

## Illinois African American Employment Plan for Public Universities

### Introduction

The IBHE in collaboration with the public universities submits the second annual *Illinois African American Employment Plan for Public Universities* pursuant to Section 20 of the African American Employment Plan Act (20 ILCS 30). Each public university and IBHE report the progress made to increase the number of African American employees.

Public universities submitted data to IBHE through a survey instrument. The IBHE requested data on the number of African American employees and narratives on budget allocations, recruiting activities and incentives, institution recommendations, and new strategies to increase the number of African American employees at public universities.

The data collected in 2011 and 2010 are similar. Small variances were noted but cannot be attributed to any specific activity. Narratives about the plans and activities at public universities and IBHE are provided in Appendix A.

### African American Employees in Public Universities

The public universities reported 5,759 African American employees as of June 30, 2011. This is up slightly (2.7 percent) from 2010 when the total was 5,608. See Appendix B.

The public universities report also the number of staff by race/ethnicity to the U.S. Department of Education through IPEDS.<sup>1</sup> This data collection occurs in the fall and provides higher counts than the employment plan surveys. It appears that the fall reporting includes faculty members who are on 9-month contracts whereas the June 30<sup>th</sup> count for the employment plan does not. The table below shows the numbers and percentages of African American employees from IPEDS and the employment plan surveys. Numbers collected in the summer for the employment plan are consistently lower than the fall IPEDS data and the percentages for the summer data are greater than the fall data.

**Total Number and Percent of African American Employees in Public Universities, 2009 -2011.**

Season	Number of African American Employees	Total Number of Employees or Positions	Percent African American
Fall 2009 U.S. DOE, IPEDS	6,668	64,224	10.4%
Summer 2010 Employment Plan	5,608	43,856	12.8%
Fall 2010 U.S. DOE, IPEDS	6,395	62,549	10.2%
Summer 2011 Employment Plan	5,759	43,431	13.3%

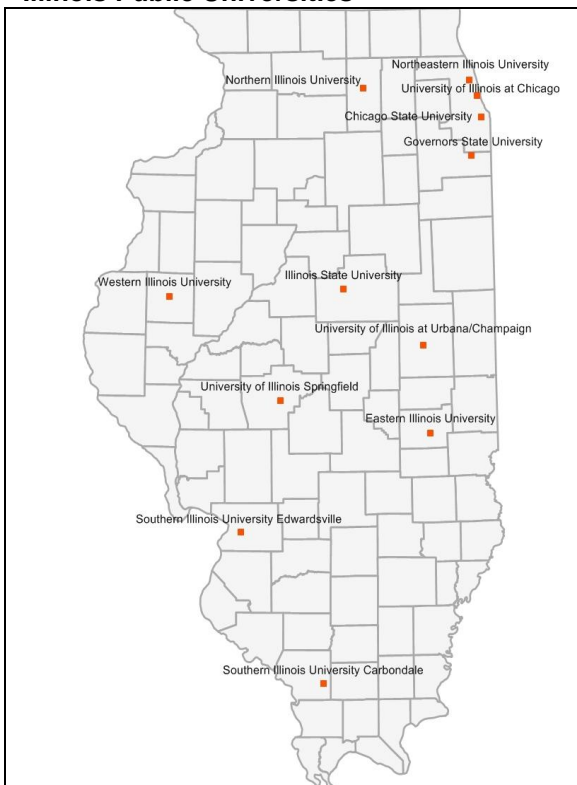
Sources: U.S. Department of Education, IPEDS Fall Data and IBHE Employment Plan data.

<sup>1</sup> IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). See <http://nces.ed.gov/ipeds/about/>.

Illinois does not have a Historically Black College or University (HBCU) within the state although our neighbors, Missouri and Kentucky, have a total of 3 HBCUs. For more than 150 years, HBCUs have provided higher education opportunities for many individuals, especially African Americans.<sup>2</sup>

The 12 public universities in Illinois are located in counties with African American populations ranging from 3 to 5 percent up to 15 percent and higher. The map below shows the geographic locations of the public universities.

**Illinois Public Universities**



Source: IBHE records.

**African American Employees by Category**

Public universities reported the African American employees in one of seven Equal Employment Opportunity Commission (EEOC) categories shown in the chart below. These categories were provided by the Illinois Central Management Systems (CMS) who oversees the employment plans of state agencies

**African American Employees by EEOC Occupational Category, Number and Percent, Summer 2011.**

Categories	Number	Percentage
Administrative Staff / Technicians	1,226	17.5%
Professional Staff / Protective Service Workers	1,046	13.4%
Office and Clerical / Para-professionals	928	23.1%
Tenured Faculty / Executive / Administrative	922	9.8%
Service-Maintenance	800	21.9%
Non-tenured Faculty / Adjunct Faculty	640	6.6%
Skilled Craft Workers	197	10.8%
<b>Total</b>	<b>5,759</b>	<b>13.3%</b>

Source: IBHE Surveys of African American Employees in Public Universities as of June 30, 2011.

The chart shows that in the summer of 2011,

- African American employees were most frequently reported in the categories of administrative staff, followed by professional staff, and office and clerical / paraprofessionals; and
- The greatest percentages of African American employees, by category, are 23.1 percent of the office and clerical / paraprofessional category and 21.9 percent of the service and maintenance staff.

The institutions of higher education have reported African American staff data for many years. Data on demographics by job category are collected and reported annually in the *Report to the Governor and General Assembly on Underrepresented Groups in Illinois Higher Education*. The reports for the years 1999 to 2012 are available online at [www.ibhe.org](http://www.ibhe.org).

Many of the occupational categories for the Underrepresented Groups reports are similar to the EEOC. In addition, the institutions report data by full-time and part-time staff, by gender,

<sup>2</sup> Barack Obama, White House Initiative on Historically Black Colleges and Universities, Executive Order # 13532, February 26, 2010. See <http://www2.ed.gov/about/inits/list/whhbcu/edlite-exec-order.html>

and by multiple race/ethnicity categories such as two or more races. The reporting requirements for the employment plan and the underrepresented groups report should be compared to determine if the reporting burdens on public universities can be reduced.

### **Advisory Council**

In 2010, an African American Employment Plan Advisory Council was authorized pursuant to Section 25 of Public Act 96-1341 but no appointments to the Council have been made.

### **Conclusion**

In the summer of 2011, the Illinois public universities reported 5,759 African American employees which is up 2.7 percent from the employment plan survey in 2010. The universities reported African American employees were most frequently reported in the categories of administrative staff / technicians and professional staff / protective service workers. Approximately 23 percent of the office and clerical / paraprofessional staff in public universities are African American.

Additional data on the African American faculty and staff demographics are collected annually by the U.S. Department of Education through IPEDS. This information is available in the *IBHE Report to the Governor and General Assembly on Underrepresented Groups in Illinois Higher Education*. A comparison of categories and data in both reports is recommended to improve the data collection and reduce reporting burdens.

**Appendix A**  
**Illinois African American Employment Plan Surveys**  
**Reported by Public Universities and Illinois Board of Higher Education**  
**As of June 30, 2011**

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**Section A**

**Chicago State University**

<b>1. As of June 30, 2011, provide the number of African Americans employed within each of the following EEOC categories:</b>	
<b>288</b>	Tenured Faculty/Executive/Administrative
<b>143</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>27</b>	Administrative Staff /Technicians
<b>74</b>	Professional Staff/Protective Service Workers
<b>146</b>	Office and Clerical/Para-professionals
<b>24</b>	Skilled Craft Workers
<b>48</b>	Service-Maintenance

<b>2. As of June 30, 2011, provide the number of funded positions within each of the following EEOC categories:</b>	
<b>499</b>	Tenured Faculty/ Executive/Administrative
<b>207</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>34</b>	Administrative Staff /Technicians
<b>86</b>	Professional Staff/Protective Service Workers
<b>168</b>	Office and Clerical/Para-professionals
<b>30</b>	Skilled Craft Workers
<b>62</b>	Service-Maintenance

**3. As of June 30, 2011, provide total number of institutional employees that are not African American; include all full-time, part-time and LOA's: 352**

<b>4. As of June 30, 2011, provide the underutilization for African Americans by category:</b>	
<b>283</b>	Tenured Faculty/ Executive/Administrative
<b>64</b>	Non-Tenured Faculty/Adjunct Faculty
<b>7</b>	Administrative Staff /Technicians
<b>12</b>	Professional Staff/Protective Service Workers
<b>22</b>	Office and Clerical/Para-professionals
<b>6</b>	Skilled Craft Workers
<b>14</b>	Service-Maintenance

<b>5. As of June 30. 2011, provide the number of faculty up for tenure at your institution:</b>	
<b>11</b>	Total that received tenure
<b>0</b>	Total did not receive tenure
<b>4</b>	Total African American faculty that received tenure
<b>0</b>	Total African American faculty that did not receive tenure

<b>6. As of June 30. 2011, provide the number of faculty that separated or left the university:</b>	
<b>19</b>	Total faculty that experienced separation from the university
<b>10</b>	Total African American faculty that experienced separation from the university

**7. Does your institution provide budget allocations specifically for the recruitment of African American faculty, administrators, or any level job category? If yes, please provide FY 11 budget allocation for such initiatives:**

The University provides a \$25,000 budget allocation for the overall recruitment of staff. It is the University's goal to increase the diversity of the staff, thus utilizing the funds to target underrepresented groups to encourage their application of interest for University positions.

**8. What steps has your Institution taken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the African American Employment Plan for Higher Education?**

As part of employee development and departmental compliance, the Human Resource staff is required to participate in HR training covering all legislative mandates affecting the function of Human Resources.

**9. Please provide recommendations for increasing the number of African American teaching/administrative staff.**

To increase the overall diversity of the teaching/administrative staff, the University targets underrepresented groups through publications, community relations and social media; to increase their knowledge of our institution and encourage their application of interest for University positions.

**List any activities your institution has undertaken that would help in the implementation of the State African American Employment Plan for Higher Education:**

**10. Does your institution implement employment incentives to attract Hispanic employees such as:**

Internships: Yes \_\_\_ No  X   
 Community linkages: Yes  X  No \_\_\_  
 Mentorship of a new Hispanic Faculty: Yes \_\_\_ No  X   
 Staff Employment Recruitment Plan: Yes  X  No \_\_\_

**11. Is your institution developing strategies that would help meet the increasing numbers and need of African American students and public that may want access to your institution; if so what and how is being planned?**

The University, through its African American Male Resource Center is currently developing strategies to increase the African American male student population. Through the success of this effort, the University will continue to employ the strategies for diversifying the staff to reflect the population it serves.

**12. For African American employees not part of the tenure system at your institution what initiatives are in place that helps provide for promotion such as:**

Employees with career ladder enhancement: Yes  X  No \_\_\_  
 Self-development training: Yes  X  No \_\_\_

Please give some detail: Through the University's Talent Management program, employees not part of the tenure system are made aware of all career opportunities within the institution. Employees are able to advance, change or enhance their

career through the University's competency based employee development model and training program.

**13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?**

Through the University's Talent Management program, all employees are provided training and resources specific to recruitment and selection, as well as performance management (promotion). Employees involved in the recruitment, selection and performance management of staff are required to complete certain training.

**14. Please provide results of any studies or surveys your institutions may have undertaken of monitoring success concerning the number of African Americans staff employed by your institution in the EEOC categories:**

At this time, the University does not have any results to report concerning the number of African American staff employed by the institution.

