

Office of Institutional

# Diversity and Equity

President's Diversity Council  
2006-2007 Annual Report



**BE A MODEL OF DIVERSITY**



Elizabeth Ortiz  
Vice President of Institutional Diversity and Equity

**President's Diversity Council**  
**Annual Report**  
2006-2007

**Introduction**

The President's Diversity Council (PDC) was established in October 2006 as one of the many strategies that was created to implement Goal 3 of *Vision Twenty 12: Be a model of Diversity*. The PDC was created to "promote collaboration and communication by bringing together leaders from identified constituency groups to initiate cooperative programs and facilitate opportunities for multicultural dialogue".<sup>1</sup> One of the PDC's primary tasks was to advise the President about diversity issues, and serve the university's diverse populations by recommending coordinated institutional procedures that will help achieve the objectives as outlined in Goal 3. To this end, the PDC's work in this inaugural year was to assist in the implementation of the strategic planning objectives and strategies that were detailed in the university wide strategic planning process.

The objectives for the PDC were articulated in the original charter and founding of the council and included the following objectives:

1. The **PDC** shall advise the President and the VP for Institutional Diversity and Equity about the development and implementation of policies and programs designed to improve the campus environment for members of all university constituencies, maximize training, and prepare students to live in a diverse society.
2. The **PDC** will consider issues and problems on campus that may be especially relevant to specific population groups, and will advise the President about potential remedies.
3. The **PDC** will provide a forum for highlighting events that address diversity issues.
4. The **PDC** will report its work as appropriate to the VP for Institutional Diversity and Equity and shall file a year-end report with the President, who will share the report with the university community.

**PDC** membership represents staff and faculty from a broad cross-section of the university and represents several constituencies from a wide range of university councils, divisions, organizations, and departments. The current membership list can be referenced in attachment 1.

**Committee Structure and Work**

The following committees were developed as work teams to create and implement initiatives that address climate, retention, recruitment, and the success of diverse constituencies as well as to achieve the objectives as stated in Goal 3. These work teams focused on issues affecting students, faculty, staff, climate, and religious pluralism. The committee's are listed below.

1. Faculty Recruitment and Retention Subcommittee
2. Staff Recruitment and Retention Subcommittee
3. Student Recruitment and Retention Subcommittee
4. Religious Pluralism Subcommittee

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<sup>1</sup> PDC Charter documents, Ortiz, 2006

## 5. Power, Climate & Culture Subcommittee<sup>2</sup>

The PDC worked diligently throughout 2006 and 2007 and held three full council meetings during the 2006/2007 academic year. The subcommittees however, met much more frequently to discuss research, current trends and issues, and to complete their subcommittee's objectives for year one of Vision 2012. Memberships to the subcommittees were open to the entire university community and many individuals throughout the campus participated in this work.

Featured in this document are the final reports, as submitted by the chairs of each subcommittee chair(s).<sup>3</sup> These reports detail the discussion streams of the first year of the council, the issues that were raised, and recommended solutions and strategies to remedy these concerns. The corresponding strategic objective(s) as written in Vision 2012 begins each report. In many instances, these objectives overlap committee work and responsibilities.

Also included in the appendix section of this report is a spreadsheet of all the recommendations as previously written in the Sizemore (1995)<sup>4</sup> Multicultural Implementation Committee Report, and the Blue and Red Teams Strategic Planning reports. This spreadsheet was presented to the PDC at the last full PDC meeting of the year to illustrate the integration of past recommendations regarding diversity and inclusion into current practice, Vision 2012 planning, and to chart the progress that has been made under the current leadership (attachment 4).

### **Faculty Recruitment and Retention Subcommittee Report**

***Objective 3a. Attain leadership in recruitment and support of diverse faculty, staff, and senior administrators, (To include a comprehensive definition of diversity that encompasses many factors including but not limited to first-generation, economic disadvantage, experience, ethnicity, etc).***

The Faculty Recruitment and Retention Subcommittee's primary work this quarter has been to prioritize DePaul's most pressing issues with Faculty Recruitment and Retention. Therefore, much of our work has been defining terms. With the support of Liz Ortiz, Barbara Schaffer and Rafaela Weffer, the committee spent some of its early months benchmarking major efforts on the behalf of other institutions to study and improve the recruitment and retention of other Universities. Some of the reports from other Universities reviewed included "Documenting the Differences Diversity Makes" (2005) The University of Illinois Champaign's Center on Democracy in a Multiracial Society, prepared for the Ford Foundation; and "The Revolving Door for Underrepresented Minority Faculty in Higher Education" (2006), prepared by the Association of American Colleges and Universities and Claremont Colleges. We also reviewed basic policies of DePaul Departments and Colleges, including the College of Commerce, Theatre, CTI, and various departments within Liberal Arts and Sciences.

In the months between November and January, the subcommittee reviewed this literature and two of our members formed a bibliography of up-to-date books, articles and websites on the issue of diverse faculty recruitment and retention in higher education (Attachment 2).

The next step was to meet and to find out more about DePaul's culture and practices around faculty recruitment and retention through face to face discussion. The purpose of these interviews

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<sup>2</sup> This name was changed from Diversity and Cultural Programming by the work team to the Power, Culture, and Climate committee.

<sup>3</sup> These reports were submitted in June, and except for syntax and minor grammatical errors are verbatim.

<sup>4</sup> B. Sizemore, Multiculturalism Implementation Committee Report, 1995.

are two-fold: to gather more information for comparative purposes and to facilitate dialogue about recruitment and retention issues, giving the work of the President's Council on Diversity more visibility as an ongoing process. The team created a survey, spanning from the ways that a search is defined on the Departmental level, the creation and placing of the job advertisement, methods of recruitment outside of advertisement, the formation of search committees, application review process, interviews and on-campus visits, and strategies for making a final decision, and finally, strategies for informing winning and losing candidates. Among the questions asked were:

- How are search committees created? What is basis of membership?
- Where is the position ad distributed? Are there other sources utilized such as, insider streams or targeted recruitment?
- What is the process of search: how many interviews, talks, guest teaching spots?
- To what extent is department involved in final decision making?
- Are there recommendations sent to the search committee?
- What is the Role of chair and Dean?
- Is there involvement of Students?
- What are the criteria used for decision making?

