

DEPAUL  
UNIVERSITY



# ANNUAL REPORT

## 2013/2014

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*The President's  
Diversity Council*



## Table of Contents

INTRODUCTION .....	2
V 2018 STRATEGIC PLAN .....	2
GOAL 4: FOSTER DIVERSITY AND INCLUSION .....	2
COMMITTEE STRUCTURE & WORK .....	3
RECRUITMENT COMMITTEE: DIVERSIFYING THE UNIVERSITY .....	4
RETENTION AND ENGAGEMENT OF DIVERSE GROUPS COMMITTEE .....	5
MARKETING AND COMMUNICATIONS COMMITTEE .....	9
DIVERSITY FORUM PLANNING COMMITTEE .....	12
BENCHMARKING, RESEARCH, AND ANALYSIS COMMITTEE .....	14
CONCLUSION .....	15
APPENDIX I: ABOUT THE PRESIDENT’S DIVERSITY COUNCIL .....	16
APPENDIX II: 2013/2014 MEMBERSHIP .....	17
APPENDIX III: FULL TIME STAFF DIVERSITY SCORECARD, PHASE I .....	18



## 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's strategic plan.

This was the first full year of the newly restructured PDC, its new committee structure and members. The PDC is currently in its eighth year of operation and there is still much energy and enthusiasm for the Council's charge of meeting DePaul's strategic diversity goals and objectives.

The PDC serves as an important catalyst to implementing diversity objectives as outlined in the university's strategic plan. The significant accomplishments of the PDC for the 2013/2014 academic year included hosting DePaul's inaugural Diversity Summit, the creation of benchmarks and data sets to demonstrate diversity progress, and the creation of marketing analysis for diversity best practices. Additionally, another major activity of the PDC was the incorporation of College Diversity Advocates that would serve as diversity liaisons in their respective colleges and also serve on the PDC. This new initiative was part of the PDC restructuring process and was vetted and approved by the full PDC membership and the President in May of 2013.

The individual committee reports will be highlighted in the next section of this report and provide an overview of this year's activities and discussions for each of the PDC subcommittees.

## V|2018 STRATEGIC PLAN GOAL 4: FOSTER DIVERSITY AND INCLUSION

The PDC work is grounded in the goals and objectives in the V2018 Strategic Plan. Listed here is the diversity goal and objectives as determined by DePaul's leadership and stakeholders. The plan states:

"We will invest university resources and employ processes to build a more diverse and globally aware university community sustained by an inclusive, supportive and just campus climate. We understand that greater diversity of race and ethnicity, gender and sexual orientation, faith, place of origin, life experience, political perspective and economic condition deepens the educational experience of every student and enriches the work life of every faculty and staff member. The collective experience and talent of our faculty and staff, students and alumni, ensures the continued strength and vitality of the university. We share in the commitment to protect and strengthen our university environment to allow every member of our community to contribute to and learn from each other"



Further, two main goals were identified as priorities for the university in achieving its diversity imperative. The objectives are provided below to add context to the efforts of the PDC in the 2013/2014 academic year.

**Objective 4a: Strengthen campus- wide diversity**

1. Recruit and retain a diverse faculty, staff and administration, with special attention given to increasing the representation of under-represented populations.
  - a. Develop mentoring systems.
  - b. Provide support for career development, retention and success.
  - c. Strengthen the postsecondary pipeline of under-represented scholars.
2. Sustain the diversity of the student body.
3. Expand international and multicultural learning opportunities that effectively prepare our students to be successful, innovative leaders in a diverse global society.
4. Provide programs and support services to ensure that all students, faculty and staff feel welcome and are able to succeed.

**Objective 4b: Build a vibrant university community**

1. Improve communication, reduce barriers and enhance opportunities for collaboration among members of the university community.
2. Strengthen the sense of community, affinity and institutional pride among all DePaul constituencies—students, alumni, staff, faculty and friends.
3. Create new opportunities and strengthen existing university-wide traditions to celebrate and promote our collective identity.

## **COMMITTEE STRUCTURE & WORK**

The PDC held three full council meetings during the 2014/2014 academic year. The individual subcommittees met monthly and bi-monthly depending on their work flow and committee objectives and work.

The PDC subcommittees work to create and implement initiatives to address the recruitment, retention, and engagement of diverse constituencies at DePaul as well as to achieve the objectives as outlined in V2018. The PDC committees include:

1. Recruitment Committee: Diversifying the University
2. Retention and Engagement Committee
3. Marketing and Communications Committee
4. Diversity Forum Planning Committee
5. Benchmarking, Research, and Analysis Committee

The final activity of the PDC each year is the annual PDC reception. This year the 115 guests attended the event on May 19, 2014. Additionally, BUILD participants were incorporated into the PDC annual celebration and 26 individuals received their BUILD certificates as part of the PDC closing ceremony.



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.

## **RECRUITMENT COMMITTEE: DIVERSIFYING THE UNIVERSITY**

**Sub-committee Membership:** Emily Opalski, *Director - Office of Institutional Compliance, Committee Chair*, Francine Soliunas, *Dean of Strategic and Community Alliances – College of Law*, Kathryn Statz, *Associate Athletics Director – Athletics*, Laura Warren, *Senior Associate General Counsel – Office of the General Counsel*, Rico Tyler, *Associate Vice President of Diversity of Education – Student Affairs*, Sarah Moore, *Talent Acquisition Consultant – Office of Human Resources*

### **Goals and objectives of subcommittee for 2013/2014:**

To recommend a way to enhance diversity in staff ranks via internal recruitment measures, specifically through a university-wide mentoring program.

### **Tasks and activities completed in 2013/2014 as it relates to corresponding objective:**

1. The previous recruitment committee conducted focus group meetings to determine the university community's appetite for a mentoring program and to gather data on what a mentoring program at DePaul should encompass in order to gain interest and participation.
2. The General Focus Group concluded: a university-sponsored mentoring program is preferred. Un-official mentoring programs lack support and don't always work. "Speed-mentoring" is not a preferred mentoring program.
3. This (current) committee has met four times and has consulted with members of the previous recruitment committee to discuss actions that can be taken and recommendations that can be made to the university as it relates to Goal 4, Objective 4a.

### **Subcommittee Recommendations:**

1. DePaul-sponsored mentoring program
  - a. Volunteers from the PDC can mentor members of the affinity group. Depending on levels of success, the mentoring program can then be rolled out to all DePaul university staff (and faculty, once a determination has been made to include faculty in the program).
  - b. A university-sponsored mentoring program at DePaul can address the following:
    - i. The need to find and develop potential future leaders
    - ii. The fact that many of DePaul's younger faculty and staff want to grow in their chosen fields or areas of expertise, but don't know how or where to begin



- iii. The need for a continuity plan (whether formal or informal) and ways to encourage and assist those in leadership positions to identify and train a successor
- iv. Mentoring has proven to be an effective tool for inspiring confidence, building a basis for developing professional relationships and for serving as a stepping stone for networking.

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

- 1. A website administrator (potentially from and within Human Resources) can maintain a self-service website where employees can enroll and request mentors. Mentors can also enroll as mentors and provide a profile (bio) so that employees seeking mentors may have more information about potential mentors.
- 2. Training on mentoring should be provided to anyone who volunteers as a mentor.

## **RETENTION AND ENGAGEMENT OF DIVERSE GROUPS COMMITTEE**

**Sub-committee Membership:** Anthony Chung, *Associate Professor – College of Computing and Digital Media*, Cristina Vera, *Senator - Driehaus College of Business*, Janet Hickey, *Assistant Director of Graduate Programs – College of Liberal Arts of Social Science*, Judy Bundra, *Associate Dean – School of Music*, Katherine Weseman, *LGBTQA Student Services Coordinator – Dean of Student Office*, Margaret Silliker, *Associate Dean of Graduate Studies - College of Science & Health*, Maria Beltran-Vocal, *Associate Professor, College of LAS*, Quinetta Shelby, *Assistant Professor – Department of Chemistry*, Shailja Sharma, *Associate Dean – LAS Dean's Office*, **Committee Chair**, Teresa Mastin, *Associate Professor – College of Communication*

**Goals and objectives of subcommittee for 2013/2014:**

Since all of the members of this committee save one (Anthony Chung) were new to the PDC, and since this committee's charge was newly formulated this year, the committee decided to set their goal as understanding current practices and plans around the university aimed at the retention and engagement of diversity in the ranks of students, staff, and faculty. Moreover, the committee members are concerned about the impact of the recent early retirement plan on issues of diversity and how it may affect the morale of staff and faculty, and would like to investigate that.

**Objective 1:** Do an informal survey of departments in each college concerning their diversity efforts. Department chairs were sent the following questions:

- a. What are the existing initiatives for diversity and retention for faculty, staff, and students?
- b. Are there any problems you need to address in your college/school?
- c. What diversity and retention initiatives have been successful in your college/school/area?