**Section A**

**Eastern Illinois University**

<b>1. As of June 30, 2011, provide the number of African Americans employed within each of the following EEOC categories:</b>	
<b>15</b>	Tenured Faculty/Executive/Administrative
<b>15</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>11</b>	Administrative Staff /Technicians
<b>13</b>	Professional Staff/Protective Service Workers
<b>4</b>	Office and Clerical/Para-professionals
<b>0</b>	Skilled Craft Workers
<b>4</b>	Service-Maintenance

<b>2. As of June 30, 2011, provide the number of funded positions within each of the following EEOC categories:</b>	
<b>396</b>	Tenured Faculty/ Executive/Administrative
<b>330</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>281</b>	Administrative Staff /Technicians
<b>143</b>	Professional Staff/Protective Service Workers
<b>302</b>	Office and Clerical/Para-professionals
<b>111</b>	Skilled Craft Workers
<b>254</b>	Service-Maintenance

3. As of June 30, 2011, provide total number of institutional employees that are not African American; include all full-time, part-time and LOA's: **1790**

<b>4. As of June 30, 2011, provide the underutilization for African Americans by category:</b>	
<b>8</b>	Tenured Faculty/ Executive/Administrative
<b>3</b>	Non-Tenured Faculty/Adjunct Faculty
<b>0</b>	Administrative Staff /Technicians
<b>16</b>	Professional Staff/Protective Service Workers
<b>3</b>	Office and Clerical/Para-professionals
<b>3</b>	Skilled Craft Workers
<b>3</b>	Service-Maintenance

<b>5. As of June 30. 2011, provide the number of faculty up for tenure at your institution:</b>	
<b>20</b>	Total that received tenure
<b>1</b>	Total did not receive tenure
<b>1</b>	Total African American faculty that received tenure
<b>0</b>	Total African American faculty that did not receive tenure

<b>6. As of June 30. 2011, provide the number of faculty that separated or left the university:</b>	
<b>49</b>	Total faculty that experienced separation from the university
<b>3</b>	Total African American faculty that experienced separation from the university



**7. Does your institution provide budget allocations specifically for the recruitment of African American faculty, administrators, or any level job category? If yes, please provide FY 11 budget allocation for such initiatives:**

Eastern invests in recruiting and retaining faculty members, administrators, and other professionals who are African-American. Budgeting for the recruitment and retention of African-American faculty members, administrators, and other professionals is decentralized within each vice presidential area of the University.

In addition, the Office of Civil Rights and Diversity utilizes funds to recruit applicants aggressively for faculty and professional positions at external sites that target members of the African-American community. Each hiring department may also draw upon the Recruitment and Retention Fund to augment negotiations with finalists, including those who may be African-American. These funds are negotiated with incoming faculty and other professionals in support of their professional development and research. Such support may include funding for additional specialized equipment and software, professional travel, and compensated time to prepare courses and develop research projects.

Eastern has continued to request enhanced budgets in the Program Priority Request process in support of the recruitment and retention of underrepresented faculty members and professionals, including African-Americans. In FY13, there is a request for \$150,000 in the PPRs entitled *Diversity of the College Experience Enhances Learning and Student Success*.

**8. What steps has your Institution taken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the African American Employment Plan for Higher Education?**

Administrators, department heads, and other hiring agents receive training and regular briefings regarding Eastern Illinois University's commitment to affirmative action and equal employment opportunities. At the beginning of the search processes for faculty positions and administrator/staff positions, hiring agents are required to submit documents detailing specific recruiting efforts carried out by the department and individual members of the screening committees to fill vacancies; including how the department will reach out to members of underrepresented groups. Members of screening committees have access to these plans and search documentation and are expected to pursue additional networking and recruiting efforts to expand applicant pools. In addition to these efforts undertaken by each department, the Office of Civil Rights and Diversity carries out centralized recruiting in support of all searches, including extensive networking and postings with groups and sites that target members of the African-American community. These University-wide recruiting efforts are described in the response to question #10.

Prior to the selection of candidates for interviews, screening committee members review recruiting strategies and review University prohibitions of nondiscrimination in

the selection process. Before the lists of candidates are finalized for interviews, hiring agents are required to document targeted recruiting efforts and discuss the diversity of the qualified applicant pool. They are also required to submit information explaining how each of the candidates, who are proposed for interviews, was perceived to be more competitive than other applicants. Such reviews, depending upon the facts documented in each search, may lead to additional interviews, extended searches or cancelled searches.

At the conclusion of the campus interviews before offers of employment may be made, hiring agents are required to discuss each of the candidates interviewed, including those who are African-American, documenting for the Office of Civil Rights and Diversity how the candidate recommended for employment was perceived to be the most competitive among these qualified candidates. Hiring agents may draw upon the Recruitment and Retention fund to augment negotiations with finalists, including those who are African-American.

In instances where it is found that hiring agents have not complied with these expectations for recruiting in an appropriate manner or have failed in some manner to fully consider all qualified candidates, searches may be extended, the review process of all candidates may be re-examined, or searches may be cancelled.

Civil Service positions are filled in accordance with the guidelines for testing, scoring, and interviewing promulgated by the State Universities Civil Service System. The Office of Human Resources administers recruiting, testing, scoring, and Civil Service employment. The applicants with the top three scores are forwarded to hiring agents for interviews. The Human Resources Office monitors the interview process and the selection process for these Civil Service employees.

To further assess recruiting processes and to ensure compliance with state and federal requirements, the Office of Civil Rights and Diversity surveys candidates who withdraw from searches about their experiences and perceptions of the processes. They are specifically asked if they had any concerns about the process. In addition, the OCR surveys newly employed faculty and professional staff about their perceptions of the recruitment and employment processes, soliciting suggestions for the University about how the processes could be improved. Third, the OCR surveys departing employees; collecting information about their perceptions of the campus climate and specific information about why they are leaving the University.

**9. Please provide recommendations for increasing the number of African American teaching/administrative staff.**

- 1) Sustain extensive advertising and other external recruiting efforts despite significant University budget challenges. Evaluate long-term strategies for addressing the underutilization of African- Americans in the context of hiring freezes and staff downsizing.
- 2) Vice Presidential areas will review the expansion of recruiting and networking to fill so-called temporary positions, thereby expanding the affirmative action efforts of the University and ensuring more opportunities to consider large, diverse applicant pools.

- 3) Document specific efforts undertaken to ensure that Eastern Illinois University's undergraduate and graduate students who are African-American are aware of employment opportunities at the University.
- 4) Require documentation of recruiting efforts carried out by hiring agents and University departments to attract African-American applicants for faculty, administrator/professional, and Civil Service positions.

Eastern Illinois University is nearing completion of a University-wide strategic planning process mandated by President Perry. The process has featured extensive public participation by members of campus groups and also external stakeholders and other interested parties. Strategic planning goals and actions will be finalized in spring 2012. It is already evident there will be goals and actions related to role of diversity among students, faculty, and staff in sustaining the University.

**List any activities your institution has undertaken that would help in the implementation of the State African American Employment Plan for Higher Education:**

Eastern carries out extensive and comprehensive networking and recruiting initiatives to attract African-Americans to apply for positions. Hiring agents and screening committee members for faculty and administrator/staff positions are charged with carrying out and documenting extensive networking activities with potential applicants. For example, they contact colleagues at campuses with large enrollments of African-American students requesting colleagues encourage students and employees to apply for Eastern vacancies.

In FY11 and to date in FY12, Eastern's Office of Civil Rights and Diversity carried out additional steps beyond its employee recruiting strategies to attract African-Americans to apply for vacancies at the University, including for example:

- Aggressively recruited alumni and students enrolled at the Historically Black Colleges and Universities, actively communicating information about the campus and employment opportunities. Eastern was recognized for these efforts. Eastern was designated as #6 on the **HBCUConnect Top 50 Employers of 2009**. "Companies ranked in the listing demonstrated strength in the following areas: HBCU student and alumni recruitment, brand penetration in the HBCU community, and relationships with HBCU organizations," stated the HBCU journal publisher;
- Placed full page advertisements containing information about Eastern's achievements, commitment to diversity, and its current and future employment opportunities in *Diverse Issues in Higher Education* (formerly Black Issues in Higher Education) on October 14, 2010, November 11, 2010, October 12, 2011 and November 10, 2011;
- Placed advertisements containing information about Eastern's achievements, commitment to diversity, and its current and future employment opportunities in the *Journal of Blacks in Higher Education Weekly Bulletin* and also on JBHE.com;

- Placed a page about Eastern's achievements, commitment to diversity, and its current and future employment opportunities in the conference program of the National Alliance of Black School Educators on November -20, 2011;
- Coordinated posting of positions on the Illinois Committee of Black Concerns in Higher Education list-service;
- Sent vacancy announcements to community groups serving members of the African-American community, including the 18 chapters of the Illinois Black Chamber of Commerce, and the Indianapolis Black Chamber of Commerce;
- Recruited applicants from graduating students who are African-American by sending vacancy announcements to Illinois campus groups and fraternities/sororities specifically serving students who are African-American and the Career Placements Centers of selected Illinois and regional campuses.
- Placed a full page advertisement containing information about Eastern Illinois University, current employment opportunities, and future employment opportunities in the National Conference on Race and Ethnicity in American Higher Education (NCORE) program held May 30 – June 4, 2011;
- Placed a full page advertisements containing information about Eastern Illinois University, current employment opportunities, and future employment opportunities in conference programs of The Academic Network's National Conference on Minority Recruitment held November 7-10, 2010 and on November 6-9, 2011;
- Placed a full page advertisement containing information about Eastern Illinois University, current employment opportunities, and future employment opportunities in the American Association for Affirmative Action conference program held June 28-30, 2011.

Vacancy announcements for faculty and professional positions are routinely placed in appropriate professional journals, professional list-services, and at professional conference recruiting sites. The University routinely advertises in sites that reach very wide audiences, including for example, 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 web sites. Hiring agents also recruit from discipline-specific list-services and online professional journal and sites. The Office of Civil Rights sends announcements to university career placement centers at Illinois and regional campuses.

In addition to these efforts, the University also communicates with a wide array of sources that target other under-represented groups, including Asians, Hispanic/Latinos, Native Americans, veterans, and also persons with disabilities.

**11. Does your institution implement employment incentives to attract African American employees such as:**

Internships: Yes  No

Community linkages: Yes  No

Mentorship of a new African American Faculty: Yes  No

Staff Employment Recruitment Plan: Yes  No

**12. Is your institution developing strategies that would help meet the increasing numbers and need of African American students and public that may want access to your institution; if so what and how is being planned?**

Eastern Illinois University is nearing completion of a University-wide strategic planning process mandated by President Perry. The process has featured extensive public participation by members of campus groups and also external stakeholders and other interested parties. Strategic planning goals and actions will be finalized in spring 2012. It is already evident that there will be goals and actions related to role of diversity among students, faculty, and staff in sustaining the University.

President Perry has stated that all priorities that emerge from this process must support Eastern's goal of being the best University in the nation at integrating the academic and personal development of students; support a sustainable academic environment at EIU; and support a sustainable financial environment at EIU. At the intersection of these three emphases lies integrative learning. Furthermore, he stated the plan is to take into account at least the following: enhancement of our institutional capacity for excellence in teaching, research, and public service "the globalization of higher education; our competitiveness for enrollment of students inside Illinois and out, and how it should change; our culture of retention of students and how it should change; the strength of our connections to, and development of, supportive partners of EIU, including alumni, friends, and others in the local, regional, state, national, and international communities; trends in population, income, employment, revenues from various sources, and technology; the role of diversity in sustaining our University; and other factors deemed important by the participants in the process."

**13. For African American employees not part of the tenure system at your institution what initiatives are in place that helps provide for promotion such as:**

Employees with career ladder enhancement: Yes  No  Please give some detail

Self-development training: Yes  No  Please give some detail

Other

African-American employees are provided access to professional development activities in a nondiscriminatory manner. Professional development and training opportunities are available for all employees in each of their home departments.