Interviews were conducted with all the deans across the University, as well as with some department chairs within Liberal Arts and Sciences in the Humanities, Sciences and Social Sciences. We found that while some procedures differed according to field, department size, and national resources, most interviewed followed similar practices to ensure diversity, including placing ads in professional groups publications organized around underrepresented minority faculty candidates, using websites and journals that target diverse faculty, approaching Universities known to have highly qualified minority graduates in the field, and using informal networks. We agreed that a departmental handbook on hiring practices might be able to better share winning strategies. This handbook could be organic, growing as the culture of our colleges and departments grow, and reflecting the changing state of diversity and multiculturalism in region and the nation.

Many of the conversations revealed dissatisfaction with efforts to recruit and retain minority faculty. Some expressed frustration with limited networks of contact with qualified faculty of color. One chair in the sciences, expressed frustration with not being able to offer competitive start-up packages for new recruits, though he thought that DePaul offered a unique opportunity to do research with undergraduates. Others were able to attract their choices, but worried about retaining their faculty. One dean speculated that one reason that diverse faculty are difficult to retain in their college was because they have only been able to hire one faculty member of color at a time, which sometimes creates an atmosphere of isolation. One strategy for the future might be to hire cohorts of faculty of color, either on the post-doctorate or professorship level. The subcommittee also believes that one important and ongoing charge would be to sustain a sense of community and mentorship of minority faculty, building on efforts already in place by the Office of Institutional Diversity and the AVP for Faculty Development's efforts. Such initiatives could include, more peer mentorship, the regular chance to showcase and workshop research, and more discussions across departments about research as well as professional issues are some strategies to develop further in the future. We believe that the causes of loss of faculty of color could be further pinpointed with Faculty Exit Surveys and focus group discussions.

With these ideas in mind, the committee has supported the efforts of Elizabeth Ortiz and the Office of Diversity to construct a Best Practices Handbook on Faculty Hiring. This handbook will outline useful strategies, from the point of creating job advertisements through the entire process.

The handbook is currently in progress, and committee members have been working on it during the summer. The committee would like to have a central role in presenting the Best Practices handbook in the fall, before it goes before Faculty Council. Once revised, the Handbook would be presented to Faculty Council to be vetted and eventually adopted.

The Faculty Recruitment and Retention subcommittee is currently in the process of developing a set of exit interview questions that could be standard practice for all faculty who leave DePaul. Key to this process is that these interviews be compiled, stored, and assessed regularly, on the departmental, college level and by the Provost for Academic Affairs.

Many departments already have an informal exit interview practice in place, but the committee felt strongly that there also be a set of exit interview questions for all faculty who exit the institution, and that this interview be conducted by a third party and stored in a protected space independent from the department. One vendor that provides several online tools for exit interview compilation and storage, as well as current employee feedback is Allegiance ([www.allegiance.com](http://www.allegiance.com)). The committee plans to assess this tool in the Fall 2007.

Our recommended questions for the Exit Interview are open-ended questions, which could give exiting faculty a chance to discuss at length the positives and negatives of their experience at DePaul:

1. What were your reasons for coming to DePaul? Were your expectations met?
2. What were your reasons for leaving DePaul? What were the factors that most influenced your decision?
3. How would you describe your experiences as a faculty person at DePaul?
4. Can you share any feedback, positive or negative, that you think that the institution should know about itself?

#### Timeline of activities for January 2007-June 2007

- January-March 2007: Research of Best Practices literature and development of Bibliography and review of selected work on subject
- January-February 2007: Bench Marking: What are comparable regional colleges also doing?
- January 2007-February 2007: Gathering of DePaul Current Search-related Documents: job descriptions, applications, policies.
- February 2007: Development of Survey on Departmental Search Practices and strategy for distribution
- March 2007-May 2007: Interviews with Deans and search Chairs (University-wide) on recruitment practices.
- May- June 2007: Creation of initial Exit Interview Questions and location of third party resources for conducting interviews and storage
- June 2007: Analysis of Surveys

#### **Recommendations**

1. In order to assess our future, we need to understand more clearly what we've done in the past, and what strategies have created our current DePaul Faculty community. We recommend the gathering of data on searches from past five years: number of applicants to DePaul positions, number of applicants with on campus interviews, number of offers, number of acceptances, broken down by gender and race.

2. The University should conduct ongoing self- assessment projects around the issue of diversity, in addition to the exit interviews. These assessment projects might target areas of weakness identified by the Presidents Council on Diversity.

3. Implement **Annual** discussions among chairs, Deans, President Holtschneider, the President's Diversity Council and the Department of Institutional Diversity about emerging trends that might surface in the exit interviews, so that an ongoing institutional conversation and self-assessment is conducted regarding diversity and issues of equity regarding faculty of color.

#### **Staff Recruitment and Retention Subcommittee**

***Objective 3a. Attain leadership in recruitment and support of diverse faculty, staff, and senior administrators, (To include a comprehensive definition of diversity that encompasses many factors including but not limited to first-generation, economic disadvantage, experience, ethnicity, etc.)***

For the inaugural year, the SRR completed the following tasks:

- Recruited new committee member
- Reviewed HR policies and procedures related to recruitment including:
  - Pre-employment Reference Checks
  - Pre-employment Background and Educational Verification
  - Recruitment and Selection Process
  - Relocation Expenses
- Discussed and reviewed Human Resources Staff Search Guide. Document went through a thorough legal review to ensure compliance. Recruitment is currently in the process of selecting design and format and will post on Recruitment Section of Human Resources website by September 2007.
- Reviewed annual performance appraisal form. Recommendations for language and design changes will be submitted to Human Resources.

#### **Goals for 2007-08**

- Create welcoming committee for staff
- Use annual performance appraisal for professional development opportunities for retaining and promoting a diverse workforce
  - Collaborate with HR/OID/Staff Council on career progression and mapping
- Investigate and create a staff mentoring program
- Work with HR to create new staff exit interviews to collect data

#### **Student Recruitment and Retention Subcommittee Final Report**

***Objective 3b. Exceed national norms in recruiting, retaining, and graduating a diverse student body, with an emphasis on first generation, economically disadvantaged urban students.***

#### **Subcommittee's Objectives for Vision 2012**

- Develop a short-term initiative that can have an immediate impact on student recruitment and retention from a diversity perspective
- Develop a long-term initiative pertaining to student recruitment and retention from a diversity perspective
- Serve on EM Committees and act as resources

- Create a Faculty/Staff Ambassador Program to work with diverse students, attend HS visits with EM staff, and phone calling of prospective students and their families
- Work with Student Affairs on diverse student initiatives (3b1 thru 3b6)
- Work with EM and Student Affairs concerning student retention issues and to explore the creation of a one-stop retention initiative and other student success initiatives (3b1 thru 3b6)

