cost-effectiveness ratio is low. Retain the courses and explore connections with other programs.

- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Theatre Design, Theater Education, Musical Theatre, Theatre Performance [Revised]

- Academic Report: (Redesign) The Theatre Arts Department is charged with finding ways to make courses, especially design courses, more cost-effective. Redesign of courses or collaboration with other programs may be necessary. In addition, it is recommended that the number of faculty-directed productions be reduced to two per semester to make better use of resources.
- RPAC Recommendation: Accept. The Theatre Arts Department indicated support for this recommendation. Reducing to two faculty-directed, fully supported major productions per semester will open up time and resources for more experimental work, thus involving more students.
- President: Concur with RPAC recommendation.

Vocational Rehabilitation, Bachelor's and Master's

- Academic Report: (Redesign) Discontinue because the cost-effectiveness ratios are low. It is not clear that the programs are tightly integrated with the primary mission of the School of Education, the preparation, licensure, and continuing education of teachers.
- RPAC Recommendation: Redesign. RPAC noted that: 1) the program is meeting essential community needs, including those of a large disabled population; 2) it relies primarily on external funding. It was also noted, however, that there remain concerns regarding program quality and the need for further integration of the program with counseling and courses in the CBPA.

RPAC recommends, therefore, that the program be continued contingent on the continuing availability of external support, and on greater accountability to both external funders and internal quality controls. In this spirit, the Provost and the Interim Dean of the SOE are asked to oversee the development of a strategic plan (to be submitted to the Provost by 2/1/2001) that addresses: 1) plans for further external funding; 2) program enhancement; 3) quality indicators and assessment.

- President: Concur with RPAC recommendation.

Women's Studies

- Academic Report: (Redesign) The program will be moved to the Center for Collaborative Inquiry and the amount of release time for the director will be reduced. In addition, there will be no compensation for administrative work during the summer. It is time for a thorough review of the program's design and content and there must be greater collaboration with the professional schools.
- RPAC Recommendation: Accept. RPAC placed emphasis on the review of program design, and urged greater collaboration with professional schools. RPAC agrees that the program should be housed in the Center for Collaborative Inquiry, and requested that the Provost ensure that the review and redesign are conducted.

- President: Concur with RPAC recommendation.

Writing (English), Major and Minor

- Academic Report: (Phase Out) The writing major and minor are not significantly different from the English major and the program will not be cost-effective.
- RPAC Recommendation: Redesign. RPAC accepts the department request for one year for redesign of the major in response to the expressed concerns.
- President: Concur with RPAC recommendation.

Recommendations for Colleges and Schools

Academic Report: The instructions from the Steering Committee do not require a set of recommendations for the various colleges and schools. During the review of academic programs, however, it became apparent that there are some matters that needed to be addressed at the college or school level. Therefore, the following recommendations are offered.

- Arts and Sciences:

The College of Arts and Sciences should be restructured. Currently there are 16 departments and seven interdisciplinary programs. During 1999-2000, 45 course releases were granted for the administration of these programs. The College will be reorganized with the following guidelines in mind.

The total course releases for administrative work cannot exceed 28.

There will be no more than seven or eight academic administrative units in the College.

Each unit will be organized around a common intellectual concern.

Each unit should have a common location and share support staff.

The Dean and the faculty of the College are charged with completing the reorganization by the end of the spring semester of 2002. It is up to the faculty and the Dean to determine the details of the organization.

The Dean and Faculty Cabinet are also charged with examining the release time granted to associate deans and others for administrative work. During 1999-2000, six course releases were granted to faculty members for Dean's Office work. Do these assignments and the associate dean positions effectively promote the College and University missions? The number of staff members in the Dean's Office has been reduced but further reduction may be possible. The Dean is charged with determining if the work can be accomplished with fewer people.

- Business and Public Administration:

While the majority of the students are undergraduates, the reputation of the College in the community depends on the quality of the MBA. The College needs to make sure the program is a high priority and continues to be of high quality. To do so, the courses needed to make it an outstanding program must be offered.

Faculty resources can be used more effectively. Introductory class enrollments, for example, have been reduced to fewer than 40 students in several cases. This is not equitable when units in other colleges and schools often teach introductory classes of 45 or 50 students. It is recommended that the enrollment limit for entry-level courses be raised so it is consistent with entry enrollment limits in other academic units. It is further recommended that all entry-level courses at the University normally have standard enrollment limits of 50 students. Cost-effectiveness requires this enrollment standard.

The College of Business and Public Administration must ensure that teaching assignments are based on curricular needs and are consistent with the University standard for teaching loads.

- Education:

The School of Education needs to tighten its focus on the preparation and licensure of teachers, counselors, and school administrators. The looming shortage of teachers and school administrators points to a primary social need that also provides an opportunity. The School has a quality teacher preparation program. Resources must be used to enhance the primary mission.

SOE needs to work closer with other colleges and schools. Collaboration is required for both advising and academic programming. All secondary education students should be required to complete a content major in another college or school.

- Journalism and Mass Communication:

As RPAC reviewed the academic programs, it appeared that, in some cases, courses in one major are closely related to and may cover some of the same content in other areas. It is recommended that the School of Journalism faculty explore possibilities for combining existing courses, creating new courses to meet multiple needs, and explore other curricular efficiencies. In addition, the faculty needs to explore collaboration with other units at Drake University. Connections with Marketing in the College of Business and Public Administration, for example, and Graphic Design and English in Arts and Sciences should be investigated. Finally, the faculty should explore developing additional service courses for students in other colleges and schools.

- Law School:

While there are several individual faculty members who are actively involved in institutional affairs, an impression exists that the Law School could be a more integral part of Drake University. The teaching load, largely determined by accreditation requirements, is an irritant to faculty outside of the Law School. The cost-effectiveness ratio in the last two years, when compared to other academic units, is not impressive. To approach the cost-effectiveness ratio expected of other programs, the School needs to achieve a ratio of 18 students to one full-time faculty member. It is further recommended that the Dean of the Law School, the Provost, and the Vice President for Business and Finance undertake a study comparing costs and income of the Drake Law School to that of law schools at peer institutions. The Law School must be self-supporting when costs and expenses are calculated in a manner similar to that used at peer institutions. In addition, the Law School needs to analyze whether there is effective use of current faculty resources. Is there over-staffing in some areas and understaffing in others?

- Pharmacy and Health Sciences:

The College must make sure its teaching loads are equitable with respect to the standards that prevail at the University. This will allow the College to provide more service courses to students in other colleges and schools.

- Part-time Undergraduate Program

The Provost's Office should conduct an evaluation of the undergraduate evening degree program to assess its advantages and disadvantages to the University.

- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation, understanding that the implementation of some of the recommendations is contingent on the outcome of the current study of the University's academic structure (i.e., schools and colleges).

ADMINISTRATIVE PROGRAM RECOMMENDATIONS

Academic Enrichment, Academic Success and New Student Days

- Administrative Report: (Reduce/Restructure) The Committee recommends maintaining the office and its function, but adding to it the supervision of the Athletics Academic Liaison (whose funding is provided by the NCAA). The intent is to strengthen the relationship between Academics and Athletics. In addition, the Committee recommends the replacement of the Textbook Scholarship Program (which appears to require significant effort to administer with little identifiable result) with a limited number of monetary prizes related to grade point improvement. The Committee further recommends reducing and restructuring

New Student Days, while retaining Convocation. New Student Days appears to be a quality activity, but lacks focus and duplicates many Orientation activities.

- RPAC Recommendation: Accept.
- President: Concur with RPAC's recommendation. However, I do not support the reduction of New Student Days, and rather urge reconsideration and restructuring. In view of our intent to strengthen the University's retention rate, it would seem that New Student Days provides a significant opportunity to more vigorously address issues of adaptation to and integration into the University. While efforts in this area must be ongoing, New Student Days and Orientation are clearly the places to begin.

Academic Enrichment, Disability Resource Center

- **Administrative Report:** (Eliminate) The DRC was grant-funded until the past couple of years. When grant funding expired, the DRC's operating costs were incorporated into the University's budget through the Provost's Office. While the Committee recognizes the significant service provided by the DRC, the number of students served does not justify the current costs. Peer comparisons indicate that Drake's services are well beyond the normal scope of services provided at other universities. Currently, student evaluations are conducted by outside agencies and provided to the DRC for facilitation. In the future, the Health Center and the Dean of Students Office (for students) and Human Resources (for employees) should coordinate arrangements for reasonable accommodation. In addition, Physical Plant administration with the Dean of Students Office and Human Resources should work together to develop an accessibility plan for Drake. The elimination of the center and the transition of services should be completed under the joint oversight of the Provost and the Dean of Students.
- **RPAC Recommendation:** The Provost was asked to convene a working group to further research this issue and make recommendations for resolution; the working group presented the following proposal to RPAC:

The recommendation to eliminate the Disability Resource Center as a physically distinct structure does not diminish Drake's commitment to inclusion and education of students with disabilities. As increasing numbers of students with learning disabilities attend college, postsecondary institutions struggle to determine what is required to meet legislated standards for supporting individuals with learning disabilities, which services are most beneficial, and how to use limited funds for various types of support. Drake University is no exception, and the following proposal is designed to reaffirm the University's ongoing commitment to providing high levels of support to students with disabilities while addressing institutional issues of effectiveness and efficiency.

Expertise:

The impact of the American with Disabilities Act (ADA) and related legislation, documentation and accommodation issues, and increased collaboration with faculty

and staff require personnel with expertise in the area of disability and higher education. Therefore, the recommendation for Drake is to restructure disability services and retain one 12-month, full-time professional staff position. The focus will be on the following areas:

- a. Determination of appropriate documentation and reasonable accommodations for students with disabilities, particularly those with "hidden disabilities" (i.e., learning disabilities, attention-deficit/hyperactivity disorder and emotional disabilities).

Note: Environmental accessibility issues will be addressed by qualified staff in the Physical Plant trained to interpret and implement regulations of the ADA and other legislation; and Human Resources will determine and coordinate reasonable accommodations for employees.

- b. Collaboration and communication between faculty and the disability services personnel with an emphasis on course-specific content that must be delivered and the impact of a disability on the learning of the content; and a move toward "improving instructional delivery to all students, and thus, students with disabilities" (Madaus, 2000).

Location:

Disability services for students will be located in the American Republic Health Center to enhance communication and consultation between the Counseling Center and the disability services staff, as well with as health center personnel when appropriate. An office will be required for the disability services staff because of confidentiality when dealing with students. The suggested name change for the office is "Student Disability Services Office."

The current half-time disability specialist and the half-time disability administrative assistant positions are being eliminated. However, the move to the American Republic Health Center will gain access to an existing administrative assistant who can provide limited but focused assistance to the disability services personnel.

Reporting Structure:

Disability services (Student Disability Services Office), because of relocation to the American Republic Health Center, should report to the Dean of Students, as do the Counseling Center and Health Center staff. However, there must be continued communication and contact with the Office of the Provost and the Deans' offices (current structure of colleges and schools) because of the emphasis on academic success for students with disabilities.

Implementation:

Services for students with disabilities should not be disrupted during the remainder of the academic year, and time is needed to relocate to the American Republic Health Center. Therefore, it is recommended that the current structure for the Disability Resource Center continue until the end of the 2000-2001 academic year (end of May, 2001).

By January 31, 2001, a research-based plan will be submitted to the Provost and Dean of Students addressing a more effective and efficient process for determining appropriate documentation and reasonable accommodations for students with disabilities (including note-takers, books on tape, etc.). Faculty representation and personnel from the Office of the Provost and the Dean of Students Office will be responsible for developing the plan, incorporating ongoing assessment and evaluation of the effectiveness of services for students and faculty. The plan should also include strategies for assisting the Office of Admission when communicating with prospective students and families about disability services at Drake University.

- RPAC recommendation: Accept the proposal for redesign.
- President: Concur with RPAC recommendation. Emphasize that care must be taken in the transition to the new structure to ensure continuing quality of service for students with disabilities.

Admissions/Advancement, Chicago Office

- Administrative Report: (Reduce/Restructure) The Committee recommends that the Chicago Office facility (lease) be eliminated. Comparisons with admissions results from other cities (without physical office space) indicate that the office space is not necessary. The conversion rate in Chicago is not as high as other locations (such as Minneapolis and Kansas City) where no satellite office exists. The advancement function also does not necessitate a Chicago office presence. Moreover, the office space does not appear to be used significantly for entertaining alumni or potential students, but serves primarily as a workstation for Drake employees in the Chicago area.

The Committee does not recommend reducing the Chicago staff, but rather eliminating the physical satellite office and the significant costs associated with that space. It is noted that athletics recruiting activity in Chicago is heavy, but the recruiting coaches work from the central Drake campus office. The Dean of Admission, the Vice President for Business and Finance and the Vice President for Institutional Advancement are assigned the responsibility of implementing these recommendations in a reasonable and responsible manner given the terms of the current lease contract.

- RPAC Recommendation: Accept. RPAC accepted this recommendation to terminate the lease. However, this decision was made quite easy through the generosity of Board of Trustees member Andrew Wright and his wife Elaine – the Chicago

operation will be housed rent-free in a newly renovated facility owned by the Wrights in a location quite suitable for the University's purposes. The timing for savings incurred will depend on the University's ability to renegotiate the lease commitments for the present office.

- President: Concur with RPAC recommendation. However, I do not agree with the Administrative Program Review Committee's assessment that office space is not necessary for the Chicago area admissions and advancement functions. Further, the comparison of conversion rates for the Chicago area with other cities does not take into account a number of variables, ranging from demographics through presence of competitor institutions, that can affect this statistic. It is important to acknowledge that the Chicago area is one of the most critical to Drake in terms of admissions and alumni populations, and it is vitally important that we do all that is necessary to support University operations in this area. The Wrights' generosity has made it possible for the University to continue a significant physical presence while incurring a major reduction in costs.