The Office of Training and Development provides programs and other assistance to ensure employees are afforded the opportunity to maximize their effectiveness as members of the University community and to magnify their contribution to the success of the University. This unit also offers *The Leading Edge* certificate program. That program strengthens supervisory skills by exploring key management concepts, sharpening communication and leadership abilities, and applying public sector experience and knowledge to University-specific situations.

Administrators and other hiring agents receive training and regular briefings regarding Eastern Illinois University's commitment to affirmative action and equal

opportunities. Diversity/nondiscrimination training and workshops are offered to faculty, staff, and students by the Office of Civil Rights and Diversity and other units.

In addition, the Office of Minority Affairs organizes a variety of events throughout the academic year that focus upon diversity and cultural topics. Other activities are designed to enhance networking opportunities among faculty and staff who are members of a minority group.

Applicable provisions of collective bargaining agreements and the State Universities Civil Service System statutes and rules are fully applied. A large majority of Eastern Illinois University's employees are covered under collective bargaining agreements. Processes related to promotion and retention are detailed in these agreements. Currently, there are twelve such agreements, including: AFSCME 981-Clerical/Technical, AFSCME 981-Service, Carpenters local #347, EIU/UPI Contract Unit A, EIU/UPI Contract Unit B, IBEW Local #146, Ill. FOP Labor Council, Laborers' Local #159, Painters' Local #58, Plumbers and Steamfitter, Operating Engineers #399, and Teamsters Local #26. Members of these units, who perceive that they have been unfairly treated, may file contract grievances.

Forty eight percent of Eastern Illinois University's employees are Civil Service. The provisions of the aforementioned collective bargaining agreements cover many of these employees. In addition, matters related to retention and evaluations are proscribed in the State Universities Civil Service System rules and procedures. Civil Service employees are not promoted within the same position. They may test and interview for other Civil Service positions to advance in their career paths. Should they perceive the provisions of the Civil Service rules have been unfairly administered, they may file internal and external grievances.

Approximately seventeen percent of the Eastern Illinois University's full-time employees are Administrative and Professional Staff positions, who are neither Civil Service nor faculty. These positions are not covered within collective bargaining agreements. Those who qualify for open continuing positions are encouraged to apply as they become available. Hiring agents and search committees are responsible for complying with University policies and procedures for the employment of administrators and other professionals. The Office of Civil Rights and Diversity monitors the recruiting and employment process.

The central mission of Eastern Illinois University's Faculty Development program is to develop and enable excellent faculty to provide high quality service and leadership across the University's integrated missions of teaching, research, scholarship and creative activities. The aim is to promote overall faculty excellence, morale, and collegiality and to facilitate superior and timely responses to changing external and internal circumstances and priorities. In addition, they offer the New Faculty Orientation Institute, which is designed to enhance the retention of faculty members.

Many groups review faculty applications for retention, promotion, and tenure over many months in accordance with the procedures outlined in the Agreement. Applications are reviewed in the context of the criteria established by each academic

department and approved by the Provost. These criteria and the process are widely known and easily accessible to faculty members. Faculty members are provided opportunities to attend workshops on preparing for the retention, promotion, and tenure processes.

Any employee – faculty, administrator, staff, and civil service - may file an internal discrimination complaint with the Office of Civil Rights and Diversity, if he or she believes that discrimination has occurred in relation to promotion or other professional advancement actions.

**14. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?**

Eastern requires administrators, department heads, and hiring agents to conduct aggressive recruiting of applicants who are African-American and requires units to take steps to ensure all applicants receive full and equal opportunities for employment. At each stage of the process decision-makers are required to document efforts and decisions that are reviewed by others. In those instances, where inadequate actions have been carried out, departments are required to implement actions to remedy these actions. Similar processes are in place for promotions and other advancements to ensure equal opportunities and nondiscrimination.

Training for departments and hiring agents occurs regularly and is monitored.

Data is collected from individuals who are African-American and others at each stage of the employment process – recruitment, employment, and departures. Opportunities for improvement and issues that require remedies are directed to the departments for action.

These activities are fully discussed in the responses to questions #8, #9, #10, and #13.

**15. Please provide results of any studies or surveys your institutions may have undertaken of monitoring success concerning the number of African Americans staff employed by your institution in the EEOC categories:**

Longitudinal data is collected by the Office of Civil Rights and Diversity and monitored related to the demographic characteristics of those who are employed in tenure-track faculty and chairperson positions. Eastern is successful in recruiting and employing faculty members who are African-American. In fall 2011 16 percent of the faculty employed in this as tenure-track faculty were Black/African-American, significantly exceeding the aspiration goal for this group. The national goal for this group is 5 percent to 6.4 percent based on data from the *Doctorate Recipients from U.S. Universities: Summary Report 2009 & 2007-08*. African-Americans also comprised more than 10 percent of the faculty employed in a two-year average of AY2010 and AY2011 recruiting cycles.

In fall 2011, African-Americans/Blacks comprised 4.3 percent of Eastern's tenured and tenure-track faculty, which is similar to the percentage of this group within the tenured and tenure-track faculty of the seven other public Illinois campuses outside of the Chicago region (according to data retrieved from the IPEDS Data Center

(<http://nces.ed.gov/ipeds/datacenter/>). African-American faculty members earn tenure and are promoted at rates equal to those of other demographic groups. During the review period AY07-08, AY08-09, AY09-10, AY10-11, five African-American faculty members applied for promotions. All were awarded promotions. During these same four cycles, four African-American faculty members applied for tenure. Tenure was conferred on all four of these faculty members.

In fall 2011, African-Americans/Blacks comprised 10 percent of the newly employed continuing Administrators and other Professionals, exceeding the aspirations goals linked to national and regional availability in these EEO categories. African-Americans/Blacks also comprised 10 percent of administrators and professionals employed in the two-year average of AY2010 and AY2011.

In fall 2011, African-Americans comprised 1.5 percent of Eastern's status Civil Service positions which was equal to or larger than the percentage of this group in the labor force within Coles County and the six surrounding east central Illinois counties (1%).



**Section A**

**Governor State University**

<b>1.</b> As of June 30, 2011, provide the number of African Americans employed within each of the following EEOC categories:	
<b>32</b>	Tenured Faculty/Executive/Administrative
<b>43</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>21</b>	Administrative Staff /Technicians
<b>78</b>	Professional Staff/Protective Service Workers
<b>63</b>	Office and Clerical/Para-professionals
<b>1</b>	Skilled Craft Workers
<b>23</b>	Service-Maintenance

<b>2. As of June 30, 2011,</b> provide the number of funded positions within each of the following EEOC categories:	
<b>141</b>	Tenured Faculty/ Executive/Administrative
<b>247</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>47</b>	Administrative Staff /Technicians
<b>223</b>	Professional Staff/Protective Service Workers
<b>143</b>	Office and Clerical/Para-professionals
<b>20</b>	Skilled Craft Workers
<b>53</b>	Service-Maintenance

**3.** As of June 30, 2011, provide total number of institutional employees that are not African American; include all full-time, part-time and LOA's: **613**

<b>4.</b> As of June 30, 2011, provide the underutilization for African Americans by category:	
<b>109</b>	Tenured Faculty/ Executive/Administrative
<b>204</b>	Non-Tenured Faculty/Adjunct Faculty
<b>26</b>	Administrative Staff /Technicians
<b>145</b>	Professional Staff/Protective Service Workers
<b>80</b>	Office and Clerical/Para-professionals
<b>19</b>	Skilled Craft Workers
<b>30</b>	Service-Maintenance

<b>5.</b> As of June 30. 2011, provide the number of faculty up for tenure at your institution:	
<b>7</b>	Total that received tenure
<b>1</b>	Total did not receive tenure
<b>0</b>	Total African American faculty that received tenure
<b>0</b>	Total African American faculty that did not receive tenure

<b>6.</b> As of June 30. 2011, provide the number of faculty that separated or left the university:	
<b>0</b>	Total faculty that experienced separation from the university
<b>0</b>	Total African American faculty that experienced separation from the university

**7. Does your institution provide budget allocations specifically for the recruitment of African American faculty, administrators, or any level job category? If yes, please provide FY 11 budget allocation for such initiatives:**

The recruitment of African American faculty is budgeted with the recruitment of faculty at Governors State University (GSU). In FY11, \$205,000 was allocated for the recruitment/search for faculty and administrative/professional staff.

**8. What steps has your Institution taken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the African American Employment Plan for Higher Education?**

GSU employs a diverse and well-qualified Human Resources staff which is responsible for monitoring the recruitment, testing/screening, and hiring processes to ensure compliance with all equal opportunity laws and regulations in the interviewing and hiring process.

**9. Please provide recommendations for increasing the number of African American teaching/administrative staff.**

- Continue to assure the work environment is safe and supportive to diverse races and cultures.
- Continue to advertise position vacancies in media which focus on the issues and job market for African American applicants, i.e., *Diverse Issues in Higher Education* and other discipline-focused media targeting the African American higher education community.
- Continue to monitor the University's policy for search and screening which provides for a fair, consistent, and unbiased process to recruit and hire well-qualified, diverse faculty and administrative staff.
- Provide tools and means for existing faculty and administrators to mentor and support new hires.

**List any activities your institution has undertaken that would help in the implementation of the State African American Employment Plan for Higher Education:**

GSU advertises faculty and professional/administrative vacancies in *Diverse Issues*, a professional journal for African Americans in higher education. Since there are communities with significant African American populations in close proximity to the University, the University advertises vacant positions in local newspapers to which the African American community has access. Additionally, the University advertises in discipline-focused African American media, e.g., Black Nurses Association, National Council for Black Studies, and many others. For faculty and high level administrative positions, there is outreach to recruit from African American-serving institutions of higher education.

**10. Does your institution implement employment incentives to attract African American employees such as:**

Internships: No  
 Community linkages: Yes  
 Mentorship of new African American faculty: Yes, informally  
 Staff Employment Recruitment Plan: Yes, on a position by position basis

**11. Is your institution developing strategies that would help meet the increasing numbers and need of African American students and public that may want access to your institution; if so what and how is being planned?**

Governors State University's "Strategy 2015", developed from input from various university constituencies and approved by the President and the Board of Trustees, puts forward the institution's core values as:

- Provide Opportunity and Access  
 At GSU, those traditionally underserved by higher education and residents of our surrounding communities have access to a first-class public education.
- Serve as an Economic Catalyst  
 At GSU, we are committed to the citizens of the State of Illinois and our region to serve as an economic catalyst, so our communities grow and flourish.
- Prepare Stewards of our Future  
 At GSU, we are committed to preparing our students to thrive in the global economy and to contribute to the ongoing stewardship of the environment.
- Demonstrate Inclusiveness and Diversity  
 At GSU, we embrace diversity among students, staff, and faculty as well as members of the broader community; and we encourage acceptance of wide-ranging perspectives.
- Promote Quality of Life  
 At GSU, we value an atmosphere that fosters a capacity to enjoy life through the fine arts and humanities, marketable skills and attitudes for employment, supportive interpersonal relationships, and participative and informed citizenship.

**Goal 6** of the Strategic Plan states:

Social, Ethical, and Environmental Responsibility: Build an institution that is socially, ethically, and environmentally responsible.

- Increase outreach into the poorest areas of our region and increase service to those who are traditionally underserved by higher education.
- Ensure ethics and social justice concepts are incorporated into program curricula.
- Create opportunities to offer institutional expertise to help solve regional problems.
- Provide regional leadership and serve as a model for sustainable development, minimization of global warming emissions, and maintenance and improvement of environmental quality.
- Develop a comprehensive, institutional action plan to achieve climate neutrality and fulfill the American College and University Presidents Climate Commitment.
- Become a model of sustainable construction and development, best land use practices, and best practices for storm water management consistent with the Illinois Sustainable University Compact.

