

# ILLINOIS COMMUNITY COLLEGE SYSTEM

## ASIAN AMERICAN

### EMPLOYMENT PLAN REPORT



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Asian American Employment Plan Report Fiscal Year 2015

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## INTRODUCTION

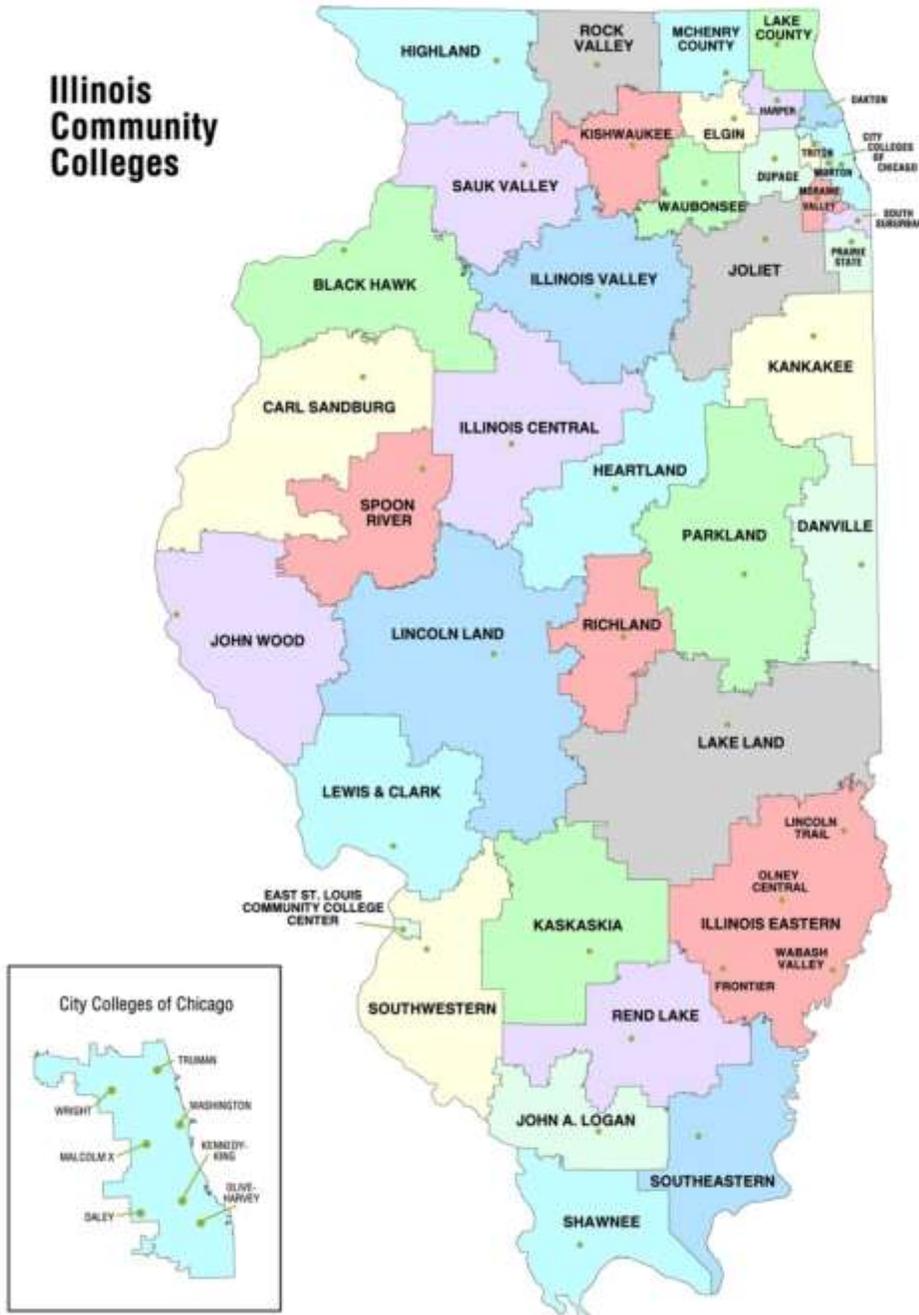
The enclosed materials contain fiscal year 2015 (July 1, 2014 through June 30, 2015) responses from Illinois' public Community College System to the *Asian American Employment Plan Survey* (HB4510/P.A. 97-0856 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=097-0856&GA=97>). The legislation requests that each community college provide an annual assessment of strategies and progress in the hiring and promotion of Asian American persons at supervisory, technical, professional and managerial levels.

Fiscal year 2015 is the fourth year that community colleges, public universities, and state agencies have been asked to furnish Asian American Employment Plans. The Illinois Community College System consists of 48 colleges that blanket the state and provide equal education, training, and employment opportunities to all individuals. A map of the System appears on the next page. College officials recognize that a diverse faculty, staff, and student body enriches and improves the educational environment for everyone. These new reporting requirements allow colleges to provide additional information about their efforts to hire and promote individuals who are Asian American. The report compliments activities and initiatives that are described in the annual *Illinois Community College System Underrepresented Groups Report* which addresses legislative reporting requirements in the Board of Higher Education Act (Sec. 8. and Sec. 9.16. <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1080&ChapterID=18>). Underrepresented groups reporting aims to increase participation and achievement among students who are academically or financially at risk, including minorities, women, and individuals with disabilities, as well as first-generation students and low-income students. Recent editions of the *Underrepresented Groups Reports* are available on the ICCB website <http://www.iccb.org/reports.access.html>. Other complementary initiatives are the *African American Employment Plan Survey* (S.B. 3531/P.A. 96-1341 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1341&GA=96>), the *Hispanic\Latino Employment Plan Survey* and the *Bilingual Needs and Bilingual Pay Survey* (SB 387/P.A. 96-1286 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1286&GA=96>). These reports provide an annual assessment of initiatives and progress in hiring and promoting African Americans and Hispanics\Latinos at local community colleges.

The *Asian American Employment Plan Survey Report* begins with demographic information about the state of Illinois, and annual community college credit program enrollments, completions, and staffing. Then individual college responses to standardized surveys addressing components of the legislation are provided. These surveys were adapted from forms developed by the State of Illinois' Department of Central Management Services. To provide continuity across higher education reporting, the same forms community colleges completed were used to gather information from public universities by the Illinois Board of Higher Education.

### MAP OF ILLINOIS COMMUNITY COLLEGES

## Illinois Community Colleges



**DEMOGRAPHIC INFORMATION**

This section of the report provides an overview of the racial/ethnic composition of the State of Illinois’ population, students enrolled in community college credit programs, graduates, and college faculty and staff. Illinois census data are provided to offer an external reference point for reviewing Illinois Community College System information. Community college demographic data on credit students and completers are gathered from the colleges through the Annual Enrollment and Completion (A1 and A2) submissions. Analyses are included about the racial/ethnic distribution of community college credit students for selected broad program areas (PCS). Staffing data referenced in the following pages are from the Annual Faculty, Staff, and Salary submission (C3).

Minority populations were responsible for Illinois’ overall population growth from 2000 to 2014.

**State of Illinois’ Racial/Ethnic Distribution** – State census data and population estimates show that Illinois’ population reached over 12.88 million in 2014 compared to 12.83 million in 2010 and 12.42 million in 2000. (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf>, [http://www.census.gov/ 2010census](http://www.census.gov/2010census) Select Illinois, and 2014 Index of Need, Table 1 [http://www.iccb.org/pdf/reports/IndexOfNeedTables\\_2015.pdf](http://www.iccb.org/pdf/reports/IndexOfNeedTables_2015.pdf)) These Illinois census data and population estimates indicate that the state’s population grew 3.7 percent between 2000 and 2014. Illinois’ 2014 census estimate shows that Whites/Caucasians remained the largest racial/ethnic group. However, minority populations were responsible for Illinois’ overall population growth from 2000 to 2014, as the percent of Caucasians decreased from 73.5 percent to 70.8 percent of the population. (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2015 Index of Need, Table 1 [http://www.iccb.org/pdf/reports/IndexOfNeedTables\\_2015.pdf](http://www.iccb.org/pdf/reports/IndexOfNeedTables_2015.pdf))

The racial/ethnic data collection methodology changed for the 2000 census and continued in the 2014 census data. The 2014 census data showed that 1.8 percent of all Illinoisans identified themselves as two or more races. These individuals are included in the “Some Other Race\*\*” column in Table 1 below. The question on Hispanic/Latino ethnicity was asked independently from an individual’s race beginning in 2000 and is reflected in the data in the table. These duplicated Hispanic/Latino population counts show substantial growth, from 1,530,262 in 2000 to 2,152,974 in 2014 (<http://www.census.gov/prod/2002pubs/c2kprof00-il.pdf> and 2015 Index of Need, Table 1 [http://www.iccb.org/pdf/reports/IndexOfNeedTables\\_2015.pdf](http://www.iccb.org/pdf/reports/IndexOfNeedTables_2015.pdf)).

Illinois’ largest minority group in 2000 was African American and in 2014 was Hispanic/Latino. Compared to 2000, African American counts in 2014 decreased from 15.1 percent to 14.7 percent, whereas Asian American counts increased from 3.4 percent to 5.4 percent, Native American from 0.2 percent to 0.6 percent, and Latino from 12.3 percent to 16.7 percent.

<b>Table 1</b>						
<b>State of Illinois Racial/Ethnic Distribution (Census)</b>						
	<b>White/ Caucasian</b>	<b>African American</b>	<b>Asian American*</b>	<b>Native American</b>	<b>Some Other Race**</b>	<b>Hispanic/Latino*** (Duplicated)</b>
<b>2000</b>	73.5%	15.1%	3.4%	0.2%	7.7%	12.3%
<b>2010</b>	71.5%	14.5%	4.6%	0.3%	9.0%	15.8%
<b>2014</b>	70.8%	14.7%	5.4%	0.6%	8.6%	16.7%

\*Includes Pacific Islander

\*\*Includes two or more races

\*\*\* Respondents identify their race; they also identify themselves in terms of Hispanic/Latino ethnicity

SOURCE OF DATA: U. S. Census Bureau, 2000 & 2010 and 2015 Index of Need, Table 1.

**Racial/Ethnic Distribution Community College System Credit Programs**

– Overall in fiscal year 2015, minority students accounted for 41.4 percent of the individuals enrolled in credit coursework at Illinois community colleges whose ethnicity was known. Fiscal year 2015 data show that minority representation was similar to the prior year (fiscal year 2014 = 40.7 percent). Fiscal year 2015 results are above the five-year average (40.0 percent). Students identifying themselves as Hispanic/Latino students – 115,824 in fiscal year 2015 – accounted for the largest number of minority enrollments this year. African American students – 92,904 in fiscal year 2015 – constitute the second largest minority group in the latest data. Asian American students – 28,324 in fiscal year 2015 – constitute the third largest minority group enrolled in the Illinois Community College System. The fiscal year 2015 proportionate representation by Hispanic/Latino students was higher by more than one percentage point in comparison to the prior year (19.6 percent in fiscal year 2015 versus 18.5 percent in fiscal year 2014). While African American students accounted for the largest number of minority enrollments in fiscal year 2012 for the first time since fiscal year 1999, the fiscal year 2015 African American student proportional representation was lower in comparison to the prior year (15.8 percent in fiscal year 2015 versus 16.5 percent in fiscal year 2014). Over the longer term – over the past five years – a decrease in the Illinois Community College System’s minority enrollments was noted among students identifying themselves as Pacific Islander/Native Hawaiian (-51.8 percent), African American (-17.2 percent), and Asian American (-6.8 percent) while an increase was noted among students identifying themselves as Non-Resident Alien (46.0 percent), Native American/Alaskan (5.1 percent), and Hispanic/Latino (2.8 percent).

Asian American students – 28,324 in fiscal year 2015 – constitute the third largest minority group enrolled in the Illinois Community College System.

Student racial/ethnic representation varies across broad program areas (PCS). For example, Table 2 contains information about the racial/ethnic distribution of Adult Education (ABE/ASE) and English-as-a-Second Language (ESL) enrollments. Minority students accounted for over three-fourths (76.1 percent) of the individuals enrolled in community college Adult Education coursework. In fiscal year 2015, Hispanic/Latino students accounted for about forty percent of adult education enrollments and African American students for nearly one-third of those enrollments (41.4 percent and 31.2 percent, respectively). Additionally, minority students accounted for more than eight out of every ten (84.3 percent) individuals enrolled in community college ESL coursework during fiscal year 2015. Hispanic/Latino students accounted for over two-thirds (67.8 percent) of the community college ESL students, followed by Asian American students (10.9 percent) and African American students (4.8 percent).

<b>Table 2</b>							
<b>Fiscal Year 2015 Minority Students Enrolled in Adult Education (ABE/ASE) and English-as-a-Second Language (ESL)</b>							
<b>Program</b>	<b>African American</b>	<b>Hispanic/Latino</b>	<b>Asian American</b>	<b>Nonresident Alien</b>	<b>Native American</b>	<b>Pacific Islander</b>	<b>Minority Subtotal</b>
<b>ABE/ASE %</b>	<b>31.2%</b>	<b>41.4%</b>	<b>2.8%</b>	<b>0.1%</b>	<b>0.4%</b>	<b>0.1%</b>	<b>76.1%</b>
Number	11,791	15,628	1,073	22	162	43	28,719
<b>ESL %</b>	<b>4.8%</b>	<b>67.8%</b>	<b>10.9%</b>	<b>0.6%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>84.3%</b>
Number	1,579	22,284	3,566	184	21	53	27,687

**SOURCE OF DATA: Annual Enrollment and Completion (A1)**

Table 3 provides the distribution of minority students enrolled in Baccalaureate/Transfer and Career/Technical programs. During fiscal year 2015, minorities comprised nearly four out of every ten (37.4 percent) Baccalaureate/Transfer enrollees. An examination of each minority racial/ethnic group’s representation across the Baccalaureate/Transfer program area indicates that Hispanic/Latino students accounted for the largest minority group enrollments (16.4 percent), followed by African American students (14.5 percent), Asian American students (5.1

percent), Native American students (0.5 percent), Nonresident Alien students (0.5 percent), and Pacific Islander students (0.3 percent). Table 3 also shows that about three out of every ten students enrolled in career and technical programs were members of a minority group (32.5 percent). African American students had the highest representation among minorities in Career/Technical programs and accounted for 14.5 percent of the population. Hispanic/Latino students had the second largest Career/Technical program enrollment (12.9 percent), followed by Asian American students (4.0 percent), Native American students (0.5 percent), Nonresident Alien students (0.3 percent), and Pacific Islander students (0.3 percent).

