

DEPAUL
UNIVERSITY



"Be a Model of Diversity"

ANNUAL REPORT

2011/2012

*The President's
Diversity Council*



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INTRODUCTION

The President's Diversity Council (PDC), established in November 2006, advises the President and the Office of Institutional Diversity & Equity (OIDE) on diversity issues and strategies. The Council is charged with assisting in creating and developing diversity initiatives, programming, and policy designed to achieve diversity objectives as outlined in the university strategic plan.

As Vision Twenty12 comes to a close, the President's Diversity Council (PDC) finalized current projects and solidified existing initiatives. The work of the PDC in the years to come will focus on implementing the diversity objectives as outlined in Vision 2018, advising the President and OIDE on creating initiatives that support the recruitment, retention and inclusion of diverse students, faculty and staff, and working with university stakeholders to accomplish diversity goals. In addition, a focus on faculty and staff engagement and mentoring will be significant component to the next six years of the PDC's efforts.

VISION 2012 SIX YEAR OVERVIEW

The sixth year of the PDC concentrated on strengthening existing programs while planning for the next university strategic plan. All PDC chairs participated in the strategic planning process and provided input.

The PDC served as an important catalyst to implementing diversity objectives as outlined in the strategic plan. Highlighted below are significant accomplishments of the PDC over the course of the six years of Vision Twenty12.

- Created and implemented the *Faculty Search Guide for Our Best Practices*
- Created and implemented faculty success workshop series including sessions on increasing research publications
- Developed a diversity bibliography on current diversity research in higher education
- Developed a faculty exit interview survey and process
- Conducted staff focus groups on mentoring needs
- Offered several workshops on staff development, resume writing, and interviewing skills
- Assisted SGA and Student Affairs in developing a Student Diversity Summit which is in its 3rd year of operation
- Worked with Student Affairs, IRMA, and EM&M on data collection and analysis
- Worked with EM&M to develop the *Top Ten Most Frequently Asked Questions* that was included on the DePaul's Central Webpage
- Created and implemented the President's Signature Series
- Created and implemented, with University Ministry, the Abrahamic Faiths Dialogue lecture series



COMMITTEE STRUCTURE & WORK

PDC subcommittees implement initiatives to address the recruitment, retention, and engagement of diverse constituencies at DePaul as well as to achieve the objectives as outlined in Goal 3 of Vision Twenty12. This year committees focused on retention and engagement initiatives for diverse faculty, staff, and students. The PDC committees include:

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

The PDC held three full council meetings during the 2011/2012 academic year. The Sixth Annual PDC Reception will be held during September 2012. Individual subcommittees met much more frequently that included monthly and bi-monthly meetings for the completion of committee objectives and work.

The next section of this annual report consists of PDC Committee reports as written by the Chairs and committee members. They are included here in their entirety and original format to preserve the integrity of committee ideas and perspectives.

FACULTY RECRUITMENT & RETENTION SUBCOMMITTEE

Sub-committee Membership:

Miriam Ben-Yoseph, *Associate Dean - School for New Learning*
Ronald Chennault, *Associate Professor - College of Education*
Anthony Chung, *Faculty - College of Computing and Digital Media*
Camilla Fojas, *Department Chair – Latin & Latino Studies Program*
Dustin “Dusty” Goltz, *Assistant Professor - College of Communication*
Sandra Jackson, *Director – Center for Black Diaspora and WMS*
Laura Kina, *Chair & Assoc. Professor – Department of Art, Media, & Design*
Elizabeth Martinez, *Director – Center for Latino Research*
Allen Moye, *Director - College of Law Library*
Elizabeth Ortiz, *Vice President - Office of Institutional Diversity & Equity*
Jesus Pando, *Assistant Professor - College of Science and Health*
Rosa Perez, *Associate Vice President - Human Resources*
Francesca Royster, *Associate Professor - English*
Sandra Shelton, *Associate Professor - College of Commerce*
Barbara Schaffer, *Assistant Vice President - Office of Institutional Diversity & Equity*
Charles Snelling, *Administrative Assistant - Office of Institutional Diversity & Equity*
Rafaela Weffer, *Associate Vice President – Academic Affairs*



Objective(s) as it relates to Strategic Plan Goal 3:*Objective 3a:*

To assist, in collaboration with Faculty Council, in diversifying faculty and establishing policies and documents to affect Promotion and Tenure.

Objective 3a:

To work in collaboration with and advise OIDE, Faculty Council, the President, and Provost on matters of faculty diversity.

Goals and objectives of subcommittee for 2011/2012:

- a. To reflect on the diversity accomplishments of the 2012 Strategic Plan and secure current diversity gains.
- b. To work in partnership with faculty and administration to rebuild an atmosphere of trust and improve campus climate.
- c. To offer diversity recommendations for the 2018 Strategic Plan.

Tasks and activities completed in 2011/2012 as it relates to corresponding objective:

- a. In 2011, PDC faculty subcommittee member Jesus Pando worked on the 2018 Strategic Plan Task Force.
- b. On November 21, 2011, the PDC Faculty Subcommittee met to set the agenda for the year and to discuss the 2018 Strategic Plan process and the November 4, 2011 Council of the Whole meeting.
- c. On December 5, 2011 Liz Ortiz and Laura Kina attended a Faculty Council meeting and presented IRMA Fact File for Faculty demographics by race, gender, rank; the PDC Faculty 2010-11 annual report; and a report on the Ida B. Wells Professorship.
- d. On February 15, 2012 Dean Charles Suchar announced that LAS faculty member and fellow PDC member Camilla Fojas was selected to serve as one of 15 members on a search committee that will conduct a national search for DePaul's next provost.
- e. On March 30, 2012 the PDC Faculty Subcommittee met to check-in on committee work, to discuss campus climate, the March Faculty Council meeting, and the Task Force on Retention of Faculty report.
- f. In February 2012 PDC Laura Kina, Vijay Pendakur, and Liz Ortiz resumed work towards an official launch of a DePaul Asian/Asian American affinity network for faculty and staff. On April 26, 2012 they organized and hosted a dinner planning meeting with a core group of Asian faculty and staff in preparation for a public event in fall 2012. On February 11, 2012, faculty, staff, and students attended and participated in the Asian American Institute (AAI) Leadership Forum at Loyola University. In April 2012, faculty and staff attended the AAI benefit and in June 2012, the Japanese American Service Committee benefit.
- g. The DePaul Latino Affinity group, Latinos Empowered at DePaul (LEAD), elected officers and drafted bylaws in the 2011/12 academic year. To date they have held 2 receptions and are moving forward with implementing



programming for 2012/2013 that engages Latino faculty and staff in important dialogue and mentoring.

