

Drake University: Vision 2025

In 2025, Drake University is nationally acknowledged as one of the premier institutions of higher education in the United States. That stature derives from the exceptional quality of its academic programs, its distinctive commitment to the integration of liberal education, professional preparation and personal development, and from the following defining

*In 2025, characteristics:*¹

- ❖ *In 2025, Drake University is an international leader in innovative and effective models for the discovery, preservation and transmission of knowledge*
- ❖ *In 2025, Drake University emphasizes collaborative learning*
- ❖ *In 2025, Drake University is a global institution*
- ❖ *In 2025, Drake University is a leader in new faculty models for the 21st Century*
- ❖ *In 2025, Drake University is the home of the internationally prominent Institute In 2025, for Creative Teaching & Learning*
- ❖ *In 2025, Drake University has a select group of nationally-recognized programs in graduate education*
- ❖ *In 2025, Drake University is the home of a constellation of interdisciplinary programs and centers*
- ❖ *In 2025, Drake University is diverse*
- ❖ *In 2025, Drake University is committed to access*
- ❖ *In 2025, Drake University has financial resources sufficient to achieve its mission, and manages those resources in an open, responsible, and responsive manner*
- ❖ *In 2025, Drake University has an administrative structure and operating behavior that enable a consistently strong, flexible, and appropriate response to changing conditions*
- ❖ *In 2025, Drake University has a strong commitment to the principle of life-long learning*
- ❖ *In 2025, Drake University has a physical plant that supports excellence in teaching and learning, and that facilitates the true integration of student life into the learning experience*
- ❖ *In 2025, Drake University serves as a national model for the integration of success in intercollegiate athletics and high academic achievement*
- ❖ *In 2025, Drake University is a significant contributor to the vitality of Des Moines, Central Iowa, the Midwest, and the Nation*

¹ A detailed explication of these defining characteristics begins on page 6.

Drake University: Vision 2025

Draft: January 2007

I. **Purpose:** *Drake University: Vision 2025* is a picture of what the University aspires to be in twenty years. It is a picture composed for the most part of broad strokes, rather than fine detail. Its primary function is to provide a sense of direction and purpose that will serve as a guide for the University's ongoing strategic planning efforts:

- It is intended to be *descriptive* of what Drake University can – and should – look like in the year 2025, focusing on the programmatic, behavioral, cultural, and structural attributes of the institution. While the ambitious time frame (20 years) discourages any aspiration for certainty or comprehensiveness, *Vision 2025* strives to be both appropriately concrete and *representative* (rather than exhaustive) of the institution's desired attributes.
- It is meant to be *aspirational*: providing a set of ambitious – but feasible – goals that we can reach for, stretching the limits of our imagination, effort, and resources.
- It is meant to be *inspirational*: encouraging the University's various constituencies – both on campus and off – to engage in efforts that make the vision come true, and to generate the resources required to do so. (It is acknowledged that differently-crafted, more focused versions of this narrative will be required for it to be truly inspirational to several important external audiences.)
- It is deliberately *provocative and challenging*: *Vision 2025* is not an easy *answer* to what Drake University will look like in twenty years, but rather an intentional catalyst for ongoing discussions of the *questions* that it raises – questions that in many cases challenge the basic assumptions on which Drake, and all other universities, function. By their very nature, those questions can and should be unsettling, and may at times be perceived as an assault – however unintentional – on things that many of us hold dear. All the more reason to raise them, of course; if our current assumptions cannot withstand challenge, and if we are not open to new sets of assumptions, the very future of the University is at risk.

Vision 2025 is decidedly *not* a strategic plan; it is not meant to be *prescriptive* in determining what we do for the next twenty years, but *descriptive* of a possible and desired future. If it serves its purpose well, it will evolve over time as a

result of our collective deliberations (it already has in the past 18 months since the distribution and discussion of earlier drafts).