<b>Program</b>	<b>African American</b>	<b>Hispanic/Latino</b>	<b>Asian American</b>	<b>Nonresident Alien</b>	<b>Native American</b>	<b>Pacific Islander</b>	<b>Minority Subtotal</b>
<b>Bacc./Transfer %</b>	<b>14.5%</b>	<b>16.4%</b>	<b>5.1%</b>	<b>0.5%</b>	<b>0.5%</b>	<b>0.3%</b>	<b>37.4%</b>
Number	41,086	46,652	14,599	1,503	1,480	936	106,256
<b>Career/Tech. %</b>	<b>14.5%</b>	<b>12.9%</b>	<b>4.0%</b>	<b>0.3%</b>	<b>0.5%</b>	<b>0.3%</b>	<b>32.5%</b>
Number	23,658	21,033	6,594	462	895	449	53,091

**SOURCE OF DATA: Annual Enrollment and Completion (A1)**

The following section of the report supplies information about the racial/ethnic characteristics of students who graduated in fiscal year 2015. It provides a point in time or cross cutting count of the number of degrees and certificates awarded to minority students within the Illinois Community College System during fiscal year 2015.

*During fiscal year 2015, there were nearly three times as many minorities completing Career/ Technical programs as minorities completing Baccalaureate/ Transfer programs.*

Across all minority groups in 2015, Career/Technical program graduates far outnumbered Baccalaureate/ Transfer program graduates. Table 4 shows that during fiscal year 2015, nearly three times more minorities completed Career/Technical programs (N = 16,415) than Baccalaureate/Transfer programs (N = 6,484). Minority students accounted for 34.2 percent of all Career/Technical graduates, compared to 32.1 percent of Baccalaureate/Transfer graduates. African American students accounted for

the largest minority group completions in Career/Technical programs (15.1 percent), followed by Hispanic/Latino students (13.1 percent), Asian American students (4.8 percent), Native American students (0.5 percent), Nonresident Alien students (0.4 percent), and Pacific Islander students (0.2 percent); Hispanic/Latino students accounted for the largest group of Baccalaureate/Transfer minority graduates (15.8 percent), followed by African American students (10.8 percent), Asian American students (3.9 percent), Nonresident Alien students (0.7 percent), Native American students (0.5 percent), and Pacific Islander students (0.4 percent).

<b>Program</b>	<b>African American</b>	<b>Hispanic/Latino</b>	<b>Asian American</b>	<b>Nonresident Alien</b>	<b>Native American</b>	<b>Pacific Islander</b>	<b>Minority Subtotal</b>
<b>Bacc./Transfer %</b>	<b>10.8%</b>	<b>15.8%</b>	<b>3.9%</b>	<b>0.7%</b>	<b>0.5%</b>	<b>0.4%</b>	<b>32.1%</b>
Number	2,187	3,194	786	141	98	78	6,484
<b>Career/Tech. %</b>	<b>15.1%</b>	<b>13.1%</b>	<b>4.8%</b>	<b>0.4%</b>	<b>0.5%</b>	<b>0.2%</b>	<b>34.2%</b>
Number	7,263	6,273	2,318	201	246	114	16,415

**SOURCE OF DATA: Annual Enrollment and Completion (A1 & A2)**

Table 5 shows that in fiscal year 2015, minority faculty and staff accounted for 17.6 percent of tenured faculty/officials and managers (a 1.8 percent increase from fiscal year 2014), 15.2 percent of non-tenured faculty (a 1.6 percent decrease from fiscal year 2014), 26.4 percent of professional staff/protective service workers (a 5.6 percent increase from fiscal year 2014), 30.0 percent of office and clerical/para-professionals (a 0.8 percent decrease from fiscal year 2014), and 42.4 percent of service maintenance employees (a 1.8 percent decrease from fiscal year 2014).

	<b>Tenured Faculty/ Officials &amp; Managers</b>	<b>Non-tenured Faculty</b>	<b>Professional Staff/ Protective Service Workers</b>	<b>Office and Clerical/ Para- professionals</b>	<b>Service Maintenance</b>
<b>African American %</b>	<b>10.0%</b>	<b>7.7%</b>	<b>15.1%</b>	<b>14.9%</b>	<b>25.3%</b>
Number	630*	1,395*	1,501*	678*	740
<b>Hispanic/Latino %</b>	<b>3.5%</b>	<b>3.4%</b>	<b>7.5%</b>	<b>12.0%</b>	<b>15.5%</b>
Number	222	608*	748*	545*	452
<b>Asian American %</b>	<b>3.7%</b>	<b>3.7%</b>	<b>3.2%</b>	<b>2.8%</b>	<b>1.1%</b>
Number	232	668	323*	126*	31*
<b>Native American %</b>	<b>0.2%</b>	<b>0.3%</b>	<b>0.3%</b>	<b>0.3%</b>	<b>0.4%</b>
Number	14	47	30	12	13
<b>Non-Resident Alien %</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>
Number	5	25	6	0	0
<b>Pacific Islander %</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>0.1%</b>
Number	6	10	17*	5	4
<b>Minority Subtotal %</b>	<b>17.6%</b>	<b>15.2%</b>	<b>26.4%</b>	<b>30.0%</b>	<b>42.4%</b>
Number	1,109*	2,753*	2,625*	1,366*	1,240*

\*includes revised college figures

**SOURCE OF DATA: Annual Faculty, Staff, and Salary (C3) Submissions**

Nationwide, community college faculty members are disproportionately White and thus students of color are less likely to have the opportunity to engage with faculty members of their own race/ethnicity ([http://www.ccsse.org/docs/MoC\\_Special\\_Report.pdf](http://www.ccsse.org/docs/MoC_Special_Report.pdf)). In Illinois community colleges, Hispanic/Latino faculty members are the most underrepresented minority group in comparison to the student population of the same race/ethnicity (Table 6).

	<b>Percentage of Student Population*</b>	<b>Percentage of Faculty Population**</b>	<b>Percentage Point Difference</b>
<b>African American</b>	15.8%	8.3%	<b>-7.5</b>
<b>Hispanic/Latino</b>	19.6%	3.4%	<b>-16.2</b>
<b>Asian American</b>	4.8%	3.7%	<b>-1.1</b>
<b>Native American</b>	0.5%	0.2%	<b>-0.3</b>
<b>Non-Resident Alien</b>	0.4%	0.1%	<b>-0.3</b>
<b>Pacific Islander</b>	0.3%	0.1%	<b>-0.2</b>
<b>White</b>	58.6%	76.0%	<b>+17.4</b>

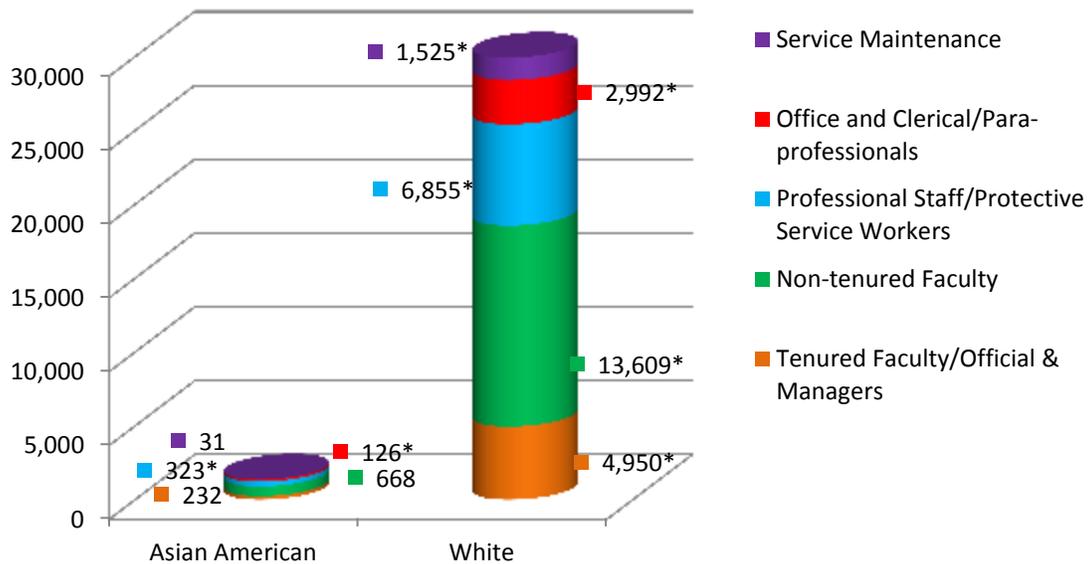
\*includes only students whose ethnicity was known.

\*\*includes Tenured Faculty/Officials & Managers and Non-tenured Faculty

**SOURCE OF DATA: Annual Enrollment and Completion (A1) and Annual Faculty, Staff, and Salary (C3)**

In fiscal year 2015, Asian American faculty and staff accounted for 3.7 percent of tenured faculty/officials and managers, 3.7 percent of non-tenured faculty, 3.2 percent of professional staff/protective service workers, 2.8 percent of office and clerical/para-professionals, and 1.1 percent of service maintenance employees. Figure 1 shows the Asian American employee counts in comparison to the White employee counts at Illinois Community Colleges in fiscal year 2015.

**Figure 1**  
**Comparison of Asian American Employees to White Employees at Illinois Community Colleges**  
**Fiscal Year 2015**



\*includes revised college figures

**SOURCE OF DATA: Annual Faculty, Staff, and Salary (C3) Submissions**

The following pages contain the responses from Illinois’ public Community College System to the Asian American Employment Plan Survey (HB4510/P.A. 97-0856 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=097-0856&GA=97>). College responses appear in alphabetical order by college name. Information was collected on Asian American employees, funded positions, and Asian American employment initiatives at Illinois community colleges. Please note Administrative Staff/Technicians and Skilled Craft Workers were included in the Professional Staff/Protective Service Workers category unless colleges specified the counts for these two categories. Utilization data of Asian American Staff Employed in Illinois Public Community Colleges for question four were calculated as each college’s percentage of overall Asian American district population (16 years and older) minus the percentage of Asian American staff (Tenured Faculty/Executive/Administrative; Non-Tenured Faculty/Adjunct Faculty; Professional Staff/Protective Service Workers; Office & Clerical/Para-professionals; and Service Maintenance employment classification) at each community college. The percentages were rounded to full numbers. A negative percent for question four represents an underutilization for that employment category.

**ASIAN AMERICAN EMPLOYMENT PLAN SURVEY RESULTS**

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Black Hawk College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	4	0	1	0	0	0	7

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
171	313	0	115	101	0	47	747

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 740

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
0	0	0	-1	-2	0	-2

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

7	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

10	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
10	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

N/A

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Black Hawk College is an equal opportunity employer with a diverse workforce. Our hiring, interviewing and recruitment efforts are broad to ensure a wide range of applicants, including advertising vacancies in publications geared to the Asian population. Black Hawk College strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

No Recommendations

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Asian American Faculty: N

Staff Employment Recruitment Plan: N

Other: N

N/A

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

None

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

N/A

Self-development training: N

N/A

Other: N

N/A

Other: N

N/A

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

Black Hawk College is an equal opportunity employer with a diverse workforce. Our hiring, interviewing and recruitment efforts are broad to ensure a wide range of applicants, including advertising vacancies in publications geared to the Asian population. Black Hawk College strictly enforces its EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

N/A

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**City Colleges of Chicago  
Richard J. Daley College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: Y

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
10	19	0	10	1	0	0	40

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
86	272	0	204	86	0	153	801

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 761

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
5	1	0	-2	-5	0	-7

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

12	Total that received tenure
0	Total that did not receive tenure
1	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

4	Total faculty that experienced separation from the university
1	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
37	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Daley College does not budget specifically for the recruitment of any one ethnicity, but does strive to create a diverse candidate pool by posting and networking through a variety of different recruitment resources.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Daley College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Daley College is consistently striving to better measure Asian employment, work closely with Asian organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Daley College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

To increase the Asian teaching/administrative staff and bilingual employees at our Institution we recommend: Continuing to recruit and employ diverse employees that best represent the needs of our student population; Utilizing a wide variety of recruitment platforms to create a diverse candidate pool; Interviewing candidates with a diverse panel; Continued community involvement in the form of language classes and conversation tables; Open, frequent discussions between bilingual students and staff to increase engagement

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

N/A

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Increased availability of enrollment documents in multiple languages; Staff/Faculty available to act as translator/primary communicator for any Asian language speaking students and public that want additional information; Culturally diverse call center representatives available daily to assist any members of the public or interested students and parents

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

All Daley College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training: Y

Daley College provides self-development training in many departments; All full-time employees of Daley College are able to take classes offered at any of our colleges; Tuition reimbursement is available to many full-time employees if they wish to further their education.

Other: N

N/A

Other: N

N/A

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

Daley College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Daley College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

Question 19- Daley College employs multiple culturally-competent recruiters to communicate and interact with parents and students. These recruiters are managed through the District Office, and can be utilized by multiple campuses to meet the needs of prospective students and their parents. Question 20- Never: the recruiting team at Daley College has not seen an increased need for Asian American recruiters to converse with students or their parents in their native language. When/if necessary, Daley College is prepared to meet the needs of Asian American students and their parents in their native languages.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**City Colleges of Chicago  
Kennedy-King College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: Y

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
3	12	0	3	0	0	1	19

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
83	207	0	234	86	0	189	799

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 780

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
-3	-1	0	-5	-7	0	-6

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

10	Total that received tenure
2	Total that did not receive tenure
2	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
19	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Kennedy-King College does not budget specifically for the recruitment of any one ethnicity, but does strive to create a diverse candidate pool by posting and networking through a variety of different recruitment resources.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Kennedy-King College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Kennedy-King College is consistently striving to better measure Asian employment, work closely with Asian organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Kennedy-King College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

To increase the Asian teaching/administrative staff and bilingual employees at our Institution we recommend: Continuing to recruit and employ diverse employees that best represent the needs of our student population; Utilizing a wide variety of recruitment platforms to create a diverse candidate pool; Interviewing candidates with a diverse panel; Continued community involvement in the form of language classes and conversation tables; Open, frequent discussions between bilingual students and staff to increase engagement

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: Y

Community Linkages: N

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

N/A

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Increased availability of enrollment documents in multiple languages; Staff/Faculty available to act as translator/primary communicator for any Asian language speaking students and public that want additional information; Culturally diverse call center representatives available daily to assist any members of the public or interested students and parents

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

All Kennedy-King College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training: Y

Kennedy-King College provides self-development training in many departments; All full-time employees of Kennedy-King College are able to take classes offered at any of our colleges; Tuition reimbursement is available to many full-time employees if they wish to further their education.

