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VISION twenty12
DePaul intends to become one of the finest urban, Catholic universities of the United States. Resolute in its Vincentian mission to make an extraordinary education accessible, DePaul will focus its energies on creating nationally recognized, rigorous programs of study; preparing women and men to be at the forefront of their chosen fields as ethical and socially engaged leaders; and building the financial and operational foundations to make our cherished mission permanent and truly effective.
Dear Colleagues,

Among the treasures bequeathed to us by the Middle Ages are tiny, exquisite carvings on single pieces of ivory and boxwood. One can find entire scenes, teeming with life and activity, all contained within a square inch or two. Inevitably, I find myself following the lead of the other museum patrons as we draw in our breaths with amazement at the artist’s craft and lean forward, nearly touching our faces to the glass to appreciate the detail.

I’m reminded of these works of art as I send you this book today. The pages, of course, are not undersized, but the stories contained within are certainly rich miniatures in their own right.

Strategic plans, at their essence, are intentional and intensified periods during which an organization decides to strengthen the organization they love. That surely characterizes you in these past six years. No catalog could be assembled of all that has taken place in the hundreds of thousands of courses thoughtfully designed and taught in this period, in the curricula and entire programs of study formed and reformed, much less the extraordinary amount of administrative improvements and personal attention to 25,000 students’ needs in and out of the classroom.

And so, I ask you to accept these stories as miniatures, as emblems of all that has taken place under the rubric of VISION twenty12. And I ask you to see yourselves in them.

DePaul University has always been a collective work of the heart: women and men determined that a generation of students—often without easy opportunities—will be well prepared for the world ahead of them. We inherited this noble and honorable institution, shaped for 115 years by those who came before us. In the collective work of the past six years, you have ennobled it further.

Please, then, consider this book of miniatures as a small token, given in the knowledge that it is you who have truly given the gift. You have raised a university’s stature. You have enriched what our graduates now learn of the world and can do in that world. As we roll up our sleeves once again, for yet another six years of strategic work in Vision 2018, let’s take time to put our noses against the glass and see the beauty of what we have already collectively accomplished.

With pride and gratitude,

Rev. Dennis H. Holttschneider, C.M.
President
Increased academic rigor, strategically enhanced curricula and an intensified focus on ethical practices and Catholic theological tradition will drive student learning success as the university continues to tap the city of Chicago to extend classroom learning.
Distinguished faculty hired under VISION twenty12 enhance academic pedagogy and prestige

There is no more strategic decision in the life of a university than the recruitment and selection of individual faculty, for it is they who design and deliver the outstanding education DePaul promises to its students. In the last six years, DePaul hired 180 new tenured and tenure track faculty members, drawing top-quality faculty who brought recognition to the university through new discoveries, innovative teaching techniques and their wealth of experience. Here are a few.

When renowned scholar JAMES SHILLING, the Michael J. Horne Chair in Real Estate Studies, came to DePaul in 2007, the status and reputation of the newly formed Real Estate Center in the Driehaus College of Business elevated instantly. Shilling’s hire gave students access to one of the nation’s foremost authorities on real estate economics, finance and investment. His presence also benefits areas outside DePaul. Chicago’s business and civic communities rely on Shilling’s expertise to inform their real estate development and city planning.

In addition to expertise in digital media and game design, NICHOLE PINKARD brought a passion for connecting youth to technology when she joined the College of Computing and Digital Media in 2010. Pinkard came to DePaul from the University of Chicago several years after the MacArthur Foundation awarded her a $1.6 million grant. The grant helped her launch Digital Youth Network, a digital literacy program that creates opportunities for young people to engage in various learning environments. Pinkard also is co-creator of the social media platform Remix World and YOUmedia, a public learning space she created in collaboration with the Chicago Public Library. Her efforts have garnered national recognition.

DePaul can boast having one of the country’s leading Catholic theologians on its faculty. WILLIAM T. CAVANAUGH joined DePaul in 2010 as professor of Catholic Studies, and is a prolific scholar in the areas of political theology, economic ethics and ecclesiology. He also is co-editor of Modern Theology, widely respected as one of the top theology journals in the world.

In 2010, DePaul added critically acclaimed writer AMINA GAUTIER to the English department. Last year, she became the second African-American writer in history to win the Flannery O’Connor Award for Short Fiction for her short-story collection “At Risk,” which explores the lives of young African Americans in Brooklyn. As assistant professor, Gautier oversees creative writing and African-American literature. More than 65 of her short stories have been published.

Before his arrival on campus, STEVEN MOSTELLER conducted the New York City Opera for 15 years and served as music director of Opera New Jersey for five years. He joined the School of Music in 2010 as associate professor of opera and music director of DePaul Opera Theatre.

While on a 2008 research expedition in Ecuador’s Santa Rosa River, evolutionary biologist WINDSOR AGUIRRE and his colleagues identified a previously unknown species of suckermouth armored catfish. The discovery was confirmed by colleagues at Auburn University and featured in the April 2012 National Geographic magazine. Aguirre joined DePaul’s Department of Biological Sciences in 2009 and immediately started a lab as a way for students to earn hands-on research experience. He and his students travel to Ecuador and Alaska to collect fish specimens that they study later for signs of how the fish adapt to new environments.

RON CULP had held senior positions at four Fortune 500 companies prior to being named director of DePaul’s new graduate public relations and advertising program in 2011. He also was director of global agency Ketchum’s North American practice and founder of the Chicago office of Sard Verbinnen & Co. Students benefit from Culp’s career advice and extensive industry connections.

BEVERLY TREZEEK, who joined DePaul’s College of Education in 2005, is nationally and internationally recognized for research she has done to solve a problem she observed before becoming an academic. While working as a public school teacher, Trezek wondered why the typical deaf or hard-of-hearing student was only reading at a fourth-grade level by the end of high school. Through her research, Trezek created a new model of visual learning for deaf students that is having a dramatic effect in school districts that have adopted the method. In 2009, Trezek published her theories and research in a book, “Reading and Deafness: Theory, Research and Practice.”

NARDA E. ALCORN came to DePaul in 2011 as associate professor and head of stage management at The Theatre School when she was at the very top of her field. While she was a faculty member at the State University of New York Purchase, Alcorn served as a stage manager for the Broadway production of “The Lion King” for many years. She also stage-managed most of the Broadway productions of playwright August Wilson. Such expertise comes from good training: Alcorn earned her bachelor’s of fine arts from The Theatre School in 1992.
College of Liberal Arts and Social Sciences creates research opportunity with new undergraduate journal

You’re not too young to become a contributing scholar. That’s the message of encouragement the College of Liberal Arts and Social Sciences (LAS) conveys to freshmen as they walk in the door and receive DePaul’s atypical undergraduate research journal.

Ralph Erber, associate vice president for Academic Affairs and professor of experimental psychology, edited four issues of “Creating Knowledge: The LAS Student Research Journal.” He states, “We let freshmen know they have an opportunity to do research. We fund research, and we provide an outlet for research.”

Introduced in 2008 to give younger students their first exposure to peer review, this type of journal is more common at the graduate level. The emphasis DePaul places on undergraduate research makes it a natural fit and a valuable outlet to share the intellectual pursuits of more than 100 students who have studied everything from a Buddhist statue at the Art Institute of Chicago to the structure of coordination polymers. A variety of topics has been published through the years addressing such topics as the electrical properties of zinc oxide, Victorian women reading Shakespeare and the use of data recorders in weather balloons to conduct upper atmospheric research.

“The journal encourages students to be actively engaged in creating scholarship,” says LAS Dean Charles Suchar. “The creation of knowledge involves community members sharing knowledge, and the journal is an embodiment of that work.”

Undergraduates receive a true-to-life experience by participating in the journal. “Two faculty members and two students tell you to add this or delete that,” Erber says. “Students learn methodology, how to write a paper and all the things that are so vitally a part of the research process.”

Many students published in the journal have pursued master’s and doctoral programs, lending support to the value the journal played in their future success. It’s one of the outcomes the college sought to encourage.

Suchar tells students, “Welcome to the intellectual life. I hope this is the first entry of creative work on your curriculum vitae.”

This was the case for Mohammad Sagha, who graduated in June 2012 with a double major in political science and economics. “I am passionate about journalism and also would like to get my Ph.D. in the social sciences,” he says. His next step is to begin a master’s in Middle Eastern studies at the University of Chicago in the fall.

Inspired by two professors at the University of Tehran, where he participated in a summer research program, and Scott Hibbard, an associate professor of political science at DePaul who supervised his project through an independent study, Sagha’s path to publication was fulfilling. “I was surprised to see the deep intellectual roots of Islamist movements, which are often dismissed as fanatical, anti-intellectual and extreme in the West. Instead, I found that there was a rich tradition of thought, and these thinkers were grappling with totally modern problems and coming up with novel approaches.”

The journal encourages students to be actively engaged in creating scholarship. The creation of knowledge involves community members sharing knowledge, and the journal is an embodiment of that work.
Six years ago, Provost Helmut Epp asked the faculty of the Department of Communication whether they had the fire in their bellies to take up the challenge of becoming a college. They did, and the now College of Communication is burning bright due to phenomenal growth in talented new students and faculty—from 883 to 1,655 undergraduates, 115 to 260 graduate students and 27 to 49 full-time faculty members.

At its inception, the college offered one undergraduate and two master’s degrees. Since 2007, when the college was established, enrollment has increased by more than 87 percent in eight academic undergraduate programs, while graduate enrollment has more than doubled in six graduate programs.

“There has never been a more exciting time or place to study communication than in Chicago, the third largest media market in the United States and a vibrant, growing business community,” says Dean Jacqueline Taylor. “No matter what their major, our students become capable, reflective, knowledgeable and effective communicators.”

Students can say, “Chicago is our classroom,” as they take advantage of the city’s extensive media market and internship opportunities at public relations and advertising agencies, corporations and nonprofits, independent film companies, local and national political offices, entertainment venues, and sports franchises.

The college moved from its longtime home in Lincoln Park to the Daley Building on the Loop Campus in 2009, gaining professional-quality facilities. Among them is a converged media newsroom equipped with flat-panel televisions, cameras and an anchor desk; a 100-seat film screening room that doubles as a black-box theatre for performances; a fully equipped focus group room for public relations and advertising research; and space specially designed for audio documentary and radio classes with two adjacent soundproof studios.

“The journalism program brought out the best in me,” says Len Kody, a journalism major who wrote stories for the college’s hyperlocal news website, Red Line Project. “The work I produced challenged me in ways I’d never expected.”

The journalism program has become one of the college’s major strengths. In the 2011–12 academic year alone, student journalists working for the DePaulia newspaper, Radio DePaul, “Good Day DePaul” news broadcast and Red Line Project website won:

- **19 awards** in the Society of Professional Journalists Region 5 Mark of Excellence competition;  
- **11 awards** from the Illinois College Press Association;  
- **Three Silver Dome Grand Prizes** from the Intercollegiate Broadcasters Association;  
- **Three Peter Lisagor Awards** for Exemplary Journalism from the Chicago Headline Club;  
- **One Eppy Award** from Editor & Publisher; and  
- **One Crystal Pillar** from the Chicago/Midwest Emmy Awards.

