



Illinois Hispanic Employment Plan for Public Universities Fiscal Year 2010

Illinois Board of Higher Education
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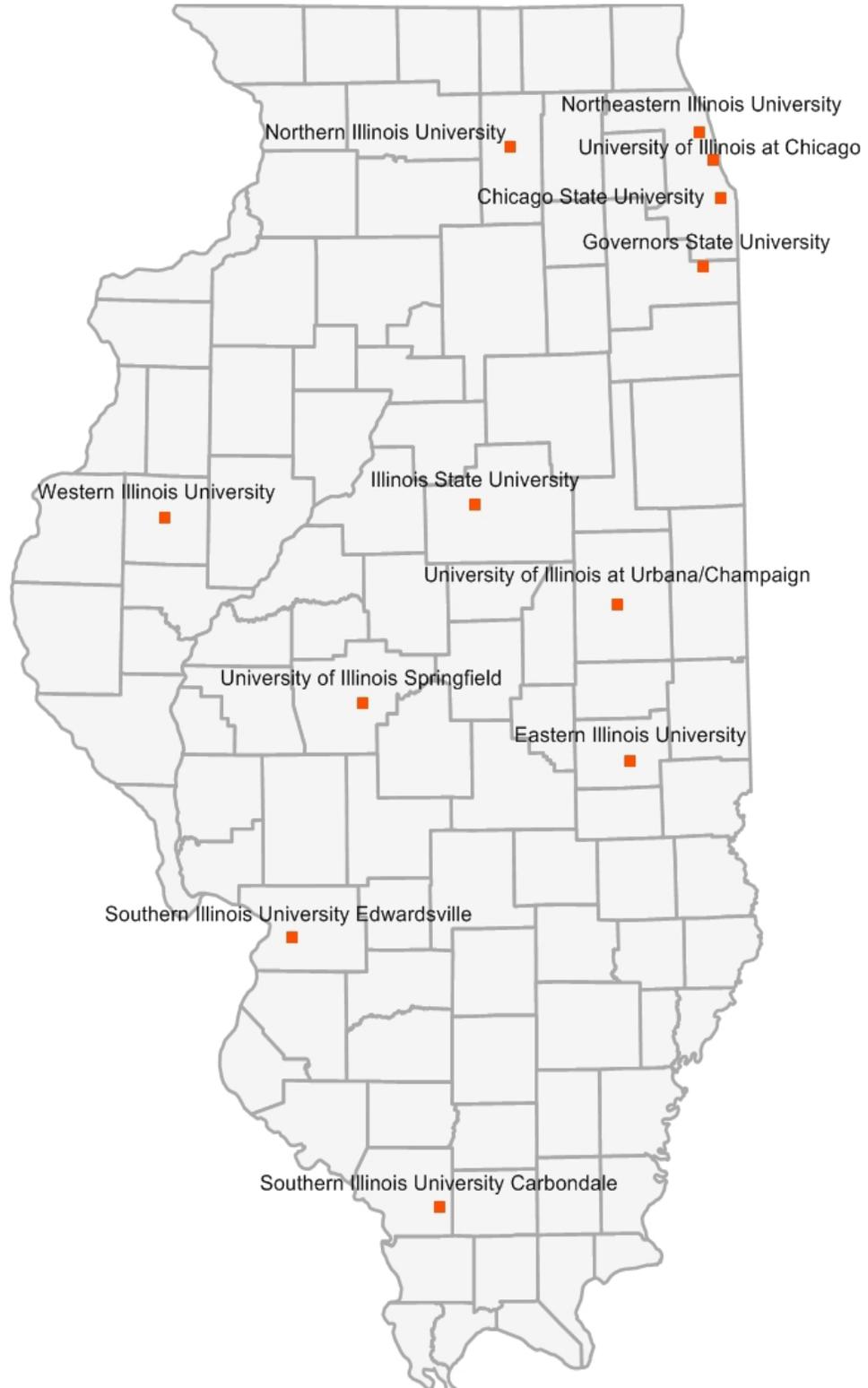
Introduction

Effective on January 1, 2011, **Senate Bill 387/Public Act 96-1286** requires public universities and community colleges to annually report to the General Assembly the progress on efforts to hire and promote Hispanic faculty, administrative staff, and bilingual persons at public colleges and universities. This report is required as part of the larger State Hispanic Employment Plan and the Bilingual Employment Plan.

The fall of 2010 was the first year for data collection for the Hispanic Employment Plan for Higher Education. Plans are underway to form a committee made up of representatives from each state university and each community college to advise the Illinois Board of Higher Education on the specific language and questions for all future reports.

Data collection was undertaken in consultation with appropriate institutional representatives. The Illinois Community College Board (ICCB) will be submitting a separate report for all community colleges.

Map of Public Universities

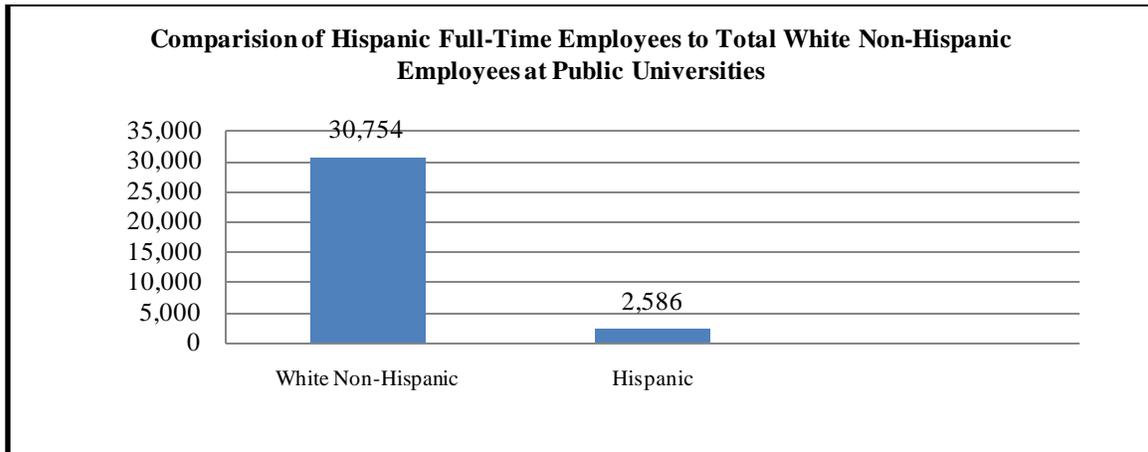


Overview

Hispanic Employees at Public Universities and Illinois Board of Higher Education

Institution	Full-time Hispanic Employees, in all Occupations
Chicago State University	45
Eastern Illinois University	24
Governors State University	13
Illinois State University	85
Northeastern Illinois University	435
Northern Illinois University	105
Southern Illinois University Carbondale	66
Southern Illinois University Edwardsville	25
U of I at Chicago	1,447
U of I at Urbana/Champaign	291
U of I Springfield	16
Western Illinois University	33
Illinois Board of Higher Education	1
Total: 2,586	

These numbers were reported by Illinois state universities in December 2010 and include full-time Hispanic faculty, administration, professional, skilled, and office employees.



From 2009 IBHE Data and Self-Reporting 2010 State Universities Hispanic Numbers

Overview of Hispanic Employees at Public Universities, Total State and Hispanic Populations

The majority of Hispanic faculty, administration, and other staff are to be found in Chicago and the northern areas of the state university system. Illinois' total population stands at **12,910,409**. The Latino/Hispanic population for Illinois, as of the 2010 census, is **1,872,619** or **14.6** percent of the total population. Illinois state universities report a total of **2,586** Hispanic employees. There are **30,754** White Non-Hispanic employees at public universities. No public university employee receives bilingual pay.

Summary of Surveys

This survey was developed to better reflect the employment staffing needs within public postsecondary four-year institutions and specific outcomes with regard to Hispanic employment. Public Act 96-1286 directed the Illinois Board of Higher Education to complete the first Hispanic Employment Plan for higher education. This will be an annual report that will include information from each of the state's postsecondary institutions. The Illinois Community College Board will submit a separate report covering the state's 48 community colleges.

Section A

Hispanic Employment Plan Survey Results

Chicago State University

1. As of June 30, 2010, provide the number of Hispanics employed within each of the following Equal Employment Opportunity Commission categories:	
3	Tenured Faculty/Officials and Managers
5	Non-Tenured Faculty
19	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
18	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

2. If applicable, as of June 30, 2010, provide the number of employees in Spanish-speaking option positions who receive bilingual pay employed within each of the following categories:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

3. As of June 30, 2010, provide the number of funded positions within each of the following Equal Employment Opportunity Commission categories:	
153	Tenured Faculty/Officials and Managers
153	Non-Tenured Faculty
263	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
391	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

4. As of June 30, 2010, provide total number of institutional employees on board; include full-time, part-time, and leave of absences: 960

5. As of June 30, 2010, provide the number of underrepresentation for Hispanics by category:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any employment initiatives? Additionally, has your Institution established a budget for bilingual (Spanish-speaking option) initiatives? If yes, provide FY10 budget allocation for each of these Initiatives:

No

7. Provide FY09 budget allocation for above Hispanic employment initiative(s) and bilingual (Spanish-speaking option) initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment, and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

N/A

9. List all Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

N/A

If applicable to your Institution: bilingual skills are for institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as a bilingual option? (Example: structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional initiatives that provide Hispanic employees with career ladder enhancement, self-development training, or otherwise enhance your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the Equal Employment Opportunity Commission categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Our institution must first identify positions that Hispanics and Spanish-speaking bilinguals are required. Then we can effectively target number of underrepresentation of this employee class.

Eastern Illinois University

1. As of June 30, 2010, provide the number of Hispanics employed within each of the following Equal Employment Opportunity Commission categories:	
12	Tenured Faculty/Officials and Managers
4	Non-Tenured Faculty
0	Administrative Staff/Technicians
3	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
5	Service-Maintenance

2. If applicable, as of June 30, 2010, provide the number of employees in Spanish-speaking option positions who receive bilingual pay employed within each of the following categories:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

3. As of June 30, 2010, provide the number of funded positions within each of the following Equal Employment Opportunity Commission categories:	
510	Tenured Faculty/Officials and Managers
191	Non-Tenured Faculty
328	Administrative Staff/Technicians
53	Professional Staff/Protective Service Workers
315	Office and Clerical/Para-Professionals
88	Skilled Craft Workers
309	Service-Maintenance

4. As of June 30, 2010, provide total number of institutional employees on board; include full-time, part-time, and leave of absences: 1,794

5. As of June 30, 2010, provide the number of underrepresentation for Hispanics by category:	
5	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
3	Professional Staff/Protective Service Workers
3	Office and Clerical/Para-Professionals
1	Skilled Craft Workers
0	Service-Maintenance

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any employment initiatives? Additionally, has your Institution established a budget for bilingual (Spanish-speaking option) initiatives? If yes, provide FY10 budget allocation for each of these initiatives:

Despite experiencing reductions in state appropriations, Eastern Illinois University (EIU) continued its support for proposals put forward from the departments related to initiatives for recruiting applications from individuals who were Hispanic, for encouraging finalists who were Hispanic to accept offers of employment, and for retaining these employees. Examples of this type of university support for the recruitment and employment of members of underrepresented groups have included the following: additional visits to the campus and the community by the candidates and his/her family members, additional support for start-up costs in teaching and research, additional support for professional development travel during the first year of employment, and additional support for the acquisition of equipment, software, and other items related to the new employee's professional development and research program. In addition, EIU expanded its outreach to groups, programs, and events that may serve or otherwise reach members of the Hispanic community in Illinois and the nation. These efforts are detailed in the response to 9a.