Other: N

N/A

Other: N

N/A

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

Kennedy-King College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Kennedy-King College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

Question 19 - Kennedy-King College employs multiple culturally-competent recruiters to communicate and interact with parents and students. These recruiters are managed through the District Office, and can be utilized by multiple campuses to meet the needs of prospective students and their parents. Question 20 - Never: The recruiting team at Kennedy-King College has not seen an increased need for Asian American recruiters to converse with students or their parents in their native language. When/if necessary, Kennedy-King College is prepared to meet the needs of Asian American students and their parents in their native languages.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**City Colleges of Chicago  
Malcolm X College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: Y

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
11	15	0	6	1	0	1	34

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
102	208	0	232	70	0	109	721

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 687
4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
4	1	0	-4	-5	0	-6

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

8	Total that received tenure
0	Total that did not receive tenure
2	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

6	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
44	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Malcolm X College does not budget specifically for the recruitment of any one ethnicity, but does strive to create a diverse candidate pool by posting and networking through a variety of different recruitment resources.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Malcolm X College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Malcolm X College is consistently striving to better measure Asian employment, work closely with Asian organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Malcolm X College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

To increase the Asian teaching/administrative staff and bilingual employees at our Institution we recommend: Continuing to recruit and employ diverse employees that best represent the needs of our student population; Utilizing a wide variety of recruitment platforms to create a diverse candidate pool; Interviewing candidates with a diverse panel; Continued community involvement in the form of language classes and conversation tables; Open, frequent discussions between bilingual students and staff to increase engagement

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: Y

Community Linkages: N

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

N/A

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Increased availability of enrollment documents in multiple languages; Staff/Faculty available to act as translator/primary communicator for any Asian language speaking students and public that want additional information; Culturally diverse call center representatives available daily to assist any members of the public or interested students and parents

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

All Malcolm X College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training: Y

Malcolm X College provides self-development training in many departments; All full-time employees of Malcolm X College are able to take classes offered at any of our colleges; Tuition reimbursement is available to many full-time employees if they wish to further their education.

Other: N

N/A

Other: N

N/A

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

Malcolm X College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Malcolm X College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

Question 19 - Malcolm X College employs multiple culturally-competent recruiters to communicate and interact with parents and students. These recruiters are managed through the District Office, and can be utilized by multiple campuses to meet the needs of prospective students and their parents. Question 20 - Never : The recruiting team at Malcolm X College has not seen an increased need for Asian American recruiters to converse with students or their parents in their native language. When/if necessary, Malcolm X College is prepared to meet the needs of Asian American students and their parents in their native languages.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**City Colleges of Chicago  
Olive-Harvey College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: Y

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
4	8	0	5	1	0	0	18

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
73	146	0	159	70	0	110	558

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 540

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
-1	-1	0	-3	-5	0	-7

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

2	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
19	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Olive-Harvey College does not budget specifically for the recruitment of any one ethnicity, but does strive to create a diverse candidate pool by posting and networking through a variety of different recruitment resources.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Olive-Harvey College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Olive-Harvey is consistently striving to better measure Asian employment, work closely with Asian organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Olive-Harvey strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

To increase the Asian teaching/administrative staff and bilingual employees at our Institution we recommend: Continuing to recruit and employ diverse employees that best represent the needs of our student population; Utilizing a wide variety of recruitment platforms to create a diverse candidate pool; Interviewing candidates with a diverse panel; Continued community involvement in the form of language classes and conversation tables; Open, frequent discussions between bilingual students and staff to increase engagement

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: Y

Community Linkages: N

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

N/A

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Increased availability of enrollment documents in multiple languages; Staff/Faculty available to act as translator/primary communicator for any Asian language speaking students and public that want additional information; Culturally diverse call center representatives available daily to assist any members of the public or interested students and parents

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

All Olive-Harvey College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training: Y

Olive-Harvey College provides self-development training in many departments; All full-time employees of Olive-Harvey College are able to take classes offered at any of our colleges; Tuition reimbursement is available to many full-time employees if they wish to further their education.

Other: N

N/A

Other: N

N/A

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

Olive-Harvey College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Olive-Harvey College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

Question 19 - Olive-Harvey College employs multiple culturally-competent recruiters to communicate and interact with parents and students. These recruiters are managed through the District Office, and can be utilized by multiple campuses to meet the needs of prospective students and their parents. Question 20 –Never: The recruiting team at Olive-Harvey College has not seen an increased need for Asian American recruiters to converse with students or their parents in their native language. When/if necessary, Olive-Harvey College is prepared to meet the needs of Asian American students and their parents in their native languages.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**City Colleges of Chicago  
Harry S Truman College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: Y

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
17	36	0	36	17	0	1	107

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
122	335	0	301	99	0	122	979

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 872

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
7	4	0	6	11	0	-6

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

9	Total that received tenure
1	Total that did not receive tenure
2	Total Asian American faculty that received tenure
1	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

7	Total faculty that experienced separation from the university
1	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
110	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Truman College does not budget specifically for the recruitment of any one ethnicity, but does strive to create a diverse candidate pool by posting and networking through a variety of different recruitment resources.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Truman College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Truman College is consistently striving to better measure Asian employment, work closely with Asian organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Truman College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

To increase the Asian teaching/administrative staff and bilingual employees at our Institution we recommend: Continuing to recruit and employ diverse employees that best represent the needs of our student population; Utilizing a wide variety of recruitment platforms to create a diverse candidate pool; Interviewing candidates with a diverse panel; Continued community involvement in the form of language classes and conversation tables; Open, frequent discussions between bilingual students and staff to increase engagement

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: Y  
 Community Linkages: N  
 Mentorship of a new Asian American Faculty: Y  
 Staff Employment Recruitment Plan: Y  
 Other: N

N/A

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Increased availability of enrollment documents in multiple languages; Staff/Faculty available to act as translator/primary communicator for any Asian language speaking students and public that want additional information; Culturally diverse call center representatives available daily to assist any members of the public or interested students and parents

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

All Truman College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training: Y

Truman College provides self-development training in many departments; All full-time employees of Truman College are able to take classes offered at any of our colleges; Tuition reimbursement is available to many full-time employees if they wish to further their education.

Other: N

N/A

Other: N

N/A

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

Truman College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Truman College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

Question 19 - Truman College employs multiple culturally-competent recruiters to communicate and interact with parents and students. These recruiters are managed through the District Office, and can be utilized by multiple campuses to meet the needs of prospective students and their parents. Question 20 - Never: The recruiting team at Truman College has not seen an increased need for Asian American recruiters to converse with students or their parents in their native language. When/if necessary, Truman College is prepared to meet the needs of Asian American students and their parents in their native languages.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**City Colleges of Chicago  
Harold Washington College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: Y

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
11	37	0	15	5	0	2	70

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
131	361	0	215	96	0	82	885

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 815

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
2	4	0	1	-1	0	-4

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

17	Total that received tenure
0	Total that did not receive tenure
3	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

3	Total faculty that experienced separation from the university
2	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
73	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Harold Washington College does not budget specifically for the recruitment of any one ethnicity, but does strive to create a diverse candidate pool by posting and networking through a variety of different recruitment resources.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Harold Washington College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Harold Washington College is consistently striving to better measure Asian employment, work closely with Asian organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Harold Washington College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

To increase the Asian teaching/administrative staff and bilingual employees at our Institution we recommend: Continuing to recruit and employ diverse employees that best represent the needs of our student population; Utilizing a wide variety of recruitment platforms to create a diverse candidate pool" Interviewing candidates with a diverse panel; Continued community involvement in the form of language classes and conversation tables; Open, frequent discussions between bilingual students and staff to increase engagement

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: Y

Community Linkages: N

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

N/A

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Increased availability of enrollment documents in multiple languages; Staff/Faculty available to act as translator/primary communicator for any Asian language speaking students and public that want additional information; Culturally diverse call center representatives available daily to assist any members of the public or interested students and parents

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

All Harold Washington College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training: Y

Harold Washington College provides self-development training in many departments; All full-time employees of Harold Washington College are able to take classes offered at any of our colleges; Tuition reimbursement is available to many full-time employees if they wish to further their education.

Other: N

N/A

Other: N

N/A

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

Harold Washington College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Harold Washington College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

Question 19- Harold Washington College employs multiple culturally-competent recruiters to communicate and interact with parents and students. These recruiters are managed through the District Office, and can be utilized by multiple campuses to meet the needs of prospective students and their parents. Question 20- Never: The recruiting team at Harold Washington College has not seen an increased need for Asian American recruiters to converse with students or their parents in their native language. When/if necessary, Harold Washington College is prepared to meet the needs of Asian American students and their parents in their native languages.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**City Colleges of Chicago  
Wilbur Wright College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
12	31	0	12	4	0	1	60

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
129	344	0	210	98	0	100	881

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 821
4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
3	3	0	-1	-2	0	-6

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

12	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
60	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Wright College does not budget specifically for the recruitment of any one ethnicity, but does strive to create a diverse candidate pool by posting and networking through a variety of different recruitment resources.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Wright College is committed to making responsible hiring decisions to enhance diversity in our Institutions by implementing clear, consistent recruitment processes across the district. Truman College is consistently striving to better measure Asian employment, work closely with Asian organizations in the Chicago Community, and recruit, retain and promote qualified minorities. Wright College strictly enforces its EEO policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

To increase the Asian teaching/administrative staff and bilingual employees at our Institution we recommend: Continuing to recruit and employ diverse employees that best represent the needs of our student population; Utilizing a wide variety of recruitment platforms to create a diverse candidate pool; Interviewing candidates with a diverse panel; Continued community involvement in the form of language classes and conversation tables; Open, frequent discussions between bilingual students and staff to increase engagement

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: Y

Community Linkages: N

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

N/A

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Increased availability of enrollment documents in multiple languages; Staff/Faculty available to act as translator/primary communicator for any Asian language speaking students and public that want additional

information; Culturally diverse call center representatives available daily to assist any members of the public or interested students and parents

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

All Wright College employees are encouraged to apply for positions at any of our colleges, satellite campuses, or the district office that would enhance their career.

Self-development training: Y

Wright College provides self-development training in many departments; All full-time employees of Wright College are able to take classes offered at any of our colleges; Tuition reimbursement is available to many full-time employees if they wish to further their education.

Other: N

N/A

Other: N

N/A

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

Wright College is an equal opportunity employer with a diverse workforce. Our recruitment and staffing efforts are clear and consistent to ensure a wide range of applicants are exposed to each job posted at our seven colleges. Wright College strictly enforces our EEO policy, which prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

Question 19 - Wright College employs multiple culturally-competent recruiters to communicate and interact with parents and students. These recruiters are managed through the District Office, and can be utilized by multiple campuses to meet the needs of prospective students and their parents. Question 20 - Never The recruiting team at Wright College has not seen an increased need for Asian American recruiters to converse with students or their parents in their native language. When/if necessary, Wright College is prepared to meet the needs of Asian American students and their parents in their native languages.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Danville Area Community College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	0	0	3	0	0	0	5

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
88	109	0	205	47	0	19	468

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 463

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
2	0	1	0	0	0	0

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

2	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
2	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:
10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?
11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:  
 Internships: N  
 Community Linkages: N  
 Mentorship of a new Asian American Faculty: N  
 Staff Employment Recruitment Plan: N  
 Other: N
13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N

19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? quarter
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
  
Self-development training: N  
  
Other: N  
  
Other: N
22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
  
Publicly advertise all positions.
23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**College Of DuPage**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
20	123	0	21	21	0	7	192

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
263	1621	0	444	336	0	157	2821

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 2629

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
-3	-3	0	-6	-5	0	-6

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

18	Total that received tenure
2	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

12	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

the College of DuPage allocates \$100,000 for recruitment each fiscal year. As part of our recruitment efforts, we advertise Faculty and Administrator positions with diversity job sites to target Asian American applicants.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

The College of DuPage requires Diversity Training for all Search Committee Members, Supervisors and Managers. Additionally, the College's Board of Trustees requires the Human Resources Department to monitor the diversity of the candidate pool overall, and again at the interview stage. Based on the results, we do additional advertising specifically focused on the minority communities if necessary.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

The College of DuPage participates in Diversity Job Fairs each year such as the Indo-American Community Services career fair. The College also targets diverse job seekers through diversity specific targeted emails and diversity websites to post career opportunities, for example, AsiansInHigherEd.com.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Asian American Faculty: N

Staff Employment Recruitment Plan: Y

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

None at this time

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N
- Self-development training: N
- Other: Y
- Employee development funds are made available for employees to develop professional skills.
- Other: N
22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?
- The College of DuPage Affirmative Action Officer receives a detailed monthly report that outlines new hires and promotions at the College. This report indicates the ethnicity of the individuals impacted by these changes.
23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

The College of DuPage creates an annual Affirmative Action Plan that is used to highlight areas of focus in the Recruitment and hiring of minorities in various employee groups. We continue to monitor our candidate pools to ensure compliance with our Board's Diversity Policy. During our discussions with the Hiring Managers and Search Committee Members, we share demographic information on our student population in comparison to our Faculty. These figures create continued awareness of the importance of providing equal opportunity to minority groups.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Elgin Community College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
6	30	0	14	11	0	1	62

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
239	474	0	206	141	0	99	1159

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 1097

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
7	3	0	3	2	0	9

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

4	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>
0	<u>Vietnamese</u>

0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

A significant portion of the college's advertising budget is used to advertise with mediums that reach diverse populations.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

