DePaul University Academic Program Review  
Cycle 2: Spring 1999-2000

Memorandum of Agreement -- February 22, 2002

Kellstadt Graduate School of Business  
within the College of Commerce

As a result of Cycle 2 of DePaul University's Academic Program Review Process, the participants in the process enter into the following agreements. The participants understand that this document will be made public once the signatures are in place: for the unit, the unit's review committee; for the college/school, the dean; for the Academic Program Review Committee, the unit subcommittee, and the Director of Academic Program Review; for the university, the Associate Vice President for Academic Affairs and the Executive Vice President for Academic Affairs.

- The Executive Vice President for Academic Affairs agrees to direct the appropriate university-level offices to work with the school and its dean on how to effectively address the issues in this document.
- The Executive Vice President for Academic Affairs will require a progress report one year after the signing of this document from the appropriate university offices that will be shared with the Academic Program Review Committee.
- The Director of Academic Program Review, working closely with the Associate Vice President for Academic Affairs, will, where needed and appropriate, contact the appropriate university offices and the dean to follow up on these issues and discuss possible courses of action.

The following are issues and actions agreed upon.

1. STATEMENT OF GOALS

The agreed upon goals for the College of Commerce are:

Goal 1: To maintain our ranking among U.S. business schools for our part-time MBA program.

Goal 2: To achieve significant recognition for the full-time MBA programs in the U.S. The ultimate goal is to have the full-time MBA program ranked in the top 50 in the U.S. The full-time MBA-IMF program has a ranking equivalent to 72 when the characteristics of our program are compared to those of other schools. While 72 appears to be a good ranking, it has no official standing and cannot be shared or even quoted as being an accurate ranking for the MBA-IMF program. The college needs to develop the full time program so it receives valid recognition comparable to that of the part-time MBA program.

Goal 3: To maintain standards of high academic quality to compete against schools inside and outside Chicago.

Goal 4: To recruit and retain a diverse body of academically qualified faculty and graduate students as well as emphasizing diversity in the curriculum.

Goal 5: To retain AACSB International accreditation.
2. INITIATIVES SUPPORTING THE GOALS

A. External Benchmarks

In light of the focus of the College's stated goals on external benchmarks, the College agrees to articulate for itself and for the University:

1. the various ways, both with regard to the curriculum and beyond the curriculum, the College's goals and activities reflect DePaul's distinctive characteristics and advances DePaul's distinctive mission (as Catholic, Vincentian, and Urban);
2. how those goals and activities help the University meet its strategic goals; and
3. the processes and standards by which the College makes internal judgments about the adequacy/excellence of its programs, including the quality of each of its graduate programs, of its student advising, and of its current means of learning assessment.
4. the benchmarking process to determine what requirements are necessary and sufficient for achieving the stated goals.

AACSB International requires that schools select at least three comparison groups for benchmarking. The three groups are competitors, peers and aspiration peers as listed in the attached draft of the strategic vision for the college (Building for the Future: A Strategic Vision, January 22, 2002). AACSB will then provide data from the schools in each of these groups that can be compared with data collected from DePaul. This analysis will then constitute Part of the accreditation review to determine how DePaul compares with its competitors, peers and aspiration peers.

5. the various individuals and committees responsible for external benchmarking.

B. Departmental Issues

APRC and the college agree that the next review of the Kellstadt School should be structured and carried out so as to provide reasonable assurance that the departments/school will again have adequate opportunity and incentive to identify, reflect on, and respond to the issues confronting them as departments.

C. Curriculum/Programs

The College agrees to ask the department chairs and school /director with regard to the MBA and specialized masters programs:

To enumerate the learning assessment mechanisms/activities they are considering for implementation and the ones they currently have in place, and to indicate how they have used information gained from such assessment activities to improve curriculum and/or student performance; and

To benchmark all graduate degrees relative to those of schools in the three comparison groups required by AACSB International. The three groups are competitors, peers and aspiration peers as listed in the attached draft of the strategic vision for the college(Building for the Future: A Strategic Vision, January 22, 2002). The benchmarking should focus on the course content, length of program, number of electives, degree of flexibility in courses taken, cohort versus no structure, class size, placement support, GMAT scores, placement rates, work experience of entering students, and other factors.
To indicate when the last re-consideration/revision of the department/school portion of the graduate curriculum was undertaken, and what mechanisms/plans are in place to make certain that the department/school's curriculum is and remains current and effective.