7. Provide FY09 budget allocation for above Hispanic employment initiative(s) and bilingual (Spanish-speaking option) initiatives:

Eastern Illinois University support for these initiatives was available in FY09.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment, and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Administrators and other hiring agents receive training and regular briefings regarding EIU's commitment to affirmative action and equal employment opportunities. At the beginning of the search processes, they are required to submit documents detailing specific recruiting efforts that will be carried out for the vacancy. Other members of the screening committee also have access to this plan and documentation. Later in the process, before the lists of candidates are finalized for interviews, hiring agents are required to document targeted recruiting efforts that occurred and to discuss the diversity of the qualified applicant pool. They also are required to submit information explaining how the candidates, who are proposed for interviews, are perceived to be more competitive than other applicants. They are required to discuss the status of applicants, who have identified themselves as Hispanic on the EEO card, administered by the Civil Rights and Diversity Office. At the conclusion of the interviews, before offers of employment may be made, hiring agents are required to discuss in detail how any candidates, who may be Hispanic, compared to others who were interviewed. In those instances where it is found that hiring agents have not complied with these expectations in an appropriate manner, searches may be extended, reviews of candidates may be re-examined, or searches may be cancelled.

9. List all Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

In FY10, EIU carried out specific, additional steps beyond its already significant employee recruiting strategies to attract members of the Hispanic community to apply for vacancies at the university. For example, EIU placed a page advertisement that contained information about EIU, as well as current and future employment opportunities, in the Illinois Association of Hispanic State Employees Conference program (September 25, 2009). Other examples include the following: placed vacancy announcements on the Illinois Latino Council on Higher Education subscribers' service; two full-page advertisements containing information about EIU; current and future employment opportunities placed in *Hispanic Outlook in Higher Education* (November 11, 2009 and May 3, 2010); professional, managerial, and faculty positions placed on Hispanic-jobs.com; and a page advertisement that contained information about EIU, as well as current and future employment opportunities in the National Conference on Race and Ethnicity in American Higher Education (NCORE) program held on June 1-5, 2010. EIU was one of few campuses that recruited potential employees at the University of Illinois-Urbana Multicultural Career Fair which was held on October 15, 2009. Hiring agents and screening committee members are charged with carrying out and documenting extensive networking activities with potential applicants. They contact colleagues at campuses with large enrollments of Hispanic students requesting they encourage those students and employees to apply for vacancies at EIU. In addition to these efforts, the university also communicates with a wide array of sources that target other underrepresented groups, including African Americans, Asians, Native Americans, veterans, and also persons with disabilities. Vacancy announcements are routinely placed in appropriate professional journals, professional list-services, and at professional conference recruiting tables. The University routinely advertises in sites which reach very wide audiences such as the *Chronicle of Higher Education*, HigherEdJobs.com, *Inside Higher Education*, and regional and national newspapers. Vacancy announcements are communicated to members of the Alumni Association and are posted on institutional websites.

If applicable to your Institution: bilingual skills are for institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as a bilingual option? (Example: structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional initiatives that provide Hispanic employees with career ladder enhancement, self-development training, or otherwise enhances your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

Hispanic employees are provided opportunities for advancement and development in a nondiscriminatory manner. Where applicable, provisions of collective bargaining agreements and the State Universities Civil Service System statutes and rules are fully applied. Professional

development and training opportunities are available.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Administrators and other hiring agents receive training and regular briefings regarding EIU's commitment to affirmative action and equal employment opportunities. At the beginning of the search processes, they are required to submit documents detailing specific recruiting efforts that will be carried out for the vacancy. Other members of the screening committee also have access to this plan and documentation. Later in the process, before the lists of candidates are finalized for interviews, hiring agents are required to document targeted recruiting efforts that occurred and to discuss the diversity of the qualified applicant pool. They also are required to submit information explaining how the candidates, who are proposed for interviews, are perceived to be more competitive than other applicants. They are required to discuss the status of applicants, who have identified themselves as Hispanic on the EEO card, administered by the Civil Rights and Diversity Office. At the conclusion of the interviews, before offers of employment may be made, hiring agents are required to discuss in detail how any candidates, who may be Hispanic, compared to others who were interviewed. In those instances where it is found that hiring agents have not complied with these expectations in an appropriate manner, searches may be extended, reviews of candidates may be re-examined, or searches may be cancelled.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the Equal Employment Opportunity Commission categories:

At least 28 employees are bilingual (Spanish-speaking), working in positions located in all divisions at EIU. Four Equal Employment Opportunity Commission categories had some level of number of underrepresentation of individuals who are Hispanic, based upon a multi-factor analysis of the composition potential available applicant pool and workforce for this campus. For the Faculty/Official and Managers category, Hispanics were underutilized from 0.9% to 2.3%. For the Professional Staff category, Hispanics were underutilized by 0.9%. For the Office and Clerical category, Hispanics were underutilized by 1%. For the category Skilled Crafts, Hispanics were underutilized by 1%. Based upon a multi-factor analysis of the composition of the potential available applicant pool and the workforce, Hispanics were not underutilized in three categories: non-tenured faculty, technicians, and service maintenance.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

In FY10, 10.3% of the tenure-track faculty members employed during that recruiting cycle were Hispanic, exceeding the goals related to the national composition of doctoral candidates by race and ethnicity and also the percentage of Hispanic faculty employed at most campuses. In FY09, no tenure-track positions had been filled with individuals who identified themselves as Hispanic.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

EIU assessed in fall 2010 the availability of bilingual and multilingual skills among its employees. At least 106 employees are bilingual or multilingual with abilities to communicate effectively with students, family members, and members of the public in at least 40 languages

and dialects (besides English). Twenty-eight employees are bilingual in Spanish/English. An institutional database of these employees' language skills is available for the university to draw upon if there should be an increased need to interpret or translate materials for students, families, or members of the public.

EIU, in fall 2010, surveyed departments that most frequently interact with students and families regarding the number of cases in which it was necessary to interpret or translate materials from English to another language or from another language to English. In addition, departments were asked to evaluate the time allocated for any such activities and the level of such assistance. Most departments reported that they had not received any requests for bilingual interpretations or translations. One department that works with incoming students reported approximately 30 instances in which they needed to interpret some information written in English into Spanish for family members of students. They characterized these activities as using a limited amount of time. That department employs an individual who is bilingual in Spanish/English. In addition, the International Students and Scholars Office reported one occasion in which it was necessary to translate information from another language into English. That department characterized this case as a "minimal" use of employee time.

EIU will continue to monitor any unmet needs related to the availability of bilingual services needed in support of the university mission. Should demand increase or change, the University will address such needs.

Governors State University

1. As of June 30, 2010, provide the number of Hispanics employed within each of the following Equal Employment Opportunity Commission categories:	
1	Tenured Faculty/Officials and Managers
1	Non-Tenured Faculty
1	Administrative Staff/Technicians
5	Professional Staff/Protective Service Workers
4	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
1	Service-Maintenance

2. If applicable, as of June 30, 2010, provide the number of employees in Spanish-speaking option positions who receive bilingual pay employed within each of the following categories:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

3. As of June 30, 2010, provide the number of funded positions within each of the following Equal Employment Opportunity Commission categories:	
82	Tenured Faculty/Officials and Managers
316	Non-Tenured Faculty
51	Administrative Staff/Technicians
189	Professional Staff/Protective Service Workers
189	Office and Clerical/Para-Professionals
20	Skilled Craft Workers
38	Service-Maintenance

4. As of June 30, 2010, provide total number of institutional employees on board; include full-time, part-time, and leave of absences: 885

5. As of June 30, 2010, provide the number of underrepresentation for Hispanics by category:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any employment initiatives? Additionally, has your Institution established a budget for bilingual (Spanish-speaking option) initiatives? If yes, provide FY10 budget allocation for each of these initiatives:

The recruitment of Hispanic faculty is budgeted with the recruitment of all faculty at Governors State University (GSU). In FY10, \$125,000 was allocated for the recruitment/search for faculty and administrative/professional staff.

7. Provide FY09 budget allocation for above Hispanic employment initiative(s) and bilingual (Spanish-speaking option) initiatives:

Same as above.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment, and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

GSU employs a Human Resource professional who is responsible for monitoring the search/recruitment process to ensure compliance with all equal opportunity laws and regulations in the interviewing and hiring process.

9. List all Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

GSU advertises faculty and professional/administrative vacancies in *Hispanic Outlook*, a professional journal for Hispanics in higher education. Since there are communities with significant Hispanic populations in close proximity to the university, the university does advertise vacant positions in local newspapers to which the Hispanic community has access. For faculty and high level administrative positions, there is outreach to recruit from Hispanic serving institutions of higher education.

If applicable to your Institution: bilingual skills are for institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as a bilingual option? (Example: structured oral interview, written test, none)

In GSU's Latino Center for Excellence, skills in speaking and writing Spanish were preferred qualifications to fill the two full-time positions in the program. The search committee included employees who were Spanish-speaking and could converse with the candidates in Spanish.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

The University does not utilize the Spanish-speaking option in filling positions.

9d. Promotional initiatives that provide Hispanic employees with career ladder enhancement, self-development training, or otherwise enhances your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

GSU, as a state university, is not mandated to use the Hiring and Promotion Monitor.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the Equal Employment Opportunity Commission categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

The overall workforce of GSU is 4% Hispanic. This is based on the overall percentage of employees who have self-identified as Hispanic. This percentage has remained constant for the past two fiscal years.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

The state universities Affirmative Action Affinity Group has requested that the State Universities Civil Service System staff develop additional and better civil service test preparation guides and practice tests. It is anticipated that this will increase the number of all prospective employees in passing the civil service examinations.