Further, consistent with several recent discussions at RPAC, I would urge that every effort be made to increase the use of the new facility by other departments and divisions of the University, such as the School of Education's distance learning projects, in ways that support the costs of the existing operation.

Admissions, International

- Administrative Report: (Maintain) The Committee suggests that consideration be given to identifying international feeder schools and developing articulation agreements with those schools. In addition, consideration should be given to outsourcing foreign student transcript evaluation if such a move makes economic and academic sense. The Dean of Admission is charged with responsibility for these recommendations.
- RPAC Recommendation: Accept. RPAC emphasized the importance of continual monitoring of the cost-effectiveness of international recruiting, balancing the University's commitment to diversity in international recruitment with the need to concentrate resources and efforts in areas which will yield the greatest results.
- President: Concur with RPAC recommendation. It is vitally important to the University's global education goals that we continue our strong efforts to recruit and support international students. Drake University is unusual – and fortunate – in the degree to which international students have integrated themselves into the fabric of the institution (e.g., holding leadership positions in student organizations, etc.), establishing a genuine “two-way” educational benefit for themselves and for our American-born students, faculty, and staff. In recent years, however, Drake has not been immune to a national phenomenon of international students whose financial resources turn out to be insufficient once they are at the University. The reasons for this problem, which range from international economic conditions through overly optimistic assumptions on the students' part, result in a frustrating and often unsolvable dilemma for the student and for the University. As we identify and

implement our strategic planning goals, it is important that we look to the provision of dedicated endowment resources to support our international student efforts.

Admissions, Undergraduate

- **Administrative Report: (Maintain)** The Committee notes that the Admissions program is a high-quality, high-demand operation with significant importance to Drake. Staffing comparisons with peer institutions indicate that Drake Admissions is slightly overstaffed. Given Drake's desire to grow enrollment and the competitive challenges in the marketplace, the Committee recommends that Admissions review its own internal cost allocation between staff and other operating costs to ensure an optimal arrangement. In addition, consideration should be given to having transcript evaluations conducted by the Registrar as opposed to Admissions staff (a common practice at other institutions). It is assumed that some labor savings might be possible with a change in administrative software systems. The Dean of Admission is charged with responsibility for these recommendations.
- **RPAC Recommendation: Accept.** RPAC's discussions affirmed that Drake's undergraduate admission program is a highly effective, quality operation staffed by professional, dedicated personnel. While comparisons with peer institutions may indicate that the Drake operation is slightly overstaffed, it is possible that this difference is attributable to our significantly more difficult market position (i.e., peer institutions in Illinois and Indiana, for example, are located in much more densely populated states and draw a larger percentage of their students in-state). The Dean of Admission should continue to monitor both the effectiveness and the efficiency of the operation. RPAC concurs that it is hoped that the new Campus Information System (CIS) will provide significant operating efficiencies for Admissions as well as for all administrative offices on campus.
- **President: Concur with RPAC recommendation.** However, any changes in the process for transcript evaluation should await implementation of the new CIS and further consultation with the Provost and Dean of Admission.

Associate Provost, Commencement/Graduation

- **Administrative Report: (Maintain)** The Committee viewed the restructuring of Commencement in May 2000 with the move to the Knapp Center as very positive. Consideration should be given to avoiding the cost duplication of both a reception and a "picnic" sponsored by the University. The Graduation Committee is responsible for implementing these recommendations for the May 2001 Commencement.
- **RPAC Recommendation: Accept.**
- **President: Concur with RPAC recommendation.**

Associate Provost, Registrar's Office

- **Administrative Report: (Reduce/Restructure)** The Registrar's Office at Drake functions differently from its peers. Drake's Registrar's Office is involved only peripherally in actual student registration. Registration is generally handled by the

Dean's staff in each of the individual colleges and schools. In addition, classroom scheduling is not universally the responsibility of the Registrar's Office as it is at other institutions. Transcript evaluation, a typical Registrar's Office function, is also done elsewhere at Drake. Nevertheless, the Registrar's Office employs eight full-time staff, a staffing level that appears high given the limited responsibilities of the office.

While it is likely that any change in administrative software will significantly change Drake's processes with respect to registration in the future, the Committee believes that the existing operation should be completely restructured with staffing reductions of one or two FTE recommended. Consideration should be given to nine- or ten-month appointments where appropriate. It is recommended that the certification of veteran enrollment should be moved from Student Financial Planning to the Registrar's Office. In addition, the Registrar should take responsibility for all classroom scheduling, including scheduling and classroom assignment for summer school. A plan for restructuring should be developed under the supervision of the Provost.

- RPAC Recommendation: Restructure, with possible staff reduction. Restructuring should be deferred pending the implementation of the new Campus Information System, as well as the design and implementation of the recommended one-stop student service center, in order to determine the impact of both of these initiatives on the structure and requirements of the Registrar's Office. The Provost is charged with oversight of a restructuring plan when there is sufficient information regarding these issues.
- President: Concur with RPAC recommendation.

Associate Provost, Registrar's Office, Faculty Senate

- Administrative Report: (Maintain) Committee discussion focused on the possible conversion of the Faculty Senate into a more encompassing University Senate, with representation from all employee groups plus students. Recent changes in the structure of the University's external governing board(s) together with an increased emphasis on community and communication at Drake argue for a reexamination of the internal governance structure as well. In addition, it was noted by the Committee that responsibility for the Senate minutes need not be the responsibility of the Registrar, but could be reassigned by the Faculty Senate to a Senate member or clerical staff. The Faculty Senate is asked to consider these recommendations.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Athletics

The issue of intercollegiate athletics was the basis for one of RPAC's most extensive and complex discussions. RPAC addressed the statement in the report of the Administrative Program Review Committee that reads, "The Committee believes that

Drake's Division I athletic tradition is part of the institutional legacy and should be continued," and discussed the role, advantages, costs, and liabilities of the University's Division I programs. RPAC noted that the culture and practice of Division I athletics nationally has changed dramatically in the past several decades, and that the many concerns raised by the reconstituted Knight Commission and other observers of the national collegiate athletics scene suggest that it is vital that we examine that legacy with a critical eye.

RPAC appreciates the role and contributions of intercollegiate athletics at an academically elite institution; the expressed concerns revolved primarily around Division I status and the issues that arise from the requirements, practices, and assumptions of that level of athletic engagement. It was agreed that an intercollegiate athletic program can be conducted in a manner that contributes to the University's academic and developmental goals for its students. Indeed, some important goals of undergraduate education, such as the development of leadership skills, the ability to collaborate and work in groups, the ability to set realistic goals and develop rational plans for their fulfillment, etc., can be addressed quite effectively through participation on athletic teams. Further, it is acknowledged that intercollegiate athletics can – and often does – attract academically talented students to the University for whom participation in athletics constitutes a valued part of their undergraduate experience, and who would not attend the University were such opportunities not available. In addition, RPAC recognized the capacity for an athletic program to generate enthusiasm for the University overall among its students, alumni, and the community.

RPAC emphasized repeatedly in its discussions that the athletic program at Drake University must reflect the priorities of the institution that place academic achievement as the highest priority, and that the standards, practices, and behaviors of the athletic program must be consistent with the core values of the University's academic culture. Stated in the simplest terms, academic excellence and athletic excellence at Drake University cannot be mutually exclusive.

RPAC examined a detailed "advantages vs. liabilities" analysis of a range of options for athletics at Drake, ranging from the status quo, to transfer to Division III, to elimination of intercollegiate athletics altogether (with an emphasis on intramural and wellness programs). Though there was considerable feeling on the part of some RPAC members that other levels of athletic engagement might be considered more appropriate to the mission of the University, it was eventually agreed that there are a variety of factors that make a continuing commitment to Division I athletics advisable. Further, there is a belief that Drake University has a valuable opportunity to play a leadership role in higher education in demonstrating that it is possible to build and maintain a Division I athletic program in a manner that is consistent with the values, priorities, and culture of an academically elite institution, and that contributes to the educational and developmental goals that the University holds for its students. The considerable success of many of Drake's athletic programs – and student/athletes – in achieving both

academic and athletic distinction gives us reason to be confident that this is both a reasonable and desirable goal for the entire program.

However, some aspects of the relatively recent history of the athletic program at Drake University gave rise to serious concerns that RPAC insists must be addressed in the most rigorous fashion, including (but not limited to):

- the overall cost of the program to the University's operating budget;
- academic performance of athletes in some programs;
- a concern that the athletic program should be more accountable to the academic division of the University;
- a feeling that the athletic program has isolated itself structurally and culturally from the University community, and that many athletes consequently do not connect themselves to the academic, intellectual, and social cultures of the institution as a whole.

In view of these concerns, RPAC chose to not directly respond to most of the recommendations from the Administrative Program Review Committee on specific athletic programs (though there are some exceptions below), but rather to put forth the following three recommendations, with the assumption that most of the specific recommendations from APRC will be addressed in the strategic plan requested in Recommendation 3 below:

- 1) The Athletics Program currently receives roughly 3.8% (\$2.9 million) from the University's operating budget. RPAC supports the President's proposal that over the next five years, that percentage shall be reduced to a range of 3.0% to 3.2%, primarily through holding the current budget dollar amount unchanged as the overall University operating budget increases, and – if necessary to achieve the goal – through reduction in dollar support. This approach will have the net effect of reducing the level of annual operating budget support for athletics by at least \$500,000 at the end of the five-year period. (It is expected, as per discussions with the Athletic Director and Institutional Advancement, that these funds will be replaced by increased support from external sources.) Measuring our expenditures on athletics in this manner (i.e., as a percentage of operating budget) will also provide a more accurate reference point for benchmarking (similar to what we are doing with some academic units) than would absolute dollar amounts.
- 2) The Faculty Senate, in conjunction with the Provost, is asked to examine the current role and efficacy of the Athletic Council. RPAC believes that ongoing oversight of the academic performance of the University's athletic teams by the faculty and by academic administration, and the open access to relevant information regarding that performance (consistent with the Privacy of Information Act), are vital to affirming – both to the campus community and to

the public – the ongoing integrity of the athletic program at Drake University. The Senate and the Provost are asked to address these issues, considering the reconstitution and reconfiguration of the existing Athletic Council or the creation of a new body appropriate to the purposes stated.

- 3) Drake will maintain its commitment to Division I athletics. However, it is vital that we address issues of cost, quality, academic performance, gender equity, etc. RPAC supports a recommendation from the President that he appoint a task force – chaired by the Athletic Director and including senior representatives of the Provost's office, Business and Finance, Student Life, Admissions, and the faculty – to develop a five-year strategic plan that addresses issues that include, but are not limited to, the following:

- Greater cost-effectiveness in current operations (utilizing benchmarks from MVC and ANAC as appropriate)
- Phased reduction of program reliance on contributions from the University operating budget consistent with Recommendation 1 above
- Strategies for increasing support for athletics programs from outside funds
- Plan for Title IX gender equity compliance
- Graduation rates and academic performance of athletes consistent with the entire Drake student population; this plan should include academic support integrated into University-wide student services
- Issues of student-athlete behavior
- Greater integration of student-athletes and the Athletic Department staff into the life of the campus as a whole, including greater emphasis on the academic and cultural values of the institution
- Increased external community support for Drake athletics – attendance, media visibility, more collaborative and coordinated role for the Bulldog Scholarship group

The Athletic Program Strategic Plan shall be submitted to the President and RPAC for their review no later than April 30, 2001.

RPAC believes that the approach as outlined above achieves several important goals:

- Places the athletic program in a strategic context consistent with the University's overall planning effort
- Respects positive aspects of tradition of Division I athletics at Drake
- Preserves University support for the Drake Relays
- Addresses concerns regarding costs and academic performance directly
- Responds to alumni and community values regarding Drake athletics
- Maintains current gender ratio in overall student population

- Enhances national visibility of institution – creates opportunity for Drake to take a leadership role along with a small group of institutions (Ivy League, Patriot League) that have competitive athletic programs with genuine *student-athletes*
- President: Concur with RPAC recommendation.

Athletics, Academic Liaison

- Administrative Report: (Reduce/Restructure by consolidation) The Committee believes that moving the Athletic Academic Liaison under the Assistant Provost for Academic Enhancement would strengthen the coordination between Athletics and Academics. This revised reporting structure will ensure that Drake provides a uniform approach to student academic success. Funding of this program from the NCAA should be continued. The Provost and the Athletic Director are responsible for implementing this recommendation prior to the next academic year.
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC. However, it should be noted that there was strong feeling expressed by RPAC regarding the inappropriateness of independent academic support reporting to the Athletic Department – and equally strong feeling that academic support for athletes should be integrated into the overall University academic enhancement operation.
- President: Concur with RPAC recommendation. The Provost has been charged with appointing a faculty/administrative task force to develop and implement an enriched program of academic support for all students who, for a variety of reasons, may require additional assistance in adapting to the rigorous academic demands of the University. The new program should be in place for the Fall 2001 semester.

Athletics, Book Lending Library

- Administrative Report: (Maintain) This library is partially funded by the NCAA. The Committee believes that the library approach to athletic book scholarships is more cost-effective than the issuance of actual scholarships. The library approach is a recruitment tool that has been positively received by student athletes.
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Business Office

- Administrative Report: (Maintain) It is believed that duplication of services exists between the Athletic Business Office and the central Accounting/Budgeting function. Efforts should be made to reduce this duplicative effort. However, until new administrative software provides a more effective budgeting process and more accessible financial data, it does not appear that much consolidation can occur. Institutional logo/trademark protection is currently monitored and managed by the Athletic Business Office, but consideration should be given to moving that function under central Marketing. Any billing and collecting functions currently handled by

the Athletic Business Office should be moved to the central Accounting Office in order to ensure adequate internal control. The Athletic Director and the Vice President for Business and Finance are asked to work together to implement these recommendations.

- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Drake Relays

- Administrative Report: (Enhance via fundraising and marketing) The Drake Relays is the athletic event on campus that attracts the greatest national media attention and creates school spirit. Efforts should be made to increase television coverage (ESPNII) and corporate sponsorship of the event. In addition, Drake should continually make the connection between quality academics and quality athletics. The Committee recommended that the costs for renovation of the stadium should be funded from external sources.
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Football [Revised]¹⁵

- Administrative Report: (Conduct Impact Study) The Committee recommends that an impact study be conducted to determine the influence of football on enrollment, academic profile, student retention, total athletic costs, net tuition revenues, the male/female population mix and the future of gender equity at Drake.

The impact of football on enrollment and net tuition revenue is significant. However, the existence of football also means a heavy demand for expensive athletic support services such as strength and conditioning, sports medicine, athletic insurance, equipment, facility space, and field maintenance. In some sense, football is one of the main cost drivers of Drake Athletics overall.

Drake's overall student mix is 60% female and 40% male. Conversely, Drake's current participation ratio for student athletes is 63% male and 37% female. Football is a significant contributor to this population mix. With football in the mix, Drake will need to continue its history and practice of program expansion for women's sports in order to remain in good faith compliance with Title IX. This, of course, will continue to impose a strain on the University's budget.

The impact study should be conducted within the next six months by a task force appointed by the President to review both football and crew.

¹⁵ "[Revised]" indicates that an earlier form of a recommendation was included in the Interim Report released in late November, and that revisions have been made to the original text.

- RPAC Recommendation: Maintain. The impact study conducted by consultant Dr. Elizabeth Alden showed that elimination of the football program would have a negative impact on gender balance in the student population, campus diversity, and tuition income. It was also assumed that it would have an equally negative impact on alumni and community support, although those factors were not measured. RPAC understood the original recommendation to reflect the need to reduce the support of athletic programs from the University's operating budget, and that goal will be achieved through the strategies outlined earlier in this report.
- President: Concur with RPAC recommendation.

Athletics, Marketing and Promotion

- Administrative Report: (Reduce/Restructure via consolidation) The Committee does not perceive that the Athletic Marketing and Promotion program is effectively utilizing its resources to their fullest potential. It is recommended that Athletic Marketing be consolidated under the larger University umbrella of Marketing and Communications to avoid duplication and promote synergy. Much attention needs to be focused on marketing Drake University and that overall effort needs to be enhanced. The Committee further recommends that all separate marketing efforts on campus (e.g., athletics, SOE, CBPA, and others) be unified in a centralized Marketing and Communications department with appropriate restructuring. The Athletic Director and the Vice President for Institutional Advancement are asked to work together to implement these recommendations by June 1, 2001.
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Men's Basketball

- Administrative Report: (Enhance via fundraising and marketing) Men's basketball represents one of the core athletic activities at Drake. The Committee recommends that athletic fundraising efforts be concentrated on raising dollars for both men's and women's basketball. It is believed that these sports promote school spirit, student recruitment, and alumni loyalty and have the potential to enhance Drake's reputation as a stronghold for true student-athletes. Marketing of men's and women's basketball should also be enhanced.
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Men's Cross Country and Track

- Administrative Report: (Maintain) The Committee recommends that this sport be maintained because of the Drake Relays connection. Partial funding of the program comes from Relays proceeds.
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.

- President: Concur with RPAC recommendation.

Athletics, Men's Golf

- Administrative Report: (Maintain) The Committee recommends maintaining men's golf at the current level, while considering the addition of women's golf.
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Men's Soccer

- Administrative Report: (Maintain)
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Men's Tennis

- Administrative Report: (Maintain) While maintaining the men's tennis program, the Committee recommends that consideration be given to alternative (perhaps revenue-producing) uses for the Tennis Center, such as indoor golf, indoor track, or a fitness center.
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Recreational Services, Aquatics

- Administrative Report: (Maintain)
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Recreational Services, Athletic Equipment Room

- Administrative Report: (Maintain)
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Recreational Services, Intramurals

- Administrative Report: (Maintain) Over 1,000 Drake students are served each year by the intramural program. This appears to be a very cost-effective student service.
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Recreational Services, Open Recreation

- Administrative Report: (Maintain)
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Recreational Services, Sports Clubs

- Administrative Report: (Reduce/Restructure) Approximately 85 students are involved in club sports annually. Intramural and Wellness options are more cost-effective options available to all Drake students.
- RPAC Recommendation: Maintain. RPAC recognized the intent of the Committee's recommendation, but felt that the cost was relatively small in relation to the benefit to students for whom club sport teams are a major "connection" to the University. In view of the Committee's concerns, however, RPAC did emphasize the importance of reviewing guidelines for recognizing and providing financial support for club sports.
- President: Concur with RPAC recommendation.

Athletics, Recreational Services, Sports Complex, Non-Drake Events

- Administrative Report: (Reduce/Restructure via consolidation) The Committee recommends that scheduling of these events be incorporated into a centralized all-University event scheduling system to enhance the convenience of booking events by the public on the Drake campus. Likewise, the billing and collecting functions associated with outside events should be centralized in Accounting. The Athletic Director and the Vice President for Business and Finance are asked to work together to implement the billing/collecting recommendation by June 1, 2001.
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Recreational Services, Wellness

- Administrative Report: (Maintain) Wellness appears to be a very cost-effective program offering aerobics to between 800 and 900 students annually. In addition, Wellness serves an instructional function by providing students with information regarding nutrition, weight loss, health, and eating disorders. This appears to be a high-quality program with high student demand.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Athletics, Spirit Squad

- Administrative Report: (Reduce/Restructure) The Committee recommends restructuring the spirit squad by retaining only the cheer squad. If the student body wants a dance squad, the Student Senate could provide funding for the activity. This change is recommended for implementation in the fall of 2001.
- RPAC Recommendation: Accept.

- President: Concur with RPAC recommendation.

Athletics, Sports Information

- Administrative Report: (Maintain) The Committee suggests that Sports Information needs more integration with overall University Marketing and Communications. It is further recommended that the University Web editor be involved in the development of further Web applications in this program to ensure a consistent public image of Drake. The Athletic Director and the Vice President for Institutional Advancement are asked to work together to implement these recommendations by June 1, 2001.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Athletics, Sports Medicine

- Administrative Report: (Reduce/Restructure) The Committee recommends that Drake require all student-athletes to provide proof of insurance as a means of reducing the current financial commitment by Drake to cover athletic rehabilitation and therapy costs for the uninsured. It appears this policy change would not hinder recruitment of student-athletes since it is a requirement at approximately one-half of Drake's peers. In addition, the Committee recommends that Drake explore a contract with a third party to provide rehabilitation and therapy services to injured athletes and thereby, reduce the number of employee trainers and minimize Drake's potential liability. The Athletic Director and the Vice President for Business and Finance are asked to work together to implement these recommendations prior to the next academic year.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation. The Athletic Director does not feel that the proposed insurance requirement will be a problem for Drake student-athletes. The NCAA provides insurance coverage for those with financial hardship. The Drake athletic trainer is in the process of exploring third-party affiliations with local providers.

Athletics, Strength and Conditioning

- Administrative Report: (Maintain) Funded partially by an outside grant.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Athletics, Ticket Office

- Administrative Report: (Reduce/Restructure) Efforts should be undertaken to explore more efficient methods of ticketing. While the costs of ticketing software appear prohibitive at the present time [i.e., at the time the Administrative Report was written in summer 2000 – D.M.], the staff should explore alternatives to in-house ticketing. Although Ticketmaster may not be a cost-effective alternative, partnering with other ticket issuers should be pursued. For example, the Committee

recommends negotiating with the Iowa Cubs for ticket services. Likewise, opportunities for partnering might exist with the Civic Center, Veterans Auditorium or others.

- RPAC Recommendation: Restructure. A new computerized ticket system has recently been purchased by the Athletic Department.
- President: Concur with RPAC recommendation. It is hoped that the new computerized ticket system will be a resource for all ticketing functions on the campus.

Athletics, Women's Basketball

- Administrative Report: (Enhance via fundraising and marketing) The Committee believes that women's basketball is one of the best examples in Division I of a program committed to student-athletes. Women's basketball represents one of the core athletic activities at Drake. The Committee recommends that athletic fundraising efforts be concentrated on raising dollars for both men's and women's basketball. It is believed that these sports promote school spirit, student recruitment, and alumni loyalty and have the potential to enhance Drake's reputation as a stronghold for true student-athletes. Marketing of both men's and women's basketball should also be enhanced.
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Women's Cross Country and Track and Field

- Administrative Report: (Maintain) The existence of this sport at Drake is important in its relationship to the Drake Relays and is partially supported from the Relays fund.
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Women's Rowing (Crew)

- Administrative Report: (Conduct Impact Study) Crew was elevated from a club sport to a women's varsity non-scholarship sport in FY00 as part of Drake's gender equity plan. It is an expensive sport with respect to equipment and travel and has not appeared to add student enrollment. Both football and crew are recommended for impact studies to determine if their continuation can be justified in light of the direct and indirect costs associated with their sports; the student-athletes they are attracting; and the impact their continuation, restructuring, or elimination would have on gender equity issues. (See *Athletics: Football*)
The impact study should be conducted within the next six months by a task force appointed by the President to review both football and crew.

- RPAC Recommendation: Maintain. With the recommendation to continue the men's football program, gender equity issues precluded further consideration of the reduction of women's sports.
- President: Concur with RPAC recommendation.

Athletics, Women's Softball

- Administrative Report: (Maintain)
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Women's Tennis

- Administrative Report: (Maintain)
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Athletics, Women's Volleyball

- Administrative Report: (Maintain)
- RPAC Recommendation: To be addressed in the strategic plan for athletics requested by RPAC.
- President: Concur with RPAC recommendation.

Business and Finance, Bookstore

- Administrative Report: (Maintain) The University Bookstore is outsourced to Nebraska Books. Revenues to the University from this operation have tripled in the past two years as a result of a renegotiated contract. Service to students and faculty appears to be high quality.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Business and Finance, Budget Office

- Administrative Report: (Maintain) When the new administrative software is implemented, many of the budget functions currently handled by the colleges, schools and other departments should be removed. Duplication of this function in the Provost's Office is recommended for elimination.
- RPAC Recommendation: Accept, noting, however, that the recommendation regarding the budget officer in the Provost's Office is left to the discretion of the Provost and his reorganization plan.
- President: Concur with RPAC recommendation.

Business and Finance Food Operations

- Administrative Report: (Maintain) Drake's food operations were outsourced to Sodexo-Marriott in the summer of 1999. The operation appears to be cost-effective

for the University; student service has been improved and dining facilities have been renovated. Since this is a new arrangement, continued review by the Vice President for Business and Finance and the Dean of Students is recommended.

- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Business and Finance, Internal Audit

- Administrative Report: (Reduce/Restructure via revised position) The Committee recommends that the internal audit position be revised (and renamed) to provide expanded analytical and financial services to the University administration and to the Board of Trustees.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Business and Finance, Investment/Endowment Accounting

- Administrative Report: (Maintain) This program was completely restructured at a cost savings to the University in 1999.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Business and Finance, Print/Mail/Copier

- Administrative Report: (Reduce/Restructure via outsourcing)
Mailing Services – The Committee recommends that this service, while not core to the University mission, is essential to the University operations. An investigation of outsourcing this operation as a way to reduce costs and enhance service was begun outside the context of program review. A feasibility study was conducted, Requests for Proposals were issued, and bids have been received. A separate Mail/Print/Copier Task Force is currently reviewing vendors' proposals. That task force anticipates making a recommendation to the Cabinet regarding the future direction of this operation within four to six weeks. A decision is likely to be made on the future direction of this program prior to December 1, 2000. The Committee endorses this investigation of outsourcing. In addition, the use of contracted mail services by individual departments should be consolidated and negotiated as part of the Mail Services operation. Potential postal savings from properly sized and weighted publication materials should also be explored.
Print Services – The Committee recommends that the Print Shop and the centralized copier operation be restructured to reduce costs and/or improve services to the University. An investigation of outsourcing this operation as a way to reduce costs and enhance service was begun outside the context of program review. A feasibility study was conducted, Requests for Proposals were issued, and bids have been received. A separate Mail/Print/Copier Task Force is currently reviewing vendors' proposals. That task force anticipates making a recommendation to Cabinet regarding the future direction of this operation within four to six weeks. A decision is likely to be made on the future direction of this program prior to December 1,

2000. The Committee endorses this investigation of outsourcing. In addition, centralized print brokering should be considered in order to take advantage of volume buying and negotiated discounts. Copier services should be confined to one or two vendors to produce costs savings and reduce the number of invoices and administrative processing time.

- RPAC Recommendation: To accept the recommendation that Drake University enter a five-year agreement with Laser Resources for the provision of print, mail and copier services.
- President: Concur with RPAC recommendation. (Implemented December 1, 2000)

Business and Finance, Purchasing

- Administrative Report: (Reduce/Restructure via consolidation) The Committee recommends consolidating the purchasing and accounts payable function into a new model with the approval of the external auditors.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Business and Finance, Telecommunications

- Administrative Report: (Reduce/Restructure via consolidation) The Committee recognizes that Telecommunications has been downsized significantly in the past two years from six full-time equivalent employees (FTE) to three FTE. Considerable cost reduction has already occurred in this program with the purchase of a new phone switch and the recently negotiated reduction in long distance rates. Since the convergence of voice and data technologies is likely to continue, the Committee recommends that the Telecommunications operations be consolidated with Network operations under Information Technology. The Vice President for Business and Finance and the Assistant Provost for Information Technology are asked to work together to implement this recommendation as soon as feasible.
- RPAC Recommendation: Deferred Restructure. RPAC recommends deferral of any action regarding Telecommunications until it can be carried out in the context of a full University plan regarding reorganization of information management, headed by a new chief information officer.
- President: Concur with RPAC recommendation.