#### **Subcommittee activities during 2006/2007**

- Developed collective list of student-related programs/programming that target/serve students of color
- Invited guests from offices throughout university to provide overview on existing initiatives<sup>5</sup>
- Attended tuition pricing meetings (only a subset of the Subcommittee)
- Reviewed existing university data and research initiatives on student recruitment and retention provided by EM&M and OIPR
- Reviewed significant research done on a national level that addresses success factors for college graduates, focusing on diverse students

#### **Subcommittee activities planned for 2007/2008**

##### **Short-term Initiatives Planned**

- In October 2007, follow up via a phone survey with academically qualified diverse students who do not re-enroll in Autumn 2007 to ascertain reasons for not enrolling.
- Identify first-quarter freshman students with low SES by race with grades of D, F, or W in Fall 2007 and follow up with appropriate interventions (early warning system), in coordination with EM&M's retention efforts.

##### **Ongoing/Long-Term Initiatives Planned**

- Work with Student Affairs on diverse student initiatives (3b1 thru 3b6)
  - Invite Vice President of Student Affairs as guest speaker for meeting, and select several representatives for subcommittee
- Continue relationships with OIPR and EMM in order to provide input on addressing diversity within their research agendas and program planning
  - Serve on EM&M Committees and act as resources
  - Determine any DePaul application demographic data desired and feasible from a legal perspective
  - Determine high school transcript information available that is not requested on the DePaul application (See Appendix J)
- Invite Director of Financial Aid as guest speaker for meeting, and select a standing committee member
  - Ascertain summary financial aid data available by race (see Appendix J for some of the information desired)
- Continue to work with EM&M and Student Affairs concerning student retention issues and to explore the creation of a centralized retention initiative and other student success initiatives (3b1 thru 3b6); perhaps consider integrating with DePaul Central Program.

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<sup>5</sup> **Invited guests:** Caryn Chaden, Associate Vice President for Academic Affairs, Gerry McLaughlin, Associate Vice President of Office, Institutional Planning and Research, Brian Spittle, Assistant Vice President for Enrollment Management.

- Coordinate pilot tracking program that identifies diverse students using resources/university offices & programs and participating in student organizations oriented toward diversity to ascertain if student involvement improves student success rates; consider expanding peer mentoring system based on involved versus students enrolled that are not involved in extracurricular activities or utilizing appropriate support services
- Track 2007/2008 cohort with objective of identifying best practices and improving retention of diverse students

### **Recommendations**

1. The Vice President for Diversity should provide in-person report to Board of Trustees at least once per academic year on the status of diversity at DePaul.
2. Recommend research by OIPR on whether socio-economic status is the predominant demographic variable associated with student graduation rates (over and above race) at DePaul University (similar to the national study reviewed).
3. Based on the interest in determining if different subsets of races have different success rates, recommend research of graduation rates by SES by race since ethnicity by race is not available.
4. The creation of a Faculty/Staff Ambassador Program to assist EM&M in recruiting diverse students (e.g.: attend High School visits with EM&M staff, and phone calling of prospective students and their families)

### **Resources Created by Subcommittee:**

- List of 2006/2007 Student Outreach Activities
- List of existing Community Outreach Partners
- DePaul Programs/Programming Targeting/Serving Students of Color

### **Primary Resources Used by Subcommittee:**

- February 2006 Report to Board of Trustees: “Undergraduate Enrollment at DePaul, Some Context for Planning for 2012”
- Commerce Graduate Student Follow-Up Survey (for students “withdrawing”) (provided by OIPR)
- Adelman, C. 1999. *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*. Washington, DC: U.S. Department of Education. (<http://www.ed.gov/pubs/Toolbox/toolbox.html>)
- DePaul University Strategic Planning 2005-06, Stage Three: “Building the Analytic Infrastructure” – “Expert Team K” Report.

### **Subcommittee on Religious Diversity**

***Objective 3c: Expand opportunities for the DePaul community to study and practice religious faiths in a pluralistic environment.***

The membership of the Religious Diversity Subcommittee for 2006-7 comprised faculty, staff and students of diverse and no religious faiths, and of varying longevity at DePaul. Several issues and recommendations emerged over the year. One, referred to as the “marketing issue,” took a logical and strategic priority.

The subcommittee discerned that there exists in the minds of many and perhaps a majority in the DePaul Community a perceived tension between the University’s Catholic identity and its desire



to promote religious diversity. It became apparent that the strategic importance and effectiveness of diversity objective 3c directly depended upon communicating the essential relation of this objective to the University's mission and identity, and making sure that the welcome is extended to people of all religions and of none. The subcommittee felt that it is important that it becomes clear that DePaul is, not by necessity but by reason of its understanding of its Catholic identity, a welcoming, non-judgmental institution, promoting religious diversity in its faculty, staff, and student body. This message must be communicated to DePaul staff, faculty and recruiters, who themselves do not always understand this message, or how to explain this to prospective students, current students, and to the community at large.

The reconciliation of the perceived tension between Catholic identity and religious pluralism exists in this message:

*"It is **because** the University is Catholic and Vincentian that the University supports religious diversity."*<sup>6</sup>

### Specific Religious Diversity Issues

To meet goal 3c, issues of communication, policy, space, educational programming, religious ministry and coordination were discussed over the year.

- **Communication:** Clear, up-to-date, and practical information for the various religious communities of the University is not available. Where can our students worship? What spaces do we provide? What time are services? Where and what are the community and neighborhood resources that may be available to our students and others?
- **Policy:** In keeping with the promotion of religious pluralism, major holidays of religions with constituencies at DePaul University ought to be treated with respect and consideration around work and study, and practical policies need to be spelled out in student, faculty and staff handbooks to guide scheduling, coursework, exams and excused absences. It is important that the issue of religious diversity, the welcoming of all religious and spiritual traditions, and the welcoming of those with no religious convictions be an on-going concern addressed by DePaul University for many years to come.
- **Space:** It is imperative that suitable space be made available to our varied religious populations.
- **Educational Programming:** Curricular and co-curricular programming is needed to increase awareness and appreciation of religious diversity across the community.
- **Religious Ministry:** Related to goal 3c3, *Increase support for the office of University Ministry*, it is important that the office be capable of serving the religious diversity of DePaul University with the appropriate staff, facilities, policies and communication.
- **Co-ordination:** Better communication and collaboration among departments (particularly Religious Studies, University Ministry and the Office of Diversity) should be encouraged in order to avoid repetition, missing programs and lack of coordination.