**12. For African American employees not part of the tenure system at your**

**institution, what initiatives are in place that helps provide for promotion such as:**

Employees with career ladder enhancement: No

Self-development training: Yes, as budgets will allow, employees are encouraged to participate in professional organizations for career development and recommend workshops to increase skills. Employees are provided limited tuition waivers in order to take coursework leading to a degree or enhance their skill set.

**13. How is your institution ensuring 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.

**14. Please provide results of any studies or surveys your institutions may have undertaken of monitoring success concerning the number of African American staff employed by your institution in the EEOC categories: N/A**

**Section A**

**Illinois State University**

<b>1. As of June 30, 2011, provide the number of African Americans employed within each of the following EEOC categories:</b>	
<b>35</b>	Tenured Faculty/Executive/Administrative
<b>13</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>1</b>	Administrative Staff /Technicians
<b>51</b>	Professional Staff/Protective Service Workers
<b>16</b>	Office and Clerical/Para-professionals
<b>1</b>	Skilled Craft Workers
<b>71</b>	Service-Maintenance

<b>2. As of June 30, 2011, provide the number of funded positions within each of the following EEOC categories:</b>	
<b>835</b>	Tenured Faculty/ Executive/Administrative
<b>593</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>142</b>	Administrative Staff /Technicians
<b>864</b>	Professional Staff/Protective Service Workers
<b>483</b>	Office and Clerical/Para-professionals
<b>100</b>	Skilled Craft Workers
<b>478</b>	Service-Maintenance

**3. As of June 30, 2011, provide total number of institutional employees that are not African American; include all full-time, part-time and LOA's: 3,307**

<b>4. As of June 30, 2011, provide the underutilization for African Americans by category:</b>	
<b>5</b>	Tenured Faculty/ Executive/Administrative
<b>3</b>	Non-Tenured Faculty/Adjunct Faculty
<b>2</b>	Administrative Staff /Technicians
<b>4</b>	Professional Staff/Protective Service Workers
<b>0</b>	Office and Clerical/Para-professionals
<b>1</b>	Skilled Craft Workers
<b>0</b>	Service-Maintenance

<b>5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:</b>	
<b>19</b>	Total that received tenure
<b>2</b>	Total did not receive tenure
<b>2</b>	Total African American faculty that received tenure
<b>0</b>	Total African American faculty that did not receive tenure

<b>6. As of June 30, 2011, provide the number of faculty that separated or left the university:</b>	
<b>35</b>	Total faculty that experienced separation from the university
<b>2</b>	Total African American faculty that experienced separation from the university

**7. Does your institution provide budget allocations specifically for the recruitment of African American faculty, administrators, or any level job category? If yes, please provide FY 11 budget allocation for such initiatives:**

The Office of the Provost maintains the Underrepresented Group Faculty Retention Assistance Program that makes funds available to assist Colleges in attracting/retaining faculty from traditionally underrepresented groups. Under this program, funds are made available for the first three years of employment of new faculty from traditionally underrepresented populations for the following purposes:

- 1) Provide support of professional development for the new faculty member up to \$8,000 annually. Professional development opportunities are defined as travel, summer teaching support, research, equipment, and graduate assistant support.
- 2) Address departmental costs associated with the professional development of the new faculty member up to \$2,000 annually.
- 3) Offer supplemental salary for tenured faculty members designated as professional mentors for the new faculty member up to \$1,000 annually.

Expenditures for the Underrepresented Group Faculty Retention Assistance Program in FY2011 totaled \$54,000.

**8. What steps has your Institution taken to ensure that Human Resource staff responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the African American Employment Plan for Higher Education?**

On an annual basis, the Director and Associate Director of the Office of Equal Opportunity, Ethics, and Access meet with the Associate Vice President and Assistant Director of Human Resources to discuss strategies to increase the number of University employees from diverse groups and traditionally underrepresented populations and meet affirmative action goals. In these meetings, the legislative mandates of the African American Employment Plan, the Hispanic Employment Plan, the Affirmative Action Plan, and other state and federal regulations are discussed.

**9. Please provide recommendations for increasing the number of African American teaching/administrative staff.**

The President and administration of Illinois State University place a great emphasis on the recruitment, selection, and promotion of highly qualified applicants and employees from traditionally underrepresented populations, including African Americans. To this end, the University has found by creating partnerships with local and regional organizations, our employment vacancy notices that are distributed to local churches, community organizations, and advocacy groups strengthen our ties to the local African American community and create a pipeline of quality applicants.

**List any activities your institution has undertaken that would help in the implementation of the State African American Employment Plan for Higher Education:**

**10. Does your institution implement employment incentives to attract African American employees such as:**

Internships: Yes  No  
 Community linkages: Yes  No \_\_\_\_\_  
 Mentorship of a new African American Faculty: Yes  No \_\_\_\_\_  
 Staff Employment Recruitment Plan: Yes  No \_\_\_\_\_

**11. Is your institution developing strategies that would help meet the increasing numbers and need of African American students and public that may want access to your institution; if so what and how is being planned?**

Since its creation in the fall of 2007, the Office of Admissions “You Can Do ISU” is an open house program bringing high school students from traditionally underrepresented groups and first generation college students to the campus to learn how the dream of a college education can become an affordable reality. The program introduces students to the ISU campus, provides admissions counseling, and gives families the tools necessary to navigate the admission and financial aid processes. In the program’s inaugural year only 100 people attended. Now, in its fourth year, the number of participants has grown to over 500.

To give the program a community feel, select schools and community based organizations are invited to attend “You Can Do ISU”. In 2010, the campus welcomed groups from throughout the State of Illinois, including Normal Community High School, Peoria High School, Edwardsville High School, Cahokia High School, Waukegan High School, Hinsdale South High School, Lincoln Park High School, and Chicago Urban Prep Academy. To encourage participation from all areas of the state, groups unable to shoulder the financial burden to attend the annual program are provided transportation by Illinois State University.

In addition to arranging campus visits, the Office of Admissions has partnered with Illinois high schools and community colleges to conduct on-site application workshops. These application workshops are an opportunity for students to personally meet with an admissions representative at their high school or community college to discuss options for admission to Illinois State University. This program assists students from traditionally underrepresented groups and first generation college students who have overcome hardships to achieve their academic goals. Any student, regardless of background, who may need additional assistance with the application process, is welcome to participate.

In 2010, the Office of Admissions invited approximately 70 high schools and community colleges throughout Illinois to participate. During the Fall 2010 semester, the Office of Admissions conducted 35 high school application workshops, a majority of which were in the Chicago Public School district. In addition, the Office of Admissions conducted nine community college application workshops throughout the State of Illinois.

By actively working with high school counselors, community college advisors, and community-based organization coordinators, the Office of Admissions is able to educate students and parents on the college admissions process and prepare them for higher education.

**12. For African American employees not part of the tenure system at your institution what initiatives are in place that helps provide for promotion such as:**

Employees with career ladder enhancement: Yes \_\_\_\_ No  Please give some detail

Self-development training: Yes  No \_\_\_\_ Please give some detail

Other \_\_\_\_\_

African-American employees who are not part of the tenure system are afforded the same opportunity of attending self-development conferences and workshops.

**13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?**

All faculty and staff at Illinois State University are offered the opportunity to participate in Search and Selection Committee Training conducted by the Office of Human Resources. These training sessions detail the University's affirmative action requirements, expectations related to the selection process, and best practices in the hiring of qualified candidates. Additionally, these training sessions highlight the search committee's responsibility to attract highly qualified candidates from diverse backgrounds and traditionally underrepresented populations.

In addition to these efforts, the Director of the Office of Equal Opportunity, Ethics, and Access regularly meets with the President and Vice-President/Provost of Illinois State University to strategize new efforts to increase the number of highly qualified African American employees and meet affirmative action goals.

**14. Please provide results of any studies or surveys your institutions may have undertaken of monitoring success concerning the number of African Americans staff employed by your institution in the EEOC categories:**

On an annual basis, the Office of Equal Opportunity, Ethics, and Access (OEOEA) prepares an Affirmative Action Plan that includes a job group analysis and underutilization analysis by EEO racial/ethnic designation and gender. This plan is distributed campus wide to all Deans, Directors, and Chairs and presented to the Illinois State University Board of Trustees and the Academic Senate. Additionally, the OEOEA prepares an annual Peer Institution Report for the President of Illinois State University. This document compares the diversity of the Illinois State University workforce and student body with the diversity of select Illinois and national institutions of similar size, geographic location, and academic profile.



**Section A**

**Northeastern Illinois University**

<b>1. As of June 30, 2011, provide the number of African Americans employed within each of the following EEOC categories:</b>	
<b>24</b>	Tenured Faculty/Executive/Administrative
<b>56</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>12</b>	Administrative Staff /Technicians
<b>72</b>	Professional Staff/Protective Service Workers
<b>33</b>	Office and Clerical/Para-professionals
<b>2</b>	Skilled Craft Workers
<b>36</b>	Service-Maintenance

<b>2. As of June 30, 2011, provide the number of funded positions within each of the following EEOC categories:</b>	
<b>268</b>	Tenured Faculty/ Executive/Administrative
<b>532</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>86</b>	Administrative Staff /Technicians
<b>425</b>	Professional Staff/Protective Service Workers
<b>133</b>	Office and Clerical/Para-professionals
<b>35</b>	Skilled Craft Workers
<b>90</b>	Service-Maintenance

**3. As of June 30, 2011, provide total number of institutional employees that are not African American; include all full-time, part-time and LOA's: 1,334**

<b>4. As of June 30, 2011, provide the underutilization for African Americans by category:</b>	
<b>0</b>	Tenured Faculty/ Executive/Administrative
<b>0</b>	Non-Tenured Faculty/Adjunct Faculty
<b>14</b>	Administrative Staff /Technicians
<b>24</b>	Professional Staff/Protective Service Workers
<b>10</b>	Office and Clerical/Para-professionals
<b>5</b>	Skilled Craft Workers
<b>0</b>	Service-Maintenance

<b>5. As of June 30. 2011, provide the number of faculty up for tenure at your institution:</b>	
<b>6</b>	Total that received tenure
<b>0</b>	Total did not receive tenure
<b>2</b>	Total African American faculty that received tenure
<b>0</b>	Total African American faculty that did not receive tenure

<b>6. As of June 30. 2011, provide the number of faculty that separated or left the university:</b>	
<b>11</b>	Total faculty that experienced separation from the university
<b>1</b>	Total African American faculty that experienced separation from the university

**7. Does your institution provide budget allocations specifically for the recruitment of African American faculty, administrators, or any level job category?**

If yes, please provide FY 11 budget allocation for such initiatives: No, however, University practice requires all positions which are posted externally also get posted to at least one site targeting diverse populations.

**8. What steps has your Institution taken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the African American Employment Plan for Higher Education?**

All position announcements must be approved by the Affirmative Action Officer. The AA Officer will only approve an announcement if it will also go into a publication primarily targeting a diverse community. A search and screen committee cannot begin until the AA Officer reviews its membership. He ensures there is race, ethnic, and gender diversity in each committee. Moreover, each committee's first meeting must be with the AA Officer who relates the NEIU Hiring policies and procedures specifically as they pertain to equal employment and affirmative action principles.

**10. Please provide recommendations for increasing the number of African American teaching/administrative staff.**

Increase advertising budget to gain access to more expensive national publications.

