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:** At the time of this review, the School of Education was undergoing a transition in leadership. The Acting Dean supported the work of the School’s review committee, and was involved in the review process and the formulation of these proposed actions. The action items requiring the School’s commitment will be viewed as recommendations for the incoming dean to consider.

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

1. **Manage Growth.** In the past ten years, the School has experienced rapid growth. To put itself in a position to respond to and manage this growth, the School commits to the following actions:
   a. By the end of Spring quarter 2003, the School will develop and agree upon a strategic action plan related to managing growth, suburban campuses, and resolving program configuration issues. The implementation of the strategic plan will be considered in light of the transition in the School’s leadership. As part of the strategic plan, the School will recommend ways to improve collaboration with LA&S to prepare effective teachers, especially regarding course content of core subject areas in which teachers are certified. The School will seek support from Academic Affairs as needed to ensure this collaboration with LA&S and other schools is reciprocal.
   b. The School’s enrollment is 8-10% of DePaul’s total enrollment, and the School’s credit hours are 5-6% of DePaul’s total credit hours. While the EVP for Academic Affairs and the School agree that these are appropriate ranges, funding formulas for growth schools will provide additional resources if the school grows.

2. **Revise governance organization and structure of the School.** The School formed a Strategic Planning Committee in 2001-2002 to look at how the school was organized and governed. The school structure is under discussion by faculty members. The following are commitments and priorities related to this issue.
   a. Faculty members, staff members, and School administration will develop and agree upon a governance structure by Spring 2003. An implementation plan, including policies and procedures to support this governance structure, will also be developed and coordinated with the Autumn 2003 ISBE/NCATE Accreditation Review. As the School reconsiders its governance structure, it will address the nature and placement of the Ed.D. program (see #3 below).
   b. The School will examine its existing technology committees, then create one faculty/staff technology committee to advise the administration regarding School-wide technology initiatives.
   c. With the understanding that Barat College education faculty are part of the School of Education, the School will work to strengthen the relationship of Barat faculty to the School’s organization and governance structures and will include Barat faculty in all administrative, faculty, and student structural support systems.

3. **Reconsider Doctoral Program.** As the School revises its governance structure, it will reconsider the nature and placement of the Ed.D. program within the School structure. The program has experienced a change in leadership and a fluctuation in enrollment. Those involved in revising the School’s governance structure and the doctoral program will work to
   a. determine the placement of the program within the School’s organizational structure;
   b. come to a shared understanding about the role and nature of this program;
c. clarify how the program will sustain long-term financial viability, given the enrollment patterns;
d. determine the relationship of core curriculum to that of advanced master’s programs; and
e. address the issue of dissertation completion.

4. Improve student support and related services. The School will work to address the problems in its student support and related services with the following actions:
   a. Hire and train additional professional advisors to provide more advisors for first-certificate students in keeping with professional standards, which calls for a ratio of 1 advisor to 300 students. The School will develop a proposal with specific plans for the hiring of additional advisors and present it to the EVP for special consideration funding. The EVP supports this effort (see University Support Section, #2 below) and will consider this proposal.
   b. Conduct an internal analysis of the organizational structure of Student Services, including a plan for any changes due by the end of Winter Quarter 2003. This analysis will inform the hiring of professional advisors to meet determined needs.
   c. Implement a technological program to support professional advising for first-certificate candidates, as well as appropriate technological support to faculty members advising in advanced-certificate programs.
   d. Develop appropriate tutorial services and obtain available software to support talented students who require assistance in preparing for the standardized certification tests.
   e. Seek support from the University for these efforts (see University Support Section, #2).

5. Implement web-based performance-based assessment system to evaluate students in certificate programs. To meet external accreditation requirements, the School has developed a web-based performance-based assessment system which now needs to be implemented. The School will take the following steps toward that goal:
   a. Develop a pilot of the student performance-based assessment system for the 2002-2003 academic year to test the system. The system will be web-based and interactive with course rosters. The School recognizes that while it can conceptualize and pilot such a system, developing the programming functions is costly, beyond the School’s capacity, and will require university resources to fully implement.
   b. Make recommendations to EVP regarding the full-scale implementation of the system in the year 2003-2004, including a proposal for funding and technology support from the university. The EVP recognizes the importance of implementing such a system, will consider the School’s proposal, and will encourage the support of other units in the university to support this web-based assessment effort (see University Support section, #2h below).

6. Enhance technological infrastructure, support, and staffing. To enhance its technology infrastructure, support, and staffing, the School of Education will take the following actions:
   a. The School will develop a detailed, comprehensive plan on how to meet the wide array of technology needs of the School. This plan will include several initiatives that have been in development separately, such as the performance-based assessment system, wireless labs, digital lab for the visual arts program, purchase of site licenses of educational software, and the creation of server storage space for student portfolios.
   b. The School will submit this plan in the form of a comprehensive proposal to the EVP, who has agreed to consider it in the context of university-wide technology needs (see University Support section, #3, below). The EVP agrees with the School that it is imperative for the School of Education students to have access to this technology as part of their professional preparation and is committed to supporting the School’s efforts in this regard.
   c. The School will continue conversations with ATD, OIPR, IT to gain support for the proposal, identifying the commitment, need, and expected utilization, including what each entity can do to support the School’s needs. Academic Affairs will assist in gaining the support of these different offices for a coordinated effort not only on behalf of the School but also for university-wide benefit.