Not to be outdone by its students, many faculty have received honors and prestigious fellowships for their work:

- **Ron Culp** was named Public Relations Professional of the Year at the 2012 Public Relations Society of America Chicago Skyline Awards.  
- **Associate Professor Carolyn Bronstein** received the 2012 Emily Toth Award for the Best Single Work in Women’s Studies.  
- **Assistant Professor Paul Booth** earned an Inge Award for Best Paper in Comics Studies (co-authored with graduate student Ally Brisbin).  
- **Assistant Professor Matt Ragas** was selected a 2012 Educator Fellow by the Plank Center for Leadership in Public Relations at the University of Alabama.  
- **Assistant Professor Shu-Chuan Chu** was selected by the Advertising Educational Foundation for its 2012 Visiting Professor Program.  
- **Assistant Professor Dustin Goltz** received the 2010 Outstanding Book Award from the Organization for the Study of Communication Language and Gender.

While the honors are a testament to the college’s growth and success, they are not what keep the college flourishing. “At the end of the day, the awards are just plaques on the wall,” says Mike Reilley, instructor and Red Line Project advisor. “The recognition shows what we’re teaching the students and what they’re producing meets and exceeds professional standards. And people have noticed.”
Kenosha, Wis., native Oliver Debe gained wide-ranging personal experience as a consumer of the hospitality industry by traveling extensively with his family. A marketing major until his mom read a story about DePaul’s new School of Hospitality Leadership, the senior majoring in hospitality leadership says seven minutes into his first hospitality class, “I was enthralled.” Debe’s supportive parents gave him good advice: “Do something you love.” This summer, he followed their direction by working an internship at the Union League Club of Chicago.

One of the first students to enroll in the new school, he called it “unique” and “life-changing,” thanks to its courses, faculty, location and opportunities.

“We’re located in Chicago, one of the most vibrant hospitality markets in the country,” says Chris Roberts, who directs the school. “Our program applies the resources of a highly ranked business school to the education of hospitality managers—an approach that greatly appeals to Chicago industry leaders, who tell us they have been seeking a high-quality, local business school for recruiting strategically minded hospitality managers.”

In 2009, DePaul opened the business-based hospitality curriculum. “The shift for industry over the last 25 years has been from a culinary-driven operation to a business-driven operation,” Roberts says. The result is students who are prepared to lead hospitality institutions—not just manage day-to-day operations.

Housed in the Driehaus College of Business, the school is uniquely positioned to share common business core courses, respond quickly to changes in the industry and provide a plethora of internship opportunities for students. These factors have enabled the new program to grow from 65 students in 2009 to more than 500 students in spring 2012.

“There is a moment of truth,” Debe has learned, “10 seconds or less that you have to connect with a guest or member.” It’s a make-or-break moment that he didn’t fully understand until beginning his internship, where he is learning how to accept compliments and handle complaints.

Students are strongly encouraged to participate in an international experience prior to graduation, including prestigious internship placements in Australia, England, Mexico, France, Singapore and Switzerland.

Debe says students feel a warm welcome from Chicago’s hospitality industry, which has offered site visits, internships and guest speakers. “In all, these facets of the School of Hospitality Leadership provide a vision, goal and, most importantly, a dream to any DePaul student who knows that hospitality is their future career choice.”

“The hospitality industry helped us build the curriculum, and they called loudly for both business and industry knowledge,” Roberts says. “They are not willing to recruit from business schools without hospitality programs, as those students lack industry context. They want it all, and we are delivering it.”


The college received a $7.5 million gift from the Conrad N. Hilton Foundation to establish the school to prepare students for management roles at hotels and restaurants, conventions and tourism, spas and related industries. The school offers a bachelor’s degree in hospitality leadership; an MBA with a concentration in hospitality leadership, revenue management or non-profit hospitality leadership; four undergraduate minors; and several international programs. Plans are in the works to offer a master’s of science in hospitality leadership and operational performance.
School of Music students deliver notes of a different kind by researching music for recital program

From the pinnacle of politics to writing a business letter, communication skills are essential in today’s world. That’s why one of DePaul’s universal learning goals is to ensure all students master the ability to communicate effectively orally and in writing.

Each college approaches the challenge in a manner tailored to its discipline. The School of Music has developed a new initiative to help students learn the rewards of good writing and researching that could soon have them recognized for the insight they lend to their recitals as well as their performance proficiency.

For the past three years, many music students have been required to research and write about the background of the material they perform as they perfect the artistry of their performances. The initiative is designed to encourage students to truly understand the pieces they showcase, and to be able to effortlessly express the flavor of their performances with words.

“We are requiring something to improve our students’ writing and research skills in a way that will have a direct impact on what they do in the future,” said Julie DeRoche, one of the engineers of the writing and research initiative. “Our classical performance majors are required to create a program of works they will perform, practice to get the pieces at a very high level, and then play or sing them in a graded public recital.”

The School of Music prints a formatted program for each of these recitals, and students are expected to research the pieces they will perform, and to write program notes that are included in the printed program.

The requirement is something many students find valuable. Nora Shaffer, who holds a master’s degree in clarinet performance from DePaul and plans to earn a Performer’s Certificate in clarinet this fall under the direction of music school faculty members Julie DeRoche and Larry Combs, was able to use what she learned researching and writing about her graded public recital piece, “Nielsen Koncert for Klarinet og Orkester (Op. 57),” beyond fulfilling a class requirement. “I wrote program notes and then expanded my program notes for one of my comprehensive exams,” said Shaffer. “I thought the writing I did was interesting and purposeful. I sincerely believe that the better a person is able to express themselves speaking and writing, the better they will be able to express themselves musically.”

Donald Casey, dean of the Music School, worked with DeRoche to help broaden the scope of music education at DePaul through writing and research. It is an initiative that will help distinguish DePaul music school graduates among their peers. “Not only will this initiative help students with research and writing skills, we are certain that our students will use these skills in their professional careers,” said DeRoche.

For students like Shaffer, who also teaches clarinet, becoming more in tune with material she performs couldn’t be more on point. “I encourage my students to know as much as they can about a piece they’re working on,” said Schaffer. “How can one give an informed performance of a work if one knows nothing about it? Knowing what was happening in the composer’s life, or who the clarinetist was, or even what was going on in the world at the time of a composition can dramatically alter one’s perception of the work.”

Clarinetist Nora Shaffer found that researching and writing about a piece she performed deepened her musical expression.
College of Law’s 15 specialty centers and institutes showcase student and faculty research in action

Thomas Wangard knew he wanted to combine his love for aviation with his passion for the law when he considered taking the law school plunge. That is why it was an easy decision to choose DePaul’s College of Law when he discovered its International Aviation Law Institute (IALI).

“I realized studying with the institute was the perfect route for me,” says Wangard, who is now a third-year law student. “The institute has exposed me to substantive aviation law, government policy and some of the individuals who were instrumental in enacting both. I have had the great opportunity to learn directly from the aviation industry’s titans.”

IALI is just a single example of the College of Law’s investment in experiential learning and faculty enrichment through clinics and institutes. The law school boasts 15 centers and institutes focusing on a range of issues from criminal defense and family law to intellectual property and cultural heritage law. Each has helped students parlay classroom learning into hands-on experience, while offering faculty a forum to spotlight their academic acumen.

Established in 2004 by distinguished research professor of law and international aviation scholar Brian F. Havel, IALI is the only international aviation law institute in the United States. IALI quickly embraced its mission of educating the next generation of aviation law and policy experts, and has become a valuable resource to help students gain practical experience in international law. The institute also is a sought-after source of information for academics and policymakers around the world, and has given faculty and students the opportunity to consider cutting-edge aviation law issues as they come to the fore.

“The institute allows students to put their legal skills to work in real-life settings that enrich them beyond the typical law school classroom experience,” says Steve Rudolph, executive director. “Working with the institute equips students to hit the ground running upon graduation, and [to] thrive in the legal profession.”

Some of the ways the institute has expanded opportunities for students and faculty is by becoming a leader in the aviation legal arena. Fifteen to 25 students are involved with the institute each semester. They not only take classes in aviation law and policy, but some also work with practicing attorneys in government service and private practice through paid clerkships and unpaid externships. They also assist law faculty as research assistants and help edit the institute’s scholarly journal, “Issues in Aviation Law and Policy.”

With a global reputation, the institute often helps impact policy decisions. Faculty and students work with partners in such locations as Europe and China. For example, Havel coauthored a major paper that focused on the many unsettled legal questions that remained after the European Union Court of Justice issued a ruling validating the inclusion of non-European airlines in the Emissions Trading Scheme.

The institute’s strong alliance with China made possible a visiting scholar and academic exchange program with Beihang University. “The institute has helped to foster more collegial dialogue and better understanding between the United States and Chinese governments on matters pertaining to international civil aviation,” says Rudolph. “A few years ago, the institute hosted Li Jiaxiang, administrator of the Civil Aviation Administration of China, and an honorary member of the institute’s faculty. When he spoke at DePaul’s law school, he emphasized the importance of our good relationship in his remarks.”

The clinic and institute experience can launch careers. “I have had the opportunity to talk to high-level representatives from law firms, the government, aviation trade groups, aircraft manufacturing and airlines,” says Wangard. “Through these interactions, I was able to set up an internship with the Federal Aviation Administration. My work at the FAA led to a Law Review article and opened the door to my current job at a law firm that specializes in aviation-related litigation.”

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A comprehensive response to concerns students reported about academic advising is earning good reviews. DePaul invested $2.5 million and focused the university’s attention on solutions that included adding advisors, reducing inquiry response times and introducing online tools.

“Advising matters,” says Caryn Chaden, associate vice president for Academic Affairs. Students take courses in multiple colleges, and advising creates the map that pulls everything they need together so they make it to graduation. Previously, that path was particularly confusing for undeclared majors, students considering changing their major and transfer students.

The Office for Academic Advising Support (OAAS) has helped make the difference. It was created in 2007 within the then-College of Liberal Arts and Sciences, and assumed a university-wide perch in 2011, says director Lisa Davidson. The office now has seven advisors reaching out proactively to students in transition, and averages 2,500 appointments per year. Intensively working with undeclared students from two of the 10 colleges, the office also promotes cross-functional practices in handing off declared, committed majors in all undergraduate colleges. To assist even more students, nine college-based academic advising positions were added across the university.

OAAS advisors visit every class section in the First-Year Program’s Chicago Quarter to invite exploratory students to begin making academic plans early.

“Advising for undeclared and exploratory students is front-loaded, encouraging first-year students to plan and discuss options early in their DePaul careers,” according to Davidson. This mitigates challenges down the road if they remain undeclared, such as extending their time to degree and the resulting financial implications. Between 2009 and 2011, mandatory advising reduced by half the number of undeclared juniors and seniors.

Improvements in advising have aided transfer students, too. OAAS transfer advisors offer preliminary consultations to students who have not yet matriculated, so they can begin thinking about the courses they will take. It puts them a step ahead when they arrive on campus.