Business and Finance, Vice President's Office

- Administrative Report: (Reduce/Restructure) The Committee recommends the elimination of a second clerical position within the Office of the Vice President and a redistribution of the duties associated with all-employee events planning (such as the University picnic and holiday reception) to Human Resources or a central events planner.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Career Center

- **Administrative Report: (Reduce/Restructure)** The Committee recognizes that this operation is vitally important to students and has achieved excellent outcomes in the past. Nevertheless, the Committee believes that the staffing level in the Career Center could be reduced, given comparisons with peer institutions and the number of students served. The Committee further recommends consideration of reduced summer schedules (i.e., nine- or ten-month positions) for a number of the positions within the department. In addition, labor savings and improved services should potentially result from the future installation of career services management software. The Committee recommends this investment.

Student internships are currently managed by the individual colleges (except A&S). While the Committee supports the centralization of support services to the greatest extent possible, it does not believe that centralization of internships within the Career Center will provide the best possible service to our students due to the unique relationship between the professional schools and various corporations. Management of student internship opportunities within the professional schools appears to be working well; internships for students in the College of Arts and Sciences should continue to be managed by the Career Center.

The student employment function of this office should be consolidated with the Office of Student Financial Planning and one position should be eliminated. The Office of Student Financial Planning should supervise the student employment function in the future.

Finally, the Committee recommends that a closer connection between Career Services and the Alumni Office should be developed to facilitate a career network between Drake students and Drake alumni. Such a connection would greatly benefit Drake students and also ensure a continuing link with loyal and successful Drake alumni.

- **RPAC Recommendation: Accept.** RPAC accepts the recommendation of the reduction of one full position in the Career Center, but emphasizes that the center is expected to nonetheless maintain and fulfill current obligations. A decision regarding the location of the student employment function should be postponed pending the resolution of the current discussion regarding a one-stop student services center. It was noted in the course of RPAC discussions that the College of Arts and Sciences does *not* currently rely on the Career Center for internship identification and management.
- **President:** Concur with RPAC recommendation.

College of Arts and Sciences, Art Gallery

- **Administrative Report: (Maintain)** This program is funded from an endowed fund. The gallery provides an excellent display opportunity for student art and other exhibits.

Related Comment: The Committee suggests that Drake University consider selling the Stuart Davis mural and using those proceeds to fund an endowment for faculty development.

- RPAC Recommendation: Accept recommendation regarding the Anderson Gallery. RPAC does not feel that the sale of the Stuart Davis mural is in the best interests of the University at this time.
- President: Concur with RPAC recommendation. The Stuart Davis mural is not now in a position to fulfill the intent with which it was created and given to the University, i.e., as “public art” with which students should interact on a daily basis. Quite the contrary, it is one of the best-hidden and best-camouflaged works of art on the campus. Every effort should be made to rethink the placement and the presentation of the mural.

College of Arts and Sciences, FAC Scheduling

- Administrative Report: (Reduce/Restructure) All scheduling for University facilities should be consolidated and centrally managed. The end result could be the elimination of some redundant positions.
- RPAC Recommendation: Accept. RPAC recognized the advantages of consolidation and central management of non-classroom scheduling functions. There is a recognized need to improve service to the various internal and external constituencies, reduce “territorial” claims on facilities, and coordinate services such as catering and technology. RPAC endorses the overall concept of a centralized scheduling office, but recognizes as well the need to take into account specialized expertise needed for specific locations. The Vice President for Business and Finance is asked to convene a working group of appropriate stakeholders to develop an inventory of relevant spaces, and to design a strategy for a centralized, coordinated scheduling office that maintains specialized expertise as needed.
- President: Concur with RPAC recommendation.

College of Arts and Sciences, Observatory

- Administrative Report: (Eliminate) The Committee questions whether the University's financial and time commitment to the Observatory is in Drake's best interests. It has not been clearly demonstrated how the Observatory enhances Drake's academic mission. Moreover, while the benefits for Des Moines are clear, it is difficult to identify the benefits to Drake from such an arrangement. Fundraising time that could be devoted to assisting Drake's institutional priorities has been diverted. Staff time (both faculty and maintenance) is also allocated away from Drake. In addition, maintenance and utility funds that might have benefited Drake and its mission are directed to the Observatory. Consequently, the Committee recommends phasing out Drake's future involvement with the Observatory.
- RPAC Recommendation: Maintain commitment. RPAC recognized that the Committee made an appropriate recommendation within the University's current resource constraints. While the annual operating commitment of \$15,000 may well be justified in terms of the importance of Drake's partnership with the city of Des

Moines and our commitment to the surrounding community, the magnitude of capital expenditures necessary to renovate the interior of the facility (\$222,000) was the primary issue. With a new and generous gift of up to \$150,000 from Maddie Levitt, and the prospect of gifts in kind and donations from the community, RPAC feels that it is both possible and desirable to maintain the University's role in this collaboration.

- President: Concur with RPAC recommendation. On behalf of the University and the community, our sincere thanks to Maddie Levitt for her thoughtful and generous support. It will be important to initiate efforts immediately to obtain the remainder of the support for current renovations, and, for the long term, to establish an endowment to provide ongoing income to support the facility.

College of Business and Public Administration (CBPA), Drake Business Center, West Des Moines

- Administrative Report: (Eliminate) The Committee acknowledges the need for corporate training and development programs. However, the current practice of acting only as a broker for such educational programs does not seem to fit Drake's mission. The new Center for Special and Professional Studies appears to be better suited to fulfill Drake's revenue and outreach goals. (Target date for the implementation of the new center is early 2001.) In addition, the physical space leased for the West Des Moines center is costly. Every effort should be made to terminate the office lease as quickly as possible. The operation itself should be phased out during this academic year. The Provost and the Vice President for Business and Finance are asked to work together to implement these recommendations.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

CBPA, Graduate Programs

- Administrative Report: (Reduce/Restructure via consolidation) The Committee recommends the reduction of one FTE in CBPA by the transfer of the CBPA graduate admissions program to the central Graduate Admission Office. All other colleges/schools use the Graduate Admission Office already. Graduate program development and the graduate advising function should be retained in the CBPA. The Provost, Dean of the CBPA, and the Dean of Admission are charged with ensuring that these recommendations are implemented prior to the next academic year.
- RPAC Recommendation: Maintain. The recommendation was rejected due to the value of maintaining quality of admission procedures for the MBA/MPA programs and the quality of service to MBA/MPA students (i.e., "one-stop" service").
- President: Concur with RPAC recommendation.

CBPA, J. Pappajohn Entrepreneurial Center

- Administrative Report: (Maintain) The center should be moved to the main campus. Opportunities for collaboration with the Small Business Development Center should be explored. When funding for the center expires, continuation of the center should be reevaluated. The Provost and the Dean of CBPA, working with the Director of the Physical Plant, are asked to implement these recommendations.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation. The Pappajohn Center represents a significant opportunity for the University which perhaps has not been exploited to its full potential thus far. With the new director of the SBDC now charged with oversight of the Pappajohn Center's operations, it is hoped that the University will be able to more effectively address the center's goals.

CBPA, Kelley Insurance Center

- Administrative Report: (Reduce/Restructure) It was not clear to the Committee how the Kelley Insurance Center, as currently configured, helps students or enhances Drake's academic mission. It appears that most of the center's staff time and resources are devoted to an outside contract with an insurance testing company. The Committee recommends that the center should develop closer ties to the Insurance degree program and involve those faculty in its efforts. Without such refocusing, the center is not integral to the mission of the University or the CBPA. The Provost and the Dean of CBPA are asked to implement these recommendations.
- RPAC Recommendation: Accept. The Kelley Insurance Center provides important services to the insurance community in Iowa. However, it is critical that the center be considered an integral part of the strategic plan that will be developed to address the industry's workforce and research needs, as recommended in the academic program portion of this report.
- President: Concur with RPAC recommendation.

CBPA, Small Business Development Center

- Administrative Report: (Maintain)
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

College of Pharmacy and Health Sciences, Animal Vivarian

- Administrative Report: (Reduce/Restructure) The Committee recommends the exploration of partnerships with other institutions or with a veterinary service as a cost-effective alternative. The Dean of CPHS is assigned to implement this recommendation.
- RPAC Recommendation: Maintain. Recently issued federal regulations and additional data received since the Administrative Committee's recommendation suggest that outsourcing is not feasible. The RPAC recommends retention of the animal vivarian.
- President: Concur with RPAC recommendation.

CPHS, Center for Health Issues

- Administrative Report: (Eliminate) The Committee does not believe that the center assists Drake in fulfilling its academic mission. In addition, the center facility itself could be better utilized as a revenue-producing rental property. The Provost, Dean of CPHS, and the Director of the Physical Plant are asked to work together to phase out use of the facility prior to June 1, 2001.
- RPAC Recommendation: Restructure and relocate. RPAC concurs with the recommendation to utilize the existing space as a revenue-generating property. However, the Committee does not concur with the recommendation to eliminate the center as a programmatic entity, believing that it has potential relevance and importance to the University's MPA program and an Aging Studies Program proposal that is currently in development. Therefore, RPAC recommends that the center be relocated to existing on-campus space appropriate to its needs. The position of the center director will have to be reconsidered in light of the decision to phase out the University's nursing program.
- President: Concur with RPAC recommendation. It is essential that center staff work with appropriate administrators and faculty to better connect its operations to other programmatic and educational parts of the University.

Controller's Office

- Administrative Report: (Maintain)
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Controller's Office, Accounting

- Administrative Report: (Maintain) Given the Committee's recommendation to consolidate the purchasing and accounts payable functions, some restructuring will be required.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Controller's Office, Grant Accounting

- Administrative Report: (Maintain) Grant accounting should manage the University matching funds budget. The Budget Officer in the Provost's Office is currently handling this function.
- RPAC Recommendation: RPAC's discussions emphasized the importance of coordinating grant accounting with overall grants administration. It is expected that the new Grants Office currently under consideration will help to address this issue in a significant way.
- President: Concur with RPAC recommendation.

Controller's Office, Loan Office

- Administrative Report: (Reduce/Restructure via outsourcing) The Loan Office has already been outsourced during the Program Review process at a cost savings to the University.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Controller's Office, Payroll Office

- Administrative Report: (Maintain) While payroll is a function that is frequently outsourced, a preliminary review suggests that no cost savings or improved efficiency is likely to result given the limited staffing level of this operation.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Controller's Office, Student Accounts

- Administrative Report: (Maintain) The Committee recommends exploration of a "one-stop" business services model (i.e., student accounts, financial aid, student employment, and registration) to improve customer service and convenience to students during peak times.
- RPAC Recommendation: Accept. Development of a proposal for a "one-stop" student services model is under way.
- President: Concur with RPAC recommendation.

Cowles Library

- Administrative Report: (Maintain) Cowles Library has been the source of much innovation in the past couple of years. The quality of service provided by the library is high and in demand. The Committee recommends that the current practice of granting tenure to librarians be re-examined to ensure that the University maintains

flexibility for future staffing in light of changing technology and trend toward electronic delivery of information. Tenuring of librarians is not a universal practice among our peer institutions.

- RPAC Recommendation: Accept. While emphasizing the quality of current Cowles Library operations and staff, RPAC asks that the Provost form a task force to
 - 1) examine institutional resource allocation and the needs and role of the library. These issues should be considered in the context of a University-wide plan for information management (under the direction of a new chief information officer) and the potential for acquisitions enhancement from the Fund for Excellence, which will be established as an outcome of Program Review;
 - 2) examine the library carefully for its potential as one of the new centers on campus that will encourage and support cross-disciplinary learning and research;
 - 3) examine the library's role in serving the community at large, as well as its collaborations (current or potential) with regional libraries.

RPAC also responded to the issue of granting tenure to librarians, and believes that it raises a broader concern regarding the tenuring of non-instructional staff at the University. In this context, RPAC also questioned the appropriateness of the title of "Dean of the Cowles Library," since it, too, is a non-academic appointment (though requiring significant academic credentials). It emphasized that these issues should be addressed in the Provost's forthcoming review of the nature of academic appointments.

- President: Concur with RPAC recommendation.

Deans' Offices, A&S, CBPA, CPHS, SOE, SJMC, Law

- Administrative Report: (Reduce/Restructure) While it is not the role of this Committee to determine the number of college/schools, it is the Committee's role to highlight the administrative inefficiencies and unnecessary costs associated with having six duplicative administrative structures. In addition, much redundancy and duplication exists between what is offered in the colleges/schools administrative structure and what is offered through the central administrative structure. Such duplication is extremely expensive and inefficient. Disparity in the size, structure and staffing levels of the colleges/schools is also problematic.

The Committee has continually emphasized the need to eradicate the silo/territorial model and adopt a model that focuses first on institutional priorities. Such an approach will ensure institutional success, build a sense of community, save costs and promote a consistent, unified approach to processes and policies. Clearly, a move to a centralized model means that the level, quality and timeliness of the centralized service provided must be first-rate. Methods for evaluating performance and correcting service problems must be in place to ensure that all faculty and students are well served. In the past, problems with a centralized service were

ignored and worked around, which meant that a duplicative service was created at the college/school level. Such an avoidance practice has led to inconsistent administrative policies, poor management information, and a "we-they" mentality. Drake must instill flexibility into its resource usage that is simply not possible when resources are assigned on a decentralized basis.