**List any activities your institution has undertaken that would help in the implementation of the State African American Employment Plan for Higher Education:**

**11. Does your institution implement employment incentives to attract African American employees such as:**

Internships: Yes \_\_\_X\_\_\_ No

Community linkages: Yes \_\_\_X\_\_\_ No \_\_\_\_\_ Black United Fund of Illinois

Mentorship of a new African American Faculty: Yes \_\_\_X\_\_\_ No \_\_\_

Staff Employment Recruitment Plan: Yes \_\_\_X\_\_\_ No \_\_\_\_\_

**12. Is your institution developing strategies that would help meet the increasing numbers and need of African American students and public that may want access to your institution; if so what and how is being planned? Yes.**

Northeastern Illinois University is establishing a University-wide Diversity Council. The goal of this group is to foster and maintain an intentionally inclusive and supportive multicultural learning community at NEIU. The Council will be co-chaired by both the President and the Vice President for Student Life. The Council will advise the President on issues pertaining to diversity in the University community, and will also perform annual assessments on the University's Diversity Performance Indicators (DPIs). Two key Diversity Performance Indicators related to this include: (1) recruitment and enrollment of diverse students, and (2) retention and graduation of diverse students. In addition, this year the University has opened an African/African American Resource Center within the Angelina Pedrosa Center for Diversity

and Intercultural Understanding, to support African American students at the University and to connect with the community

**13. For African American employees not part of the tenure system at your institution what initiatives are in place that helps provide for promotion such as:**

- Employees with career ladder enhancement: Yes \_\_\_\_\_ No \_\_\_\_\_

Please give some detail

- Self-development training: Yes \_\_\_\_\_ No X\_\_\_\_\_

Please give some detail

- Other \_\_\_\_\_

**14. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?**

All hiring with respect to administrative, professional, and faculty positions must be conducted according to the procedures set out by the NEIU Hiring Manual. This manual ensures the principles of equal employment will be adhered to in all phases of the hiring process.

**15. Please provide results of any studies or surveys your institutions may have undertaken of monitoring success concerning the number of African Americans staff employed by your institution in the EEOC categories: N/A**

**Section A**

**Northern Illinois University**

<b>1. As of June 30, 2011, provide the number of African Americans employed within each of the following EEOC categories:</b>	
<b>30</b>	Tenured Faculty/Executive/Administrative
<b>13</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>96</b>	Administrative Staff /Technicians
<b>62</b>	Professional Staff/Protective Service Workers
<b>9</b>	Office and Clerical/Para-professionals
<b>0</b>	Skilled Craft Workers
<b>25</b>	Service-Maintenance

<b>2. As of June 30, 2011, provide the number of funded positions within each of the following EEOC categories:</b>	
<b>729</b>	Tenured Faculty/ Executive/Administrative
<b>508</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>1321</b>	Administrative Staff /Technicians
<b>472</b>	Professional Staff/Protective Service Workers
<b>252</b>	Office and Clerical/Para-professionals
<b>85</b>	Skilled Craft Workers
<b>467</b>	Service-Maintenance

**3. As of June 30, 2011, provide total number of institutional employees that are not African American; include all full-time, part-time and LOA's: 3,644**

<b>4. As of June 30, 2011, provide the underutilization for African Americans by category:</b>	
<b>0</b>	Tenured Faculty/ Executive/Administrative
<b>23.9</b>	Non-Tenured Faculty/Adjunct Faculty
<b>0</b>	Administrative Staff /Technicians
<b>0</b>	Professional Staff/Protective Service Workers
<b>0</b>	Office and Clerical/Para-professionals
<b>2.7</b>	Skilled Craft Workers
<b>0</b>	Service-Maintenance

<b>5. As of June 30. 2011, provide the number of faculty up for tenure at your institution:</b>	
<b>26</b>	Total that received tenure
<b>0</b>	Total did not receive tenure
<b>1</b>	Total African American faculty that received tenure
<b>0</b>	Total African American faculty that did not receive tenure

<b>6. As of June 30. 2011, provide the number of faculty that separated or left the university:</b>	
<b>48</b>	Total faculty that experienced separation from the university
<b>3</b>	Total African American faculty that experienced separation from the university

**7. Does your Institution provide budget allocations specifically for the recruitment of African American faculty, administrators, or any level job category? If yes, please provide FY 11 budget allocation for such initiatives:**

In addition to recruitment budgets utilized by the Colleges and divisions of the University during FY2011, at least \$80,000 was budgeted for recruitment initiatives through the Center for Diversity Resources, Affirmative Action and Diversity Resources program (AADR), and the Center for Diversity Resources. The purpose of these funds was to assist with placing position announcements in diverse publications and/or venues to ensure announcements were accessible to diverse candidates. Such funds were allocated to departments upon request and as determined to increase the probability of access to position announcements among diverse candidates.

**8. What steps has your Institution taken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the African American Employment Plan for Higher Education?**

Northern Illinois University has a well-established commitment to diversity. An example, of the scope of resources dedicated to diversity in general can be located at <http://www.niu.edu/diversity/>. Specifically, the University's faculty/staff search procedures ensures all personnel engage in active recruitment strategies designed to increase the representation of African American employees among both the faculty and staff. Human Resources and the Center for Diversity Resources conducts training, programming, workshops, and coordinates with various Presidential Commissions and cultural programming units to encourage the application and hiring of African American individuals in various capacities at the University.

**9. Please provide recommendations for increasing the number of African Hispanic teaching/administrative staff.**

NIU has a well-established commitment to diversity. An example of the scope of diversity initiatives in general can be located at <http://www.niu.edu/diversity/>. During FY2011, the University continued to engage in active strategies to recruit African American faculty and staff. 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 African American recruitment, including through development of the strategic plan as it relates to diverse recruitment and hiring, placing position announcements in African American community publications and media markets, and continued active affiliation with statewide minority and African American associations. Additionally, several other recommendations are as follows:

- Identifying an active and engaging search committee experienced with the principles of Equal Employment, diverse in its make-up as well as outlook regarding diversity recruitment and committed to the University mission of increasing the number of African American individuals at the institution;
- Develop an aggressive recruitment plan and program that intentionally attracts African American candidates;
- Ensure the search committee is well-versed in the campus opportunities as well as accomplishments related to African American individuals;

- Engage in active recruitment independent of the general search process for open positions to identify potential African American candidates for future positions;
- Review previous searches to ensure any hidden impediments to hire African American individuals is corrected and/or that successful recruitment strategies resulting in African American individuals is recognized and shared with other departments;
- Ensure the African American candidates are aware of the important accomplishments of their department and/or college and of the institution;
- Continually review and improve upon hiring/retention factors such as salary packages, dual employment incentives, institutional climate and cultural diversity inclusion programming to ensure that the best practices that attract and retain candidates are being incorporate into the University hiring procedures.

**List any activities your institution has undertaken that would help in the implementation of the State African America Employment Plan for Higher Education:**

**10. Does your institution implement employment incentives to attract African American employees such as:**

- Internships: Yes
- Community linkages: Yes
- Mentorship of a new African American Faculty: Yes
- Staff Employment Recruitment Plan: Yes

Faculty and staff may apply for educational leave incentives, such as faculty sabbaticals, to continue in their field of study while employed at NIU. Community linkages are available through the various resource centers such as the Center for Black Studies, Presidential Commission on the Status of Minorities, and Affirmative Action and Diversity Resources. Mentorship of new faculty, including African American Faculty, is handled by each College and has routinely been chronicled as an important component of a new faculty members' success. Lastly, recruitment plans are reviewed carefully by AADR to ensure compliance with the law and drafted in a manner to ensure reasonable success.

**11. Is your institution developing strategies that would help meet the increasing numbers and need of African American students and public that may want access to your institution; if so what and how is [it] being planned?**

NIU monitors faculty and staff representation and prioritizes development of a workforce consistent with the diversity of the region served and incoming student populations. Strategic planning priorities and staff planning procedures emphasize the importance of diverse representation among University personnel who interact with current and prospective students.

**12. For African American employees not part of the tenure system at your institution, what initiatives are in place that helps provide for promotion such as:**

- a. Employees with career ladder enhancement: Yes\_\_\_\_ No\_\_\_\_in accordance with the civil service system statute and rules
- b. Self-development training: Yes\_\_\_\_ No\_\_\_\_ Please give some detail

c. Other x

Currently, AADR offers training on how to identify and prepare for promotional opportunities at the University. This consultation and training is offered as a continuing program at AADR and also conducted on a case by case basis. University wide workshops are being planned for FY12. Alternatively, a waiver of search can be requested specifically for promotional opportunities when available. This process allows for internal candidates to be promoted to positions that would otherwise require a search and thereby creates an avenue for internal promotion that reasonably could result in initiatives that address the promotional opportunities for African American employees. Hiring officials will receive training on the importance of recognizing African American employees as an important part of engaging in the internal promotional process as part of the AADR training for employees on how to identify and prepare for promotional opportunities.

**13. How is your institution ensuring 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, AADR and Human Resource Services prior to approval to hire. All promotions recommended through the waiver of search process are reviewed by AADR to ensure compliance and that a promotional opportunity exists.

**14. Please provide results of any studies or surveys your institutions may have undertaken of monitoring success concerning the number of African American staff employed by your institution in the EEOC categories:**

During FY11, NIU re-surveyed the workforce as it relates to self-selection of race and/or ethnicity. Based upon this information a subsequent survey of African American staff employed at NIU will be conducted to determine and monitor the institutions success rate of its hiring and retention rate of African American employees.

**Section A**

**Southern Illinois University Carbondale**

<b>1. As of June 30, 2011, provide the number of African Americans employed within each of the following EEOC categories:</b>	
<b>36</b>	Tenured Faculty/Executive/Administrative
<b>57</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>7</b>	Administrative Staff /Technicians
<b>70</b>	Professional Staff/Protective Service Workers
<b>30</b>	Office and Clerical/Para-professionals
<b>10</b>	Skilled Craft Workers
<b>39</b>	Service-Maintenance

<b>2. As of June 30, 2011, provide the number of funded positions within each of the following EEOC categories:</b>	
<b>598</b>	Tenured Faculty/ Executive/Administrative
<b>679</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>142</b>	Administrative Staff /Technicians
<b>1031</b>	Professional Staff/Protective Service Workers
<b>655</b>	Office and Clerical/Para-professionals
<b>162</b>	Skilled Craft Workers
<b>303</b>	Service-Maintenance

**3. As of June 30, 2011, provide total number of institutional employees that are not African American; include all full-time, part-time and LOA's: 3321**

<b>4. As of June 30, 2011, provide the underutilization for African Americans by category:</b>	
<b>6</b>	Tenured Faculty/ Executive/Administrative
<b>0</b>	Non-Tenured Faculty/Adjunct Faculty
<b>0</b>	Administrative Staff /Technicians
<b>0</b>	Professional Staff/Protective Service Workers
<b>0</b>	Office and Clerical/Para-professionals
<b>0</b>	Skilled Craft Workers
<b>0</b>	Service-Maintenance

<b>5. As of June 30. 2011, provide the number of faculty up for tenure at your institution:</b>	
<b>46</b>	Total that received tenure
<b>6</b>	Total did not receive tenure
<b>5</b>	Total African American faculty that received tenure
<b>1</b>	Total African American faculty that did not receive tenure

<b>6. As of June 30. 2011, provide the number of faculty that separated or left the university:</b>	
<b>44</b>	Total faculty that experienced separation from the university
<b>1</b>	Total African American faculty that experienced separation from the university



**7. Does your institution provide budget allocations specifically for the recruitment of African American faculty, administrators, or any level job category? If yes, please provide FY 11 budget allocation for such initiatives:**

Yes, recruitment initiatives for African Americans consist of a revolving fund designated to assist in supporting units with diversifying SIU Carbondale. A corpus of funds was set aside beginning in 2001 for the specific purpose of supporting minority faculty hiring. This Minority Hiring Initiative was designed to provide salary support at decreasing increments of 25percent. This means that a minority faculty salary would be centrally supported at 100 percent in the first year of employment; 75 percent in the second year; 50 percent in the third year; and, 25 percent in the fourth year. The rationale 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 African American employees is to strengthen the University efforts in diversifying SIU Carbondale. Another budget allocation is the Cook Professorship which is a foundation account that supports retention of African American faculty by supporting scholarship efforts.