It is also decidedly *not* a “vision statement;” for the purposes of this exercise, brevity is not as much of a virtue as are comprehensiveness and inclusion. As noted above, *it is accepted that for purposes of communicating the essence and excitement of this vision to a variety of audiences – internal and external – more concise statements designed specifically for that goal will be required.*

Peter Ewell said that institutions like Drake University are either “going to be extinct, or going to be the future of higher education.” Which of these options will be our fate will be determined by our ability to ask the right questions, and to collectively come to the right answers. *Vision 2025* is meant, above all, to help us focus on those questions.

II. Assumptions: The most fundamental assumption on which *Vision 2025* is based is that the only thing that we know about the future twenty years from now is that it will be different from our current reality – and different in many ways that we cannot even begin to describe with any degree of reliability (e.g., had we had this discussion twenty years ago, it is not likely that we would have foreseen the emergence and profound impact of the Internet). The consequence of this fundamental assumption is that Drake University in twenty years will be different from what it is now in some profound ways – while remaining faithful to our mission, and without losing the core sense of who and what we are as a academic community. There is no reason to believe that anything that we now do will be the same – some things may turn out to be identical, or similar, to their current form, but it would be risky to assume that probability at this stage.

A. External: As is the case in 2005, Drake University of 2025 must be prepared – in structure, culture, resources, and behavior – to respond effectively to changing external conditions. The following assumptions regarding that external environment have informed the development of *Vision 2025*:

- It is *unpredictable*: Events of the past fifteen years have shown that we are unable to predict dramatic developments that have had a profound effect on the way in which we live, and on the way that the University must function.
- It is characterized by increasingly rapid *change*: a variety of forces – social, ideological, political, economic, technological and scientific – have continued, and will continue, to accelerate the pace of change. A successful university must be prepared not simply to anticipate and respond to change, but to

manage it, and to exploit change to its own advantage – and to prepare its graduates to manage change.

- There will be profound changes in the *nature of work*, and in the kinds of professions and careers that our graduates will pursue, requiring the university to carefully and continually assess the relationships among education, training, and work.
- It is *science and technology-intensive*: we have already seen in the past decade the profound ways in which science and technology can affect our lives – for the better and for the worse.
- It is highly *diverse*: By 2025, the United States will be close to the point that there is no racial majority, and most areas of the country will be extremely diverse in terms of race, ethnicity, and nationality.
- It is *global*: As a result of factors such as technology, multinational business, and transportation, national boundaries will have little significance in matters of economic competition and communication.
- The *economic demographics* in the United States will continue to polarize toward the extremes, with a significant increase in the number of people for whom higher education without financial assistance is out of reach.
- *Confrontation and security*: We must anticipate a continuation of cultural, religious, and ideological clashes, both domestically and on a global scale, as well as major involuntary movements of peoples as a result of conflict, disease, and famine.
- *Health and longevity*: The 21st Century has seen significant advances in medicine, disease prevention, and nutrition. At the same time, increased longevity, the emergence of new diseases, increased global travel, increased population density, and the cost of new technologies have created new and daunting challenges. Health and aging define the largest set of domestic public-policy issues.
- *Des Moines will grow significantly* as a result of ongoing population migration from the large urban areas on the coasts to Midwestern cities perceived to offer a higher quality of life (a phenomenon noted in 2004 by Rich Karlgaard, publisher of *Forbes*, in his book, *Life 2.0-How People across America are Transforming Their Lives by Finding the Where of Their Happiness*).

B. Higher education: *Vision 2025* is grounded in several assumptions about higher education that will affect our institutional choices:

- Drake University will be functioning in a *highly competitive market*: The competition for students, faculty and staff, and resources will be intense. That level of competition requires that we have a clear sense of who we are, of who the competition is, and clear strategies to differentiate ourselves in that market.