To accomplish the centralization of administrative services, the Committee offers the following specific recommendations:

1. All technology support staff (and attendant budgets) should be consolidated under Information Technology. However, it is recognized that these technology personnel offer valuable, sometimes specialized services to the individual colleges and schools. The Committee understands that the tech support staff are often critically important to academic delivery. Consequently, it is proposed that the individuals remain assigned and housed in the individual colleges and schools. Nevertheless, these staff may be temporarily reassigned if institutional priorities demand. The end results should be more sharing of information, better service to the Drake and more training opportunities for all University employees.

2. Similarly, the director of marketing in SOE should report to central Marketing and Communications. Much of the SOE marketing director's work might still be devoted to SOE but, if time permits, reassignment to institutional priorities can occur.

3. Transfer of the responsibilities for marketing, advertising, mailing, and copyright clearance to the appropriate centralized service should result in the elimination of redundant clerical position(s) in CBPA.

4. The Graduate Admissions function in CBPA should be eliminated and incorporated in central Graduate Admission, with appropriate reduction in CBPA staff.

5. Clerical support for faculty in all colleges/schools should be rationalized on an FTE basis. Inconsistent workloads and staffing levels currently exist between the colleges and schools.

6. Classification of faculty serving in administrative capacities (chairs, directors or assistant or associate deans) within the Deans' Offices needs to follow an institution-wide policy. For example, how the employee is classified (as faculty or administration or an FTE basis) and how he/she is compensated for those duties (e.g., a dollar stipend or course release) varies from college to college. In addition, the responsibilities of Assistant and Associate Deans are inconsistent among the colleges/schools.

7. Faculty appointment letters need to follow a basic, consistent format across all colleges/schools. The format should be reviewed annually by the University's outside legal counsel. The same holds true for summer, Web course, and overload appointments.

8. Classroom scheduling for all colleges should be centralized in the Registrar's Office.

9. Student registration (currently handled by the Dean's staff) will be changed dramatically with the implementation of new administrative software. It is likely that the new software will drive a centralized model. Until the software is implemented, the current decentralized method of student registration should be maintained.

The Provost and the Deans are asked to implement these recommendations, with assistance from other Cabinet members as needed.

- RPAC Recommendation: Needless to say, these recommendations catalyzed a great deal of spirited discussion at RPAC. The largest and most complex issue – that of the University's school/college structure – awaits the disposition of the recommendations from the former deans' group, which will constitute Program Review Report Part II to be released in February or early March 2001. Much of RPAC's discussion, predictably, focused on the relative merits and disadvantages of centralized vs. dispersed services. RPAC's recommendations on the nine points above are as follows:
 1. Resolution of this issue should await the appointment of a chief information officer and the implementation of a campus-wide information management plan.
 - 2/3. Final resolution of these linked recommendations should await the impending appointment of a new director of Marketing and Communications and the recommendations from the campus Integrated Marketing Management Team, which has been meeting since September 2000.
 4. Maintain. The CBPA made a strong case for the need to continue this function in its current form.
 5. Accept. RPAC agreed with the importance of addressing inconsistent staffing and lack of uniform workloads among the University's schools and colleges.
 - 6-9. Accept.
- President: Concur with RPAC's recommendations. The issue of equitable job classifications and compensation will be addressed this year in the job classification, performance evaluation, and workload initiative. Consistency of practices and procedures and the issue of centralization vs. dispersed services are two of the most important administrative dilemmas for us to address in the coming year. Our ability to do so successfully will require not only wisdom and thoughtfulness, but creativity, flexibility, compromise, and the willingness to abandon the comfort of past practices.

Employee Wellness

- Administrative Report: (Maintain) This new program, initiated in 1999, should have a long-term impact on employee health and benefit costs. 66% of all eligible employees were involved in Wellness in its first year.
- RPAC Recommendation: Accept.

- President: Concur with RPAC recommendation. The Wellness staff is to be congratulated for their considerable successes in this new program, including the receipt of a national “Well Workplace” award.

Human Resources

- Administrative Report: (Enhance programs and services, not funding) The Committee recommends that the services provided by Human Resources should be enhanced. In particular, Human Resources should expand its involvement in employee training and development activities, employee morale programs, compliance programs (e.g., environmental health), compensation planning, and performance appraisal systems.
- RPAC Recommendation: Accept. RPAC emphasized the importance of increased efforts in employee education, training, and development, consistent with the University’s mission as a learning community. The office should work hard to connect employees and their needs to learning opportunities. RPAC also noted that Human Resources should exploit all appropriate connections to the new Center for Special and Professional Studies.
- President: Concur with RPAC recommendation.

Information Technology, Assistant Provost for IT Office

- Administrative Report: (Reduce/Restructure) The Information Technology operation needs to be carefully restructured to provide the University with the leadership and vision necessary for future success.
- RPAC Recommendation: Accept. RPAC recognizes that the restructuring of University resources and expertise in this area is of immediate importance, and that the effort should be guided by a newly appointed chief information officer. RPAC urges that this position be designed and filled as soon as possible, and that the new appointee be charged with overseeing the development and implementation of a University master plan for information management.
- President: Concur with RPAC recommendation. Critical to the success of this initiative is the understanding that we are not talking solely about technology *per se*, but about the ways in which the identification, procurement, management, analysis, and communication of all types of information are carried out at Drake University. At the risk of overstatement, our ability to achieve our goals as an effective community of learners in the 21st century is dependent in great measure on our success in this area.

Information Technology, Campus Information Systems

- Administrative Report: (Enhance, then Reduce) The Committee strongly recommends the purchase of new administrative software to update and improve University processes for the future. It is believed that the installation of such software should permit personnel reductions in IT and other administrative staff at a future date.
- RPAC Recommendation: Accept.

- President: Concur with RPAC recommendation. The University is in the final stages of negotiating a contract for a new Campus Information System.

Information Technology, Computer Maintenance and Repair

- Administrative Report: (Reduce/Restructure via consolidation) Much of this operation has already been outsourced. The Committee recommends consolidation of this staff with Network Administration.
- RPAC Recommendation: Defer, pending appointment of a chief information officer.
- President: Concur with RPAC recommendation.

Information Technology, Drake Television and Media Resource Center

- Administrative Report: (Reduce/Restructure) The Committee recommends that the services provided by the DTMRC be refocused to provide better service to the Drake community. The Committee believes that Drake TV can provide a meaningful and expanded role in the marketing of Drake. Efforts of Drake TV should be focused internally as opposed to externally. In addition, the Committee recommends that the current practice of generating internal charges, which are then retained as "revenue" of Drake TV, be discontinued.
- RPAC Recommendation: Restructure/Defer. The response of the director of DTMRC and of the Dean of SJMC were very helpful in RPAC's deliberations. RPAC noted that the biggest dilemma facing DTMRC is the multiplicity – and often conflicting needs – of its responsibilities: service to the campus, production, and educational instruction. RPAC also noted that the "charge back" system is not specific to DTMRC and is a larger issue that must be addressed University-wide. RPAC recommends that the issues raised regarding DTMRC be addressed in the context of a University-wide information management strategic plan to be developed by a newly appointed chief information officer.
- President: Concur with RPAC recommendation.

Information Technology, Instructional Technology

- Administrative Report: (Enhance) The entire technology operation needs a University-wide vision and plan, which will require additional resources to fulfill. Current technology support staff in the various colleges and schools should become a part of the overall IT operation, in order to provide appropriate staffing flexibility, expanded opportunities for cooperation, central coordination of resources and enhanced synergy. (See Deans' Offices report,)
- RPAC Recommendation: Accept. This issue will be addressed by a University-wide strategic plan for information management.
- President: Concur with RPAC recommendation.

Information Technology, Network Administration

- Administrative Report: (Enhance) The entire technology operation needs a University-wide vision and plan, which will require additional resources. To assist

in providing some of the resources needed, exploration of outsourcing the maintenance of network hubs and routers should be explored. Written documentation of the network and cross training of staff need to be developed to protect Drake's institutional interests in technology. Telecomm and Computer Maintenance and Repair should be merged into this operation.

- RPAC Recommendation: Defer pending appointment of a chief information officer.
- President: Concur with RPAC recommendation.

Information Technology, Test Scanning

- Administrative Report: (Maintain) A new scanner should be purchased.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation. The scanner was purchased in fall 2000.

Information Technology, User Services

- Administrative Report: (Enhance) The Committee highly recommends the development of routine in-house training for staff and faculty. The consolidation of technology support staff from the colleges and schools (see Deans' Offices report) should assist IT's ability to offer expanded training opportunities campus-wide.
- RPAC Recommendation: Accept/Defer, pending appointment of a chief information officer.
- President: Concur with RPAC's recommendation.

Institute for Italian Studies

- Administrative Report: (Reduce/Restructure) The Committee recommends that this program be restructured internally to ensure adequate academic oversight. That is, a reporting line within the academic structure needs to be created. Currently, no Drake faculty are involved in this program and no academic evaluation of the program's merits has been conducted recently. Approximately 300 students from institutions around the country are receiving Drake credit for this program. This program was referred to the Academic Review Committee for further study.
- RPAC Recommendation: Restructure. RPAC noted that the University has a contract for this program that will conclude in 2001. Before renewal is considered, the following issues should be taken into account: 1) quality oversight; 2) revenue generation – the cost per credit hour is quite low; 3) indemnification and University liability; 4) lack of information and accountability; 5) integration into the University's academic programming; 6) whether Drake should establish a direct relationship with an Italian university as part of the new International Partners Program.
- President: Concur with RPAC's recommendation.

Institutional Advancement, Alumni and Parent Programs

- Administrative Report: (Reduce/Restructure) The Committee recommends fewer, more focused alumni events to permit the more efficient use of limited personnel resources.
- RPAC Recommendation: Accept. The Vice President for Institutional Advancement supports this recommendation.
- President: Concur with RPAC recommendation.

Institutional Advancement, Annual Fund Program

Institutional Advancement, Development - College/Schools/Athletics/Library/Fine Arts

Institutional Advancement, Gift Planning

- Administrative Report: (Reduce/Restructure) The Committee recommends that the Institutional Advancement area be restructured to ensure that institutional fundraising is optimized. The Committee strongly supports a centralized fundraising approach with an institutional focus (i.e., the Cabinet and the Board of Trustees should define fundraising priorities with the overall interests of the institution at the forefront). Involvement of the Deans, faculty or other administrators in fundraising should be supplemental (i.e., to open doors, make introductions, or appear at alumni events). The Deans should assist Institutional Advancement in achieving the institutional fundraising priorities, but not raise funds independently of the University's goals. Institutional Advancement should coordinate the efforts of the Deans and athletic fundraisers to ensure that institutional priorities are met. Institutional Advancement's restructuring should incorporate individual target goals and accountability. In addition, a review of gift counting policies should be conducted. Finally, the Committee is supportive of IA's exploration of geographic-focused fundraising as a means of reducing duplicative travel costs.
- RPAC Recommendation: Restructure. While agreeing with the overall spirit and intent of this recommendation, RPAC took exception to the description of the role of Deans, faculty, and other staff in fundraising efforts as somewhat (unintentionally) pejorative. The University's fundraising priorities are and should be approved by the Board of Trustees on the recommendation of the administration. It is vital, however, that those recommendations accurately reflect the legitimate needs of the various campus constituencies, based on open campus discussion and a strategic plan that identifies agreed-upon priorities. As Vice President Angela Voos stated, "Fundraisers are not the ones who should dictate fundraising priorities." The role of Advancement, simply put, is to help members of the University community achieve their goals. The critical issue is *coordination*. With so many different members of the campus community having various levels of fundraising responsibility, it is essential to ensure at all times that the efforts are coordinated and consistent with stated University goals, and that effective channels of communication are in place at all times.

It was noted that the recommended restructuring process is well under way under the direction of the new Vice President for Institutional Advancement.

- President: Concur with RPAC recommendation. Balancing institutional goals with the individual initiative of the University's schools, colleges, and departments will always be complex and somewhat precarious. All fundraising efforts must be guided by the context of the University's stated priorities, in full coordination and communication with the initiatives of the Board, the President, and the Office of Institutional Advancement. The concern is not simply one of control, but of ensuring that the University communicates a clear and consistent message to our constituencies, and that our efforts do not contradict and undermine one another.

Institutional Advancement, Corporate, Foundation and Sponsored Grant Support

- Administrative Report: (Reduce/Restructure) The Committee believes that the University community and the academic mission would be more effectively served if the Grants Office reported to the Provost. [Change has already occurred.] It is recommended that the Provost review and redefine policies related to faculty grants, such as salary support, incentives, and indirect cost recovery. The Committee recommends that all grants should bear some direct relationship to the University's mission. Various corporate and foundation grants should still be the purview of the Advancement operation.
- RPAC Recommendation: Accept. This change has already taken place.
- President: Concur with RPAC recommendation.

Institutional Advancement, Marketing and Communications

Institutional Advancement, Media Relations

Institutional Advancement, Publications

- Administrative Report: (Enhance, programs and services, not funding) The Committee believes that Marketing and Communications is a vital support service for Drake. The Committee also believes that an enhanced Marketing and Communications program could positively influence enrollment growth and donor interest. The M&C program must promote Drake University in a compelling and understandable way to potential students and their parents, to donors and to the community at large.

Marketing efforts are diffused and scattered throughout the various colleges, schools, athletics, and the central operation. The Committee suggests that a new approach is needed. To strengthen the M&C program and promote a focused institutional message, the Committee recommends consolidating all the diverse marketing elements under one central M&C umbrella (with new leadership) to create a new integrated marketing entity. Much duplication of effort currently exists in the marketing efforts of the University. Centralization of these efforts should result in expanded availability and flexibility of marketing resources. In addition, because of the current duplication, messages may not be consistent and may lack institutional focus and power.