### Recommendations

1. **Marketing Message:** DePaul's marketing and public relations departments should create a comprehensive marketing campaign to communicate the message, that it *"is **because** the University is Catholic and Vincentian that the University supports religious diversity."* Specific religious diversity VISION

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<sup>6</sup> PDC committee member quote

twenty12 videos, print advertisements, billboards, commercials, brochures, etc., could be employed, and readied for the 2008-9 admissions cycle.

2. **Communications:** Improve the religious diversity aspect of the Office of Institutional Diversity website to include the marketing message and to provide practical information on our varied religious communities, including an inter-religious calendar, locations and times of worship, information on religious organizations within the University, and resources for help with diversity conflicts. Simultaneously, improve the University Ministry website to improve the visibility of that department and to offer contact information (office numbers, staff and faculty contact information, student religious organization contacts, etc).
3. Create a University calendar that reflects and honors religious diversity.
4. The Office of Diversity should lead a discussion aimed to create and publish in faculty and student handbooks a policy outlining the procedures for obtaining excused absences due to religious observances, including explicit holidays and the recommended approach and forms for absence requests.
5. **Space:** Related to goal 3c4, *Create appropriate physical space to accommodate different religious/spiritual practices/rituals*, it is imperative that appropriate space be made available to our varied religious populations, such as the Lincoln Park Catholic Chapel. An ongoing, comprehensive plan that sets criteria for determining if a religious group is eligible for dedicated space and that addresses the changing needs for religious space on the major campuses needs to be created, especially for the Loop.
6. **Educational Programming:** First, undertake an audit of course offerings in our current schedule to support a strategic approach to enhance religious pluralism, across the curriculum. Second, audit co-curricular programming similarly. Third, ensure that institutional ceremonies reflect the best of our religious pluralism.
7. **University Ministry:** First, a plan is needed for new hires to “fill in gaps” related to leadership, such as a much-needed Muslim chaplain to be on staff. Second, sufficient funds need to be provided for appropriate resources to respond with dignity to the needs of faith traditions (e.g., sacred literature, symbols, supplies such as candles and prayer rugs, etc.).
8. **Coordination:** Create a continuing religious diversity committee responsible for coordination and communication, to oversee the maintenance of values in this area and to confirm that the practical needs of the varied religious communities are being met.

### **Power, Culture, and Climate Subcommittee (PCCC)**

**Objective 3a.** *Attain leadership in recruitment and support of diverse faculty, staff, and senior administrators, (To include a comprehensive definition of diversity that encompasses many factors including but not limited to first-generation, economic disadvantage, experience, ethnicity, etc.).*

**Objective 3d.** *Create programming for all constituents of the DePaul community that affirms the central place of diversity in university’s mission and institutional culture.*

The PCCC has identified four areas of priority for the year to date: 1) Senior Leadership/Management; 2) Committee Selection; 3) Programming; and 4) Ad Hoc Policy or Issues.

### **1. Senior Leadership/Management: Hiring Freeze Proposal:**

The PCCC has recommended a hiring freeze for all senior leadership or management staff (defined as AVP's and above at university-level, and assistant deans and above at the decanal college or school level) until Diversity Best Practices<sup>7</sup> and Affirmative Action guidelines<sup>8</sup> are developed for decision-makers recruiting, promoting, hiring, and development of such positions to achieve a more racially and gender-diverse leadership/management staff than what currently exists. EVP for Institutional Diversity Elizabeth Ortiz has met with Provost Epp to convey these concerns in a meeting during the Winter term 2007 as they affect the academic side. Co-chairs Ann Russo and Sumi Cho intend to meet with EVP for Operations and committee member, Scott Scarborough to discuss the concerns as they affect the operations side in May or June of 2007.

### **Best Practices for Senior Leadership/Management Positions**

The PCCC seeks to develop Best Practices for filling or developing Senior Leadership /Management Positions. However, data on both the Operations and Academic side are desired before developing such best practices regarding hiring and internal promotion demographics over the past five years broken down by race and gender. The committee is requesting a 5 year snapshot (2001-2006) that includes: a) information regarding all internal promotions to already existing positions as well as new positions created at the level of AVP and above as well as assistant dean and above for each college and school; b) each promotion should have information regarding whether there was an internal and/or external search; c) all information should be broken down by race and gender (for each racial category), with both raw numbers and percentages.

In addition, the committee would like to develop qualitative data from Directors and above, particularly people of color. Some of the questions would be: What are the barriers? How were you recruited? How do people get derailed or recruited? What Professional development systems are in place? What are the factors that inhibit more people of color in leadership positions?

Also, looking to benchmark best practices and/or studies from other universities, Co-Chairs Ann Russo and Sumi Cho hope to meet with Kelly Johnson and Scott Scarborough to identify a timeline for getting this data. The PCCC also awaits the sister report on Best Practices for Faculty hiring from the PDC Faculty committee chaired by Associate Dean Francesca Royster.

### **Recruitment of Senior Leadership**

The PCC Committee, with Liz Ortiz, developed a set of recommendations for Recruitment Procedures and Performance/Evaluation Procedures for Senior Leadership that prioritize the significance of diversity in recruitment, qualifications, and evaluation of senior leadership.

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<sup>7</sup> The Faculty committee of the President's Diversity Council is currently working on Best Practices for faculty hiring from which PCCC hopes to borrow recommendations and protocols for Senior Leadership/Management.

<sup>8</sup> Human Resources (HR) and the Office of Institutional Diversity (OID) are currently developing an affirmative action plan of this sort to guide hiring at all levels. This report is expected to be completed by August 2007.

## **2. Search Committee/Important Committee Selection Processes**

Faculty Council/Staff Council

Committee members Tom Drexler and Maria Beltran-Vocal researched the selection processes to appoint faculty and staff to search committees for senior leadership and management positions in the university as well as to key decision-making committees on governance and policy matters. This inquiry focuses on how institutional and universal “norms” and practices operate non-neutrally to produce consistently homogenous results (in terms of committee composition) or the same “usual suspects” approach to minority representation. Set of recommendations attached.

Student Representation: While there is less focus on this category in the interest of self-determination, the PCCC observes that similar forces that operate to diminish or eliminate significant participation by minority and women students on key committees.