ECC's commitment to diversity, equity, and inclusion is ingrained in the college's strategic plan as well as the college's EEO/AA policies and procedures. ECC is also one of a few Illinois community colleges that participate in the national Achieving the Dream initiative. Achieving the Dream Community Colleges Count is a multi-year, national initiative to improve student success, particularly among students of color and low-income students. A cornerstone of the initiative is broad engagement of faculty, staff, students and the community. ECC has developed a college wide Student Success Infrastructure model that connects all aspects of the college to student success. The committee/task force members assist the president in defining, planning for, and implementing infrastructures to build and sustain cultural competence in the areas of diversity, equity, and inclusion. The CMCO is responsible for developing and executing community relations strategies that effectively support and achieve the vision, mission, goals and objectives of the college. Members of the Alliance for College Readiness work in faculty and staff teams to establish a common understanding of college and career readiness, to better align curriculum and instruction and to foster effective communication systems between students, educators, and parents. The Multicultural and Global Initiatives Committee (MAGIC) was established to prepare individuals to succeed in a diverse society by providing and supporting multicultural learning experiences in an inclusive environment. ECC's commitment to international education is evident in the accomplishments of our cross-functional team, Global/International Studies Taskforce (GIST), which was charged with expansion of international programs. Position vacancies are posted for a minimum of 5 business days to give all employees an equal opportunity to apply for open positions within the institution. The Human Resources Department is responsible for the integration of a systematic approach to identifying external recruitment sources and referring internal and external candidates to open vacancies. ECC participates in district wide employment/career fairs sponsored by colleges, and community and civic activities. Additionally ECC hosts two annual job fairs (diversity recruitment and career). ECC employees maintain memberships to minority professional associations and societies. The ECC Human Resources Department tracks demographic information of applicants who submit an ECC application for employment. The Human Resources Department assists applicants by mail, email, telephone, in person and Internet with completing and submitting an online application and general information regarding the hiring process. The Human Resources Department provides hard copy and electronic documents related to the hiring process in both English and Spanish. Additionally, Spanish-speaking employees are available to assist internal and external customers. Applicants respond to questions related to multiculturalism during the application and interview process. Anyone participating in the hiring process is required to complete cultural competency training. The college also offers a series of in-service professional development opportunities related to diversity, inclusion, and equity.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Enhance recruitment activities utilized to refer candidates to open vacancies. Increase ECC participation in employment/career fairs and networking events. Continue to maintain and develop external relationships with the community in an effort to foster our community outreach efforts. Begin to track applicants that indicate non-English speaking skills when applying for employment opportunities. Continue to provide assistance and support to candidates in more than one language. Provide hard copy and electronic documents related to the hiring process in multiple languages.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Asian American Faculty: N

Staff Employment Recruitment Plan: Y

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Employees within the college attend conferences, seminars, meetings and training sessions related to employment law and diversity.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N

17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N

18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N

19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y

20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? quarter

21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: Y

The college also offers a series of in-house professional development opportunities, tuition reimbursement, and professional development funds.

Other: N

Other: N

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

We are able to ensure compliance through HR and leadership oversight, training and awareness, various administrative procedures, practices, and polices as well as governing documents.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

ECC Strategic Plan, ICCB Reports Overview, Performance Report, Underrepresented Report, Data and Characteristics Reports, Program Review & Accountability Reports



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

11	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

9	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

\$12,069 or 14.57% of its FY15 budget was targeted for recruiting multiple diverse populations, including Asian-Americans that are considered underrepresented in the academic workforce.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Harper College has long established policies and procedures for ensuring that the institution is an equal opportunity employer. These include but are not limited to: institutional wide-strategic goal in place to attract and retain underrepresented employees in higher level faculty and administrator roles; regular reviews of all recruiting practices to ensure that there are adequate pipelines for attracting well-qualified Asian-American candidates; collection and analysis of candidate diversity statistics for each search; regular reviews of all hiring practices to ensure compliance with Federal and State laws; required training for all faculty search committees to educate interviewers on diversity issues and legal compliance in the hiring process; and annual completion and analysis of workforce and utilization data by EEOC category. Collection and analysis of candidate diversity statistics for each search. These statistics are reviewed by the Search Chair, Dean, Provost or VP, Special Assistant to the President for Diversity and Inclusion and Chief Human Resources Officer. Regular reviews of all hiring practices to ensure compliance with Federal and State laws.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Monitor the College's multi-year plan targeting the recruitment and hiring of Asian-American Faculty and Staff. Continue to identify Participate in diversity specific conferences such as NCORE (National Conference on Race and Ethnicity), SHRM Diversity and Inclusion Conference, and the IMDiversity.com conference. Coordinate recruiting activities and meetings at traditionally Asian-American serving institutions. Continue to develop and mandate training classes for all faculty search committee members to educate interviewers on diversity issues, legal compliance and cultural competency in the hiring process. Continually review and update the College Web-site to continue to create a more welcoming environment and to encourage individuals from under-represented groups to apply. Expand the current Diversity Faculty Fellowship to include nationwide recruitment and multiple disciplines for potential succession planning.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:  
 Internships: Y  
 Community Linkages: Y  
 Mentorship of a new Asian American Faculty: Y  
 Staff Employment Recruitment Plan: Y  
 Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Harper is committed to a culturally responsive environment that makes all members of our community feel confident that the full extent of their humanity and contributions are recognized and honored. An environment that welcomes, values and respects all members of the College's diverse community--across the spectrum of ability, academic preparedness, age, ethnicity, faith, gender expression, identities, race and more.--fosters a culture where all feel safe to participate, in open and respectful discourse, without fear of discrimination or marginalization. As part of its four-year (2015-2019) Strategic Plan, the College has identified "Inclusion" as one of three strategic directions for the College. The College has defined "Inclusion" as "fostering an environment that values and actively encourages cross-cultural engagement." As part of its four-year (2015-2019) Strategic Plan, the College has identified "Inclusion" as one of three strategic directions for the College. The Diversity Committee is part of the College's Corporate Governance structure. The College employs a Special Assistant to the President for Diversity and Inclusion who is responsible for analyzing, recommending and collaborating with other College constituencies to expand and improve diversity and inclusion initiatives. Encouraging the development and organization of on-campus Employee Resource Groups (ERG) who assist the college in creating an environment and culture that is welcoming and supportive of all employees but particularly those individuals who are members of historically underrepresented populations. ERGs are supported by the Office of Diversity & Inclusion at Harper College as a means of improving the recruitment and retention of employees from underrepresented populations through partnering as a way to build community and to improve recruitment and retention of diverse talent. A mentoring program called the Diverse Relationships Engaged in Affirming Multiculturalism: (DREAM) Affinity Group has been established to mentor diverse second year faculty. The Group's goals are to facilitate the recruitment, professional development, and retention of a diverse workforce through programs that support workforce, diversity, and the college's core values. This year there were several mentees and several active faculty/deans mentors. Asian-American faculty and staff employees are provided with professional development dollars of up to \$1,150 to enhance their skill sets and eligibility for promotion. On-line courses and workshops are available for faculty to develop skills for supporting Asian-American students. The Center for Multiculturalism has established a Multicultural Faculty Fellows Program which provides Faculty training incorporating diversity modules and approaches into their curricula. All graduate courses purchased or acquired for faculty professional development that are provided by Harper College have a multiculturalism dimension. REACH Summer Bridge Program -- Targets underrepresented students for college preparation. Harper College has agreed that our Institutional Effectiveness Measure (IEM) for Diversity be benchmarked against the year-over-year progress in diversification at Harper College. We will do this by examining what we can control; the rate at which we hire employees and the rate at which employees from historically underrepresented populations choose to voluntarily leave the college. Diversity IEM measures are as follows:

1) Measure: The percentage of diverse new hires each year by employee group, with particular focus on full-time administrators and faculty Target: A percentage equivalent to, or exceeding, the percentage of ethnically and racially diverse district residents (currently approximately 30%);

2) Measure: The percentage of underrepresented employees who separate from the college through voluntary resignations. Target: The percentage of underrepresented employees who separate from the college should be consistent with, or less than, each year's overall employee separation rate.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? Y
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? quarter
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

Self-development training: Y

The College financially supports an individual's professional development, including a tuition-waiver offset for undergraduate, post-undergraduate and post-graduate education courses.

Other: N

Other: N

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

Harper College has long established policies and procedures for ensuring that the institution is an equal opportunity employer. These include but are not limited to: institutional wide-strategic goal in place to attract and retain underrepresented employees in higher level faculty and administrator roles; regular reviews of all recruiting practices to ensure that there are adequate pipelines for attracting well-qualified Hispanic candidates; collection and analysis of candidate diversity statistics for each search; regular reviews of all hiring practices to ensure compliance with Federal and State laws; required training for all faculty search committees to educate interviewers on diversity issues and legal compliance in the hiring process; and annual completion and analysis of workforce and utilization data by EEOC category.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

The College convened a Presidential Task Force in 2012 to examine and make recommendations regarding the College's diversity initiatives. Harper College faculty and staff also completed a Cultural Values Assessment (CVA) in 2012. The recommendations of this Task Force, the results of the CVA and the creation of the Special Assistant to the President for Diversity and Inclusion position are drivers assisting the College in improving and enhancing its efforts and initiatives in Diversity and Inclusion. The CVA will be conducted again in 2016.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Heartland Community College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
5	14	0	16	0	0	0	35

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
149	306	0	355	49	0	11	870

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 835

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

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

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

5	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8.

9. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
35	<u>Not Specified</u>

10. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

The College provides a budget allocation for employee recruitment advertising. The FY15 budget for this advertising was \$65,000, of which approximately 3% was spent on advertising in venues oriented to minorities, including African Americans.

11. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

The College has always had comprehensive Hiring Guidelines that guide employees involved in hiring, interviewing, recruitment and EEO. In FY15, an online training module for employees involved in these processes was developed to deliver this information more efficiently and effectively.

12. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

The College continues to ensure that information regarding employment opportunities at the College is reaching qualified, diverse populations.

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

13. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Asian American Faculty: N

Staff Employment Recruitment Plan: N

Other: N

14. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

In addition to ESL programming, the College continues to provide an Academic English Language Program to prepare non-native English speakers for college-level coursework.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

15. Does your institution currently have an Asian American Resource Center (AARC)? N

16. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
17. Is the center Director/Coordinator Asian American? N
18. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
19. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
20. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
21. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? quarter
22. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

Self-development training: Y

The College has expanded its professional development offerings and employees have access to a wide variety of opportunities, including: seminars; workshops; training sessions; webinars/conferences; professional publications; professional association memberships; sabbaticals; tuition support.

Other: Y

The College supports voluntary employee involvement in various professional/community organizations and associations.

Other: N

23. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?
24. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Highland Community College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	0	0	2	1	0	0	5

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
56	177	0	58	49	0	39	379

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 374

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
3	-1	0	3	2	0	-1

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

3	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
5	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

In FY'15, Highland allocated 8% of our advertising budgeted toward specific recruitment of minority applicants, including Asian American applicants.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

HR staff is trained on comprehensive search and hiring guidelines within state and federal mandates and Highland's Affirmative Action Plan.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

N/A, teaching/administrative staff is not underutilized, nor have we seen the increased need for Asian language speaking bilinguals at our institution.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Asian American Faculty: N

Staff Employment Recruitment Plan: N

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Highland has not seen increased numbers and/or need of Asian language speaking students and public.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N

17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

Self-development training: Y

Employees have the opportunity to develop their professional skills through workshops, online training, publications and one-on-one coaching; Tuition waivers for Highland classes are provided to part-time and full-time employees; Education assistance is provided for our full-time employees to pursue advanced degrees or classes.

Other: N

Other: N

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

The Colleges Human Resources Department, Affirmative Action Officer and the College's Equal Opportunity/Affirmative Action Committee are dedicated to recruitment and selection process that ensures nondiscrimination, provides equal access and opportunity for all, and complies with all State and Federal regulations. A representative of the EE/AA Committee is assigned to each search committee to participate in the review, interview and selection of position candidates. The EE/AA Committee members have received training on College policies and State and Federal regulations in relation to the hiring process, as well as training on unconscious bias. The EE/AA Committee member's purpose on search committees is to: assure no illegal inquiries are made of the candidate; ensure that policies and procedures are followed; that candidates are not subject to inappropriate treatment, questions, etc.; and ensure that no one is eliminated from the search for reasons other than not meeting the selection criteria (minimum requirements), not meeting the application deadlines, or not following the guidelines for applying. The AA rep also ensures that the selection criteria does not create artificial barriers to employment for under-represented groups and that during each step of the process candidates from under-represented groups are not excluded from consideration for inappropriate reasons. The HR staff member that oversees the hiring process reviews applicant pools for minority composition and reviews applications selected for interview to consider whether qualified minority applicants are being left out. Prior to scheduling interviews and again before an offer of employment is made, the HR staff member will talk with the Search Committee Chair to discuss the qualifications for those selected to ensure that the best qualified are selected. Search committee members are required to keep documentation which explains how each applicant matched up to the qualifications that are needed to be successful in the position.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

N/A

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Illinois Central College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
3	10	0	22	4	0	3	42

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
218	590	0	629	165	0	129	1731

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 1689

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
3	9	0	4	2	0	4

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

16	Total that received tenure
0	Total that did not receive tenure
1	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

5	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
22	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

\$7300.00

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

All plans are reviewed by Human Resources and Hiring Managers. They are incorporated into a recruitment strategy.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

In 2013 we hired a faculty recruiter to focus specifically on underrepresented populations and bring them into the workforce. We continue to conducted job fairs, place job postings in selected on-line and print media targeting Asian-Americans. We use our Chinese Institute for students as part of our recruitment marketing campaign to illustrate inclusion and acceptance of Asian-Americans in the College community.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

ESL and Pre ESL instruction classes.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

Self-development training: Y

Other: N

Other: N

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

This effort is coordinated through Human Resources.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

Our Workforce Analysis report (as part of our Affirmative Action Plan) is underdevelopment at the time of this writing, but will be available for the College to develop recruitment goals for the upcoming fiscal budget year. It is with this plan, that we will monitor the success of FY '15-16 recruitment efforts and levels of attainment.