- A student's *education will be modular*: We will be faced with a continual increase in: a "consumer" approach to education; student mobility; and technological access to learning. As students bring together pieces of their education from disparate sources (multiple institutions, internships, study/work abroad, on-line programs) there are unavoidable concerns about educational coherence and integration, and – for the institution awarding the diploma, the value and meaning of that degree.
- Drake University in 2025 must function on the basis of *new assumptions about how we deliver, measure, and assess learning*: where learning takes place, how we measure it (quantitatively), and how we assess it (qualitatively). These new assumptions have profound implications for faculty and staff roles, training of future faculty, and for physical plant needs.
- There will be a *significant shortage of "traditional" faculty in many fields* – especially in the professional disciplines. New models of faculty preparation, work load, and appointment must be explored if we are to continue to fulfill our promise of educational excellence.
- Colleges and universities increasingly will find it *impossible to both participate in merit aid (discounting) competition for the best students and meet the demonstrated financial need* of qualified students who do not have the resources to pay for all (or part) of their education.
- The nation will continue to do a *poor job of preparing students for college-level work*: in spite of decades of rhetorical commitment to improving the nation's schools, there is little evidence that improvement is, in fact, taking place. As long as public education is under-funded, fragmented under the control of thousands of local school boards, and many of our best and brightest students refuse to even consider teaching as a career, this problem will continue, and will remain a major challenge at the university level.

III. Derivation: *Vision 2025* is derived from three equally important sets of considerations:

- It is grounded in the University's mission (and in the *Mission Explication* of October 2004):

Drake's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. The Drake experience is distinguished by collaborative learning among students, faculty, and staff, and by the integration of the liberal arts and sciences with professional preparation.

- It is a logical outgrowth of what we have been and what we are as a University, taking into account Drake's traditions, core values, and strengths.

- It is a necessary response to the set of assumptions about the future as articulated above.

IV. Explication

- ❖ In 2025, Drake University is nationally-recognized by the higher-education community, in research-based studies, and in the popular press as one of very best institutions higher education in the United States.
- ❖ In 2025, Drake University is an international leader in innovative and effective models for the discovery, preservation and transmission of knowledge: The primary characteristics of Drake University education include:
 - *Values-driven*: Education at Drake is embedded in a set of core values that both inform and direct the activities of the University, including: the sanctity of truth; integrity; honesty; mutual respect and civility; social responsibility; stewardship of our environment; and the importance of diversity in all of its forms.
 - *A commitment to academic freedom*, as defined in the *University Statement of Principles* adopted by the faculty in 1991-1992:

Drake University upholds freedom of thought and freedom of expression as central to its educational mission. Drake therefore carefully refrains from restricting the exchange of ideas or regulating the content of speech. We realize that freedom of thought and freedom of expression produce conflict and challenge. We encourage civil debate and discussion of divergent perspectives and opinions in a manner that affirms our community.

- *A commitment to the essentiality of the liberal arts and sciences*: For nearly 150 years, the “traditional” academic disciplines have thrived at the heart of Drake University. Drake is a founding member (in 1915) of the Association of American Colleges & Universities, and is a signatory to AAC&U’s *Statement on Liberal Learning*:

A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of

responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.

- *Integration of education and professional preparation:* Drake University is unencumbered by the centuries-old notion that education (particularly in the traditional academic disciplines) and preparation for the world of work are not only mutually exclusive, but antagonistic. A Drake education is grounded in a commitment to making strong and lasting connections between learning (and the value of knowledge for its own sake) and students' professional aspirations. These connections are manifested not only in a core *Drake Curriculum* required of all students (regardless of field), but much more importantly in *the way that we teach and the way that our students learn in all disciplines and programs*, emphasizing the acquisition of a set of intellectual skills and habits of mind that are essential to life-long learning, professional success, and personal enrichment. They are manifested as well in an array of non-classroom learning experiences that connect students to the world of practice and of the professions.
- *Interdisciplinary:* Regardless of academic discipline or professional field of study, education at Drake emphasizes the importance of understanding one's field in a broader intellectual context, and of the ability to integrate and bring to bear on a specific problem the knowledge and perspectives of a broad range of disciplines. In addition, academic departments collaborate with other departments throughout the University with formal offerings such as interdisciplinary courses and degree concentrations. The University's academic structure minimizes obstacles to cross-disciplinary teaching and learning, and maximizes opportunities for both students and faculty to make intellectual connections that address vital learning needs.
- *Flexibility:* Educational programming at Drake responds readily to changes in patterns of student learning and professional goals, the workforce needs of the region and the nation, and the demographics of the learner population.