## **3. Programming**

The key charge to the PCCC from VP Ortiz has been to inquire whether it would be advantageous to provide a source of funds for co-curricular programming initiated by faculty and staff similar to the Student Allocation Fund administered by the Cultural Center to fund activities for students of color, LGBT, and other historically marginalized groups. The PCCC has been supportive of such a proposal, and will be working to develop a process for such funding to be distributed and evaluated.

## **4. Ad Hoc Policy Development/Issues**

- A. Speech and Expression: The PCCC met with Speech and Expression committee members in late May to discuss diversity concerns about the process and substance of Speech and Expression Committee work.
- B. Catholic/Vincentian identity: Faculty and staff concerns about the definition and implementation of DePaul’s Catholic/Vincentian identity and its impact on a culture of inclusion and DePaul’s historic mission to include the excluded have surfaced (particularly regarding possible censorship of graduation speakers and with regards to faculty governance on tenure and promotion). The PCCC is monitoring these issues and is open to addressing these concerns.
- C. Diversity Definition: The PCCC is currently working on developing a definition of diversity to help guide the work of the committee, Council and larger university community.
- D. Climate Survey: A university-wide campus climate survey should be implemented over the next year. A sample survey is in the process of being developed for review by Elsa Saeta and Ann Russo. Before moving forward, the PCCC will check with the Human Dignity Committee organized through Student Affairs to see if this is already in process.

## **Recommendations**

1. Implement a hiring freeze for all senior leadership or management staff (defined as AVP and above at university-level, and assistant deans and above at the decanal college or school level) until Diversity Best Practices<sup>9</sup> and Affirmative

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<sup>9</sup> The Faculty committee of the President’s Diversity Council is currently working on Best Practices for faculty hiring from which PCCC hopes to borrow recommendations and protocols for Senior Leadership/Management.

Action guidelines<sup>10</sup> are developed for decision-makers recruiting, promoting, hiring, and development of such positions to achieve a more racially and gender-diverse leadership/management staff than what currently exists.

2. The development and implementation of Recruitment Procedures and Performance/Evaluation Procedures for Senior Leadership that prioritize the significance of diversity in recruitment, qualifications, and evaluation of senior leadership.
3. Student Affairs and SGA undertake a self-study of its decision-making and selection processes consistent with the Faculty/Staff Council report of the PCCC.

### **Vision 2012 Year 1 Accomplishments**

The following accomplishments were achieved toward completion of the strategies as outlined in Vision 2012:

- Establishment of the PDC, PDC Committee structure, and the completion of first year activities;
- Request for and awarding of additional Vision 2012 resources to fund the various diversity initiatives as proposed by PDC;
- The creation of a database to house minutes, research, literature, and progress of PDC subcommittees' activities along with the creation of a PDC blackboard account;
- Completed a draft of a Faculty Best Practices Search Guide;
- The creation of several resource materials to include a bibliography of diversity publications;
- Completion of the Affirmative Action Plan in collaboration with the Office of the General Counsel, Human Resources, and the Office of Institutional Diversity and Equity;
- The all day workshop on Faculty and Staff of Color Recruitment and Retention with Dr. JoAnn Moody;
- First annual Spring networking reception for diverse faculty and staff.

### **Conclusion and Future Plans**

The PDC will continue its charge as a body that advises the President and the Office of Institutional Diversity and Equity about university policies and procedures that have an impact on diverse constituencies, exploring issues that affect underrepresented groups, and assist in the creation and implementation of programs and activities that will assist to achieve the goals as outlined in Vision 2012. An emphasis on hiring practices, search procedures, employee retention, faculty promotion and tenure, diversity training, non-traditional methods of recruitment for faculty, staff, and students, increasing awareness on religious pluralism, and diversifying senior leadership, will be the primary focus in year two.

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<sup>10</sup> The Office of Institutional Diversity (OID), HR and OGC is currently developing an affirmative action plan of this sort to guide hiring at all levels. This report is expected to be completed by July 1, 2007.

**Attachment 1**  
**PDC Subcommittee Members**

**Faculty Recruitment and Retention Subcommittee**

\*Francesca Royster, Chair  
Enora Brown  
\*Sumi Cho  
\*Camilla Fojas  
\*Dan Hibbler  
\*Sandra Jackson  
\*Felix Masud-Piloto  
\*Judith Martinez  
\*Elizabeth Ortiz  
\*Kathryn Stieber  
\*Barbara Schaffer  
\*Rafaela Weffer

**Staff Recruitment and Retention Subcommittee**

Juanita Franklin  
\*AnJanette Hosley, Chair  
\*Judith Martinez  
\*Glenna Ousley  
\*Kathy Stieber  
\*Elizabeth Ortiz

**Student Recruitment and Retention Subcommittee**

Jaclyn Cameron  
Thomas Judge  
\*David Kalsbeek  
\*Yvonne Lau  
Tracy Mohr  
\*Elizabeth Murphy, Chair  
\*Elizabeth Ortiz  
\*Glenna Ousley  
\*Anita Rosso  
Marla Swartz

**Religious Diversity Subcommittee**

\*Javier Orozco, Chair  
\*Katie Brick  
Kevin Collins  
Ghana Cooper  
\*Julie DeRoche  
Seamons Hunter  
\*Darrell Moore  
\*Harold Streeter

**Power, Culture, and Climate Subcommittee**

\*Sumi Cho, Chair  
\*Ann Russo, Co-Chair  
\*Maria Beltran-Vocal  
\*Tom Drexler  
\*Phyllis Griffin  
Jay Jones  
\*Sonia Soltero  
\*Scott Scarborough  
\*Tim Spraggins  
\*Rafaela Weffer

\*Also members of full President's Diversity Committee

Attachment 2

**Diversity in Higher Education: Faculty, Recruitment, Retention and Advancement**

Select Bibliography

**Books**

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Institutions: a Historical and Contemporary Perspective.” *Journal of Black Studies*. September 2003, 341 101-111.

#### Internet Resources

Faculty Diversity, Recruitment Resources for Diverse Faculty

[http://www.wellesley.edu/Dean/College/Diversity/Recruit/helpful\\_links.html](http://www.wellesley.edu/Dean/College/Diversity/Recruit/helpful_links.html)

Affirmative Action plans: Recommended procedures for increasing the number of minority persons and women on college and university faculties (2004). American Association of University Professors. Available: <http://www.aaup.org/statements/Redbook/AARDPLAN.HTM>

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## Attachment 3

### **Search Committee/Important Committee Selection Processes:**

The PCC Committee investigated the selection processes used to appoint faculty and staff to search committees for senior leadership and management positions in the university as well as to key decision-making committees on governance and policy matters. The sought to understand and document how institutional and universal “norms” and practices operate non-neutrally to produce consistently homogenous results (in terms of committee composition) or the same “usual suspects” approach to minority representation. Below are the findings and recommendations:

#### **Staff Council**

**Current Process:** The staff council has a process set up for a transparent and easy method of soliciting staff nominations for representation on departmental and university committees.