- h. We continued implementing best practices resources through programming and training for Faculty Search, Retention, and Success that were outlined in 2010-11. The PDC faculty subcommittee, supported OIDE, and Faculty Development, Academic Affairs in the following Faculty Success Series:
- i. May 4, 2012 Kerry Ann Rockquomore, Executive Director National Center for Faculty Development & Diversity, led two workshops – 1 for chairs and 1 for junior faculty - that explored best practices in faculty retention, described the challenges diverse faculty face in the academy, and offered solutions for success.
- i. Healthy Vincent - encouraged faculty and staff to participate in this program.
- j. May 2012 – began review of the Final Report and Recommendation of the Faculty Council Task Force to Enhance Diversity in Leadership (TEDL).

Subcommittee Recommendations:

- a. Design and implement an anonymous online exit interview system for all exiters
 - a. Liz Ortiz will send the committee the draft from two years ago of the anonymous online exit interview to review and revise after which time OIDE can work on the program online form with a goal of going live in 2012-2013.
- b. Create a narrative/context for IRMA diversity data
 - a. Liz Ortiz to write a Newsline article and to consult with PDC leaders/volunteers as needed. Work with the new VP Public Relations.
- c. Post PDC annual reports on the OIDE website
- d. Implement an OIDE Diversity Fellow program
 - a. Create a diversity institute campaign.
 - b. Follow best practices from the National Association for Diversity in Higher Education.
- e. Obtain demographic data on contingent faculty of color
- f. Continue working on faculty recruitment and retention. Suggestions:
 - a. WIRE –Women in Research <http://www.womeninresearch.com/>
 - b. Academic Affairs to sponsor PDC members to attend the University of Minnesota “Keeping our Faculties of Color” conference in 2012.

The PDC Faculty Subcommittee work for 2012-13 will include:

- a. Strategic Plan 2018 implementation
- b. Panel of PDC full professor to discuss T&P and mentorship for mid-fall 2012
- c. Diversity meet and greet welcome event fall 2012
- d. Asian/Asian American affinity network event fall 2012
- e. Share post-workshop resources from Kerry Ann Rockquomore with DePaul faculty: www.facultydiversity.org/?depaul
- f. Review the April 2012 Final Report and Recommendation of the Faculty Council Task Force to Enhance Diversity in Leadership (TEDL).



STUDENT RECRUITMENT & RETENTION SUBCOMMITTEE

Sub-committee Membership:

Anthony Alfano, *Student Government Association (SGA) President 2011 - 2012*

Temitope Famodu, *Student Government Association (SGA) Senator for Intercultural Awareness*

Judith Kolar, *Director - Center for Students with Disabilities*

Elizabeth Murphy, *Chair & Associate Professor - School of Accountancy & MIS*

Elizabeth Ortiz, *Vice President - Office of Institutional Diversity and Equity*

Charles Snelling, *Administrative Assistant - Office of Institutional Diversity and Equity*

Brian Spittle, *Assistant Vice President - Enrollment Management & Marketing*

Objective(s) as it relates to Strategic Plan Goal 3:

Objective 3b:

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

- Participate in and shape the national dialogue on public policy that benefits diverse students; religious diversity and the emerging conversation on global diversity.

Objective 2d:

Become a leader in providing efficient, user-friendly and integrated students services for all students.

- Expand and enhance programs and services to enhance students' career outcomes, including increasing student employment, increasing internship placements, expanding employer relations, expanding ASK alumni mentoring, and developing a Portfolio Center as a career service.

For 2011/12, our Student Subcommittee continued its past initiatives of reaching out to university offices providing student support to have a conversation and exchange ideas from a diversity perspective, thus working toward both Goal 3b and Goal 2d, with the efforts placed on the Career Center and student placement.

Goals and objectives of subcommittee for 2011/2012:

Our PDC Student Subcommittee's objectives for 2011/12 included continued support to the SGA's efforts regarding diversity; in addition, we decided to reach out to an office that had not yet presented to the PDC Student Subcommittee (the Career Center). Our PDC Student Subcommittee was also given the opportunity to provide input to the 2018 Draft Strategic Plan.



Tasks and activities completed in 2011/2012 as it relates to corresponding objective:

- a. The Career Center was invited to present to the PDC to discuss retention and recruitment of diverse students as it relates to the career development.
- b. In February 2012, the PDC Student Subcommittee met with Gillian Steele from the Undergraduate Career Center. Ms. Steele provided the placement data (copies should be provided at the meeting) from the 2010 survey of June 2010 graduates.

Meeting summary:

- This data and the data that the Career Center collects regarding engagement in job fairs, networking events, advising appointments and UIP, highlights the greatest challenge facing diverse students: working full-time while going to school. This presents a challenge when it comes to finding the time to do internships or interact with employers on campus.
 - Practice shows that students with internships and students doing networking before interviewing for full-time jobs are more successful in landing a full-time job.
 - The Student Subcommittee believed that segregating this data by college would probably be more helpful. Preparing this same table by ethnicity for each college/school would be most helpful. The Full PDC agreed at its April 13, 2012 meeting; as a result, the Student Subcommittee chair followed up and obtained that data from the Career Center.
- c. In June 2012, the Student chair received the undergraduate placement data by college and by race. That data by college, and for all colleges combined, is attached to this report (**APPENDIX IV**). “N/A” means there was less than 5 respondents; thus, nothing is being reported. The Career Center Director noted the following regarding this data: “We’re seeing that Black/African American & Hispanic/Latino students are more likely to be in the same position rather than a new position. A greater proportion of them also work for NFP or the government. The overall employment rate of Latino/Hispanic & 1st generation students is higher than the general population although they are less likely to be in positions related to their degree. It’s interesting to see the percentage of Black/African Americans enrolled in graduate school.”

The placement data by college does not appear to have any significant differences; however, percentages by race that responded differ by college, which is not a placement issue.