**Objective 2:** Collect pre-existing university reports on diversity of students, staff, and faculty.

**Objective 3:** Collect university survey data on the diversity climate at DePaul.

**Objective 4:** Collect any reports or studies on diversity at DePaul University.

**Tasks and activities completed in 2013/2014 as it relates to corresponding objective(s):**

1. At the PDC meeting in October 11, 2013, Shailja Sharma was selected as the subcommittee chair.
2. At the subcommittee meeting on November 15, 2013, Shailja shared three articles from the literature that described best practices on diversity. The three articles are:
  - a. Piercy, Fred et al. “Improving Campus Climate to Support Faculty Diversity and Retention: A Pilot Program for New Faculty” *Innovative Higher Education* 30.1 (2005)
  - b. Carrethers, Kevin et al. “Three Exemplary Retention Programs” *New Directions for Student services* 96.74 (1996) 35-42.
  - c. Jackson, J.F. and Elizabeth Callaghan. *Ethnic and Racial Administrative Diversity: Understanding Work Life Realities and Experiences in Higher Education: ASHE Higher Education Report*, 35.3 (2009) 1-9.
3. At its meeting on November 15, 2013, the subcommittee identified questions and issues (see section Objectives 1 above) that it would address, and members volunteered to collect the reports of recent faculty/staff/student climate surveys conducted at DePaul.
4. On November 15, 2013, Judy Bundra emailed the revised questions (that we would ask the various constituencies) to the subcommittee.
5. On November 15, 2013, Quinetta Shelby emailed the April 2012 document “FC Task Force to Enhance Diversity in Leadership” to the subcommittee.
6. On November 15, 2013, Margaret Silliker emailed the documents, “CIRRUS Academic Year Activities” from 2010 – 2013 and “New Initiative Funding Request Form” for the CIRRUS Program submitted on September 13, 2012 as examples of best practices in CSH.
7. On November 29, 2013, Teresa emailed the responses to the identified questions on behalf of the College of Communication to the subcommittee.
8. On February 10, 2014, Anthony Chung emailed the responses to the identified questions on behalf of the College of Computing and Digital Media to the subcommittee.
9. On February 17, 2014, Katherine Weseman emailed the responses to the identified questions on behalf of the Division of Student Affairs to Shailja Sharma.
10. At the subcommittee meeting on February 20, 2014, Shailja Sharma distributed the documents, “LAS Efforts to Foster and Support our Diverse Faculty,” “Recommendations from the LASS Mentoring Task Force (Draft),” “Staff



- Climate Survey from Staff Council” (which she received from Janet Hickey), and hardcopies of the emails containing responses to the identified questions.
11. At the meeting on March 17, 2014, Maria Beltran-Vocal suggested (and the subcommittee agreed) that the subcommittee would also evaluate the impact that the 2014 Early Retirement Incentive Program would have on campus diversity. Following the meeting, Shailja Sharma requested Stephanie Smith in Human Resources to make the relevant data available to the subcommittee after it is finalized.
  12. On March 18, 2014, Shailja Sharma emailed a copy of the AY11/12 PDC Annual Report to the subcommittee.
  13. At its meeting on May 1, 2014, the subcommittee developed an outline for its annual report.
  14. On May 2, 2014, Margaret Silliker emailed the document, “CSH Department Responses to Diversity Plans or Practices” to the subcommittee.

**Summary of findings:** Here we present a brief summary of the responses we received so far for the identified questions:

- a. What are the existing initiatives for diversity and retention for faculty, staff, and students?
  - i. Many units responded that they follow the University’s recruitment best practices and some utilize resources such as the OIDE workshop on recruitment. Some programs naturally attract diverse faculty.
  - ii. For faculty retention, some units have formal or informal mentoring programs in place or in the planning stage.
  - iii. For students there are various programs (University-wide or program specific) targeting various student groups for recruitment or mentoring. Examples include CIRBUS (Chicago Initiative for Research and Recruitment in Undergraduate Science), SACNAS (The Society for the Advancement of Chicanos and Native Americans in Science), Men of Color initiative, HerCDM, STARS (Students Together Are Reaching Success), Queer Peer (a peer mentor program being launched through LGBTQA Student Services), Day at DePaul by FCS (Family and Community Services), and other outreach efforts. Various offices, such as Office of Multicultural Student Success (OMSS), the Center for Intercultural Programs (CIP), LGBTQA Student Services, the Center for Students with Disabilities, and the Office of Religious Diversity (ORD) regularly generate programming and services.
  - iv. Diversity committees in some units conduct programs and events aiming at creating a welcoming environment; and developing and implementing diversity trainings for staff and students.





- b. Are there any problems you need to address in your college/school?
  - i. Need to do some kind of assessment of what diverse faculty issues are and what would be helpful.
  - ii. Need to figure out a way to document faculty effort in diversity work (often “invisible”) so that it can be better count in the tenure and promotion process. Examples are faculty who serve on a lot of extra committees or external committees and those who meet with a disproportionate group of students.
  - iii. Little to no resources for funding scholarships to increase opportunities for a diverse student body at the graduate level.
  - iv. Need to increase transfer students retention and success.
  - v. Lack of diversity at the leadership level.
  - vi. Student Affairs has a Professional Development Committee that offers regular opportunities for staff. Focusing more of these on retention of diverse staff would be helpful.
  - vii. Student Affairs do not have a formal mentor program for staff.
- c. What diversity and retention initiatives have been successful in your college/school/division?
  - i. Placing students in internships in underserved communities.
  - ii. SACNAS
  - iii. CIRRUS
  - iv. Diversity Trainings and Diversity Committees

**Recommendations of subcommittee:**

The subcommittee focused on issues of leadership development in the University. Members felt that we needed to examine how increasing budget pressures and early retirements across the institution have impacted leadership and diversity. *“Does it reduce the diversity in senior staff and faculty positions?”*<sup>1</sup>

- 1. Individuals in leadership roles across the University should be encouraged to participate in the BUILD certificate program.
- 2. We strongly recommend that DePaul’s ongoing program with NCFDD remain in existence as part of our commitment to the success of diverse faculty.
- 3. We urge the explicit mentoring of midcareer faculty in work and leadership roles.
- 4. We recommend setting up a peer mentoring and/or coaching program for staff.

**Issues Looking Ahead:** These are a set of issues that the subcommittee raised in terms of planning and thinking ahead for next year and where the focus should be on engagement and creating community after the dramatic events of 2013-14:

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<sup>1</sup> In this context we quote from the Survey on Diversity in Faculty Governance and Leadership Report of 2011. The Survey found that the White Male group had the most opportunities for leadership but that the Minority Male group had the least, even as they were the least likely to decline them



1. Space: There is a need for spaces for faculty and staff to gather in order to increase engagement and build community. Therefore we see the need for a faculty lounge/cafeteria and a staff lounge on both campuses.
2. Academic Citizenship: In much of the literature on diversity there is a clear relationship between acculturation and leadership. In that context, we see the need to partner with SGA to increase a common scholarly culture on campus that is shared amongst all students, be they “in groups” or “out groups
3. Transparency: Recognizing the need to facilitate direct feedback from communities of diverse student, staff, and faculty. This can be achieved through communications with specific multicultural offices within the University and partnerships with SGA, the official representative body for student on campus.

## MARKETING AND COMMUNICATIONS COMMITTEE

**Sub-committee Membership:** Cindy Lawson – *Public Relations and Communication, Committee Chair*, Erin Moran, *Associate Vice President – Advancement*, Jose Perales, *Director of Operations – Institutional of Diversity and Equity*, Casey Clemmons, *President, Student Government Association*

### Goals and objectives of subcommittee for 2013/2014:

Identify ways to enhance and/ or increase communication about diversity at DePaul with a particular focus on:

- a. Public relations initiatives that draw attention to the institution’s diversity efforts;
- b. “Best practices” related to websites presence at other universities; and
- c. Social media as it relates to diversity.

### Tasks and activities completed in 2013/2014 as it relates to corresponding objective:

1. We reviewed more than 86 different diversity-related presence on websites at universities throughout the United States (please see the table immediately following). For each one, we identified website features that were unique and public relations activities related to diversity that these universities initiated that resulted in significant internal and/or external publicity.
2. We narrowed down the best diversity website presence to 18 colleges/universities (see “universities with outstanding diversity website and communications” listed in this section).
3. We also identified 12 universities that had launched unique diversity-related public relations activities that successfully brought media attention to those universities (see “interesting diversity programs/initiatives worth further exploring” listed in this section).
4. We reviewed their respective social media presence.
5. We identified some initiatives we felt DePaul should pursue:
  - a. Develop a “collection” or “inventory” of all diversity programming, classes, resources etc. that could be incorporated into a one-stop website;



- b. Identify new components/elements we would want to recommend for OIDE to consider incorporating in its website.
- c. Determine the amount of photography related to diversity programming that already exists, and identify and photograph additional content if needed and
- d. Further explore and recommend various PR initiatives/activities for OIDE to consider.
- e. Identify and recommend ways to drive traffic to the diversity website;
- f. Identify other DePaul websites that would be willing to include a diversity link on their pages;
- g. Identify and recommend ways to enhance OIDE's social media presence.