#### **Recommendation to current process**

- **Section B: Requests for Participation**
  - We suggest that Staff Council specifically include a statement about their desire for seeking out people of color for the pool of those willing to serve on committees
- **Part C: Review and Selection Process**
  - We recommend that within the guidelines an additional step be included in increasing the likelihood of creating diversity on committees. That is, when Faculty Council is also requesting members for a particular committee, Staff Council’s Effectiveness Committee and/or the Steering Committee should communicate with FC’s Committee on Committees to determine diversity of potential recommendations as a way to insure that people of color will constitute at least some of the recommendations.

#### **Faculty Council**

**Current Process:** The Faculty Handbook does not describe a process for soliciting names from each college for committee appointments. College representatives on the Committee on Committees can make their own determinations.

- Currently, the LA&S rep sends out an email seeking volunteers
- SOE faculty reps to university standing committee are elected by the SOE faculty as a whole. An email is sent out when a committee member is needed. If more than one responds, the two SOE reps from Faculty Council decide who will be recommended. If no one volunteers, the SOE Rep will look for someone to volunteer.

#### **Recommendation to Current Process:**

- Each college should adopt Staff Council’s process for committee member selection

#### **Student Government Association**

**Current Process:** When a committee member is needed, SGA President normally goes to the Senator that would be associated with the committee (i.e. a committee for a specific school, other interest groups). If there is no association, President will open it up to Senator for volunteers – often recruiting of a senator is needed.

#### **Dean’s Council**

In a few cases the Dean’s Council is asked for a committee member. When this happens, they decide amongst themselves. Everyone is overworked but usually someone steps forward.

**Recommendations of Sizemore, Blue Team, and Red Team Reports**

<b>Recommendations</b>		<b>Completed</b>	<b>In Progress</b>	<b>Not Completed</b>
1	The commitment of institutional leadership to establish a strategic vision and collaboration of diversity programming.	X		
2	The creation and implementation of a non-discrimination action plan.		X	
3	The creation and implementation of a non-discrimination policy.	X		
4	Appoint a Senior Level Administrator to work closely with EVP of Academic affairs and other major units to work collaboratively to increase diversity, assist in retention and provide a welcoming environment.	X		
5	Establish adequate support for the Office of Institutional Diversity.		X	
6	Clarification of the responsibilities of each unit responsible for diversity.			X
7	Diversification of Joint Council to include senior leadership who reflect the student diversity as well as the demographic of the city and state.		X	
8	Establishment of several diversity committees to include: The President's Diversity Oversight Committee, the Multicultural Curriculum Committee, and the Office of Diversity Advisory Council.		X	
9	A system to monitor diversity hiring trends.		X	
10	Establish diverse student leadership programming.		X (SA)	
11	Create diverse student retention collaboration and programming.		X	
12	Create Diversity Training curriculum and workshops.	X		
13	Create search procedures to diversify the faculty and establish faculty-mentoring programs.		X	
14	Establish proactive initiatives to diversify staff.		X	
15	Create a mechanism to communicate diversity accomplishments, monitor progress, and build in accountability mechanisms for performance on meeting diversity goals.		X	
16	Provide partner benefits and include sexual orientation as part of Equal Opportunity Statement.	X		
17	The creation of a "Joint Council of Color" comprised of administrators, faculty, and staff of color. The purpose of such a Joint Council of Color would be to provide structured input from administrators, staff, faculty, and students of color and to inform all university-wide strategic decision-making of significance (PDC).	X		
18	The current Senior Executive for Institutional Diversity job title, duties and powers should be changed to Vice-President for Diversity Initiatives.	X		
19	The VP for Diversity will coordinate the undertaking of a system-wide Analysis of both statistical and qualitative progress on racial, gender, and sexual orientation diversity at the Board of Trustees, upper-level administrative, faculty, staff, and students. This plan needs to address recruitment, hiring or appointment, retention, and environment with clearly-identified goals, benchmarks to gauge success, and proactive strategies that address the structural and cultural aspects that need to be adapted in order to begin to institutionalize diversity policies.		X	
20	Develop a set of "Best Practices" for recruiting and hiring positions of Senior Administrative Leadership, especially at the Vice-Presidential level or higher. The set of Best Practices should be consistent. This Analysis should also include diversity recommendations to govern future internal promotions of staff and senior administrators.		X	

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### Recommendations of Sizemore, Blue Team, and Red Team Reports

<b>Recommendations</b>		<b>Completed</b>	<b>In Progress</b>	<b>Not Completed</b>
<b>21</b>	The top levels of the administration or decision-making units need to develop a Strategic Plan for Diversity. These specific goals, timetables, and strategies should be developed by each unit and submitted to a Vice-President for Diversity Initiatives. The University-wide Strategic Plan for Diversity will consider performance on diversity initiatives in the annual review of Operations and Academic unit			<b>X</b>
<b>22</b>	Specifically, the review process should incorporate substantive diversity and inclusion criteria into the performance appraisal of all faculty/staff who supervise DePaul University employees.		<b>X</b>	
<b>23</b>	The proposed VP for Diversity position must be allocated adequate resources to fulfill its objectives.		<b>X</b>	
<b>24</b>	To facilitate effective implementation of such the Anti-Discrimination Harassment Policy, DePaul must fund at least one full-time investigator and one administrator vested with appropriate authority to resolve complaints and issue sanctions, as well as an annual budget to provide education and training on the policy and related procedures.	<b>X</b>		
<b>25</b>	The full disclosure of hiring practices for senior administrative staff and for Colleges must be shared with those the VP for Diversity and Diversity Oversight Committee and other interested parties		<b>X</b>	
<b>26</b>	The VP of Human Resources should maintain accurate and updated data on Staff diversity broken down and organized according to job category, race, ethnicity, and gender. Problems with job classifications must be reconciled to maintain accurate records reflective of the actual work staff do and the racial/gender distributions of labor across the campus.		<b>X</b>	
<b>27</b>	Create and implement an Annual Employee Opinion Survey to measure diversity environment at DePaul University.	<b>X</b>		
<b>28</b>	Create a university wide career development system and training and development system.			<b>X</b>
<b>29</b>	Create a childcare task force to undertake a needs assessment and review of DePaul childcare policies.		<b>X (HR)</b>	
<b>30</b>	The President, Executive-Vice President for Academic Affairs, and Board of Trustees should affirm its commitment to affirmative action outreach for employment by developing a standing policy to prefer search firms with a proven record of success in placing candidates from underrepresented communities consistent with the definition of multiculturalism in this Report. The Office of Human Resources should carry out this standing policy by establishing a "preferred vendor" relationship with executive search firms, temporary staffing firms, and outplacement firms that have established a proven track record placing persons of color.		<b>X</b>	
<b>31</b>	The VP's for Diversity and Human Resources should collaborate to develop an effective training curriculum for new and existing managers with supervisory authority to the racial and gender compositions of, and strategic diversity initiatives and goals as applied to, their respective units or departments. This diversity curriculum should be understood as an ongoing part of professional managerial development. This training should focus on the development of skills necessary for successful management of diverse workforces in a global city.		<b>X</b>	
<b>32</b>	Develop and implement a Women and Minority Vendor Policy to provide opportunities to Women and minority owned businesses.	<b>X</b>		