Comparable data from the June 2011 graduates will also be sought when it is available.



d. Other topics discussed by the PDC Student Subcommittee:

- Diverse Student Organizations Accomplishment booklet (part of future plans)
- OrgSync Overview (has POTENTIAL of allowing better communication between student orgs, but Facebook seems to be a tool far more popular with students in general)

Recommendations of subcommittee:

It is recommended that the undergraduate placement data by college (newly generated as a result of the PDC Student Subcommittee) be shared with the Deans of each college/school. Each school/college may wish to discuss this data and determine the need for any special initiatives within their college/school or in collaboration with other units outside their college/school.

Resources (created or utilized as primary research sources for work):

Undergraduate placement data **by college** by race was created based on a request of the PDC Student Subcommittee and the full PDC and is attached to this report (**APPENDIX IV**). The university-wide data is reported annually to the Undergraduate Career Center, but the PDC requested the data by college/school this year.

STAFF RECRUITMENT & RETENTION SUBCOMMITTEE

Sub-committee Membership:

Imran Ali, *Co-Chair & LAS Coordinator – School for New Learning*
Darryl Arrington, *President – DePaul Black Leadership Coalition*
Genaro Balcazar, *Director of Recruitment Operations – Enrollment Management & Marketing*
Melissa Booth, *Director of Admissions and Recruitment – Kellstadt School of Business*
Tina Cajigas, *Director of Workforce Strategy – Enrollment Management & Marketing*
Katrina Caldwell, *Director – Cultural Center*
Arlette Johnson, *EEO Coordinator – Office of Institutional Diversity & Equity*
Jay Jones, *Co-Chair & Director – Office of University Real Estate*
Elizabeth Ortiz, *Vice President – Office of Institutional Diversity & Equity*
José Perales, *Director of Diversity Operations – Office of Institutional Diversity & Equity*
Akira Rice, *Clerk – Office of University Real Estate*
Kathryn Statz, *Associate Athletic Director - Athletic Department*
Laura Warren, *Associate General Counsel – Office of General Counsel*



Objective(s) as it relates to Strategic Plan Goal 3:

Objective 3a:

Attain leadership in recruitment and support of diverse faculty, staff, and senior Administrators

Goals and objectives of subcommittee for 2011/2012:

The Staff Subcommittee embarked upon a two year endeavour with three primary goals that involve (1) establishing a bi-annual new staff reception, (2) operationalizing a mentoring program, and (3) refining data analysis to more thoroughly provide information and recommendations regarding critical diversity pillars. During this appointment period, each goal was the responsibility of autonomous workgroups dedicated to operationalizing their goal, which facilitated efficient execution.

As these goals are interconnected, the strategic objective is to leverage all three together to create systematic and sustainable programs that initiate at new employee orientation to create an environment that promotes community, mentoring, and institutional progression, while using data to validate benefits and identify areas of improvement.

Additionally, the subcommittee has been collaborating and assisting various University committees that are proposing a University-wide Martin Luther King celebratory holiday requiring University closure, and benchmarking an anti-bullying policy as a University best practice.

Tasks and activities completed in 2011/2012 as it relates to corresponding objective:

1. Bi-Annual New Staff Reception Work Group

Coordinating with Staff Council, Human Resources, and the Office of Institutional Diversity and Equity, a new staff reception is slotted for October and April to connect new employees, PDC members, and other University constituents to establish community relationships, career path guidance, and a pipeline to the mentoring program.

Working with Human Resources Workplace Learning and Performance Office, current data reveals in 2011, 359 full/part-time individuals attended new employee orientation (of which 73% work in the Loop & 27% work in Lincoln Park), which provides a benchmark for looking at recruitment and promotion within the University (linking with the data workgroup to analyse diversity hiring/promotion trends). By capturing new employees early within University opportunities, there is a greater likelihood the University will benefit, such as with increased retention and promotion rates – all of which reduce costs.

Goals:

- Inaugural reception to be hosted in October 2012 for all employees hired beginning calendar year 2012;



- Exposing new employees to the University's Diversity resources within six months of hire; and,
- Linking with the mentoring program to provide early access and exposure to that initiative.

Performance Measurement:

- Comparing the University's new employee orientation with reception attendance;
- Analysing Reception to Mentoring Program pipeline; and,
- Using the Data Work Group to monitor annual retention and promotions of those who attend against non-attendees for a period equal to the strategic plan.

2. Mentoring Work Group

As the University community continually expresses interest in a formal mentoring program, a pilot program is being developed for the 2012/2013 academic year that will include partnerships with Staff Council, Human Resources, the Office of Institutional Diversity and Equity, the DePaul Women's Network, and University Offices. As discussed in the new staff reception section, the intention is to leverage that event to capture participants for mentoring.

Goals:

- Provide the University community with a permanent mentoring program designed to increase staff retention and promotion, while positively impacting recruitment as this mentoring model becomes a best practice, thereby inviting more highly qualified diverse candidates to view the University as a long-term career opportunity; and,
- Increase retention and demonstrate a University cost savings associated with reduced costs for recruitment, training, and loss productivity.

Performance Measurement:

- Utilizing the Data Workgroup to comprehensively monitor recruitment, retention, and promotions of individuals attending the mentoring program against the University's recruitment, retention, and promotion rate; and,
- Measuring the satisfaction of program participants to determine such metrics as success, satisfaction, professional development, and networking, in addition to the three-tiered metric of recruitment, retention, and promotion.

3. Data Analysis

This Workgroup is focusing upon analysing strategic data to determine whether diversity goals are being achieved against specific pillars, such as recruitment, retention, promotion, and salary equity. This is not an exhaustive or final list, but



includes areas that are being discussed to determine whether the University is achieving “model” diversity benchmarks.

Goals:

- Analysing data to determine whether the University is achieving diversity goals;
- Providing independent and transparent analysis of the monitored pillars to individuals responsible for effectuating change; and,
- Employing data to recommend, change, or continue processes.

Potential Measurements:

- Comparing the University’s change over a period of time (e.g. quarterly, annually, strategically) to determine diversity achievements, or identify deficiencies to **recommend** changes; and,
- Determining whether recommendations are implemented and if they have a positive effect.

Other Accomplishments

1. Partnering Activities

As a representative body, the Staff Subcommittee frequently collaborates with other University bodies to achieve strategic objectives, which includes two potential initiatives.

The subcommittee is supporting the initiative for the University to embrace individual celebrations of civil rights leaders by aligning the University with the majority of other higher education institutions and governmental entities who recognize and celebrate MLK with a day of closure. This permits constituents to celebrate the achievement of MLK, and other civil right leaders, in a personal, as opposed to institutional, manner.