**8. What steps has your Institution taken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the African American Employment Plan for Higher Education?**

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

Human Resources follow rules established by the State Universities Civil Service Statue and Rules which dictate candidates eligible for an interview for a Civil Service classification. In addition, this office works closely with Affirmative Action to ensure compliance of established goals for Civil Service positions. Units are provided goals for specific hire and justification of hire is required through Administrative channels before hire extended to candidates.

**9. Please provide recommendations for increasing the number of African American teaching/administrative staff.**

There are African American initiatives in the University's Affirmative Action Plan, a Black Resource Center for faculty and staff usage, African American recruitment posting of jobs in diverse publications, minority recruitment and retention funds are utilized and we ensure search committees have a diverse pool. The University utilizes the pool from the Diversify Faculty of Illinois (DFI) program to increase the number of African American teaching/administrative staff.

**List any activities your institution has undertaken that would help in the implementation of the State African American Employment Plan for Higher Education:**

**10. Does your institution implement employment incentives to attract African American employees such as:**

Internships: Yes  No   
 Community linkages: Yes  No   
 Mentorship of a new African American Faculty: Yes  No   
 Staff Employment Recruitment Plan: Yes  No

**11. Is your institution developing strategies that would help meet the increasing numbers and need of African American students and public that may want access to your institution; if so what and how is being planned?**

The Office of the Associate Vice Chancellor and Dean of Students is in the process of creating a Black Male Initiative. The purpose is to intentionally address the success of Black male students at SIU Carbondale while focusing on their unique needs. In addition the Black Resource Center and the Black Male Roundtable has been implemented to maximize the retention rate for African American students.

Hiring strategies for key student leaders including Resident Assistants, Orientation Leaders, and the future Peer Mentor program will be designed to ensure SIU Carbondale has student leaders in place to better support the African American student population. Training programs for each of these student leader programs have been revamped to include more intensive training on intercultural relations, cultural competency and inclusive excellence.

The University has also recently reorganized specific support units into the Student Life and Intercultural Relations unit, of which the Black Resource Center is a part. This new organization is designed to allow for better communication and support for resource centers, including the Black Resource Center; and is charged with developing additional support programs for the African American student population at SIU Carbondale. Programs like the Social Justice Leadership Institute are examples of this commitment.

A multicultural task force has also been created to strengthen, coordinate, or redistribute multicultural efforts.

**12. For African American employees not part of the tenure system at your institution what initiatives are in place that helps provide for promotion such as:**

Employees with career ladder enhancement: Yes  No  Please give some detail

Self-development training: Yes  No  Please give some detail

Other \_\_\_\_\_

African Americans may participate in University Women's Professional Advancement (UWPA). Funding is available for professional development for employees in addition to hosting various free on-campus workshops/seminars. Financial support is available for special training as determined by the specific needs of the employee upon request. Utilization of the civil service Trainee Program is another program used to accomplish diversification of our workforce. SIU Carbondale follows rules established by the State Universities Civil Service Statute and Rules.

**13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?**

All efforts are made by the search committee in conjunction with the Vice Chancellor areas and Affirmative Action to ensure that qualified minorities and females are in the interview/hire pool. Also, each search is required to complete a Strategic Hires Forms which details where minorities and females will be recruited.

**14. Please provide results of any studies or surveys your institutions may have undertaken of monitoring success concerning the number of African Americans staff employed by your institution in the EEOC categories:** Not at this time.

**Section A**

**Southern Illinois University Edwardsville**

<b>1. As of June 30, 2011, provide the number of African Americans employed within each of the following EEOC categories:</b>	
<b>46</b>	Tenured Faculty/Executive/Administrative
<b>10</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>86</b>	Administrative Staff /Technicians
<b>100</b>	Professional Staff/Protective Service Workers
<b>35</b>	Office and Clerical/Para-professionals
<b>2</b>	Skilled Craft Workers
<b>15</b>	Service-Maintenance

<b>2. As of June 30, 2011, provide the number of funded positions within each of the following EEOC categories:</b>	
<b>730</b>	Tenured Faculty/ Executive/Administrative
<b>130</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>235</b>	Administrative Staff /Technicians
<b>497</b>	Professional Staff/Protective Service Workers
<b>205</b>	Office and Clerical/Para-professionals
<b>61</b>	Skilled Craft Workers
<b>222</b>	Service-Maintenance

**3. As of June 30, 2011, provide total number of institutional employees that are not African American; include all full-time, part-time and LOA's: 1784**

<b>4. As of June 30, 2011, provide the underutilization for African Americans by category:</b>	
<b>24</b>	Tenured Faculty/ Executive/Administrative
<b>0</b>	Non-Tenured Faculty/Adjunct Faculty
<b>0</b>	Administrative Staff /Technicians
<b>0</b>	Professional Staff/Protective Service Workers
<b>14</b>	Office and Clerical/Para-professionals
<b>4</b>	Skilled Craft Workers
<b>15</b>	Service-Maintenance

<b>5. As of June 30. 2011, provide the number of faculty up for tenure at your institution:</b>	
<b>15</b>	Total that received tenure
<b>2</b>	Total did not receive tenure
<b>1</b>	Total African American faculty that received tenure
<b>0</b>	Total African American faculty that did not receive tenure

<b>6. As of June 30. 2011, provide the number of faculty that separated or left the university:</b>	
<b>32</b>	Total faculty that experienced separation from the university
<b>1<sup>3</sup></b>	Total African American faculty that experienced separation from the university

<sup>3</sup> Faculty member passed away during the period.

**7. Does your institution provide budget allocations specifically for the recruitment of African American faculty, administrators, or any level job category? If yes, please provide FY 11 budget allocation for such initiatives:**

The recruitment initiatives for African American faculty are accomplished at the department and/or unit level as part of their overall recruitment efforts. No, we have not established a budget for such Initiatives.

**8. What steps has your Institution taken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the African American Employment Plan for Higher Education?**

The Office of Institutional Compliance, in concert with the Office of Human Resources and the Office of General Counsel, offer training programs throughout the year which addresses our obligation regarding the African American Employment Plan.

**9. Please provide recommendations for increasing the number of African American teaching/administrative staff.**

- Establish placement goals for African American faculty and staff
- Use African American recruiting resources
- African American initiative included in the University's Affirmative Action Plan
- Member in local NAACPs, Urban Leagues

**List any activities your institution has undertaken that would help in the implementation of the State African American Employment Plan for Higher Education:**

**10. Does your institution implement employment incentives to attract African American employees such as:**

Internships: Yes  No

Community linkages: Yes  No

Mentorship of a new African American Faculty: Yes  No

Staff Employment Recruitment Plan: Yes  No

**11. Is your institution developing strategies that would help meet the increasing numbers and need of African American students and public that may want access to your institution; if so what and how is being planned?**

Through our recruiting and outreach effort to the African American community, the University achieved the highest enrollment of African American students

**12. For African American employees not part of the tenure system at your institution what initiatives are in place that helps provide for promotion such as:**

Employees with career ladder enhancement: Yes  No  Please give some detail

Self-development training: Yes  No  Please give some detail

Other \_\_\_\_\_

- Faculty mentoring program and the staff learner program

**13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?**

Through training programs conducted by the Office of Institutional Compliance

**14. Please provide results of any studies or surveys your institutions may have undertaken of monitoring success concerning the number of African Americans staff employed by your institution in the EEOC categories:**

No studies or surveys were conducted during the last period. Plans are in place to do so during FY 12.

**Section A**

**University of Illinois Chicago**

<b>1. As of June 30, 2011, provide the number of African Americans employed within each of the following EEOC categories:</b>	
<b>273</b>	Tenured Faculty/Executive/Administrative
<b>57</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>940</b>	Administrative Staff /Technicians
<b>481</b>	Professional Staff/Protective Service Workers
<b>406</b>	Office and Clerical/Para-professionals
<b>33</b>	Skilled Craft Workers
<b>389</b>	Service-Maintenance

<b>2. As of June 30, 2011, provide the number of funded positions within each of the following EEOC categories:</b>	
<b>2320</b>	Tenured Faculty/ Executive/Administrative
<b>1446</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>4068</b>	Administrative Staff /Technicians
<b>2161</b>	Professional Staff/Protective Service Workers
<b>858</b>	Office and Clerical/Para-professionals
<b>286</b>	Skilled Craft Workers
<b>676</b>	Service-Maintenance

**3. As of June 30, 2011, provide total number of institutional employees that are not African American; include all full-time, part-time and LOA's: 15,716**

<b>4. As of June 30, 2011, provide the underutilization for African Americans by category:</b>	
<b>22</b>	Tenured Faculty/ Executive/Administrative
<b>17</b>	Non-Tenured Faculty/Adjunct Faculty
<b>46</b>	Administrative Staff /Technicians
<b>34</b>	Professional Staff/Protective Service Workers
<b>0</b>	Office and Clerical/Para-professionals
<b>14</b>	Skilled Craft Workers
<b>0</b>	Service-Maintenance

<b>5. As of June 30, 2011, provide the number of faculty up for tenure at your institution:</b>	
<b>97</b>	Total that received tenure
<b>7</b>	Total did not receive tenure
<b>1</b>	Total African American faculty that received tenure
<b>1</b>	Total African American faculty that did not receive tenure

<b>6. As of June 30, 2011, provide the number of faculty that separated or left the university:</b>	
<b>55</b>	Total faculty that experienced separation from the university
<b>3</b>	Total African American faculty that experienced separation from the university

**7. Does your institution provide budget allocations specifically for the recruitment of African American faculty, administrators, or any level job category? If yes, please provide FY 11 budget allocation for such initiatives:**

Yes, our institution provides budget allocations for the recruitment of African American Faculty through the Underrepresented Faculty Recruitment Program (UFRP) and the Chancellor's Diversity Cluster.

- The FY11 budget allocation for African American faculty was, \$1,415,600
- The Chancellor's Diversity Cluster which began Fall 2011, will focus on increasing our faculty diversity and academic excellence with an eye towards a more interdisciplinary culture. Salaries for faculty members hired into clusters will be funded jointly by the college(s) at 60 percent and by the Provost at 40 percent. Those salaries that also directly or indirectly advance the diversity of the University will be funded jointly by the college(s) at 30 percent and by the Provost at 70 percent. Additional support may be available for start-up packages funded by the Provost (up to 50 percent and to be agreed upon during the proposal development process). Finally, the Provost's contribution will remain in place for the life of the faculty member's appointment, provided the appointment continues to advance the cluster initiatives.

**8. What steps has your Institution taken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the African American Employment Plan for Higher Education?**

- Academic Hiring training is provided to all HR professionals by unit and Search committee training provided to high level searches
- Our manual can also be found online at <http://www.uic.edu/depts/oe/docs/OAERearchManual.pdf>
- Diversity Recruitment resources can be found at <http://www.uic.edu/depts/oe/ExternalRecruitmentResources.html>

**9. Please provide recommendations for increasing the number of African American teaching/administrative staff.**

- The Underrepresented Faculty Recruitment Program (UFRP) is designed to help attract and retain faculty that more closely resembles the University of Illinois at Chicago (UIC) diverse student population.
- The Chancellor's Diversity Cluster initiative focuses on increasing our faculty diversity and academic excellence with an eye towards a more interdisciplinary culture. More specifically, it promotes the hiring, success and retention of those faculty members who will enhance our diversity in areas of research, creativity and scholarship as well as a collaborative community consistent with our colleges' and campus's strategic objectives to pursue interdisciplinary, cross-college/school hiring, success and retention that fosters a community of faculty with common research interests.