- *Customized*: Within the context of degree and/or professional accreditation requirements (where applicable), Drake is highly responsive to individual learning goals and learning styles, including the design of individualized degree and non-degree programs.
- *Ubiquitous and dispersed access to learning*: While maintaining the value and the quality that characterize the tradition of face-to-face interaction between teacher and learner, learning at Drake University defies the historical hegemony of time and place in higher education. Learners have access to University resources (i.e., people and information) through face-to-face interaction on the main campus, overseas satellite campuses, and a variety of technology-based models – allowing, particularly in the technology-based mode – learning to take place independently of the constraints of time and place. The typical Drake graduate will have engaged in meaningful learning experiences in at least several different environments (including internships, community service, and work/study in another cultural context).
- *New models of measurement and assessment*: Learning at Drake University is not quantified in seat-time and credit hours, but rather by units that are tied to the acquisition of clearly-defined bodies of knowledge and of clearly-defined sets of related skills and abilities. Similarly, the University acknowledges and certifies learning through a rigorous set of assessment mechanisms that focus on the objectively-demonstrable achievement of specified learning goals (i.e., outcomes-based assessment).
- *Leadership preparation and training*: Driven both by the *Drake Curriculum*, with its emphasis on a defined set of intellectual skills and habits of mind, the integration of education with professional preparation, and by the programming of the *Donald V. Adams Center for Leadership Development*, Drake places a strong emphasis on preparing graduates to be leaders and change agents in their professions and as members of the community.
- *Communications skills*: Drake University places a strong emphasis on the development of speaking and writing skills to ensure that its graduates can communicate effectively, sensitively, and persuasively in the variety of settings and modes required by professional and social interaction.
- *Service learning*: Drake is committed to the belief that the knowledge, skills, and habits of mind that our students acquire can and should be used not only for professional attainment and personal enrichment, but for the common good. Many of the University's programs and learning

experiences have a formal service component, and the University's student life programming has a major emphasis on community engagement.

- ❖ In 2025, Drake emphasizes collaborative learning: Education at Drake is grounded in a series of deliberate and intentional collaborations: among groups of students; student/faculty partnerships (including a strong emphasis on undergraduate research); faculty teams; internal collaborations among departments, schools and colleges of the University; and external strategic partnerships with other institutions and organizations, and with the community.
- ❖ In 2025, Drake University is a global institution: A Drake education prepares students to function effectively and productively in a world in which geopolitical borders have become irrelevant to human activity. Key characteristics of this global education include acquisition of cross-cultural communications strategies (including communicative competence in other languages), a learning or work experience in another country, and the infusion of global perspectives and issues throughout the Drake curriculum (as appropriate to each academic/professional area).

In addition, Drake University is the home of the *Drake University Language Acquisition Program* (DULAP), with students pursuing communicative competence in a variety of different world languages. DULAP has received a number of national and international awards as a powerful model of language learning, and has been adopted by colleges, universities, and K-12 systems around the country.

Drake has satellite campuses in other countries that offer intensive preparation (including ESL) for students in these countries who intend to enroll in an academic program on the Drake University campus. In addition, the satellite campuses overseas serve as a home base for Drake graduates who are teaching English, and for Drake faculty and staff conducting research, teaching, or pursuing other forms of professional development.