“Different colleges had different models of advising, and for very good reasons,” says Chaden, whose job it was to develop a better system. Faculty and staff who oversee and participate in advising found that a method of “coordinated decentralization” has become one of the most effective ways to put students on the right path to graduation, she adds.

Expanding the agendas of existing collaborative groups like the Associate Deans Council, and assembling new ones such as the Advising Managers’ Board to share information has changed the culture of advising, and students recognize it.

Online tools have improved advising as well, none more so than the Degree Progress Report, which tells a student and the advisor exactly what requirements have been completed, are in progress or are yet to be completed. It reflects changes to the plan immediately, something that took months to record back in the paper-file days. Some of the investment DePaul made to improve advising funded new staff in Student Records to ensure accuracy of this report and to create the Transfer Articulation Center to guarantee transfer credits are articulated correctly.

A survey of 5,000 DePaul undergraduates conducted in 2003, 2005, 2007 and 2010 assessing their satisfaction with advising showed strong gains attributable to the investments DePaul made. Almost half of students in 2010 reported advising met their needs “extremely well” or “more than adequately,” up from 30 percent in 2007. Furthermore, there were double-digit increases in satisfaction and similar reductions in dissatisfaction with advising in five of the colleges.

The College of Communication had the most dramatic turnaround in student attitudes, says Ginny Rowe, the college’s director of undergraduate advising. The addition of three new advisors—including one devoted exclusively to graduate students—and a 24-hour response time commitment has made all the difference.

The investment DePaul made to improve its advising processes has enhanced the best investment of all: the one DePaul students make in their educations.
College of Computing and Digital Media creates success center for early identification of students at risk

Although the college already received favorable marks from its students, under VISION twenty12, the College of Computing and Digital Media (CDM) continued to improve its advising approach, taking on a more holistic mindset. Its Student Success Center combined advising, admissions and undergraduate services under one umbrella, giving students a seamless experience.

At one time, most CDM students viewed advising simply as registration assistance. That changed when CDM realized the importance of providing services in one location, where students could receive help with a variety of needs, including tutoring, career services and counseling.

With the advent of the Student Success Center, communication shifted from a one-message-fits-all approach to a more tailored system that includes direct email campaigns and an aggressive social media effort. In addition, the creation of a Student Ambassadors program allows current and potential students to connect and tackle questions they may not want to ask administrators, advisors or faculty.

This new advising approach enabled CDM to increase retention rates and decrease the numbers of students on or nearing probation. Advisors are able to intercept problems before they hinder a student’s ability to complete their degree requirements.

“I think we have a far greater understanding of how our students are doing in the classroom,” says assistant dean of Student Services Liz Friedman. “We’re better able to gauge things that we should be concerned about. We’ve learned to look for some triggers that can help us identify if a student is struggling.”

From the time a student enrolls, CDM staff advising supplements the work of the faculty advisor in each student’s field of study. Students work with faculty members who steer them toward classes they should take, raise awareness of career choices and provide direction on advanced degrees and professional experience. Faculty advisors like the new system because they see their students thrive.

Among the many benefits students derive from CDM’s advising system is knowing they have someone looking out for them, supporting them and steering them in the right direction.

“You remember them four years ago, and they’re so young,” says CDM Professor Raffaella Settimi. “Now they are graduating, and you recognize you have really built a relationship. It’s thrilling to see them grow.”

School for New Learning’s investments in academic advising supports adult students’ return to the classroom

Bettey McKelvey, 38, first enrolled at DePaul in 1998 as a traditional student, but a family tragedy took her off course, and eventually away from Chicago. Yet, she never lost sight of her goal of graduating from DePaul.

In 2002, she decided to re-enroll despite living in California. But navigating one’s way around a large institution is not always easy, so she gave up her dream once again. It is an experience many non-traditional students encounter. To improve it, the School for New Learning (SNL) turned up its academic advising program and began to focus on making each student’s return to the classroom one filled with support and encouragement.

Immediately upon admission, SNL students are assigned an academic advisor who contacts them to explain the school’s philosophy, student services and the ins and outs of navigating a university. The model centers on the individual relationship between the advisor and the student, which is nurtured carefully through a frequent flow of useful communication.

At about their third term, students are transitioned to a faculty mentor who advises them on coursework, careers and academic support services. At the same time, students also are connected with a professional advisor who is an expert in their field of study.

McKelvey’s success hinged on the immediate connection to an advisor. In 2009, with the encouragement of her best friend, and with SNL’s new assigned advising model in place, she began once again to pursue her dream. She was immediately paired with academic advisor Scott Gabbert, whose consistent phone calls and emails helped her maintain a strong connection to DePaul, even though she was an online student about 2,000 miles away. Armed with a one-on-one contact who was dedicated to helping her, she set 2012 as the year she would finally graduate from DePaul.

Then in 2011, McKelvey was diagnosed with a rare disease that required brain surgery from a specialist in the Midwest. While awaiting surgery, she met personally with Gabbert, and with his encouragement and support, she focused on making a full recovery and achieving her academic goal—a degree from DePaul.

“He just really cared, and it was such an amazing thing,” McKelvey says. “Days after my surgery, he called my husband and my family to check on me. He’s not just an advisor trying to push a student through school. He’s been my cheerleader all along. He added such a rich experience to my time at DePaul.”

It took 14 years, but with the support of her academic advisor every step of the way, McKelvey’s dream of college graduation finally came true.
International theatre experience encourages students to engage global issues

London, New York and Chicago are arguably the three most important theatre cities in the world. As one of Europe’s central political and cultural crossroads, London provides an excellent base for DePaul theatre students to further develop their professional and intellectual training. To capitalize on these opportunities, The Theatre School partnered with the Central School of Speech and Drama (CSSD) at the University of London to offer DePaul’s students in design and technical majors a chance to study abroad, beginning in 2009.

The CSSD provides an ideal lens for this experience, as its curriculum closely mirrors that of The Theatre School, yet embodies a European approach. Its theatrical model represents European culture and structure, providing a fresh perspective to DePaul students, while its significantly different style of instruction promotes student responsibility and entrepreneurship.

DePaul students study and work on productions at CSSD, and also work at institutions in and around London. The relationship enables The Theater School to enhance its curricula by exposing students to a cross-section of worldviews beyond the opportunities available in Chicago.

“Studying abroad for theatre students has become increasingly important,” says Linda Buchanan, head of Scenic Design at The Theatre School. “The subject matter of drama is first and foremost the human experience, and a big part of that experience deals with recognizing cultural differences. The theatrical conventions of American theatre become very clear when students see the practices of other communities. Exposure to a variety of ways of producing theatre opens up creative options to students.”

Buchanan reports that students return from the study abroad program energized and eager to share new perspectives, and with a new level of maturity that comes from having successfully met the challenges of immersion in a new school, new city, new culture, and new ideas. “We see heightened confidence in students’ work when they return, through their presentation skills and their openness to new ways of working as theatre artists. They show a new interest in engaging global issues through their work.”

American students are fully integrated into the conservatory courses and production activity at CSSD, which was founded in 1906 and counts among its distinguished alumni such luminaries as Sir Laurence Olivier, Dame Judi Dench and Vanessa Redgrave. The program is open to students majoring in costume design, costume technology, lighting design, scenic design, sound design, theatre technology, and, for the first time this year, stage management.

“What I thought I knew about theatre and the way of the world was turned completely on its head,” says Megan Truscott, a scenic designer who studied in London in 2011. “There are theatre troupes like Complicite that work for two years on a single show and tour through multiple countries; designers are working internationally and communicating not only to their culture, but to those around the globe.”

Jeff Gary, a sound designer who graduated in June, had a life-changing experience through his studies abroad. “I would not trade this experience for anything. My time in London shaped and honed the emotional, spiritual and theatrical tools I will use to define my world and interact with the community that is part of it,” he says. Gary will attend graduate school at King’s College London, and will study religion in contemporary society.
Students are exposed to the differences between American theatre and productions around the world, like this show in London, when they study abroad. Students visited the Victoria and Albert Museum theatre collection and saw costumes from the original "Lion King."
Driehaus College of Business undergraduate core curriculum revisions make students more competitive

Major core curriculum revisions, new programs and courses in the Driehaus College of Business have improved student learning and better prepared students for the work world. A 13-member taskforce revised the undergraduate core curriculum in 2007 in part to provide a multicultural perspective on business issues, and to improve writing and presentation skills.

The revisions focused on global perspectives course options to ensure the link between global awareness and the business world. Courses such as International Trade and Economics of Low-Income Countries achieve that goal, says NANCY HILL, a professor who chaired the taskforce. Now, all global perspectives courses concentrate on economic and business structures, require comparative analysis of institutional and cultural differences among countries, and develop students’ sensitivity in cross-cultural matters.

Additionally, “many core and major-level courses rely on and require students to prepare oral presentations that include data analysis,” Hill says. “Faculty felt that student skills in managing and explaining data could be improved with more practice.”

The College of Business worked with faculty members from the College of Communication to develop a new course, Business and Professional Communication, which, along with the marketing course Effective Business Communication, provides students with two options to practice the interview and presentation skills they need to be successful in the workplace. The taskforce also met with the writing, rhetoric and discourse department to suggest changes to the required business writing course that provides a strong foundation with more business-focused examples, assignments and email etiquette.

“These revisions encourage students to test out business courses earlier in their programs, meet our [Association to Advance Collegiate Schools of Business] requirement for a business-focused global perspectives course, and allow for more depth and flexibility in the major,” Hill says.

In addition to the core course revisions, the School of Accountancy developed a concentration in internal auditing for the undergraduate major in accounting, allowing students to enroll in courses that deliver special skills required by employers; receive guidance from faculty in their focus area; acquire an area of specialization credential on their transcript; and more effectively prepare students for graduate studies.

The School of Accountancy and Management Information Systems became a comprehensive-level school in the Institute of Internal Auditor’s Internal Auditing Education Partnership Program in 2009, making DePaul one of only 15 schools in the United States recognized by the distincton. The partnership helps prepare DePaul students to meet the challenges of the profession, and provides them with knowledge of internal audit that is becoming increasingly important in the global business community, says SANDRA SHELTON, KPMG Distinguished Professor of Accountancy and faculty coordinator of the Internal Auditing Education Program.

“We worked with members of the Chicago Chapter of the Institute of Internal Auditors to develop a curriculum consisting of core competencies valued by the profession and viewed as essential for the success of recent graduates entering the profession,” she adds.

Monika Weiner, who graduated in June with a bachelor of science in accounting and a concentration in internal auditing, believes the program helped prepare her for the field and land a job quickly as an accounting/financial analyst with AON.

“It helped me to better understand not only what internal auditing is, but also how both the assurance and consulting industry work,” Weiner said. “I was able to demonstrate my understanding of internal auditing and comfortably talk about things like the importance of identifying risks and the possible ways to mitigate them to acceptable levels, SOX [Sarbanes-Oxley Act] compliance as well as internal audit governance.”

DePaul is recognized as a preferred target school for recruiting students in the internal auditing department at several Chicago-area companies, including United Airlines, CME Group and Health Care Service Corp.