#### **Recommendations of committee for 2013/2014:**

1. No to Low cost or minimal staff time
  - a. Modify the Diversity website to include the following elements:
    - i. Collect existing photographs and/or video that could be incorporated in order to make it more visually pleasing. (OPRC)
    - ii. Consider incorporating some of the elements identified on other universities' websites resulting from the benchmark analysis the subcommittee conducted. (OIDE)
    - iii. Request other universities, colleges, departments, etc. include a link on their respective home pages to the OIDE website.
    - iv. Image of Diversity Exhibit Competition (OIDE)
  - b. Enhance Social Media Efforts
    - i. Link to and from other university social media sites (OIDE)
    - ii. Double Facebook engagement rates in six months (OIDE)
    - iii. Monitor and improve social media reach, engage users and likes by Dec. 2014 (OIDE)
    - iv. Consider assigning a staff member to follow the "best" (per OIDE's opinion) diversity and equity offices at universities around the country to keep abreast of trending information (OIDE)
  - c. Internal Communication Initiatives
    - i. Encourage council members to submit diversity-related stories to the Newsline editor (OPRC)
    - ii. Include a diversity representative on the editorial board of Newsline (OIDE & OPRC)
    - iii. Incorporate diversity bragging points into Father Holtschneider's list of bragging points and speeches (OPRC & OIDE)
    - iv. Include monthly or bi-monthly diversity-related articles in Newsline (OIDE & OPRC)
    - v. Create a newsletter template for OIDE Newsletter (OIDE & OPRC)
    - vi. Consider assigning a staff member to offer to meet annually with each college/division to discuss OIDE programming, promote ways of getting involved (OIDE)



2. Moderately expensive or requiring a moderate amount of staff time
  - a. Modify the Diversity website to include the following elements:
    - i. Over the next year, make a concerted effort to take quality photos of diversity events and experiences that could be utilized on the website (OPRC)
    - ii. If available, consider ‘expanding resources’ section to include scholarly articles, web links, etc. aimed at enhancing the community’s understanding of connecting with others (e.g. <http://www.pbs.org/ampu/crosscult.html>) (OIDE)
    - iii. Consider collecting a photo/video series showcasing faculty, staff and students in ways that put DePaul’s diversity story into personal context. For example, see Wellesley College’s Diversity and Inclusion website (OIDE & OPRC)
    - iv. Consider sharing/tweeting information that pertains to higher education diversity broadly (e.g. cutting-edge initiatives being undertaken on other campuses and relevant scholarly research (OIDE)
    - v. When/if ideas are adopted to create video series of DePaul faculty/staff/student stories, consider an occasional (2-3 per year) University-wide email from OIDE to promote upcoming programs and to “debut” a particular video story (OIDE & OPRC)
3. Enhance Social Media Efforts
  - a. Hire a part-time individual to manage the OIDE social media and web sites, in order to keep them up-to-date and increase traffic to these sites (OIDE)
  - b. Develop and maintain a LinkedIn page (OIDE)
4. Other Communication Initiatives
  - a. Create a digital newsletter template for an OIDE newsletter that would be disseminated to faculty and staff (OIDE)
  - b. Determine the feasibility of developing a couple of 2 minute videos of diversity-related events/programs and showcasing them online (OPRC)
5. Significant resources or staff time to implement
  - a. Modify the Diversity website to include a one-stop-shopping page that includes, regardless of the originating department (OIDE)
    - i. Academic classes with a strong diversity component
    - ii. Calendar of diversity-related events
    - iii. Archive of Newslines stories that focus on diversity-related issues
    - iv. Archive of social media postings related to diversity
    - v. List of student diversity-related groups and clubs, including contact information
    - vi. List of faculty and staff diversity-related groups and clubs
    - vii. Link to library diversity-related material
    - viii. Community service projects that are diversity-related



- ix. Alumni diversity-related groups
- b. Enhance Social Media Efforts
  - i. Hire a full time social media specialist to develop a fulltime presence for OIDE on social media sites and to maintain the OIDE website (OIDE)
- c. Other Communication Initiatives
  - i. Consider implementing some of the various diversity-related initiatives that
  - ii. were revealed in the benchmark study (OIDE)
  - iii. Develop an annual report view book and/or video of OIDE's efforts (OIDE)

## DIVERSITY FORUM PLANNING COMMITTEE

**Sub-committee Membership:** Katy Weseman, *LGBTQA Student Services Coordinator – Dean of Student Office*, **Committee Chair**, Aileen Johnson, *Director of Conference services & Student Center, Loop – Conference Services*, Charles Snelling, *Diversity Project Coordinator- Office of Institutional of Diversity & Equity*, Eric Mata, *Assistant Director – Office of Multicultural Student Success*, Jen Fox, *Assistant Director – Housing Services*, Joy Boggs, *Business Manager- Office of General Counsel*, Maria Beltran-Vocal, *Professor- Modern Languages*, Natalie Daniels, *Assistant Director - Financial Fitness*, Quinetta Shelby, *Associate Professor – College of Science and Health*, Shea Wolfe, *Assistant Dean of Students –Dean of Student's Office*

### Goals and objectives of subcommittee for 2013/2014:

Host an inaugural Diversity Forum for all university faculty and staff in collaboration between the President's Diversity Council and the five university affinity groups.

### Tasks and activities completed in 2013/2014 as it relates to corresponding objective:

1. Hosted the inaugural Diversity Forum for DePaul faculty and staff. A collaborative effort from all five university employee resource groups and PDC.
  - a. 104 faculty & staff checked in for the event although actual attendance may be a little higher because subcommittee noticed participants found their way to the sessions without checking in. Subcommittee had a 73% return rate of registration numbers versus those actually in attendance.
    - i. Staff Comprised 77% of the event attendees
    - ii. Faculty comprised 16% of the event attendees
    - iii. Other individuals comprised 7% of event attendees
  - b. Affinity Group memberships totaled the following breakdowns:



- i. DWN (24%)
  - ii. DPUBLIC (13%)
  - iii. LGBTQ (9%)
  - iv. Elevate (8%)
  - v. LEAD (8%).
  - vi. 38% of the event attendees left the affinity group affiliation blank on their registration.
- 2. Created an effective marketing plan for promotion and marketing of the inaugural Diversity Forum.
  - a. Created a Diversity Forum “Join Us” promotional video.
    - i. Presented to DePaul President and President’s Diversity Council
    - ii. Marketed via social media channels (Facebook, Twitter, and LinkedIn)
  - b. In collaboration with the Office of Institutional Diversity and Equity, created an Employee Resource Group brochure.
  - c. Utilized word of mouth marketing and promotion within each of the university affinity group networks to increase attendance at the Diversity Forum.

**Recommendations of committee for 2013/2014:**

Based off of the survey we sent out to the participants below are some of the comment and suggestions we compiled from committee members and attendees:

- 1. ½ day was good, but possibly try for a Friday
- 2. Format should follow: opening welcome by Father Holtschneider, move to concurrent sessions, and close with lunch/keynote
- 3. Keep the same number of concurrent sessions available as it drove audiences; possibly include one that spanned both time periods that was a more intensive review of diversity
- 4. Have coat check available
- 5. LPC is fine and did not dissuade Loop staff/faculty from attending
- 6. Ensure presenters are aware of theme and ask that they bring it back to the question of “what does this mean for your work at DePaul?”
- 7. Lunch for affinity group executive board members should occur, but possibly on a different day and allow for longer time to converse with no moderator





8. Reserve tables at back of 120A/B to push people to the front

## **BENCHMARKING, RESEARCH, AND ANALYSIS COMMITTEE**

**Committee Membership:** Tina Cajigas – *Director of Workforce Strategy - EM&M, Committee Chair*; GianMario Besana, *Associate Vice President – Academic Affairs*; Jose Perales, *Director of Operations – Institutional of Diversity and Equity*; Miranda Standberry-Wallace, *Diversity Program Coordinator – Institutional Diversity and Equity*; Elizabeth Ortiz, *Vice President – Institutional Diversity and Equity*; (Subcommittee: Gary Miller – *Director of Integrated Management Systems – Human Resources*).

### **Goals and objectives of the Committee for 2013/2014:**

The goals of the newly-formed Benchmarking, Research, and Analysis committee were to:

1. Understand what are the existing internal IRMA and HR reports, data and metrics on diversity at DePaul
2. Anticipate what the university would want to know about diversity data and how it could be readily presented for both baseline understanding as well as future action
3. Provide the existing diversity data in a draft scorecard format that is readily understandable and integrated with relevant internal and external context and metrics
4. Lay the foundation to socialize, educate and vet the proposed diversity scorecard with internal DePaul stakeholders in the first half of the 2014/2015 school year
5. Enable relevant university stakeholders to gain a baseline understanding of their point-in-time and progress-over-time diversity representation for their area(s) of responsibility

### **Tasks and activities completed in 2013/2014 as it relates to the goals and objectives:**

The committee met several times in the 2013/2014 academic year. We discussed what internal and external diversity data is needed as well as what data was already available, but not fully utilized, to properly frame and gauge diversity progress at DePaul.

Over the series of discussions, we developed a series of questions to help our proposed diversity scorecard to take shape. In addition, the chair of the committee



worked with IRMA and HR to communicate the scorecard requirements and work through the visual presentation and integration of external labor market information.

Our deliverable for this fiscal year is the draft diversity scorecard that presents figures and visuals for College and Non-College Full-Time Staff, including point-in-time as of September 2013, a historical view of staff diversity over the last three fiscal years, and a labor market availability overlay as a proxy for external benchmarks.

APPENDIX III: “Full-Time Staff Diversity Scorecard, Phase 1” contains the first installment of a future, more comprehensive diversity scorecard. This report includes data points that were identified to measure diversity at a point-in-time and over the last three years at DePaul.