Illinois State University

1. As of June 30, 2010, provide the number of Hispanics employed within each of the following Equal Employment Opportunity Commission categories:	
16	Tenured Faculty/Officials and Managers
14	Non-Tenured Faculty
0	Administrative Staff/Technicians
18	Professional Staff/Protective Service Workers
3	Office and Clerical/Para-Professionals
3	Skilled Craft Workers
31	Service-Maintenance

2. If applicable, as of June 30, 2010, provide the number of employees in Spanish-speaking option positions who receive bilingual pay employed within each of the following categories:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

3. As of June 30, 2010, provide the number of funded positions within each of the following Equal Employment Opportunity Commission categories:	
798	Tenured Faculty/Officials and Managers
613	Non-Tenured Faculty
190	Administrative Staff/Technicians
866	Professional Staff/Protective Service Workers
490	Office and Clerical/Para-Professionals
100	Skilled Craft Workers
478	Service-Maintenance

4. As of June 30, 2010, provide total number of institutional employees on board; include full-time, part-time, and leave of absences: 3,535

5. As of June 30, 2010, provide the number of underrepresentation for Hispanics by category:	
3	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
4	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
2	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any employment initiatives? Additionally, has your Institution established a budget for bilingual (Spanish-speaking option) initiatives? If yes, provide FY10 budget allocation for each of these initiatives:

Recruitment: Under the Underrepresented Group Faculty Retention Assistance Program, funds are made available to assist colleges in attracting individuals from underrepresented groups (African American, Native American, Hispanic, Pacific Islander, and Asian American) to faculty positions at Illinois State University (ISU). Under this University program administered through the Provost's Office, funds are made available for the first three years of employment of new faculty from underrepresented groups for the following purposes: a) support of professional development (e.g., professional travel, summer teaching support, research, equipment, graduate assistant support) for the new faculty member (up to \$8,000 annually); b) departmental costs associated with the professional development of the new faculty member (up to \$2,000 annually); and c) salary supplement for tenured faculty member designated as professional mentor for the new faculty member (up to \$1,000 annually). Bilingual Initiatives: The University has not established a separate budget for bilingual (Spanish-speaking option) initiatives.

7. Provide FY09 budget allocation for above Hispanic employment initiative(s) and bilingual (Spanish-speaking option) initiatives:

In FY 2009, expenditures for the Underrepresented Group Faculty Retention Assistance Program totaled \$21,000.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment, and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

All faculty and staff at ISU are offered the opportunity to participate in Search and Selection Committee training sessions provided by the Office of Human Resources. These training sessions detail the University's affirmative action recruitment, selection, and hiring process and remind hiring authorities of their responsibility to attract highly qualified candidates from traditionally underrepresented groups. In addition to these efforts, the Director of the Office of Equal Opportunity, Ethics, and Access regularly meets with the President of ISU to strategize on efforts to increase the number of highly qualified Hispanics employed at the University and to meet affirmative action goals.

9. List all Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

The President of Illinois State University places great emphasis on the recruitment, selection, and promotion of highly-qualified Hispanic applicants and employees. To this end, ISU maintains a close relationship with the following regional and national organizations: National Association of Hispanic Journalists, National Society of Hispanic MBA's, Academic Diversity Search, Affirmative Action Register, Hispanic Online Career Center, Hispanic Outlook in Higher Education, Diversifying Faculty In Illinois, La Palabra LatPro Network, Minority Careers in

Education Exposition, Illinois Association of Hispanic State Employees, and the Illinois Latino Council on Higher Education. The University also conducts outreach and provides employment vacancy notices to local churches, community organizations, and advocacy groups with strong ties to the regional Hispanic population.

If applicable to your Institution: bilingual skills are for institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as a bilingual option? (Example: structured oral interview, written test, none)

The Office of Human Resources reviews all vacant positions to determine if the job description necessitates a bilingual requirement. Individual employing units within the University also may designate the job responsibilities of an employment vacancy to require a bilingual candidate.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

As the number of highly qualified Spanish-speaking students and job candidates increases, so does the need for more bilingual university employees. As employment vacancies become available, the Office of Equal Opportunity, Ethics, and Access meets with individual hiring authorities to discuss recruitment strategies to address the Hispanic number of underrepresentation and address affirmative action hiring goals. In these discussions, the feasibility of including a bilingual requirement is discussed and if deemed appropriate, added to the job description.

9d. Promotional initiatives that provide Hispanic employees with career ladder enhancement, self-development training, or otherwise enhances your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

ISU follows all civil service hiring and promotion guidelines, the administrative professional selection/promotion process, and Appointment Salary Promotion and Tenure Policies to meet the needs of our bilingual and Hispanic faculty and staff.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

The Office of Equal Opportunity, Ethics, and Access monitors personnel transactions to ensure each transaction complies with the University's Equal Employment Opportunity policy and meets affirmative action search and selection guidelines. All hiring authorities are aware of the University's policies and procedures and no hire is authorized without review and approval from the Office of Human Resources and the Office of Equal Opportunity, Ethics, and Access.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the Equal Employment Opportunity Commission categories:

The University does not have a mechanism for identifying the number of Spanish-speaking bilingual persons employed by the institution. While a number of individuals are required to speak Spanish in accordance with the work responsibilities, we do not know how many others

employed at the University are also bilingual. Employment of Hispanics increased slightly between 2009 and 2010. A total of 85 individuals identifying themselves as Hispanic were employed by ISU in spring 2010, compared to 84 in spring 2009.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

Between 2009 and 2010, the number of individuals identifying themselves as Hispanic who were employed by ISU increased by one (from 84 to 85). Changes among the employment categories for Hispanics were as follows: The number of Tenured Faculty/Officials and Managers stayed constant between 2009 and 2010 at 16. The number of Non-Tenured Faculty increased from 11 in 2009 to 14 in 2010. There were no Hispanics employed as Administrative Staff/Technicians in 2010; , while there was one in 2009. There were 18 Professional Staff/Protective Service workers in 2010, compared to 17 in 2009. The number of Office and Clerical/Para-Professionals remained constant at three in 2009 and 2010. The number of Skilled Craft workers remained constant at three in 2009 and 2010. The number of Service-Maintenance workers totaled 31 in 2010, compared to 33 in 2009.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

ISU continues to monitor the recruitment, selection, and promotion of highly- qualified Hispanic and Spanish-speaking bilinguals in the Affirmative Action Plan, Underrepresented Groups Report, and Peer Institution Report. All three documents are prepared on an annual basis for the President's Cabinet, shared with the University's Board of Trustees, and presented publically at various times during the academic year.

Northeastern Illinois University

1. As of June 30, 2010, provide the number of Hispanics employed within each of the following Equal Employment Opportunity Commission categories:	
68	Tenured Faculty/Officials and Managers
39	Non-Tenured Faculty
24	Administrative Staff/Technicians
4	Professional Staff/Protective Service Workers
103	Office and Clerical/Para-Professionals
1	Skilled Craft Workers
7	Service-Maintenance

2. If applicable, as of June 30, 2010, provide the number of employees in Spanish-speaking option positions who receive bilingual pay employed within each of the following categories:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

3. As of June 30, 2010, provide the number of funded positions within each of the following Equal Employment Opportunity Commission categories:	
265	Tenured Faculty/Officials and Managers
438	Non-Tenured Faculty
227	Administrative Staff/Technicians
16	Professional Staff/Protective Service Workers
426	Office and Clerical/Para-Professionals
3	Skilled Craft Workers
44	Service-Maintenance

4. As of June 30, 2010, provide total number of institutional employees on board; include full-time, part-time, and leave of absences: 1,419

5. As of June 30, 2010, provide the number of underrepresentation for Hispanics by category:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any employment initiatives? Additionally, has your Institution established a budget for bilingual (Spanish-speaking option) initiatives? If yes, provide FY10 budget allocation for each of these initiatives:

Northeastern Illinois University (NEIU) has placed employment ads in the *HOY* newspaper and has sent staff to recruitment events that target Latino communities. NEIU has not established a budget specifically geared to recruit Latino and bilingual Spanish-speaking employees.

7. Provide FY09 budget allocation for above Hispanic employment initiative(s) and bilingual (Spanish-speaking option) initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment, and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

N/A

9. List all Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

N/A

If applicable to your Institution: bilingual skills are for institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as a bilingual option? (Example: structured oral interview, written test, none).

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional initiatives that provide Hispanic employees with career ladder enhancement, self-development training, or otherwise enhances your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

NEIU created a hiring manual. All administrative, professional, and faculty searches must be conducted with strict adherence to this manual. The NEIU Affirmative Action Officer is responsible for explaining the policies and procedures to each search and screen committee before it can begin its work. Moreover, the Affirmative Action Officer continually monitors the committees to make certain they adhere to the hiring manual's requirements.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the Equal Employment Opportunity Commission categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

One suggestion is a Facebook page for state universities that covers Latino and bilingual Spanish topics of interest. It would feature university job postings from around the state. A major impediment to targeted recruitment is the cost of advertising. *HOY* newspaper, for example, is almost prohibitively expensive. Nonetheless, there are a number of free electronic newsletters that include position announcements free of charge. A list of these resources should be compiled by the Illinois Board of Higher Education (IBHE). Every time a university announces a position, it could routinely and free of charge, send the language to the IBHE where it would then be centrally compiled by a staff member and forwarded to the newsletters.

Northern Illinois University

1. As of June 30, 2010, provide the number of Hispanics employed within each of the following Equal Employment Opportunity Commission categories:	
15	Tenured Faculty/Officials and Managers
17	Non-Tenured Faculty
9	Administrative Staff/Technicians
24	Professional Staff/Protective Service Workers
18	Office and Clerical/Para-Professionals
6	Skilled Craft Workers
16	Service-Maintenance

2. If applicable, as of June 30, 2010, provide the number of employees in Spanish-speaking option positions who receive bilingual pay employed within each of the following categories:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

3. As of June 30, 2010, provide the number of funded positions within each of the following Equal Employment Opportunity Commission categories::	
490	Tenured Faculty/Officials and Managers
736	Non-Tenured Faculty
327	Administrative Staff/Technicians
956	Professional Staff/Protective Service Workers
742	Office and Clerical/Para-Professionals
108	Skilled Craft Workers
531	Service-Maintenance

4. As of June 30, 2010, provide total number of institutional employees on board; include full-time, part-time and Leave of absences: 3,890

5. As of June 30, 2010, provide the number of underrepresentation for Hispanics by category:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any employment initiatives? Additionally, has your Institution established a budget for bilingual (Spanish-speaking option) initiatives? If yes, provide FY10 budget allocation for each of these Initiatives:

In addition to recruitment budgets utilized by the college and divisions of Northern Illinois University (NIU); during FY10, \$80,000 was budgeted for advertising recruitment expenses through the Center for Diversity Resources. The purpose of these funds was to assist with advertisement in diverse publications and/or venues to ensure that advertisements were accessible to diverse candidates. Such funds were allocated to departments upon request. During FY2010, while a specific budget allocation for bilingual initiatives was not established, the University provided various bilingual services such as translation requests, assistance with statewide examinations, and assistance with interpretative services involving student recruitment and admissions information.