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

0	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Guidance and review with our legal counsel

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:  
 Internships: N  
 Community Linkages: N  
 Mentorship of a new Asian American Faculty: N  
 Staff Employment Recruitment Plan: N  
 Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

we hire ESL instructors as needed

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N

17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N

18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N
- Self-development training: N
- Other: N
- Other: N
22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?
- Hiring committees are given a packet to review prior to reviewing applicant files and review with member of HR department
23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

0	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:
10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Guidance and review with our legal counsel

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

N/A

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

12. Does your institution implement employment incentives to attract Asian American employees such as:  
 Internships: N  
 Community Linkages: N  
 Mentorship of a new Asian American Faculty: N  
 Staff Employment Recruitment Plan: N  
 Other: N
13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

hire ESL instructors as needed

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N

18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
  
Self-development training: N  
  
Other: N  
  
Other: N
22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
  
Training with HR department
23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

4	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

All staff responsible for hiring are trained on legal rules for employment and interview and recommend for employment the best candidate from the pool in which they have to choose from

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Continue to look for Asian speaking individuals

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

- Internships: N
- Community Linkages: N
- Mentorship of a new Asian American Faculty: N
- Staff Employment Recruitment Plan: N
- Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

We hire ESL instructors as needed

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N

17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N

18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
  
Self-development training: N  
  
Other: N  
  
Other: N
22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
  
Hiring committees are given a packet to review prior to reviewing applicant files and review with member of HR department
23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

3	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

All staff responsible for hiring are trained on legal rules for employment and interview and recommend for employment the best candidate from the pool in which they have to choose from

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Continue to look for Asian speaking individuals

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Asian American Faculty: N

Staff Employment Recruitment Plan: N

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

We hire ESL instructors as needed

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N

17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N
- Self-development training: N
- Other: N
- Other: N
22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?
- Hiring committees are given a packet to review prior to reviewing applicant files and review with member of HR department
23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

0	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:
10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

All staff responsible for hiring are trained on legal rules for employment and interview and recommend to employment the best candidate from the pool in which they have to choose from.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

continue to look for Asian speaking individuals

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

12. Does your institution implement employment incentives to attract Asian American employees such as:  
 Internships: N  
 Community Linkages: N  
 Mentorship of a new Asian American Faculty: N  
 Staff Employment Recruitment Plan: N  
 Other: N
13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

we hire ESL instructors as needed

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N

19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
  
Self-development training: N  
  
Other: N  
  
Other: N
22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
  
Hiring committees are given a packet to review prior to reviewing applicant files and review with member of HR department
23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Illinois Valley Community College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	2	0	0	0	0	0	4

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
88	262	0	96	69	0	19	534

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 530

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
1	0	0	-1	-1	0	-1

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

3	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

5	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
4	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

IVCC has one advertising budget for all positions regardless of job category. The total budget for FY15 was \$5,500.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

IVCC has an established Affirmative Action Policy and procedures for the hiring process. All selection committee members are trained on the policy and procedures prior to serving on the committee. Key characteristics are required for each open position based on the job description and all applications are scored using these key characteristics. Application materials include a cover letter, resume, and application form. Using the key characteristics ensures the selection committee is evaluating candidates on job-related criteria.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

IVCC's Board of Trustees has adopted an Affirmative Action Policy. The Equal Employment Opportunity statement is incorporated in the following publications and forms: purchase orders, leases, construction contracts, purchasing guidelines, college catalog, faculty handbook, employee guidebook, and other publications where necessary. All job vacancies include the equal opportunity statement. In addition, IVCC participates in many local and regional recruitment events. We advertise all open positions on our Career Services site and through the local unemployment office. The College advertises in many publications and on many websites geared toward diverse applicants including Diverse Issues in Higher Education, Diversifying Faculty in Illinois, and diversejobs.com. The College reaches out across the nation for Asian teaching/administrative staff by conducting a nationwide search utilizing the Chronicle of Higher Education and higheredjobs.com. We also reach further down the scoring sheet, when possible, to include minorities in our interview pool.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

IVCC has not developed any strategies to meet this need as our Asian student population and area workforce population are very low percentages.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

Self-development training: Y

Tuition waivers

Continuing education classes

CETLA workshops

Faculty development days

eLearning

Other: N

Other: N

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

IVCC has an established Affirmative Action Policy and procedures for the hiring process. All selection committee members are trained on the policy and procedures prior to serving on the committee. Key characteristics are

required for each open position based on the job description and all applications are scored using these key characteristics. Application materials include a cover letter, resume, and application form. Using the key characteristics ensures the selection committee is evaluating candidates on job-related criteria.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Joliet Junior College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
7	15	0	10	4	0	1	37

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
236	809	0	383	179	0	189	1796

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 1759

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
8	12	0	4	5	0	1

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

0	Total that received tenure
0	Total that did not receive tenure
8	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

8	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

HR staff, as well as administrators and other hiring personnel receive search committee training prior to serving in a hiring (or recommendation) capacity. In this training, the college's commitment statements towards affirmative action, EEO, diversity and inclusion are discussed. As a hiring manager is preparing for a search, they consult with the HR departments Recruitment, EEO & Diversity Manager who will assist in establishing the recruitment and/or advertising plan. The college has implemented very consistent evaluation tools such as a screening matrix and trains the hiring personnel how to appropriately use the tools. If there are instances where the integrity of the search is compromised in any manner the search may be extended, candidate may be re-examined or the search may be canceled.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:  
 Internships: Y  
 Community Linkages: Y  
 Mentorship of a new Asian American Faculty: Y  
 Staff Employment Recruitment Plan: N  
 Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? Y
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).
- Employees with career ladder enhancement: N
- Self-development training: N
- Other: Y
- JJC has the Office of Multicultural Student Affairs Office that provides support for all students of color.
- Other: N
22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?
- The college has prepared a written inclusion/diversity plan which is available and shared with hiring managers and HR personnel.
23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Kankakee Community College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
3	4	0	1	0	0	0	8

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
148	260	0	90	84	0	30	612

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 604

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
1	1	0	1	-1	0	-1

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

6	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

2	Total faculty that experienced separation from the university
1	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>

0	<u>Thai</u>
0	<u>Vietnamese</u>
0	<u>Other Asian</u>
8	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Human Resources oversees the screening and hiring process for every staff and faculty position to maintain consistency in the process. Each screening committee is trained in the process and required to submit a confidentiality agreement. Human Resources tracks the applicant pool using Neo.gov at each stage of the screening process to ensure that a diverse pool of applicants are considered.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

KCC will maintain ties with the local Asian community. These activities will include mainly consist of having an alliance with local politicians and community and religious leaders

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

- Internships: N
- Community Linkages: Y
- Mentorship of a new Asian American Faculty: Y
- Staff Employment Recruitment Plan: Y
- Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Continue to maintain strong ties with the local Asian community to recruit qualified candidates for KCC positions.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N
- Self-development training: N
- Other: N
- Other: N
22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?
- A structured hiring and promotion process is overseen by KCC's Department of Human Resources.
23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Kaskaskia College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
3	1	0	0	1	0	0	5

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
98	429	0	95	65	0	50	737

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 732

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
3	0	0	-1	1	0	1

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

1	Total that received tenure
1	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
2	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
2	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Hiring for regular full-time and part-time positions is done by diverse search committees with training by the HR office. Professional growth and development training covers diversity issues. Use DFI website for advertising when permitted.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Research advertising sources that will target Asian American professionals interested in higher education careers.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Asian American Faculty: N

Staff Employment Recruitment Plan: N

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Professional growth and development training covers diversity issues.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N

17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N

18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N
- Self-development training: N
- Other: Y
- Professional growth and development opportunities provided for all employees
- Other: N
22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?
- Hiring is done through HR department
23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

5	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

7	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:
10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

The development of a recruitment plan which includes under-represented groups representation at search committee meetings and also the recruitment effort through enhanced and additional mediums to attract more applicants of a diverse background.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

The development of a recruitment plan which includes under-represented groups representation at search committee meetings and also the recruitment effort through enhanced and additional mediums to attract more applicants of a diverse background.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:  
 Internships: N  
 Community Linkages: Y  
 Mentorship of a new Asian American Faculty: Y  
 Staff Employment Recruitment Plan: Y  
 Other: N
13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Through the Student Retention and Recruitment and Access, Equity and Diversity Office to enhance the recruitment of students of a diverse background.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

The College provides all staff with professional development training to enhance the succession planning activities sand promotion of individuals at the institution.

Self-development training: Y

The College provides all staff with professional development training to enhance the succession planning activities sand promotion of individuals at the institution.

Other: N

Other: N

22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?
23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**College of Lake County**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
23	44	0	17	5	0	6	95

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
269	822	0	366	169	0	106	1732

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 1637

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
1	-2	0	-3	-4	0	-2

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

16	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
1	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
95	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Total FY15 Budget - \$210,000; Total Diversity FY15 Budget - \$68,210; African American Recruitment Initiatives - \$189,000; Advertising - \$170,100; Travel - \$53,580.50; Clubs and memberships - \$3,750

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Recruiting staff attend local and regional conferences, seminars, webinars, etc. to ensure compliance with legislative mandates effecting recruitment, employment, and promotion of highly qualified Asian Americans. Within our Human Resources department, our new process with recruitment involves each Recruiter to take a more hands on approach with prescreening applications. This process ensures that the pool is truly diverse and allows an opportunity for all those with required skill sets to have an opportunity for advancement within our staffing system. This is done prior to the pool being released to the hiring manager. To ensure that all administrative employees responsible for hiring, interviewing, recruitment, and EEO officially comply with all legislative mandates of the Asian American Employment Plan, the College EEO representative and search committee receive formal training. Human Resources also ensures that the applicant pools are diverse for all positions within the College. If the pools are not diverse as defined by the area of the Vice President, the search will be reopened.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Our Diversity Commission consists of three standing committees that work independently, as well as collectively, to meet the goals of the commission: 1) Instructional and Faculty Development 2) Student Development 3) Human Resources and Staff Professional Development Each committee provides direction to evaluate and promote institutional priorities specifically related to diversity in the college community. Advisory recommendations of the commission support the implementation, achievement, and maintenance of the diversity objectives set forth in the College's Strategic Plan. The Instruction and Faculty Development committee assists faculty with ensuring that diversity is infused in curriculum (i.e. Development of new courses are incorporated on a regular basis). Working with faculty on diversity workshops for full and part-time faculty; work towards encouraging faculty to create an inclusive and welcoming classroom environment in which all students regardless of their social/cultural identities have the ability to reach their highest potential. The Human Resources and Staff Professional Development committees focus on building an inclusive College community that recognizes, values, and respects people of all cultures and ways of life. Maintenance of diversity in the workplace is consistently promoted, attracting and retaining a highly talented and skilled work force representative of all levels of diversity; promoting a culture within the College that encourages personal development and growth; and fostering effective relationship with diverse communities, associations, institutions, and suppliers. In addition, measurable goals are established and specific timelines are aligned in order to measure effective progress that will lead to the attainment of overall College goals.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

As a result of the investment in student success for FY15, the Coaching for Academic Success department became part of the organizational structure. Six positions were created to launch the coaching program. This program conducts proactive outreach to ensure students are prepared to progress through their academic coursework. The program assists students in clarifying and achieving realistic goals for success in college. In addition, coaches accept early alert referrals from faculty and connect with students to support them in successfully navigating through early alert issue(s). The program utilizes various forms of communication to connect with specified groups of students, as well as staff and faculty. Major goals include assisting students in removing barriers to completion, serving as a resource expert for students to connect them to the appropriate service or department, and collaborating with faculty and student development personnel to identify strategies for assisting students. The College of Lake County offers a variety of multicultural programs and services. There is an international office in place where Asian students and the public have the opportunity to visit the department for retention and mentorship. Asian students also benefit from the campus club Asian Student Alliance where they have the advantage of networking with other Asian students to increase their opportunity for success at CLC. In addition, the Adult Education division provides program literature in Mandarin and continually uses electronic translators to provide Asian students with information about the ESL, ABE, and GED program. Asian-American students have the following organizations and initiatives available to them. These help increase retention and mentorship: Men of Vision; Asian Student Alliance; Real Men Talk; Sister 2 Sister; Educational Talen Search; English as a Second Language; Gender and Sexuality Studies; Library Resources focused on Diversity; Multicultural Student Center; Office for Students with Disabilities; Student Empowerment Center; Student Organizations and Clubs; Women's Center"; Veterans Services

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? Y

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? Y

16. Is the center Director/Coordinator Asian American? N

17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N

18. Does the center Director/Coordinator assist in the recruitment of Asian American students? Y

19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? quarter
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

- Teaching, Learning, and Educational Training (TLET) Center offers training in many fields that assist our staff and organization obtain the knowledge and skills they need to continue to succeed. - Career Development: The College administers a program that provides a financial award based on completion of a college degree/certificate while on an approved career development plan. This program sincerely encourages employees to take advantage of all opportunities that will assist them in the development of their job-related skills and in turn enhance their job proficiency. - Tuition Waiver: To attract and retain quality faculty and staff, the College provides continuing opportunities for educational development for eligible employees, their spouses/civil union partners and/or dependent children. The tuition waiver allows the above mentioned individuals an opportunity to enroll tuition free in approved credit courses. -Tuition Reimbursement: The College reimburses its eligible employees for books, courses, workshops, and seminars taken at an accredited institution of higher education. -Educational cohort: Full-time employees that consider pursuing a Master's degree or Doctoral program fall under the cohort program and are reimbursed for their endeavor via the Tuition Reimbursement Program.

Self-development training: Y

See above.

Other: N

Other: N

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

The College of Lake County is an equal opportunity employer with a diverse workforce. The College advertises opening by using websites, publications, list serves, and email blasts that are geared toward Asian American individuals, communities, recent graduates, etc. All recruitment policies will take into consideration an outreach and effort that deliberately focuses on increasing and maintaining the diversity support within the organization. All positions are posted in a wide variety of places including but not limited to: local unemployment job board(s), community boards, service agencies, newspapers, associations and organizations. Internal Recruitment: The Human Resources Office ensures that the vacancy is announced to those in the appropriate departments and divisions and/or posted on The College Of Lake County job websites. External Recruitment: Jobs are posted by Human Resources to the appropriate media and College of Lake County website. Persons seeking to apply from within the college shall follow the same application procedures as external applicants. No bias is extended in either direction. Those involved in recruiting, sourcing, interviewing, and screening of applicants are required to complete and attend the Interview Training program offered by Human Resources in order to serve in this capacity. Based upon voluntary

applicant information, Human Resources staff assesses the diversity of each applicant pool to ensure a diverse and applicant and interview pool.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

1) The College will be conducting a Campus Climate survey in 2016 which will include questions relating to employment discrimination or harassment based on a number of factors, including race/ethnicity. The Campus Climate survey will provide an opportunity for employees to offer feedback regarding job satisfaction, employee/supervisor relationships, workplace safety, benefits, wellness and sustainability. Survey respondents will be asked to rate the College's compliance with policies and procedures designed to identify employment discrimination. The survey will be used to track progress since our 2013 assessment which revealed the following: A need for firming up our policies and training related to workplace discrimination and harassment in the workplace.