**University Support: Academic Affairs’ Commitments**
The EVP is in principle supportive of the School’s proposed actions and initiatives. Regarding financial support, the EVP notes that resources to support the school’s mission and growth are allocated according to funding formulas, derived from the School’s student enrollment, credit hours, and average class size goals (i.e., the School keeps 40% of the undergraduate tuition revenue it generates, average class size is expected to be 20) within the context of the university’s larger financial framework. Additional resources are allocated to fund special projects/initiatives and are considered by request to Academic Affairs on a case-by-case basis. The School and the EVP agree that these existing funding formulas will continue to guide resource allocation for the coming year, with the possibility of additional funding for special considerations by request.

Given these understandings about resource allocation, the EVP makes the following commitments related to the School’s proposed actions and efforts.

1. Support for the School’s efforts to address growth and structural/governance issues. In response to the School’s requests, the EVP/Academic Affairs makes the following commitments and/or recommendations:
   a. Request for the allocation of funding for the equivalent of two full-time associate dean positions, a net gain of one position. The EVP agrees that the proposed arrangement makes sense, given the significant growth in the size and complexity of the school, and will support it. He notes that this should be done within the existing formulas, but that it is the School’s decision about how to structure these positions.
   b. Request for funding to support course release time for program coordinators and department chairs, and stipends for faculty attending conferences or doing summer work. The EVP agrees that reconfiguring course release time, including possible release time generated by full-time non-tenure track instructors carrying nine courses, is possible, noting that the School can decide how to allocate its existing release time according to the funding formulas based on the average class size and the number of faculty positions. These proposed releases and stipends should be discussed with the EVP’s office to make sure they are comparable across colleges and schools.
   c. Request for funding for staffing a Professional Development Center to provide distance learning and professional development at school sites and at DePaul. The School will more fully develop this proposal and present it to the EVP for special consideration funding. EVP recognizes that university investment is needed in this area, given the changes in the state teacher certification environment, and will give the proposal serious consideration.
   d. Request for allocation to the School of 10% of indirect costs of externally funded grants. The EVP notes that there is currently a formula for cost-sharing and allocation of indirect costs for external grants and contract work, and will continue the current arrangement, communicating the formula clearly to the School.
   e. Request for assistance seeking endowed chairs. The EVP notes that given the university’s Development Office’s occupation with other priorities, and the current infrequency of opportunities to secure the kind of funds needed for endowed chairs, there is little likelihood of much support from the Development Office at this time.
   f. Request to clarify the relationship of Barat College faculty to the School. The EVP notes that faculty formerly associated with delivering education degrees and programs at Barat campus are now part of the School of Education. The 2002-2003 contracts with faculty at Barat will clearly indicate their affiliation with the School of Education.

2. Support for efforts to improve Student Services. In response to the School’s requests, the EVP/Academic Affairs makes the following commitments and/or recommendations:
   a. Request for funding to support additional advisors. The EVP supports in principle the School’s request for funding to hire professional advisors, noting that Academic Affairs has already supported the addition of an Education advisor to Barat and another to the School to help with advising.
   b. Request for funding for at least one additional full-time administrative assistant to support the recruitment, admissions, and matriculation of advanced certificate and
doctoral students. The EVP encourages the School to find internal resources for this position, but is not averse to making additional resources available outside the existing funding formulas.

c. Request to increase the number of full-time faculty to achieve the ratio of 75% full-time faculty to 25% part-time faculty. The EVP is committed to this goal but notes that the School needs to identify the current sources of salary savings (e.g., when faculty salaries are funded in part by external grants or contracts) and combine the salary savings in order to create non-tenure track full-time positions. The EVP is committed to working with the School on this issue in the coming year.

d. Request to improve part-time faculty compensations. The EVP is open to proposals for special intervention funding and encourages the School to look at the level of compensation of part-time faculty in other colleges & schools.

e. Request for the development of a resident faculty at Naperville. The EVP recognizes that this campus could be an area of growth for the school and is open to the possibility of funding this position if the School submits a plan and proposal. The EVP will consider this plan for early investment in a Naperville faculty position to anticipate growth.

f. Request to begin faculty search efforts early (in the Spring of the year preceding the advertising of positions). The EVP agrees that this has been successful in the past and is committed to continuing this practice. This will include Spring quarter notification of the allocation of replacement and growth positions.

g. Request for funding for technology for a student tutorial program. The EVP agrees that this program would be important, but advises that the School needs to do more study regarding what’s possible and feasible. The EVP will consider a more fully-developed proposal for the tutorial program.

h. Request for support implementing the performance-based assessment system. The EVP will consider the School’s proposal and recommendations for implementing this system. In addition, Academic Affairs will encourage those departments with students who must be assessed according to Education’s external accreditation requirements to do so in collaboration with the School.


a. Once the School submits a comprehensive plan to Academic Affairs detailing the technology infrastructure improvements and staff assistance needed, the EVP will consider it for funding.

b. The School will gain commitments from other university offices and initiatives (ATD, IT, OIPR, PeopleSoft) to support of the proposed technology plan. The EVP notes that gaining this coordinated support is important to serve as many needs as possible and will help the School achieve reciprocal collaboration.

University-level issues

These are issues which were raised during the School’s review but which transcend an individual unit, affect other units university-wide, and are the responsibility of Academic Affairs to address.

1. Course release time. Academic Affairs will clarify the roles and expectations of faculty with regard to release time, acknowledging that there needs to be parity among schools and colleges in how program administrators are supported.

2. Use of technology classrooms. The EVP acknowledges that there is currently a gap between the current level of access to technology-enabled classrooms and what is needed, and will see to it that the assignment and use of current facilities is monitored to ensure equal access to technology by all programs having a need for it.

3. Marketing of part-time professional programs for adults. Enrollment Management has and will continue to strengthen its marketing efforts of part-time professional programs for adults, building on the synergy of several different programs.
A hard copy of this document was signed by:

Chair of Unit Review Committee

Chair of APRC Subcommittee

Chair of APRC

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.