Another endeavour is joining the discussion about whether the University should adopt a policy to establishing a culture free of bullying.

As both of those items will significantly affect the University, the Staff Subcommittee is pleased to be a voice.

Recommendations of committee for 2012/2013:

The Subcommittee is further developing a list of best practice recommendations to implement. For example, during the recruitment process, the University should automatically post positions on external diverse websites, as opposed to asking hiring managers whether that is a desire. Human Resources should include in the annual budget funds for subscribing to various diverse websites as an efficient method to eliminate individual hiring managers incurring the cost, to eliminate the barrier for areas with limited budgets.



The intention of this Subcommittee is to move forward and implement programs and ideas that have developed during the past few years, while monitoring effectiveness and benefits to the University.

RELIGIOUS & SPIRITUAL DIVERSITY SUBCOMMITTEE

Sub-committee Membership:

Fr. Guillermo Campuzano, CM, *University Minister - Office of Religious Diversity*
Katrina Caldwell, *Director - Center for Intercultural Programs*
Georgina Reyes Torres, *Assistant Vice President - Mission and Values*
Tom O'Brien, *PT Professor - Center for Interreligious Engagement*
Arlette Johnson, *EEO Coordinator - Office of Institutional Diversity & Equity*
Emy Cardoza, *Coordinator - Office of Diversity Education*
Matthew Charnay, *Jewish Life Coordinator - Center for Jewish Life*
Abdul Malik Ryan - *Center for Muslim Life*

Objective(s) as it relates to Strategic Plan Goal 3:

Objective 3c: Expand opportunities for DePaul community to study and practice religious faiths in a pluralistic and a collaborative way.

Goals and objectives of subcommittee for 2011/2012:

- a. Education.** Propose ways in which broadly-based programs of education can be developed at all levels at DePaul to educate faculty and staff about the implications of spiritual and religious diversity.
 - Analysis: Explore ways in which special studies, research, and curricula can be developed in conjunction with different departments, such as Religious Studies, University Ministry etc. to understand the implications of active tolerance based on religion or belief.
 - Promote a permanent table of conversation among faculty from different religious traditions interested in interreligious dialogue and collaboration.
 - Through the Center for Jewish Life and the Center for Muslim Life in the Office of Religious Diversity in University Ministry promote a mechanism of permanent dialogue among faculty-staff-students about the local implications of the Israel-Palestine conflict.
 - Educate the DePaul community about the profound connection between religious and spiritual tolerance and the Vincentian mission in light of Vincent de Paul's understanding of the uniqueness of each human person.
- b. Marketing.** Build awareness, both internally and externally, of DePaul's Catholic and Vincentian commitment to religious diversity.



- Work with the office of Advancement to develop and produce an informational pamphlet or packet for use by fundraisers and for mail campaigns.
 - Work with the Office of Institutional Diversity and Equity to include a religious diversity message on the OIDE Web site.
- c. Calendar.** Provide University faculty, staff, and students with a religious holiday calendar that addresses the religious diversity and institutional needs of DePaul.
- Determine an effective solution for the calendar that integrates religious holidays with the University academic calendar, so that it may be used for academic planning.
 - Work with campus student religious and community organizations, if appropriate, to propose religious holiday content for the calendar. University Ministry should vet the proposed religious holiday content.
- d. Policy.** Provide the University with a practical religious holiday policy that takes into account the religious diversity needs of the DePaul community.
- Committee members will consolidate religious holiday policies and practices information gathered from other universities and institutions and evaluates these in order to draft a policy suitable for DePaul.
 - Work with the Office of Institutional Diversity and Equity to present this policy to Faculty Council and appropriate institutional committees, and work to integrate this policy into faculty and student handbooks.
- e. Awareness.** Improve institutional awareness and sensitivity to the needs, challenges and opportunities presented by DePaul's religious diversity.
- Continue working with the Director of Student Centers and Chartwells to better accommodate religious dietary requirements.
 - Work to extend awareness and understanding of religious dietary issues to all University-related events, both on- and off-campus.
 - Continue work to have institutional ceremonies, such as Convocation, Baccalaureate Mass, represent the religious diversity of DePaul.

Tasks and activities completed in 2011-12:

This was a year of transition. Most/all members of the committee are new. It was difficult to recruit faculty for our committee. Several of us were very active in the process of the Strategic Plan 2018 and attentive to introduce initiatives related to spiritual and religious diversity in it. We did not accomplish much this year and look forward for next year to take back our agenda. We are so excited that DePaul University participated in the spring 2012 administration of the Campus Religious and



Spiritual Climate Survey (CRSCS) promoted by IFYC (Interfaith Youth Court). Mark Laboe, *Associate Vice President of University Ministry*, signed the agreement in representation of DePaul. We will be using this information and sharing it broadly.

a. Education

- Initial conversations (brainstorming) happened. We got the initial commitment of key partners in the initiative of the Israel-Palestine conflict.

b. Marketing

Committee did not move forward on marketing this year.

c. Policy and Calendar

Committee did not move forward on religious holiday policy this year.

d. Awareness

- Committee members met with the directors of DePaul Student Centers and Chartwells to continue to discuss issues related to meeting the religious dietary needs of students. We noticed that Chartwells in fact became more attentive to this issue.
- Committee member on Strategic Planning Expert Team and provided proposed Religious Diversity objectives for 2018 strategic planning document.
- An initial conversation happened about the possibilities of incorporating interreligious rites in Baccalaureate mass so that people from other traditions can participate in a meaningful way.

Recommendations of committee for 2012/2013:

The main focus and challenge for this coming year is, in light of the new strategic plan, to recreate our committee in a meaningful way trying to push forward an agenda that educates, creates awareness, and promotes policy about spiritual and religious diversity linked to the mission and values of this Vincentian institution.

The Committee puts forth the following recommendations:

a. Policy

- Draft a final religious holiday policy for DePaul during 2012-13 school year and work with the Office of Institutional Diversity and Equity to integrate policy into student and faculty handbooks.
- Explore ways in which efforts can be supported to examine DePaul policies, procedures and structures that support/encourage spiritual and religious practices.



b. Awareness

- Find a mechanism to spread widely the information and analysis of the survey about Spiritual and Religious Campus Climate made by IFYC.