The Committee recommends that the M&C staff be more proactive with respect to seeking out stories of public and campus interest. A thorough publications audit is also strongly recommended. In addition, it is recommended that all publications for external consumption be required to seek approval from M&C in advance to ensure that messages are institutionally consistent. Web substitution for some printed materials should also be encouraged. Finally, a stronger commitment to timeliness and service is needed in the M&C program to ensure that institutional users are well served by the centralized operation.

- RPAC Recommendation: Accept. RPAC recognizes that while the Marketing and Communications has some highly talented and experienced personnel, the operation has been lacking in focus and responsiveness to University needs. It is expected that a new director (to be appointed in February 2001) will address these issues immediately upon assuming the position.

RPAC discussions emphasized the fact that Drake University needs a coordinated and consistent message from its publications and collateral materials. It is important that we determine as a community what our core values are (much of this has been done in the strategic vision process in 1999) and communicate them effectively to our various constituencies and to ourselves.

- President: Concur with RPAC recommendation.

Institutional Advancement, Web Site Development

- Administrative Report: (Enhance) Additional resources should be committed to assist the Web editor. Use of the Web is expanding exponentially. The current Web editor has developed an excellent site but needs additional staff to ensure the quality of this new marketing tool in the future.
- RPAC Recommendation: Accept. RPAC emphasized that the current editor is frequently prevented from performing the job of *editor* because she is burdened with entering virtually all the content onto the University's Web site. RPAC strongly recommends that 1) each department ensure that a staff member has appropriate training to enter content, consistent with University guidelines, for departmental pages; and 2) Marketing & Communications enlist the services of students to assist the Web editor in the more routine tasks of the office.
- President: Concur with RPAC recommendation.

International Center, ESL

- Administrative Report: (Maintain) The ESL courses are in demand and provide a needed service to the community.
- RPAC Recommendation: Accept. RPAC urges that the ESL program make a strong and aggressive connection with the new Center for Special and Professional Studies.
- President: Concur with RPAC recommendation.

International Center, International Student Services

- **Administrative Report: (Reduce/Restructure)** The Committee recommends moving the financial aid administration component for international students to the Office of Student Financial Planning so that all aid is managed centrally. It is further recommended that the International Center offer expanded orientation services to international students, such as airport pickup and assistance with travel arrangements. The Committee also encourages the exploration of nine- or ten-month staffing options, since it appears that there is excess capacity within the existing staff (i.e., their program report states that growth of 20% could be managed without adding staff). The Dean of Students and the Dean of Student Financial Planning are asked to work together to implement the recommendations prior to the start of the new fiscal year on June 1, 2001.
- **RPAC Recommendation:** Accept recommendation regarding the physical move of the financial aid administration component to the Office of Student Financial Planning. The remainder of the recommendation will be postponed for discussion in conjunction with the establishment of the Center for International Studies.
- **President:** Concur with RPAC recommendation. It is important that the operations of the International Center/International Student Services be viewed in the context of the proposed Center for International Studies, of which it should serve as a basic component.

International Center, Study Abroad

- **Administrative Report: (Maintain)** Drake students generate unusually high demand for study abroad. Approximately 16% of all Drake students participate in a study abroad program prior to graduation, compared to the national average of 5%. The Committee recommends that all faculty-led travel trips be coordinated through the Study Abroad Office. In addition, the Center is encouraged to pursue opportunities for bilateral exchanges, as well as cooperation with the ANAC study abroad consortium. The Provost is asked to assist in implementing these recommendations.
- **RPAC Recommendation:** Accept. RPAC emphasized the importance of a strong connection of the study abroad program to the recommended Center for International Studies.
- **President:** Concur with RPAC recommendation. It is highly desirable that study abroad opportunities are available to all of our students, and that a much higher percentage of our students take advantage of those opportunities. The University's new initiative in establishing exchange partnerships with international universities should create more opportunities specifically designed for the needs of Drake students. Further, given our intention to structure these relationships as exchanges, the new programs should remove many of the financial obstacles currently affecting students' ability to study abroad.

Iowa Communications Network Classroom

- **Administrative Report: (Eliminate via phase-out)** At the present the ICN classroom is used only 25% of the total available hours; of that, approximately 60% represents internal use by Drake. The classroom as currently configured is inadequate and will

be expensive to upgrade. Usage of the classroom for outreach is confined to the state of Iowa. With the growth of Web and other distance-learning courses, the use of the ICN appears to have limited future potential.

- RPAC Recommendation: RPAC accepted the Committee recommendation, and indicated that the facility should be maintained only through the current academic year. However, in the course of RPAC's deliberations, the group was informed that a \$22,000 switch would have to be purchased in December in order to maintain compatibility with the ICN. Given that only three courses were scheduled for this facility for the spring semester, and all three were able to identify alternate venues, RPAC recommends that the ICN classroom operations be curtailed as of the end of the fall 2000 semester. RPAC also indicated the importance of creating a study group in the immediate future to determine the most effective strategy for positioning Drake for distance learning, technology-based education, etc., including identification of an appropriate location for the necessary technological infrastructure.
- President: Concur with RPAC recommendation, and request that the Provost appoint a study group as soon as possible. [Note: As of this writing, a Distance Education Task Force has been appointed and has begun its work.]

Law School Career Services

- Administrative Report: (Maintain)
- RPAC Recommendation: Accept. This is a highly successful operation. RPAC asks that greater exchange of information with the University's Career Services operation be considered.
- President: Concur with RPAC recommendation.

Law School, Continuing Legal Education

- Administrative Report: (Maintain) This program appears to be an important service to the legal community. Billing and collecting for this program should be handled by central Accounting. Employee benefits and indirect costs need to be charged against this program to determine true profitability. The program itself was referred to the Academic Review Committee for evaluation of its instructional quality.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Law School, National Training and Resource Center for Public Service Attorneys/Elderly Hotline

- Administrative Report: (Eliminate) The Committee does not believe there is sufficient demand to continue these programs. Moreover, it was not clearly demonstrated how these programs fit the mission of the Law School. The Provost and the Dean of the Law School are responsible for implementing this recommendation.
- RPAC Recommendation: Maintain. The Law School's response to this recommendation indicated that Drake University is required to provide training

programs as part of the legislation that helped fund the Legal Clinic, and is partially funded by the endowment created by this legislation. Elimination of the training and resource programs could result in the reversion of these funds. The hotline will continue so long as outside funds are available to support it.

- President: Concur with RPAC recommendation.

Law School, Office of Admissions and Financial Aid

- Administrative Report: (Reduce/Restructure) It is recommended that the financial aid awarding process be consolidated into Student Financial Planning. Scholarship selection by the Law School will still be expected. The Dean of the Law School and the Dean of Student Financial Planning are responsible for implementing this recommendation.
- RPAC Recommendation: Maintain. Both the Dean of the Law School and the Dean of Student Financial Planning feel the current model is the most effective.
- President: Concur with RPAC recommendation.

Law School, SBA Bookstore

- Administrative Report: (Maintain) While it would be preferable to have all textbook operations managed centrally through University Books, it appears that the law students are managing this operation in a cost-effective manner. Employee benefit charges and indirect costs should be allocated against SBA revenues in the future. The Dean of the Law School and the Vice President for Business and Finance are responsible for implementing this recommendation.
- RPAC Recommendation: Accept. RPAC agreed that centralization is not always the best solution. In this case, the SBA Bookstore seems to be a significant source of revenue for student activities in the Law School. It appears that all benefit charges and costs *are* currently charged against SBA revenues, but the Dean and the Vice President for Business and Finance are asked to verify this as soon as possible.
- President: Concur with RPAC recommendation.

Olmsted Center

- Administrative Report: (Reduce/Restructure) The Committee recommends consolidating custodial/maintenance personnel assigned to Olmsted under the supervision of Custodial/Residence Services. Consolidation of these operations provides the University with more flexibility to assign personnel as needed and to supervise the entire maintenance operation (including standardizing supply products and managing large projects) as a whole unit. In addition, the Committee recommends shifting the supervision of the Olmsted Parking Lot operation to Campus Security, which supervises all other parking operations. Scheduling of the Olmsted Center should be consolidated in the proposed all-campus scheduling operation. The Olmsted manager position has experienced significant reduction in responsibility and scope as a result of the recent food outsourcing. Other proposed restructuring changes will make elimination of this position necessary. Finally, the emphasis of the Olmsted Center itself should be shifted toward a more student-

centered environment, with building supervision and student employees managed by the Student Life Center/Dean of Students Office. The Vice President for Business and Finance is asked to implement these.

- RPAC Recommendation: Accepted. RPAC reiterated the importance of reconfiguring Olmsted to serve as a student center.
- President: Concur with RPAC recommendation. Exploration of options for reconfiguring the first floor of Olmsted as a dedicated student center is currently under way.

Physical Plant, Athletic Facilities

- Administrative Report: (Reduce/Restructure) The Committee recommends exploring alternative uses for the Tennis Center, such as an indoor golf facility, an indoor track, or a fitness center.
- RPAC Recommendation: Accept. While RPAC recognizes the desirability of a multi-use facility, the Committee is not overly optimistic that the goal is feasible in this instance.
- President: Concur with RPAC recommendation. Given the demands on the Tennis Center from two healthy intercollegiate tennis programs (men's and women's), it is unlikely that there is any way to reconfigure the center to meet other needs.

Physical Plant, Crafts

- Administrative Report: (Reduce/Restructure) The Committee recommends a reduction in overtime for the current electricians by the addition of an electrician's helper. Moreover, consolidation of Real Estate staff with Crafts is recommended to provide more opportunities for cross-utilization and flexible scheduling.
- RPAC Recommendation: Defer, pending recommendation on outsourcing of Physical Plant functions.
- President: Concur with RPAC recommendation.

Physical Plant, Custodial (Academic and Administrative)

Physical Plant, Residence Services

- Administrative Report: (Reduce/Restructure) Comparison of Drake's custodial staffing levels with peers and national norms indicates that Drake's staff is efficient. However, the Committee recommends reducing the cleaning level in administrative offices to every other day in consideration of additional weekend staffing for the residence halls. Further, the Committee recommends moving the custodial/maintenance employees in the Olmsted Center under the supervision of the Custodial Services umbrella to provide more overall flexibility for scheduling and staffing.
- RPAC Recommendation: Defer, pending recommendation on outsourcing of Physical Plant functions.
- President: Concur with RPAC recommendation.

Physical Plant, Deferred Maintenance

- Administrative Report: (Enhance) The Committee strongly recommends that Drake find a way to enhance funding levels to reduce the deferred maintenance backlog, which currently stands at close to \$30 million.

Excellent quality and service at Drake must be a reality throughout all its operations. In the past, Drake has repeatedly diverted resources from its facilities and grounds in an attempt to respond to other short-term needs. The practice of deferring maintenance and its subsequent impact on student recruitment and retention can no longer be ignored. The physical campus and grounds are consequently recommended for enhancement.

As the primary places where students live and learn, Drake's residence halls are at the forefront of the facilities targeted for enhancement. The Committee noted that additional financial resources to upgrade the residence halls, reduce the deferred maintenance backlog, improve the campus appearance, and ensure the health, safety and comfort of students and employees is crucial.

- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation. Deferred maintenance has clearly long been an issue (as it is on many campuses throughout the country), and a range of issues, both structural and cosmetic, must be addressed as vigorously as possible. The Board and the Cabinet are committed to identifying ways to address the deferred maintenance issues.

Physical Plant, Grounds

- Administrative Report: (Reduce/Restructure) While the Committee believes that improvement of the campus grounds is critical, concern was expressed regarding the seasonal nature of the Grounds staff (including those involved in athletic field maintenance). Ways to reduce some staff to seasonal positions should be explored. The appearance of the campus grounds needs to be continually upgraded to provide support for Drake's student recruitment effort.
- RPAC Recommendation: Defer, pending recommendation on outsourcing of Physical Plant functions.
- President: Concur with RPAC recommendation.

Physical Plant, HVAC

- Administrative Report: (Reduce/Restructure) The Committee recommends that a reduction in the number of HVAC staff be explored. Currently, two full-time HVAC are available 24 hours per day, seven days per week; reduction of this staffing level seems possible without a significant disruption in service quality or response time. In addition, the Committee recommends that outsourcing or corporate partnering be explored to reduce the costs of this operation.
- RPAC Recommendation: Defer, pending recommendation on outsourcing of Physical Plant functions.
- President: Concur with RPAC recommendation.

Physical Plant, Hauling

- Administrative Report: (Reduce/Restructure) The Committee recommends that the hauling function be reduced and consolidated into the Custodial/Residence Services or Crafts operation. The Committee noted that a significant reduction in routine hauling functions has occurred during the past year as a result of changes in the food and Print Shop operations.

Departments that have used hauling to transport equipment (like Athletics and Music) will need to provide their own staff or students to perform this occasional function.

- RPAC Recommendation: Defer, pending recommendation on outsourcing of Physical Plant functions.
- President: Concur with RPAC recommendation.

Physical Plant, Office Operations

- Administrative Report: (Reduce/Restructure) As noted in the Physical Plant Overview above, the Committee recommends that a thorough examination of an outsourced Physical Plant operation be explored within the next four to six months for opportunities in both cost savings and improved services. The Committee also recommends that keyless entry for academic buildings and residence halls be explored as a means of improving security and moving toward an all-campus card.
- RPAC Recommendation: Defer, pending recommendation on outsourcing of Physical Plant functions.
- President: Concur with RPAC recommendation.