2) This year the College has established an employee Advocate Program. This program is designed to: Helps fellow employees by providing confidential and informational assistance to anyone within the Classified and Specialist Staff who may need support or direction when facing a workplace issue; Acts as a source of information and referral; Helps answer individual's questions about College policy or procedure; Provides an informal and confidential means for discussing an issue or concern; Acts as a guide for fellow employees listens to questions or concerns ; Provides referral to appropriate policies; May act as an intermediary between HR and employee as needed, while maintaining confidentiality; Empowered to meet with supervisors and VPs if needed to help facilitate communication

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Lake Land College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	1	0	1	2	0	0	5

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
104	319	24	302	85	0	28	862

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 857

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
0	0	-1	0	2	-1	-1

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

2	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

7	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
1	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
1	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
3	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Included in the overall recruitment budget.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Required Hiring Committee/EEO Training.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Broad recruitment efforts using on-line and diverse recruitment venues.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Currently have an Asian American Director of International Studies to recruit and assist students, parents and the public.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? Y

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? Y

16. Is the center Director/Coordinator Asian American? Y
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? Y
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? Y
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? full
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

Career coaching and mentoring. Provide job shadowing opportunities as requested. College wide compensation program that is reviewed annually.

Self-development training: Y

Opportunities made available to all staff for self-development either in-house or utilizing outside sources. Employees are encouraged to explore other opportunities.

Other: N

Other: N

22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?
- All hiring committee members are required to be trained prior to serving. Human Resources EEO Officers are a required member of each committee.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

Utilizing EEO/recruitment form. Analyzing data annually.



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

8	Total that received tenure
20	Total that did not receive tenure
0	Total Asian American faculty that received tenure
1	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:
10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

The College has employed the services of PeopleAdmin, a computer generated software program designed for Higher Education, that encourages self-identification of all applicants regarding their race. Additionally, the College has an HR Recruitment Specialist whose primary focus is to seek efficiencies in the employment process, including but not limited to seeking to enhance diversity. The Specialist reviews the minority representation of applicant pools and carefully reviews the credentials of all the Asian applicants who meet the minimum requirements of the position for which they applied. All such applicants are specifically defined and set apart as minority applicants for the viewing all hiring committee members prior to the interview process. Qualified and reviewed minority applicants are all referred to hiring committee members by the Recruitment Specialist.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

The College continues to focus on increasing representation of Asians. All of the College's job openings are posted via PeopleAdmin. Our Human Resource Recruitment Specialist notifies the hiring committee chairperson of all qualified applicants and further details any applicants who self-identify as Asian. These applicants resumes are carefully considered in each case by the Specialist. Scheduling interviews with these applicants is highly encouraged and welcomed by the search committee.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:  
 Internships: N  
 Community Linkages: N  
 Mentorship of a new Asian American Faculty: N  
 Staff Employment Recruitment Plan: N  
 Other: N
13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

For over ten years, the college has offered a Diversity Calendar for faculty, staff, students and the community. A committee of faculty and staff meet monthly to review feedback on the events they sponsor in order to continue to

offer a series that introduces students to people whose race, ethnicity, gender orientation, religion, gender, or disability status may be different and to the cultures they represent. It includes music, lecture, film, panel discussions, and dance programming. One of the contributing forces in shaping the campus climate focused on inclusion is exposure through diversity programming. In addition, with changes in federal and state legislation comes the need for professional development for college employees on compliance. The college has just recently completed compliance training for employees. This training has precipitated many conversations among faculty and staff that often begin with, "I didn't know"

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
 Employees with career ladder enhancement: N  
 Self-development training: N  
 Other: N  
 Other: N
22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
The HR Recruitment Specialist is responsible for publishing all open postings to the College website. She then partners with the hiring committee and the hiring chair to ensure all applicants are given fair and equal consideration.
23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Lincoln Land Community College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	7	0	4	2	0	0	14

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
199	433	0	287	56	0	43	1018

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 1004

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
-1	0	0	0	2	0	-1

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

9	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

2	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

LLCC has a budget for advertising position vacancies to all groups and at all position levels, for fiscal year 2015 LLCC spent \$77,288. Of this amount, \$1,677 was spent on advertising specific to the recruitment of minorities, including Asian Americans. Additionally, LLCC has a budget of \$2,500 that is used to attend recruitment events such as career and job fairs which provide an exposure of the college to diverse individuals who may be interested in employment at LLCC.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Human Resources staff do not participate in a training program regarding the legislative mandates for the African American Employment Plan; however, all staff are expected to comply with all college policies, procedures and guidelines in addition to local, state and federal mandates. LLCC does have comprehensive Screening and Interviewing Guidelines and all employees involved in screening, interviewing and hiring are required to undergo training periodically.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Every year, LLCC seeks recruitment opportunities that will allow the college to reach potential African American candidates. These opportunities may be face-to-face, in print or online. LLCC continues to post open positions on websites specifically targeted to minorities.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Asian American Faculty: N

Staff Employment Recruitment Plan: N

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

LLCC offers several services and activities to all students and community members regardless of their race or ethnicity.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

Self-development training: Y

All staff members can have the regular tuition and fee costs associated with LLCC credit courses waived upon successful completion of the course. Additionally, all staff members also have access to funds of up to \$1,500 annually which can be used to attend another college/university, workshop, conference or seminar. There are two days a year the college holds a Professional Development Day. The sessions available on these days can assist faculty and staff in developing skills that can be utilized in their work or personal lives. These educational opportunities can help staff acquire knowledge, skills and abilities that may help them qualify for other positions at the college.

Other: N

Other: N

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

LLCC does not conduct specific training for staff regarding the mandatory Hiring and Promotion Monitor requirements. However, employees are expected to comply with all college policies, procedures and guidelines in addition to local, state and federal mandates.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**John A. Logan College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
3	3	0	1	1	0	0	8

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
136	205	0	126	91	0	57	615

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 607

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
3	3	0	1	1	1	0

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

0	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
9	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:
10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Mandatory orientation prior to all hires

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Market to areas highest in diversity, network with local university that has high level of Asian population

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

12. Does your institution implement employment incentives to attract Asian American employees such as:  
 Internships: Y  
 Community Linkages: Y  
 Mentorship of a new Asian American Faculty: Y  
 Staff Employment Recruitment Plan: Y  
 Other: N
13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Work with local leaders, market positions to desired locations, reduce qualifications for positions to increase applicant pool

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? Y
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? Y
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? Y

19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? quarter
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y  
  
Self-development training: Y  
  
Other: N  
  
Other: N
22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
  
Mandatory orientation prior to all hires
23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Mc Henry County College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
4	13	0	3	2	0	0	22

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
142	341	0	203	81	0	6	773

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 751

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
1	2	1	-1	1	0	-2

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

5	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>
0	<u>Vietnamese</u>

0	<u>Other Asian</u>
8	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

A specific budget allocation was not designated for Asian American recruitment. A percentage of both the Affirmative Action and Human Resources Recruitment budget was utilized to support and further Asian American recruitment initiative efforts.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

All communication and information regarding the Hispanic Employment Plan (HEP) directed to the Institution is forwarded to Human Resource Staff responsible for compliance. The executive level administrator overseeing the Office of Human Resources is provided status updates and information regarding compliance related activities.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Recommendations for increasing Asian American teaching and Administrative staff representation include: 1) Expand the usage of recruitment sources targeting the Asian American population and identify additional new resources. 2) Place a emphasis on hiring qualified Asian American candidates during the search process and/or candidate with related cultural experience when appropriate. 3) Charge hiring supervisors directly and indirectly involved in the recruitment process to engage in outreach efforts to attract candidates to apply for job opportunities at the college.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: Y

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Actions taken to monitor Asian American success include: Assessment of customer and/or student population needs is done by various methods - Dept./Division program review, regular monitoring enrollment and retention rates and employment data, analyzing county demographics, and consulting with stakeholders.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

The college offers a mentorship program for employees interested in career advancement and/or enhancement.

Self-development training: Y

A wide variety of self-development trainings and workshops are provided and highly promoted by the College's Professional Development Dept. to employees throughout the year.

Other: Y

To encourage professional development and cultivate internal talent, MCC offers an incentive. This incentive is an employee benefit. Employees are eligible for a salary adjustment of \$1,200 to \$1,400 upon completion of fifteen (15) college credit hours or equivalent.

Other: N

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

McHenry County College is committed to diversity and inclusion, is an equal opportunity employer. Recruitment efforts with specific guidelines enables and supports targeted efforts to attract Hispanic applicants, including advertising vacancies in publications geared to the Hispanic/Latino population. The College strictly enforces EEO Policy, prohibits unlawful discrimination on the basis of race, national origin and all other legally protected categories.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

1) Feedback from Search Committee Member evaluation forms for FY 2015 indicate the hiring process is diligent in adhering to the Affirmative Action, EEO & Diversity Program initiatives in place to further progress to increase the number of Asian American staff. 2) The number of Asian Americans hired for Faculty at MCC increased by more than 1%. 3) Utilization of recruitment resources targeting the Asian American population increased by 75%. 4) The College invested in and implemented an applicant tracking tool to monitor and assess progress of efforts related to Asian American recruitment.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Moraine Valley Community College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
4	19	0	4	2	0	0	29

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
187	822	0	182	193	0	75	1459

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 1430

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
-1	-1	0	-1	-2	0	-3

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

15	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

2	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

The college does allocate a specific budget for the recruitment of Asian employees at all job categories. These activities include attendance at career fairs, advertisement, and others. Budget allocated for FY15 was \$4,000

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

The College conducts annual faculty search committee training prior to the start of the recruitment process. Search committees are composed of diverse members. There is continuous human resources involvement during the recruitment and hiring process to ensure compliance.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Increasing recruiting efforts within Asian American communities.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: Y

Other: Y

Diversity Dialogue and Diversity Awareness Training

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Employees outside the tenure process are required to apply and interview for advanced employment opportunities at the College. Internal employees undergo the same process as external candidates for positions. If an internal employee is selected after the recruitment and hiring process, they are reclassified.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? Y
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? Y
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? Y
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

Employees outside the tenure process are required to apply and interview for advanced employment opportunities at the College. Internal employees undergo the same process as external candidates for positions. If an internal employee is selected after the recruitment and hiring process, they are reclassified.

Self-development training: Y

Training and development courses are offered through the Center for Teaching and Learning where faculty and staff may self-enroll to enhance their personal and professional development. The college has a required annual Learning College day dedicated specifically to development.

Other: N

N/A

Other: N

N/A

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

Human Resources review of all hires and re-classifications. The College conducts annual faculty search committee training prior to the start of the recruitment process. Search committees are composed of diverse members. There is continuous human resources involvement during the recruitment and hiring process to ensure compliance.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

NA

Asian American students receive services through our Multicultural Student affairs and International Student Affairs departments. Services are also available in the area of English as a second language labs. While the college does not have a specific Asian American recruiter, other employees assist in the recruitment process for the aforementioned population of students.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Morton College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	4	0	1	2	0	0	9

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
74	261	0	23	112	0	50	520

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 511

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
1	0	0	3	0	0	-2

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

1	Total that received tenure
9	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

11	Total faculty that experienced separation from the university
1	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

EEO guidelines and processes

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Continued state support of operating budget

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Asian American Faculty: N

Staff Employment Recruitment Plan: Y

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N

17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N

18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

Budget for professional development and by Collective Bargaining Agreement

Self-development training: Y

Budget for professional development and by Collective Bargaining Agreement

Other: N

Other: N

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

Following EEOC guidelines and Collective Bargaining Agreement

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

Annual fact sheet with employee figures disaggregated by race/ethnicity

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Oakton Community College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
11	75	17	23	15	0	2	143

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
164	686	80	197	144	11	79	1361

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 1218

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
-11	-7	0	-6	-7	0	-15

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

9	Total that received tenure
0	Total that did not receive tenure
1	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

8	Total faculty that experienced separation from the university
1	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Recruitment activities are placed into general budget lines. When a position is open and is scheduled to be recruited and filled, a general strategy is developed on places and sources to recruit potential applicants which will provide a broad, deep, and diverse pool including African American representation without specifically recruiting for one demographic group. \$21,906 was spent on advertisements in publications focused on diversity in general, including Diverse Issues in Higher Ed, Chicago Diversity, Insight into Diversity, and IMDiversity.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

The College is not subject to the legislative mandate of the Plan. However, the College's Affirmative Action Plan sets goals and activities for employment of underrepresented groups including Asian Americans. Steps undertaken, as described in Oakton's current Affirmative Action Plan, would entail: 1) The College's Affirmative Action Plan is found in the libraries of each campus, as well as in the President's Office. A copy of the Affirmative Action Plan is distributed to each Administrator on an annual basis; 2) The annual meeting is convened by the Chief Human Resources Official with the entire College administration to explain the intent of the Affirmative Action Plan and to reiterate the College's commitment to equal opportunity and affirmative action. Recruitment goals are discussed and roles determined in assisting the College in meeting the responsibilities to provide equal employment opportunities and our commitment to be an affirmative action employer; 3) Maintain a deliberate and continuous effort in complying with the College's Equal Opportunity/Affirmative Action Program; 4) Provide training and professional development activities to encourage the review/establishment of policies and processes to support the creation of a positive culture for recruiting and retaining Asian American administrators, faculty and staff; 4) The College will continue to conduct national and regional searches as a means to fill all administrative and full-time faculty openings; 5) The College will advertise in media targeted to Asian Americans. Media will include print publications and internet postings on employment sites focused on Asian Americans; 6) All positions will be listed with the Illinois Job Service-; 7) Continue receiving the Directory of Graduates from the Illinois Board of Higher Education as part of the Diversifying Higher Education Faculty in Illinois initiative. Continue sending notice of openings to qualified applicants for openings that we have at that time; 8) Human Resources professionals will attend affirmative action related seminars and workshops on a regular basis; 9) Human Resources has developed and presented a workshop for search committee members on diversity sensitivity and effective interviewing issues. Attendees are certified as able to serve on search committees; 10) The Chief Human Resources Official (or designated HR staff) will continue to meet with all search committees prior to applicant review to ensure compliance with all Equal Employment Opportunity laws and address Affirmative Action issues; 11) Applicant flow and selection data will continue to be reviewed and areas of concern will be discussed with the appropriate Vice President. The will base all selection, compensation, promotion, development activities and all other employment decisions solely on performance and/or qualification; activities to be administered without discrimination.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Conduct broad, wide, and deep searches for Asian American applicants.- Clearly explain the intent of the Affirmative Action Plan and reiterate the commitment to equal employment opportunity and affirmative action with all college administrators.- Clearly communicate commitments to affirmative action and employment goals to each search committee.- Monitor the activities and progress of search committees and supervising administrators.- Maintain a welcoming environment so that individuals from demographic groups other than Caucasian desire employment with the College.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N

17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N

18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N

19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y

20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? quarter

21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).