7. Provide FY09 budget allocation for above Hispanic employment initiative(s) and bilingual (Spanish-speaking option) initiatives:

In addition to the above response, additional monies were budgeted for advertisement in the *Hispanic Heritage Publication*, which targets the Chicagoland area with the goal of attracting Hispanic candidates for positions at Northern Illinois University (NIU).

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

NIU has a well-established commitment to diversity. An example of the scope of resources devoted to diversity in general can be located at <http://www.niu.edu/diversity/>. Specifically, the University's faculty/staff search process and procedures ensure that all administrative staff engaged in active recruitment activities targets the increase of Hispanic employees at both the faculty and staff levels. During FY10, and in accordance with the strategic planning implemented by the Office of the Provost, a critical review of recruitment strategies, best practices, policies, and procedures were reviewed with the goal of developing a comprehensive training module and program for faculty search committees. This training initiative was conducted in September 2010 and involved more than 20 department chairs. In moving forward, administrative staff will receive information regarding the mandate and training opportunities, via the University's general search process training and workshops regarding the legislative mandate. Lastly, the Hispanic Employment Plan is posted on the Center for Affirmative Action and Diversity Resources website and is part of the overall faculty/staff search process and procedures training process.

9. List all Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

NIU has a well-established commitment to diversity. An example of the scope of resources devoted to diversity in general can be located at <http://www.niu.edu/diversity/>. During FY10, Affirmative Action Diversity Resources continued to engage in active strategies to recruit Hispanic faculty and staff to NIU. As evidenced via collaborative relations with the Office of the

Provost and the Division of Student Affairs, NIU has taken a committed and active approach towards such recruitment via involvement with development of the strategic plan as it relates to diverse recruitment and hiring, advertisements for most searches in Hispanic publications, inclusion of a bilingual staff person within the Human Resource Services function, and continued active affiliation with statewide Hispanic affiliations and associations.

If applicable to your Institution: bilingual skills are for institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as a bilingual option? (Example: structured oral interview, written test, none)

In most cases, bilingual skills are assessed via oral interview and/or written materials and certifications when applicable.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

Bilingual skills are considered required or preferred qualifications for many positions. Bilingual skills also are always considered as a positive attribute in candidate evaluations.

9d. Promotional initiatives that provide Hispanic employees with career ladder enhancement, self-development training, or otherwise enhances your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

They are consistent with current recruitment and retention initiatives.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

All faculty and staff positions must be reviewed by the divisional Vice President at the Center for Affirmative Action and Human Resource Services prior to approval to hire. Based upon voluntary EEO information, a full assessment of equal employment opportunities is conducted to ensure that promotional hiring and opportunities exist. Specific search authorization records and procedures are implemented for this purpose.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the Equal Employment Opportunity Commission categories:

New hire and baseline representation statistics are evaluated periodically throughout the year to monitor these benchmarks.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

Yes, there is a general trend towards an increase in Hispanic representation. This is especially evident in new hire representation.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

NIU will continue to utilize current policies and procedures.

Southern Illinois University Carbondale

1. As of June 30, 2010, provide the number of Hispanics employed within each of the following Equal Employment Opportunity Commission categories:	
9	Tenured Faculty/Officials and Managers
28	Non-Tenured Faculty
2	Administrative Staff/Technicians
9	Professional Staff/Protective Service Workers
8	Office and Clerical/Para-Professionals
2	Skilled Craft Workers
8	Service-Maintenance

2. If applicable, as of June 30, 2010, provide the number of employees in Spanish-speaking option positions who receive bilingual pay employed within each of the following categories:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

3. As of June 30, 2010, provide the number of funded positions within each of the following Equal Employment Opportunity Commission categories:	
523	Tenured Faculty/Officials and Managers
869	Non-Tenured Faculty
276	Administrative Staff/Technicians
581	Professional Staff/Protective Service Workers
716	Office and Clerical/Para-Professionals
174	Skilled Craft Workers
386	Service-Maintenance

4. As of June 30, 2010, provide total number of institutional employees on board; include full-time, part-time and Leave of absences: 3,525

5. As of June 30, 2010, provide the number of underrepresentation for Hispanics by category:	
1	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
11	Administrative Staff/Technicians
4	Professional Staff/Protective Service Workers
20	Office and Clerical/Para-Professionals
26	Skilled Craft Workers
9	Service-Maintenance

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) initiatives? If yes, provide FY10 budget allocation for each of these Initiatives:

Yes, recruitment initiatives for Hispanic and Latino faculty consist of a revolving fund designated to assist in supporting academic units with the diversifying of Southern Illinois University Carbondale (SIUC).

7. Provide FY09 budget allocation for above Hispanic employment initiative(s) and bilingual (Spanish-speaking option) initiatives:

A corpus of funds was set aside beginning in 2001 for the specific purpose of supporting minority faculty hiring. The MINORITY HIRING INITIATIVE was designed to provide salary support at decreasing increments of 25%. This means that a minority faculty salary would be centrally supported at 100% in the first year of employment, 75% in the second year, 50% in the third year, and 25% in the fourth year. The rationale, which continues to this day, is financial support for four years in a tenure-track line gave the department ample time to commit to continuous employment by finding funds to support the faculty line on their own. The recruitment of Hispanic and Latino faculty is to strengthen University efforts in diversifying SIUC.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The Office of Associate Chancellor for Institutional Diversity works collaboratively with the Provost, Vice Chancellor, and Affirmative Action Office to ensure diverse search committees and on-site training. All search committees operating under the Provost and Vice Chancellor's Office are required to view a DVD on "How to Conduct a Good Faith Search" and discuss the "Handbook on Hiring Diversity."

9. List all Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Hispanic initiatives are included in the University's Affirmative Action Plan. The Hispanic Resource Center is available for faculty and staff usage. Hispanic recruiting is in collaboration with the Office of Diversity and Equity (ODE). Funding is available for professional development for faculty and staff. The ODE works with local and state conferences to promote community involvement and recruitment. The University utilizes a range of diverse publications to place job ads.

If applicable to your Institution: bilingual skills are for institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as a bilingual option? (Example: structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional initiatives that provide Hispanic employees with career ladder enhancement, self-development training, or otherwise enhances your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

Promotional initiatives include the establishment of the Hispanic Resource Center, professional development opportunities, the University Women Professional Advancement provides educational advancement training in collaboration with student affairs and appropriate academic units; and the University supports Hispanic Celebrations.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

All advertisements and job descriptions for open positions are carefully screened and applicants are closely tracked to see that minorities (Hispanics/Latinos) are included in as many job searches as possible. Hiring and promotion is monitored via the Associate Chancellor for Institutional Diversity.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the Equal Employment Opportunity Commission categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

Southern Illinois University Edwardsville

1. As of June 30, 2010, provide the number of Hispanics employed within each of the following Equal Employment Opportunity Commission categories:	
3	Tenured Faculty/Officials and Managers
10	Non-Tenured Faculty
2	Administrative Staff/Technicians
7	Professional Staff/Protective Service Workers
1	Office and Clerical/Para-Professionals
1	Skilled Craft Workers
1	Service-Maintenance

2. If applicable, as of June 30, 2010, provide the number of employees in Spanish-speaking option positions who receive bilingual pay employed within each of the following categories:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

3. As of June 30, 2010, provide the number of funded positions within each of the following Equal Employment Opportunity Commission categories:	
302	Tenured Faculty/Officials and Managers
337	Non-Tenured Faculty
88	Administrative Staff/Technicians
522	Professional Staff/Protective Service Workers
548	Office and Clerical/Para-Professionals
63	Skilled Craft Workers
236	Service-Maintenance

4. As of June 30, 2010, provide total number of institutional employees on board; include full-time, part-time and Leave of absences: 2,096

5. As of June 30, 2010, provide the number of underrepresentation for Hispanics by category:	
6	Tenured Faculty/Officials and Managers
3	Non-Tenured Faculty
4	Administrative Staff/Technicians
5	Professional Staff/Protective Service Workers
7	Office and Clerical/Para-Professionals
2	Skilled Craft Workers
5	Service-Maintenance

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) initiatives? If yes, provide FY10 budget allocation for each of these Initiatives:

Recruitment initiatives for Hispanic faculty are handled at the department and/or unit level. Southern Illinois University Edwardsville has not established a budget for bilingual initiatives.

7. Provide FY09 budget allocation for above Hispanic Employment Initiative(s) and Bilingual (Spanish-speaking option) initiatives:

Since the recruitment of Hispanic faculty and staff are part of the University's overall efforts to diversify its workforce; we are unable to determine a budgeted amount for Hispanics and other minorities.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The Office of Institutional Compliance, in concert with the Office of Human Resources and the Office of General Counsel, offers training programs throughout the year to address our efforts regarding the Hispanic Employment Plan.

List all Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Some strategies include: establishing placement goals for Hispanic faculty and staff and using Hispanic recruiting resources. Hispanic initiatives are included in the University's Affirmative Action Plan. We are members of Latino Roundtable of Southwestern Illinois.

If applicable to your Institution: bilingual skills are for institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as a bilingual option? (Example: structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional initiatives that provide Hispanic employees with career ladder enhancement, self-development training, or otherwise enhances your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

N/A

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the Equal Employment Opportunity Commission categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

N/A

University of Illinois at Chicago

1. As of June 30, 2010, provide the number of Hispanics employed within each of the following Equal Employment Opportunity Commission categories:	
191	Tenured Faculty/Officials and Managers
50	Non-Tenured Faculty
630	Administrative Staff/Technicians
225	Professional Staff/Protective Service Workers
144	Office and Clerical/Para-Professionals
20	Skilled Craft Workers
187	Service-Maintenance

2. If applicable, as of June 30, 2010, provide the number of employees in Spanish-speaking option positions who receive bilingual pay employed within each of the following categories:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

3. As of June 30, 2010, provide the number of funded positions within each of the following Equal Employment Opportunity Commission categories:	
2353	Tenured Faculty/Officials and Managers
1476	Non-Tenured Faculty
4113	Administrative Staff/Technicians
2071	Professional Staff/Protective Service Workers
866	Office and Clerical/Para-Professionals
288	Skilled Craft Workers
677	Service-Maintenance

4. As of June 30, 2010, provide total number of institutional employees on board; include full-time, part-time and Leave of absences: 11,844

5. As of June 30, 2010, provide the number of underrepresentation for Hispanics by category:	
13	Tenured Faculty/Officials and Managers
11	Non-Tenured Faculty
7	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
28	Skilled Craft Workers
16	Service-Maintenance

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) initiatives? If yes, provide FY10 budget allocation for each of these Initiatives:

Yes, through the Underrepresented Faculty Recruitment Program. The FY10 budget allocation for Hispanic/Latino faculty was \$1,707,750.