Meanwhile, other College of Business departments also revised their curriculums. The finance department created a new course in risk management that is required of all finance majors. This new course infused more discussion of bubbles and financial market history into the existing finance curriculum, and introduced new electives in private equity, financial planning, financing new ventures and treasury management. The changes were designed to better prepare students to understand and deal with financial crises, says ALI FATEMI, department chair.

Marketing launched a new program in category marketing, a practice in retailing with extremely high demand, according to SUZANNE FOGEL, department chair. The retailing course was redesigned to incorporate a more analytic approach, and two courses were added.

“We collaborated with the Category Management Association to ensure that the curriculum covered the relevant material. Students who finish these courses with a B or better are eligible to take the exam to be certified as Level 2 Category Analysts,” Fogel says. “Our program is one of a handful in the U.S. and produces graduates who are able to succeed in a fast-growing area in marketing. We have partnerships with some of the biggest names in consumer products.” They include Anheuser-Busch, Hanes, Newell Rubbermaid, Pepsi, Red Bull, Roundy’s supermarkets, Wrigley and Walgreens.

A new course, Selling Professional and Collegiate Sports, has led to DePaul students working with the Chicago White Sox, Blackhawks, Wolves, Big 10 Basketball, the Chicago Express and the DePaul Blue Demons.
We are subject to ethical decisions every day, whether we realize it or not. Were your mortgage documents reviewed by a fair-minded person or “robo-signed”? Does your children’s school district receive its share of public support, or do members of the community hide their taxable income in offshore bank accounts? Did you get the medical care you needed, or was your complication caused by a doctor practicing on a suspended license?

“Our Ethics across the Curricula initiative was formulated in response to an ever-increasing demand for more ethical behavior in business, the professions, politics and even the non-profit sector,” says Patricia H. Werhane, Wicklander Chair in Business Ethics and managing director of the Institute for Business and Professional Ethics (IBPE).

DePaul set out with the goal that all students would know ethical systems and demonstrate ethical practice by 2012, and the IBPE led the effort to prepare professors to teach ethics in every discipline and every school at DePaul.

An audit of ethics courses and modules already offered was conducted. “Not unsurprising, we found that a great deal of ethics teaching occurs at DePaul,” Werhane says. The new attention given to ethics helped to better coordinate these offerings.

More than 200 professors attended workshops to help them integrate ethics and moral reasoning in their discipline’s curriculum. For example, the School of Music prepared a web-based presentation on ethics in the music industry that emphasizes intellectual property protection, copyrights and fair use restrictions, while the University Internship Program launched a new course on corporate social responsibility. The Driehaus College of Business has more deeply integrated ethics into three core courses in the MBA program.

Today, almost every undergraduate takes at least one ethics course to meet graduation requirements. Similarly, most students enrolled in graduate or professional programs are exposed to the ethics appropriate for their subject matter, such as public health, journalism or the law.

Several new resources are now available to support awareness and adherence to ethical practice. A 28-page brochure distributed to all faculty and deans creates a common language and basis for thinking about ethics across the university, and by 2013, DePaul faculty will be able to use a new interactive ethics software program developed at DePaul called CasePoint that challenges student-users to make real-time decisions on ethical dilemmas. Eventually, the program will be marketed to companies and organizations as well as to classroom teachers as an ethics training resource.

Plans are in place for the workshops to continue indefinitely as new faculty and new programs are introduced.

Werhane concludes, “DePaul is now one of the leading universities in expanding ethics across its schools and colleges.”
New health science degree proves popular, exceeds enrollment projections

When a Department of Health Science was first proposed as part of the new College of Science and Health (CSH), administrators had hoped to attract 100 majors in its first year. By year’s end, the number exceeded 300 and had 441 majors this fall.

Health science, which draws from a wide variety of hard- and social-sciences coursework, and prepares students for a range of health-related professional opportunities and graduate studies, has now become the third most popular degree offered by CSH. Only psychology and biology have more majors. Contributing to the program’s success is its appeal to two groups frequently underrepresented in science studies — women and minorities. Female students account for roughly 60 percent of enrollees, while students of color represent 50 percent.

According to Dorothy Kozlowski, associate professor of biology who chairs the department, “We created the health sciences degree to address the increasingly complex and interdisciplinary nature of health care and health sciences. It is fairly unique among undergraduate programs. We’re training students in both the biosciences and policy work, because that is how the health care industry is evolving.”

One student already taking advantage of the program is junior Amanda Gowans. She switched her degree to health sciences from biology as soon as the new degree became available, and is planning to pursue a career in medicine.

“I learned a great deal that I don’t think I would have as a biology major. Even though some of the courses I was taking were brand new, they were really well thought out and organized,” says Gowans, who cited a health care research course among her favorites.

An assistant in Kozlowski’s research lab focusing on traumatic brain injuries, Gowans noted that she has been able to leverage that experience. “I had a head start [on a major research project for class] because I had already worked in a lab.”

Another health sciences student, Bruktawit Goshu, says the program’s broad curriculum is helping her explore many career options. “I know I want to do something in health care, but didn’t know exactly what. We have learned about alternatives to working in a traditional health care profession and how the field is rapidly changing.”

Although only undergraduate degrees in health sciences were available in CSH’s first year, work is underway to establish graduate degrees, and the college is exploring partnerships with other institutions for coordinated degrees.

One indicator of how the health science degree may be anticipating changes in the health care field is the fact that the Medical College Admissions Test, or MCAT, will soon add social sciences to hard sciences to its benchmark aptitude exam.

“It’s nice to be ahead of the curve,” Kozlowski says.
Students benefit from more hands-on science experience with the construction of new biology, chemistry and environmental sciences facilities.
At a university noted for its commitment to social justice and civic engagement, students will grow culturally, spiritually and personally into leaders with lifelong connections to their alma mater.
As DePaul’s stature grows, so does its appeal around the nation

National visibility for any college or university comes in many forms, from the prominence of the school’s faculty to the prowess of its teams on the athletic field.

Yet for any institution of higher learning, applications and enrollments are the most elemental indicators for how well it is connecting to students. At DePaul, applications have increased markedly in recent years, locally, nationally and around the world. Non-Illinois resident applications for freshmen increased 50 percent over the past six years. While some of that is attributable to DePaul’s adoption of the common application form in 2010, the numbers were trending upward even before then.

More importantly, enrolled freshmen coming from outside Illinois are up significantly as well, and now constitute 39 percent of all freshmen, up from 28 percent in 2006.

Similarly, DePaul’s graduate programs are diversifying their student populations, not only nationally, but also internationally. In fact, the number of DePaul students hailing from the top 10 foreign countries sending students to DePaul was up 83 percent over the past five years.

“The growing number of students from diverse geographic and demographic backgrounds reflects both the impact of the strategic plan’s investments as well as the university’s strengthening academic profile and visibility,” said David Kalsbeek, senior vice president for Enrollment Management and Marketing. “We are meeting very ambitious and enviable enrollment goals.”

DePaul’s enhanced academic reputation is a direct reflection of the work of its faculty and the respect they garner from their peers and the larger public. This is especially true of those faculty members whose work engages the urban and Vincentian values at DePaul’s core.

Joe Schwieterman, professor of public service and director of DePaul’s Chaddick Institute for Metropolitan Development, exemplifies how creative approaches to research can garner attention from around the world. Since 2007, his studies of the dramatic changes in American travel have captured the attention of the New York Times and Wall Street Journal, among others. Along the way, he has become the nation’s leading expert on the resurgent intercity bus industry.

Like many of his DePaul colleagues, Schwieterman is committed to integrating classroom learning with real-life experiences for his students. In the service of their research, his students have travelled the city and the country to collect and verify data that underpins their work. Similarly, DePaul’s service learning programs, in which students’ classwork allows them to serve in organizations that provide critical support to underserved populations, have increasingly been honored as among the best in the nation, including by U.S. News and World Report.

Of course, enhanced collegiate visibility also can be driven by more crowd-pleasing measures, such as DePaul’s joining the Big East athletic conference, which took place in 2005. During its most recent academic year, DePaul’s athletic teams made 45 appearances on major regional or national broadcasts, more than double the 19 appearances the teams enjoyed 10 years earlier.

The move to the Big East—the nation’s largest Division I-A conference—means that DePaul competes against teams located in nine of the nation’s 35 largest media markets, including New York City and Washington, D.C.

“Being a part of the Big East has been a game changer for DePaul’s national profile,” said Jean Lenti Ponsetto, DePaul athletic director. “For example DePaul’s game against Louisville in February 2012 was broadcast in 14 of the top 30 media markets, including the nation’s top four. We are reaching millions of viewers through these broadcasts.”

More than anything,” says the Rev. Dennis H. Holtzheimer, president, “we want every employer in the nation to know and respect the name ‘DePaul’ when our alums interview for jobs. A national reputation matters.”

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Financial Fitness reached nearly 16,000 students and parents in 2011–12 via orientation, classroom presentations, workshops and one-on-one advising sessions.
DePaul’s alumni community is active, engaged and generous. During the past several years of VISION twenty12, DePaul has strengthened and enhanced alumni initiatives across a comprehensive range of services. This outreach demonstrates the university’s lifelong commitment to more than 150,000 alumni around the world.

The Office of Alumni Relations provides ongoing opportunities for alumni to deepen their relationships with the university, connect with each other and utilize the vast alumni network. Recent accomplishments include the development of new alumni events, the creation of the on-campus Alumni Center, enhanced career services programs and increased alumni giving.

Working closely with six alumni chapters plus the Alumni Board, the Young Alumni Committee and reunion volunteers, Alumni Relations hosts nearly 150 events each year. Reunion Weekend activities continue to impact alumni positively; in particular, the launch of the Fifty Year Club in October 2009 has engaged more than 350 alumni who graduated more than 50 years ago. Newer offerings, including alumni receptions and a revamped slate of volunteer opportunities, have contributed to the uptick in alumni event attendance. In 2010, total event attendance for alumni was approximately 3,200 across 125 events; in 2012, total alumni event attendance will be approximately 5,500 across more than 140 events.

In December 2009, the Alumni Center opened its doors for the first time. Housed in the Welcome Center on the Lincoln Park Campus, this community hub invites alumni to stop by, ask questions or use computers equipped with Microsoft Office Suite software, Internet access and printing capabilities. With free parking and free wireless access, the Alumni Center is the go-to location for alumni returning to campus. Career Week marked its fifth anniversary in 2012. Numerous departments on campus collaborate to produce Career Week, which features workshops and career-building opportunities for adult students, graduate students and alumni. Attendance has climbed by more than 60 percent since the inaugural week. Additionally, the Alumni Sharing Knowledge (ASK) program has added more than 300 volunteers since 2006. Currently, about 1,200 ASK volunteers connect with more than 11,000 students and alumni each year, an 85 percent increase from fiscal year 2006, through mentoring, practice interviews, workshops, presentations and job fair assistance.

For the first time in 10 years, alumni giving crossed the 8,000 donor threshold during fiscal year 2011, and the trend continued in fiscal year 2012 as the number approached 8,800. Two recent challenges, the Steans Challenge for Scholarships and the Moore Family Challenge for Recent Alumni, boosted alumni giving levels during fiscal years 2011 and 2012 respectively. In particular, the Moore Family Challenge energized nearly 3,000 young alumni (graduates from 1996 to 2011) to give back to their alma mater. More than 50 percent were first-time donors.