Physical Plant, Plant Stores

- Administrative Report: (Eliminate) The Committee believes that the function of Plant Stores is an unnecessary intermediate step that should be eliminated. Inventories should not be permitted to accumulate. Supplies should be ordered on a just-in-time basis and delivered directly by the vendor to the appropriate physical plant supervisor.
- RPAC Recommendation: Defer pending recommendation on outsourcing of Physical Plant functions.
- President: Concur with RPAC recommendation.

Physical Plant, President's House

- Administrative Report: (Reduce/Restructure) The Committee suggests that Drake examine the use of contracted services to provide grounds and maintenance services for the President's residence. The Vice President for Business and Finance will work with the Director of the Physical Plant and the President to explore implementation of this recommendation.
- RPAC Recommendation: Accept. This issue should be considered within the context of the overall Physical Plant outsourcing investigation. No matter what the

outcome of that initiative, it does appear that there would be savings incurred from the use of contracted services at this facility.

RPAC discussions focused on the benefits to the University of the President's House. Since the building and grounds have been owned outright by the University for over half a century, costs are limited to utilities, maintenance, and repair (which, in a building nearly a century old, are not insignificant). Both the President and the Vice President for Institutional Advancement explained the importance of the building as a University venue for meetings, gatherings, and entertaining constituencies important to the University. During the academic year, from one to four events per week take place in the house, ranging from small gatherings of several people to receptions for hundreds.

- President: Concur with RPAC recommendation. While the President's House does serve an important role in advancing the University's interests, and in serving as a venue for meetings, it can and should have a greater connection to campus events, serving as a location for receptions, dinners, etc. for visiting lecturers, dignitaries, and other guests of the University.

Physical Plant, Real Estate

- Administrative Report: (Reduce/Restructure) All real estate holdings of the University should be reviewed by the Buildings and Grounds Committee of the Board to ensure the optimal use of Drake's limited resources. The Committee recommends that all student-related housing be billed through Student Accounts. Moreover, consolidation of Real Estate staff with Crafts is recommended to provide more opportunities for cross-utilization and flexible scheduling.
- RPAC Recommendation: Defer, pending recommendation on outsourcing of Physical Plant functions.
- President: Concur with RPAC recommendation.

Physical Plant, Utilities

- Administrative Report: (Maintain) The Physical Plant administration should continue to explore opportunities for energy savings and partnering to negotiate volume pricing.
- RPAC Recommendation: Defer, pending recommendation on outsourcing of Physical Plant functions.
- President: Concur with RPAC recommendation.

Physical Plant, Waste Disposal

- Administrative Report: (Reduce/Restructure, explore outsourcing) A new garbage truck will be needed within the next 12 to 15 months. The Committee recommends that outsourcing of waste disposal be explored to see if cost savings could be generated and further capital investment avoided. Consideration should also be given to partnering with other colleges and universities within the Des Moines area to contract as a group buyer for waste disposal services.

- RPAC Recommendation: Defer, pending recommendation on outsourcing of Physical Plant functions.
- President: Concur with RPAC recommendation.

President's Office

- Administrative Report: (Maintain) When the position becomes available, the responsibilities of the Executive Assistant should be reviewed. At that time, consideration should be given to substituting a lower-level administrative position for the Executive Assistant position.
- RPAC Recommendation: Accept. It was emphasized in the course of discussion that the recommendation of the Administrative Program Review Committee does not reflect the importance or level of responsibilities of the Executive Assistant (who also serves as Secretary to the University).

Discussion regarding the President's Office staff led to a broader discussion regarding benefits provided to senior and sometimes not-so-senior administrators and staff at the University, ranging from club memberships and automobiles to cell phones. It was emphasized that while such items might be viewed as "perks," they should normally only be provided when they are essential requirements of the job (e.g., providing an automobile for an admissions officer who must drive tens of thousands of miles a year on University business).

- President: Concur with RPAC recommendation. This is an issue of concern that had been addressed recently by the Cabinet, and an audit of these "perks" is under way to determine "who has what and why." It is evident that the University has had no consistent policy or practice in this area. It is expected that the current audit will lead to consistent and appropriate policy and practice.

Provost's Office

- Administrative Report: (Reduce/Restructure) The Provost's Office report covered a number of functions and positions, including Provost, Associate Provost, Budget Director, Faculty Research, Research and Technology Grants, Assessment and Institutional Research, and Faculty Recruitment.

The Committee recommends the elimination of the Budget Director position in the Provost's Office, as it appears to be duplicative of the Budget Director in Business and Finance. Further, it is recommended that tracking of required matching funds for research grants should be managed by the grants accountant, since funding is tied to budget availability.

The relationship between the requested grant and the University's mission should receive more careful oversight by the Provost's Office before the grant application is submitted. It was recommended that policies regarding the funding of faculty research be reviewed and simplified.

It was further recommended that the internal Research and Technology Grants program be eliminated and rolled into an overall Faculty Development program (with funds managed by the Provost). The Committee recognizes the importance of funding faculty development in an equitable way that serves the institution's needs. A new model is needed.

The Committee noted that the responsibilities assigned to the Associate Provost have been reduced in the past two years. It is recommended that this position be re-evaluated by the Provost.

The Institutional Research and Assessment program is not effective and does not meet the institution's needs for information. The Committee acknowledges the importance of institutional research and the measurement of outcomes to the institution, the public and various accrediting bodies. Consequently, it is recommended that this function be enhanced. The Committee recommends that institutional research and assessment be the focus of a full-time position.

The Committee recommends that all funds for Faculty Recruitment be pooled and centrally managed by the Provost's Office (i.e., some faculty recruitment funds are currently managed by the Deans and some by the Provost). A new institutional policy may be necessary.

- RPAC Recommendation: Restructure. RPAC took note of the concerns raised by the Committee, and in particular emphasized the critical importance of an effective and integrated institutional research and assessment function. Rather than addressing other specific recommendations, RPAC took note of the fact that the recently appointed Provost has begun a study of the functions and responsibilities of his office, and entrusts the reorganization plan to his judgment.
- President: Concur with RPAC recommendation.

Provost's Office, Academic Computing Fellows

- Administrative Report: (Eliminate) The Fellows program was created to meet a specific need; that context has changed. The Committee recommends the elimination of the Academic Computing Fellows with the belief that Instructional Technology should be centrally planned and managed as part of the Information Technology operation. The Committee recognizes the high need for supplemental technology support by the faculty, but believes that such support should be part of the overall IT plan for Drake. Instructional Technology overall is recommended by the Committee for enhancement.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Provost's Office, Drake Curriculum Administration

- Administrative Report: (Reduce/Restructure, via consolidation) The Committee questioned the need for a director of the Drake Curriculum. It was not clear that the

duties were sufficient to require a position at the director level. It is strongly recommended by the Committee that the administration of the Drake Curriculum be combined with the administration of the First-year Seminars and both responsibilities covered by the same faculty member. [This change has already occurred.]

- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Provost's Office, Summer Sessions and Web-based Courses

- Administrative Report: (Reduce/Restructure) The Committee cited the need for a strategic institutional decision with respect to the direction of summer and Web-based instruction. The Committee questioned the locus of these programs in the Provost's Office. It is recommended that the administration of summer and Web-courses be incorporated into the colleges' and schools' normal offerings. Scheduling and classroom assignment for summer should be managed by the Registrar's Office. The central Marketing and Communications Office should handle marketing for summer and Web-based courses.

In reviewing both the summer and Web-based courses, the Committee noted a significant need to re-examine the compensation systems for summer and Web instruction. Drake's compensation policy with respect to summer is significantly different from and higher than that of our ANAC peers. There is a critical need to rationalize the faculty pay for summer courses. The compensation policy for Web courses also demands revision. Currently, compensation is based upon the number of students in the class. This method overcomplicates administrative processing and is subject to manipulation.

In addition, the Committee noted the existence of many small summer classes that have a four-student minimum. There is a need to re-examine this minimum class size to ensure the cost-effectiveness of summer offerings. It was suggested that the provision of summer courses should be driven by marketplace demand, not other factors. To avoid unnecessary reduction of full-time tuition revenue, the effect of offering required courses during the summer or by the Web should be considered. More oversight with respect to course offerings in the summer is recommended.

Serious thought needs to be given to the philosophical and fiscal matters related to summer and Web-based instruction at Drake. It is suggested that the Provost work with the Deans and the Vice President for Business and Finance to establish a new plan and new administrative policies relative to summer and Web-based instruction; all other recommendations are the responsibility of the Provost and Deans.

- RPAC Recommendation: Refer consideration of these issues to the Provost and his reorganization effort. RPAC agreed with the spirit and intent of these recommendations.
- President: Concur with RPAC recommendation.

School of Journalism and Mass Communication, Internships

- Administrative Report: (Maintain) Internship programs for the professional schools appear to be more effectively administered by the colleges and schools themselves rather than in central Career Services.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

School of Education, Adult Literacy

- Administrative Report: (Maintain) The Adult Literacy Program provides an important community service to adults in the Des Moines community. Funding is provided by a grant. If grant funds expire, Drake should reevaluate the continuation of this program.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

SOE, Head Start

- Administrative Report: (Reduce/Restructure) Head Start provides a valuable service to the Des Moines community, but it is uncertain whether reciprocal benefit accrues to Drake aside from some indirect cost recovery. The Committee expressed concern because of Head Start's lack of integration with the University and the mission of SOE. Drake has sponsored Head Start for 24 years, but it appears that integration with the University has been a continuing issue.

The Head Start program does not enhance the mission of the SOE since almost no Drake students and no Drake faculty are involved in the Head Start program. Yet it is estimated that Head Start absorbs approximately 25% of the Interim Dean's available time. The Dean's time is not reimbursed by the grant. The Committee questions whether this is the best use of such a large portion of the Dean's time.

By its very nature as a child-care provider, Head Start adds significant liability exposure to the institution. Moreover, Head Start frequently has acted independently without regard for University policies and regulations.

While Drake values its relationship with Head Start, clearly Head Start is not central to Drake's mission and provides minimal benefit to the University. Nevertheless, it uses a significant amount of University staff time and facility space, some without reimbursement.

If Head Start is to continue at Drake, the Committee recommends that a written plan (with an implementation timeframe) for integrating the program into the educational experience of Drake students and faculty should be developed and presented to the Provost by January 1, 2001. In addition, the Committee recommends that the duplication of administrative resources created by Head Start

(such as its own human resource manager) be eliminated as a stand-alone entity at the end of the current grant period. (Alternatively, the position could have a direct reporting relationship with Human Resources to permit better integration with University policies and procedures.) Moreover, the Committee recommends that reimbursement for the Interim Dean's time be recovered from the grant and that the indirect cost percentage be renegotiated to more accurately reflect Drake's true administrative costs.

Finally, should the Academic Review Committee recommend the elimination of the early childhood program in SOE, the Committee recommends that the program be urged to seek another sponsor. Further expansion of the Head Start program under the auspices of Drake University does not seem to be in the best interests of the University.

- RPAC Recommendation: Redesign. RPAC, too, expressed strong concern regarding the lack of integration of the Head Start program into the fabric of the University. While providing an important community service (a not-insignificant justification), it has not been clear to date how the program can and should contribute to the education of Drake students, nor whether this has even been a concern. RPAC also noted that administration of the Head Start program demands as much as one quarter of the time of the Interim Dean of the School of Education, which is not budgeted in the grant. Further, it was noted that the indirect cost recovery rate of the current grant is far below standard and does not come close to reimbursing the University for the real cost of administering Head Start.

A response from the Head Start staff and the SOE regarding the Administrative Program Review Committee's programmatic concerns noted that there have been efforts of late to provide greater connection to the University community, including Internet connections at Head Start sites, the creation of a research database and a curriculum site on the Web, expressed interest in participating in the Des Moines Higher Education Center facility, and the implementation of a mobile unit.

RPAC believes that the Head Start program can serve as an important learning laboratory for Drake students without compromising its primary mission. (Indeed, greater integration into the University's programmatic efforts may well enhance Head Start's ability to address its primary mission.) Head Start can and should provide significant opportunities for student and faculty research and for internships in a variety of academic programs, from education and psychology to accounting and law.

RPAC thus charges the Interim Dean of the SOE and the Head Start staff with developing a realistic and creative plan to address these issues, ranging from programmatic to financial. The Provost is also asked to consider the reporting relationship for the director of Head Start; RPAC noted that the current reporting

line to the Interim Dean of the SOE, without connections to other parts of the University, may contribute to the program's isolation.

- President: Concur with RPAC recommendation.

SOE, Iowa Reading Recovery Conference

- Administrative Report: (Maintain)
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

SOE, Resource Center for Issues in Special Education

- Administrative Report: (Eliminate) The Committee recommends elimination of this program because of its lack of integration with the mission of the University and SOE. This program utilizes University-owned space and operates as an independent entity. Grant funding expires in June 2001 and the program should be terminated at that time. The Provost and the Interim Dean of SOE are responsible for implementing this recommendation.
- RPAC Recommendation: Redesign. RPAC recognized the importance of a program that provides training and staff development for professionals in special education, but acknowledged as well serious issues related to the program's isolation from the rest of the University. RPAC charges the Provost and the Interim Dean of the School of Education with oversight of the development of a strategic plan for the Resource Center that describes measures for 1) greater integration into the University's educational programming, including internships, research, and use of educational media; and 2) development of continued, full, external support. RPAC also recommends the relocation of the center to a University building in order to recover rental income from the existing property.
- President: Concur with RPAC recommendation.