**List any activities your institution has undertaken that would help in the implementation of the State African American Employment Plan for Higher Education:**

**10. Does your institution implement employment incentives to attract African American employees such as:**



Internships: Yes  No \_\_\_\_\_  
 Community linkages: Yes  No \_\_\_\_\_  
 Mentorship of a new African American Faculty: Yes  No \_\_\_\_\_  
 Staff Employment Recruitment Plan: Yes  No \_\_\_\_\_

**11. Is your institution developing strategies that would help meet the increasing numbers and need of African American students and public that may want access to your institution; if so what and how is being planned?**

The Chancellor's Committees on the status of Blacks may participate in an advisory capacity for outreach and recruitment resources;

- African American Academic Network (AAAN) whose mission is to increase the recruitment, retention, and graduation rates of African American students;
- Bridge to the Doctorate Program, this program, which is part of the Louis Stokes Alliance for Minority Participation, promotes the inclusion and retention of underserved minority students in PhD programs in science, engineering, technology, and mathematics (STEM) disciplines;
- Urban Health Program whose mission is to recruit, retain, and graduate underrepresented racial/ethnic minority students, specifically African Americans, Latinos, and Native Americans, in the health professions, and to expand educational opportunities for these populations at the pre-college (K-12), undergraduate, graduate, and professional levels. In addition to an administrative office and campus-wide programming, each of the six health science colleges has UHP programs and staff in place;
- The Department of African American Studies provides a high quality undergraduate education to students who choose to major in African American Studies and exposes other students to the growing body of scholarship in the area;
- The African American Cultural Center (AACC) contributes to the academic mission of the University by promoting the expression and analysis of all African-American creative and cultural traditions, the trends developing in these traditions, the African ancestral roots of these traditions, the influence of other cultures on African-American cultures, and the influence of African-American traditions and trends throughout the Diaspora and on other cultures;
- The Black Male Initiative Task Force is as a collaborative effort between Student and Academic Affairs. Their charge is to comprehensively examine the issues affecting Black male students at UIC and make recommendations to positively impact and insure the success and experiences of these men;
- The Provost's Working Group (PWG) on Underrepresented Students is a campus-wide group to devise and coordinate strategies for improving recruitment, retention, and graduation rates for African American, Latino/a, and Native American students.

**12. For African American employees not part of the tenure system at your institution what initiatives are in place that helps provide for promotion such as:**

Employees with career ladder enhancement: Yes  No \_\_\_\_\_ Please give some detail

- Civil Service positions offer career/step advancements within certain fields
- Academic Job Analysis will outline step advancements for Academic Professionals (phase two)

Self-development training: Yes  No  Please give some detail

- Lifelong Learning and Educational Access Program (LLEAP) provides eligible employees release time, flex time, and/or funds for educational development purposes for a career at the University;
- Organizational Effectiveness Training and Development Workshops is instructor-led training workshops to faculty, staff, students, alumni, and the public focusing on supervisory and managerial skills, and customized training programs on issues of employee development and organizational goals;
- Employee Development Program (EDP) supports the continued development of UIC's Academic Professional and Support Staff. One element of EDP is an annual opportunity to review an employee's performance with an eye towards establishing mutually agreed upon development goals.
- Office for Access and Equity Diversity Trainings

**13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?**

- The Office for Access and Equity reviews compliance of all academic search and waiver of search requests
- The Academic Search Coordinator serves as a liaison between the Office for Access and Equity and academic departments or administrative units that seek to fill faculty and other academic staff positions. He or she acts as a resource person at the department or unit level for academic personnel transactions, especially in the recruitment, selection, and appointment of individuals to new or vacant positions.

**14. Please provide results of any studies or surveys your institutions may have undertaken of monitoring success concerning the number of African Americans staff employed by your institution in the EEOC categories:**

- UIC recently launched the Climate Survey to assess the climate as perceived by its employees. Results of the survey have yet to be published.

**Section A**

**University of Illinois Urbana/Champaign**

<b>1. As of June 30, 2011, provide the number of African Americans employed within each of the following EEOC categories:</b>	
<b>88</b>	Tenured Faculty/Executive/Administrative
<b>229</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>17</b>	Administrative Staff /Technicians
<b>40</b>	Professional Staff/Protective Service Workers
<b>171</b>	Office and Clerical/Para-professionals
<b>123</b>	Skilled Craft Workers
<b>122</b>	Service-Maintenance

<b>2. As of June 30, 2011, provide the number of funded positions within each of the following EEOC categories:</b>	
<b>1854</b>	Tenured Faculty/ Executive/Administrative
<b>4820</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>453</b>	Administrative Staff /Technicians
<b>1674</b>	Professional Staff/Protective Service Workers
<b>356</b>	Office and Clerical/Para-professionals
<b>815</b>	Skilled Craft Workers
<b>752</b>	Service-Maintenance

**3. As of June 30, 2011, provide total number of institutional employees that are not African American; include all full-time, part-time and LOA's: 43,959**

<b>4. As of June 30, 2011, provide the underutilization for African Americans by category:</b>	
<b>5%</b>	Tenured Faculty/ Executive/Administrative
<b>5%</b>	Non-Tenured Faculty/Adjunct Faculty
<b>4%</b>	Administrative Staff /Technicians
<b>2%</b>	Professional Staff/Protective Service Workers
<b>48%</b>	Office and Clerical/Para-professionals
<b>15%</b>	Skilled Craft Workers
<b>16%</b>	Service-Maintenance

**\*This is a percentage of the population. Our underutilization numbers/goals are calculated by job group rather than EEOC categories.**

<b>5. As of June 30. 2011, provide the number of faculty up for tenure at your institution:</b>	
<b>77</b>	Total that received tenure
<b>0</b>	Total did not receive tenure
<b>6</b>	Total African American faculty that received tenure
<b>0</b>	Total African American faculty that did not receive tenure

<b>6. As of June 30. 2011, provide the number of faculty that separated or left the university:</b>	
<b>398</b>	Total faculty that experienced separation from the university
<b>16</b>	Total African American faculty that experienced separation from the university

**7. Does your institution provide budget allocations specifically for the recruitment of African American faculty, administrators, or any level job category? If yes, please provide FY 11 budget allocation for such initiatives:**

Yes, the following amount is for diverse and underrepresented faculty which includes African Americans: \$1,389,067

**8. What steps has your Institution taken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the African American Employment Plan for Higher Education?**

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 African American Employment Plan.

**9. Please provide recommendations for increasing the number of African American teaching/administrative staff.**

The University continues to work on developing stronger collaborative relationships with African American outreach networks in Illinois to inform the African American populations about job opportunities.

**List any activities your institution has undertaken that would help in the implementation of the State African American Employment Plan for Higher Education:**

**10. Does your institution implement employment incentives to attract African American employees such as:**

Internships: Yes \_\_\_ No X

Community linkages: Yes \_\_\_ No X

Mentorship of a new African American Faculty: Yes \_\_\_ No X

Staff Employment Recruitment Plan: Yes \_\_\_ No X

**11. Is your institution developing strategies that would help meet the increasing numbers and need of African American students and public that may want access to your institution; if so what and how is being planned?**

Pursuant to its affirmative action plan, the Office of Equal Opportunity and Access (OEOA) works closely with Staff Human Resources (SHR) and human resource representatives 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. EEO Officers works closely with Affirmative Action (AA) Officers who are at the departmental level. AA Officers are responsible for implementing good faith efforts relating to recruitment and outreach to increase the diversity of applicant pools. Additionally, however, the campus has a strong commitment to diversity, as represented in the campus wide initiative *Inclusive Illinois, one campus, many voices*. Inclusive Illinois is the campus' commitment to cultivating an inclusive living, learning, and working community. Each college and administrative unit has an Inclusive Illinois representative who is responsible for being a resource for the unit on issues of diversity. OEOA meets regularly with AA Officers, EEO 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 African American Employment Plan. The University also works closely with the minority community in Champaign and Urbana with respect to employment opportunities.

**12. For African American employees not part of the tenure system at your institution what initiatives are in place that helps provide for promotion such as:**

Employees with career ladder enhancement: Yes\_\_\_\_ No  Please give some detail

Self-development training: Yes \_\_\_\_ No  Please give some detail

Other \_\_\_\_\_

**13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?**

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

**14. Please provide results of any studies or surveys your institutions may have undertaken of monitoring success concerning the number of African Americans staff employed by your institution in the EEOC categories: N/A**

**Section A**

**University of Illinois Springfield**

**1.** As of June 30, 2011, provide the number of African Americans employed within each of the following EEOC categories:

<b>6</b>	Tenured Faculty/Executive/Administrative
<b>2</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>0</b>	Administrative Staff /Technicians
<b>0</b>	Professional Staff/Protective Service Workers
<b>2</b>	Office and Clerical/Para-professionals
<b>0</b>	Skilled Craft Workers
<b>3</b>	Service-Maintenance

**2. As of June 30, 2011,** provide the number of funded positions within each of the following EEOC categories:

<b>194</b>	Tenured Faculty/ Executive/Administrative
<b>71</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>43</b>	Administrative Staff /Technicians
<b>0</b>	Professional Staff/Protective Service Workers
<b>81</b>	Office and Clerical/Para-professionals
<b>21</b>	Skilled Craft Workers
<b>68</b>	Service-Maintenance

**3.** As of June 30, 2011, provide total number of institutional employees that are not African American; include all full-time, part-time and LOA's: **189**

**4.** As of June 30, 2011, provide the underutilization for African Americans by category:

<b>n/a</b>	Tenured Faculty/ Executive/Administrative
<b>n/a</b>	Non-Tenured Faculty/Adjunct Faculty
<b>n/a</b>	Administrative Staff /Technicians
<b>n/a</b>	Professional Staff/Protective Service Workers
<b>n/a</b>	Office and Clerical/Para-professionals
<b>n/a</b>	Skilled Craft Workers
<b>n/a</b>	Service-Maintenance

**5.** As of June 30. 2011, provide the number of faculty up for tenure at your institution:

<b>12</b>	Total that received tenure
<b>1</b>	Total did not receive tenure
<b>0</b>	Total African American faculty that received tenure
<b>0</b>	Total African American faculty that did not receive tenure

**6.** As of June 30. 2011, provide the number of faculty that separated or left the university:

<b>3</b>	Total faculty that experienced separation from the university
<b>0</b>	Total African American faculty that experienced separation from the university

**7. Does your institution provide budget allocations specifically for the recruitment of African American faculty, administrators, or any level job category? If yes, please provide FY 11 budget allocation for such initiatives:** No

**8. What steps has your Institution taken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the African American Employment Plan for Higher Education?**

All Search Committees for faculty and professional positions are trained for compliance with all federal regulations and state legislative mandates, and provided tools, strategies and resources for confronting and overcoming unconscious bias.

**11. Please provide recommendations for increasing the number of African American teaching/administrative staff.**

Increased accountability for search committees and hiring departments; increased focus on inclusion and retention of teaching and administrative staff appointed; increased resource allocation and initiatives to improve welcoming campus climate.