**Recommendations of Sizemore, Blue Team, and Red Team Reports**

<b>Recommendations</b>		<b>Completed</b>	<b>In Progress</b>	<b>Not Completed</b>
<b>33</b>	The EVP for Academic Affairs should create a centralized fund available to Deans to provide departmental "Target of Opportunity" hiring incentives to reward departments that proactively seek out and ways to hire diverse candidates.			<b>X</b>
<b>34</b>	DePaul's VP for Student Affairs should consult and collaborate with the Offices of Student Financial Accounts, the Office of Financial Aid, and the Office of MSA (and other appropriate areas) to develop more innovative, creative payment plans for DePaul's academically-promising students of color who lack financial resources.		<b>X</b>	
<b>35</b>	Facility & Operations will collaborate with the proposed VP for Diversity and the EVP for Operations to ensure that Public Safety officers participate in a series of diversity education seminars each year.	<b>X</b>		
<b>36</b>	The VP for Diversity, the Office for Institutional Planning and Research, and the Office of Multicultural Student Affairs will collaborate with any other appropriate offices to construct, distribute, interpret, and help the community plan accordingly to a statistically and theoretically sound campus climate instrument for undergraduate students. This instrument would be refined and distributed every three-to-five years. The data obtained and analyzed from the survey, along with its implications, should be incorporated into the VP for Diversity's annual report to the Board of Trustees and other relevant internal DePaul parties.		<b>X</b>	
<b>37</b>	Establish a direct dialogue with diverse groups.	<b>X</b>		
<b>38</b>	Retention of Staff, faculty, and students is a top priority.	<b>X</b>		<b>X</b>
<b>39</b>	Diversification of Executive leadership.			
<b>40</b>	Create a designated area with authority to coordinate, collaborate, and assess institutional diversity efforts and provide adequate resources to ensure that this initiative is able to complete its task.	<b>X</b>		
<b>41</b>	The president and board of trustees should provide an annual report to the university regarding diversity progress and success of diversity initiatives.		<b>X</b>	
<b>42</b>	Develop adequate resources to include development to provide tuition assistance to students of color.		<b>X</b>	
<b>43</b>	Require mandatory diversity training for campus security, new employees and other units on campus and tie to performance appraisal system.	<b>X</b>		
<b>44</b>	Create a diversity strategic plan.	<b>X</b>		
<b>45</b>	Commission a diversity study to analyze data and provide a salary equity analysis.		<b>X</b>	
<b>46</b>	Diverse representation should be maintained on all university committees.		<b>X</b>	
<b>47</b>	Diversify curriculum and expand diversity requirement beyond the mandatory ISP 200.			<b>X (?)</b>
<b>48</b>	Provide training for staff of color.		<b>X</b>	
<b>49</b>	Develop a mentoring program.		<b>X</b>	
<b>50</b>	DePaul needs to create community outreach initiatives to develop alliances with organizations and agencies that have expertise in dealing with multiple layers of diversity.		<b>X</b>	
<b>51</b>	Review needs of LGBTQ issues and implement initiatives for addressing those needs.		<b>X</b>	
<b>52</b>	Continue to support programs where individuals can speak freely about diversity issues without fear or retaliation.		<b>X</b>	
<b>53</b>	Conduct a salary equity study.		<b>X</b>	

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### Recommendations of Sizemore, Blue Team, and Red Team Reports

Recommendations		Completed	In Progress	Not Completed
1	The commitment of institutional leadership to establish a strategic vision and collaboration of diversity programming.	X		
2	The creation and implementation of an affirmative action plan.		X	
3	The creation and implementation of a non-discrimination policy.	X		
4	Appoint a Senior Level Administrator to work closely with EVP of Academic affairs and other major units to work collaboratively to increase diversity, assist in retention and provide a welcoming environment.	X		
5	Establish adequate support for the Office of Institutional Diversity.		X	
6	Clarification of the responsibilities of each unit responsible for diversity.			X
7	Diversification of Joint Council to include senior leadership who reflect the student diversity as well as the demographic of the city and state.		X	
8	Establishment of several diversity committees to include: The President's Diversity Oversight Committee, the Multicultural Curriculum Committee, and the Office of Diversity Advisory Council.		X	
9	A system to monitor diversity hiring trends.		X	
10	Establish diverse student leadership programming.		X (SA)	
11	Create diverse student retention collaboration and programming.		X	
12	Create Diversity Training curriculum and workshops.	X		
13	Create search procedures to diversify the faculty and establish faculty-mentoring programs.		X	
14	Establish proactive initiatives to diversify staff.		X	
15	Create a mechanism to communicate diversity accomplishments, monitor progress, and build in accountability mechanisms for performance on meeting diversity goals.		X	
16	Provide partner benefits and include sexual orientation as part of Equal Opportunity Statement.	X		
17	The creation of a "Joint Council of Color" comprised of administrators, faculty, and staff of color. The purpose of such a Joint Council of Color would be to provide structured input from administrators, staff, faculty, and students of color and to inform all university-wide strategic decision-making of significance (PDC).	X		
18	The current Senior Executive for Institutional Diversity job title, duties and powers should be changed to Vice-President for Diversity Initiatives.	X		
19	The VP for Diversity will coordinate the undertaking of a system-wide Analysis of both statistical and qualitative progress on racial, gender, and sexual orientation diversity at the Board of Trustees, upper-level administrative, faculty, staff, and students. This plan needs to address recruitment, hiring or appointment, retention, and environment with clearly-identified goals, benchmarks to gauge success, and proactive strategies that address the structural and cultural aspects that need to be adapted in order to begin to institutionalize diversity policies.		X	
20	Develop a set of "Best Practices" for recruiting and hiring positions of Senior Administrative Leadership, especially at the Vice-Presidential level or higher. The set of Best Practices should be consistent. This Analysis should also include diversity recommendations to govern future internal promotions of staff and senior administrators.		X	