SOE, Schott Family Young Writers' Conference

- Administrative Report: (Enhance) The Committee recommends that efforts be made to provide more involvement of Admissions and Student Life in this conference as a means of enhancing Drake's future recruitment of these students.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

SOE, Successful Practices in Reading and Writing

- Administrative Report: (Maintain)
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Security

- Administrative Report: (Maintain) Security at Drake is high-quality operation. It is recommended that Security begin supervision of the Olmsted Parking operation on

November 1, 2000. The feasibility and cost-effectiveness of electronic gates to reduce the need for parking lot attendants should also be explored.

- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Student Financial Planning

- Administrative Report: (Reduce/Restructure) Comparison with peer institutions indicates that Drake's Office of SFP appears to be slightly overstuffed. Consequently, the Office appears able to accept additional responsibilities within its existing staff. The Committee recommends the following:
 1. Drake should explore the creation of a student business services office in Olmsted Center on a seasonal basis for the convenience of Drake students. Student business services might include representatives from Student Financial Planning, Student Accounts, Student Employment, and the Registrar's Office.
 2. Drake should consolidate the administration of all financial aid with the exception of athletic aid, which is extremely technical and governed by the NCAA rules, into the Office of Student Financial Planning. That is, the financial aid functions in the International Center and the Law School should be transferred to SFP. (The Law School would still establish its own criteria and select the recipients of scholarships.)
 3. To reduce the flow of paper, all student aid databases should be submitted electronically to SFP re scholarships awarded by athletics and the colleges/schools.
 4. To further reduce the overlap between Career Services and Financial Aid regarding student employment, management of student employment should be consolidated in SFP and staffing reduced by one FTE, either in Career Services or SFP.
 5. Graduate assistant waivers and stipends should be centrally managed by the Office of SFP. The total funding for graduate waivers and stipends appears high and should be reviewed within the context of Drake's total full-time graduate student population. Cost savings opportunities appear to exist.
 6. The veteran's certification function should be moved to the Registrar's Office.
 7. The Committee concurs with the recommendation of the Office of SFP that Drake implement Direct Lending for graduate student loans, assuming that no additional staff will be required and that the Board of Trustees approves this plan. (Additional revenue to be generated as a result of direct lending is estimated at \$100-300,000 annually.)

The Vice President for Business and Finance, the Provost, and the Dean of Student Financial Planning are asked to work together to implement these recommendations.

- RPAC Recommendation: Accept recommendation for design and implementation of a "one-stop" student service center. Defer other recommendations pending

resolution of Recommendation 1. The Vice President for Business and Finance, the Provost, and the Dean of Student Financial Planning are charged with the oversight and disposition of these recommendations as they see appropriate.

- President: Concur with RPAC recommendation. A study group is currently exploring potential designs and implementation for a one-stop student service operation.

Student Financial Planning, Institutional Aid

- Administrative Report: (Reduce/Restructure) The Committee believes that there is no future in increasing the tuition discount factor in the long run. While the Committee understands and supports the need to increase enrollment numbers and improve the academic profile of admitted students, the Committee believes that increasing net tuition revenue is critical to Drake's long-term financial health. Drake's freshman discount factor is considerably higher than that of its peers (49.7% at Drake compared to 38.9 % at similar institutions, according to the most recent NACUBO Tuition Discounting Study). The current budget for institutional aid is approximately \$23 million [\$25 million in 2000-2001 – D.M.] with only about 10% of that total endowed. The Committee believes that a reduction in institutional aid levels may be possible without a negative impact on enrollment.

The Committee recommends that Drake conduct a thorough analysis of its current awarding philosophy. A new approach to student financial aid is needed. The Committee wants to ensure that Drake is *more affordable* for those who can't afford a Drake education and *more attractive* to those who can afford it.

Special consideration needs to be given to the use and labeling of merit and need-based aid. For example, the financial aid grid shows \$4,500 in merit aid is available for any student with a 21 ACT and 3.0 GPA. The Committee questions this definition of "merit" aid. Moreover, specific (non-endowed) academic scholarships should be re-evaluated regularly to ensure that they are still consistent with the University's academic goals. The recommendation to substitute supplemental, departmental scholarship aid to merit-based students has already been approved by the Cabinet and the Dean's Council for phased implementation in the fall of 2001.

In addition to tuition discounting, the Committee further recommends that a study be conducted to determine the economic feasibility of reducing the funds available for student employment and graduate assistantships. While it is acknowledged that student employees frequently provide a necessary and vital service to administrative offices, it appears that not all student employees are productively engaged. Furthermore, the entire process of assigning student employment funds to various offices needs to be revamped to ensure that institutional priorities are being met.

The Committee recommends that the President, the Cabinet, the Dean of Admission and the Dean of Student Financial Planning work together to explore and implement these recommendations.

- **RPAC Recommendation: Accept.** The University must remain committed to providing access to all academically qualified students, regardless of ability to pay. However, as noted by the Administrative Program Review Committee, our current policies governing the award of financial aid are imposing a huge burden on the University budget, and there are indications that a different approach might lessen that burden, while still providing support for students who need it, and still appropriately rewarding students for excellence in academics and other areas. It is hoped that any savings incurred from a reconfiguration of financial aid awards would contribute to improvements that in and of themselves would further enhance the University's ability to attract and retain top students.
- **President: Concur with RPAC recommendation.** In December 2000, the University contracted with Noel/Levitz, one of the premier consulting firms in higher education on issues of admissions and financial aid. The firm has acquired a well-deserved national reputation for addressing precisely the kinds of concerns that we have before us, and for developing a financial aid modeling system that rationalizes financial aid awards to a far greater level of sophistication than any single institution is able to do "in-house." Working with Noel/Levitz, the University will conduct a full review of current policies and practice, and reconfigure its financial aid award practices on the basis of ongoing collaborative studies of the applicant pool. It should be noted that while we intend to revise our award structure for incoming students, beginning next year, the new model will have no impact on the University's commitments to currently enrolled students.

Student Life, Counseling Center

- **Administrative Report: (Enhance)** The Committee recognizes the increased need for student counseling on campus. In recent years, the number of students seeking counseling and the severity of student mental health problems has increased considerably. Therefore, the Committee recommends enhanced funding for the Counseling Center to permit the addition of a part-time psychiatrist.
- **RPAC Recommendation: Accept.** RPAC agreed with the need to consider enhancement of the Counseling Center, and charges the Dean of Students with putting together a task force (comprising both on- and off-campus expertise) to conduct a study of the demands placed on the Counseling Center (current and anticipated), and to make recommendations regarding what services can and should be provided by the center, with particular attention to issues of diversity, range of expertise, and the various categories of service (crisis intervention, short-term counseling, long-term counseling, group support and therapy, monitoring of medication, etc.).
- **President: Concur with RPAC recommendation.**

Student Life, Cultural Centers

- **Administrative Report: (Reduce/Restructure)** The Committee recommends a new integrated multicultural focus for Drake. To achieve this focus, the Committee recommends consolidating the existing cultural centers into one multicultural center housed in the current International Center. Student groups would be assigned space in the center based upon participation levels and activity needs. Student groups housed in the new Multicultural Center will be permitted to apply for residence in one of the academic village houses (when they are created) on the same basis as all other student groups. The Dean of Students and the Director of the Physical Plant are asked to work together to implement these recommendations prior to the next academic year.

The administrative functions that are currently housed in the International Center would be moved to the lower level of Morehouse (see International Center report).

- **RPAC Recommendation: Maintain and relocate.** RPAC took into account a variety of arguments against combining the cultural centers into one multicultural facility, ranging from the tangible need for a discrete, comfortable refuge to the symbolic importance of University support of individual minority cultures. There was an equally compelling argument regarding the unfortunate message that would derive from placing all “different” cultures in one facility. It was also emphasized that cultural centers can and should be a powerful tool in the University’s efforts to recruit and retain a diverse student population.

However, it was noted and acknowledged that the cultural centers must be more accountable to the University as a whole, providing greater service to the University community. The phrases “more welcoming,” “more involved,” and “more connected” were frequent in our discussion.

RPAC’s recommendation is to maintain the discrete cultural houses (e.g., Black Cultural Center, La Casa), but to relocate the BCC to the currently planned Residential Village. The University-owned house on 28th Street, next to La Casa, is suggested as an appropriate option. This move will enable the University to sell the current property (recommended by the Administrative Program Review Committee), which is located several blocks from the campus, outside the University’s master plan. We ask that the Dean of Students include this move in his planning for the implementation of the Residential Village and, if feasible, complete the move before the fall 2001 semester begins.

Further, RPAC recommends that the BCC and future cultural centers in the Residential Village be at least partially residential, which will encourage greater integration into campus life and provide some financial offset as well.

RPAC also urges Institutional Advancement to work with appropriate student life staff to identify and contact alumni with particular connections to the cultural

centers, in order to solicit contributions either to operating expenses or to a permanent endowment that would support the operations of each center.

Finally, RPAC asks that the Dean of Students charge each of the cultural centers to present an annual plan of operation, for which the centers will be held accountable in carrying out a program of education, cultural events, and resource sharing with the campus as a whole.

RPAC endorses the move of the administrative functions of the International Center to the lower level of Morehouse, for which the International Center staff indicated strong approval. We also note that it is expected that a residential international house is likely to be included in the Residential Village.

- President: Concur with RPAC recommendation.

Student Life, Dean of Students Office

- Administrative Report: (Maintain) The Committee expressed concern that the Dean of Students Office seemed more reactive than proactive. It was suggested that programming for students needs to be enhanced. Further, it was recommended that the staff reporting to the Dean of Students should be trained to relieve some of the day-to-day responsibilities from the Dean and, thus, free up time for more strategic planning. The Dean of Students is responsible for implementing these recommendations.
- RPAC Recommendation: Accept.
- President: Concur with RPAC recommendation.

Student Life, Greek Life

- Administrative Report: (Maintain)
- RPAC Recommendation: Maintain. RPAC noted, however, that there is a broad range of concerns related to Greek life on the Drake campus – issues of which the Dean of Students Office is well aware. RPAC recommends a rethinking of the oversight function of the Greek Life office, with a mandate for a systematic response to issues that include declining academic performance (fraternities); alcohol and substance abuse; sexual harassment issues; behavioral issues; greater integration into campus life; consideration of deferred rush.
- President: Concur with RPAC recommendation.

Student Life, Health Center

- Administrative Report: (Maintain) The Health Center is an outsourced operation. With the elimination of the Disability Resource Center, the Health Center will need to be involved in coordinating the assessment of student disabilities.
- RPAC Recommendation: Accept. Note: The Disability Resource Center has not been eliminated, but restructured and relocated to the Health Center.
- President: Concur with RPAC recommendation.

Student Life, Orientation

- **Administrative Report: (Maintain)** The Committee believes that Orientation is one of the higher-quality programs offered to incoming students. It was recommended that the fee charged for Orientation should be increased in 2001 since it has been stable for 10 years. It was also recommended that any compensation provided to faculty or exempt staff for participation in Orientation should be determined at the University level by the Provost (as opposed to the college level) and, if awarded, it should be at a uniform rate.
- **RPAC Recommendation:** Accept.
- **President:** Concur with RPAC recommendation.

Student Life, Residence Halls

- **Administrative Report: (Enhance)** The Committee noted that the Residence Hall facilities at Drake are in need of major renovation and enhancement. Opportunities for future student recruitment will be hampered by the deteriorating condition of student living space. The Committee recommends that a plan for enhancement of the residence halls be developed jointly by Student Life and Business and Finance for presentation to the Cabinet and the Buildings and Grounds Committee of the Board before the end of the calendar year. Additional debt may be necessary to fund the plan.
- **RPAC Recommendation:** Accept.
- **President:** Concur with RPAC recommendation. The Dean of Students and Director of Housing made a preliminary presentation on a campus Residence Life Plan to the Board of Trustees in October. As a result, the administration has been charged with presenting concrete options (both architectural and financial) to the Board in February 2001. Vice President Payseur and Dean Price are co-chairing a task force that is in the process of developing these plans.

Student Life, Residence Life Administration

- **Administrative Report: (Reduce/Restructure)** The Committee recommends that the desk operations in the residence halls be restructured to reduce coverage during daylight hours. In addition, the Committee expressed support for the development of integrated academic/residential learning communities. The Dean of Students is responsible for implementing this recommendation.
- **RPAC Recommendation:** Defer. While the cost savings of implementing this recommendation would be considerable (approx. \$40,000/year), RPAC was responsive to concerns expressed by students regarding: 1) desk duty is a major source of student income; 2) safety and security; 3) access to residence hall facilities and equipment. In regard to concern #1, RPAC also questioned how much of this income derived from work study funds (if it were substantial, there would be little ultimate savings to the University). In view of the University's plans for a major reconfiguration of residence hall life in the next two years, RPAC recommends deferral of a decision on this issue pending an assessment of the needs that arise from the new arrangement.

- President: Concur with RPAC recommendation.

Student Life, Student Life Center/Student Activities and Organizations

- Administrative Report: (Reduce/Restructure) The Committee acknowledged that SLC should be one of the most vital programs for students, yet there was consensus that the SLC Office needs a totally new vision and direction. The true purpose of the SLC Office was not clear to the Committee and may not be clear to the students themselves. The main function of the SLC office currently is to provide technology and publicity support for student groups. Confusion exists among students and staff regarding where to go to resolve various student problems, e.g., roommate issues, etc. A service orientation needs to be established. It is recommended that the SLC office play a greater role in the development of student activities and the revitalization of student life on campus. Restructuring of the Olmsted Center operation to increase Drake's emphasis on student functions will further necessitate the redefinition and restructuring of this operation. The Dean of Students is responsible for implementing this recommendation.
- RPAC Recommendation: Restructure. RPAC agrees with the need to reconfigure this operation to focus more rigorously on providing a range of essential services to students.
- President: Concur with RPAC recommendation. The Dean of Students is asked to present a detailed plan for the recommended reorganization to the Provost by the end of the spring 2001 semester.