7. Provide FY09 budget allocation for above Hispanic employment initiative(s) and bilingual (Spanish-speaking option) initiatives:

Through the Underrepresented Faculty Recruitment Program, the FY09 budget allocation for Hispanic/Latino faculty was \$1,459,841.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

This is included in academic hiring training.

9. List all Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

The Underrepresented Faculty Recruitment Program (UFRP) is to help attract and retain a faculty that more closely resembles the University of Illinois at Chicago (UIC) student population. The UFRP is designed to encourage and assist colleges and departments that have selected underrepresented candidates for hire by providing funds toward salary and research. UFRP at UIC is an extension of the Minority Faculty Recruitment Program (MFRP), which has been operational since 1989 for hiring African American, Latino, and Native American candidates to tenured or tenure-track positions. All 13 colleges at UIC have benefited from the MFRP since its inception. Since its inception, this program has augmented support for more than 200 faculty members and represents an investment of close to \$30 million.

If applicable to your Institution: bilingual skills are for institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as a bilingual option? (Example: structured oral interview, written test, none)

The applicant discloses on the civil service job application languages they can speak, read, write, translate, teach, and if they are native to the language. UIC does not administer any test. The hiring department further evaluates language skills during the job interview.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

Unknown

9d. Promotional initiatives that provide Hispanic employees with career ladder enhancement, self-development training, or otherwise enhances your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

Unknown

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

We will include this in academic hiring training. The Office for Access and Equity will review relevant academic search requests including waiver of search requests and reports for compliance.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the Equal Employment Opportunity Commission categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

N/A

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

The Chancellor's Committee on the Status of Latinos (CCSL) may participate in an advisory capacity for outreach and recruitment resources.

University of Illinois at Urbana-Champaign

1. As of June 30, 2010, provide the number of Hispanics employed within each of the following Equal Employment Opportunity Commission categories:	
113	Tenured Faculty/Officials and Managers
89	Non-Tenured Faculty
7	Administrative Staff/Technicians
15	Professional Staff/Protective Service Workers
21	Office and Clerical/Para-Professionals
10	Skilled Craft Workers
36	Service-Maintenance

2. If applicable, as of June 30, 2010, provide the number of employees in Spanish-speaking option positions who receive bilingual pay employed within each of the following categories:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

3. As of June 30, 2010, provide the number of funded positions within each of the following Equal Employment Opportunity Commission categories:	
2,778	Tenured Faculty/Officials and Managers
3,503	Non-Tenured Faculty
410	Administrative Staff/Technicians
645	Professional Staff/Protective Service Workers
1,823	Office and Clerical/Para-Professionals
573	Skilled Craft Workers
1,260	Service-Maintenance

4. As of June 30, 2010, provide total number of institution employees on board; include full-time, part-time and Leave of absences: 10,992

5. As of June 30, 2010, provide the number of underrepresentation for Hispanics by category:	
28	Tenured Faculty/Officials and Managers
9	Non-Tenured Faculty
0	Administrative Staff/Technicians
6	Professional Staff/Protective Service Workers
12	Office and Clerical/Para-Professionals
6	Skilled Craft Workers
0	Service-Maintenance

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) initiatives? If yes, provide FY10 budget allocation for each of these Initiatives:

Yes, the following amount is for diverse and underrepresented faculty which includes Hispanics: \$952,575.

7. Provide FY09 budget allocation for above Hispanic employment initiative(s) and bilingual (Spanish-speaking option) initiatives:

The following amount is for diverse and underrepresented faculty which includes Hispanics: \$1,389,067.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The University of Illinois at Urbana-Champaign (UIUC) has an affirmative action plan for its faculty and staff employees. The plan requirements are consistent with the legislative mandates of the Employment Plan. As such, the University's implementation of its affirmative action plan complies with the terms of the Hispanic Employment Plan.

List all Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

Pursuant to the plan, the Office of Equal Opportunity and Access works closely with Human Resources to increase the representation of women and minorities in job groups in which they are underrepresented. Each college and administrative unit has an Equal Employment Opportunity Officer, who is chair of the EEO Committee. This Committee is responsible for oversight of issues related to equal employment opportunity. Equal Employment Opportunity Officers work closely with Affirmative Action Officers, who are at the department level. Affirmative Action Officers are responsible for implementing good faith efforts relating to recruitment and outreach to increase the diversity of applicant pools. Additionally, the campus has a strong commitment to diversity as represented by Inclusive Illinois: one campus, many voices. Inclusive Illinois is the campus' commitment to an inclusive living, learning, and working community. Each college and administrative unit on campus has an Inclusive Illinois representative who is responsible for being a resource for the unit on issues of diversity. The Office of Equal Opportunity and Access meets regularly with Affirmative Action Officers, Equal Employment Opportunity Officers, and Inclusive Illinois representatives to discuss compliance and diversity objectives and mandates. This structure is reflective of an institutional commitment to diversity, and implementation of the legislative mandates of the Hispanic Employment Plan. The campus also works closely with the minority community in Champaign-Urbana with respect to employment opportunities.

If applicable to your Institution: bilingual skills are for institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as a bilingual option? (Example: structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional initiatives that provide Hispanic employees with career ladder enhancement, self-development training, or otherwise enhances your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

UIUC offers various training and professional development opportunities for all staff throughout the year to support their career goals and objectives.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

The University monitors hiring and promotion as part of its Affirmative Action Plan compliance activities.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the Equal Employment Opportunity Commission categories:

Although the University has made a few gains, there are many challenges the University must address. Champaign County has a relatively small population of Hispanics and a majority of positions are filled locally. Additionally, there are substantially fewer vacancies than in past years due to budget constraints. The competition is very strong across the nation for minority faculty and senior administrators. However, the University remains committed and aggressively recruits for diversity. The University is reviewing its outreach to larger Hispanic counties in Illinois.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

The level of Hispanics at the UIUC campus has remained relatively consistent over the past few years.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

The University will be working on developing stronger collaborative relationships with Hispanic outreach networks in Illinois in order to notify them of job opportunities.

University of Illinois Springfield

1. As of June 30, 2010, provide the number of Hispanics employed within each of the following Equal Employment Opportunity Commission categories:	
2	Tenured Faculty/Officials and Managers
6	Non-Tenured Faculty
3	Administrative Staff/Technicians
1	Professional Staff/Protective Service Workers
3	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
1	Service-Maintenance

2. If applicable, as of June 30, 2010, provide the number of employees in Spanish-speaking option positions who receive bilingual pay employed within each of the following categories:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

3. As of June 30, 2010, provide the number of funded positions within each of the following Equal Employment Opportunity Commission categories:	
94	Tenured Faculty/Officials and Managers
110	Non-Tenured Faculty
104	Administrative Staff/Technicians
185	Professional Staff/Protective Service Workers
132	Office and Clerical/Para-Professionals
22	Skilled Craft Workers
72	Service-Maintenance

4. As of June 30, 2010, provide total number of institutional employees on board; include full-time, part-time and Leave of absences: 719

5. As of June 30, 2010, provide the number of underrepresentation for Hispanics by category:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) initiatives? If yes, provide FY10 budget allocation for each of these Initiatives:

Not currently. It is under consideration. Regarding Section 5: Number of underrepresentation data and analysis are under review.

7. Provide FY09 budget allocation for above Hispanic Employment Initiative(s) and Bilingual (Spanish-speaking option) initiatives:

N/A

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

The Associate Chancellor for Access and Equal Opportunity meets with the Council of Deans, Human Resources managers, hiring supervisors, and all faculty and staff search committees to ensure compliance with all applicable Equal Employment Opportunity and diversity mandates. Compliance objectives also are a mandated aspect of the search, recruitment, interviewing, and selection employment processes.

9. List all Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

The University of Illinois Springfield (UIS) is establishing a Campus-Community Diversity Alliance to create and strengthen partnerships and identify opportunities to recruit Hispanic faculty and staff. We also will incorporate the Hispanic Faculty and Staff Employment Recruitment Plan as a dedicated aspect of existing and ongoing Affirmative Action plans.

If applicable to your Institution: bilingual skills are for institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as a bilingual option? (Example: structured oral interview, written test, none)

N/A

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A

9d. Promotional initiatives that provide Hispanic employees with career ladder enhancement, self-development training, or otherwise enhances your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

The Associate Chancellor for Access and Equal Opportunity pursues compliance and diversity objectives when promotional opportunities arise.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

UIS regularly communicates compliance mandates to academic deans, administrative department heads, hiring managers, and faculty and professional search committees; guides processes and practices to ensure compliance; and provides oversight and advice.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the Equal Employment Opportunity Commission categories:

Efforts are underway and results are pending.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

There are none for the reporting period.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Some recommendations are: enhanced community outreach, including partnerships with civic organizations and enhanced support to students to encourage graduate and professional degree attainment.

Western Illinois University

1. As of June 30, 2010, provide the number of Hispanics employed within each of the following Equal Employment Opportunity Commission categories:	
23	Tenured Faculty/Officials and Managers
4	Non-Tenured Faculty
1	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
4	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
1	Service-Maintenance

2. If applicable, as of June 30, 2010, provide the number of employees in Spanish-speaking option positions who receive bilingual pay employed within each of the following categories:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

3. As of June 30, 2010, provide the number of funded positions within each of the following Equal Employment Opportunity Commission categories:	
869	Tenured Faculty/Officials and Managers
225	Non-Tenured Faculty
212	Administrative Staff/Technicians
212	Professional Staff/Protective Service Workers
378	Office and Clerical/Para-Professionals
85	Skilled Craft Workers
216	Service-Maintenance

4. As of June 30, 2010, provide total number of institutional employees on board; include full-time, part-time and Leave of absences: 2,197

5. As of June 30, 2010, provide the number of underrepresentation for Hispanics by category:	
7	Tenured Faculty/Officials and Managers
3	Non-Tenured Faculty
3	Administrative Staff/Technicians
5	Professional Staff/Protective Service Workers
6	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
2	Service-Maintenance

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) initiatives? If yes, provide FY10 budget allocation for each of these Initiatives:

Western Illinois University (WIU) allocates funds to support the dual career recruitment and retention program. This program gives priority to dual career hires/retention issues that contribute to faculty/staff diversity.

7. Provide FY09 budget allocation for above Hispanic Employment Initiative(s) and Bilingual (Spanish-speaking option) initiatives:

The FY09 budget allocation was not spent on the initiative due to difficult budgetary circumstances.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

All search committee members are required to meet with the AA/EEO Officer to ensure that they understand their AA/EEO responsibilities. All searches are monitored by the Equal Opportunity and Access Office from the time of advertisement and recruitment through the employment offer.