Drake also has formal, bilateral non-currency exchange agreements with universities around the world. These exchanges enable Drake students to have a significant study and/or work experience in another culture (including the acquisition of high level language skills), create research and teaching opportunities for Drake faculty and staff, and bring hundreds of international students and faculty to the Drake campus annually.

- ❖ In 2025, Drake is a leader in new faculty models for the 21st Century: The learning demands of the 21st century university require new models of faculty preparation, appointment, and work. The attributes of Drake University faculty include:
- A high level of expertise in an academic or professional field, and a commitment to ongoing research and professional development activities that maintain and enhance that expertise
 - Significant expertise in at least one area outside his/her core discipline
 - The intellectual skills, habits of mind, and experience necessary for an integrative approach to teaching and learning – bringing the knowledge, perspectives, and assumptions of disparate fields to bear on a single issue or problem
 - A thorough and current knowledge of pedagogical and learning strategies, and an ongoing commitment to apply that knowledge to the design and implementation of learning structures – including the ability to customize programming to meet student learning goals
 - A thorough understanding of the global dimensions of his/her field of study, and a commitment to apply that understanding to student learning
 - A commitment to ensuring that students develop a high level of critical thinking, independent judgment and intellectual confidence through deliberate and objective engagement with an appropriately broad range of perspectives, philosophies, and methodologies

In addition, in response to both the need for a new approach to teaching and learning required of a 21st century university, and to the worsening national shortage of traditionally prepared faculty in many fields (particularly in the professional disciplines), Drake University has emerged as a national leader in the development of creative models of faculty appointment that include the following characteristics:

- Willingness to consider non-traditional academic and/or career credentials
 - Alternatives to tenure (for some types of appointment)
 - Reconfiguration of responsibilities
 - Shared appointments with other educational institutions
 - Shared appointments with area businesses and organizations
- ❖ In 2025, Drake University is the home of the nationally prominent *Institute for Creative Teaching & Learning (ICTL)*: The new – and constantly evolving – model of teaching and learning at Drake University is

grounded in the activities and programs of the *ICTL*. The *ICTL*, housed in Drake's state-of-the-art *Campus Learning Center*, brings together the knowledge and expertise of a diverse group of fields. The *ICTL* serves a variety of functions, including:

- A think tank for research on effective teaching and learning (with a strong emphasis on the role of technology)
- The intellectual and programmatic home of the *Drake Curriculum*
- Source of professional development opportunities for Drake University faculty to meet the pedagogical expectations of the *Drake Curriculum*
- A national resource on effective teaching and learning models (through publications, conferences, and on-site programming)
- A provider of graduate programs (M.A and Ph.D.) in Creative Teaching & Learning
- A summer institute for graduate students and in-service teachers to augment their academic/professional credentials with certification from the *ICTL*

❖ In 2025, Drake University has select group of nationally-recognized programs in graduate education: The University is strongly committed to a highly-focused, small group of graduate programs. All of these programs are ranked in the top 5 in the region, and the top quartile nationally (several are ranked in the top 10 nationally). These programs include:

- A variety of theme-based Master of Business Administration offerings (e.g., communications, financial services, health care)
- Master of Public Administration
- Professional Master's-level programs in the College of Pharmacy & Health Sciences (in addition to the Pharm.D., a first professional degree)
- Juris Doctor
- A variety of Master's and Doctoral programs in the School of Education

The University also places a strong emphasis on combined, dual-degree programs, including:

- Combined Bachelor's/Master's programs
- Combined, double-degree graduate programs (e.g., MBA/JD; MBA/Pharm.D.)

- ❖ In 2025, Drake University is the home of a constellation of interdisciplinary programs and centers: The University's academic administrative structure, and a substantial portion of its academic programming, continue to be organized on the basis of individual academic disciplines and professional fields. At the same time, as noted above, the University places strong emphasis on a variety of multidisciplinary collaborations that connect two or more of its schools and colleges.