Employees with career ladder enhancement: N

Self-development training: Y

Other: N

Other: N

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

The College's commitment to affirmative action and equal employment opportunity is stressed to each search committee. The supervising administrator's charges and directions to each search committee reinforce the College's commitment. College wide recruitment and employment goals are given to the search committee. Activities subsequently undertaken by the search committee and supervising administrators are monitored by the Chief Human Resources Official.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

Asians comprise: 17.6% of the District; 21% of the Student Body; 9.9% of the College's Workforce



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

4	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

5	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:
10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Parkland College makes a concerted effort to ensure that all selection procedures used by search committees comply with Parkland College policy and procedures and with all local, state, and federal laws with respect to employment practices.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Use social media outlets such as LinkedIn & Facebook. Advertise employment opportunities in publications whose target audience and readership are Asian American.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:  
 Internships: N  
 Community Linkages: Y  
 Mentorship of a new Asian American Faculty: Y  
 Staff Employment Recruitment Plan: Y  
 Other: N
13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N

17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

Self-development training: N

Other: N

Other: N

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

Parkland College makes a concerted effort to ensure that all selection procedures used by search committees comply with Parkland College policy and procedures and with all local, state, and federal laws with respect to employment practices. Human Resources trains a number of faculty/staff to serve as EEO representatives on search committees. These representatives work with hiring managers/search chairs to ensure that the advertisement, initial applicant screenings, and interview process are conducted in accordance with the College's diversity statement and policy.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Prairie State College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	11	0	1	0	0	0	13

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
88	426	0	157	118	0	33	822

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 809

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
0	1	0	-1	-1	0	-1

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

4	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
13	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Included in recruitment budget

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

AAO monitors recruitment and hiring practices

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

More outreach to the Asian American community

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

We have no Asian language speakers at this time

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N

17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

Self-development training: Y

External training

Other: N

Other: N

22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
AAO is monitoring all aspects of the recruiting and hiring process

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Rend Lake College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	2	0	0	0	0	0	2

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
90	254	0	144	41	0	81	610

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 608

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
-1	1	0	-1	-1	0	-1

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

2	Total that received tenure
1	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
2	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

With such a small percentage of Asian population in our service area, it is not feasible to provide budget allocation except in the case of spending a proportionate amount of allocated advertising dollars.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

All hiring managers have been encouraged to consider all applications from applicants self-identifying as minorities; however, the college receives only a very small number of Asian applicants despite our advertising efforts to reach them.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

The college is diligent in advertising open positions in many outlets to try and reach a diverse population of qualified applicants.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Asian American Faculty: N

Staff Employment Recruitment Plan: Y

Other: N

The college offers a very competitive benefit package for all full-time employees.

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

We offer a TRIO program that helps with the transition into college for students whose parents were not college graduates by providing cultural experiences, tutoring and support in a caring environment. We also offer dual credit classes in the high school as an introduction to college with the hope that they will enroll upon graduation.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

Not applicable

Self-development training: Y

All employees are encouraged to seek out self-development opportunities that would help position them for advancement opportunities.

Other: Y

There is some tuition reimbursement available for employees wishing to enhance their education or pursue a higher degree.

Other: N

22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?
- All hiring managers have been instructed to carefully consider all applications from Asian applicants; however, the college receives only a small number of minority applications in spite of our advertising efforts.
23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.
- Not Applicable. Due to the small number of Asian employees, there would not be enough data to conduct a meaningful survey or study.



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

3	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

7	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
5	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Budget resources are allocated for recruitment of Asian faculty for associated employment initiatives. Budget resources are not specifically separated from the total Advertising and Recruitment budgets.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Search Committees are formed at the College to assist with the recruiting efforts, and to review and select employment candidates. All search committee members participate in the College's Diversity in Hiring training before serving on a College Search Committee. All search committee members participate in a procedural review prior to the start of any individual search, which includes reinforcement of the Colleges commitment to diversity, and the committee's role in supporting this objective. Employment candidates for temporary full-time or temporary part-time positions are reviewed and selected by the immediate supervisor for the position. All supervisors also participate in the College's Diversity in Hiring training.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Employment opportunities are posted internally. Using the College website, job opportunities are made available to College employees and students; including minority, protected class, and members of potentially under-represented groups. The opportunity for Career Options communications and discussions for all employees is also built into the College's Performance Evaluation processes. Career development opportunities made available to employees include Foundation Funds available to support career development, an attractive tuition reimbursement benefit, and ongoing professional development and training offerings. External recruitment efforts routinely include solicitations to the NAACP Decatur Branch. Depending on the employment opportunity, other outreach efforts might include the Higher Ed.com Affirmative Action diversity supplement, Minority Nurse.com, MinorityNetwork.com, and illinoisdiversity.com. To optimize the selection process, the designated search committee will typically include a minority representative to assist with recruiting ideas and help maintain fair consideration standards. Job announcement communications include our statements regarding the College's commitment to diversity, an affirmative invitation directed to members of potentially under-represented groups, and a non-discrimination statement.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:  
 Internships: N  
 Community Linkages: Y  
 Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Richland Community College's mission, vision, and Core Values focus on student success. Faculty and staff work together to develop programs and services that meet the needs of a diverse student population.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

The opportunity for Career Options communications and discussions for all employees is also built into the College's Performance Evaluation processes.

Self-development training: Y

Career development opportunities made available to employees include Foundation Funds available to support career development, an attractive tuition reimbursement benefit, and ongoing professional development and training offerings.

Other: N

Other: N

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

The employment process at the College includes the tracking of applicants, interviewees, job offers, and acceptances by minority and gender status. All regular full-time and part-time hire recommendations are reviewed by the appropriate Vice President, Human Resources Director, and College President.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

Employee population summaries by race are reviewed at least annually. Employee transaction information (hires, promotions, demotions, terminations) are reviewed annually.



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

8	Total that received tenure
2	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

10	Total faculty that experienced separation from the university
1	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

NA

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Some of the steps our institution has taken to help employ Asian Americans are as follows: the employment specialist meets with all search committee members to explain the hiring selection process along with the Colleges diversity initiative plan. We require a diverse search committee for each vacant position we are attempting to fill. We also expect a diverse pool of applicants to be interviewed for each vacant position. This is accomplished through the employment specialist who forwards all self-identified qualified Asian American applicants to the search committee chair for review. The search committee chair is responsible for submitting a matrix and a job applicant summary which reflects how the committee decided on who they would interview, hire and why.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

We will continue to look for new venues that target Asian Americans to advertise our vacancies. Work with current staff to get ideas and help with our recruitment efforts. Attend conferences and workshops on Diversity recruitment.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: N

Other: N

NA

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

None

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

NA

Self-development training: Y

Twice a year employees are offered professional development opportunities in addition to interdepartmental training opportunities

Other: N

NA

Other: N

NA

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

The employment specialist meets with all search committee members to explain the hiring selection process along with the Colleges diversity initiative plan. All search committee members are required to follow the hiring procedures which include diversity training and submitting the appropriate documentation after each hire.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

NA

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Carl Sandburg College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	1	0	2	0	0	0	3

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
67	182	0	146	23	0	22	440

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 437

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
-1	0	0	1	-1	0	-1

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

2	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Carl Sandburg College has an advertising budget of \$34,000.00 for recruitment of applications for new and vacant positions. However, there is not a specific budgetary line item for Asian American Employment Initiatives. All hiring situations are administered following our hiring process. Fairness and equity to all applicants is the goal. Current fiscal budgetary spending includes diversity training, interview committee diversity training, and posting on diverse jobs.net. Standard hiring practices includes positing applications on NeoGov.com, a national website, HigherEd.com, hotjobs.com, and at times Affirmative Action e-mails in order to recruit from a more diverse applicant pool.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

The objective of increased employment diversity at Carl Sandburg College is strategic, not compliance-oriented. As such, one of the stated beliefs of the College is that the educational experience is enriched through diversity in its people, curricula, and environment. The Diversity Statement states that Carl Sandburg College is a community of lifelong learners that welcomes, values, and respects diversity. The College fosters a climate of mutual respect that celebrates diversity by embracing our similarities as well as our differences. We demonstrate this commitment by serving students, faculty, staff, and community members with fairness and equality. To that end one of the main focal points of the College is a caring environment. Our objectives are to (1) Shape an environment that recognizes the need for diversity, (2) Create opportunities for all within the College community to interact with understanding, tolerance, and respect for others and (3) Promote sensitivity to individual needs and aspirations of those throughout the College community. We work to meet these objectives through continuous review and improvement of our policies, processes and practices. As such, Carl Sandburg College is compliant with all legal requirements for postings, policies, reporting, and officerships.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Carl Sandburg College advertises to recruit applications for new and vacant positions. Reviews of all employment processes for compliance and improvement opportunities are routinely conducted. Recent enhancements to the selection process include the launch of a new software system to improve the hiring process for job seekers and personnel managers. Also advertisement of job opportunities on Diversejobs.net. These changes were made in order to connect with a more diverse population of potential candidates. A diversity policy enhancement and specific training in planning of initiatives continues.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:  
Internships: N

Community Linkages: N  
 Mentorship of a new Asian American Faculty: Y  
 Staff Employment Recruitment Plan: N  
 Other: Y

All potential applicants, interviewees, and employees are treated with equality. All new faculty are included in a mentorship program.

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Carl Sandburg College strives to accurately assess the needs of the minority communities in the college service area in order to develop programs of support that adequately address the needs of these communities. As such, the College has developed, posted, and filled the position of Coordinator of Minority Outreach and Admissions. This individual's responsibilities include developing contacts and relationships with the minority community. This position has proved very positive as minority enrollment has increased and student participation in The Women of Character, Men of Distinction, Black Student Association, and Hispanic Latino Student Association student groups. These groups are well known for connections and volunteerism in the community.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? full
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
 Employees with career ladder enhancement: Y

Carl Sandburg College offers a variety of professional development opportunities through professional development funds for training, tuition support, conferences, association and professional memberships. These opportunities are offered equally to all employees without regard to race, color, religion, sex, national origin, ancestry, age, disability, citizenship, marital status, veteran status, sexual orientation, or status in a group protected by applicable federal,

state, or local laws; in accordance with Carl Sandburg College Policy#2.10 Equal Employment Opportunity. This policy is publicly posted on the College website and bulletin boards. This policy is revised based on applicable law.

Self-development training: Y

Carl Sandburg College offers a variety of professional development opportunities through professional development funds for training, tuition support, conferences, association and professional memberships. These opportunities are offered equally to all employees without regard to race, color, religion, sex, national origin, ancestry, age, disability, citizenship, marital status, veteran status, sexual orientation, or status in a group protected by applicable federal, state, or local laws; in accordance with Carl Sandburg College Policy#2.10 Equal Employment Opportunity. This policy is publicly posted on the College website and bulletin boards. This policy is revised based on applicable law.

Other: Y

Carl Sandburg College offers a variety of professional development opportunities through professional development funds for training, tuition support, conferences, association and professional memberships. These opportunities are offered equally to all employees without regard to race, color, religion, sex, national origin, ancestry, age, disability, citizenship, marital status, veteran status, sexual orientation, or status in a group protected by applicable federal, state, or local laws; in accordance with Carl Sandburg College Policy#2.10 Equal Employment Opportunity. This policy is publicly posted on the College website and bulletin boards. This policy is revised based on applicable law.

Other: N

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

Reviews of all employment processes for compliance and improvement opportunities are routinely conducted.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Sauk Valley Community College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
1	1	0	0	0	0	0	2

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
44	152	0	68	37	0	26	327

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 325

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
2	1	0	0	0	0	0

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

1	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

2	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
2	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Recruitment of Asian American faculty, administrators, or any level of job category was included in our FY15 budget allocation of \$20,000.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

The human resources staff receive training on the legislative mandates for the Asian American Employment Plan for Higher Education and complying with EEO requirements.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

The College has purchased advertising to reach minority groups to increase the number of Asian American teaching/administrative staff and Asian speaking bilinguals at our institution.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

SVCC makes all attempts to reach out to all segments of the population. Potential students are given the necessary information to ease the transition process into the College.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

Tuition Reimbursement; SVCC Tuition Waivers; On the Job Training; Internships; Career Counseling

Self-development training: Y

SVCC Tuition Reimbursement; Community Classes; Reimbursement for Seminars; Staff Development Committee

Other: N

Other: N

22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?
- The human resources director meets with all hiring managers and screening committees to ensure compliance with the mandatory Hiring and Promotion monitor requirements.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

1	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

2	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Our institution shares the advertisement of all open positions across all departmental lines. Funds are budgeted for the recruitment of all positions, not minority specific.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

The college maintains an affirmative action plan. Human Resources Director was hired and is responsible for monitoring the recruitment, screening, and hiring processes to ensure compliance with all equal opportunity laws and regulations in the interviewing and hiring process.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

The college administrators should continue to work closely with district Migrant Councils to identify qualified Asian instructors. The HR Director will research new avenues to spread the word about SCC job openings.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Continuing to partner with district Migrant Councils, agencies and high schools with Hispanic populations. SCC offers adult basic education, GED, Citizenship class and credit recovery courses that are of interest to these students. A volunteer literacy tutor program is also in place to reach out and help ethnic minorities who need it.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

Staff are encouraged to continue education and are allowed to flex their schedule as needed to attend classes at a local university.

Self-development training: Y

The college encourages time away from work to attend training and other professional development activities pertinent to their current job or that may help them achieve promotion to another job.