#### **Recommendations of committee for 2013/2014:**

1. In the fall of 2014, OIDE/PDC should share and socialize this version of the diversity scorecard with relevant university stakeholders such as College Deans, Division heads, Staff Council, Faculty Council, Joint Council and others. This opportunity to present this information will provide the opportunity to inform the stakeholders of the current state of staff diversity and the historical trend as well as gather feedback for any revisions to the general look and feel of the report.
2. After the initial diversity scorecard look and feel is vetted, a revised version can be created in early calendar 2015 with fall 2014 data for both staff and faculty. This more complete version can then be utilized in discussions with relevant stakeholders to enable future action-planning to address opportunities for diversity.

### **CONCLUSION**

The PDC has become a recognized body of the University and its members are considered diversity champions within their respective units. In addition, the work of the PDC is vital resource that assists OIDE and DePaul in achieving its diversity objectives as outlined in V2018. It is through this work and dedication of PDC members that the PDC has built a solid reputation in driving diversity innovation at DePaul University.



## APPENDIX I: ABOUT THE PRESIDENT’S DIVERSITY COUNCIL

### Mission

The President’s Diversity Council (PDC) will promote collaboration and communication by bringing together representatives from constituency groups to actualize DePaul’s diversity goals and objectives. Reporting to the VP of OIDE, the President’s Diversity Council will advise the President regarding diversity issues, and serve the University’s diverse populations by recommending coordinated institutional procedures that help achieve the objectives as outlined in the current strategic plan.

### Objectives

1. The PDC shall advise the VP of OIDE and the President regarding the development and implementation of policies and programs designed to enhance the campus diversity, inclusion, and engagement for all members of the university.
2. The PDC shall communicate diversity benchmarks and work in partnership with others to foster effective diversity management practices that promote faculty, staff and student diversity.
3. The PDC shall address diversity challenges, topics, and opportunities that may be especially relevant to specific population groups.
4. The PDC shall provide forums for highlighting events that address diversity issues.
5. The PDC shall maximize diversity education and the development of diversity competencies across the university.
6. The PDC shall create, maintain, and market a list of diversity accomplishments at DePaul.
7. The PDC shall create and submit to the President an annual diversity report outlining diversity recommendations.
8. The PDC shall serve as a diversity resource for offices/colleges throughout the university.

### Structure

The PDC operates under the auspices of the Office of the President with the VP of OIDE as the Chairperson. The PDC is composed of representatives from across all areas of the University and the PDC Membership shall reflect an inclusive cross section of diversity dimensions.



## APPENDIX II: 2013/2014 MEMBERSHIP

President's Diversity Council		
Chair: Elizabeth Ortiz, Vice President for Institutional Diversity and Equity		
1	Teresa Mastin	College of Communication
2	Anthony Chung	College of Computing and Digital Media
3	Ronald Chennault	College of Education
4	Francine Soliunas	College of Law
5	Shailja Sharma	College of Liberal Arts and Social Sciences
6	Margaret Silliker	College of Science and Health
7	William Marty Martin	Driehaus College of Business
8	Miriam Ben- Yoseph	School for New Learning
9	Judy Bundra	School of Music
10	Dexter Zollicoffer	The Theatre School
11	Rico Tyler	AVP of Diversity and Inclusion, Student Affairs
12	Judith Kolar	Center for Students with Disabilities
13	Laura Warren	Office of the General Counsel
14	Emily Opaliski	Operations, Institutional Compliance
15	Kathryn Statz	Athletics
16	Tina Cajigas	Enrollment Management & Marketing
17	GianMario Besana	International Initiatives
18	Erin Moran	University Advancement
19	Cindy Lawson	Office of Public Relations and Communications
20	Janet Hickey	Staff Council Diversity Committee Representative
21	Casey Clemmons	Student Government Association (SGA) Representative #1
22	Cristina Vera	Student Government Association (SGA) Representative #2
23	Joy Boggs	DePaul Women's Network (DWN) Affinity Group
24	Quinetta Shelby	DePaul University Black Leadership Coalition (DPUBLC) Affinity Group
25	Maria Vocal-Beltran	Latinos Empowered At DePaul (LEAD) Affinity Group
26	Vijay Pendakur	ELEVATE Affinity Group
27	Katy Weseman	LGBTQ Affinity Group
OIDE Staff		
1	Elizabeth Ortiz	Vice President for Institutional Diversity and Equity
2	Barbara Schaffer	Associate Vice President, Diversity
3	José Perales	Director of Operations, Diversity
4	Arlette Johnson	Investigator, Diversity & Equity
5	Miranda Standberry-Wallace	Program Coordinator, Diversity
6	Charles Snelling	Project Coordinator, Diversity



# APPENDIX III: FULL TIME STAFF DIVERSITY SCORECARD, PHASE I

## Full-time Staff Diversity Report Fall 2011 - Fall 2013



### Table of Contents

Introduction .....	2
College Staff	
Fall 2013, headcounts and percentages .....	3
Fall 2013, pie graphs.....	4
Fall 2011 – Fall 2013, headcounts .....	5
Fall 2011 – Fall 2013, percentages.....	6
Fall 2011 – Fall 2013, bar graphs .....	7
Percent of female staff at DePaul from 2011 to 2013, compared to the 2013 labor market, by EE06 category .....	8
Percent of minority staff at DePaul from 2011 to 2013, compared to the 2013 labor market, by EE06 category .....	9
Non-College Staff	
Fall 2013, headcounts and percentages .....	10
Fall 2013, pie graphs.....	11
Fall 2011 – Fall 2013, headcounts .....	12
Fall 2011 – Fall 2013, percentages.....	13
Fall 2011 – Fall 2013, bar graphs .....	14
Percent of female staff at DePaul from 2011 to 2013, compared to the 2013 labor market, by EE06 category .....	15
Percent of minority staff at DePaul from 2011 to 2013, compared to the 2013 labor market, by EE06 category .....	16

~Part of the IRMA Report Suite



## Full-time Staff Diversity Report

Fall 2011 - Fall 2013



### About

This report displays the number and percentage of staff within a department by EEO6 category, gender, and race/ethnicity.

Gender and race/ethnicity are based on self-reported information collected at the point of application for employment, and it can be self-amended through Campus Connect.

EEO6 category 1, Executive, Administrative and Managerial, is divided into Managers and Executives based on job code grade as a proxy.

Starting in 2012, faculty and staff data reported for the fall are captured annually on September 30th. For previous years, the data was captured in October.

### Assumptions

Faculty/Staff Race Ethnicity Reporting rules changed in 2008. Hispanic was reclassified to include any faculty who self-identified themselves as Hispanic regardless of the other race self-identification in order to comply with deferral requirements. If an employee identifies an additional race, they will only be counted under this category.

In 2008, the category of Multi-Racial was added to include faculty/staff who identified with more than once race in order to comply with the federal requirements. Multi-Racial includes all employees that have identified more than one race, and none are Hispanic.

Non-Resident Alien includes all faculty/staff who are not current citizens of the US based on PeopleSoft data or the present in the HR I-9 database. If an employee is identified as Non-Resident Alien, they will not be included in any other category.

Graduate students are not included.

~Part of the IRMA Report Suite





## Full-time Staff Diversity Report College Staff

Department(s): All  
Data Captured Fall 2013

Department Type  
College

Department  
All



Number of Staff									
	Executive	Manager	Professional Nonfaculty	Technical/ Paraprofessional	Secretarial/ Clerical	Service Maintenance Workers	Skilled Crafts	N/A	Grand Total
Female	African American	5	25		28			1	59
	Asian		4		4		1		9
	Foreign	1	4	1					6
	Hispanic	2	16	3	20				41
	Multi- Ethnic		2		2				4
	White	16	120	5	66				207
	Unknown		8		4				12
Male	African American	2	13		3				18
	Asian		4	2	2				8
	Foreign	1	9					1	11
	Hispanic	1	5		4				10
	Multi- Ethnic		1		1				2
	White	14	46	2	20		1		83
	Unknown		5						5
Grand Total		42	262	13	154		2	2	475

Percent of Staff									
	Executive	Manager	Professional Nonfaculty	Technical/ Paraprofessional	Secretarial/ Clerical	Service Maintenance Workers	Skilled Crafts	N/A	Grand Total
Female	African American	1.1%	5.3%		5.9%			0.2%	12.4%
	Asian		0.8%		0.8%		0.2%		1.9%
	Foreign	0.2%	0.8%	0.2%					1.3%
	Hispanic	0.4%	3.4%	0.6%	4.2%				8.6%
	Multi- Ethnic		0.4%		0.4%				0.8%
	White	3.4%	25.3%	1.1%	13.9%				43.6%
	Unknown		1.7%		0.8%				2.5%
Male	African American	0.4%	2.7%		0.6%				3.8%
	Asian		0.8%	0.4%	0.4%				1.7%
	Foreign	0.2%	1.9%					0.2%	2.3%
	Hispanic	0.2%	1.1%		0.8%				2.1%
	Multi- Ethnic		0.2%		0.2%				0.4%
	White	2.9%	9.7%	0.4%	4.2%		0.2%		17.5%
	Unknown		1.1%						1.1%
Grand Total		8.8%	55.2%	2.7%	32.4%		0.4%	0.4%	100.0%