Overall, alumni engagement has increased dramatically during the past few years. Through events, programs, volunteer opportunities, social media and more, the number of alumni annually involved at their alma mater has grown from 9,300 in 2008 to more than 22,500 in 2012.
Commitment to community service is a Vincentian value DePaul instills in its students and alumni

“St. Vincent de Paul gave every waking hour of his life to help those in need,” the president, Father Holtschneider, tells every freshman class on their first service day. “If you’re going to bear that name on your T-shirts and diplomas, it should mean something.”

Bolstering that commitment to social justice and civic engagement is a task DePaul has undertaken decisively in recent years. A snapshot of activity in the 2010-11 academic year, for example, tallied 7,745 students who had participated in a community service initiative through the university. That year, DePaul devoted more than $2 million to support service activities, administered another $543,429 in externally funded grants to extend that impact and distributed more than $1.37 million in financial aid to encourage students to perform service. In all, nearly 400,000 hours of community service were documented in that single academic year.

“A university is the perfect setting to engage cultural, social, religious and ethical values in service to others,” says Mark Laboe, associate vice president for University Ministry. “Service to others is a natural outgrowth of our Catholic, Vincentian and urban mission, which invites us to consider how our lives and our work impact the human community.”

Proof abounds that DePaul alumni manifest lives of service and engagement. Laboe says, “We see evidence of alumni in a variety of disciplines, professions and settings, who understand their work not just as a job, but as a vocation, as a calling to be part of a bigger mission inspired by a commitment to service and social justice.”

Students experience this philosophy immediately upon arrival. New Student Service Day is a popular activity the first week of school, when more than 1,200 students generate benefits far beyond the flowers planted, playgrounds painted and tots tutored. It is a community-building experience through which friendships are formed, and students learn as much about themselves as they do about serving others.

LEADERSHIP
The Student Leadership Institute offers skills for a lifetime that prepare students to work effectively with a team to facilitate social change and apply socially responsible leadership in diverse situations, says director Dave Borkealt. About 300 students participate in its Certificate of Leadership Development program annually. Compounding that effect is a “Pledge of Social Responsibility” that is distributed to 4,000 students each year to consider the humanitarian and environmental consequences of their careers.

In the past six years, efforts have been successful at increasing involvement in existing programs, such as service immersion trips, in which about 180 students participate in one- and two-week experiences. Even more dramatic is the increase in participation at Vincentian Service Day each May, which has grown by more than 75 percent in recent years, and attracted 1,600 people in 2012.

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The Steans Center integrates service throughout DePaul’s curriculum through service-learning courses, internships and community-based student employment. More than 3,000 students a year study in more than 180 courses, delivering about 50,000 hours of service to 400 local organizations. The center also administers numerous community-based internship programs, a minor in Community Service Studies and an $85,000 annual scholarship program for 100 students.

Meanwhile, in University Ministry, 23 student organizations, 53 student leaders and more than 240 DCSA volunteers engage in service and advocacy with 19 community partners every week. Their focus ranges from environmental justice and elderly care to hunger and homelessness.

RECOGNITION
Howard Rosing, executive director of the Steans Center for Community-based Service Learning & Community Service Studies, believes DePaul takes a unique approach to community engagement, one that can be understood in the context of the 2008 Jimmy and Rosalynn Carter Partnership Foundation Award it won from Illinois Campus Compact.

“We look at our partners as assets to their community and co-educators of our students,” he says. “Through service-learning, community internships and service programs, we see our students as building community assets. In turn, the students are offered meaningful opportunities to learn how their academic skills apply to critical social issues, how to engage with diverse populations, and, perhaps most importantly, how to reflect on their own privilege.”

American poet Ralph Waldo Emerson said “…to know even one life has breathed easier because you have lived. This is to have succeeded.” By that definition, DePaul students and alumni are enormously successful.

Members of the women’s basketball team volunteer at Christopher House in Rogers Park on Vincentian Service Day 2011.

Community Service & Civic Engagement Recognition

- DePaul has been named to the President’s Higher Education Community Service Honor Roll six times.
- The Carnegie Foundation included DePaul in its first class of designees for its Community Engagement classification.
- U.S. News and World Report regularly recognizes DePaul as one of America’s top schools for service learning.
- DePaul was one of six institutions nationally recognized in 2011 for civic/community engagement by The Washington Center for Internships and Academic Seminars.
- In 2011, DePaul ranked among the top 10 universities in the country for the number of alumni participating in City Year.
- The College of Law received the 2009 William H. Avery Equal Access to Justice Award from The Legal Aid Bureau of Metropolitan Family Services.
- The Steans Center won the $15,000 2008 Jimmy and Rosalynn Carter Partnership Foundation Award from Illinois Campus Compact.
- In 2007, Illinois Campus Compact chose DePaul as its home base.
Community partner interns tutor and mentor at Providence Family Services in Humboldt Park. The Community Partners Internship program gives students work experience that combines professional development and community involvement.

Students who participated in DePaul Volunteers Supporting Youth helped out at the Marillac Social Center, a Daughters of Charity ministry in East Garfield Park.
Long known for its emphasis on the success of first-generation, economically disadvantaged urban students, the university will attain leadership in recruiting and retaining a diverse body of students, faculty and staff.
While DePaul has always had an eye on diversity, the university’s efforts have had a laser-like focus in the past six years.

Now, DePaul’s enhancements to programming and efforts to adopt best practices are catching outsiders’ eyes, establishing the university as a model for diversity in higher education. Diversity MBA Magazine regularly places DePaul in the top 25 of its “50 Out Front Companies for Diversity Leadership” rankings on workplace diversity. Other universities seek DePaul’s advice when modeling their own programs and policies.

ENGAGING A DIVERSE STUDENT BODY IMPROVES SUCCESS

Because of its needs-based financial aid policies and strategic recruiting, DePaul’s freshman class each year is filled with bright and talented young men and women who are often the first in their families to attend college. To ensure that these students will succeed, DePaul has developed nationally regarded new centers and programs.

Since it was formed in 2008, the Center for Access and Attainment has become a focal point for dialogue, strategy and action concerning college access and degree attainment among underrepresented students. It has cultivated partnerships that ease the high-school-to-university transition, and delivers pre-college programs for underserved college-bound students. It also administers federal supplemental education programs for low-income students and those who will become the first in their families to graduate from college.

It has contributed to the expanding presence of underrepresented students on campus, which in recent years has increased from 18.5 percent of the entire student body in fall 2007 to 24.2 percent in fall 2011. DePaul’s six-year graduation rate significantly exceeds the graduation rate that would be predicted statistically given the academic and demographic profile of our student population, says David Kalsbeek, senior vice president for Enrollment Management and Marketing. The magnitude of this positive performance gap placed DePaul in the top 30 of 262 national doctoral universities in the 2009 U.S. News & World Report annual ranking on this measure.

“We aspire to improve these outcomes, recognizing that there may be no better measure of our mission than the academic attainment of such a diverse student body,” according to Kalsbeek.

DePaul raises the issue of diversity with students right away, says Rico Tyler, associate vice president for Diversity, Empowerment and Inclusion. Every incoming student attends an “Understanding Diversity and Culture” workshop in their Chicago Quarter class. Other co-curricular workshops and conversations offer students additional ways to improve their cultural competence. “If someone sees themselves as a cultural being, they’re able to appreciate others,” he says.

DePaul’s Men of Color Initiative was designed in 2008 to increase the persistence and graduation rates for first-generation, low-income male students of color by providing peer mentoring, social and leadership development, and academic support. About 300 students participate in the program, and about 70 new freshmen enter it each year. Its first cohort of graduates shook the president’s hand at the 2012 commencement ceremonies.

Eric Mata, assistant director in the Office of Multicultural Student Success and leader of Men of Color, says several students who have actively participated in the program are doing impressive things with their lives. One studied in Belgium and now works at the French Consulate in Chicago. He has been accepted to New York University for graduate school. “We also had a student who started an orphanage relief organization and took other students to Ghana, all on his own,” Mata says.

Andrew Sanchez, who graduated in May and enrolled at the College of Law in the fall, participated in Men of Color all four years of his undergraduate experience. His freshman year was Men of Color’s first year in existence. In his sophomore year, Sanchez served as a mentor to other participants, and he interned with the program during his junior and senior years. For him, Men of Color presented invaluable networking opportunities.

Statistics for the first cohort indicate a graduation rate nearly five percentage points higher than male students of color who did not participate.

In addition to Men of Color, the Office of Multicultural Student Success sponsors Women Empowered, the Students Together Are Reaching Success (S.T.A.R.S.) peer mentoring group and programs to reach transfer students. All are designed to help students of color succeed at DePaul.

“We’re doing some wonderful work,” Tyler says. “We can challenge ourselves to be better, and will through the next strategic plan.”

These myriad efforts have been effective. The six-year graduation rate gap among racial/ethnic groups has closed to a 17-percentage-point difference between the highest and lowest rates as a result, in part, of increasing rates for African American students, according to an analysis by Diversity MBA Magazine regularly places DePaul in the top 25 of its ‘50 Out Front Companies for Diversity Leadership’ rankings on workplace diversity.
The university challenges itself to narrow that gap even further.

**IN OUR WORKPLACE**

By design, diversity plays a role in every corner of DePaul and in every employee’s work life.

“Our approach is: everyone is responsible for diversity. That approach enables innovation throughout the university,” explains Elizabeth F. Ortiz, vice president for Institutional Diversity and Equity.

That philosophy is especially evident in the President’s Diversity Council, a group of faculty, students and staff drawn from all ranks and areas of the university. The 28-member committee was formed in 2006 to address issues of climate, retention, recruitment and success of diverse constituencies. Since then, it claims such successes as organizing faculty workshops on publishing within the academy and mentoring and interfaith collaboration lectures that pull together experts of different faiths for conversations exploring themes such as the economy or war.

The council also founded the President’s Signature Series, which linked existing annual diversity programming under one heading. The title is a clear signal to the university that diversity awareness is a priority of DePaul’s president, Ortiz says. “People understand that this is coming from the leadership, and that understanding permeates throughout the university.”

Other projects from the President’s Diversity Council include the development of a faculty recruitment guide and a manual detailing the most effective ways to recruit faculty of color. Best practices were brought to faculty hiring, as well. The application process was moved from paper to online, which makes it easier for DePaul to collect the demographic information about an applicant pool to ensure its diversity, Ortiz says.

The university as a whole put a spotlight on diversity. The total university effort has elevated diversity awareness to a permanent state of affairs. “Diversity here is part of our core being,” Ortiz says. “We hold our leaders accountable, we hold our peers accountable and we hold ourselves accountable for improving diversity at DePaul. It takes that strategic vision and planning, as well as a collective will and a lot of work, to make everything happen.”

The task force’s major achievement was developing formal training for faculty chairs on issues of tenure, promotion and retention.

