DePaul University Academic Program Review

Cycle 3: Spring 2000--Spring 2001

MEMORANDUM OF AGREEMENT – JUNE 2001

School of Music

As a result of the third cycle of DePaul University's Academic Program Review Process (Cycle 3), the participants in the process enter into the following agreements. The participants understand that this document will be available to be made public once all the signatures are in place.

Actions agreed upon for the coming academic year

1. Students

   a. Advising. The advising initiative has been addressed by the Dean and the School’s Administrative council. During the coming academic year 2001-02, a new method of advising will be implemented. Students will be advised by full-time faculty. Faculty (with the exception of department chairs) will be compensated with a reduction of their load by 1/9. By the end of the academic year, the School will seek input from full-time faculty on how the new system has worked.

   b. Graduate attrition. In the 2001-02 academic year, the School will track graduate enrollment more closely to examine what initially appears to be a recent increase in graduate attrition. The review team noted that attrition does not necessarily signal a problem. Currently students leaving the program are required to fill out an exit questionnaire, and on that basis students usually seem to leave the program for positive reasons, such as taking a job, or switching career paths. The School has changed the program based on student feedback in the past and will continue to be open to student input regarding the graduate program.

2. Curriculum/Instruction

   a. Course Evaluations. To address the problem of slow turn-around time on course evaluations, a subcommittee within the School has developed a new course evaluation form. The new form is scannable, which will greatly expedite the tabulation and reporting of the results to faculty. The new form will be presented to the whole faculty for approval in June and will be implemented for use at the end of the Autumn 2001-02 quarter.
b. Role of Ensembles. The School of Music considers ensembles to be an integral part of every student’s education and requires large ensembles—chorus, orchestra, and wind ensemble/symphony—for degree completion. Ensembles are also necessary for the School’s promotional activities. However, in a recent student survey, some students (especially those studying Guitar and Piano) rated ensembles lower in importance as an influence on their musical development. In order to address this student opinion, the School will work to make the ensemble experience more meaningful for guitar and piano students. The AVP suggested that the School consider how the ensemble requirement is presented to students during advising making certain that students understand its importance to their education.

3. Admissions

Intent-to-Major Policy. In the past, students were admitted to the School as general Music majors; specialization was not declared until the sophomore year. As of next academic year (Fall 2001-02), the School will ask incoming students to declare an “intent to major” upon application and admission to the School. After completing requisite coursework, students would then have to petition to major; faculty would still have the right to decide whether or not to accept students into a major. Knowing what majors students intend to pursue would help the admissions committee consider their entrance auditions in the context of the students’ future goals in the School.

**Issues on which there is joint commitment to continue working**

1. Collaboration with Other Units.

The School is committed to pursuing collaborative ventures with the Theatre School. In the past, three possible areas were discussed with the former dean: a) a Musical Theatre production; b) sharing faculty or trading faculty time to teach in the other School; c) a curricular collaboration, such as a joint program with required courses in both Theatre and Music. With the new Theatre Dean in place next year, the School will discuss with Theatre each of the these three possibilities.

2. Diversity.

The School is committed to improving the representation of minorities among the student population. In the incoming class of this year, only 18 of 115 new students were students of color. The School will continue to explore ways to recruit minority students, such as attending national college fairs for high school seniors. The School is also committed to increasing diversity among its faculty. The School expects find and hire a minority candidate for the World Music position when it comes open, probably in several years. The AVP suggested that the school also remain open to expanding the variety of musical forms and traditions it offers its students. The Dean challenges the faculty search committees to find people who may not be immediately visible but who would serve the School of Music well.
3. Part-time Faculty.

The School currently has 94 part-time faculty and 22 full-time faculty. The part-time faculty are high-ranking musicians (such as from the Chicago Symphony Orchestra) who are an asset to the school and who strengthen DePaul’s reputation. These faculty do not carry heavy teaching loads and do not have service responsibilities, though the part-time faculty do hear juries. This means that the majority of the service responsibilities fall disproportionately to the 22 full-time faculty members. The department always invites the voices of the part-time/adjunct faculty on School governance issues, policy changes, etc; but most are happy to come in to teach one or two courses with limited involvement with the rest of the School’s affairs. The School is committed to building community among the part-time faculty. The School will continue to sponsor community-building activities such as social events, and seeking input on governance issues.

4. Resources.

a. Staff Support. The review team noted that the School is understaffed as clerical and administrative burdens continue to grow (especially related to the PeopleSoft transition efforts). The School feels that the current staff is excellent, and though progress has been made--three full-time staff positions were added in the last few years -- the School would like to hire additional staff members to keep up with administrative responsibilities and growth.

b. Facilities. The School is committed to working with the university/Academic Affairs in the context of Vision 2006 to address the space needs of the School. In the next year, the School of Music and the Theatre School will meet to discuss first steps regarding facilities needs. An overall plan to improve facilities will look at existing resources, look at possible sites within the Lincoln Park campus area, and price a range of options for infrastructure development. The EVP explained that funding for facilities will come from University sources and from funds raised by Theatre and Music themselves; both Schools have already been given funds to begin fundraising efforts. In two to three years, the University will assess the prospects for fund-raising for facilities and make appropriate plans. The time frame for the facilities project may be as long as nine or ten years.

Issues noted for further discussion

See issues in section below regarding staffing models, PeopleSoft, and cross-college collaboration.

University-level Issues and Commitments
During Cycle 3, the unit program review self-studies raised several issues that have important university-wide implications. In subsequent conversations about these major issues, the units, the deans, the Academic Program Review Committee members, and the Executive Vice President for Academic Affairs all have recognized the need for university-level coordination in the following areas: a) developing appropriate staffing models to support growth; b) assisting units in the transition to the PeopleSoft student administrative system and in getting the maximum benefits from it, such as identifying and counting double majors, enforcing prerequisites, and securing better information and support for student advising; c) providing research assistance to units through university-level research offices; d) improving support for advising, especially in light of PeopleSoft; e) facilitating cross-college collaboration within DePaul with respect to new programs of study. To follow up on these common issues and determine the appropriate courses of action needed to address them at the university and unit level, the Academic Program Review Committee and the Executive Vice President for Academic Affairs agree to do the following:

1. The Academic Program Review Committee agrees to prepare a summary report on Cycle 3 to the Executive Vice President for Academic Affairs which discusses these and other issues that have important connections to other university-wide initiatives. That report will be made public, along with the Memoranda of Agreement.

2. The Executive Vice President for Academic Affairs agrees to direct the appropriate university-level offices to work with the units and their deans to determine how to effectively address these issues.

3. The Executive Vice President for Academic Affairs will require a progress report in June of 2002 from the appropriate university offices that will be shared with the Academic Program Review Committee.

Acknowledgements

The APRC thanks the School’s review committee for its work in this cycle. The EVP also thanks those involved in APR for making this process work. It is an important part of the university’s monitoring and maintaining academic quality.

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A hard copy of this document was signed by:

Chair of the Unit Review Committee

Department Chair/Program Director

Chair of APRC Subcommittee

Chair of APRC
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.