Notes: % of Total broken down by EE06 category, Gender and Race  
College Deans are listed under Non-College staff in the Executive category due to source of their pay

All EE06 Categories			
African American	77	Female	338
Asian	17		
Foreign	17		
Hispanic	51		
Multi- Ethnic	6		
White	290	Male	137
Unknown	17		

All EE06 Categories			
African American	16.2%	Female	71.2%
Asian	3.6%		
Foreign	3.6%		
Hispanic	10.7%		
Multi- Ethnic	1.3%		
White	61.1%	Male	28.8%
Unknown	3.6%		



# Full-time Staff Diversity Report College Staff

Department(s): All  
Data Captured Fall 2013

Female  
Male



Number of Staff by Race/Ethnicity and Gender									All EE06
	Executive	Manager	Professional Nonfaculty	Technical/ Paraprofessional	Secretarial/ Clerical	Service Maintenance Workers	Skilled Crafts	N/A	
African American									
Asian									
Foreign									
Hispanic									
Multi- Ethnic									
White									
Unknown									
All Race/Ethnicity									



# Full-time Staff Diversity Report College Staff

Department(s): All  
Fall 2011 - Fall 2013



## Number of Staff by Race/Ethnicity and Gender

Table 1. Faculty and Staff by Race and Ethnicity, Sex, and Job Category																									Total			
	Executive			Manager			Professional Nonfaculty			Technical/ Paraprofessional			Secretarial/ Clerical			Service Maintenance Workers			Skilled Crafts			N/A			Total			
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013				
Female	African American			4	5	5	22	25	25				27	26	28								1	53	56	59		
	Asian			1	1		4	3	4				3	2	4				1	1	1			9	7	9		
	Foreign			1	1	1	3	3	4	1	1	1											5	5	6			
	Hispanic			2	2	2	15	17	16	2	2	3	25	25	20								44	46	41			
	Multi-Ethnic						2	2	2				1	1	2								3	3	4			
	White			18	15	16	114	116	120	2	4	5	62	65	66						1		197	200	207			
	Unknown						12	6	8				4	4	4								16	10	12			
Male	African American			1	2	2	10	10	13	1			3	3	3								15	15	18			
	Asian						5	4	4	1	1	2	4	3	2								10	8	8			
	Foreign			2	1	1	11	9	9												1	13	10	11				
	Hispanic			1	1	1	5	4	5				3	2	4								9	7	10			
	Multi-Ethnic								1				2	2	1								2	2	2			
	White			13	15	14	41	41	46	1	2	2	26	24	20				1	1	1		82	83	83			
	Unknown						7	6	5				1	1									8	7	5			
Total				43	43	42	251	246	262	8	10	13	161	158	154				2	2	2	1		2				

## All EE06

	2011	2012	2013
Female	327	327	338
Male	139	132	137
Total	466	459	475

	2011	2012	2013
African American	68	71	77
Asian	19	15	17
Foreign	18	15	17
Hispanic	53	53	51
Multi-Ethnic	5	5	6
White	279	283	290
Unknown	24	17	17
Total	466	459	475



## Full-time Staff Diversity Report

### College Staff

Department(s): All

Fall 2011 - Fall 2013



Number of Staff by Race/Ethnicity and Gender																											All EE06					
	Executive			Manager			Professional Nonfaculty			Technical/ Paraprofessional			Secretarial/ Clerical			Service Maintenance Workers			Skilled Crafts			N/A			Total					2011	2012	2013
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013					
Female	African American				9%	12%	12%	9%	10%	10%				17%	16%	18%							50%	11%	12%	12%	Female	70%	71%	71%		
	Asian				2%	2%		2%	1%	2%				2%	1%	3%				50%	50%	50%		2%	2%	2%						
	Foreign				2%	2%	2%	1%	1%	2%	13%	10%	8%										1%	1%	1%	Male		30%	29%	29%		
	Hispanic				5%	5%	5%	6%	7%	6%	25%	20%	23%	16%	16%	13%							9%	10%	9%							
	Multi-Ethnic							1%	1%	1%				1%	1%	1%							1%	1%	1%							
	White				42%	35%	38%	45%	47%	46%	25%	40%	38%	39%	41%	43%						100%	42%	44%	44%							
	Unknown							5%	2%	3%				2%	3%	3%							3%	2%	3%	African American	15%	15%	16%			
Male	African American				2%	5%	5%	4%	4%	5%	13%			2%	2%	2%							3%	3%	4%	Asian	4%	3%	4%			
	Asian							2%	2%	2%	13%	10%	15%	2%	2%	1%							2%	2%	2%	Foreign	4%	3%	4%			
	Foreign				5%	2%	2%	4%	4%	3%												50%	3%	2%	2%		11%	12%	11%			
	Hispanic				2%	2%	2%	2%	2%	2%				2%	1%	3%							2%	2%	2%	Hispanic						
	Multi-Ethnic									0%				1%	1%	1%							0%	0%	0%	Multi-Ethnic	1%	1%	1%			
	White				30%	35%	33%	16%	17%	18%	13%	20%	15%	16%	15%	13%			50%	50%	50%		18%	18%	17%	White	60%	62%	61%			
	Unknown							3%	2%	2%				1%	1%								2%	2%	1%	Unknown	5%	4%	4%			
All columns equal 100%																																

All EE06			
	2011	2012	2013
Female	70%	71%	71%
Male	30%	29%	29%
	2011	2012	2013
African American	15%	15%	16%
Asian	4%	3%	4%
Foreign	4%	3%	4%
Hispanic	11%	12%	11%
Multi-Ethnic	1%	1%	1%
White	60%	62%	61%
Unknown	5%	4%	4%



# Full-time Staff Diversity Report

## College Staff

Department(s): All  
Fall 2011 - Fall 2013

Female  
Male  
Gender  
All



## Full-time Staff Diversity Report College Staff, Labor Market Benchmark

Department(s): All  
Fall 2011 - Fall 2013



The bar chart displays the percentage of female staff at DePaul from 2011-2013 by EE06 category as compared to the 2013 labor market averages. Labor market averages are determined by an Availability Analysis conducted by Berkshire.

The labor market benchmark, from the Availability Analysis, is based on the external and internal availability of individuals in feeder positions for a certain geographic region. Most often, the availability pool is the Chicago-Joliet-Naperville, IL-IN-WI Metropolitan Area. There are exceptions. For example, the availability pool for the Executive job group is a wider region, the United States, because that is the geographical area from which the University would reasonably seek executives.

External availability is heavily weighted; however, DePaul employees eligible for transfer or promotion into the job group are included in the Availability Analysis.

The Availability Analysis was conducted with EEO Tabulation 2006-2010 American Community Survey data.

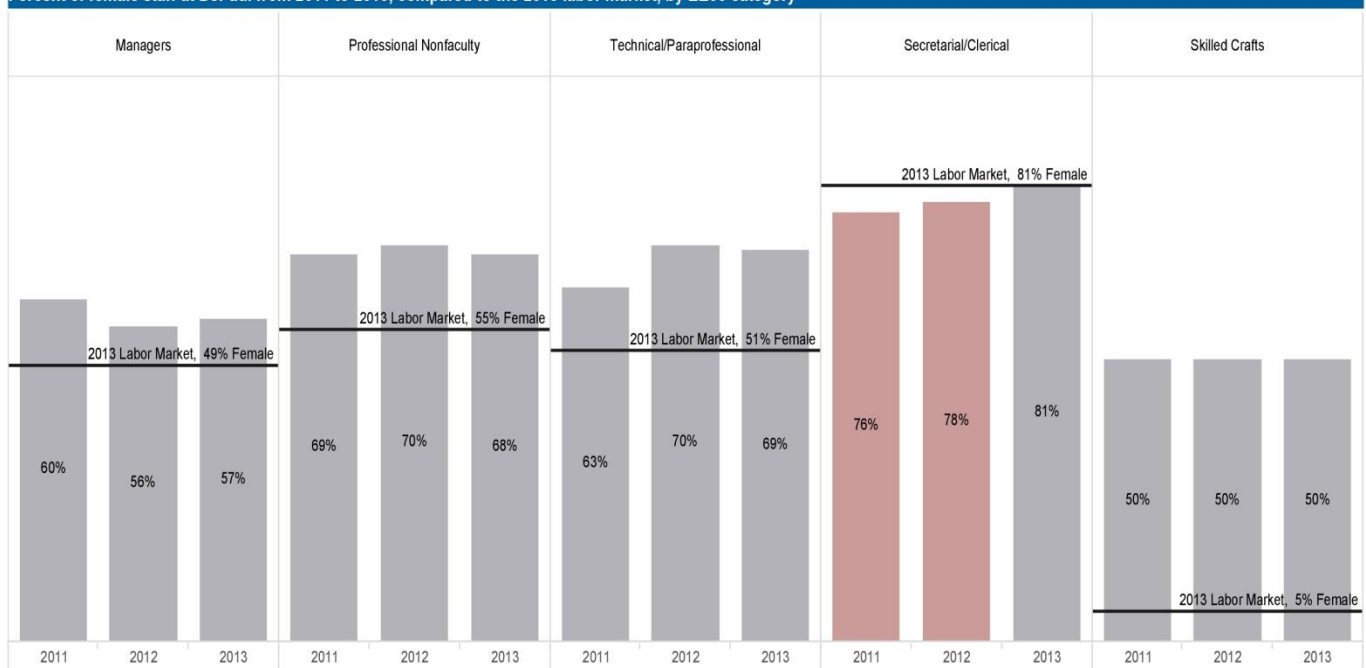
The percent female in the labor market are weighted by the number of full-time staff in the job group at DePaul.