9. List all Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

WIU continues to utilize targeted advertising and recruitment strategies by advertising in/with niche publications/organizations and requiring search committees to develop an advertising distribution plan, which includes advertising in venues with known diverse audiences. In addition to the strategies already mentioned, WIU also offers a dissertation fellow program for traditionally underrepresented groups and utilizes the civil service trainee and learner programs to assist with diversifying the civil service workforce.

If applicable to your Institution: bilingual skills are for institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as a bilingual option? (Example: structured oral interview, written test, none)

Bilingual skills are assessed via demonstrated reading, writing, and oral proficiency.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

This item is currently not applicable. However, in the event it becomes necessary to increase the number of available bilingual/Spanish-speaking employees; WIU would take the appropriate steps to advertise, recruit, and employ the necessary staff.

9d. Promotional initiatives that provide Hispanic employees with career ladder enhancement, self-development training, or otherwise enhances your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

All eligible employees are afforded the same promotional opportunities. Women and minorities are encouraged to participate. The University also offers an Affirmative Action Administrative Internship for women and minorities, which allows employees to gain administrative experience in order to make themselves more marketable for promotional opportunities.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

The Hiring and Promotion Monitor is not applicable to our Univeristy.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the Equal Employment Opportunity Commission categories:

N/A

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

WIU was not required to complete this report last year. This data is not readily available.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

Some suggestions include continuing to use targeted recruitment strategies and increasing participation in job/career fairs when the budget situation improves.

Illinois Board of Higher Education

1. As of June 30, 2010, provide the number of Hispanics employed within each of the following Equal Employment Opportunity Commission categories:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
1	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

2. If applicable, as of June 30, 2010, provide the number of employees in Spanish-speaking option positions who receive bilingual pay employed within each of the following categories:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

3. As of June 30, 2010, provide the number of funded positions within each of the following Equal Employment Opportunity Commission categories:	
5	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
22	Professional Staff/Protective Service Workers
7	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

4. As of June 30, 2010, provide total number of institutional employees on board; include full-time, part-time and Leave of absences: 34

5. As of June 30, 2010, provide the number of underrepresentation for Hispanics by category:	
0	Tenured Faculty/Officials and Managers
0	Non-Tenured Faculty
0	Administrative Staff/Technicians
0	Professional Staff/Protective Service Workers
0	Office and Clerical/Para-Professionals
0	Skilled Craft Workers
0	Service-Maintenance

6. Does your Institution provide budget allocations for recruitment of Hispanic faculty or any Employment initiatives? Additionally, has your Institution established a budget for Bilingual (Spanish-speaking option) initiatives? If yes, provide FY10 budget allocation for each of these Initiatives:

The Illinois Board of Higher Education (IBHE) does not have specific budget allocations for recruiting Hispanic employees because it is a small agency and has limited employment opportunities. Also IBHE is currently at parity. IBHE does not have a budget for bilingual initiatives. IBHE does not service the general public on a frequent and consistent basis and did not receive any requests for bilingual services in FY 2010.

7. Provide FY09 budget allocation for above Hispanic Employment Initiative(s) and Bilingual (Spanish-speaking option) initiatives:

N/A. See response to question 6.

8. What steps has your Institution undertaken to ensure that all administrative staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the Hispanic Employment Plan?

Currently, the IBHE is at parity for employment of Hispanics. However, if underrepresentation were to occur, the Human Resource Officer would work with management to recruit and hire Hispanics to eliminate the underrepresentation.

9. List all Institution activities undertaken in implementing the State Hispanic Employment Plan:

9a. Hispanic employment strategies (recruitment, internships, community linkages, development of a Hispanic Faculty and Staff Employment Recruitment Plan):

When filling vacancies, the IBHE posts all vacancies using employment resources that focus specifically on recruiting Hispanic applicants.

If applicable to your Institution: bilingual skills are for institutions that provide bilingual services for monolingual students or families.

9b. How does your Institution assess bilingual skills when filling positions as a bilingual option? (Example: structured oral interview, written test, none)

N/A. The IBHE does not service the general public on a frequent and consistent basis and did not receive any requests for bilingual services in FY2010. Therefore, the IBHE does not have any positions requiring bilingual skills.

9c. Spanish-speaking option employment strategies to increase the number of available bilingual/Spanish employees to service the needs of your Spanish-speaking public:

N/A. See response to question 9b above.

9d. Promotional initiatives that provide Hispanic employees with career ladder enhancement, self-development training, or otherwise enhances your Institution's ability to meet the needs of your Spanish-speaking public and your Hispanic employees:

N/A. See response to question 9b above.

9e. How has your Institution ensured that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?

Hiring and Promotion Monitors are completed for each new hire and each promotion. As required by the rules of the Illinois Department of Human Rights, each monitor is signed by the EEO Officer and the Executive Director.

10a. Provide results of your Institution's studies and monitoring success concerning the number of Hispanics and Spanish-speaking bilingual persons employed by your Institution in the Equal Employment Opportunity Commission categories:

Since the IBHE is a small agency and has limited employment opportunities, the IBHE has not conducted any specific studies to monitor Hispanic employment. As mentioned previously, the IBHE is at parity for employment of Hispanics.

10b. Were there any increases or decreases in those levels from the prior year? If so, please provide specific details.

No.

11. Please provide any suggestions/recommendations for increasing the number of Hispanics and Spanish-speaking bilinguals employed by your Institution.

There are no suggestions at this time.

Section B

Bilingual Needs and Bilingual Pay Survey Highlights

Traditionally, the public four-year Universities have not focused on providing services to the general public or their students in any other language but English. However, in the future, due to an ever-increasing Hispanic population in the state, there may be a need for some Universities to have selected personnel on hand who will be able to provide day-to-day services in Spanish.

The responses to the bilingual needs survey was positive overall. Some Universities, especially those closer to Chicago, do utilize specific personnel that serve, from time to time, as interpreters and/or translators.

Chicago State University

1. Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients.

0

a) What was the approximate time commitment of those cases?	
0	(i) 15 minutes or less?
0	(ii) 16 minutes to 60 minutes?
0	(iii) 61 minutes to half of a work day?
0	(iv) more than half of a work day?

Please ensure the total is 100%.

b) What percentage of those cases required in-depth assistance?

0

- NOTE: For the purposes of this survey, in-depth assistance is defined as:
- More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
- A commitment of extensive time and resources.
- The simultaneous or consecutive interpretation of complex concepts.

c) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

a) How many institution employees receive a bilingual pay supplement?

0

b) Of those employees, how many have utilized bilingual skills?

0

c) What percentage of those employees used bilingual skills ?	
0	(i) every day
0	(ii) at least once a week
0	(iii) at least once a month
0	(iv) at least once a year

Please ensure the total is 100%.

4. Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

a) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. How many institution positions subject to the provisions of the Personnel Code exist for which a language option is indicated on the position description?

 3

a) Are there any institution positions not subject to the provisions of the Personnel Code that require language interpretation or translation skills?

No

6. How many vacancy notices were posted for institution positions designated with language options?

 0

a) Of those, how many positions were filled?

 0

7. How many institution positions designated with language options were vacated?

 1

a) How many institution positions designated with language options were revised to delete the language option?

 0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12. a) and 12. b). Institutions with no bilingual staff, please answer only 12. c).

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

The institution has not employed a methodology, at this time, to determine the number of bilingual positions needed to render effective service to our clients. We do, however, have bilingual employees in various areas to service our clients.

b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The institution has not employed a methodology, at this time, to determine the number of bilingual positions with Spanish language options needed to render effective service to our Spanish speaking clients. We do, however, have bilingual employees in various areas to service our clients.

c) How does the institution determine that it does not require any bilingual staff?

N/A

Eastern Illinois University

1. Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients.

0

a) What was the approximate time commitment of those cases?	
0	(i) 15 minutes or less?
0	(ii) 16 minutes to 60 minutes?
0	(iii) 61 minutes to half of a work day?
0	(iv) more than half of a work day?

Please ensure the total is 100%.

b) What percentage of those cases required in-depth assistance?

0

- **NOTE:** For the purposes of this survey, in-depth assistance is defined as:
- More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
- A commitment of extensive time and resources.
- The simultaneous or consecutive interpretation of complex concepts.

c) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

a) How many institution employees receive a bilingual pay supplement?

0

b) Of those employees, how many have utilized bilingual skills?

0

c) What percentage of those employees used bilingual skills ?	
0	(i) every day
0	(ii) at least once a week
0	(iii) at least once a month
0	(iv) at least once a year

Please ensure the total is 100%.

4. Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

a) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. How many institution positions subject to the provisions of the Personnel Code exist for which a language option is indicated on the position description?

 0

a) Are there any institution positions not subject to the provisions of the Personnel Code that require language interpretation or translation skills?

No

6. How many vacancy notices were posted for institution positions designated with language options?

 0

a) Of those, how many positions were filled?

 0

7. How many institution positions designated with language options were vacated?

 0

a) How many institution positions designated with language options were revised to delete the language option?

 0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic or non-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12. a) and 12. b). Institutions with no bilingual staff, please answer only 12. c).

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Eastern Illinois University (EIU) assessed in fall 2010 the availability of bilingual and multilingual skills among its employees. At least 106 employees are bilingual or multilingual with abilities to communicate effectively with students, family members, and members of the public in at least 40 languages and dialects (besides English). Twenty-eight employees are bilingual in Spanish/English. An institutional database of these employees' language skills is available for the University to draw upon if there should be an increased need to translate materials for students, families, or members of the public.

b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

EIU in fall 2010 surveyed departments that most frequently interact with students and families about the number of cases in which it was necessary to interpret or translate materials from English to another language or from a language to English. In addition, departments were asked to evaluate the time allocated for any such activities and the level of assistance. Most departments reported that they had not received any requests for bilingual interpretations or translations. One department that works with incoming students reported approximately 30 instances in which they needed to interpret some information written in English into Spanish for family members of students. They characterized these activities as using a limited amount of time. That department employs an individual who is bilingual in Spanish/English. In addition, the International Student Office reported one occasion in which it was necessary to translate information from another language into English. They characterized this case as “minimal.” EIU will continue to monitor any unmet needs related to the availability of bilingual services related to the University mission. Should demand increase or change, the University will address these emerging needs.

c) How does the institution determine that it does not require any bilingual staff?

EIU assessed in fall 2010 the availability of bilingual and multilingual skills among its employees. At least 106 employees are bilingual or multilingual with abilities to communicate effectively with students, family members, and members of the public in at least 40 languages and dialects (besides English). Twenty-eight employees are bilingual in Spanish/English. An institutional database of these employees’ language skills is available for the University to draw upon if there should be an increased need to interpret or translate materials for students, families, or members of the public.

