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

FOLLOW-UP TO MEMORANDUM OF AGREEMENT OF MAY 2002

Institute for Professional Development
(within CTI)

The May 2002 MOA for IPD identified the following actions to be taken in year 2002-03. IPD’s report of actual actions taken follows each original section below:

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

1. **Discuss contribution margin.** Because the Institute for Professional Development operates on a stand-alone budget with tuition revenue as the only source of income, any increase in resources will need to come from renegotiating the contribution margin. The IPD will request from the EVP a preliminary meeting to occur earlier in the budgeting process (i.e., before budgets are due in late autumn) in order to determine an acceptable contribution margin for the coming year. The IPD seeks a lower contribution margin in order to make available additional funding to reinvest in its programs, faculty, and facilities (see #2 below). The Dean recognizes the importance of this issue and supports the IPD in its request.

   **Action(s) taken:**

   A conversation between IPD Director Terry Skwarek and Academic Affairs budget liaison Amy Milianti occurred in October 2002 in which Academic Affairs suggested we submit a proposed budget for 2003-04 using our best estimates of economic and industry trends. We submitted a plan which indicated enrollments would still be low, resulting in a modest profit (yet still over six figures), and that plan was accepted. The understanding was that we will do what we can to initiate new offerings as a way to increase enrollment in the coming year. This current year saw the creation of two new offerings (Network Security Program; Standards-based Web Design Program) and substantial upgrade to three programs (IP Telephony Program; .NET Developer Program; Web Developer Program) in order to market them as state-of-the-art to IT professionals. Enrollment was still low, so we are planning more new offerings to minimize the effects of the continuing economic slump. IPD also reduced below-the-line expenses to minimum costs and, as far as above the line expenses, IPD investigated the protocol recommended by HR for reducing staff. Overall IPD is appreciative of the flexible approach granted for this coming year.

2. **Develop a reinvestment plan.** In the coming year, IPD will outline a five-year plan as a proposal for the reinvestment in the Institute’s improvement. The IPD director will consult with the Dean to develop this plan and will propose the plan to Academic Affairs. As part of this plan, IPD will investigate and make recommendations for improvements in the following areas:

   a) **Development fees for new programs.** The Institute will propose the need for development fees to assure continued creation of new programs. These fees would be used to adequately compensate faculty involved in the development and maintenance work that needs to be done for both new and existing certificate programs. The IPD will survey salaries paid at similar institutions and request an update from CTI regarding its part-time salary scale.

   **Action(s) taken:**

   IPD drafted a history chart of its expenditures for development and maintenance of certificate programs so as to clearly identify past compensation and determine if any modifications were required. With this past year’s significant drop in enrollment we felt it was worth staying with our current plan in which we pay a modest fee of $1,000 (compared to teaching salaries) for development as well as maintenance work, while continuing to mention that this is an opportunity to keep involved in current trends (which many of our
faculty have indicated as the main reason they teach for us). As for the viability of that strategy we did conduct a survey of other institutions, though with limited results. Four universities responded to our telephone survey (Southern Methodist University, Boston University, Northeastern University, and NY Institute of Technology). Development and maintenance fees are not paid at the first three institutions because full-time staff are hired for that task alone – though each admitted that they do seek review of the curriculum from faculty both before announcing a new offering and as industry trends change. At the fourth institution, all offerings are partnered with corporations who provide the curriculum as part of the partnership agreement. We were unable to secure any information from commercial providers about development and maintenance fees, being told that their proprietary nature precludes them from disclosing such information.

As for salaries, we discovered that all four of those universities have found it very expensive and thus very difficult if not impossible to engage their full-time faculty to deliver lectures, and instead engage part-time instructors and/or guest speakers at a rate less than IPD’s rate, which is $350 per 3-hour lecture for part-time instructors and $400 per 3-hour lecture for full-time faculty. As with the development and maintenance fees we were unable to secure any information from commercial providers but we do have anecdotal evidence from several instructors who joined us after teaching at such enterprises that our compensation is “satisfactory” or “more than expected”.

The information secured from CTI shows that IPD’s rate is less than the lowest salary paid to a part-time instructor in a regular CTI class. In every discussion with potential instructors we mention that as part of a team-teaching program one can expect support from the other lecturers so that no one instructor is fully responsible for students for the entire quarter; in addition, some of the instructors, depending on the element they cover in the program, may not be required to assign homework; for those who do, they can enjoy the benefits of a dedicated online system that collects, records, and notifies students and staff of homework activity. Finally, they can also expect that IPD’s staff will coordinate final grades.

b) Salary dollars. The Institute will propose the need for salary increases to encourage continued participation of current instructors and to attract new ones. Currently IPD instructor salaries/stipends are not commensurate to those of DePaul instructors. The IPD will secure information regarding salaries at similar institutions and from the CTI regarding its salary structures. The IPD will consider a two-tiered salary system to compensate instructors in a way that is appropriate to the dual nature of the work (designing and grading the course vs. being a guest lecturer in the course).