For more details on the Availability Analysis, please contact OIDE.

Color legend for bars displaying the percent female staff at DePaul

■ Above labor market   ■ Below labor market  
■ Same

Percent of female staff at DePaul from 2011 to 2013, compared to the 2013 labor market, by EE06 category



Total number of College staff at DePaul by EE06

43	43	42	251	246	262	8	10	13	161	158	154	2	2	2
----	----	----	-----	-----	-----	---	----	----	-----	-----	-----	---	---	---





## Full-time Staff Diversity Report College Staff, Labor Market Benchmark

Department(s): All  
Fall 2011 - Fall 2013



The bar chart displays the percentage of minority staff at DePaul from 2011-2013 by EE06 category as compared to the 2013 labor market averages. Labor market averages are determined by an Availability Analysis conducted by Berkshire.

The labor market benchmark, from the Availability Analysis, is based on the external and internal availability of individuals in feeder positions for a certain geographic region. Most often, the availability pool is the Chicago-Joliet-Naperville, IL-IN-WI Metropolitan Area. There are exceptions. For example, the availability pool for the Executive job group is a wider region, the United States, because that is the geographical area from which the University would reasonably seek executives.

External availability is heavily weighted; however, DePaul employees eligible for transfer or promotion into the job group are included in the Availability Analysis.

The Availability Analysis was conducted with EEO Tabulation 2006-2010 American Community Survey data.

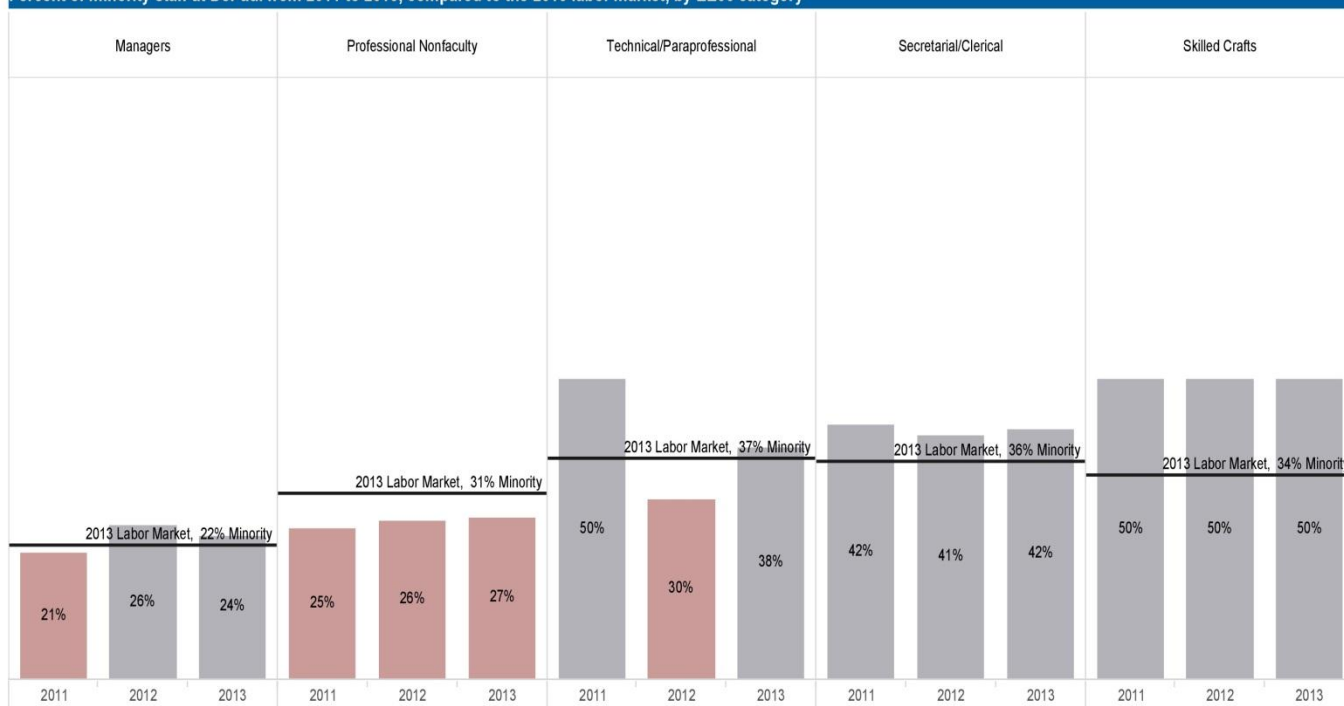
The percent minority in the labor market are weighted by the number of full-time staff in the job group at DePaul.

For more details on the Availability Analysis, please contact OIDE.

Color legend for bars displaying the percent minority staff at DePaul

■ Above labor market ■ Below labor market

Percent of minority staff at DePaul from 2011 to 2013, compared to the 2013 labor market, by EE06 category



Total number of College staff at DePaul by EE06

43	43	42	251	246	262	8	10	13	161	158	154	2	2	2
----	----	----	-----	-----	-----	---	----	----	-----	-----	-----	---	---	---



## Full-time Staff Diversity Report Non-College Staff

Department(s): All  
Data Captured Fall 2013

Department Type  
Non-College

Department  
All



Number of Staff										
		Executive	Manager	Professional Nonfaculty	Technical/ Paraprofessional	Secretarial/ Clerical	Service Maintenance Workers	Skilled Crafts	N/A	Grand Total
Female	African American	1	15	55	5	36	7		1	120
	Asian		3	14		5			1	23
	Foreign		3	9						12
	Hispanic	2	10	47	1	34	4			98
	Multi- Ethnic		1	7	1	3				12
	White	6	82	242	7	62	4		7	410
	Unknown		4	20		5			1	30
Male	African American	1	7	20	5	14	22	3	1	73
	Asian		3	14	2	3			1	23
	Foreign	1	1	13	1					16
	Hispanic	1	3	28	2	6	15	2	1	58
	Multi- Ethnic		1	2		1				4
	White	15	54	180	12	31	28	27	4	351
	Unknown			15	1	6	1	1		24
Grand Total		27	187	666	37	206	81	33	17	1,254

Percent of Staff										
		Executive	Manager	Professional Nonfaculty	Technical/ Paraprofessional	Secretarial/ Clerical	Service Maintenance Workers	Skilled Crafts	N/A	Grand Total
Female	African American	0.1%	1.2%	4.4%	0.4%	2.9%	0.6%		0.1%	9.6%
	Asian		0.2%	1.1%		0.4%			0.1%	1.8%
	Foreign		0.2%	0.7%						1.0%
	Hispanic	0.2%	0.8%	3.7%	0.1%	2.7%	0.3%			7.8%
	Multi- Ethnic		0.1%	0.6%	0.1%	0.2%				1.0%
	White	0.5%	6.5%	19.3%	0.6%	4.9%	0.3%	0.6%		32.7%
	Unknown		0.3%	1.6%		0.4%			0.1%	2.4%
Male	African American	0.1%	0.6%	1.6%	0.4%	1.1%	1.8%	0.2%	0.1%	5.8%
	Asian		0.2%	1.1%	0.2%	0.2%			0.1%	1.8%
	Foreign	0.1%	0.1%	1.0%	0.1%					1.3%
	Hispanic	0.1%	0.2%	2.2%	0.2%	0.5%	1.2%	0.2%	0.1%	4.6%
	Multi- Ethnic		0.1%	0.2%		0.1%				0.3%
	White	1.2%	4.3%	14.4%	1.0%	2.5%	2.2%	2.2%	0.3%	28.0%
	Unknown			1.2%	0.1%	0.5%	0.1%	0.1%		1.9%
Grand Total		2.2%	14.9%	53.1%	3.0%	16.4%	6.5%	2.6%	1.4%	100.0%

Notes: % of Total broken down by EE06 category, Gender and Race  
College Deans are listed under Non-College staff in the Executive category due to source of their pay

All EE06 Categories		
African American	193	Female 705
Asian	46	
Foreign	28	
Hispanic	156	
Multi- Ethnic	16	Male 549
White	761	
Unknown	54	

All EE06 Categories		
African American	15.4%	Female 56.2%
Asian	3.7%	
Foreign	2.2%	
Hispanic	12.4%	
Multi- Ethnic	1.3%	Male 43.8%
White	60.7%	
Unknown	4.3%	



# Full-time Staff Diversity Report Non-College Staff

Department(s): All  
Data Captured Fall 2013

Female  
Male



Number of Staff by Race/Ethnicity and Gender									All EE06
	Executive	Manager	Professional Nonfaculty	Technical/ Paraprofessional	Secretarial/ Clerical	Service Maintenance Workers	Skilled Crafts	N/A	
African American									
Asian									
Foreign									
Hispanic									
Multi- Ethnic									
White									
Unknown									
All Race/Ethnicity									