CONCLUSION

The PDC has become a recognized body of the University. Its work and its members are recognized as leaders of the university community who are assisting DePaul in completing its diversity mission and implementing strategic diversity objectives. This process did not happen in a vacuum but took deliberate planning, implementation, and action. The PDC was also able to establish broad based university representation and participation of university stakeholders into the PDC membership. It is in this way that the PDC has built a solid reputation and has secured a future in assisting the President and OIDE in advancing diversity at DePaul.



APPENDIX I

ABOUT THE PRESIDENT’S DIVERSITY COUNCIL

MISSION

The President’s Diversity Council (PDC) will promote collaboration and communication by bringing together leaders from identified constituency groups to initiate cooperative programs and facilitate opportunities for multicultural dialogue. The council will stress the importance of celebrating our unique differences while focusing on the commonalities of themes and issues that unite us. Reporting to the Vice President of Institutional Diversity and Equity (OIDE), the President’s Diversity Council will 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 of Vision Twenty12. Council representatives are the voice of their respective councils, commissions, committees, and constituencies. The council is a mechanism to report issues to the Vice President of Institutional Diversity and Equity, who may report concerns directly to the President and designated administrative officers.

VISION STATEMENT

The President’s Diversity Council will be evolving in composition and reflect the changing dynamics of DePaul’s demographics in student, faculty and staff populations, and assist with the strategic planning and incorporation of diversity initiatives throughout the university. PDC appointments shall be made yearly by the President.

OBJECTIVES

- The PDC shall advise the VP of OIDE about the development and implementation of policies and programs designed to improve the campus environment for members of university constituencies, maximize training, and prepare students to live in a diverse society.
- The PDC will consider issues and problems on campus that may be especially relevant to specific population groups, and will advise the President through the VP of OIDE and the PDC’s Annual Report, about potential remedies.
- The PDC will provide a forum for highlighting events that address diversity issues



APPENDIX II

2011/2012 MEMBERSHIP

Chair: Elizabeth Ortiz, Vice President for Institutional Diversity and Equity		
1	Anthony Alfano	Student Government Association (SGA) President 2011 - 2012
2	Imran Ali	School for New Learning & Staff Council Diversity Committee Chair
3	Darryl Arrington	DePaul Black Leadership Coalition (DPUBLIC), <i>President</i>
4	Miriam Ben-Yoseph	School for New Learning
5	Katrina Caldwell	Cultural Center
6	Guillermo (Memo) Campuzano	University Ministry
7	Ronald Chennault	School of Education
8	Anthony Chung	College of Computing and Digital Media
9	Temi Famodu	Student Government Association (SGA) Senator for Intercultural Awareness
10	Camilla Fojas	Latin American Studies
11	Dustin (Dusty) Goltz	College of Communication
12	Sandra Jackson	Center for Black Diaspora
13	Jay Jones	University Real Estate
14	Laura Kina	Art and Art History
15	Judith Kolar	Plus Program
16	Elizabeth Martinez	Center for Latino Research
17	Allen Moye	College of Law
18	Elizabeth Murphy	College of Commerce
19	Jesus Pando	College of Science and Health
20	Rosa Perez	Human Resources
21	Francesca Royster	English
22	Sandra Shelton	College of Commerce
23	Brian Spittle	Enrollment Management & Marketing
24	Kathryn Statz	Athletics
25	Rico Tyler	Student Affairs
26	Laura Warren	Office of the General Counsel
27	Rafaela Weffer	Academic Affairs
28	Dexter Zollicoffer	Theatre School
OIDE Staff		
1	Elizabeth Ortiz	Vice President for Institutional Diversity and Equity
2	Barbara Schaffer	Assistant Vice President for Institutional Diversity and Equity
3	José Perales	Director of Operations
4	Arlette Johnson	EEO Coordinator
5	Miranda Standberry-Wallace	Diversity Program Coordinator
6	Charles Snelling	Administrative Assistant



APPENDIX III

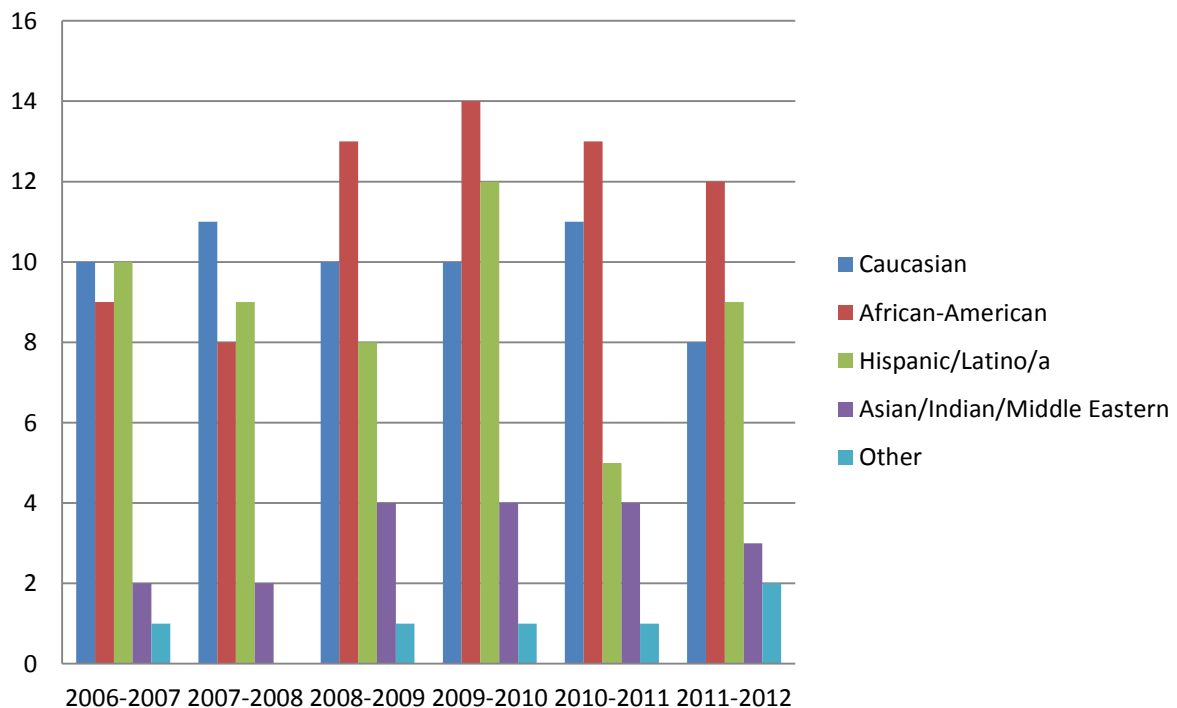
PDC MEMBERSHIP SIX YEAR COMPOSITION

In April 2012, data was compiled and submitted to the President in an official report detailing the President's Diversity Council (PDC) membership that reflected the last six years of the PDC. This data is segregated by racial/ethnicity, university classification, and sex of each year's membership totals of the PDC.