In addition, Drake has a set of *interdisciplinary centers* that bring together faculty, students, and staff from various disciplines to focus on issues of major national and international importance. The centers have four primary functions: 1) to serve as a research unit (think tank) supporting research and public discourse; 2) to develop and provide appropriate learning opportunities (including formal academic programs); 3) to "push" their core issues, as appropriate, out into other parts of the University's programming; and 4) to serve as a community resource. The center model is both flexible and fluid – while some centers have been operative for over a decade, others have been phased out and new centers have emerged. In 2025, Drake's interdisciplinary centers *might* include:²

- *The Center for Global Citizenship*: Established in 2002, the CGC is the primary driver for the global dimension of education at Drake University. The *Center for Global Citizenship* educates students to function effectively in different cultural contexts, and to see their own culture from the perspective of others. The CGC also works to ensure that global perspectives and issues are an integral part of the intellectual and cultural experience of all members of the Drake community
- *The Center for Information Management & Communication*: An outgrowth of the *Center for Speaking & Writing* established in 2007, the CIMC is an interdisciplinary response to the ongoing proliferation of information, ubiquitous access to information, and the consequent "noise" of information overload. Drawing on a variety of disciplines, the CIMC focuses on the management and communication of information on both individual and organizational levels.
- *The Creativity Center*: In response to the fact that the United States has fallen behind in the global arena in the development of new knowledge and in the application of that knowledge, the CC is committed to the design and implementation of strategies that enhance creativity and

² The Centers identified here are for illustration purposes. While some may indeed be operative in 2025, the specific Centers that will emerge in the next two decades will be driven by a variety of factors, including: institutional goals; identification of needs (academic and societal); resources.

intellectual risk-taking. While bringing together the expertise and experience of the arts, humanities, and the sciences, the CC also enjoys considerable involvement by a broad range of professional and academic disciplines.

- *The Center for Science, Technology, and Society*: Drawing on the interests and expertise of virtually all of the professional programs, as well as many departments in Arts & Sciences, the *Center for Science, Technology, and Society* focuses its attention on a range of complex issues essential to the vitality of modern society, all of which have a significant technological and/or scientific component, including: healthcare; energy use and policy; environmental issues; agricultural and food policy; and national security.
- *The Center for the Study of the Modern Era*: Engaging the knowledge, perspectives, and expertise of virtually all disciplines represented at Drake University, the *CSME* conducts research into the economic, social, political, philosophical, and cultural forces that have shaped modern times. The *CSME* supports a rich menu of public events that bring the community (both Drake and outside community) together to explore and debate these issues.
- *The Center for Public Service*: The *CPS* is the locus of Drake University's commitment to public service. The *CPS* joins together students, faculty, and staff from all academic and professional disciplines in a variety of activities, including degree and certificate programs (drawing in part on the University's public administration program). The *CPS* supports research on effective models of social change through community service, and manages the infrastructure for Drake's robust community volunteer initiative (involving over 3,000 students and 500 faculty and staff annually).
- *The Center for Ethical Decision-Making*: The *CEDM* serves two vital functions: 1) it is the primary driver for the examination of ethical issues throughout the Drake curriculum; and, 2) it offers a variety of programming (certificate and non-certificate) that enable both individuals and organizations to enhance their ability to make ethical choices.
- *The Center for Successful Aging*: Housed on the Drake campus, the *CSA* is administered in collaboration with Des Moines University and the University of Iowa Medical School. Combining expertise from a variety of disciplines (including pharmacy, biology, chemistry, BCCMB, psychology, sociology, and the University's award-winning Wellness Program), the *CSA* supports research on strategies to enrich the quality of Americans' rapidly-lengthening lifetimes. The *CSA* has strong programmatic ties to the Drake University Commons – a retirement community for active adults located on University Avenue.

- ❖ In 2025, Drake University is diverse: The students, faculty, and staff of Drake University are broadly representative of the diversity of the American population. Geographically, Drake students come from all 50 states, and dozens of foreign countries. In order to ensure the continuance of that diversity, the University has aggressive practices governing admissions, recruitment, and hiring. Drake has a robust infrastructure of programming (academic and student life) designed to maximize the educational advantages of the campus's rich diversity.