Other: N

Other: N

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

The HR Director and EEO officer monitors all employment in accordance with college policy and serves on all employment screening committees for full-time positions.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**South Suburban College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
4	4	0	2	0	0	0	10

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
127	416	0	134	78	0	29	784

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 774

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
2	0	0	0	-1	0	-1

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

5	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

4	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

South Suburban College has a general recruitment budget for advertising all open positions.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

South Suburban College provides hiring guidelines to the search committees involved in recruiting, interviewing, and recommending the final candidates. The search committees are composed of diverse members. Final candidates are then reviewed with the Vice President of the hiring area.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

To increase our applicant pool, SSC has regular and consistent pay increases based on a negotiated contract. SSC has also increased the advertising budget for quality faculty. As certain key positions become available, it is discussed if a bilingual need is there. Based on student needs, at this time, the College adequately serves our Asian American population

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N  
 Community Linkages: Y  
 Mentorship of a new Asian American Faculty: Y  
 Staff Employment Recruitment Plan: Y  
 Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

South Suburban College has Google Translate on the College's website. South Suburban employs bilingual employees throughout the College to help when needed and has also hired temporary interpreters/translators at peak times.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

Self-development training: Y

A variety of professional development opportunities are available to all employees through our staff and faculty development committees. They offer various on-campus workshops, seminars, and all day events. South Suburban College also offers tuition waivers and tuition reimbursement.

Other: N

Other: N

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

South Suburban College provides hiring guidelines to the search committees involved in recruiting, interviewing, and recommending the final candidates. The search committees are composed of diverse members. Final candidates are then reviewed with the Vice President of the hiring area.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

Currently, South Suburban College monitors the ethnicity and race of employees indicating if they are Asian American.



5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

3	Total that received tenure
4	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

0	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>
0	<u>Vietnamese</u>

0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

Allocations for 2014-15 recruitment were budgeted at \$28,000 for all recruitment activities. All full-time positions are advertised with the Southern Illinoisan, which services the southernmost portion of the state and is based in Carbondale, which features a 6.7% Asian/Pacific Islander population, and is home to Southern Illinois University, whose student body features a 2% Asian/Pacific Islander population, as opposed to a 0.2% population within the community college district that SIC serves. All ads are also posted with Monster.com, which reaches a national audience much more diverse overall than SIC's district. We have also advertised with state and regional university career placement centers, who also have a higher percentage of Asian/Pacific Islander population.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Southeastern Illinois College is committed to providing equal opportunity through its employment practices and educational programs and through the many services it provides to the community. The Board of Trustees of Community College District No. 533 will make all personnel decisions without regard to race, color, religion, sex, age, national origin, citizenship status, ancestry, marital status, parental status, pregnancy, family status, military discharge status, sexual orientation, gender identity, disability or handicap unrelated to an individual's ability to perform the essential functions of the job, association with a person with a disability or handicap, military status, source of income, housing status or any other category protected by law. Additionally, administrators monitor the search/recruitment process by ensuring that the policy for hiring is followed. In 2015 a Leadership program was initiated at SIC whereby directors and those in a position of leadership engaged in a training program each month. At one of the training events, we focused on recruitment and hiring and our efforts to create a more diverse

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

To continue the process that Southeastern Illinois College has established and implemented: recruitment in our largest southern Illinois city, which has a higher percentage of Asian/Pacific Islander population and is home to a major university whose student body has an even higher Asian/Pacific Islander population percentage, as well as continuing to provide college and university career and placement centers within the tri-state area information regarding vacancies. Also, we will explore advertising individual positions with the Illinois Job Network, which distributes to diversity groups (among others) statewide.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:  
 Internships: N  
 Community Linkages: Y

Mentorship of a new Asian American Faculty: Y  
 Staff Employment Recruitment Plan: Y  
 Other: Y

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

We do not anticipate a large amount of Asian/Pacific Islander student influx due to the fact that our community college district has less than 0.2% population in that category.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
 Employees with career ladder enhancement: Y

All job postings are sent to the full faculty/staff list which includes non tenure-track employees. They will receive these postings before the general public sees them in print/online ads, etc. SIC has a history of promoting from within and encourages qualified and interested internal applicants to apply for new positions or request in writing a transfer or promotion, as per board policy.

Self-development training: Y

Self-development workshops are offered to employees throughout the academic year as well as professional development opportunities for employees who wish to take advantage of development opportunities.

Other: Y

Other: Y

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

HR staff and committee members responsible for application review and hiring process ensure compliance with all equal opportunity laws throughout the hiring process.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Southwestern Illinois College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
3	11	0	11	1	0	0	26

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
168	848	0	564	55	0	128	1763

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 1737

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
1	0	0	1	1	0	-1

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

168	Total that received tenure
848	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

21	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
26	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:
10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?
- SWIC requires at least one person in each hiring committee to complete a workshop on recruitment, interviewing and hiring. This workshop includes a discussion about how to avoid bias and focus on hiring the best person for the job.
11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

N/A

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

12. Does your institution implement employment incentives to attract Asian American employees such as:  
 Internships: N  
 Community Linkages: N  
 Mentorship of a new Asian American Faculty: N  
 Staff Employment Recruitment Plan: N  
 Other: N
13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

N/A

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N

17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

Self-development training: Y

SWIC requires at least one person in each hiring committee to complete a workshop on recruitment, interviewing and hiring. This workshop includes a discussion about how to avoid bias and focus on hiring the best person for the job.

Other: N

Other: N

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

H.R. runs an analysis of each applicant pool recruited for full-time positions to ensure that we have reached minority candidates. The search is not closed until we have ensured a successful search effort.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Spoon River College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
2	3	0	0	0	0	0	5

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
58	106	0	45	35	0	5	249

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 244

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
0	3	0	0	0	0	0

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

4	Total that received tenure
6	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
3	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

\$500

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Increased advertising in EEO journals and online. All hiring supervisors are required to comply with the college's hiring procedures and EEO policies. The college utilizes an online recruiting system to collect employment applications.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

NA

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Asian American Faculty: N

Staff Employment Recruitment Plan: N

Other: N

NA

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Increased advertising in EEO journals and online.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

- 16. Is the center Director/Coordinator Asian American? N
- 17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
- 18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
- 19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
- 20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
- 21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

NA

Self-development training: N

NA

Other: N

NA

Other: N

NA

- 22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
Hiring procedures are regularly audited for legal compliance and all hires follow an approval process which includes the Director of Human Resources, Budget Officer, and the President.

- 23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.  
NA  
NA

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Triton College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
7	24	0	6	3	0	0	40

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
176	708	0	239	294	0	87	1504

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 1464

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
0	0	0	-1	-2	0	-3

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

8	Total that received tenure
0	Total that did not receive tenure
2	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

8	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? More than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

EEO/AA department training; annual review of the College's EEO / AA program

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

Employee referral program; Asian American focused advertising; increased diversity on search committees; campus community diversity training

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Asian American Faculty: Y

Staff Employment Recruitment Plan: Y

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

Increase outreach to community organizations; increased student support services; multi-lingual signage and recruitment efforts

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N

17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N

18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: Y

Succession plan- leadership academy

Self-development training: Y

Tuition reimbursement- tuition waiver- professional development program- conference / seminar / workshop

Other: N

Other: N

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

Diversity training; increased diversity on search committees; hiring recommendations reviewed by AA/EEO Officer

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

N/A

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**Waubonsee Community College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
10	34	0	4	3	0	0	51

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
173	627	0	406	163	0	76	1445

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 1394

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
2	1	0	-2	-1	0	-3

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

5	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

3	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
0	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

0	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

Diversity/Inclusion training; Interview Training; Documentation of policies, practices, and procedures in place to ensure that all qualified applicants are treated fairly.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

We consistently use publications, job fairs, and job boards that appeal to a diverse audience of candidates.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: Y

Community Linkages: Y

Mentorship of a new Asian American Faculty: N

Staff Employment Recruitment Plan: N

Other: N

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N

15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N

16. Is the center Director/Coordinator Asian American? N

17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N

18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N

19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? Y
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? quarter
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N  
  
Self-development training: Y  
  
Multiple professional development training opportunities for faculty and staff provided our training department.  
  
Other: Y  
  
New faculty Learning Academy- a training program  
  
Other: Y  
  
Leadership Academy
22. How is your institution ensuring that all appropriate staff is complying with the mandatory Hiring and Promotion Monitor requirements?  
  
Mandatory Interview training; Mandatory Diversity training
23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

**Asian American Employment Plan Survey (HB 4510/P.A. 97-0856)  
Fiscal Year 2015**

**John Wood Community College**

**Public Act 97-0856** requires community colleges (and public universities) to annually report to the legislature their progress on efforts to hire and promote Asian-American faculty, administrative staff, and bilingual persons at State Colleges and Universities.

Is your institution an Asian American (and Native American Pacific Islander) Serving Institution (AANAPISI) with 10% or more of the students classified as Asian American (and Native American Pacific Islander) enabling the institution to apply for Title III Federal grants: N

1. As of June 30, 2015, provide the number of **Asian Americans employed** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
0	1	0	1	0	0	0	2

2. As of June 30, 2015, provide the number of **funded positions** within each of the following EEOC categories:

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance	Total
85	166	0	65	55	0	13	384

3. As of June 30, 2015, provide total number of **institutional employees** that are not Asian American; include all full-time, part-time and LOA's: 382

4. As of June 30, 2015, provide the **utilization** for Asian Americans by category (numbers below represent a percent):

Tenured Faculty/ Executive/ Administrative	Non-Tenured Faculty/ Adjunct Faculty	Administrative Staff/ Technicians	Professional Staff/ Protective Service Workers	Office & Clerical/Para-professionals	Skilled Craft Workers	Service Maintenance
-1	0	0	1	-1	0	-1

5. As of June 30, 2015, provide the number of faculty up for tenure at your institution:

1	Total that received tenure
0	Total that did not receive tenure
0	Total Asian American faculty that received tenure
0	Total Asian American that did not receive tenure

6. As of June 30, 2015, provide the number of faculty that separated or left the community college (retired or resigned):

2	Total faculty that experienced separation from the university
0	Total Asian American faculty that experienced separation from the university

7. What percentage of your community college employees are union? Less than 50 percent

8. Definition: Asian (a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). List the country of origin of each Asian American employee at your institutions and the total number of each.

0	<u>Bangladeshi</u>
0	<u>Bhutanese</u>
0	<u>Burmese</u>
0	<u>Cambodian</u>
1	<u>Chinese</u>
0	<u>Filipino</u>
0	<u>Hmong</u>
0	<u>Indian</u>
0	<u>Indonesian</u>
0	<u>Japanese</u>
0	<u>Korean</u>
0	<u>Laotian</u>
0	<u>Malaysian</u>
0	<u>Maldivian</u>
0	<u>Mongolian</u>
0	<u>Nepalese</u>
0	<u>Okinawan</u>
0	<u>Pakistani</u>
0	<u>Singaporean</u>
0	<u>Sri Lankan</u>
0	<u>Taiwanese</u>
0	<u>Thai</u>

1	<u>Vietnamese</u>
0	<u>Other Asian</u>
0	<u>Not Specified</u>

9. Does your Institution provide budget allocations specifically for the recruitment of Asian American faculty, administrators, or any level job category? If yes, provide FY 15 budget allocation for each of these Initiatives:

JWCC does not provide specific budget allocations for recruitment of Asian American faculty, administrators, or any level job category. A budget was not established for these Initiatives for FY15.

10. What steps has your Institution undertaken to ensure that Human Resource staff, responsible for hiring, interviewing, recruitment and EEO are complying with legislative mandates for the Asian American Employment Plan for Higher Education?

A voluntary EEO form is mailed to each applicant. For those who return the form and indicate that he or she is in a protected class, and if not selected for interview or hire by the interview committee, the HR representatives require specific reasons as to what the reasons were to ensure all reasons are qualifications-related. Additionally, all employees who are part of the interview committee or selection process are provided with information and training regarding a selection based on qualifications and not personal appearance, beliefs, race or ethnicity.

11. Please provide recommendations for increasing the number of Asian American teaching/administrative staff and any Asian language speaking bilinguals at your Institution.

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

12. Does your institution implement employment incentives to attract Asian American employees such as:

Internships: N

Community Linkages: N

Mentorship of a new Asian American Faculty: N

Staff Employment Recruitment Plan: N

Other: Y

Associate faculty who are employed on a temporary basis are not on a tenure track. All qualified associate faculty are encouraged to apply for full-time faculty positions when available. Full-time faculty are on a tenure track. All employees are encouraged to apply for any open positions, although some positions may be unlikely due to qualifications of education and experience.

13. Please describe any strategies that your institution is developing to meet the increasing numbers and need of Asian languages speaking students and public that may want access to your institution?

JWCC does not currently have increasing numbers or need of Asian American students and public accessing the institution. A plan will be developed when there is an increase. All services and activities are available to all students and public regardless of their race or ethnicity.

**This section of the survey will list specific initiatives and focus on what your institution has undertaken to further comply with the *State of Illinois Asian American Employment Plan*:**

14. Does your institution currently have an Asian American Resource Center (AARC)? N
15. If your institution has an Asian American Resource Center (AARC), does the center have a Director or Coordinator that can help address the needs of Asian American students? N
16. Is the center Director/Coordinator Asian American? N
17. Is the center Director/Coordinator fluent in any of the Asian languages or dialects? N
18. Does the center Director/Coordinator assist in the recruitment of Asian American students? N
19. Does the community college currently employ culturally competent recruiters enabling them to communicate and interact with parents and students? N
20. How much time are Asian American recruiters utilized to address the needs of Asian American students or their parents in their native language? never
21. For Asian American employees not part of the tenure system at your institution, are the following initiatives in place to help provide for promotion? If yes, please provide a dot point description of the initiative(s).  
Employees with career ladder enhancement: N

Self-development training: Y

All regular employees and associate faculty are eligible to participate in any in-services, workshops and training held for employees. Faculty and associate faculty are eligible to participate in Faculty Senate. All regular employees and associate faculty are eligible to participate in tuition waivers for JWCC classes.

Other: Y

Associate faculty who are employed on a temporary basis are not on a tenure track. All qualified associate faculty are encouraged to apply for full-time faculty positions when available. Full-time faculty are on a tenure track. All employees are encouraged to apply for any open positions, although some positions may be unlikely due to qualifications of education and experience.

Other: N

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

HR oversees all hiring and promotion interview and selection processes. HR ensures EEO standards are followed.

23. Please provide dot points of the results or plans of any studies or surveys your institution may have undertaken of monitoring success concerning the number of Asian Americans that are bilingual and bicultural staff employed by your institution in the EEOC categories: Include a link to any longer documents.

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