2006 – 2012 Composition by Race/Ethnicity

Year	Race/ Ethnicity				
	Caucasian	African-American	Hispanic/Latino/a	Asian/Indian/Middle Eastern	Other
2006-2007	10	9	10	2	1
2007-2008	11	8	9	2	0
2008-2009	10	13	8	4	1
2009-2010	10	14	12	4	1
2010-2011	11	13	5	4	1
2011-2012	8	12	9	3	2

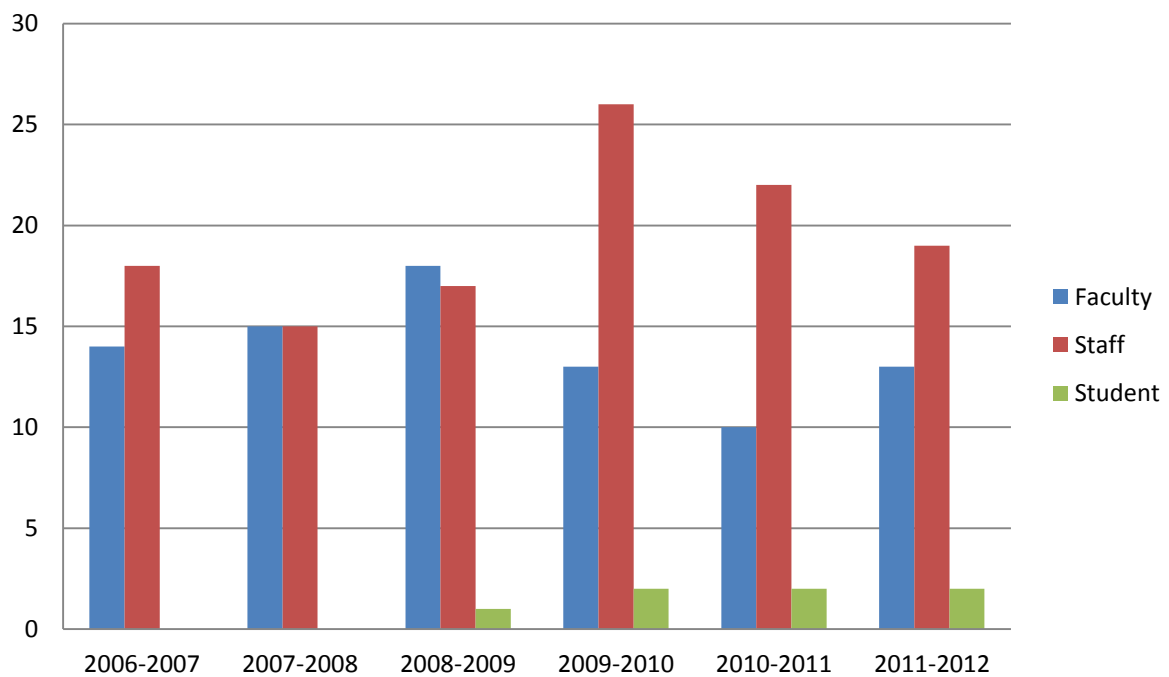
2006-2012 Composition by Race/Ethnicity



2006 – 2012 Composition by University Classification

Year	University Classification		
	Faculty	Staff	Student
2006-2007	14	18	0
2007-2008	15	15	0
2008-2009	18	17	1
2009-2010	13	26	2
2010-2011	10	22	2
2011-2012	13	19	2

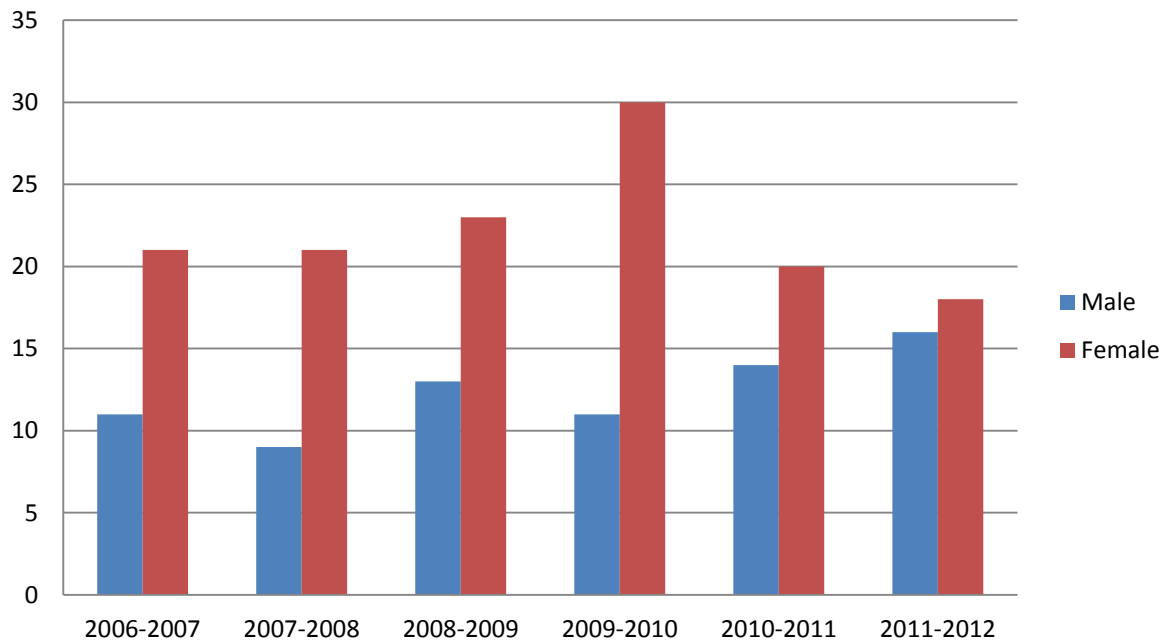
**2006-2012 Composition by
University Classification**



2006 – 2012 Composition by Sex

Year	Sex	
	Male	Female
2006-2007	11	21
2007-2008	9	21
2008-2009	13	23
2009-2010	11	30
2010-2011	14	20
2011-2012	16	18

