As a result of the fifth cycle of DePaul University's Academic Program Review Process (Cycle 5), 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.

**University Commitments to Cycle Five Units:**

1. Academic and Career Advising:
   a. The University will look into providing institutional assistance for graduate/professional school preparation in terms of publicizing and making certain that standardized test preparation programs are available.
   b. The University will look into implementing advising alerts through Campus Connect that encourage students to contact their advisors prior to enrolling in courses.

2. Diversity:

   Consistent with the University’s mission, DePaul University remains strongly committed to promoting the diversity of faculty, students, and staff. Academic Affairs will support a variety of strategies developed by departments and programs to enhance such diversity.

**Common actions agreed upon for the sciences at DePaul (as applicable):**

1. Graduate Stipends.

   The Dean of the College of Liberal Arts and Sciences acknowledges that current graduate stipends in the sciences are less than what is offered at comparable institutions and has made a commitment to make progress toward equity in this matter. Hence, an increase for stipends has been included in the budget for the coming academic year. However, for the long term, departments should consider alternatives to handling graduate assistant responsibilities such as lab staffing. Both sides agreed to continue discussions regarding alternative strategies in this matter within the larger context of the roles of the Masters science programs at DePaul.

2. Science Facilities

   The Dean of the College of Liberal Arts and Sciences and the EVP for Academic Affairs commit to being advocates for the sciences and science facilities at DePaul. Furthermore, they ask to be kept aware of the changing and upcoming needs of the science departments as they become apparent including: changes in curriculum, concentrations, and technology. Knowledge of emerging developments in the field will then allow the institution to better situate itself for the future.

3. Transitional Masters Program Initiative

   Academic Affairs and the Dean of Liberal Arts and Sciences agree to continue support of the transitional Masters program being piloted with Xavier University-New Orleans. The College of Liberal Arts and Sciences, Academic Affairs, and the science units agree to search for funding to support students brought in through this initiative without decreasing funds to existing graduate students.
4. Freshman Sequencing Flexibility

The Dean of the College of Liberal Arts and Sciences and the EVP for Academic Affairs strongly support efforts by the sciences to create flexible entry points into their programs. Actions including the reorganization of courses, the staggering of introductory sequences, and scheduling cooperation within the sciences and mathematics departments are all endorsed as ways to encourage student enrollment.

5. Formal Evaluation of Terminal Masters Programs

The Dean of the College of Liberal Arts and Sciences and the EVP for Academic Affairs encourage the science departments that offer terminal graduate degrees to evaluate these programs in terms of the quality of educational experience provided, satisfaction with student applicants, roles the program currently fulfills, future expectations of the programs and ways to achieve these goals. The Dean of the College of Liberal Arts and Sciences and the sciences agree to continue discussions regarding future directions for these programs where applicable.

Actions that the Environmental Sciences Program agrees to address during the coming academic year:

1. Evaluation of Curriculum

The Environmental Sciences Program will continue to evaluate the effectiveness of its curriculum with the assistance of the Office of Teaching, Learning, and Assessment and the annual assessment of student work conducted for this office. Possibilities in the coming year include consistency of coursework with the program’s learning goals, an assessment of student products to evaluate levels of environmental literacy after the sophomore sequence, and the effectiveness of the new thesis requirement.

2. Career Advising/Post-Baccalaureate Assistance

The program shall increase its assistance to students in matters of career/post baccalaureate planning including working with the Career Center to arrange for professionals in environmental science fields to speak to students at an annual symposium sponsored by the program and at career fairs about ways for students to apply their degrees. Additionally, the Environmental Science Program will assist students with issues related to applying for jobs/graduate school programs.

3. Curricular Offerings

The program will expand its course offerings to majors within the program and also its service courses primarily intended for non-majors. The expansion of courses will enhance the attractiveness of the program to new and existing students, as new courses will provide a greater variety of courses for students to choose from. Additionally, the program will be able to take advantage of the interests and abilities of faculty from the other science departments and Geography, and potentially increase the diversity of faculty teaching Environmental Science Program courses.

4. Recruitment of Majors

The Environmental Science Program will increase its recruiting efforts in several ways.
   a. Marketing within DePaul University by offering general education courses that are interesting and attractive to potential students already at DePaul.
   b. Enhancing its website.
   c. Working with community colleges offering coursework in environmental science to recruit students interested in pursuing bachelor degrees in this field.
   d. Targeting high school students.
   e. Working with the other sciences, Math, and also the Interdisciplinary Science and Technology Center and NASA Center to collectively develop recruitment strategies.
5. Possible Post-Baccalaureate Certificate or Masters of Science Program

The Environmental Science Program will investigate if it is academically and financially viable to pursue a Masters degree or post-baccalaureate professional certification program, possibly in the areas of wetland issues/restoration and K-12 education certification. The program will submit a proposal to the Dean of the College of Liberal Arts and Sciences identifying potential audiences including the skills necessary to enter the program and ways in which students will be able to supplement their existing abilities in order to succeed in the program.

6. Diversity

The Environmental Sciences Program remains committed to the recruitment of a diverse student body within its program and a diverse faculty.

7. Teacher Preparation

The program is open to continuing conversations with the Dean of the College of Arts and Sciences with regard to offering programs for the training or re-certification of K-12 teachers in the area of environmental science and will look into this area when investigating possible post-baccalaureate programs.

Signed:

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Chair of Unit Review Committee  Department Chair/Program Director

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APRC Subcommittee  APRC Subcommittee

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Chair of APRC

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Dean of the College

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Associate V.P. for Academic Affairs  Executive V.P. for Academic Affairs