# Full-time Staff Diversity Report Non-College Staff

Department(s): All  
Fall 2011 - Fall 2013



## Number of Staff by Race/Ethnicity and Gender

		Employment by Race and Sex																								Total		
		Executive			Manager			Professional Nonfaculty			Technical/ Paraprofessional			Secretarial/ Clerical			Service Maintenance Workers			Skilled Crafts			N/A					
		2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Female	African American			1	13	13	15	57	55	55	5	5	5	30	35	36	5	6	7				2	2	1	112	116	120
	Asian				5	5	3	15	11	14		1		5	5	5							1	1		25	23	23
	Foreign				3	3	3	8	9	9																11	12	12
	Hispanic	2	2	2	10	11	10	44	49	47	1	1	1	32	32	34	5	4	4			3				97	99	98
	Multi-Ethnic					1	1	8	10	7	1	1	1	3	3	3										12	15	12
	White	6	7	6	82	85	82	225	243	242	5	6	7	67	63	62	2	4	4			4	3	7		391	411	410
	Unknown					3	3	4	21	21	20	1		3	3	5						3	1			28	30	30
Male	African American			1	7	6	7	23	25	20	4	5	5	13	14	14	22	24	22	3	3	3			1	72	77	73
	Asian				2	3	3	14	13	14		2	2	3	3	3	2	1						1		21	22	23
	Foreign	1	1	1	1	1	1	17	14	13	1	1	1													20	17	16
	Hispanic	1	1	1	3	3	3	26	28	28	1	1	2	6	7	6	16	14	15	2	3	2	2	1		55	59	58
	Multi-Ethnic				1	1	1	3	3	2				1	1	1	1									6	5	4
	White	19	14	15	50	56	54	176	180	180	6	12	12	31	27	31	29	27	28	26	25	27	1	4		338	341	351
	Unknown				2			12	15	15	1	1	1	9	9	6	2	2	1		1	1				26	28	24
Total		29	25	27	182	191	187	649	676	666	26	36	37	203	202	206	84	82	81	31	32	33	10	11	17			

## All EE06

	2011	2012	2013
Female	676	706	705
Male	538	549	549
Total	1,214	1,255	1,254
	2011	2012	2013
African American	184	193	193
Asian	46	45	46
Foreign	31	29	28
Hispanic	152	158	156
Multi-Ethnic	18	20	16
White	729	752	761
Unknown	54	58	54
Total	1,214	1,255	1,254



## Full-time Staff Diversity Report

### Non-College Staff

Department(s): All

Fall 2011 - Fall 2013



Number of Staff by Race/Ethnicity and Gender																											All EE06				
	Executive			Manager			Professional Nonfaculty			Technical/ Paraprofessional			Secretarial/ Clerical			Service Maintenance Workers			Skilled Crafts			N/A			Total						
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013				
Female	African American			4%	7%	7%	8%	9%	8%	8%	19%	14%	14%	15%	17%	17%	6%	7%	9%			20%	18%	6%	9%	9%	10%	Female	56%	56%	56%
	Asian				3%	3%	2%	2%	2%	2%		3%		2%	2%	2%						9%	6%	2%	2%	2%					
	Foreign				2%	2%	2%	1%	1%	1%														1%	1%	1%	Male	44%	44%	44%	
	Hispanic	7%	8%	7%	5%	6%	5%	7%	7%	7%	4%	3%	3%	16%	16%	17%	6%	5%	5%			30%		8%	8%	8%					
	Multi-Ethnic					1%	1%	1%	1%	1%	4%	3%	3%	1%	1%	1%								1%	1%	1%					
	White	21%	28%	22%	45%	45%	44%	35%	36%	36%	19%	17%	19%	33%	31%	30%	2%	5%	5%			40%	27%	41%	32%	33%	33%				
	Unknown				2%	2%	2%	3%	3%	3%	4%			1%	1%	2%						27%	6%	2%	2%	2%		African American	15%	15%	15%
Male	African American			4%	4%	3%	4%	4%	4%	3%	15%	14%	14%	6%	7%	7%	26%	29%	27%	10%	9%	9%		6%	6%	6%	Asian	4%	4%	4%	
	Asian				1%	2%	2%	2%	2%	2%		6%	5%	1%	1%	1%	2%	1%					6%	2%	2%	2%	Foreign	3%	2%	2%	
	Foreign	3%	4%	4%	1%	1%	1%	3%	2%	2%	4%	3%	3%											2%	1%	1%					
	Hispanic	3%	4%	4%	2%	2%	2%	4%	4%	4%	4%	3%	5%	3%	3%	3%	19%	17%	19%	6%	9%	6%	18%	5%	5%	5%	Hispanic	13%	13%	12%	
	Multi-Ethnic				1%	1%	1%	0%	0%	0%				0%	0%	0%	1%							0%	0%	0%	Multi-Ethnic	1%	2%	1%	
	White	66%	56%	56%	27%	29%	29%	27%	27%	27%	23%	33%	32%	15%	13%	15%	35%	33%	35%	84%	78%	82%	10%	24%	28%	27%	28%	White	60%	60%	61%
	Unknown				1%			2%	2%	2%	4%	3%	3%	4%	4%	3%	2%	2%	1%	3%	3%			2%	2%	2%	Unknown	4%	5%	4%	

All columns equal 100%

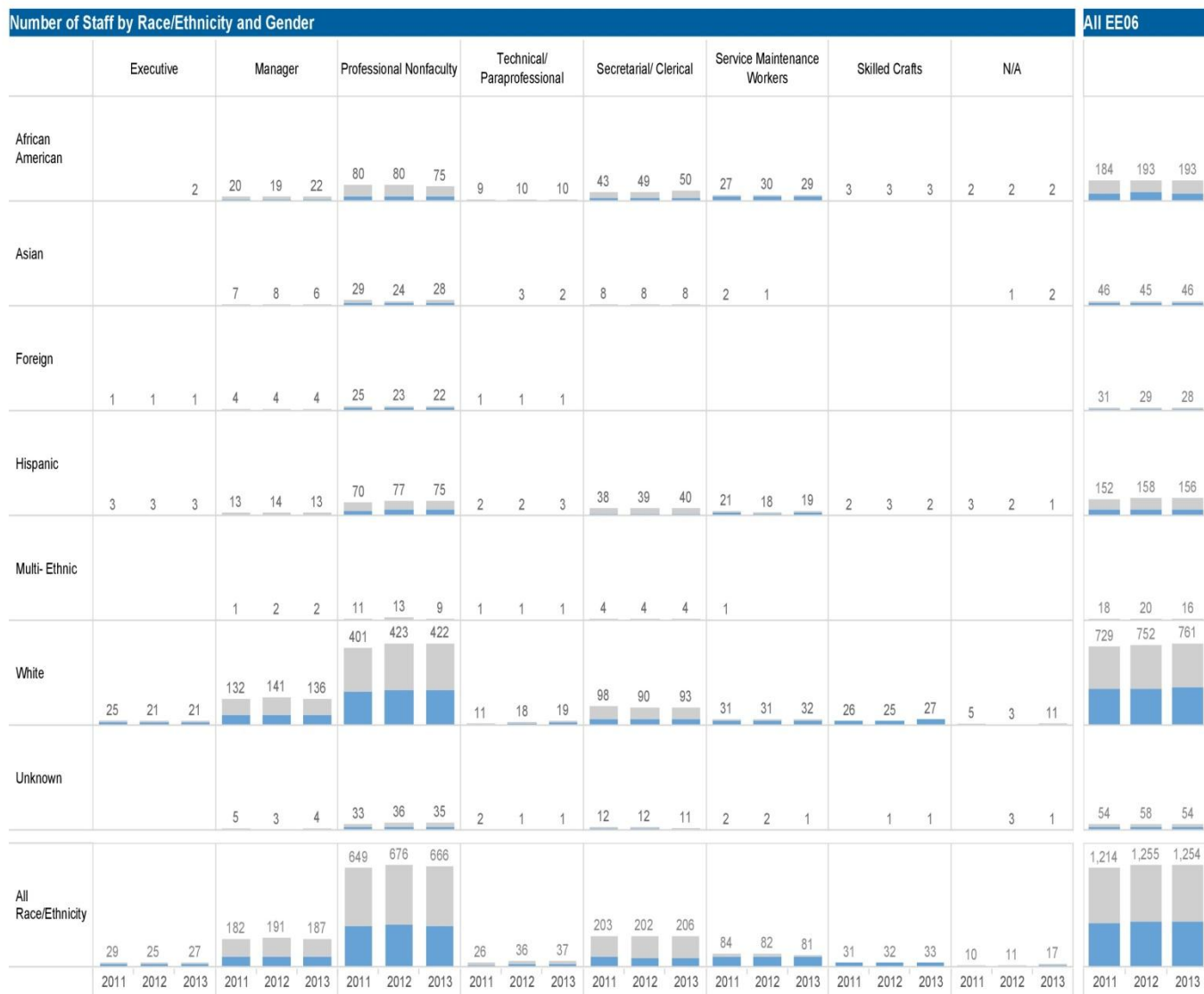


# Full-time Staff Diversity Report

## Non-College Staff

Department(s): All  
Fall 2011 - Fall 2013

Female  
Male  
Gender  
All





## Full-time Staff Diversity Report Non-College Staff, Labor Market Benchmark

Department(s): All  
Fall 2011 - Fall 2013



The bar chart displays the percentage of female staff at DePaul from 2011-2013 by EE06 category as compared to the 2013 labor market averages. Labor market averages are determined by an Availability Analysis conducted by Berkshire.