2006-2012 Composition by Sex



APPENDIX IV

UNDERGRADUATE CAREER PLACEMENT DATA

CAREER OUTCOMES UNDERGRADUATE RESPONDENTS 2011						
	College of Business					
	African-American	Asian/ Pacific Islander	Latino	International	Causasian	Other/ Unknown
Number of Respondents	47	142	125	27	466	79
Enrolled in graduate school	13%	2%	6%	20%	7%	12%
Employed	81%	77%	82%	28%	81%	78%
% Employed (FT or PT) OR in Grad School	83%	78%	84%	40%	82%	83%
Number of F/T employees	25	67	67	5	249	45
Employer category						
Not-for-Profit	22%	5%	5%	0%	1%	0%
Government	9%	3%	6%	0%	3%	5%
Manufacturing	9%	11%	8%	0%	9%	9%
Service	61%	81%	82%	100%	87%	86%
same job, same employer	22%	16%	36%	20%	16%	25%
new job, same employer	26%	38%	33%	20%	31%	23%
new job, new employer	52%	46%	31%	60%	53%	52%
Position related to degree	96%	97%	91%	100%	97%	93%
Internship or part-time job result in full-time position	61%	77%	50%	80%	68%	70%
Average Salary (FT - 2010-11 grads)	\$48,000	\$47,700	\$43,250	\$42,500	\$46,386	\$45,526

CAREER OUTCOMES UNDERGRADUATE RESPONDENTS 2011						
	Liberal Arts and Social Sciences					
	African-American	Asian/ Pacific Islander	Latino	International	Causasian	Other/ Unknown
Number of Respondents	47	26	74	1	292	59
Enrolled in graduate school	30%	22%	20%	n/a	29%	23%
Employed	70%	65%	80%	n/a	77%	70%
% Employed (FT or PT) OR in Grad School	83%	70%	84%	n/a	86%	75%
Number of F/T employees	13	3	27	0	90	19
Employer category						
Not-for-Profit	46%	n/a	61%	n/a	34%	24%
Government	9%	n/a	0%	n/a	16%	6%
Manufacturing	0%	n/a	4%	n/a	5%	0%
Service	46%	n/a	35%	n/a	46%	71%
same job, same employer	36%	n/a	35%	n/a	24%	33%
new job, same employer	0%	n/a	26%	n/a	15%	6%
new job, new employer	64%	n/a	39%	n/a	61%	61%
Position related to degree	69%	n/a	60%	n/a	68%	50%
Internship or part-time job result in full-time position	31%	n/a	48%	n/a	43%	37%
Average Salary (FT - 2010-11 grads)	\$34,167	n/a	\$31,447	n/a	\$33,309	\$31,250



CAREER OUTCOMES UNDERGRADUATE RESPONDENTS 2011						
	Communication					
	African-American	Asian/ Pacific Islander	Latino	International	Causasian	Other/ Unknown
Number of Respondents	20	14	24	2	246	29
Enrolled in graduate school	16%	14%	5%	n/a	14%	10%
Employed	75%	71%	95%	n/a	75%	76%
% Employed (FT or PT) OR in Grad School	79%	71%	96%	n/a	79%	79%
Number of F/T employees	9	2	6	1	80	14
Employer category						
Not-for-Profit	11%	n/a	0%	n/a	12%	0%
Government	11%	n/a	17%	n/a	4%	0%
Manufacturing	0%	n/a	17%	n/a	4%	14%
Service	78%	n/a	67%	n/a	80%	86%
same job, same employer	33%	n/a	50%	n/a	23%	31%
new job, same employer	22%	n/a	33%	n/a	27%	15%
new job, new employer	44%	n/a	17%	n/a	50%	54%
Position related to degree	100%	n/a	100%	n/a	78%	89%
Internship or part-time job result in full-time position	22%	n/a	33%	n/a	59%	57%
Average Salary (FT - 2010-11 grads)	\$40,000	n/a	\$27,500	n/a	\$35,167	\$35,833

CAREER OUTCOMES UNDERGRADUATE RESPONDENTS 2011						
	Science and Health					
	African-American	Asian/ Pacific Islander	Latino	International	Causasian	Other/ Unknown
Number of Respondents	25	28	72	1	168	36
Enrolled in graduate school	40%	30%	35%	n/a	43%	25%
Employed	52%	67%	78%	n/a	74%	75%
% Employed (FT or PT) OR in Grad School	76%	78%	83%	n/a	84%	83%
Number of F/T employees	4	6	21	0	49	14
Employer category						
Not-for-Profit	n/a	20%	25%	n/a	30%	54%
Government	n/a	0%	15%	n/a	5%	0%
Manufacturing	n/a	0%	5%	n/a	5%	0%
Service	n/a	80%	55%	n/a	61%	46%
same job, same employer	n/a	40%	32%	n/a	31%	31%
new job, same employer	n/a	0%	26%	n/a	15%	31%
new job, new employer	n/a	60%	42%	n/a	54%	39%
Position related to degree	n/a	80%	70%	n/a	77%	62%
Internship or part-time job result in full-time position	n/a	25%	25%	n/a	47%	46%
Average Salary (FT - 2010-11 grads)	n/a	\$45,833	\$41,500	n/a	\$32,361	\$30,833



CAREER OUTCOMES UNDERGRADUATE RESPONDENTS 2011						
	Computing and Digital Media					
	African-American	Asian/Pacific Islander	Latino	International	Causasian	Other/Unknown
Number of Respondents	9	22	21	11	109	17
Enrolled in graduate school	44%	23%	14%	36%	10%	25%
Employed	67%	62%	76%	46%	75%	75%
% Employed (FT or PT) OR in Grad School	89%	71%	76%	64%	79%	81%
Number of F/T employees	3	11	10	3	48	8
Employer category						
Not-for-Profit	n/a	18%	10%	n/a	4%	0%
Government	n/a	0%	0%	n/a	2%	13%
Manufacturing	n/a	18%	10%	n/a	6%	13%
Service	n/a	64%	80%	n/a	88%	75%
same job, same employer	n/a	18%	22%	n/a	23%	0%
new job, same employer	n/a	46%	22%	n/a	27%	25%
new job, new employer	n/a	36%	56%	n/a	50%	75%
Position related to degree	n/a	100%	100%	n/a	83%	100%
Internship or part-time job result in full-time position	n/a	82%	50%	n/a	48%	88%
Average Salary (FT - 2010-11 grads)	n/a	\$53,929	\$55,833	n/a	\$45,000	\$57,500