- ❖ In 2025, Drake University is committed to access: Drake University endeavors to ensure that the Drake learning experience is available and accessible to all who are academically qualified, and whose learning goals are consistent with the University's mission and programmatic resources. To this end, the University engages in several relevant practices, including:
 - Meeting 100% of a student's demonstrated financial need – as determined by the analysis of information submitted to the U.S. Department of Education – with a combination of grant aid and work-study³
 - An admissions assessment model that allows students to be admitted on the basis of alternative criteria
 - An early enrollment program: gifted high school students who can demonstrate readiness for college on the basis of objective assessment are allowed to begin their undergraduate career without formally completing high school study
 - A series of collaborative intensive programs with school systems in the Midwest that supplements their normal programming and improves the academic success rate of underrepresented students
 - A series of articulation agreements with community colleges throughout the Midwest that ensure that community college students meeting the specified standards are fully and appropriately prepared to continue their education at Drake University

- ❖ In 2025, Drake has financial resources sufficient to achieve its mission, and manages those resources in an open, responsible, and responsive manner. In 2025, Drake University's endowment stands at

³ In 2011 decision welcomed by virtually all of the higher education community, the practice of awarding merit-based aid (often, in essence, discounting) was outlawed by a Supreme Court ruling that determined that charging different students different prices for the same product based on criteria of dubious objective value was inherently discriminatory. Exemptions remain for intercollegiate athletes and students in the arts (though the award of athletic scholarships has been a matter of intense national debate for nearly three decades).

roughly \$900,000,000 (based on 10% annualized increase since 2006 – a combination of market growth and aggressive solicitation of gifts). The University's annual operating budget is \$250,000,000.

❖ In 2025, Drake has an administrative structure and operating behavior that enable a consistently strong, flexible, and appropriate response to changing conditions. Characteristics include:

- *Strategic*: Drake has had a rolling strategic plan in place for over 20 years, providing a detailed set of goals, objectives, and tasks. All administrative decisions are informed by the strategic plan, with careful attention paid to the long-term consequences of these decisions. Since 2007, Drake has been on a three-year planning cycle driven by a institution-wide Planning Council (chaired by the President) and an institution-wide Summer Futures Conference (every three years). The planning process is overseen on a continual basis by the Senior Advisory Council (SAC), and reviewed periodically by the Board of Trustees.
- *Information-driven*: Decision-making, planning, and regular assessment of operations are all grounded in the ongoing collection and rigorous evaluation of objective data.
- *Accountable*: The University administration recognizes that it is ultimately accountable to several constituencies for its behavior and decisions, including students and their parents, faculty and staff, alumni, the Board of Trustees, and the community. It views the University's mission statement as a promise to these constituencies, and regularly assesses the extent to which that promise is being kept.
- *Problem-focused teams*: The University regularly appoints appropriate staff from a variety of departments to constitute cross-sector teams that deal with specific issues (e.g., problem-solving; planning; program development).
- *Collaborations*: In order to maximize effectiveness and the efficient use of resources, the University's operating behavior stresses collaboration – among individuals, among units of the university, and with external institutions and organizations (internal & external).
- *Flexible*: The University's administrative structure and staffing are appropriately and rapidly responsive to changes in both internal and external conditions.
- *Resilient*: The University has sufficient resources, planning, and staff capabilities to withstand unanticipated negative changes in the external environment that constitute a threat to the institution.

