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.

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

**Students**

1. *Diversify program participant base through recruitment and marketing.* The English Language Academy notes that it has the capacity to diversify its student body and is looking at an array of possibilities for doing so. The ELA will continue recruiting efforts in order to attract diverse students and to establish a visible presence internationally. Recruiting and marketing to our current constituencies and to new ones in foreign countries (for non-immigrant status students) will continue, especially in Africa and the Middle East. In addition, the ELA will implement new programs at Barat to reach domestic (immigrant) students (see #4 below).

2. *Assist with admission to degree programs.* The ELA will continue to provide non-native English-speaking students access to DePaul’s degree programs. Currently, several hundred of ELA students have continued on to DePaul’s degree programs; the ELA would like to increase that number. In the coming year, it will work to assist more ELA students in becoming aware of and accessing DePaul’s degree programs and helping them in the admissions process.

**Programs**

3. *Expand to Barat College.* The ELA will expand its programming to Barat College by developing new programs and certificates to be offered there to attract students who represent a different market from the current core ELA (non-immigrant) student. The ELA notes that it will need assistance from the university to secure adequate space and support systems at the Barat Campus.

4. *Collaborate with other units within DePaul.* The ELA will work with DePaul’s Schools and Colleges to develop and extend cooperative programs, such as a joint MBA/ELA admissions parallel to joint admissions in CTI and Music.

**Assessment & Evaluation**

5. *Continue to refine assessment of student learning.* The ELA currently collects information on its students, including their TOEFL scores, courses passed, etc. It will do further analysis of and reflection upon this data as part of an effort to more systematically assess the learning of its students.

6. *Seek accreditation.* The ELA will develop a plan and a budget to begin the accreditation effort with TESOL’s Commission on English Language Program Accreditation (CEA). The ELA notes that it is essential to enter this process in order to remain competitive given the international standards and government scrutiny of such programs. Because the accreditation process is expensive, time consuming and staff-intensive, ELA will seek more resources for mounting this effort.
agrees to support the ELA in this effort and may need to approach Academic Affairs for additional funding to be allotted for the accreditation process.

Faculty

7. Propose new faculty designation with HR. In the coming year, the ELA will develop a plan for the implementation of the “Long-term Teaching Professional” status for full-time instructors. The ELA has made Human Resources aware of its need for this category and has had discussions about this with Kelly Johnson, Assistant Vice President for Academic Affairs (Operations), Faculty Council and David Justice, Vice President for Lifelong Learning. The new director will consider this option.

8. Support part-time faculty. The ELA will expand support for part-time ELA instructors in the coming year. Discussions will continue about what shape this support will take. The ELA will also work to establish a goal for the appropriate balance between full and part-time instructors as soon as possible.

9. Complete faculty handbook. The current director will complete the first handbook for ELA faculty documenting departmental procedures, policies, forms, etc. This handbook will help clarify policy and provide orientation for both part-time and full-time ELA faculty and be revised as appropriate.

Visibility

10. Increase visibility within the University. The ELA will work to continually “market” itself to the faculty and staff at DePaul. The ELA director has been a long-time participant in the University Committee on International Programs (UCIP) and recommends that this relationship continue with the new director, since participation increases visibility of the ELA within the university.

Issues on which there is joint commitment to continue working

1. Identify housing for ELA students. This is a continual challenge given the shortage of temporary housing near Loop campus.

2. The ELA notes that it needs full access to the data in PeopleSoft system in order to track the number of students and information about them. The transition from AIMS to PeopleSoft limited the access to and accuracy of data on ELA students.

3. Identify professional development opportunities for faculty. The ELA notes that it will need to allot more budget resources to support this professional development initiative.

4. The ELA would like to continue identifying and pursuing resources and support from external sources including applying for grants to support innovative programming.

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.

***
A hard copy of this document was signed by:

Academy 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.*