D. Student Quality

The college agrees to have the department chairs/director examine and report on their enrollment numbers, demographics and trends, with attention to the usual indicators of student quality, prospects and performance, including retention figures for various demographic groups, and to use such information in departmental and college planning.

The College will maintain or improve the quality of its graduate student body as evidenced by such input measures as GMAT scores, years of work experience, and undergraduate GPA. In addition, the College will maintain or improve the quality of its graduate student body as evidenced by output measures, such as employer and student satisfaction as well as career advancement.

E. Placement Services

Since the College and the University agree that full-time and part-time graduate student placement services in the college must be improved, The College agrees to form an ad hoc committee on placement to examine the workings of DePaul's current full-time and part-time graduate student placement services, to monitor the impact of the improvements currently under way, to make recommendations for other needed initiatives and to report their findings to the college and to the University administration. The committee will also examine placement services at peer institutions in order to inform DePaul's efforts toward improved placement. The review will include a benchmarking analysis involving the schools in the three comparison groups required by AACSB International. The three groups are competitors, peers and aspiration peers as listed in the attached draft of the strategic vision for the college (Building for the Future: A Strategic Vision, January 22, 2002).

The University agrees seriously to consider the committee's findings and recommendations, and, where consistent with responsible financial management, to fund them as needed.

F. Technology

The College's standing Technology Committee will determine the level of penetration of technology into the classroom and the relative instructional effectiveness as perceived by students and instructors of the various technologies being used, and report to the College concerning the steps (additional hardware, software, faculty or student training/instruction, etc.) needed to enhance the instructional use of technology and to maintain the College's current momentum in this area. This review will include an assessment of the impact of technology on the students as well as the value of technology to the students. The value refers to what students say when asked about technology, and impact refers to actual, even measurable benefits the students can demonstrate.

The College's standing Technology Committee will examine the current level and the future needs of faculty with regard to their non-instructional uses of technology to help determine where and how available funds would most effectively be spent (e.g., to further enhance the capabilities of the "leading edge" users, or to increase the capabilities of the
large number of middle range users, making certain that both groups are adequately represented in the investigation) to enhance the academic mission of the College.

The University agrees, consistent with responsible financial management, to continue funding enhancements in both these areas that show a high likelihood of improving the academic quality of the University's programs and the quality of faculty scholarly output.

G. Scholarly Activities

The college will ask the college research committee to examine the level of university support of the faculty's scholarly activity in comparison to several comparable institutions. The college research committee will also investigate the actual use and impact of the support now available at DePaul, including, what portion of scholarly production currently is directly supported by the University, and/or by external funding; how the use of such funds is distributed throughout the faculty by department/school, by age and rank of faculty; and the level of the competition for any current resources that are designed to be distributed on a competitive basis. The review of scholarly activity will focus on benchmarking relative to schools in the three groups required by AACSB International. The study should focus on the inputs and resources as well as the results and output measures. The analysis should focus on the effective use of the resources as well as recommending some guidelines for use of existing resources and priorities for future resources.

H. Communication of Financial Information

Since there is a concern among the faculty about whether the college is benefiting adequately from its apparent success, the Executive Vice President for Academic Affairs agrees to share with all the deans appropriate University financial information on the funds generated by the college, with special focus on the proportion of the funds spent on and by the college itself and the proportion spent external to the college, including the rationale that guide institutional priorities in allocating resources. The dean of the College will share this with the College's Administrative Committee

I. Part-time/Full-time Faculty Ratios

Given the importance to the college, the University, and the students of the college's complying with AACSB International's standards concerning the acceptable proportion of full- and part-time faculty, the college agrees to continue monitoring its compliance with those standards, with special attention to suburban campuses and other domestic and international venues, and to depart from those standards only in urgent situations.

The Executive Vice President for Academic Affairs agrees to support the college's compliance with said guidelines. The University agrees to provide sufficient faculty lines and support services funded at a level to enable the college to comply with said guidelines assuming the college is generating student credit hours in accordance with the established formula that determines the number of student credit hours to be generated in accordance with a specific number of full-time faculty. Adequate resources for full-time faculty requires sufficient dollars to support the lines.