The training has had a trickle-down effect. Jacob Furst, director of the School of Computing, shared what he learned at tenure and mentoring workshops with three untenured faculty members in his school. He found the information helpful for future hiring. “I learned a tremendous amount about how to hire and retain diverse faculty,” he says.

In the last six years, resource groups for DePaul staff employees have multiplied, providing new networking and mentoring opportunities for women, Latinos, African-American and Asian employees. The groups give employees a way to feel included within a complex organization.

Students also have opportunities to learn the mechanics behind diversity education so they can carry their knowledge into the world. By completing four workshops, students can earn the Cultural Competence & Leadership Certificate. Last fall, the Kellstadt Graduate School of Business added an organizational diversity concentration, with courses offered through Kellstadt and the College of Communication.

The total university effort has elevated diversity awareness to a permanent state of affairs. “Diversity here is part of our core being,” Ortiz says. “We hold our leaders accountable, we hold our peers accountable and we hold ourselves accountable for improving diversity at DePaul. It takes that strategic vision and planning, as well as a collective will and a lot of work, to make everything happen.”

The university’s clinical psychology doctoral program won the American Psychological Association’s Richard M. Suinn Minority Achievement Award for excellence in ethnic minority recruitment, retention and training in 2007.

DePaul was recognized among the 100 best campuses in the nation for lesbian, gay, bisexual and transgendered students by “The Advocate College Guide for LGBT Students” in 2006.

DePaul enrolled 543 students who are military veterans as of fall 2011.

**Diversity Recognition**

- Diverse Issues in Higher Education recognized DePaul for its diversity in 2011, citing it as being among the top 100 institutions that confer degrees on minority students in 40 disciplines.
- Diversity MBA magazine ranked DePaul 19th in its 2012 Best Places for Diverse Managers to Work national survey.
- Hispanic Outlook in Higher Education magazine’s “Top 100 Colleges for Hispanics” ranked DePaul in three separate categories for awarding more than 6,000 doctoral, master’s and bachelor’s degrees to Hispanics in 2010.
- Princeton Review’s 2011 survey of the nation’s top 376 colleges ranked DePaul 15th nationally for having “lots of race/class interaction.”
- DePaul’s Director of the Center for Intercultural Programs Katrina Caldwell and School for New Learning Adjunct Professor Eileen Timmins were named among the “2011 Top 100 Under 50 Diverse Executives & Emerging Leaders” by Diversity MBA Magazine, an internationally distributed publication targeting women and multicultural professionals.
- DePaul’s clinical psychology doctoral program won the American Psychological Association’s Richard M. Suinn Minority Achievement Award for excellence in ethnic minority recruitment, retention and training in 2007.
- DePaul was recognized among the 100 best campuses in the nation for lesbian, gay, bisexual and transgendered students by “The Advocate College Guide for LGBT Students” in 2006.
- DePaul enrolled 543 students who are military veterans as of fall 2011.
“About 65 percent of our student body is not Catholic,” says Mark Laboe, assistant vice president for University Ministry. “If we are to serve and minister to the student population, we have to meet them where they are.”

In recent years, University Ministry strengthened support for non-Catholic students, developed programs to foster interfaith engagement, expanded Islamic prayer space, built a Hillel Center, improved the non-denominational prayer room, hired a part-time Muslim chaplain and increased staff support for Jewish students, all to generate interfaith harmony on campus and in society.

“We are preparing students for a global world,” Laboe says. “To learn about different religious traditions around the world and different faith backgrounds is a really important skill set. We have the opportunity to give them that here at DePaul.”

The university created a new Center for Interreligious Engagement to host programs about various faith traditions and beliefs. The center helped to establish a new interfaith religious studies program to accompany DePaul’s existing Catholic studies, Jewish studies and Islamic studies programs.

“All Americans could use a better understanding of these issues,” says Tom O’Brien, associate professor of religious studies and director of the center. “When students leave DePaul, we want them to be able to carry on educated conversations with people about Islam and Hinduism, (for example) that are informed, that are accurate and that will lead to greater understanding and possibly greater peace.”

DePaul has increased its work with the Interfaith Youth Core (IFYC) in the last several years to boost interfaith student interaction. Recently, Student Affairs initiated a DePaul chapter of the Better Together campaign, an interfaith program in partnership with the IFYC to promote greater interfaith engagement, learning and service among DePaul students. The university also hosted the IFYC’s Interfaith Leadership Institute, which brought 150 students from across the country to campus to be trained as interfaith leaders.

While Better Together represents student-led efforts to generate interfaith dialogue, the administration also has taken the lead as part of the President’s Interfaith and Community Service Campus Challenge, which IFYC promotes in coordination with the White House Office for Faith-Based and Neighborhood Partnerships. This program encourages institutions of higher education to make the vision for interfaith cooperation and community service a reality on their campuses.

As part of this program, DePaul hosted Blue for Peace, a yearlong community service project designed to raise awareness and address violence against young people in Chicago. The initiative culminated in a rally that brought thousands of DePaul and Chicago Public Schools students together in Union Park on May 5.

“We are thrilled the Blue for Peace rally was such a success in bringing together diverse youth to speak their message of peace and unity,” Laboe says. “When students leave DePaul, we want them to be able to carry on educated conversations with people about Islam and Hinduism, (for example) that are informed, that are accurate and that will lead to greater understanding and possibly greater peace.”
A yearlong program that advocated peace over violence concluded with a rally at Union Park attended by students of all ages across the city.
Undergraduate enrollments will grow through a strategic mix of new transfer students and freshmen who will be intellectually challenged in the classroom. Graduate and adult enrollments will be maximized.
Humboldt Park resident Carla Rodriguez enjoyed her experiment with hybrid classes, despite the heavier load of homework she was assigned. “One of the biggest advantages is that it forces you to develop a relationship with your professor,” she says. “You email your professor back and forth until you understand. We met for meetings, and we spoke on the phone.”

By any style or structure—online learning, distance learning or hybrid learning—a 2010 U.S. Department of Education study has found that using the Internet to deliver educational content is as effective, and sometimes more effective, than face-to-face instruction.

“There has been a progressive change in perception that going online does not mean compromising on quality,” says GianMario Besana, associate vice president of Academic Affairs for Online Learning and Internationalization. Wider recognition that online courses are solid teaching and learning tools has fueled their growth.

DePaul’s expansion strategy has centered on training faculty and developing courses. To achieve that, the university drew together experts to form Faculty Instructional Technology Services, launched the DePaul Online Teaching Series (DOTS) in 2008, and by 2012, had prepared 239 professors to develop and teach online courses. Every course created is reviewed according to the nationally recognized rubric “Quality Matters.”

DOTS received the 2012 Sloan Consortium Award for Excellence in Faculty Development for Online Teaching.

Online enrollment at DePaul triples, spurred by the University’s six-year strategic plan, VISION twenty12
A full-time teacher’s aide for special education and a part-time ACT tutor, LAURA MURRAY’S work days are impossibly long. So she all but ruled out the possibility of getting an endorsement or a master’s degree in special education to advance her career.

“On most weekdays, I leave my home around 6:30 a.m. and do not return home until 9:30 p.m. after my second job,” says Murray, who works in an eighth-grade special education program at Hawthorn Middle School South in suburban Vernon Hills. “I looked into quitting or cutting back on my second job, but I needed the money to pay for school.” Her goal is to land a full-time teaching position in special education.

Murray, who has a bachelor’s of science in social science education from Illinois State University, says she began researching endorsement programs and learned about DePaul’s online program offered through the College of Education. The six-course online Learning and Behavior Specialist Endorsement was first offered during the 2011-2012 academic year. It is designed for educators in early childhood, elementary or secondary education who want to further expand their professional goals in special education.

“The online program has allowed me to study late at night and on the weekends when I had the most free time. It was very conducive to my current situation, which does not allow me to attend regular classes on a college campus,” Murray says. “I was able to contact all of my professors and classmates when I had questions about the course or coursework. They respond in a timely fashion. This program has helped me immensely.”

Eva Patrikakou, associate professor and department chair for counseling and special education, says the program is as rigorous as it is convenient. “Many times, there is the misperception that online programs sacrifice quality for the sake of convenience. DePaul’s special education program was a long time in the making in order to offer rigorous training using an online platform.”

“The end-product is the best structured and the most demanding in the area, because we have met DePaul’s high academic standards, as well as the standards set by the Illinois State Board of Education and the national Council for Exceptional Children,” Patrikakou says. “Several endorsement programs require just a couple of courses; ours requires six – it’s not merely the number of courses, but the high quality of instruction that takes place.”

In order to offer the opportunity for hands-on classroom applications, each course requires 10 hours of field experiences. The courses are taught by DePaul’s full-time faculty, all of whom have been specifically trained in the techniques of developing and teaching online courses. “Teaching an online course consumes more time than a traditional face-to-face one,” Patrikakou says. “We are in constant contact with the students in our online classes, both individually as well as in small and large groups, which is critical in keeping them motivated and engaged.”

Many times, there is the misperception that online programs sacrifice quality for the sake of convenience. DePaul’s special education program was a long time in the making in order to offer rigorous training using an online platform.
DePaul enrolls more transfer students than virtually any other private college or university in the country

Based on a study-abroad experience in Xi’an, China, when she was a community college student, Rachel Bruska knew she wanted an urban environment when it was time to transfer to a four-year university. Upon earning her associate degree from the College of Lake County and researching her options, Bruska set her sights on DePaul’s international studies program—and when a DePaul admission representative visited her college, the counseling she received made the application and admission process to DePaul a breeze. “I knew almost immediately after I applied that I was accepted to DePaul—so I didn’t have to worry or have a ‘backup’ school.”

Bruska’s story is but one illustration of the positive impact that a strategic decision DePaul made six years ago has had on thousands of students’ transfer admission experiences.

In 2006, Enrollment Management and Marketing (EM&M) implemented a comprehensive approach to improving outreach and enrollment services for undergraduate transfers to rebalance undergraduate enrollment growth after 10 years of increases in freshmen. Almost every process that affected transfer student enrollment was refined, from adding admission staff to implementing accelerated admission decisions to enhancing publications and Web information.

DePaul experienced an increase in transfer student applications and enrollment immediately. In the first year, transfer enrollment from DePaul’s top feeder community colleges—where most attention was focused—grew from 425 to 604 students, a 41 percent increase. By fall 2009, DePaul had achieved a record enrollment of new transfers from all institutions—1,655 students, up 33 percent from 1,241 in 2006—and met its goal of bringing the number of new transfers annually equal to the number of new freshmen.

Because the most critical factor affecting a student’s decision to transfer is whether their prior credits will apply toward a bachelor’s degree, the most important step in increasing transfer student enrollment was to invest in expanding course articulations. To this end, DePaul joined u.select Illinois, the statewide articulation system that enables Illinois students to submit their community college coursework for immediate online evaluation. DePaul now has the most complete implementation among all Illinois four-year private institutions, and had about 136,620 courses from 2,570 institutions nationwide articulated in the system as of June 2012.