Action(s) taken:

As noted in a), IPD’s teaching rate is slightly above that of the four institutions responding to our inquiry but below that of the lowest part-time rate in CTI. No change has been made in IPD’s two-tier structure mentioned above ($350 part-time, $400 full-time) other than the careful monitoring of selecting part-time instructors for those components that do not require homework assignments. Our discussions about compensation with faculty and instructors have been satisfactory in that they all have indicated that they understand the economic model under which we operate, and many have indicated that they are glad to still have the opportunity to teach beyond their regular load without having to take on the duties accompanying an entire regular class. We anticipate that when the economy changes, or when the computer industry in particular provides us with enough changes to secure a wider and/or bigger audience, we will once again have adequate resources to proceed with plans to reconsider our compensation structure.

c) Upgrade physical facilities. The IPD will also propose the need to upgrade its space, equipment, and software. As part of developing its plan/proposal, the IPD will complete its inventory of current equipment and software holding to determine what can be upgraded and what needs to be replaced.

Action(s) taken:

Despite the decrease in enrollment IPD still conducted an inventory of its facilities to be aware of its ability to satisfy the needs of its students and instructors as far as space, equipment and software. Our space is adequate, with ease allowing for what we expect will be an eventual return to our former activity levels –
that is, conducting ten programs in each of autumn, winter and spring quarters. Our equipment in two of our three labs was upgraded in order to launch the Network Security Program and to enhance the lab experience of the Local Area Networks Program. Our take-home equipment situation changed this year in that we reduced the number of programs providing equipment, and instead distributed licensed software in two offerings for professional programmers (who often have the same if not better equipment than what our inventory allowed). Software upgrades were achieved by registering with Microsoft in their Academic Alliance program, with IPD maintaining a separate registration from DePaul/CTI as a result of the distinct characteristics of IPD’s typical student (non-degree seeking).

3. Expand instructor recruitment. In order to attract and retain a qualified instructors, the IPD will expand its recruitment efforts. While there is a stable group of faculty who have taught IPD courses for years, IPD will expand and diversify to supplement this core. The IPD will seek those instructors who are professional practitioners, familiar with state-of-the-art technologies in the field. IPD will increase its recruitment of part-time faculty, possibly through CTI. IPD will also pursue target advertising.

Action(s) taken:

IPD joined CTI in posting opportunities in the newspaper as well as on the web, and we continue to participate regularly in presentations required of candidates for part-time teaching positions. As a result IPD was able to engage several new instructors from CTI, including two full-time and three part-time faculty. New instructors from industry include five individuals recruited and interviewed by IPD alone using not only advertising but also networking efforts.

4. Continue student recruitment. The IPD will continue its recruitment of students through newspaper advertisements, CTA posters, billboards, radio ads, direct mailings, and through the CTI/DePaul newsletters/other publications. It will continue to monitor competitors and the demand for such programs in the current economic climate as it researches the market of potential students.

Action(s) taken:

IPD increased its advertising/marketing activity in a number of ways. We expanded our print efforts by running ads in two industry vehicles in addition to our regular ads in the Tribune’s education guide and business section. We attend weekly meetings conducted between Enrollment Management and the School of CTI, and IPD staff have participated in numerous open house and job fair events. In addition, our offerings are regularly listed in the school’s Hyperlink publication and we have provided material for feature stories in that vehicle for the past three issues. IPD also used more direct mailings each quarter this past year to targeted audiences, including former IPD and CTI students/graduates.

Our monitoring efforts have shown that continuing education offerings in IT at local institutions have changed: Northwestern University advertises its few IT offerings only in conjunction with its degree completion programs, and University of Chicago no longer lists any IT-related offerings in its quarterly publication nor on its website. IIT continues to be the most similar provider and, like IPD, has made efforts to offer new programs covering the latest technology – however, these are bundled with numerous non-IT offerings as well as a number of degree programs, and so the advertising is diluted. Our attempts (both direct and indirect) to gather enrollment numbers have been without success, even under the guise of a prospective student; however, we do know from former IIT instructors that class sizes were small (their cap is 16 students in most IT courses in order to accommodate in-class hands-on activity). Their continued marketing of programs similar to ours suggests they are inclined to believe, as are we, that a turnaround is inevitable.

5. Secure additional classroom/lab space. In order to make sure that space limitations to not impinge on curricular goals, the IPD will seek to increase its access to well-equipped existing classrooms and labs. It will identify opportunities to use general pool classrooms that are COL-enabled by working with CTI/Academic
Affairs staff when they schedule classroom assignments. Similarly, IPD will work with Academic Affairs and Conference Services to identify additional space that might be available for use. IPD will also re-evaluate its storage needs and areas to determine if any conversions can occur. It will discuss with CTI the possibility of sharing additional facilities beyond its telecommunications lab.

Action(s) taken:

IPD and CTI have an ongoing solid relationship in sharing classroom facilities as needed. We have also maintained our longstanding good working relationship with Conference Services despite our declining need for their space in the belief that once our enrollments start to grow we will have an already-established connection and history of working with their staff and within their parameters. Storage needs in IPD were streamlined in part because of the reduction in take-home machines now that IPD secured its own unique membership, as previously noted, in Microsoft’s Academic Alliance. Overall, IPD is comfortable with its present circumstances in light of the current situation and looks forward to the challenge of accommodating increasing enrollments which we expect will accompany any positive economic trend.

Signed:

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Institute Director       Chair of APRC Subcommittee

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Chair of APRC       Dean of the College

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Associate V.P. for Academic Affairs