J. Faculty Diversity/Recruitment of Faculty

The parties reaffirm their commitments to the University's mission statement with respect to hiring and diversity, the relevant portion of which reads as follows:
From the granting of its first charter DePaul has supported a philosophy that now is expressed as being an equal opportunity educator and employer. DePaul continues to provide equal opportunities to students and employees without regard to age, national origin, race, sex, handicap, creed, or color. Moreover, it strives to recruit faculty and staff who reflect the diverse mix of the student body.

As a matter of clarification, the Kellstadt committee here registers its conviction that "creed" in the above passage should always be understood to include all religious traditions, the creedal and the non-creedal, as well as those persons who eschew all religious traditions, with some of the committee's members registering their preference for substituting "religion" for "creed" in the Mission Statement.

In this spirit, the university agrees to share with the college (i.e., a faculty group or committee as assigned by the dean) any available information on the diversity of the current faculty of the College of Commerce as a whole and by department/school, both in itself and in comparison to the diversity of the University faculty as a whole, and to the diversity of the student body of the College, both graduate and undergraduate. The review will include a benchmarking analysis involving the College and the schools in the three comparison groups required by AACSB International. The three groups are competitors, peers and aspiration peers as listed in the attached draft of the strategic vision for the college(Building for the Future: A Strategic Vision, January 22, 2002). Information derived from these statistics and comparisons will then be used, along with other considerations, to inform the College's hiring process. Comparisons of the College of Commerce in these matters with other academic units at DePaul would require that a similar analysis be conducted of those units in relation to the same three comparison groups in their respective areas. Only such a process can yield a fair and accurate comparison. Otherwise, no direct comparison should be made between the College of Commerce and the other academic units at DePaul.

The College will continue to seek additional ways to encourage applicants from all racial and ethnic groups and monitor that the processes comply with the university's mission statement.

K. Multiple Venues/Academic Governance

The College agrees to form a faculty task force to investigate the role of the College's and the university's new initiatives as well as previous initiatives, such as the suburban campus initiatives and the new international offerings in such locations as Hong Kong, Bahrain and the Czech Republic. These initiatives have an impact on the overall strategy of the College and the University including the quality of the College's academic programs, the reputation of the University and the scholarly activity of its faculty.

The College and the University will carefully consider how new initiatives and previous initiatives fit into their strategic plans, as well as the impact that these initiatives have had or will have on quality. Faculty have numerous responsibilities and duties that must be met. Research plays a critical role in the academic advancement of faculty. This requires that faculty be given time for the contemplation and generation of ideas. Research does not occur in brief interludes. Research and scholarly activity is an integral part of the accreditation process with AACSB International - The Association to Advance Collegiate Schools of Business. There is a direct relation between the size of the graduate program and the research expectation on the part of AACSB International. More student credit hours produced at the graduate level raises the overall level of research productivity expected of the faculty.
The University agrees seriously to consider any such plausible findings and to weigh them in current and future deliberations about University initiatives, while also examining any proposed changes in this area in light of the mission statements and strategic plans of the College and the University.

The College and the University agree to share with faculty at the earliest practicable time information about any plans for current and future increase in the number of and/or significant changes in the use of campuses and programmatic initiatives so that faculty can make its will known on these matters prior to final decisions about such undertakings.

L. Relationships with College Alumni

The university will recognize as a priority its efforts to improve its data on alumni, including its use of the new BSR database, and its efforts to involve alumni more in the life of the University through such initiatives as the ASK program and the fostering of alumni networks for continued professional and career development.

The college and its faculty (i.e., a faculty group or committee as assigned by the dean) will participate in appropriate ways in these initiatives and will use the improved data to devise ways to draw alumni more into the life of the institution, to facilitate fund raising, and to help assess its alumni's learning experience at DePaul and the effectiveness of the University's placement activities.

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A hard copy of this document was signed by:

Chair of the Unit Review Committee and Department Chair

APRC Subcommittee members

Director/Chair of Academic Program Review

Dean of the College

Associate V.P. for Academic Affairs

Executive V.P. for Academic Affairs

*The hard copy with signatures is on file in the Office of the Associate V.P. for Academic Affairs and is available upon request.*