DePaul University Academic Program Review  
Cycle 4: Spring 2001--Spring 2002  

MEMORANDUM OF AGREEMENT – MAY 2002  

The Collaboration Center  
(within the School for New Learning)  

As a result of the fourth cycle of DePaul University's Academic Program Review Process (Cycle 4), 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.

**Note:** In future review cycles, the Collaboration Center will be reviewed as part of the School for New Learning, given the Center’s mission and close connection with the School. The Collaboration Center was reviewed as a separate entity during Cycle 4 because it wished to participate in program review along with all Centers & Institutes.

**Actions agreed upon for the coming academic year (2002-2003)**

1. **Assure adequate funding and staff support.** Though the funding formulas have changed and the Center consequently has fewer discretionary dollars, the Center’s director and the dean are clear about the new fiscal arrangement and confident that there is still adequate support for staff and activities. The dean notes that the Center’s course enrollments are partly responsible for SNL’s growth in credit hours and is committed to supporting the Center’s work. The Center will continue its current activities, given the following:

   a) the Center will receive support from other office staff in SNL for administrative assistance and from staff in the President’s Office for assistance with the logistics of off-site course planning; and

   b) the Center will seek additional sources of funding from grants and from private donors on the Advisory Panel.

2. **Develop internal Advisory Board.** The SNL Campus Directors and the Center’s Director for Collaboration Design will serve as an internal Advisory Board to the Center. In the coming year, the Center will meet quarterly with them to discuss questions of academic policy and quality.

   a) At meetings with SNL’s Campus Directors, who are full-time, tenure-track faculty responsible for curriculum and academic quality at suburban campuses, the Center will present data reports, discuss questions, and seek advice regarding academic programs and policies. The Center notes that its programs operate within the academic structures of SNL and will continue to be governed by the same policies and standards that apply to all courses and academic programs.

   b) The Center’s Director for Collaboration Design will take on a more of a leadership role in helping the center comply with procedural requirements for approval of its programs internally within SNL and externally with the partners.

3. **Recruit members for an external Advisory Panel.** The Center, working with the dean, will continue to recruit members to serve on an external advisory panel for the Center. Potential panel members include...
prominent SNL alumni. This panel will help the Center build and sustain external partnerships, raise funds, and advise the center on marketing and positioning to meet business needs.

4. Provide professional development opportunities for Center’s staff. The dean is committed to supporting the staff’s professional development. The Center’s staff will participate in SNL’s staff development programs, will continue to attend and present at national conferences, and will continue to research experiences at other universities regarding collaborative educational partnerships.

5. Continue to improve assessment and evaluation. The Center will continue to evaluate instruction in the Center’s courses in the same way that faculty are evaluated within SNL. The Center will also continue to seek specific feedback from partners regarding the effectiveness of the partnership and the student learning outcomes. The Center will move toward getting more formal responses from the partners and will push for quantitative assessments of outcomes, such as a measured improvement in employees’ skills, retention of employees, etc.

Issues on which there is joint commitment to continue working

1. Improve accuracy of records in University databases. The Center is working with Peoplesoft to improve tracking of the Center’s students, such as creating specific database categories which will identify students by employer. The database improvements will help the Center in doing a more detailed analysis of student attrition and retention.

2. Coordinate with university-level offices on issues related to distance learning. The Center will combine efforts with and draw upon the knowledge of staff in other university offices, such as Director of Distance Learning and the Distance Education IT coordinators, to improve services to distance learning students, such as videotaping courses, on-line access for registration and tuition payment, issuing ID’s at remote locations. The Center hopes to make it more convenient for students to take advantage of services which on-campus students use, and to make it possible for more students to succeed in the program if they are transferred by their employer mid-quarter and are unable to attend classes.

University-level Issues and Commitments

During Cycle 4, the Centers & Institutes’ individual self-studies raised several issues that have important implications for all Centers & Institutes, and which require action at the university level. These issues will be discussed in further detail at a meeting with the Centers & Institutes Advisory Board, the APRC Chair, the Associate Vice President and the Executive Vice President for Academic Affairs. Commitments and actions arising from that meeting’s discussion will be documented in a General Memorandum of Agreement for all Centers & Institutes.

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A hard copy of this document was signed by:

Center Director

Chair of APRC Subcommittee

Chair of APRC
Dean of the College

Associate 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.*