- *Transparent:* To the extent allowed by privacy laws, the University operates in an open manner, making available critical information and subjecting the decision-making process to community scrutiny.
 - *Participatory:* The University makes every effort to appropriately include all relevant constituencies in decisions that affect the institution's vitality, resources, and future, and to ensure that their voices are heard and carefully considered.
 - *Efficient and effective:* Drake University periodically reviews its administrative operations (both academic and non-academic) to ensure that they are appropriately structured to: 1) maximize efficiency and effectiveness in delivery of services and management of the institution; 2) maximize academic and programmatic connections among units; 3) minimize redundancies and duplication of functions; 4) minimize unnecessary expenditure of resources.
- ❖ In 2025, Drake University has a strong commitment to the principle of life-long learning: Recognizing that fulfillment of personal goals, ongoing professional success, an sustained contribution to the welfare of the community require the continuous acquisition and application of new knowledge, the University places a powerful emphasis on supporting learning throughout one's life, with strategies that include:
- The acquisition of intellectual skills, abilities, and habits of mind that facilitate life-long learning
 - The provision of personal enrichment and professional development programs
 - A robust constellation of alumni programs that: 1) encourage their ongoing engagement in the life of the University; 2) provide the support and guidance for the attainment of their personal aspirations.
- ❖ In 2025, Drake has a physical plant that supports excellence in teaching and learning, and that facilitates the true integration of student life into the learning experience: Drake's academic and residential facilities are designed and maintained in a manner that supports the University's mission. Primary characteristics of this physical environment include:
- *Flexibility:* Facilities, particular academic buildings, are designed and equipped to be configured quickly and easily in a variety of modes to suit different teaching/learning strategies.

- *State-of-the-art technology*: Buildings are equipped with state-of-the-art technology in support of teaching, learning, and ubiquitous access to information.
 - *Integration*: The physical plant, particularly the residence halls and other student life facilities, are designed to support the integration of learning and living (e.g., learning communities in the residence halls, meeting spaces on campus for small-group interaction).
 - *Comfortable and attractive*: Recognizing that the comfort and aesthetic qualities of the environment are important to attracting students, faculty, and staff, and – more significantly – to the overall quality of the learning that takes place, Drake ensures that attention is paid in construction and maintenance to these factors.
 - *Well-maintained*: Drake’s award-winning physical plant operation maintains all buildings at the highest level, to ensure the quality of the environment, safety, and the long-term integrity of the physical plant.
 - *Environmental responsibility*: Drake buildings are constructed, operated, and maintained in a manner that is consistent with the University’s commitment to sustainability, efficient use of resources, and minimizing the negative impact on the environment.
- ❖ In 2025, Drake serves as a national model for the true integration of success in intercollegiate athletics and high academic achievement: Home of the Drake Relays for 115 years, and the site for regional and national USATF and NCAA track and field events on a regular basis since 2007, Drake has long been a national symbol of the potential for synergy between athletic accomplishment and academic excellence – a potential still all-too-rarely realized on the nation’s campuses.

Drake fields teams in 9 women’s and 9 men’s sports. Drake is a member of the Missouri Valley Conference, a conference with a tradition of more than a century that was reconfigured in 2010 to ensure consistency of academic standards and expectations among member institutions. Those standards have been, and remain, considerably more rigorous than those required by the NCAA. Drake teams have had more Academic All-American selections since 2009 than any institution of its size in the country. Drake annually has more students on the MVC’s all-academic teams than any other university in the conference. Drake teams consistently finish in the top 3 in the league, and are regular participants in post-season play.

- ❖ In 2025, Drake University is a significant contributor to the vitality of Des Moines, Central Iowa, the Midwest, and the Nation: Drake

University makes substantial contributions to the community in a variety of modes:

- Formal programming in service to the community, including:
 - Drake University Legal Clinic
 - The Center for Public Service
 - Institute for Character Development
 - Middleton Center for Children's Rights
 - Community Resource Program (an office that connects community needs to the University's academic resources)
- Service Learning & Student Life Programming
 - Student Service Corps
- The University is a major source of a highly educated professional workforce for Iowa, the region, and the Nation
- The University is a major resource for cultural and athletic programming
- For more than 25 years, Drake University has been the place where Central Iowa comes together to discuss the important issues of the day

January 2007