This initiative has benefited more than transfer students; it has allowed a Degree Progress Report (DPR) system to be developed for all DePaul students. The online DPR displays a student’s DePaul and previously earned coursework, and shows the student’s status toward meeting degree requirements. It also allows students to model the implications of any changes they make to their major or degree plan.

Another major component of the transfer enrollment strategy has been partnering with community colleges. DePaul’s main source of new transfer students is Illinois community colleges, so EM&M created the Office of Community College Partnerships in 2006. Since its creation, the share of new transfer students who come to DePaul from these institutions has grown from 42 percent in fall 2006 to 57 percent in fall 2011.

Over the years, a main focus of Community College Partnerships has been developing curricular partnerships, such as dual admission and program-to-program agreements. In 2010, EM&M launched an innovative transfer admission option, the DePaul Admission Partnership Program (DAPP). DAPP provides students who start their post-secondary education at a community college and intend to transfer to DePaul a more direct path to completing a baccalaureate degree. The first DAPP cohort in fall 2011 included more than 60 students.

With more than 2,500 transfer students in the past year, DePaul has become known for enrolling more transfers than virtually any other private university in the country, and is distinct nationally for having a one-to-one ratio of transfers to freshmen.

“Public officials are seeking new ways to make a four-year degree affordable for America’s students and families, and this innovative effort by DePaul does exactly that,” said Peter Coffey, associate vice president for Community and Government Relations.

In 2006, Enrollment Management and Marketing implemented a comprehensive approach to improving outreach and enrollment services for undergraduate transfers to rebalance undergraduate enrollment growth after 10 years of increases in freshmen.
DePaul Admission Partnership Program (DAPP) was created for students who begin their bachelor's degree at a community college to enable them to choose courses with confidence, knowing exactly how they will meet DePaul degree requirements.
Financial resources will be strategically and consistently managed to ensure the viability and vitality of the university for generations of students to come.
$300 million capital campaign raises funds for scholarships, faculty, programs and facilities

“In 2004, the first thing we did was to strengthen our alumni database and enrich our knowledge about our most important audience,” said DePaul’s Senior Vice President for Advancement, Mary Finger, as she told the story of coming to DePaul to lead its philanthropic arm. “The strategic plan and the campaign emerging from it gave us impetus and resources to hire fundraisers for all the colleges and to comprehensively communicate with our alumni.”

Driven by an historic outpouring of generosity from alumni and friends, the campaign achieved its $250 million goal ahead of schedule, so the Board of Trustees added another $50 million to the challenge. The campaign will conclude in 2014 with a special focus on fulfilling the $100 million goal for scholarships, and raising funds for the construction of new facilities for the university’s renowned music and theatre schools.

The campaign has already made a huge impact across the university. Gifts have created more than 200 new endowed or expendable scholarship funds, established new endowed faculty positions, and bolstered faculty and programs across the university.

In addition to building scholarship resources and bolstering academic excellence, the campaign is helping to transform the school's Lincoln Park Campus. Early gifts enabled the construction of the Monsignor Andrew J. McGowan Science Building, a state-of-the-art science education and research facility that houses DePaul’s new College of Science and Health. The university broke ground last year on a new Theatre School complex, and work is scheduled to begin on a new home for the School of Music in 2014.

A momentous $30 million gift from Chicago investment pioneer and DePaul alumnus Richard H. Driehaus will support faculty positions and research at the business school, which was re-dedicated as the Richard H. Driehaus College of Business this fall.

New capacities and programs funded by the campaign have helped to support the creation of a new college—the College of Science and Health—and a new school—the School of Hospitality Leadership. Campaign efforts have also strengthened partnerships with P-12 educators and administrators in Chicago’s public and Catholic schools, and continued to develop and enhance excellence in programs that have global impact.

The “Many Dreams, One Mission” campaign is enabling DePaul to reach the underserved through programs in public service, international human rights, Vincentian studies, social science research, affordable housing, environmental science and law, and global Catholicism. Gifts have expanded outreach efforts in adult education and community-based programming, and supported environmental sustainability through environmental science academic programs and campus facilities that meet or exceed LEED green standards.

This is the most ambitious campaign in DePaul’s history, and gifts have surpassed all fundraising records. Forty-four seven-figure gifts have been received so far, compared to 26 since DePaul’s founding in 1898. Fiscal year 2012 was the largest fundraising year ever, and with more than 30,000 individuals making gifts throughout the campaign, it is clear alumni engagement and support have increased markedly. Sixty-six percent of gifts to the campaign have come from alumni.

Besides its central role in supporting key strategic objectives of the university, the campaign also has been an opportunity to share DePaul’s story and spirit with the larger community, especially civic and business leadership in Chicago. The growth of a small commuter school to the largest Catholic university in America is indeed a remarkable story. Generations before have built the DePaul we know. The Many Dreams, One Mission Campaign ensures that DePaul remains a force for change well into the future. The achievement of campaign objectives gives permanence to the deeply rooted values that have driven the university: a commitment to diversity, an impulse to innovate and expand the boundaries of education and art, a love for the intellectual life and a desire to use one’s knowledge to better the world. The Many Dreams, One Mission Campaign has been inspired by remarkable things already achieved and by the power and urgency of dreams yet to be imagined.

“No university ever became great using tuition funds,” said the Rev. Dennis H. Holtschneider, president, in 2006, speaking to alumni near Stanford’s famed archways. “Universities become great because visionary and generous friends step forward and help.”

Fiscal year 2012 was the largest fundraising year ever, and with more than 30,000 individuals making gifts throughout the campaign, it is clear alumni engagement and support have increased markedly.

Top donors to the Many Dreams, One Mission Campaign

Below is a listing of the top donors to The Many Dreams, One Mission Campaign for DePaul University, whose gifts range from $3 million to $30 million. DePaul University gratefully acknowledges those individuals and organizations that have made special commitments to strengthen and extend educational opportunity and excellence.

Reflects contributions and pledge commitments made between July 1, 2006 and August 1, 2012

Anonymous (3)
Conrad N. Hilton Foundation
Douglas Crocker II & Cynthia Crocker
Richard Driehaus, BUS ’65; MBA ’70; DHL ’02 (Life Trustee) & Inese Romanovska
Dr. John M. Goode, BUS ’60 & Family
William Hay, MBA ’66; DHL ’06 (Trustee) & Mary Pat Gannon Hay, DHL ’06
The Jaharis Family Foundation, Inc. (Michael Jaharis JD ’58 and Mary Jaharis)
The John D. & Catherine T. MacArthur Foundation
George Ruff, BUS ’74 (Trustee) & Tanya Ruff

No university ever became great using tuition funds,” said the Rev. Dennis H. Holtschneider, president, in 2006, speaking to alumni near Stanford’s famed archways. “Universities become great because visionary and generous friends step forward and help.”

No university ever became great using tuition funds,” said the Rev. Dennis H. Holtschneider, president, in 2006, speaking to alumni near Stanford’s famed archways. “Universities become great because visionary and generous friends step forward and help.”

42 VISION twenty12
Funding an ambitious strategic plan—which included the hiring of hundreds of new faculty and staff and millions of dollars in capital improvements—while maintaining a disciplined and sustainable financial framework—required a delicate balance.

Yet it was one that DePaul managed to strike amid one of the most challenging economic times in the nation’s history. “We weathered the recession very successfully,” says Bob Kozoman, executive vice president and chair of the Strategic Resource Allocation Committee (SRAC). “Solid enrollments and aggressive stewardship of our financial resources across the university by faculty and staff were the key contributors to our strong financial results.”

Wall Street has been impressed. The three leading credit rating agencies, which assess the creditworthiness of an organization’s debt issues, such as its bonds, have all looked favorably on DePaul’s financial model. Fitch upgraded its rating from an A- to an A, while Moody’s elevated its rating from Baa1 to A3. Standard & Poor’s maintained its A- rating and increased its outlook to “positive” from “stable” in 2006.

Economic storm clouds began gathering not long after the launch of VISION twenty12 in 2006. By the autumn of 2008, the global economy was in a free-fall. Amid the panic and uncertainty, short-term borrowing rates spiked as high as 8 percent. “The credit markets all but locked up,” says Kozoman. “Colleges and universities that had been using exotic debt structures, such as variable-rate financing, found themselves in dire straits.”

Fortunately for DePaul, the university had staked a more conservative path. “We had been building up our cash and short-term strategic reserves in anticipation of the intensive capital outlays in VISION twenty12. We needed to do very little borrowing. We were in a comfortable position at a very uncomfortable time because of our long-standing pattern of paying close attention to our finances,” Kozoman says.

The university’s annual budget-making process is an exercise in shared governance. The nine-member SRAC consists of representatives from faculty, staff, the student body and administration. The committee presents a recommended budget each fall to the Rev. Dennis Holtschneider, C.M., president. If he accepts the proposed budget, Fr. Holtschneider presents the budget to the Finance Committee of the Board of Trustees. The full board votes on the budget each March.

Without having to deplete its financial reserves or to pay exorbitant borrowing costs, DePaul, over the course of the next six years, marched ahead with the launch of two new colleges, dozens of new academic programs and the construction or major remodeling of nearly a dozen buildings on its two main campuses.

It’s a vastly different scenario from many public universities hobbled by cutbacks in state support or well-endowed private universities forced to reign in their plans because of losses to their investment portfolios.

DePaul was able to realize the goals of the strategic plan by hewing to the principles of the plan’s fifth goal: “Strengthen Financial Position.” Adds Kozoman: “We were able to strengthen the areas we targeted in the plan at the same time we were refining a stable and sustainable financial model.”
Modern facilities enable faculty to deliver state-of-the-art education to city and suburban students

Lauren Blanc, who double majored in chemistry and math, recalls her freshman year when she took classes in O’Connell Hall. “It was like working in a cave,” she said of the cramped, underlit quarters.

Now a graduate assistant in the Department of Chemistry, Blanc studies the optical properties of organic aerosols in a bright and spacious laboratory in the Monsignor Andrew J. McGowan Environmental Science and Chemistry Building. Opened in 2009, the $40 million Gold LEED-certified building glimmers with the latest scientific instruments in its 28 research and teaching laboratories. The facility represents a major step forward toward the goal of providing every college with a home of its own, properly designed to teach its discipline.

“People love the aesthetics and the environment of the new building,” says Blanc, who is from Evansville, Ind. “The labs are great, and the tiered classrooms with white boards are first class.”

The new building has four times more square footage than was available in O’Connell, which has been converted into a general classroom building.

Do better facilities translate to better learning? Niedziela is convinced that is the case. McGowan South, as the building is known, is vastly more conducive to collaborative learning thanks to gathering places throughout the building where students can share ideas.

The new space was not only sorely needed—especially as CSH’s enrollments are projected to rise significantly—but it is also a valuable recruiting tool for prospective students and prospective faculty. “The new building sends a clear signal that the administration at DePaul is serious about the sciences,” Niedziela says.

Every new building DePaul has constructed in the six years of this strategic plan has been awarded silver or gold LEED certification for excellence in sustainable architecture.

McGowan South is one of several buildings constructed or remodeled on the Lincoln Park Campus since 2006. They include:

• Arts & Letters Hall, which features a stunning four-story atrium, 47 state-of-the-art classrooms, and a PC classroom for math and science specialties. The Gold LEED-certified building, opened in 2012, houses the departments of English and History of Art and Architecture.