**List any activities your institution has undertaken that would help in the implementation of the State African American Employment Plan for Higher Education:**

**10. Does your institution implement employment incentives to attract African American employees such as:**

Internships: Yes  No (not specifically targeted to African Americans)

Community linkages: Yes  No \_\_\_\_\_

Mentorship of a new African American Faculty: Yes  No \_\_\_\_ (all new faculty are assigned mentors)

Staff Employment Recruitment Plan: Yes \_\_\_\_ No \_\_\_\_ Planned

**11. Is your institution developing strategies that would help meet the increasing numbers and need of African American students and public that may want access to your institution; if so what and how is being planned?**

Yes; in particular, the strengthening of community linkages, including support for partnerships with civic and organizational initiatives in city and economic development communities.

**12. For African American employees not part of the tenure system at your institution what initiatives are in place that helps provide for promotion such as:**

Employees with career ladder enhancement: Yes  No \_\_\_\_ Please give some detail:

The Vice Chancellors for Academic Affairs and Student Affairs have launched a leadership development seminar series and program to support the enhancement of skills for professional and faculty employees interested in career mobility and careers in administration

Self-development training: Yes  No \_\_\_\_ Please give some detail: The above-referenced program also encourages self-development through independent study, analysis, reflection, and application

**13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?**

Regular Training of relevant staff and search committees.

**14. Please provide results of any studies or surveys your institutions may have undertaken of monitoring success concerning the number of African Americans staff employed by your institution in the EEOC categories:** Such studies are planned.



**Section A**

**Western Illinois University**

**1.** As of June 30, 2011, provide the number of African Americans employed within each of the following EEOC categories:

<b>49</b>	Tenured Faculty/Executive/Administrative
<b>2</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>8</b>	Administrative Staff /Technicians
<b>5</b>	Professional Staff/Protective Service Workers
<b>13</b>	Office and Clerical/Para-professionals
<b>1</b>	Skilled Craft Workers
<b>25</b>	Service-Maintenance

**2. As of June 30, 2011,** provide the number of funded positions within each of the following EEOC categories:

<b>879</b>	Tenured Faculty/ Executive/Administrative
<b>136</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>136</b>	Administrative Staff /Technicians
<b>234</b>	Professional Staff/Protective Service Workers
<b>378</b>	Office and Clerical/Para-professionals
<b>95</b>	Skilled Craft Workers
<b>221</b>	Service-Maintenance

**3.** As of June 30, 2011, provide total number of institutional employees that are not African American; include all full-time, part-time and LOA's: **1912**

**4.** As of June 30, 2011, provide the underutilization for African Americans by category:

<b>0</b>	Tenured Faculty/ Executive/Administrative
<b>4</b>	Non-Tenured Faculty/Adjunct Faculty
<b>0</b>	Administrative Staff /Technicians
<b>0</b>	Professional Staff/Protective Service Workers
<b>0</b>	Office and Clerical/Para-professionals
<b>1</b>	Skilled Craft Workers
<b>0</b>	Service-Maintenance

**5.** As of June 30. 2011, provide the number of faculty up for tenure at your institution:

<b>29</b>	Total that received tenure
<b>0</b>	Total did not receive tenure
<b>2</b>	Total African American faculty that received tenure
<b>0</b>	Total African American faculty that did not receive tenure

**6.** As of June 30. 2011, provide the number of faculty that separated or left the university:

<b>150</b>	Total faculty that experienced separation from the university
<b>12</b>	Total African American faculty that experienced separation from the university

**7. Does your institution provide budget allocations specifically for the recruitment of African American faculty, administrators, or any level job category? If yes, please provide FY 11 budget allocation for such initiatives:**

Our institution typically provides a budget allocation of \$100,000 to support our dual career recruitment and retention program. Priority is given to dual career hires which contribute to faculty/staff diversity. Due to current cash flow issues, the dual career hire initiative was not utilized for FY11.

**8. What steps has your Institution taken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the African American Employment Plan for Higher Education?**

All search committee members are required to meet w/the AA/EEO Officer to ensure that they understand their AA/EEO responsibilities. All searches are monitored from the time of advertisement and recruitment through the selection and offer.

**9. Please provide recommendations for increasing the number of African American teaching/administrative staff.**

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. Actively monitor search process to ensure non-discrimination and equal opportunity. Create a welcoming and inclusive campus environment.

**List any activities your institution has undertaken that would help in the implementation of the State African American Employment Plan for Higher Education:**

**10. Does your institution implement employment incentives to attract African American employees such as:**

Internships: Yes \_\_\_ No

Community linkages: Yes  No \_\_\_

\*Mentorship of a new African American Faculty: Yes  No \_\_\_

Staff Employment Recruitment Plan: Yes  No \_\_\_

\*All new untenured faculty members are provided the opportunity to participate in the New Faculty Mentor Program where they can receive guidance and support for successful career enhancement and professional advancement.

**11. Is your institution developing strategies that would help meet the increasing numbers and need of African American students and public that may want access to your institution; if so what and how is being planned?**

Currently, WIU has a cultural center that provides support and services to students. The Office of Admissions is currently working on a plan to provide additional outreach and support for the increasing number of African American students. The details are not yet available

**12. For African American employees not part of the tenure system at your institution what initiatives are in place that helps provide for promotion such as:**

Employees with career ladder enhancement: Yes \_\_\_ No \_\_\_ Please give some detail

Self-development training: Yes \_\_\_ No \_\_\_ Please give some detail

Other  \_\_\_\_\_

WIU's Affirmative Action Internship program provides employees with an opportunity to develop and increase administrative skills in an area of need, thereby increasing their competitiveness for administrative positions.

**13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements? N/A**

**14. Please provide results of any studies or surveys your institutions may have undertaken of monitoring success concerning the number of African Americans staff employed by your institution in the EEOC categories:**

WIU is currently working on a campus climate and workforce diversity surveys, the results of which will be reviewed to monitor data specific to African American employees, including retention and promotion.

**Section A**

**Illinois Board of Higher Education Report**

<b>1. As of June 30, 2011, provide the number of African Americans employed within each of the following EEOC categories:</b>	
<b>2</b>	Tenured Faculty/Executive/Administrative
<b>0</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>0</b>	Administrative Staff /Technicians
<b>2</b>	Professional Staff/Protective Service Workers
<b>1</b>	Office and Clerical/Para-professionals
<b>0</b>	Skilled Craft Workers
<b>0</b>	Service-Maintenance

<b>2. As of June 30, 2011, provide the number of funded positions within each of the following EEOC categories:</b>	
<b>5</b>	Tenured Faculty/ Executive/Administrative
<b>0</b>	Non-Tenured Faculty/ Adjunct Faculty
<b>0</b>	Administrative Staff /Technicians
<b>20</b>	Professional Staff/Protective Service Workers
<b>7</b>	Office and Clerical/Para-professionals
<b>0</b>	Skilled Craft Workers
<b>0</b>	Service-Maintenance

**3. As of June 30, 2011, provide total number of institutional employees that are not African American; include all full-time, part-time and LOA's: 27**

<b>4. As of June 30, 2011, provide the underutilization for African Americans by category:</b>	
<b>0</b>	Tenured Faculty/ Executive/Administrative
<b>0</b>	Non-Tenured Faculty/Adjunct Faculty
<b>0</b>	Administrative Staff /Technicians
<b>0</b>	Professional Staff/Protective Service Workers
<b>0</b>	Office and Clerical/Para-professionals
<b>0</b>	Skilled Craft Workers
<b>0</b>	Service-Maintenance

<b>5. As of June 30. 2011, provide the number of faculty up for tenure at your institution:</b>	
<b>0</b>	Total that received tenure
<b>0</b>	Total did not receive tenure
<b>0</b>	Total African American faculty that received tenure
<b>0</b>	Total African American faculty that did not receive tenure

<b>6. As of June 30. 2011, provide the number of faculty that separated or left the university:</b>	
<b>0</b>	Total faculty that experienced separation from the university
<b>0</b>	Total African American faculty that experienced separation from the university

**7. Does your institution provide budget allocations specifically for the recruitment of African American faculty, administrators, or any level job category? If yes, please provide FY 11 budget allocation for such initiatives:**

No

**8. What steps has your Institution taken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with all legislative mandates of the African American Employment Plan for Higher Education?**

The Human Resource Officer is responsible for monitoring the search process to ensure compliance with equal opportunity laws and regulations throughout the various stages of the process, including advertising, interviewing and hiring. In addition, the Human Resource Officer provides guidance as requested by the members of the search committee.

**9. Please provide recommendations for increasing the number of African American teaching/administrative staff.**

Currently the IBHE is at parity for employment of African Americans. However, the Human Resource Officer works with management to identify resources to recruit African Americans.

**List any activities your institution has undertaken that would help in the implementation of the State African American Employment Plan for Higher Education:**

**10. Does your institution implement employment incentives to attract African American employees such as: N/A**

Internships: Yes \_\_\_ No \_\_\_  
 Community linkages: Yes \_\_\_ No \_\_\_  
 Mentorship of a new African American Faculty: Yes \_\_\_ No \_\_\_  
 Staff Employment Recruitment Plan: Yes \_\_\_ No \_\_\_

**11. Is your institution developing strategies that would help meet the increasing numbers and need of African American students and public that may want access to your institution; if so what and how is being planned?**

N/A

**12. For African American employees not part of the tenure system at your institution what initiatives are in place that helps provide for promotion such as:**

N/A

Employees with career ladder enhancement: Yes \_\_\_ No \_\_\_ Please give some detail  
 Self-development training: Yes \_\_\_ No \_\_\_ Please give some detail  
 Other \_\_\_\_\_

**13. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?**

The Human Resource Office is responsible for preparing the hiring and promotion monitors as required.

**14. Please provide results of any studies or surveys your institutions may have undertaken of monitoring success concerning the number of African Americans staff employed by your institution in the EEOC categories:**

No studies or surveys have been conducted.

**Appendix B**  
**Number of African American Employees and Number of Funded Positions Reported by**  
**Illinois Public Universities and Illinois Board of Higher Education**  
**June 30, 2010 and June 30, 2011**

Institution	2010			2011			Change		
	Number of African American Employees	Number of Funded Positions	Percentage Hispanic	Number of African American Employees	Number of Funded Positions	Percentage Hispanic	Number of African American Employees	Number of Funded Positions	Percentage Hispanic
Chicago State University	664	960	69.2%	750	1,086	69.1%	86	126	-0.1%
Eastern Illinois University	63	1,794	3.5%	62	1,817	3.4%	(1)	23	-0.1%
Governors State University	83	885	9.4%	261	874	29.9%	178	(11)	20.5%
Illinois State University	193	3,535	5.5%	188	3,495	5.4%	(5)	(40)	-0.1%
Northeastern Illinois University	357	1,419	25.2%	235	1,569	15.0%	(122)	150	-10.2%
Northern Illinois University	232	3,890	6.0%	235	3,834	6.1%	3	(56)	0.2%
Southern Illinois University - Carbondale	271	3,525	7.7%	249	3,570	7.0%	(22)	45	-0.7%
Southern Illinois University - Edwardsville	289	2,096	13.8%	294	2,080	14.1%	5	(16)	0.3%
University of Illinois at Chicago	2,550	11,844	21.5%	2,579	11,815	21.8%	29	(29)	0.3%
University of Illinois at Urbana/Champaign	761	10,992	6.9%	790	10,734	7.4%	29	(258)	0.4%
University of Illinois Springfield	29	719	4.0%	13	478	2.7%	(16)	(241)	-1.3%
Western Illinois University	116	2,197	5.3%	103	2,079	5.0%	(13)	(118)	-0.3%
<b>Public University Totals</b>	<b>5,608</b>	<b>43,856</b>	<b>12.8%</b>	<b>5,759</b>	<b>43,431</b>	<b>13.3%</b>	<b>151</b>	<b>(425)</b>	<b>0.5%</b>
Illinois Board of Higher Education	4	34	11.8%	5	32	15.6%	1	(2)	3.9%