The labor market benchmark, from the Availability Analysis, is based on the external and internal availability of individuals in feeder positions for a certain geographic region. Most often, the availability pool is the Chicago-Joliet-Naperville, IL-IN-WI Metropolitan Area. There are exceptions. For example, the availability pool for the Executive job group is a wider region, the United States, because that is the geographical area from which the University would reasonably seek executives.

External availability is heavily weighted; however, DePaul employees eligible for transfer or promotion into the job group are included in the Availability Analysis.

The Availability Analysis was conducted with EEO Tabulation 2006-2010 American Community Survey data.

The percent female in the labor market are weighted by the number of full-time staff in the job group at DePaul.

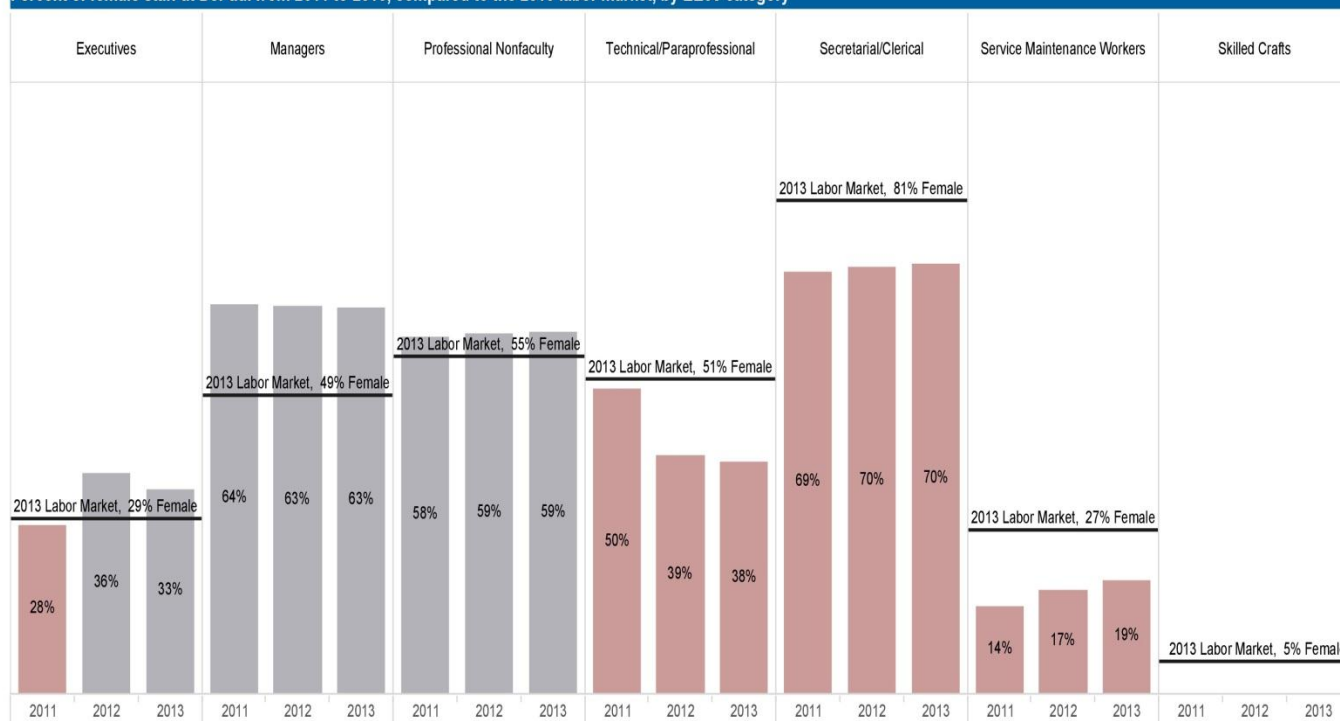
For more details on the Availability Analysis, please contact OIDE.

Color legend for bars displaying the percent female staff at DePaul

■ Above labor market

■ Below labor market

Percent of female staff at DePaul from 2011 to 2013, compared to the 2013 labor market, by EE06 category



Total number of Non-College staff at DePaul by EE06

29	25	27	182	191	187	649	676	666	26	36	37	203	202	206	84	82	81	31	32	33
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## Full-time Staff Diversity Report Non-College Staff, Labor Market Benchmark

Department(s): All  
Fall 2011 - Fall 2013



The bar chart displays the percentage of minority staff at DePaul from 2011-2013 by EE06 category as compared to the 2013 labor market averages. Labor market averages are determined by an Availability Analysis conducted by Berkshire.

The labor market benchmark, from the Availability Analysis, is based on the external and internal availability of individuals in feeder positions for a certain geographic region. Most often, the availability pool is the Chicago-Joliet-Naperville, IL-IN-WI Metropolitan Area. There are exceptions. For example, the availability pool for the Executive job group is a wider region, the United States, because that is the geographical area from which the University would reasonably seek executives.

External availability is heavily weighted; however, DePaul employees eligible for transfer or promotion into the job group are included in the Availability Analysis.

The Availability Analysis was conducted with EEO Tabulation 2006-2010 American Community Survey data.

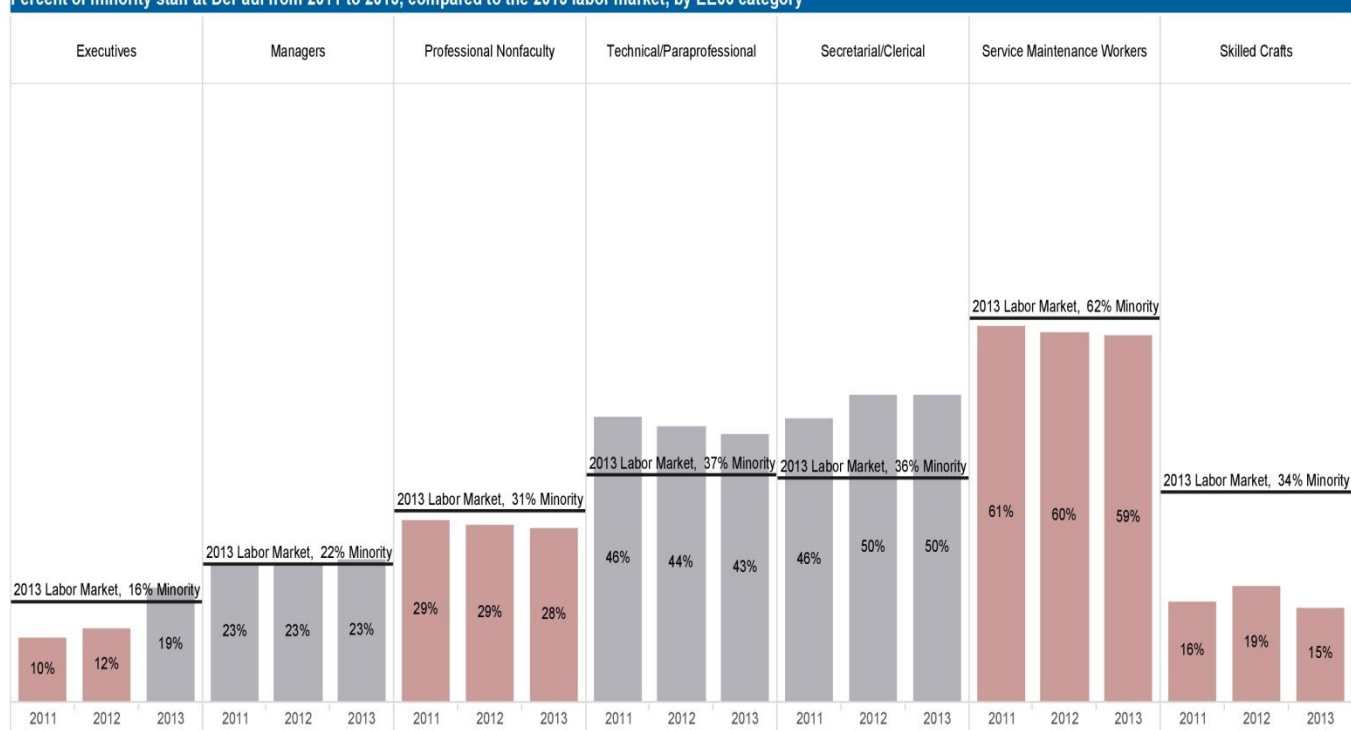
The percent minority in the labor market are weighted by the number of full-time staff in the job group at DePaul.

For more details on the Availability Analysis, please contact OIDE.

Color legend for bars displaying the percent minority staff at DePaul

■ Above labor market ■ Below labor market

Percent of minority staff at DePaul from 2011 to 2013, compared to the 2013 labor market, by EE06 category



Total number of Non-College staff at DePaul by EE06

29	25	27	182	191	187	649	676	666	26	36	37	203	202	206	84	82	81	31	32	33
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