EIU in fall 2010 surveyed departments that most frequently interact with students and families about the number of cases in which it was necessary to interpret or translate materials from English to another language or from another language to English. In addition, departments were asked to evaluate the time allocated for any such activities and the level of such assistance. Most departments reported that they had not received any requests for bilingual interpretations or translations. One department that works with incoming students reported approximately 30 instances in which they needed to interpret some information written in English into Spanish for family members of students. They characterized these activities as using a limited amount of time. That department employs an individual who is bilingual in Spanish/English. In addition, the International Students and Scholars Office reported one occasion in which it was necessary to translate information from another language into English. That department characterized this case as a “minimal” use of employee time.

EIU will continue to monitor any unmet needs related to the availability of bilingual services needed in support of the University mission. Should demand increase or change, the University will address such needs.

Governors State University

1. Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients.

 0

a) What was the approximate time commitment of those cases?	
0	(i) 15 minutes or less?
0	(ii) 16 minutes to 60 minutes?
0	(iii) 61 minutes to half of a work day?
0	(iv) more than half of a work day?

Please ensure the total is 100%.

b) What percentage of those cases required in-depth assistance?

 0

- **NOTE:** For the purposes of this survey, in-depth assistance is defined as:
- More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
- A commitment of extensive time and resources.
- The simultaneous or consecutive interpretation of complex concepts.

c) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

 0

a) How many institution employees receive a bilingual pay supplement?

 0

b) Of those employees, how many have utilized bilingual skills?

 0

c) What percentage of those employees used bilingual skills ?	
0	(i) every day
0	(ii) at least once a week
0	(iii) at least once a month
0	(iv) at least once a year

Please ensure the total is 100%.

4. Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

a) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. How many institution positions subject to the provisions of the Personnel Code exist for which a language option is indicated on the position description?

 0

a) Are there any institution positions not subject to the provisions of the Personnel Code that require language interpretation or translation skills?

No

6. How many vacancy notices were posted for institution positions designated with language options?

 0

a) Of those, how many positions were filled?

 0

7. How many institution positions designated with language options were vacated?

 0

a) How many institution positions designated with language options were revised to delete the language option?

 0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic or non-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12. a) and 12. b). Institutions with no bilingual staff, please answer only 12. c).

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Governors State University (GSU) does not designate positions as bilingual. The posting for the two positions in the GSU Center for Latino Excellence indicated the ability to speak and write Spanish were preferred qualities. Both full-time employees of that program speak and write Spanish.

b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

GSU employs Spanish-speaking employees throughout the university. These employees assist any student or perspective student with bilingual needs upon request.

c) How does the institution determine that it does not require any bilingual staff?

GSU has not determined that it does not need bilingual staff.

Illinois State University

1. Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients.

0

a) What was the approximate time commitment of those cases?	
0	(i) 15 minutes or less?
0	(ii) 16 minutes to 60 minutes?
0	(iii) 61 minutes to half of a work day?
0	(iv) more than half of a work day?

Please ensure the total is 100%.

b) What percentage of those cases required in-depth assistance?

0

- **NOTE:** For the purposes of this survey, in-depth assistance is defined as:
- More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
- A commitment of extensive time and resources.
- The simultaneous or consecutive interpretation of complex concepts.

c) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

a) How many institution employees receive a bilingual pay supplement?

0

b) Of those employees, how many have utilized bilingual skills?

0

c) What percentage of those employees used bilingual skills ?	
0	(i) every day
0	(ii) at least once a week
0	(iii) at least once a month
0	(iv) at least once a year

Please ensure the total is 100%.

4. Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

a) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. How many institution positions subject to the provisions of the Personnel Code exist for which a language option is indicated on the position description?

 0

a) Are there any institution positions not subject to the provisions of the Personnel Code that require language interpretation or translation skills?

Yes

6. How many vacancy notices were posted for institution positions designated with language options?

 1

a) Of those, how many positions were filled?

 1

7. How many institution positions designated with language options were vacated?

 0

a) How many institution positions designated with language options were revised to delete the language option?

 0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic or non-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12. a) and 12. b). Institutions with no bilingual staff, please answer only 12. c).

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

The Office of Human Resources reviews all vacant positions to determine if the job description necessitates a bilingual requirement. Individual employing units within the University also may designate the job responsibilities of an employment vacancy to require a bilingual candidate.

b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The Office of Human Resources reviews all vacant positions to determine if the job description necessitates a bilingual requirement. Individual employing units within the University also may designate the job responsibilities of an employment vacancy to require a bilingual candidate.

c) How does the institution determine that it does not require any bilingual staff?

The Office of Human Resources and the individual employing unit makes this determination on the basis of the programmatic need of the audience being served.

Northeastern Illinois University

1. Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients.

0

a) What was the approximate time commitment of those cases?	
0	(i) 15 minutes or less?
0	(ii) 16 minutes to 60 minutes?
0	(iii) 61 minutes to half of a work day?
0	(iv) more than half of a work day?

Please ensure the total is 100%.

b) What percentage of those cases required in-depth assistance?

0

- **NOTE:** For the purposes of this survey, in-depth assistance is defined as:
- More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
- A commitment of extensive time and resources.
- The simultaneous or consecutive interpretation of complex concepts.

c) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

a) How many institution employees receive a bilingual pay supplement?

0

b) Of those employees, how many have utilized bilingual skills?

0

c) What percentage of those employees used bilingual skills ?	
0	(i) every day
0	(ii) at least once a week
0	(iii) at least once a month
0	(iv) at least once a year

Please ensure the total is 100%.

4. Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

a) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. How many institution positions subject to the provisions of the Personnel Code exist for which a language option is indicated on the position description?

 0

a) Are there any institution positions not subject to the provisions of the Personnel Code that require language interpretation or translation skills?

 0

6. How many vacancy notices were posted for institution positions designated with language options?

 0

a) Of those, how many positions were filled?

 0

7. How many institution positions designated with language options were vacated?

 0

a) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic or non-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12. a) and 12. b). Institutions with no bilingual staff, please answer only 12. c).

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

N/A

b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

c) How does the institution determine that it does not require any bilingual staff?

One prerequisite of all students is either to have graduated from an accredited high school or to have passed a GED. It is a de facto assumption that all students understand and speak English. Our enrollment office offered anecdotal accounts of parents of students receiving explanations in Spanish - this being done as a courtesy by bilingual staff who happen to be on hand at the moment.

Northern Illinois University

1. Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients.

144

a) What was the approximate time commitment of those cases?	
27	(i) 15 minutes or less?
41	(ii) 16 minutes to 60 minutes?
32	(iii) 61 minutes to half of a work day?
0	(iv) more than half of a work day?

Please ensure the total is 100%.

b) What percentage of those cases required in-depth assistance?

56

- **NOTE:** For the purposes of this survey, in-depth assistance is defined as:
- More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
- A commitment of extensive time and resources.
- The simultaneous or consecutive interpretation of complex concepts.

c) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

7

a) How many institution employees receive a bilingual pay supplement?

0

b) Of those employees, how many have utilized bilingual skills?

100%

c) What percentage of those employees used bilingual skills ?	
N/A	(i) every day
N/A	(ii) at least once a week
N/A	(iii) at least once a month
N/A	(iv) at least once a year

Please ensure the total is 100%.

4. Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

a) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

Yes

5. How many institution positions subject to the provisions of the Personnel Code exist for which a language option is indicated on the position description?

 0

a) Are there any institution positions not subject to the provisions of the Personnel Code that require language interpretation or translation skills?

Yes

6. How many vacancy notices were posted for institution positions designated with language options?

 15

a) Of those, how many positions were filled?

 14

7. How many institution positions designated with language options were vacated?

 1

a) How many institution positions designated with language options were revised to delete the language option?

 0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic-or-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12. a) and 12. b). Institutions with no bilingual staff, please answer only 12. c).

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Utilizing simple descriptive statistics, the number/percentage of students seeking admission to the University and/or the number/percentage of individuals seeking employment opportunities are used to assist the University in determining the need for and number of bilingual positions. The bilingual requirement is integrated into the job description as a required skill and prerequisite of the position. Bilingual supplements are not provided because it is a required skill of the employee filling the position.

b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Same as above.

c) How does the institution determine that it does not require any bilingual staff?

NA

Southern Illinois University Carbondale

1. Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients.

0

a) What was the approximate time commitment of those cases?

0	(i) 15 minutes or less?
0	(ii) 16 minutes to 60 minutes?
0	(iii) 61 minutes to half of a work day?
0	(iv) more than half of a work day?

Please ensure the total is 100%.

b) What percentage of those cases required in-depth assistance?

0

- **NOTE:** For the purposes of this survey, in-depth assistance is defined as:
- More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
- A commitment of extensive time and resources.
- The simultaneous or consecutive interpretation of complex concepts.

c) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

0

a) How many institution employees receive a bilingual pay supplement?

0

b) Of those employees, how many have utilized bilingual skills?

0

c) What percentage of those employees used bilingual skills ?	
0	(i) every day
0	(ii) at least once a week
0	(iii) at least once a month
0	(iv) at least once a year

Please ensure the total is 100%.

4. Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

a) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. How many institution positions subject to the provisions of the Personnel Code exist for which a language option is indicated on the position description?

 0

a) Are there any institution positions not subject to the provisions of the Personnel Code that require language interpretation or translation skills?

No

6. How many vacancy notices were posted for institution positions designated with language options?

 0

a) Of those, how many positions were filled?

 0

7. How many institution positions designated with language options were vacated?

 0

a) How many institution positions designated with language options were revised to delete the language option?

 0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic or non-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12. a) and 12. b). Institutions with no bilingual staff, please answer only 12. c).

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

N/A

b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish-speaking clients?

N/A

c) How does the institution determine that it does not require any bilingual staff?

N/A

Southern Illinois University Edwardsville

1. Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients.

 0

a) What was the approximate time commitment of those cases?	
0	(i) 15 minutes or less?
0	(ii) 16 minutes to 60 minutes?
0	(iii) 61 minutes to half of a work day?
0	(iv) more than half of a work day?

Please ensure the total is 100%.

b) What percentage of those cases required in-depth assistance?

 0

- **NOTE:** For the purposes of this survey, in-depth assistance is defined as:
- More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
- A commitment of extensive time and resources.
- The simultaneous or consecutive interpretation of complex concepts.

c) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

 0

3. a) How many institution employees receive a bilingual pay supplement?

 0

b) Of those employees, how many have utilized bilingual skills?

 0

c) What percentage of those employees used bilingual skills ?	
0	(i) every day
0	(ii) at least once a week
0	(iii) at least once a month
0	(iv) at least once a year

Please ensure the total is 100%.

4. Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

a) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. How many institution positions subject to the provisions of the Personnel Code exist for which a language option is indicated on the position description?

 0

a) Are there any institution positions not subject to the provisions of the Personnel Code that require language interpretation or translation skills?

No

6. How many vacancy notices were posted for institution positions designated with language options?

 0

a) Of those, how many positions were filled?

 0

7. How many institution positions designated with language options were vacated?

 0

a) How many institution positions designated with language options were revised to delete the language option?

 0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic or non-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12. a) and 12. b). Institutions with no bilingual staff, please answer only 12. c).

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

N/A

b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

c) How does the institution determine that it does not require any bilingual staff?

N/A

University of Illinois at Chicago

1. Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients.

 0

a) What was the approximate time commitment of those cases?	
0	(i) 15 minutes or less?
0	(ii) 16 minutes to 60 minutes?
0	(iii) 61 minutes to half of a work day?
0	(iv) more than half of a work day?

Please ensure the total is 100%.

b) What percentage of those cases required in-depth assistance?

 0

- **NOTE:** For the purposes of this survey, in-depth assistance is defined as:
- More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
- A commitment of extensive time and resources.
- The simultaneous or consecutive interpretation of complex concepts.

c) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

 0

3. a) How many institution employees receive a bilingual pay supplement?

 0

b) Of those employees, how many have utilized bilingual skills?

 0

c) What percentage of those employees used bilingual skills?	
0	(i) every day
0	(ii) at least once a week
0	(iii) at least once a month
0	(iv) at least once a year

Please ensure the total is 100%.

4. Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

a) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. How many institution positions subject to the provisions of the Personnel Code exist for which a language option is indicated on the position description?

 0

a) Are there any institution positions not subject to the provisions of the Personnel Code that require language interpretation or translation skills?

 Yes No

6. How many vacancy notices were posted for institution positions designated with language options?

 0

a) Of those, how many positions were filled?

 0

7. How many institution positions designated with language options were vacated?

 0

a) How many institution positions designated with language options were revised to delete the language option?

 0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

 0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic or non-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12. a) and 12. b). Institutions with no bilingual staff, please answer only 12. c).

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

N/A

b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

c) How does the institution determine that it does not require any bilingual staff?

N/A

University of Illinois at Urbana-Champaign

1. Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients.

 0

a) What was the approximate time commitment of those cases?	
0	(i) 15 minutes or less?
0	(ii) 16 minutes to 60 minutes?
0	(iii) 61 minutes to half of a work day?
0	(iv) more than half of a work day?

Please ensure the total is 100%.

b) What percentage of those cases required in-depth assistance?

 0

- **NOTE:** For the purposes of this survey, in-depth assistance is defined as:
- More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
- A commitment of extensive time and resources.
- The simultaneous or consecutive interpretation of complex concepts.

c) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

 0

3. How many institution employees receive a bilingual pay supplement?

 0

a) Of those employees how many have utilized bilingual skills?

 0

b) What percentage of those employees used bilingual skills?	
0	(i) every day
0	(ii) at least once a week
0	(iii) at least once a month
0	(iv) at least once a year

Please ensure the total is 100%.

4. Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

a) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. How many institution positions subject to the provisions of the Personnel Code exist for which a language option is indicated on the position description?

1

a) Are there any institution positions not subject to the provisions of the Personnel Code that require language interpretation or translation skills?

1

6. How many vacancy notices were posted for institution positions designated with language options?

0

a) Of those, how many positions were filled?

0

7. How many institution positions designated with language options were vacated?

0

a) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic or non-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12. a) and 12. b). Institutions with no bilingual staff, please answer only 12. c).

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

The University assesses the services/mission, and based on its assessment, determines whether bilingual skills should be a required or preferred qualification for a position, or whether the mission can be achieved without a bilingual skills requirement.

b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

The University assesses the services/mission, and based on its assessment, determines whether bilingual skills should be a required or preferred qualification for a position, or whether the mission can be achieved without a bilingual skills requirement.

c) How does the institution determine that it does not require any bilingual staff?

N/A

University of Illinois Springfield

1. Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients.

 6

a) What was the approximate time commitment of those cases?	
60	(i) 15 minutes or less?
30	(ii) 16 minutes to 60 minutes?
10	(iii) 61 minutes to half of a work day?
0	(iv) more than half of a work day?

Please ensure the total is 100%.

b) What percentage of those cases required in-depth assistance?

 0

- **NOTE:** For the purposes of this survey, in-depth assistance is defined as:
- More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
- A commitment of extensive time and resources.
- The simultaneous or consecutive interpretation of complex concepts.

c) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

 3

a) How many institution employees receive a bilingual pay supplement?

 0

b) Of those employees, how many have utilized bilingual skills?

 0

c) What percentage of those employees used bilingual skills?	
0	(i) every day
0	(ii) at least once a week
0	(iii) at least once a month
0	(iv) at least once a year

Please ensure the total is 100%.

4. Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

a) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. How many institution positions subject to the provisions of the Personnel Code exist for which a language option is indicated on the position description?

 0

a) Are there any institution positions not subject to the provisions of the Personnel Code that require language interpretation or translation skills?

Yes

6. How many vacancy notices were posted for institution positions designated with language options?

 2

a) Of those, how many positions were filled?

 2

7. How many institution positions designated with language options were vacated?

 2

a) How many institution positions designated with language options were revised to delete the language option?

 0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

 0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic or non-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12. a) and 12. b). Institutions with no bilingual staff, please answer only 12. c).

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

Our Modern Languages Department is an academic unit of the College of Liberal Arts and Sciences. Faculty and other instructional positions are determined by course enrollment and curricula. We also staff an Office of International Programs and an Office of International Student Services, which provides support and initiatives. Although student enrollment is key, these offices serve the entire campus.

b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

Course enrollment, student admissions, and faculty and staff employment data may all be assessed to determine adequate support.

c) How does the institution determine that it does not require any bilingual staff?

N/A

Western Illinois University

1. Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients.

0

a) What was the approximate time commitment of those cases?	
0	(i) 15 minutes or less?
0	(ii) 16 minutes to 60 minutes?
0	(iii) 61 minutes to half of a work day?
0	(iv) more than half of a work day?

Please ensure the total is 100%.

b) What percentage of those cases required in-depth assistance?

0

- **NOTE:** For the purposes of this survey, in-depth assistance is defined as:
- More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
- A commitment of extensive time and resources.
- The simultaneous or consecutive interpretation of complex concepts.

c) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

2

a) How many institution employees receive a bilingual pay supplement?

0

b) Of those employees, how many have utilized bilingual skills?

0

c) What percentage of those employees used bilingual skills?	
0	(i) every day
0	(ii) at least once a week
0	(iii) at least once a month
0	(iv) at least once a year

Please ensure the total is 100%.

4. Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

Yes

a) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. How many institution positions subject to the provisions of the Personnel Code exist for which a language option is indicated on the position description?

 0

a) Are there any institution positions not subject to the provisions of the Personnel Code that require language interpretation or translation skills?

Yes

6. How many vacancy notices were posted for institution positions designated with language options?

 0

a) Of those, how many positions were filled?

 0

7. How many institution positions designated with language options were vacated?

 0

a) How many institution positions designated with language options were revised to delete the language option?

 0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

 0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic or non-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12. a) and 12. b). Institutions with no bilingual staff, please answer only 12. c).

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

It is based on identified need to effectively serve students and/or their families.

b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

It is based on identified need to effectively serve students and/or their families.

c) How does the institution determine that it does not require any bilingual staff?

N/A

Illinois Board of Higher Education

1. Please indicate the number of cases in which interpretation or translation of a source language into English was necessary to facilitate the accessibility of institution services or information to non-English-speaking clients.

 0

a) What was the approximate time commitment of those cases?	
0	(i) 15 minutes or less?
0	(ii) 16 minutes to 60 minutes?
0	(iii) 61 minutes to half of a work day?
0	(iv) more than half of a work day?

Please ensure the total is 100%.

b) What percentage of those cases required in-depth assistance?

 0

- **NOTE:** For the purposes of this survey, in-depth assistance is defined as:
- More than written translation (the transference of meaning from text to text), and more than speech translation for the purpose of facilitating dialogue.
- A commitment of extensive time and resources.
- The simultaneous or consecutive interpretation of complex concepts.

c) Did the institution utilize language interpretation services as provided by the State of Illinois Master Contract?

No

2. How many positions with language options does the institution require to provide effective service to clients who communicate in a language other than English?

 0

a) How many institution employees receive a bilingual pay supplement?

 0

b) Of those employees, how many have utilized bilingual skills?

 0

c) What percentage of those employees used bilingual skills ?	
0	(i) every day
0	(ii) at least once a week
0	(iii) at least once a month
0	(iv) at least once a year

Please ensure the total is 100%.

4. Were there any institution employees who utilized language translation or interpretation skills to assist clients but did not receive a bilingual pay supplement?

No

a) Were there any institution employees who received temporary assignment pay for utilizing bilingual skills?

No

5. How many institution positions subject to the provisions of the Personnel Code exist for which a language option is indicated on the position description?

 0

a) Are there any institution positions not subject to the provisions of the Personnel Code that require language interpretation or translation skills?

No

6. How many vacancy notices were posted for institution positions designated with language options?

 0

a) Of those, how many positions were filled?

 0

7. How many institution positions designated with language options were vacated?

 0

a) How many institution positions designated with language options were revised to delete the language option?

0

8. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to the Hispanic or Latino ethnic category?

0

9. Excluding signing/manual communication and Braille interpretation, of those institution employees receiving a bilingual pay supplement, how many are identified as belonging to a non-Hispanic or non-Latino ethnic category?

0

10. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for signing/manual communication interpretation skills?

0

11. Disregarding ethnic origin, how many institution employees receive a bilingual pay supplement for Braille interpretation skills?

0

Institutions with bilingual staff, please answer only 12. a) and 12. b). Institutions with no bilingual staff, please answer only 12. c).

12. a) What methods does the institution employ to determine the number of bilingual positions of all types needed to render effective service to its clients?

N/A

b) What methods does the institution employ to determine the number of bilingual positions with Spanish language options needed to render effective service to its Spanish speaking clients?

N/A

c) How does the institution determine that it does not require any bilingual staff?

The Illinois Board of Higher Education does not service the general public on a frequent and consistent basis and has not received any requests for bilingual services during FY10.

2010 Hispanic Employment Plan Conclusion

Conclusion:

2010 was the first year for the report. The main objective for the 2010 report was to have a snapshot of the total number of Hispanics working in public higher education in Illinois. For 2011, the Hispanic Employment Plan for Higher Education may revise its survey to further align the report to the needs of higher education in Illinois. The Illinois Board of Higher Education will develop a planning committee. The committee will develop parameters for the Hispanic Employment survey.