• DePaul Art Museum, which more than doubles the space the museum previously occupied at Richardson Library and includes space for class use, programs and events. Opened in 2011, it is Silver LEED-certified.
- Cacciatore Stadium, which underwent an extensive renovation completed in 2010. The upgraded multi-use facility now has more than 1,200 permanent seats that extend from behind-the-plate seating for softball to midfield seating for soccer. The unique multi-use facility converts from a softball diamond to a soccer field in the fall for the Blue Demons’ men’s and women’s soccer programs.

Meanwhile in the Loop, DePaul substantially expanded its downtown footprint in 2008 by acquiring the historic 14 E. Jackson Blvd. building, an 18-story, 384,000-square-foot structure. The School for New Learning (SNL), College of Communication and School of Public Service are based in the building. In 2010, it was named for former Mayor Richard M. Daley and his wife, Maggie.

The College of Law expanded into the Lewis Center offices vacated by SNL when SNL moved to the Daley Building in 2009, allowing Law to create new space for student lounges, offices for student organizations and a dining area. The 30,000-square-foot expansion also provided for more faculty offices, classrooms and offices for the college’s centers and institutes.

In 2010, DePaul relocated its O’Hare Campus from Des Plaines to Triangle Plaza, near the intersection of Interstates 90, 190 and 294 in Chicago. Encompassing the third floor and portions of the first and second floors of a 14-story building, the new O’Hare Campus features 19 classrooms, a multimedia center, and student support and administrative offices. Other amenities include five student lounges, library resources, two computer labs and a full-service delicatessen.

In what is now known as the Driehaus College of Business, the Department of Finance built a simulated financial trading room in 2008 on the sixth floor of the DePaul Center. “We created the look and feel of a real trading room with a live electronic stock ticker and 15 dual-monitor computer stations where students have access to newswire services, analytical tools, trading platforms, portfolio analytics and risk management software,” says Ali Fatemi, chair of Finance.

“Our faculty had lots of discussions on the design of the room and the data students would access to prepare them for a professional environment. It provides them a huge competitive advantage, and is now one of the finest trading rooms in the nation.” In 2012, the trading room was relocated to the fifth floor, and the number of stations was doubled.

Art & Letters Hall is a Gold LEED-certified building that houses the departments of English and History of Art and Architecture.
Charged with maintaining the university’s Catholic and Vincentian identity, the board, faculty and staff will foster a learning environment respected for its civic engagement. Business practices fulfilling the needs of faculty and staff will be employed.
DePaul University is the world’s hub for Vincentian history

There are more than two million people in the world who work or volunteer in an organization that looks to St. Vincent de Paul for its inspiration. To serve them, as well as the scholarly community, DePaul University made the decision to become the world’s central resource for Vincentian history and scholarship.

“We have put together unparalleled archival, library and special collections illustrating Vincentian history, spirituality and praxis around the world,” said the Rev. Edward R. Udovic, C.M., DePaul’s senior executive for university mission and vice president for teaching and learning resources.

“DePaul is uniquely suited to play this role because it is an academic institution with library, archives and special collections already in place,” Udovic adds. “These efforts support the university’s own Vincentian identity, as well as supporting the research and heritage needs of scholars and members of the worldwide Vincentian family.”

DePaul launched “All Things Vincentian,” a Web portal to resources on the Vincentian Collection website. It also launched a Web-based database of searchable Vincentian quotes called “What did Vincent say?,” a first-of-its-kind virtual exhibition highlighting Vincentian connections, and a Vincentian History Research Network blog. Because the resources have grown so much, DePaul hired a specialist to ensure coordination and accessibility for the collection.

Resources available on campus and online are vast. The Vincentian Studies Institute of the United States (V.S.I.) came under the university’s sponsorship in 2007. Founded in 1979 by the then 10 provinces of the Daughters of Charity and the Vincentians in the United States, the V.S.I. brought its mission and substantial resources to join the university’s efforts.

Meanwhile, DePaul’s library joined the Catholic Research Resources Alliance, a collaborative effort of Catholic universities, to provide global access to Catholic research collections.

Opportunities are available for non-scholars as well. Together with St. John’s and Niagara universities, DePaul launched the Vincentian Mission Institute to educate and form senior leaders for their roles in sustaining and advancing DePaul’s Vincentian and Catholic identities.

Other Vincentian initiatives include the following:

- In 2009, DePaul launched Via Sapientiae, a Web portal that collects, organizes and provides open access to scholarly works produced by DePaul’s faculty, staff, centers and institutes, and students. It also showcases DePaul’s unique Vincentian heritage materials.

- The Office of Mission and Values produced an award-winning documentary, “Vincent de Paul: Charity’s Saint,” which introduced St. Vincent’s history and the relevance of his legacy today. The documentary was distributed to all faculty, staff and trustees, and also is available via Barnes & Noble online in several languages.

- Communications about DePaul’s Vincentian mission were expanded with the addition of “Vincentian Story Corps” and other venues.

- The Vincentian Heritage Journal was established and is published under university sponsorship.

- The weekly podcast series “Let’s Talk about Vincent de Paul” is available to all faculty, staff and board members.

- A conference titled “Vincent de Paul’s and Louise de Marillac’s Worlds in Archives, Collections, and Scholarly Research” was organized, and an electronic installation titled “The Basilica of Saint Vincent de Paul during Paris’ Catholic Renouveau” was prepared for the DePaul Art Museum.

This award-winning documentary on St. Vincent was aired on Catholic television.
What began as a program in 1996 became a department with eight full-time faculty in 2009 to broaden its student reach and solidify its capability to deliver a sustained curriculum of the Catholic contributions to society.

Today's Catholic Studies department offers as many as 45 courses to about 1,500 students annually, taught by professors who are experts in theology, religion and history. It has accomplished the university’s goal of giving every student who wishes the opportunity to learn something about Catholicism while they are here.

“The agreements, the disagreements, the varied ways of living out the implications of one or another understanding of God in Christ, the ways the world has shaped and been shaped by the Christian tradition – all this and more are part of what make up the Catholic intellectual tradition,” says Michael Budde, chair of Catholic studies. “It seeks truth from all sources, and engages the questions and practices of Christian life with the practices of scholarly activity.”

Several renowned Catholic scholars have joined the faculty in recent years. Among them are Peter Casarella, William T. Cavanaugh and Matthew Maguire. Casarella is a Yale graduate who came to DePaul from a post at the Catholic University of America to launch the Center for World Catholicism and Intercultural Theology, which hosts international scholars for a wide variety of theological discussions. Cavanaugh is one of the nation’s leading ecclesiologists. Maguire is a Harvard-trained European intellectual historian with a joint appointment in DePaul’s Department of History. Also joining the faculty have been highly respected junior appointments including Emanuel Colombo and Sheryl Overmyer from the University of Padua and Duke respectively.

Karen Scott, associate professor of Catholic studies and history, says, “By definition, Catholic studies is interdisciplinary.” For example, one can study Dorothy Day, co-founder of the Catholic Worker movement, as an American historical figure, or examine her advocacy for the poor through the lens of her Catholic faith. Consequently, most courses are cross-listed with political science, peace studies and philosophy, among others. They include intriguing titles like “Catholicism and Consumerism,” “Movies and Morals,” and “The Catholic Church in World Politics.”

Scott, who teaches “Medieval Mystics,” adds that “Most of Western art is Catholic. It was commissioned by the church for Catholics, and its iconography comes directly from the Bible.” This makes for excellent interdisciplinary courses with the History of Art and Architecture department.

Junior Marco Gomez of Aurora is a Catholic studies major who was skilled in math, but chose DePaul because “I wanted to explore my Catholic faith, every nook and cranny.” He has not yet decided what career he will pursue. “Right now, I’m open to anything. I love history, so maybe a historian. I have also thought about work in the church, either as laity or a religious person.”

Gomez says the program has been a blessing. “I have grown intellectually, learned more about myself, strengthened my faith and met a lot of great people.” All of this bodes well for the future as DePaul concludes the first year of a new collaborative relationship with Catholic Theological Union, the largest Roman Catholic graduate school of theology and ministry in the United States. This partnership opens up many new academic programs to students and faculty of each institution.
Mass on Sunday night at St. Vincent de Paul Church is the place to be for students seeking a sense of community, says Sister Katie Norris, D.C., director of Catholic Campus Ministry (CCM), noting that post-mass munchies and mingling cultivate a strong communal spirit. About 250 students participate weekly, with peaks of about 400 on special days like Palm Sunday.

“We have our own bulletin called ‘The Connection’ that we distribute,” says senior Carolyne Luna. “It has reflections written by students and promotes our events every week. After mass, the residents of the Vincent and Louise house provide a light snack so people can enjoy a cookie as they see their friends, make new friends and reconnect.”

CCM evolved as a unit within University Ministry in 2006 to enhance opportunities for Catholic students to practice and learn more about faith. Liturgy Coordinator Matt Merkt says increased programming, the addition of two staff members and, most importantly, a new high-traffic location on the first floor of the Lincoln Park Student Center, have done the trick.

Founding director Rev. Chris Robinson, C.M., agrees. “There are many students, Catholic and from other traditions, who hang out, visit, and find a place to be. It is very welcoming and right in the middle of the Student Center’s ‘main street.’”

Luna has attended Catholic school since kindergarten and found a comfortable home in CCM. She describes her participation as “an amazing and complex journey that continues to challenge me to define and redefine faith, spirituality, community and reflection.”

“This has been one of a handful of communities where I feel supported and loved, and where I have been able to build strong, genuine relationships with people. It has fostered growth in my spiritual life, a part of me that I didn’t think I would prioritize at any point of my life.”

Luna was introduced to CCM through the liturgical choir and participated in a retreat, after which she joined the retreat team and Pastoral Council.

“Retreats are among the activities that are expanding due to popularity,” says Sister Katie. Weekly scripture study groups called Café Catholique are another success. They target upperclassmen “who are developmentally at a different place in their lives, preparing to start careers and wanting to integrate their faith experience with the workaday world,” she says.

In 2007, the St. Louise de Marillac Chapel opened. Surrounded by glass and windows, the space achieved two things. “First, a clearly religious space gives permission to everyone to ask faith-based questions, Catholic or not, because it is clearly a sacred space,” Fr. Robinson says. “Secondly, the visibility of the space reminds everyone of a very Vincentian trait: faith does not hide us from the world, but actually puts us right into the heart of it and requires us to deal with the world as it is, not as we would like it to be. There are plenty of times when prayer is going on in the chapel, whether it’s mass or Taizé prayer, and everyone inside the chapel can hear what’s going on in the Student Center. Religious practice, as St. Vincent and St. Louise viewed it, takes us into the world and does not hide us from the world.”

Laura Routh, a dramaturgy/criticism major from Jackson, Miss., looks forward to Sunday nights. “After mass, it’s rather lively—everyone catching up with each other, fretting about our studies, enjoying refreshments provided by the Vincent and Louise House, talking with whoever presided, and a lot of hugs.”