CAREER OUTCOMES UNDERGRADUATE RESPONDENTS 2011					
	Education				
	African- American	Asian/ Pacific Islander	Latino	Causasian	Other/ Unknown
Number of Respondents	8	6	23	122	4
Enrolled in graduate school	25%	0%	9%	10%	n/a
Employed	63%	67%	86%	65%	n/a
% Employed (FT or PT) OR in Grad School	75%	67%	86%	67%	n/a
Number of F/T employees	1	2	11	31	1
Employer category					
Not-for-Profit	n/a	n/a	60%	87%	n/a
Government	n/a	n/a	30%	10%	n/a
Manufacturing	n/a	n/a	0%	0%	n/a
Service	n/a	n/a	10%	3%	n/a
same job, same employer	n/a	n/a	10%	10%	n/a
new job, same employer	n/a	n/a	20%	16%	n/a
new job, new employer	n/a	n/a	70%	74%	n/a
Position related to degree	n/a	n/a	90%	94%	n/a
Internship or part-time job result in full-time position	n/a	n/a	70%	60%	n/a
Average Salary (FT - 2010-11 grads)	n/a	n/a	\$42,500	\$34,300	n/a



CAREER OUTCOMES UNDERGRADUATE RESPONDENTS 2011				
	Music			
	Asian/ Pacific Islander	Latino	Causasian	Other/ Unknown
Number of Respondents	2	5	28	4
Enrolled in graduate school	n/a	0%	22%	n/a
Employed	n/a	100%	78%	n/a
% Employed (FT or PT) OR in Grad School	n/a	100%	86%	n/a
Number of F/T employees	1	0	7	0
Employer category				
Not-for-Profit	n/a	n/a	83%	n/a
Government	n/a	n/a	0%	n/a
Manufacturing	n/a	n/a	0%	n/a
Service	n/a	n/a	17%	n/a
same job, same employer	n/a	n/a	0%	n/a
new job, same employer	n/a	n/a	0%	n/a
new job, new employer	n/a	n/a	100%	n/a
Position related to degree	n/a	n/a	71%	n/a
Internship or part-time job result in full-time position	n/a	n/a	86%	n/a
Average Salary (FT - 2010-11 grads)	n/a	n/a	\$40,833	n/a

CAREER OUTCOMES UNDERGRADUATE RESPONDENTS 2011						
	School for New Learning					
	African-American	Asian/ Pacific Islander	Latino	International	Causasian	Other/ Unknown
Number of Respondents	37	2	15	1	69	42
Enrolled in graduate school	54%	n/a	36%	n/a	29%	31%
Employed	84%	n/a	100%	n/a	89%	77%
% Employed (FT or PT) OR in Grad School	89%	n/a	100%	n/a	97%	83%
Number of F/T employees	26	2	14	0	56	25
Employer category						
Not-for-Profit	29%	n/a	29%	n/a	23%	32%
Government	13%	n/a	14%	n/a	4%	4%
Manufacturing	4%	n/a	7%	n/a	10%	8%
Service	54%	n/a	50%	n/a	64%	56%
same job, same employer	74%	n/a	71%	n/a	64%	71%
new job, same employer	22%	n/a	14%	n/a	20%	17%
new job, new employer	4%	n/a	14%	n/a	16%	13%
Position related to degree	89%	n/a	85%	n/a	86%	84%
Internship or part-time job result in full-time position	16%	n/a	7%	n/a	5%	16%
Average Salary (FT - 2010-11 grads)	\$54,868	n/a	\$66,667	n/a	\$76,330	\$58,676



CAREER OUTCOMES UNDERGRADUATE RESPONDENTS 2011			
		Theatre	
	African-American	Causasian	Other/Unknown
Number of Respondents	1	16	2
Enrolled in graduate school	n/a	0%	n/a
Employed	n/a	100%	n/a
% Employed (FT or PT) OR in Grad School	n/a	100%	n/a
Number of F/T employees	0	4	1
Employer category			
Not-for-Profit	n/a	25%	n/a
Government	n/a	0%	n/a
Manufacturing	n/a	0%	n/a
Service	n/a	75%	n/a
same job, same employer	n/a	25%	n/a
new job, same employer	n/a	0%	n/a
new job, new employer	n/a	75%	n/a
Position related to degree	n/a	100%	n/a
Internship or part-time job result in full-time position	n/a	25%	n/a
Average Salary (FT - 2010-11 grads)	n/a	\$40,833	n/a

2011 UG Career Outcomes by race & 1st gen status								
Number of Respondents	All	Black / AA	Asian	Hispanic /Latino	Caucasian	1st Gen	Not 1st Gen	
	2624	194	234	359	1516	619	1772	
Enrolled in grad school	18.0%	31.0%	10.0%	16.0%	18.0%	14.0%	20.0%	
Employed	76.0%	73.0%	73.0%	82.0%	77.0%	81.0%	74.0%	
Employed (FT or PT) OR in Grad School	81.0%	83.0%	76.0%	85.0%	82.0%	84.0%	80.0%	
Employed Full-Time Only								
Employer/organization category								
Not-for-Profit	18.0%	28.0%	8.0%	22.0%	17.3%	14.3%	18.5%	
Government	6.0%	11.0%	5.0%	8.7%	5.5%	4.8%	6.5%	
Manufacturing	7.0%	5.0%	13.0%	6.7%	6.7%	8.7%	6.4%	
Service	69.0%	56.0%	75.0%	62.7%	70.5%	72.2%	68.6%	
Position Description								
same job, same employer	28.0%	45.0%	18.0%	36.0%	24.0%	26.0%	25.0%	
new job, same employer	25.0%	19.0%	35.0%	28.0%	24.0%	26.0%	25.0%	
new job, new employer	47.0%	37.0%	47.0%	36.0%	52.0%	48.0%	50.0%	
Position related to degree	86.0%	87.0%	97.0%	83.0%	86.0%	82.0%	87.0%	
Internship or p/t job resulted in f/t position	52.0%	33.0%	73.0%	43.0%	54.0%	57.0%	55.0%	
Average Salary (FT - 2010-11 grads)	\$44,638	\$46,468	\$48,080	\$44,181	\$44,098	\$41,131	\$43,886	