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### Recommendations of Sizemore, Blue Team, and Red Team Reports

Recommendations		Completed	In Progress	Not Completed
21	The top levels of the administration or decision-making units need to develop a Strategic Plan for Diversity. These specific goals, timetables, and strategies should be developed by each unit and submitted to a Vice-President for Diversity Initiatives. The University-wide Strategic Plan for Diversity will consider performance on diversity initiatives in the annual review of Operations and Academic unit			X
22	Specifically, the review process should incorporate substantive diversity and inclusion criteria into the performance appraisal of all faculty/staff who supervise DePaul University employees.		X	
23	The proposed VP for Diversity position must be allocated adequate resources to fulfill its objectives.		X	
24	To facilitate effective implementation of such the Anti-Discrimination Harassment Policy, DePaul must fund at least one full-time investigator and one administrator vested with appropriate authority to resolve complaints and issue sanctions, as well as an annual budget to provide education and training on the policy and related procedures.	X		
25	The full disclosure of hiring practices for senior administrative staff and for Colleges must be shared with those the VP for Diversity and Diversity Oversight Committee and other interested parties		X	
26	The VP of Human Resources should maintain accurate and updated data on Staff diversity broken down and organized according to job category, race, ethnicity, and gender. Problems with job classifications must be reconciled to maintain accurate records reflective of the actual work staff do and the racial/gender distributions of labor across the campus.		X	
27	Create and implement an Annual Employee Opinion Survey to measure diversity environment at DePaul University.	X		
28	Create a university wide career development system and training and development system.			X
29	Create a childcare task force to undertake a needs assessment and review of DePaul childcare policies.		X (HR)	
30	The President, Executive-Vice President for Academic Affairs, and Board of Trustees should affirm its commitment to affirmative action outreach for employment by developing a standing policy to prefer search firms with a proven record of success in placing candidates from underrepresented communities consistent with the definition of multiculturalism in this Report. The Office of Human Resources should carry out this standing policy by establishing a "preferred vendor" relationship with executive search firms, temporary staffing firms, and outplacement firms that have established a proven track record placing persons of color.		X	
31	The VP's for Diversity and Human Resources should collaborate to develop an effective training curriculum for new and existing managers with supervisory authority to the racial and gender compositions of, and strategic diversity initiatives and goals as applied to, their respective units or departments. This diversity curriculum should be understood as an ongoing part of professional managerial development. This training should focus on the development of skills necessary for successful management of diverse workforces in a global city.		X	
32	Develop and implement a Women and Minority Vendor Policy to provide opportunities to Women and minority owned businesses.	X		



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<b>Recommendations</b>		<b>Completed</b>	<b>In Progress</b>	<b>Not Completed</b>
<b>33</b>	The EVP for Academic Affairs should create a centralized fund available to Deans to provide departmental "Target of Opportunity" hiring incentives to reward departments that proactively seek out and ways to hire diverse candidates.			<b>X</b>
<b>34</b>	DePaul's VP for Student Affairs should consult and collaborate with the Offices of Student Financial Accounts, the Office of Financial Aid, and the Office of MSA (and other appropriate areas) to develop more innovative, creative payment plans for DePaul's academically-promising students of color who lack financial resources.		<b>X</b>	
<b>35</b>	Facility & Operations will collaborate with the proposed VP for Diversity and the EVP for Operations to ensure that Public Safety officers participate in a series of diversity education seminars each year.	<b>X</b>		
<b>36</b>	The VP for Diversity, the Office for Institutional Planning and Research, and the Office of Multicultural Student Affairs will collaborate with any other appropriate offices to construct, distribute, interpret, and help the community plan accordingly to a statistically and theoretically sound campus climate instrument for undergraduate students. This instrument would be refined and distributed every three-to-five years. The data obtained and analyzed from the survey, along with its implications, should be incorporated into the VP for Diversity's annual report to the Board of Trustees and other relevant internal DePaul parties.		<b>X</b>	
<b>37</b>	Establish a direct dialogue with diverse groups.	<b>X</b>		
<b>38</b>	Retention of Staff, faculty, and students is a top priority.	<b>X</b>		<b>X</b>
<b>39</b>	Diversification of Executive leadership.			
<b>40</b>	Create a designated area with authority to coordinate, collaborate, and assess institutional diversity efforts and provide adequate resources to ensure that this initiative is able to complete its task.	<b>X</b>		
<b>41</b>	The president and board of trustees should provide an annual report to the university regarding diversity progress and success of diversity initiatives.		<b>X</b>	
<b>42</b>	Develop adequate resources to include development to provide tuition assistance to students of color.		<b>X</b>	
<b>43</b>	Require mandatory diversity training for campus security, new employees and other units on campus and tie to performance appraisal system.	<b>X</b>		
<b>44</b>	Create a diversity strategic plan.	<b>X</b>		
<b>45</b>	Commission a diversity study to analyze data and provide a salary equity analysis.		<b>X</b>	
<b>46</b>	Diverse representation should be maintained on all university committees.		<b>X</b>	
<b>47</b>	Diversify curriculum and expand diversity requirement beyond the mandatory ISP 200.			<b>X (?)</b>
<b>48</b>	Provide training for staff of color.		<b>X</b>	
<b>49</b>	Develop a mentoring program.		<b>X</b>	
<b>50</b>	DePaul needs to create community outreach initiatives to develop alliances with organizations and agencies that have expertise in dealing with multiple layers of diversity.		<b>X</b>	
<b>51</b>	Review needs of LGBTQ issues and implement initiatives for addressing those needs.		<b>X</b>	
<b>52</b>	Continue to support programs where individuals can speak freely about diversity issues without fear or retaliation.		<b>X</b>	
<b>53</b>	Conduct a salary equity study.		<b>X</b>	

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